

**GOVERNING BODY OF FOUR MARKS CHURCH OF ENGLAND PRIMARY SCHOOL**

<b>Full Governing Body Meeting Minutes</b>	<b>Date of Meeting</b> 26.11.19	<b>Start Time 17:00</b>	<b>End Time: 19:17</b>
<b>Present:</b> Elliott Draper (ED) Mike Smith (MS) Veronica Stoodley (VS) Anna Strong (AS) Esther Andrews (EA) Catrin Adlam (CA) Rupert Keltie (RK) Howard Wright (HW) Julia Yeadon (JY), Kirstie Goldsmith (KG) <b>In attendance:</b> Amy Cox (AC), Kieron Robinson (Clerk)	<b>Apologies:</b> Clare Branney (CBR) Dr Lucinda Maloney (LM) Charlotte Bloomfield (CB)  Victoria Efstathiou (VE) to arrive by 18:15 Kirsty Goldsmith to arrive by 18:00 Elliott Draper to arrive by 18:00		
<b>Chair:</b> Mike Smith deputised until Elliott Draper arrived at 18:08	<b>Clerk:</b> Kieron Robinson		

<b>Main points discussed</b>	<b>Decisions/Actions</b>	<b>Action</b>
<b>1. Welcome and Apologies</b>	<p><b>1 Welcome and apologies for absence</b></p> <p>2 The Chair welcomed Governors to the meeting and accepted apologies from <b>CBR</b>. <b>ED</b> would be arriving later and <b>MS</b> deputised until his arrival. <b>KG</b> would also be arriving later, along with VE</p> <p>3 The Chair advised that Charlotte Bloomfield had resigned as a Governor but would be happy to stay on as an Associate Governor so as to support the FGB with any HR issues</p>	
<b>2. Declaration of Interest</b>	<p><b>2 Declaration of Personal and Pecuniary Interest/AOB</b></p> <p><b>2.1 To record any change to pecuniary interests, which should already be recorded on the Governor Hub, and to advise of any conflict with any item on the Agenda</b> VS Had printed off the list of pecuniary interests recorded on the Governor Hub to-date which she showed to the Governors present. Unfortunately, <b>most Governors had not completed the form which they all must do as Governors</b>. Previously pecuniary interests were signed at the beginning of the Academic year and saved on file separately. <b>VS asked Governors to sign onto the Hub and record their interests under their own names.</b> <b>Governor Question – Can only the HT or the Clerk check to see if everyone has done this? VS</b> The information is open to anyone to look at these records <b>Governor Comment: We should keep reminding Governors if they have not completed the form via WhatsApp. VS</b> This is the Clerk’s job</p> <p><b>2.2 To raise AOB for discussion either at the meeting, or as an Agenda item for a future meeting</b> AOB – None raised for the current meeting and none for future Agendas.</p> <p><b>Governor Comment: Just adding a document on the GH doesn’t generate an automatic email to Governors to say that something has been added.</b> <b>Governor Response –</b> This can be done if you change the settings under your profile. <b>Governor Comment: We should remind everyone to turn on the preference that they receive an email when something is added to the Hub – Clerk to remind all Governors</b></p>	<p><b>All FGB</b></p> <p><b>Clerk</b></p> <p><b>Clerk</b></p>
<b>3. Minutes of previous meeting held on 17 September, 2019</b>	<p><b>4. Minutes of meeting held on 17 September, 2019</b> Minutes of the Meetings were reviewed by the <b>FGB</b> and the Chair signed them as a true and accurate account of the meeting <b>RK – Unfortunately his name had been mis-spelt throughout the Minutes Clerk to change</b></p>	<b>Clerk</b>
<b>4. Matters arising</b>	<p><b>Matters arising from previous Meeting -</b> <b>FGB – All Governors to confirm and sign</b> they have read the Safeguarding Policy and the Child Protection Policy (2 parts), along with the Keeping Children Safe in Education (Part 1) and Working together with Safeguarding Children Annex (A) which is on the GH and the school website. <b>MS – This has been</b></p>	

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	<p>covered under the discussion around the <b>GH</b>. <b>Again, it is very important that everyone needs to confirm they have read these Policies</b></p> <p><b>ED</b> – Update on the Pay Committee (see 7 below)</p> <p><b>KG</b> – Confirmation completion of Pecuniary interests form on the GH Governor Comment <b>KG</b> not yet arrived at the meeting but it is believed she has now done this. <b>KG</b> to confirm she has completed the form on the <b>GH</b></p> <p><b>ED</b> – <b>Governors Report 2018/2019</b>. A draft had been circulated to Governors (<b>completed</b>)</p> <p><b>RK</b> – <b>Virtual Governance Draft Report</b>. The Virtual Governance is all written and skype is working. Main query is around –</p> <ul style="list-style-type: none"> <li>- How will the Skype account be set up?</li> <li>- Will we want one just for the Full Governing Board?</li> </ul> <p>We can have a password and login details on the GH. <b>Governors agreed to this set up</b></p> <p><b>RK</b> - In terms of running virtual meetings we need to think of what technology (aside from laptops) that need to be used to run virtual meetings for example using speakers etc. <b>RK</b> said he had a wireless speaker that could be used when he was at the meetings but this is something that needed to be borne in mind when setting up virtual meetings as some computers don't pick up sound very easily. It will not be a visual meeting unless someone uses their laptop as we don't have a camera and <b>RK</b> didn't recommend any further purchasing requirements, for the school, in order to get Skype up and running and said the FGB should just use the equipment available to them in the room at the time of the meeting.</p> <p><b>Governor Comment: It's going to be rare when we require a virtual meeting as, with this evening, most people who are not at the meeting are attending meetings elsewhere or are in transit and wouldn't be available for skype anyway.</b></p> <p><b>RK</b> – Has recorded in his Report that the virtual meetings for FGB maximum would be 2 virtual meetings and <b>1 maximum for Committees</b>. There may be <b>exceptional circumstances e.g. Pay Committee</b> and this is acceptable from Hampshire CC, as long as these meetings are managed as an exception.</p> <p><b>Governor Question – Will this end up as a Governing Policy of the Governing Body once it is finished.</b> <b>RK</b> – Yes, although we may call it guidance, or conduct, as opposed to a Policy as Hampshire issue guidance on this and not under a policy. Governors agreed to go with Conduct.</p> <p><b>RK</b> – Continued and said, so far, all the network settings worked and he has run a test skype call as well.</p> <p><b>MS</b> thanked <b>RK</b> for his verbal report and work on this</p> <p><b>HW</b> - <b>Update on Governor Training</b> (see 16 below)</p> <p><b>LM</b> – <b>Update on Safeguarding Review</b> of the data on the Governor Pool (see 14 below) (<b>ongoing</b>)</p> <p><b>ED</b> – <b>Terms of Reference</b> for the FGB to be signed and confirmation the ToR for the Committees has also been signed by the Chair and filed (see 7.4 below) Need to be printed and signed for the 3 Committees. <b>ED</b> to check the requirements (<b>ongoing</b>)</p> <p><b>RK/CBR</b> – <b>Feedback on the New Inspection Framework training at Alton House Hotel on the 9 October</b> -</p> <p><b>RK</b> – It was a very useful session which was well attended and very well run.</p>	<p><b>All FGB</b></p> <p><b>KG</b></p> <p><b>ED</b></p>



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	<p><b>HW</b> - I apologise I haven't yet done anything about this yet. I would hope that by the next FGB Meeting in January we will have someone but it takes a while to approve. <b>JY</b> had raised the bar high, and she is going to be difficult to replace. <b>(ongoing)</b></p> <p><b>Clerk to check if an election is required for a Parent Governor when a Parent has offered to stand?</b> <i>(The Clerk had advised the Chair, following the last meeting, that an election would still be required even if one person has volunteered)</i></p> <p><b>Governor Comment – Surely you would need an election as you would have to be open and transparent about this.</b></p> <p><b>Governor Comment – We will also have to replace Charlotte as well. She is a co-opted Governor</b></p> <p><b>Governor Comment – So we could offer the Parent who has volunteered to be a co-opted Governor</b></p>	
<p><b>5. School Improvement Plan/SEF updates</b></p>	<p><b>5 School Improvement Plan/SEF updates</b></p> <p><b>5.1 To receive a report from the Headteacher and receive an update on the SIP/SEF</b></p> <p><b>VS</b> – Sent around the SEF ahead of the Meeting. This is the most up-to-date information about where we are, what the priorities were last year in terms of school improvement and what the impact of those actions are to-date, and the priorities as we go forward (more short term than longer term) in terms of School Improvement so it ties to two together. The document is a self-evaluation, in terms of where we think we are, as thinking as well about how the School Improvement Plan factors into what we are doing to improve. <b><i>This is one of the best documents for Governors to be familiar with.</i></b></p> <p>We had Carole our LLP here 2 weeks ago –</p> <p>We had a different format to the day than we have had before, as Carole chose a focus area for the school. Previously there was a lot of time given to either talking to me about data or safeguarding whereas this time I wasn't as involved, and there was more focus on other leaders in school. It was more like how the Ofsted Framework might work. We did choose some of the focus threads, for the day.</p> <ul style="list-style-type: none"> <li>- <b>Maths</b> was a focus, as this is a high priority for us for School Improvement.</li> <li>- <b>Early Years</b> was another area because we have worked very hard on improving this: <b>EA</b>, in particular, have done a lot in changing the direction and vision for Early Years and that was one of the areas which was identified as an area for improvement in the last Ofsted inspection. Even though the Ofsted inspection was some time ago, Ofsted will use this as a starting point in their next visit.</li> </ul> <p>We felt it was important for us to get an external evaluation of our progress with Early Years.</p> <p>Carole also looked at the provision for vulnerable pupils so <b>CA</b> talked about <b>Pupil Premium</b> and <b>AC</b> talked about <b>Special Needs</b> both of which she recognised that the outcomes for those children was strong. She was looking to understand the impact of what we were doing with the children to enable them to develop.</p> <p>She spoke to Kelly about <b>English and Reading</b> and why that is particularly strong. She also talked to <b>AC</b> and myself about <b>Safeguarding</b> and checked this with <b>ED</b> which is exactly what Ofsted would do. She also asked how Governors were involved with <b>Safeguarding</b> and I explained we had a shared responsibility, and that it was everyone's responsibility to monitor and check <b>Safeguarding</b> and she also asked <b>ED</b> the same question. <b>ED</b> gave the same answer which is what she was looking for.</p> <p>It was a really positive day.</p> <p>We came out with some jointly identified areas which we both thought were priorities to continue with. She had a lengthy conversation with <b>EA</b> talking about Early Years. Carole has gone into other local schools and has been singing EA praises with them and encouraged them to visit the school and see what <b>EA</b> has been doing. This is a real compliment. She kept using the word '<b>excellent</b>' and said she thought the provision for <b>Early Years</b> was</p>	

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	<p>outstanding and very well thought out!</p> <p><b>Huge congratulations to EA from VS and this was echoed by the Governors around the table 😊😊😊😊</b></p> <p>She also saw a big improvement with <b>Maths</b> and passed on to <b>CA</b> -  <b>CA</b> – One of the tasks Carole gave for us was to delve into one area, one subject, which was on the <b>SIP</b>. So, we came up with Maths. I wanted her to look at our Maths books, as we have been working really hard over the last 2 years in many areas of Maths. It was good to have someone come in, have a look at our progress, to ensure we are on the right lines, was really positive. She said she could see progression.... <b>She had obviously been wowed by Early Years.</b></p> <p>She said Maths was very strong, in Early Years, and could see that went right through to KS1 to lower KS2, and upper KS2. She could see lots of things we had implemented with Natalie Ivy (Hampshire Adviser) who has come in to help. All the things we had implemented with her were being seen in the books. She was really pleased.  Everybody did really well!</p> <p><b>VS</b> – Obviously these issues are continuing, and there are a few different action points. These are joint actions –</p> <p><b>CA</b> has already started putting things in place, and one of the points is with using the new <b>NCTEM Planning Tool</b>. This will be a really positive move for us, because changes around e.g. <b>place value</b> being taught as a thread, goes right through Maths teaching, rather than it being taught in chunks. Where we also have issues with mobility, or children have come in half way through the term, they might have missed a bit of the learning, which is still a significant factor for us. This means it should be easier to identify gaps in children’s knowledge and understanding in that particular area, which is a key area in terms of children making progress in Maths. They can’t progress if they haven’t got a good grasp of place values.</p> <p>We are already starting to put that in place and <b>CA</b> put that in place early in the year, in fact from last September.</p> <p>Carole talked to <b>AC</b> about different ways of tracking pupils, and groups of pupils. <b>AC</b> does a lot of tracking, and it was just a suggestion in terms of what information to pull together for these children.</p> <p><b>AC</b> one of the things which will come up in Ofsted, is asking a <b>Foundation Subject Teacher or deep diving into a foundation subject</b>. Val came into the Meeting and talked about <b>Geography</b>, and we had the discussion around making sure we have all the Skills and Progression in all areas of the curriculum. We do that, but it’s a case of pulling it altogether into one document so it’s all together.</p> <p><b>VS</b> - Where a Teacher might be new, or not as practiced in talking to ‘strangers’ about it, this gives them something to enable for them to talk around. It’s then clear we have everything covered, which we have. It’s just another way of double checking, and we had already started work on some of those things. It is a positive and good thing for us to do.</p> <p><b>Governor Question – How often does she come in? VS</b> - Once a year. We are <b>Low Priority</b> and they come in once a year and do a <b>Risk Assessment</b> of the school. If they think a school is a bit of a worry, they might put the school on <b>Medium Priority</b> this would mean the school would get an extra, on the buy extra support, from the <b>Local Authority</b>. If a school is a <b>High Priority</b> then there are lots of intervention going on in terms of change practice etc.</p>	

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	<p>It <i>can be</i> a good thing to be for example <b>Medium Priority</b>, as you get more help and you can get a deal to get expertise into school, so it can be quite good. So long as you don't mind the 'label'. But they won't give you a different priority unless you are a concern.</p> <p>We have <b>Early Years</b> – '<b>Let's think</b>' in the morning, and in the afternoon we have Sarah the Consultant who is staying with us for the afternoon to do more of the '<b>Let's Think Maths</b>' so this time we have <b>CA</b> and Kelly who are going to teach a <b>Lets Think Maths lesson</b> with Sarah (the Expert) watching and coaching.</p> <p><b>Governor Comment: There is a lot of affirmation in your Report that things are progressing well!</b>  <b>Governor Comment: Yes, this is very encouraging and well deserved</b></p> <p><b>Governor Question – Do you get a formal Report back</b> VS Yes, and that should come quite quickly. I had had a look at the draft and I sent back some comments about some factual information on some areas that were not correct, and once that's corrected, we will get a copy which I will share at the next meeting</p> <p><b>Governor Comment – Please give back to the staff our appreciate for all the hard work they are putting in, because its external scrutiny like that, that lets you know you are doing the right things.</b> VS Thank you it is nice to have</p> <p><b>VS Gave an overview of her Headteacher's report –</b>  <b>CONFIDENTIAL SECTION OF HEADTEACHER'S REPORT NOT SHOWN IN THE MAIN FGB MINUTES</b></p> <p><b>Expansion Plans</b> are up in the air at the moment. I have spoken to Martin about the fence and whether we should wait for the expansion to start and he said to go ahead with the fence as it may be a long wait. I'm guessing County is hedging their bets about when the expansion will actually commence and they likely push the start date back. I have emailed Martin to ask if they are pushing the start date back a year and he hasn't responded to my email. But I will keep trying to get this pinned down.</p> <ul style="list-style-type: none"> <li>• <b>The Budget</b> is in my Report and we talked about this at the <b>Resources Committee</b></li> <li>• <b>Attendance</b> is something to flag to you - if you look at absence in the Inspection data (<b>IDSR</b>) it says that in 2017/18 absence was above the national average, but when I checked onto <b>Inspective Light</b>, which is a slightly different tool, it shows we are below in the year. We just need to recognise that there were quite significant health issues with the children in that particular year, so I don't think it is going to be above this year and I have put this in the Spec. and this is a strength of the school as attendance is really well managed. It just feels like the statistics are contradictory, but we had one little girl who was off for pretty much the whole year, as she had two lots of brain surgery, and we had another child who was also off having had a major operation, and he was off for a few months as well. So, there was quite some significant absence around that which affected the statistics but it was a few children not lots of children. The other things to say was that although you don't get a break down between the ethnic groups in our school we do have a higher traveller children population in our school, than most schools nationally, and again that does affect our attendance rate in relation to persistent absentees because they will go travelling for cultural events which are part of their heritage. Again, this should give some context around the statistics.</li> </ul>	

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	<p><b>Governor Question – Is it true that Ofsted will be more interested in 3-year trends, rather than individual years. VS</b> - I think that's the general picture but of course the 3 years trend can be pulled down because you have an unusual cohort for whatever reason. So, whilst they might look at the 3-year trend it might also be appropriate to understand the detail if there is a particular anomaly. It's alright if your 3-year trend is similar, but if you've got a big change one way or another it's usually something to do with the cohort. Ofsted's view is that it is trying to iron out those anomalies but you would still have to be able to talk about why these have happened.</p> <p>I think I have covered everything in the report – any questions?</p> <p><b>Governor Question – Can I ask about the School Improvement. Is there more emphasis on the progress children make now, rather than attainment and is that the area we need to focus to maximise progress? VS</b> – It is still both, so again if you look at the IDSR its about where they feel it's significant so on the IDSR it will generate a statement it the results are significantly above/below average. It gives an indication whether or not something is significant.</p> <p><b>Governor Comment - We still want to keep up our attainment, and push that through, but we also need to be aware of progress as well</b></p> <p><b>Governor Comment – I have read that Ofsted are concerned about schools that have high attainment but not so high progress</b></p> <p><b>Governor Comment – I would assume if our attainment wasn't very good our progress wouldn't be very good either</b></p> <p><b>The Chair thanked the Headteacher for her very comprehensive report</b></p>	
<p><b>6. Reports from Committees</b></p>	<p><b>7 Reports from Committees</b></p> <p><b>6.1 Resources</b></p> <p>The Resources Committee met on the 8 November -</p> <ul style="list-style-type: none"> <li>- We had feedback on the Cleaning Contract and in fact we are staying with the same arrangements.</li> <li>- We looked at the <b>Pay Policy document</b> and had some feedback on the Pay Committee and this is being reported back under a separate item (below).</li> <li>- We also reviewed the budget revision of the 5-year budget plan, and went through that in quite a bit of detail. <b>VS</b> explained why certain elements of the budget were changing half way through the year. This was a lengthy discussion</li> <li>- <b>RK</b> gave an update on Health and Safety (Item 15 below) and he had also taken a Governor walk around the school We looked at the two policies – <b>Confidentiality Policy and the Complaints Policy</b> and recommended these for adoption at the FGB meeting today</li> </ul> <p><b>6.2 Standards and Curriculum</b></p> <p>The S&amp;C Committee met on the 14 October –</p> <p><b>18:01 Kirsty Goldsmith &amp; Elliott Draper arrived at the meeting</b></p> <ul style="list-style-type: none"> <li>- Discussion around a <b>Gifted and Talented Policy</b> and whether this was needed. The view in County, and nationally, has changed their view with regard to G&amp;T and now they don't really encourage having a register of G&amp;T children any more rather, they like to see a provision in the school that allows children to explore their different talents, and also check there is challenge in the school. We talked about how we addressed this provision in school.</li> <li>- We discuss homework and discussed whether we should review the Policy, which is quite a bit of work, last time we put it out to a big</li> </ul>	

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	<p>consultation with Parents, and we could do it again, but it was quite divisive, as some people want their children to have lots of homework and others don't want them to have any at all. We then had to do something in the middle, which is what we have now. We were reluctant to put it out for review with parents again when, we are going to need consultation with parents around changes on the <b>Sex and Relationships education and Policy</b>. That will be the big piece of work.</p> <p><b>18:03 Mike Smith &amp; Anna Strong left the meeting to attend their Training session</b></p> <p><b>Governor Question – Do you find the current Homework Policy achieves what you want it to do? VS</b> Generally it is OK. To be honest we would be happy if we could get parents to consistently and regularly read with their children and help in terms of learning their tables and work on mental arithmetic- actually it would be a huge support to their children. But we struggle getting some parents to do that. We appreciate everyone has busy lives but it is trying to strike a happy medium. We also have a <b>Homework Club</b> which is something a lot of schools don't offer. For those children who prefer to do it in school and not do it at home, or it's a piece of homework they don't understand, or they need an extra piece of input from the Teacher. It's an option for KS2 children to do <b>homework at lunchtime or part of the Friday Club</b>. So, there are alternative ways for children to manage their homework which we feel helps them to prepare for moving on to Secondary School as they will have to manage any workload for themselves when they move up.</p> <ul style="list-style-type: none"> <li>- We talked about, and agreed, the <b>Assessment &amp; Feedback Policy</b>.</li> <li>- We discussed <b>managing Teachers workload</b> which was a point <b>RK</b> raised and we reviewed that in line with guidelines published a couple years ago which revolved around trying to make sure that assessment wasn't overly onerous, and was providing useful information.</li> <li>- A <b>new tracking tool</b> we are hoping to use. We are just doing the <b>NFER Test</b> at the moment, so we will upload the results on that this term. This is going to provide us with better information than the <b>Target Tracker</b> and it is also really good VFM as it is so much cheaper.</li> <li>- We discussed <b>data analysis because the ASP data</b> had just come out but didn't include KS1 at that point, it was still just KS2. But there wasn't a huge amount of variation which wasn't already discussed in the Summer.</li> <li>- We looked at the <b>Self Evaluation Form</b> which had just been put together and has now been shared with the whole FGB.</li> <li>- We thought about <b>inviting different members of staff to the various Committee Meetings</b> which would give them the opportunity to practice articulating the vision and structure of their subject across the school. Maybe varying it in terms of the priorities within the term.</li> </ul> <p><b>Governor Comment: This goes toward Governors asking questions around the intent, structure and impact which was covered in a recent training session I was on. It is a good chance for Governors to ask Teachers these types of questions. VS</b> Yes, this would give Governors and Teachers really good practice</p> <p><b>6.3 Pay Committee (including adoption of Pay Policy and agreement of pay recommendations VS &amp; Staff Governors left the meeting</b></p> <p><b>RK</b> We discussed the Pay Policy by HCC and any of the amendments <b>VS</b> took everyone through the policy and discussed some of the payments. <b>The Policy was agreed under the Hampshire model by all Governors present at the Pay Policy Committee meeting.</b></p> <p><b>CONFIDENTIAL SECTION OF THE PAY COMMITTEE NOT SHOWN IN MAIN FGB MINUTES</b></p> <p><b>18:20 KG</b> left the meeting, and the staff were called back into the Meeting along with <b>VE</b> who had arrived earlier but waited to be called into the meeting.</p>	

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	18:25 KG was back in the meeting along with the rest of the Committee – HW, ED, RK, VE, JY, CA, VS, AC, KG, ES in the meeting	
7. Policies	<p><b>Policies</b></p> <p><b>7.1 Confidential Policy</b> – standard policy detail - reviewed at the Resources Committee</p> <p><b>7.2 Complaints Policy</b> – Resources Committee also reviewed this Policy which had been updated in line with the Hampshire model and DfE guidance</p> <p><b>ED proposed both Policies be accepted and RK seconded the proposal</b></p>	
8 Revised Budget	<p><b>8 Revised Budget</b></p> <p><b>9.1 To receive a report from the Headteacher</b></p> <p>ED – Resources Committee covered the revised budget in their meeting. The Resources Committee was happy to approve the revisions and ED asked if any of the Governors present would like to make/add any comments</p> <p>VS – For clarification, and in order for the Governors to approve the revisions VS explained – In the revised budget there is a – <b>Total expenditure is £1,342,486</b> and the <b>Total income is £1,332,852</b> which means we have an <b>In-year deficit of £9,634</b> this year creating a likely <b>Cumulative surplus at the end of the year, if all goes to plan, of £48,224.</b> VS Continued - This sounds very positive, until next year, when we will have an <b>in-year deficit of £41,974</b> which will wipe out any surplus we have this year. <b>RK Proposed acceptance of the budget revision</b> <b>ED Seconded this proposal</b> ED Commented that although the deficit (for next year) was a concern, so many things could happen in the year that could change the deficit.</p>	
9 Statement of Financial Expectations	<p><b>9 Statement of Financial Expectations</b></p> <p>VS Explained that this is a HCC document and the document hasn't changed since 2017. There have, however, been changes to the <b>Statement of Financial Values</b> (standards) in terms of what they are looking for; but in regard to the <b>Statement of Financial Expectations</b> that doesn't look like it has been updated since September, 2017.</p> <p><b>Governor Question – As you happy that we don't need to add anything else to it?</b> VS No, I think it is fine</p> <p><b>All the Governors present agreed with the comments, and were happy to comply with the contents of the document</b></p> <p>ED Added that if there were any updated guidance on this document it could be taken to the Resources Committee for discussion The <b>SFES</b>, which has changed we are going to review at the beginning of next year in the Resources Committee</p> <p>VS Agreed, this needs to be approved by March, 2020 and sent off to HCC</p>	
10 Pupil Premium Strategy Statement	<p><b>10 Pupil Premium Strategy Statement</b></p> <p>CA– Commented that she had been reviewing the <b>PPS</b> since she took over responsibility for this in September. CA has gone through the Statement and prepared several drafts so far, once this is finally, she will email/share so all the Governors are able to review it.</p> <p>CA Continued that this document sets out the intent of how we are going to spend our Pupil Premium money, and what impact that has on the pupil</p>	

Main points discussed	Decisions/Actions	Action
	<p>premium children. <b>CA</b> has carried out some analysis of how the (<b>PP</b>) money from last year was used in order to have an impact on the PP children and in terms of the Y6 cohort (which have just gone through) the data shows they have done really, really well in terms of meeting ARE at the end of KS2. We had 100% achieving the <b>Reading and the Writing and the Maths</b>. The overall figure came to <b>75% achievement</b> and <b>one child got Greater Depth in Reading and she had come into us as a Y3 personal issues</b> and we worked hard with her over the years. Going back to what VS about absenteeism this particular child was one of the children we really had to work with to get her into school and in the end she did really well in terms of her Reading, Writing and Grammar.</p> <p>Lot of things we have put into place have clearly had an impact and, also going through it, you will see that the very strategies we have put in place for PP premium children is not just for them as it has an impact for all the children. In terms of the <b>Let's Think English, Let's Think Maths</b> it is to provide catchup for all children but it does particularly benefit those PP and vulnerable children. One of those things is in terms of their <b>thinking and oracy</b> because that is one of those things that might be lacking in terms of their vulnerability – so we are plugging that gap so that we can make sure they make our <b>ARE</b> and that progress we are hoping they will make. <b>The other intervention we are doing is Drama</b> which has had a really good impact with this and Michele Anderson comes in once a week, and although she gives drama lessons to other children, we then use of this funding to fund the <b>LPP</b> children</p> <p><b>Governor Question – How many children do we have on PP at the moment? CA</b> – There are 18 on the Register at the moment.</p> <p><b>VS</b> – What is in the curriculum, and what Ofsted are looking for, is about how we ensure that children have '<b>cultural capital</b>' and this is something we have always done within the PP strategy for those children where sometimes there is a gap in terms in terms of privileges and the different experiences children have and drama is one of those things where it is all about oracy, about exposure to different texts, poems and we also do music tuition for some of those children and we also fund the trips and residential and, if we have experts coming in they are funded through <b>PP</b></p> <p><b>CA</b> – Looking at the trips, and residential, it is amazing to watch first-hand how children, who have not been exposed to opportunities to do them before, really thrive in that environment. It is wonderful that we are able to provide that opportunity to them.</p> <p><b>Governor Question – It must be difficult to attribute the costs to PP? VS</b> – You can't say that it is just that one 'thing' that is making a difference as we also have for example the <b>Let's think English</b> which is very much based on oracy and children debating, texts and the wider exposure you can't just necessarily pinpoint that actually it's one thing that makes the difference – you need to look at the whole package we offer in terms of the general key values for our most vulnerable children, and they may not be PP children but they still have a vulnerability.</p> <p>One of the issues is around attendance as we mentioned before. Where there is persistent absenteeism around some of our children, the work we do, particularly the work <b>Andrea and Yvonne</b> do, on an almost daily basis supporting families to actually get the children into school. They are not going to achieve if they are not in school so this is the thing we have to address. <b>Andrea and Yvonne also go above and beyond</b> so that Andrea, for example, is busy setting up all the permissions to set up a robot in the class of a child who is off on long term sick, so she can participate in the lessons. She is liaising as well with tuition out of school so she is able to continue her learning if she is not able to come into school. That child is not PP but she is clearly vulnerable and you couldn't anticipate this. It is all about how you use the resources you have available to you to support wider vulnerability sometimes. We couldn't do this if we hadn't invested some of that money into having some of Andrea's time paid for through PP, and she does a phenomenal amount in terms of supporting children's attendance where they are vulnerable.</p> <p><b>Governor Comment - This is one of the things that Ofsted looks at, in terms of where you spend your PP money. It is not necessarily spending money on PP children, but on all vulnerable children, or the whole school community. VS</b> Research shows that the least successful approach is to just allocated</p>	

Main points discussed	Decisions/Actions	Action
	<p>£1000 to a child you identify as vulnerable and decide to spend that money just on them, trying to 'make them better' because that is not a strategic use of that money. It is thinking more strategically about the money and how you can do it through quality first teaching and quality interventions, or experiences, or general provision that goes in, as a thread, right through the school. So, it is not something that just stops when that money has run out, or they stop being a PP child- everyone can access it when they need it.</p> <p><b>CA</b> – It's that better focus or balance for everyone in that thread through and individuals in terms of school trips, there is also a child in Y5 who loves rugby and that is an experience for him so we are paying for him to have additional rugby training with the rest of the children that have it. There is, also the strategies that break down in detail as to how we are going about that. I have described various activities so for example in <b>English</b> it is the <b>Drama</b>, and <b>Let's Think English</b> and in terms of <b>Maths</b> then we are beginning to introduce the <b>Let's Think Maths</b>, and Sarah is coming in tomorrow to do some work with us. It is narrowing the gap, as we have found that, especially with our mobile population, those that are PP coming from that population, are more vulnerable. And some of those PP children, especially the last cohort, had been to several different schools.</p> <p>So you plugging in more of a gap if you are putting things into place – early diagnosis (diagnostic testing) so we can identify where the gap is and then whether that needs to be an intervention if they are special needs, or whether just additional teaching within the classroom this is something that would be appropriate.</p> <p>In KS1 there are a <b>couple LSAs</b> who have gone on the '<b>Leaps in Learning</b>' course and that is to plug that gap, not only for the PP children but also for the <b>SEN</b> and also we have been using the SEND Maths Tools which is special needs intervention, but it is also applicable to all children and especially on <b>PP</b>.</p> <p><b>CA</b> will send through her final report, including relevant data and costings in the next week.</p> <p><b>Governor Comment – There are lots of review dates in there, and they are all different depending on the difference aspects CA</b> We reviewed this initially in September, and some areas are on a yearly basis, but something like the <b>Let's Think Maths</b>, although we started to introduce this in the last six months it normally takes a couple years to impact on the children. We have been doing <b>Let's Think English</b>, for 3 years now and it just needs that time for these courses to embed and impact on the way children think and analysis different aspects of it. There are different review dates of when things will happen so we have short term goals, medium- and long-term goals into how we deal with them</p> <p><b>VS - This should go on the S&amp;C Agenda for 14 January</b> and will also need to be published on the school website. <b>AC</b> It is anonymised and names are not included in the Report as these should not show on the school website.</p> <p><b>Governor Question – Are all the £-figures shown in the Report? VS</b> Yes, you are required to show all the costs/expenditures</p> <p><b>Governor Question directed to RK - Was Pupil Premium covered on the new Inspection Framework.</b></p> <p><b>Governor Comment: Governors should all be aware of this information as any one of the Governors could be quizzed by Ofsted on PP as to what is the school doing with its PP so it's worth noting and remembering the headlines of the report e.g. Drama, Sport, Music and SEN is also a big feature in the new Framework. VS</b> Agreed and said SEN is also a big feature in the new Framework, and it would be good to understand what it is like for 'the day in the life' of a child school. So, is it a good place for all children to be? And this also covers children of all vulnerabilities, checking that they are not completely withdrawn and pulled out of the broader curriculum areas so that they would have a very narrow curriculum diet. It's just trying to explore those things.</p> <p><b>CA</b> Our % of PP is quite small we only have 18 children.</p>	<p><b>S&amp;C Agenda + CA</b></p>

Main points discussed	Decisions/Actions	Action
	<p><b>VS</b> Data is taken from different points, and when it triggers the funding is dependent on a particular census through the year. I think it is the January census, that triggers funding for PP, but there is a year delay. It might be we know a child is going to be PP, so that when they come to us we know they have been on FSM we know they are going to get the funding, and there is a vulnerability there, but they might not show on our school list that comes from the DFE because they might not have been on our census at the right point in the school year. The way we look at it is that any children have got the vulnerability and if we know they have been <b>FSM</b> or if they go onto FSM and they have just missed that census then we will start checking and looking and having all the things that they need</p> <p><b>ED Thanked CA and VS saying it was a lot of work to pull together but it was beneficial</b></p>	
<p><b>11 Looked after Children</b></p>	<p><b>11. Looked after Children</b>  <b>CA</b> We didn't have any <b>Looked After Children</b> at the time of the Report, but we have one child now so we will be prepared for the next Report.</p> <p><b>Governor Question – What is a Looked After Child</b> <b>CA</b> - A child who is in care. There are different kinds of care. A <b>Looked After Child</b> and a <b>Child in Care</b> are the same – the title can be different in each LA i.e. 'looked after by County. Hampshire have a virtual school for Looked After Children. If the child is adopted then the child becomes a '<b>Post Looked-After Child</b>'. <b>VS</b> - But they will then still attract PP funding as those children are still likely to have some vulnerabilities.  <b>CA</b> There is a slightly different format to use in reporting next year.</p>	
<p><b>12 Governor Body Membership</b></p>	<p><b>Governor Body Membership</b>  <b>12.1 To confirm outstanding vacancies and action taken to update the Governor membership</b></p> <p><b>ED – Thanked JY for all her hard work, and support for the school, over her years as a Governor for the school and said she was welcome to come back anytime! 😊😊😊😊</b></p> <p><b>ED continued</b> - This means we have a vacancy for a <b>Foundation Governor vacancy which HW</b> will organise. (As mentioned above) <b>CB</b> has also resigned as a co-opted Governor and will become an Associate Governor.</p> <p><b>ED confirmed there are two vacancies – a Parent Governor and also a Co-opted Governor.</b>  A discussion took place, and it was agreed to advertise that the school had Governor vacancies. <b>VS</b> Indicated that <b>ED</b> would need to liaise with Karen Ballard (in the Office) as she will run the election and there are strict time limits that need to be adhered to</p> <p><b>Governor Question – Does it go on the Hampshire website as this might attract people who are external to the school</b> <b>VS</b> indicated that she had seen Governor vacancies (for co-opted Governors) on the Jobs websites.  <b>ED</b> said he would check with <b>KB</b> and get <b>HW</b> agreed to sort out the vacancy.  <b>Governor Comment: It could also go in the local magazine or newspaper</b>  <b>Governor Comment: We need to ensure we get the right person so there needs to be a good interview process</b>  <b>Governor Comment: Roles should be outlined for Associate Governors, as they could be missing out on important information. They don't have to attend all meetings, and they don't get any votes in the meetings they attend.</b></p>	<p><b>HW ED/KB</b></p>
<p><b>13. Governor Visits</b></p>	<p><b>13.1 To receive Reports from Governor visits to the school</b></p>	

Main points discussed	Decisions/Actions	Action
	<p>KG indicated that she should, as a new Governor, having done the training she should visit school for an induction visit.</p> <p><b>Governor Question - Were there enough Governors for the Bonfire Night?</b> HW All the Governors and members of the PTA turned up, some with children. VS -It raised about £6,000 with about 1,300 people through the gate. It is the biggest fund raiser we have had so far. In the past it raised about £5,000 HW – it brings in more money than anything else we do - the Christmas Fayre, the Summer Fayre etc</p> <p>VS You get more Community people through with Bonfire Night</p> <p>VE Reported that she visited school to meet MS to talk about <b>Internal Controls</b> and they had a good meeting, they did a lot of planning. So, there is a plan for next year as to how they can aid the Finance Team in supporting the controls etc.</p> <p>JY Reported that she visited school to meet with AC and the other two members of the SEN Team who are all working their socks off. It was busy at the end of last term, and this term its even busier because there are quite a few children who have started with a number of problems. There are going to be applications for quite a few EHCPs. Each one takes a lot of time to sort out and there are a number of them this time. They are an incredible well-run team but nonetheless it is a lot of work.</p> <p>MS Also visited school to observe collective worship and then he looked around the <b>Early Years</b> outdoor area</p> <p>RK Also visited school for a <b>H&amp;S walkaround</b> with KB on 25<sup>th</sup> October and the rest of RK’s Report is covered under 15 below</p> <p>ED &amp; MS visited school the previous week and MS was in with AB</p> <p>HW The children are exceptional on the <b>Open Mornings</b> and it is interesting to hear comments from Parents saying ‘This has been so good because the children showed us around’. This is just demonstrating a school that takes children’s leadership seriously.</p> <p>VS You also get some honest, and funny, comments from the children e.g. ‘This is the Rainbow Room; this is where you go if you get a bit angry and I go there quite a bit!’</p> <p>HW Has also been in for <b>collective worship</b> and again saying how fantastic the children are, and it is such a great place to come into. Such a good atmosphere in the school. HW has also been in for Sports. The arrangement for after school sport, and the use of after school Sports Coaches has been very good.</p> <p>ED Visited to meet <b>Carole the LLP</b> (see 5 above) at the end of the day when she gave her feedback which was really positive – she had had a really good day. Lots of positive things to say about the school.</p>	
14. Safeguarding	<p><b>14. Safeguarding</b></p> <p><b>14.1 Update on the review of the Safeguarding Information on the data pool</b></p> <p>ED Reported that LM is the Safeguarding Governor but she is not at the meeting tonight as she has just had a baby girl!</p> <p><b>Congratulations to LM on the safe delivery of her baby 😊😊😊😊</b></p> <p>ED continued – All Governors need to understand what their responsibilities are, and the different sections they need to be watching and asked everyone to check what items their names are against on the Safeguarding Audit ,and ensure we are doing everything especially whilst LM is busy at the moment.</p> <p>VS Ask that everyone should <b>ask safeguarding questions</b> when they visit school and ask various members of staff – Karen and Sonia do get asked a lot, so</p>	All FGB

Main points discussed	Decisions/Actions	Action
<p><b>15. Health &amp; Safety</b></p>	<p>it would be worthwhile asking other members of staff these questions.</p> <p><b>15. Health &amp; Safety</b>  <b>15.1 Update on Health &amp; Safety</b>  <b>RK</b> Reported that he visited school and undertaken a regular review around the school, checking the safety points, as part of KB regular review. No major issues. There was a proper <b>fire evacuation practice</b> when he visited and this had gone really well; although there were a few points picked up from it. He also reviewed various areas of the buildings, and there are a few general aspects in some areas that need to be picked up which are generally as a result of not having good caretaker coverage over the last term, and teachers doing their best to cover.  <b>VS</b> - We have managed to get some cover from someone at Bentworth but he has not visited in the last couple weeks because he has been poorly. He comes in when he can but he cannot make it this week, as he has other commitments.  <b>RK</b> There have been things that need to be done, and these had had to be prioritised for when we have had someone in. Hopefully we will get a new Caretaker soon.  <b>VS</b> Toilets are a big issue, and staff have had to try and sort these out themselves which is not ideal. This is not due to water pressure issue, more the number of times the toilets have been used in a short space of time especially by the littlest children. The school has involved outside contractors for this, and they have identified that it is not a water pressure issue, and then the school has had to refer it to someone else which all takes time.  <b>Governor Question – Is it possible to go to an outside Agency for a Caretaker, and swallow the cost?</b> <b>VS</b> There isn't another outside Agency that does this sort of work and whoever came in would have to undergo all the safeguarding checks. When we employed Michael on a casual contract, we still had to go through all the recruitment and safeguarding checks DBS etc. which takes a long period of time. It's just frustrating  <b>RK</b> There are various things, <b>VS</b> has already mentioned looking at the top playground fencing (discussed in the Resources Committee). This is an area which will be targeted from the Capital Spend budget and this will be dependent on the school expansion timetable. <b>VS</b> Responded that in the light of her earlier comments vis-à-vis the school expansion, the FGB should just go ahead and sort out the fencing.   <b>RK</b> – Reviewed all <b>signage, and the Risk Assessments had been done.</b>   <b>VS</b> – Added that at the <b>Management Partnership Meeting</b> last week. There is someone new link person at County, Paul Heath, and he visited school and had a look around and he spent a lot of time looking at the way the toilets were behaving and he also looked at Sycamore and Willow Class to looked at the fire doors as they don't work because where they have broken you can't repair them without replacing the whole unit so he has gone back and secured funding from County to properly replace these old doors. This should be done in February – Easter when the school should get some new fire doors for those classrooms!</p>	
<p><b>16. Governor Training</b></p>	<p><b>16 Governor Training</b>  <b>16.1 Review Governor Training on the 19<sup>th</sup> November, 2019</b>  <b>HW</b> Asked if there were any questions/comments regarding the full Governing Body Training they could be emailed to him and encouraged everyone to take up governor training.  <b>HW</b> Continued that he currently held the Governor Training Officer role, as no one else stepped up, but perhaps one of the new Governors would take on the role.  <b>KG offered to take this up</b>  The Governors all thank <b>KG</b> for offering to take up the Governor Training role and <b>HW</b> said he would have a conversation with <b>KG</b> so she understood what the role required.   <b>HW</b> – Finished by saying the timings of FGB and Committee meetings needed to be discussed. The FGB meeting this evening had been like a meeting of</p>	

Main points discussed	Decisions/Actions	Action
	<p>two halves, with everyone coming/going depending on their responsibilities. He said he was concerned the staff, most had been in school since 07:00 in the morning, were also in the meeting (and it was now 19:15). He was aware some of the Governors had also travelled up to town early in the morning and had come straight to the meeting as well, but wondered if there would be a better day/time to hold meetings. Maybe even changing meeting to meeting depending on circumstances.</p> <p><b>HW</b> – suggested a doddle Poll  <b>ED</b> – Took this on board and said he would look into it for the next FGB meeting which is due to take place on the 28<sup>th</sup> January, 2020</p>	<b>ED/HW</b>
<b>17. AOB</b>	<p><b>17 AOB</b>  <b>ED</b> Again thanked Julia Yeadon for all her contributions to the school, which was seconded by VS who also thanked Julia for her help and support over the years.  <b>Ed</b> presented Julia with a bouquet of flowers on behalf of all members of the FGB</p>	
	The meeting closed at 19:17	

<p><b>FGB MEETING –</b></p> <p>28<sup>th</sup> January, 2020  24<sup>th</sup> March, 2020  12<sup>th</sup> May, 2020  7<sup>th</sup> July, 2020</p>	<p><u>Actions:</u></p> <p><b>Clerk</b> – Amend RK surname to Keltie and not Kellie (<i>Clerk apologies for typos</i>)</p> <p><b>CA</b> To distribute her PP Strategy Statement to Governors when it is complete and upload a copy to the school website</p> <p><b>All FGB</b> – To change the permissions on their GH access in order they receive email notifications if anything is uploaded or changed on the GH for the school e.g. documents relating to forthcoming meetings etc.</p> <p><b>Clerk</b> – To remind Governors of material that she has uploaded onto the GH for their attention.</p> <p><b>FGB</b> – Requirement for next meetings – All Governors to sign to confirm they have read the Safeguarding Policy and the Child Protection Policy (which is in two parts), and the Keeping Children Safe in Education Part I and Working together to Safeguard Children Annexe (A)</p> <p><b>C&amp;S</b> – Pupil Premium Strategy Statement to be reviewed at the next meeting on the 14<sup>th</sup> January, 2020</p> <p><b>ED/KB</b> – To liaise in connection with the election of a new Parent Governor. <b>Clerk note – Governor Services say there must be an election regardless if one person has offered to stand</b></p> <p><b>All FGB</b> – To check their responsibilities under the Safeguarding Audit and ensure they ask safeguarding questions when they visit school.</p> <p><b>ED/HW</b> - To conduct a poll/otherwise discuss the best day/time for the FGB and Committee meetings moving forward, with the possibility of changing the time for each meeting depending on the Governors who needed to be present.</p> <p><b>KG</b> - Kirstie Goldsmith to confirm she has completed on the Governor Hub</p> <p><b>FGB</b> – All members of the FGB to <b>check their information on the Governor Hub is correct and ensure their pecuniary interest section is complete and accurate</b></p> <p><b>Clerk</b> - to send copy of Minutes to the Diocese once they have been approved and signed by the Chair for each Committee</p> <p><a href="mailto:Schoolgovernance@winchester.anglican.org">Schoolgovernance@winchester.anglican.org</a></p> <p><b>HW</b> – Update on replacement for JY when she has finished her term of office as Foundation Governor in December</p> <p><b>Clerk</b> – VE to become an Associate Member with immediate effect.</p> <p><b>LM</b> – to review Safeguarding data on the Governor Pool</p> <p><b>CHAIRS</b> – S&amp;C/Resources to sign <b>Terms of Reference</b> at next meeting. <b>Clerk note - There is no requirement for a ToR for the FGB</b></p> <p><b>ED</b> – To check the requirements for ToR for the Committees &amp; FGB</p> <p><b>RK/CBR</b> – To share Ofsted Prep. Questions on the <b>GH</b></p>	<p><u>Items for next agenda:</u></p> <p><b>S&amp;C Committee</b> to discuss the PP Strategy Statement at the meeting on the 14<sup>th</sup> Jan, 2020</p> <p><b>FGB</b> – Requirement for next meetings – All Governors to sign to confirm they have read the Safeguarding Policy and the Child Protection Policy (which is in two parts), and the Keeping Children Safe in Education Part I and Working together to Safeguard Children Annexe (A)</p>
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