


GOVERNING BODY OF FOUR MARKS CHURCH OF ENGLAND PRIMARY SCHOOL

Full Governing Body Meeting Minutes	Date of Meeting 09.07.2019	Start Time 17:00	End Time: 19:00
Present: Elliott Draper (ED), Veronica Stoodley (VS), Rupert Kellie (RK), Victoria Efstathiou (VE), Catrin Adlam (CA), Louisa Appel (LA), Charlotte Bloomfield (CB), Clare Branney (CB), Mike Smith (MS), Anna Strong (AS), Esther Andrews(EA) Rev. Howard Wright (HW), Julia Yeadon (JY) In attendance:	Apologies: Leah Crawford (LC) and Dr Lucinda Maloney (LM), Amy Cox (AC)		
Chair: Elliott Draper	Clerk: Kieron Thomas		

Main points discussed	Decisions/Actions	Action
1. Welcome and Apologies	1 Welcome and apologies for absence 1.1 The Chair welcomed Governors to the meeting Apologies were received from Leah Crawford, Dr Lucinda Maloney may be able to arrive later	
2. Declaration of Interest	2 Declaration of Personal and Pecuniary Interest 2.1 To record any change to pecuniary interests and to advise of any conflict with any item on the Agenda None recorded	
3. Minutes of the last meeting on 21 May, 2019	3 Minutes of the meeting held on 21 May, 2019 Minutes of the Meeting held on the 21 May were agreed by the Board as a true and accurate account of the meeting and were signed and dated by the Chair	
4. Matters arising	Items for next agenda: ED – Governors Report 2018/2019. A draft will be circulated to Governors over the summer holiday and the Report will be available for the Business Meeting on 17 th September RK – Virtual Governance Draft Report is still being compiled as there have been a lot of issues around this. Will try and resolve this as soon as possible - ongoing ED – Election of Chairs/Vice Chairs for the Resources and S&C Committees to include succession planning to be discussed (see below) LM – Safeguarding update list – ongoing VS – Update the parents page on the school website with headlines of the SIP - completed VS – Date for the remaining inset - now set and put on the school website and included in the last Newsletter (completed) 3 & 4 th September 2019, 6 January, 24 February, 20 April, 2020 VS – High Mobility conversation with PS & County (Outcome of discussion @ S&C Comm) – ongoing for discussion in the Autumn term HW – Training list. Governors list of desired training courses still being compiled - ongoing LM – To look over the Governor Audit for Safeguarding and report back to FGB - ongoing LM – Sign off Safeguarding Report in September FGB - ongoing Clerk – Use GH for meeting Agenda/Minutes etc and ensure all Governors are on the Hub – completed todate and ongoing Clerk – Curriculum and Standards Clerking. (see below under S&C Committee) ED - WhatsApp group now set up by VE – completed	
5. School Improvement Plan/SEF updates	School Improvement Plan/SEF updates 5.1 To receive a report from the Headteacher A copy of the Headteacher’s report had been distributed prior to the meeting and the Chair invited Governors to discuss any points they wanted to raise	

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	<p><u>Governor Comment: Congratulated VS on her report, saying it is very comprehensive. She was drawn in particular to the personal development section, highlighting all the different things we are doing as charitable work, acts of worship, and bible quotes etc. It shows what a rich offering we have as a school, and demonstrates just how much Teachers care, and how they go above and beyond their job. The report illustrates how Teachers really want to invest their time in the school as its brilliant to see that!</u></p> <p>VS – Children get a lot out of the charitable work and really enjoyed the visit of the person who came in from Uganda, and got so much out of the visit. He suggested how we could broaden our (meaningful) links as a result of the visit.</p> <p>VS – SATS results came in today, after the Report had been completed.</p> <p>KS1 – situation is, as we know already, with phonics screening and YFS staying the same</p> <p>KS2 – this data is still provisional, as we don't have this year's national average figures. We are sending some of the papers back for remarking, as some results are just one mark below the threshold. We have spotted areas where the marks could be reviewed so there will be a little bit of movement so provisional data. But the results give a general picture as to what we are looking like at KS2.</p> <p><u>Governor Question: What is KS2 looking like?. VS – Its looking good!</u></p> <p>In terms of end of KS2 – if you refer to the second page of the Report 2019 - ARE Reading, writing and maths its going to be between 75% and 78% (with remarking). The national figures last year was 64% at greater depth Across the board, reading, writing and maths is going to be about 15.5% and national last year was 10%</p> <p>Looking at individual subjects, Teacher assessment is included on there. For the tests this year we have 87% ARE for reading and probably 38-40% for greater depth SPAG (spelling, punctuation and grammar) we were 80% on the test, and Greater depth tis going to be about 29%</p> <p>There was a weaker cohort this year with SPAG, normally the figures are stronger, but the figures were less strong for this group. Not hugely, but lower. Writing – 86% for 31 (Teacher assessment so this will stay the same) Maths – going to be 84%-87% depending on remarks Greater depth – is going to be at least 20%, maybe 24%, as there were quite a number of children who only needed one more mark across 3 papers.</p> <p>The average scale score is provisional, because we need to take account of any re-marking etc, but we think this is going to be 106 Reading : 106 Grammar : 104 Maths</p> <p><u>Governor Questions: Is this with a weaker cohort? VS – No, not necessarily. They are a fairly normal cohort, I would just say that if they had a weaker area, interestingly, it was around spelling and grammar. This is normally a stronger area for us. The results are not particularly weak, but our figures are normally higher than that in comparison to national figures.</u></p> <p><u>Governor Comment: Maths is more in line with the other subjects. VS – Yes,</u></p> <p><u>Governor Question: Would you say there has been more emphasis on meeting age-related expectations, as opposed to greater depth. Because that's gone down, or is it just an anomaly with the cohort? VS – I think this is more around the cohort. At the moment we don't know for sure. I have said</u></p>	

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	<p>greater depth, although we haven't had the national figures yet . In all previous years they set the depth at 110% but that could go up or down. So if they change it to, say, 109 then you will have a whole raft of children involved and it is only 1 mark. Does that mean they are not greater depth because the missed just one mark on a paper? Or does it mean, over time, that they were performing at greater depth in their classwork etc which I think that they were. You need to take a balanced view.</p> <p>Governor Comment: Big improvement in the Maths over last year. Something like 20% over last year.</p> <p>VS – We knew that it was an unusual cohort last year for lots of different reasons. But good to see more typical figures for the school and showing some improvement</p> <p>Governor Comment: It's good to see that the Teacher assessment is very close; it shows they have a good handle on what is needed at that level. So very good!!!</p> <p>Comment echoed around the table by the Governors present </p> <p>Governors suggested -</p> <ul style="list-style-type: none"> - Looking at ways the results could be shared as part of the wider community. - Maybe doing something at the leavers service and of course - - Thanking all the staff (which VS said she always tried to do) <p>Governor Comment Although parents see a lot, they don't necessarily see the depth of the amount Teachers put into the school ,and ther childrens education. Maybe doing something in a Newsletter</p> <p>5.2 Update on SIP/SEF</p> <p>VS – I reviewed everything we are doing under the SIP/SEF in the Headteacher's Report so there isn't a huge amount extra to add to the Report. There is a lot going on in school - across the board and moving forward - not just academically but also well-being. It is all coming together, and is feeling like we are at the beginning of the next phase of school improvement. We have lots to feel happy and positive about.</p> <p>5.3 To receive an update on school expansion</p> <p>Governor Question – Is there anything to add to school expansion?</p> <p>VS – I have just included it under Premises. I have had one meeting with County about the expansion which was on the last inset day, straight after half term, and included the Parish Council. We were looking at progress on that, and checking that the Parish Council were happy, but they seemed really positive about our plan.</p> <p>Governor Comment - Planning Application has been approved</p> <p>VS – Yes, we are still planning to go ahead this time next year, breaking ground either summer or autumn 2020.</p>	

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<p>6. Committee Reports</p>	<p><u>6 Committee Reports</u></p> <p><u>6.1 To receive a report from the Standards and Curriculum Committee</u></p> <p>Chair had received an update from LC as Chair of the SCC Committee meeting.</p> <ul style="list-style-type: none"> - The Committee had not received the full set of data around SATS results (only just in school and updated by VS earlier in this meeting) - Discussed Teacher assessed writing outcomes - Reports from Sarah Telford, Esther Andrews and Emma Thorline who attended the Meeting to give their reports. <p>VS - All gave very enthusiastic reports.</p> <p>ST - talked about the Bronze Award and the Travel Plan</p> <p>EA – discussed early years and</p> <p>ET – discussed the Sports Premium and sports activity</p> <p>VS – discussed a review of bullying incidence - We discussed where there were some repeat offenders, which was not around bullying per se, but around specific behaviours, sometimes associated around children who were on the autistic spectrum. They tend to present different behaviours and often say things that are very ‘black and white’ or brutally honest, which are not perceived in the way they were actually intending to be. They don’t really have the empathy to understand how their comments might be received. Teaching support over time will help them to modify interactions, and put those checks in place. This isn’t to say that it doesn’t come across as unkind, because it does, but its not always meant in that way.</p> <p><u>Governor Comment – LS has now stepped down as Chair of the Committee and also as a Governor and will become an Associate Governor</u></p> <p><u>6.2 To receive a report from the Resources Committee</u></p> <p>Chair of the Committee thanked Anna for compiling the Minutes which had been distributed prior to the FGB meeting.</p> <p>Dates for next year – the proposed dates were changed later in the meeting so please refer below for correct dates. Clerk to update on the Governor Hub.</p> <p>Thanks to Anna for compiling the Minutes which had been distributed prior to the meeting</p> <p>Chair of the RC requested that a Pay Committee Meeting be held as soon as possible to include CB, HW and also MS to join the Committee if that can be agreed tonight <u>(There was consensus around the table and it was formally agreed MS would join the Pay Committee)</u></p> <p>Committee discussed</p> <ul style="list-style-type: none"> - Staffing which is wrapped up in the HT Report - Safeguarding - Budget movements with all the staff changes etc. (but feels like quite positive changes) - Covered a lot of Policies – Health & Safety - Discussed training and HW has sent a note about Governor Ofsted Training. We are hoping someone will go to it. VS is down to go to a briefing; there is one in Alton on the 9th October which may be just for Headteachers VS will check <p><u>6.3 Confirmation all Committee Terms of Reference have been updated and signed</u></p> <p>ED – I am sure all the Terms of Reference have been accepted by all the Committees but not sure if they have been signed and filed?</p> <p>VS – They have been reviewed, but they need to be signed.</p> <p>ED - Will carry this forward to first Committee Meetings in September fo these ToR to be signed and then filed</p>	<p></p> <p>Clerk</p> <p>Pay Comm mtg</p> <p>VS to check</p> <p>Autumn Com</p>

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7.	<p>7.1. Pupil Premium</p> <p>CA has taken over as out Pupil Premium Co-ordinator but only just (yesterday!) So VS gave an update for the meeting –</p> <p>Year 6 Pupil Premium children – There are only 4 children who have eligibility for Pupil Premium in the Year 6 cohort which is where we start to look at standards. There is another child on Pupil Premium because he/she comes from a Forces family. In the past DfE have sometimes used forces children in their data, but sometimes not. This is because they generally come through as ‘cost neutral’ in terms of national data, so sometimes they don’t look at them in terms of being statistically significant in terms of Pupil Premium, but I like to include them because they are part of the Pupil Premium children.</p> <p>Its really tricky for things to be statistically different for these children, because there are so few children out of the whole year group that have Pupil Premium. But, actually this year they have done really well –</p> <p>Looking at the 4 children in the tests, we had 100% in Reading, and I think there is going to be 50% (with the re-mark) that will have greater depth. Which is obviously higher than the non-pupil premium group. But that’s because there are so few children.</p> <p>Writing again, 100% and then 25% at greater depth with SPAG 75% and 25%. Maths is 75% but no greater depth and the Reading, Writing, Maths across the board is 75%.</p> <p>Similar sort of results for the 5 pupil premiums, but obviously then 75% drops to 60% for the Maths and the Reading, Writing and Maths across the board and then 20%, 40% for Reading at greater depth.</p> <p>It is a positive set of data depending on the children, and in another year it can be different. It just depends on the needs and vulnerability of the children in that particular group.</p> <p>CA is going to look at the tracking and PP strategy over the summer. We have got different things to focus on, in terms of using the PP and funding, and one of those will be around mental health and wellbeing. We have a projects we are going to be trial with the Behaviour Support Team, which is around wellbeing, but we have also another project coming in spring which is all around mental health, behaviour, self regulation and perseverance.</p> <p>Because one of the things we do notice about our PP children is that attitude makes the difference a lot of the time, unless there is an SEN need as well. But the difference between those that are vulnerable, is around how robust they are emotionally, which isn’t a surprise really. But quite often we find a child will be dealing with a lot of different things, and challenges, which most adults would find difficult to deal with.</p> <p>With regard to The Reading Dog – I contacted the lady, and she felt the dog was too old which is disappointing. This is something we still want to do, all the paperwork has been completed but we will have to wait until they find us a new dog.</p> <p>In terms of other things we will be doing – Lets Think Maths and the Early Years Lets Think ,are all part of the strategy as well, as it is all around comprehension, reasoning and thinking well, which is exciting because that is all coming together. We have got some good training booked, and other schools on-board with that as well, but it is all happening</p>	

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	<p>here. It feels quite nice to be at the forefront for that.</p> <p>We will give you a proper update next term</p> <p><u>7.2 SEN funding and the impact of this additional funding</u> <u>Governor Question: is the funding fixed? Does this tie in with the SEN Funding?</u> VS – Not really. The way the funding is fixed, there is a ‘notional SEN budget’ which is part of the budget line. Most of it relates to per pupil, and there are other factors that go into how how much each school is going to get. Within that amount there is a what they call a ‘notional SEN budget’ and that is how much they think you should be spending on SEN and SEN support. It is notional, so it is an estimate on your context and the number on roll and all sorts of things. Generally speaking we do put in far more that the amount that we get in, because we do invest a lot in terms of our inclusion, and making sure vulnerable children are supported. Its that wrap around care, and care for families, its not just around interventions and so on, although of course we do invest in that as well.</p> <p>That is why if you have any NEHCP they will say you have to fund the first £6000 typically, or the first 12 hours even though the sort of amount per hour is a little bit out of date. Its based on figures about 10 years ago, so it doesn’t take pay rises or minimum wage into account. So County would say that is covered in your notional SEN budget, so what you would get fom NEHCP would be top-up funding beyond that.</p> <p>So the NEHCP that we applied for this year was successful. I heard from County to say thank you, and they brought it forward at my request. Otherwise it would have waited to go to A Panel until October. County said it was really down to the quality of what was in the ‘K3’ that allowed them to do that. And all the professionals were agreeing it was appropriate for NEHCP to be put in place. And the particular child needed to have special school provision which is like gold dust!</p> <p>From September the child has a placement at a special school at the moment we are just doing transition and I am hugely grateful to everyone who was involved in that work because it has meant at least we have kept the child in school and it’s the best outcome it could possibly be for the child. The child will get the right provision, and the right support, and the right place. All the extra work, time and adjustments we have had to make for this child, and the money and everything else we have had to do has been completely justified and worth it. Its going to give the child the best possible chance of a positive future. So we are really pleased with that. I will be showing the child where he/she is going. It does have an impact on the whole school and the child is loved by everyone here.</p> <p>Places are like gold dust.</p> <p>We only have Centres in Waterlooville and Andover in the County that can look after children in this way. They have smaller classes, maybe 10 in a class, and within in that class 3-4 adults. They have a lot of enrichment, as we do here, but they have enough adults so that if the child is not coping they can just go and do cooking, or gardening (they have an allotment) or music, trampolining – a huge range of different things. They still cover all the academic requirements, but its a real hands-on, practical school, because there is maybe one adult to every 2/3 children. So it can be very personalised to the child, so if the child can only concentrate for 10 minutes, they can go off and do something different. We just don’t have the facilities to offer that here – they even have ‘calm down rooms’ etc.</p> <p><u>Governor Comment: A lot of work has gone into this, and full credit to the school for this outcome. It will make a massive difference to the child</u></p>	

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	<p><u>Governor Comment:</u> Obviously this isn't something you can mention to parents, because it is confidential, but it just shows how the school looks after each and every child as best it can.</p> <p>VS - I did factor an amount into the budget because I anticipated the child was going to get a statement, and that money will not come to us now, it will go to the other school. The money is for the child not the school.</p> <p><u>Governor Comment: Really good outcome because the child could have been excluded:</u> VS - Yes, and that is why I pushed hard to get the case heard at Panel at the end of June. I knew potentially the child was due to come back to us full time in September, and this would have been difficult for the child to cope with</p> <p><u>7.2 PE Sport premium</u></p> <p><u>Governor Question: PE Sport Premium was discussed at SCC Committee. Was there anything to discuss as an outcome of the Committee Meeting.</u></p> <p>VS - It is a real team effort to continue to do the amount of competitive sport that the children take part in; how often we go to tournaments at different schools etc. Everyone from the Admin Office to other Teachers in the school volunteer to take children in their cars to Events and Tournaments, giving up their lunchtimes to drop children off so the children can take part. This is a real credit to everyone. We are still outlining the Sports Strategy, we are trying to promote some of the none-competitive sides of sport which is where the Golden Mile comes in. We also had a Dance Festival.</p> <p>VS passed over to AC who talked about the Dance Festival –</p> <p>It was great fun, the children thoroughly enjoyed it, and loved watching each other dancing as they sat all around the edges of the hall. There was a real kind of school community spirit. Although they were talking in between each of the dances, as soon as the next class was on every single child was engaged with what the class was doing and stopped talking. It was such a brilliant afternoon.</p> <ul style="list-style-type: none"> - The older children were cheering on the little ones and their faces just lit up. - The bigger children were going up to the younger children telling them they were amazing - My class wanted to do a surprise, so they started with a ballet dance, and then they became the Spice Girls and the audience thought it was the best thing ever! - One child was the start of the show, she was amazing and so funny. I have never seen anything like it before. - The Year R children were fantastic. - The children didn't tell all their parents they were going to do <p>Mrs Thorne took classes to County Sports Day, and the feedback from others was that our children from Four Marks gave so much more support to each other and that support was very noticeable and stood out. It was so much louder, unbelievable actually. And that is what sport is all about.</p>	

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	<p>I went to the swimming at the Hampshire Games. All our children were talking to each other, right across the age ranges. Four Marks were at the end and they stood out –</p> <ul style="list-style-type: none"> - We didn't have all the biggest children (which other schools did) who were all the strongest swimmers - Our school were just cheering and clapping in such a lovely way – they were also cheering children from other schools. <p>AS said thank you 'You showed the true spirit of the game, I saw you all supporting each other, and it really stood out.' The children just embraced all the values they have learnt, and it was really special to watch. Really lovely!</p> <p>I think we came 4th. They did super work bearing in mind they had some very little Year 3s, there was a sprint and they were doing breast stroke, but they were happy doing breast stroke, they were confident and did it well. The rest just encouraged them.</p> <p>There were some random swimming things they had to do like mushroom floats, and paddle boarding, a lot different to swimming competitions I knew when I was at school.</p> <p>VS - Their sportsmanship is really lovely. We have got the gold sports award again this year which is really good. It was harder to get this year because they changed the criteria and it was difficult to get those children involved who didn't normally get involved.</p> <p>Really big part of the school and the children do love it. Again its about breadth of opportunity and curriculum and giving everyone the chance to shine in different ways, or just enjoy it. We want them to enjoy it so they have a healthy attitude to exercise as they go forward into adulthood.</p> <p>We have someone coming in tomorrow who has been at the Invictus Games. He is coming in to do some workshops and exercises routines with the children and we are hopefully going to finish sports day and will also have the golden mile. It will be a whole day around exercise in one form or another.</p> <p>NB There were several volunteers from the Governors present to use the tannoy to support VS at Sports Day next year.</p> <p>VS Said she had snippets of the dance festival on video. ED volunteered to edit the video for a wider audience. VS was concerned the video may include some children who did not wish to be videoed. ED said he would remove those children if VS could let him know who they are. VS thanks ED.</p>	<p>ED to edit video</p>
<p>Governing Body 8.1 To appoint new Chairs and Vice Chairs for the Resources & S&C Committees</p>	<p>8 Full Governing Body 8.1 To appoint new Chairs and Vice Chairs for the Resources and Standards & Curriculum Committees ED - Two new Committee Chairs need to be appointed today - Resources Committee There was a brief discussion with regard to the vacancy of Chair of the Resources Committee. There had also been some discussion ahead of the meeting at which time MS was mooted to take on the role. As no one else came forward for the role - XX proposed MS as Chair and this was seconded by VS MS accepted</p> <p>A Vice Chair was not elected at this time, and this would be considered when the new Committee takes place in September. AS said she would be happy to take the Minutes, when she is at the meeting, and this was gratefully accepted by everyone. Although HW pointed out</p>	

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	<p>that it is difficult to take the Minutes and also take part in the meeting.</p> <p>There will also be occasional meetings when someone will need cover the meetings if AS is unable to attend the meeting.</p> <p>A further discussion took place with regard to the day and timing of both Committees, CB said it is going to be difficult for her to attend the meetings on the given days/times due to work commitments. A virtual meeting would be ideal in this instance, and this is currently being looked at by RK under Virtual Governance, but unfortunately was being held up by matters outside his control. He hopes to report back positively to the FGB later in the Autumn term</p> <p>CB and LM will move to do S&C</p> <p>Standards & Curriculum Committees</p> <p>A further discussion revolved around the compilation of the S&C Committee, as LC has stepped down as Chair, and will stop being a Co-opted Governor and, hopefully, move to being an Associate Governor. She will be able to attend meetings as/when she is able to do so. The Committee were grateful to LC for her contribution to the Committee and FGB and hoped she would be able to make some meetings as/when possible as her contribution was significant especially with her LA background.</p> <p>Governor question: who is on S&C?</p> <p>LM will join S&C Committee and could take over as Chair and then the days of the week and dates for committee meetings will be settled by the new Chair.</p> <p>ED : There are 2 Governor vacancies – 1 parent Governor and 1 Co-opted Governor. ED said he would speak to the Clerk with regard to these vacancies. There is a parent who had applied to be Governor directly to the school, and another person who (also a parent) had approached Governor Services about becoming a Governor. ED pondered if it would be possible to give one of these people the Co-opted position and default the other as a Parent Governor should no one else apply for the Parent Governor vacancy</p> <p>JY term of office runs out at Christmas so will not be a Governor for the full school year, unless she stands again.</p> <p>The Committee considered options for the Chair of the S&C Committee as some were fairly new Governors. They discussed the option of 2 Chairs but this was thought to be too difficult. Although a Chair and Vice Chair might work.</p> <p>CB offered to take on the role of Chair and it was also proposed that the Clerk for the FGB Meetings would be asked to Clerk for the S&C Committee to support CB.</p> <p>Formally ED proposed CB as Chair and this was seconded by VS The Committee also agreed to offer the Clerk role to KT alongside the FGB Clerking role.</p> <p>HW offered to keep the date of the first S&C Committee free so he could join to ensure a quorum was present at their first meeting.</p> <p>VE said she had chatted with MS and they will meet early in the Autumn term for a handover</p>	<p>HW</p>

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	<p>It was mooted that the S&C committee would run at 5pm on a Wednesday, <i>however this may have changed to Monday so please watch the Governor Hub an WhatsApp group for confirmation</i> Kieron to Clerk the S&C Committee</p> <p>Succession planning for Chair of FGB – ED will continue as Chair for another year only, so this will be his last year as Chair, ED said he will stay a further year as Governor to support the new Chair and will then leave the Committee.</p> <p>RK regreted his inability to consider taking on the Chair role due to working in London 4.5 days/week. ED will continue to work on finding a replacement Chair</p>	
<p>9 Governor Meetings for 2019/2020</p>	<p>7 Governor Meetings for 2019/2020 A discussion ensued regarding the days/timings for all the Meetings. VS - Staff training is on Wednesday, so Tuesday/Thursday is better for the VS although Thursday is no good for ED or HW. Suggested-</p> <p>FGB 4:30 pm/5pm Tuesday– FGB BUSINESS MEETING – 17th September at 5:00 (HW unable to make this date and his apologies were noted in advance) 26th November, 2019 28th January, 2020 24th March, 2020 12th May, 2020 7th July, 2020</p> <p>RESOURCES COMMITTEE – 8th November, 2019 10th January, 2020 13th March, 2020 1st May, 2020 26 June, 2020</p> <p>S&C COMMITTEE – To be confirmed by new Chair and notified to the Clerk by the beginning of the autumn term</p> <p>PAY COMMITTEE – Needs convening early in the autumn term as there are lots of changes to the pay policy</p>	<p>KT/ Comm Action</p>
<p>8 Governor Visits</p>	<p>9: Reports from Governor Visits VE and CB joined the school trip to the Farm – It was an amazing trip. Hat off to EA as it was a huge co-ordination exercise - co-ordinating the children, the farm and parents, lunch (which were wonderful). EA had a firm but gentle and kind approach.</p>	

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	<p>EA - the trip didn't go according to pre-visit. Some of the activities were not available etc. One Mum milked a goat, and she said she was going to take all her family to the Farm.</p> <p>EA - it was very hot, the children were great and loved the farm shop where they spent their pocket money.</p> <p>VE joined VS to meet Pam Simpson.</p> <p>VE - Pam was expecting to meet a few Governors. She asked a range of questions regarding Safeguarding. Safeguarding is for all of us to know, and not just the little bit we do and know. But also to have a general overview, and knowledge, of how everything impacts and comes together. We should be able to ask smart questions.</p> <p>Pam asked about the 'LADO' and where one would go to with an issue. We had a very interesting conversation with lots of suggestions and questions – e.g. how to contact for Chair of Governors, how can parents get in touch with the Chair if his/her details are not on the website.</p> <p>With regard to GDPR, the next Chair might not want their details on the website. The Chair contacted through the school office.</p> <p>She asked about</p> <ul style="list-style-type: none"> - First Aider, and did I know where they were and how to contact them - Did I know who the fire marshalls are etc. - Asked questions about policies around behaviours and bullying etc <p>She was really interrogating me to see if I could sensibly answer the questions.</p> <p>VE - Feedback was quite good, although I beat myself up because I felt I should know more</p> <p>VS – She was very positive when she fed back to me. So you must have answered the questions really well, because (for you) its not necessary that you need to know all of the detail, but it's knowing where you would go to find those things out. I don't think you need to know the names of the Fire Marshalls, it's right that you ask the question 'Do we have Fire Marshalls, and how do we chose them and what is their role,' but I don't think the Governors need to know their names, as this could change day to day, depending on who is working in what classroom ... they might be on a course etc.</p> <p>VE - CPD Training is around more into Safeguarding Training and how we organise it, rather than a general 'who oversees the CPD with staff, when is it happening, and the impact?' I said all teachers have regular safeguarding training at the beginning of the year. She asked about CPD in general and said these are some of the questions we can ask the school as Governors.</p> <p>It was a Safeguarding Audit</p> <p>VE -I did mention Amanda Speelman's speech. She gave a really good speech for Governors to take on board, and is encouraging us, with the new Ofsted framework, to take a more strategic, holistic overview and look at the curriculum, and the broader curriculum for the school, and ask those kind of questions.</p> <p>We can get bogged down in the detail and the stats and its trying to get ourselves to look at the overview.</p> <p>Safeguarding is not just about our Audit Tool, its also about the environment and culture etc. I did say this to her. I do think walking around you get a</p>	

Main points discussed	Decisions/Actions	Action
	<p>sense of how engaged the teachers are, their attitude, and how willing they are to be here. VS - We now have different coloured lanyards and we tell children about the difference between the two.</p> <p>The guitar man had mistakenly picked up a yellow lanyard, which meant he can't be on his own with children, and the children refused to go into their lesson because he had the yellow lanyard, so they couldn't be on their own with him.</p> <p>They were alright when he swapped it to the red one This is what she found out when talking to different people – we have both the systems in place, and also a culture of everyone being vigilant and reporting things and following things through.</p> <p>Pam did come up with some useful ideas of tightening things up, but it was a very positive visit overall. The ideas she gave were positive and not glaring admission of things we were not doing</p>	
<p>9 Health & Safety</p>	<p>9 Health & Safety RK – Visted school on Friday (5 July) and had a Health & Safety walkaround. RK said the school was in amazing form – the children were all attentive, you could have heard a pin drop because it was so quiet.</p> <p>RK caught up on a few things –</p> <ul style="list-style-type: none"> - Checked the registers, first aid, fire, legionella and legionella measuring - Looked at all the Policies, and are all are in place - Checked the COSHH cupboard and the COSHH register - PAT testing and then I did a walkaround - <p>The grounds are looking good, the insides are also looking good. No major concerns. RK said he knew there is a lot of work going on, behind the scenes, with staff filling gaps in a number of cases. The Early Years area is going to be revamped over the summer, which will be good, as that removes any issues from a health and safety point of view.</p> <ul style="list-style-type: none"> - Daily checks are in place - Monthly walkaround with Karen and Karen going on - Nothing negative of course, but I did do a lot of checks - <p>VS - Pam did ask about how I thought we could improve the safety of the site. I mentioned to the front doors, and that I would like to extend the fence when we could afford it. But they are going to do that with expansion. It would be good to look at the fence now, if we have any money left after we have done the Year R area. Although I appreciate that there is unlikely to be anything left.</p>	
<p>10 Safeguarding</p>	<p>10 Safeguarding Safeguarding Governor not at the meeting but VS mentioned the Safeguarding Audit as it needs to approved by the Governing Body and returned by the end of September so this means it's a bit tight. VS said - we can either agree now, or wait until the FGB on the 17th September. Hopefully it pulls together things we know, that you all know, with no surprises. It includes actions that we talked about with Pam. There is a provision map for safeguarding, when it is in the curriculum and then there are some new policies which will come into force on the 1 September. Although not huge changes from last year, although I did put in a table of what the changes are</p>	

Main points discussed	Decisions/Actions	Action
	<p>on the front for everyone to see. I have taken personal details out.</p> <p>If happy to agree then we can put on the website from the 1 September which is when they should really come into effect.</p> <p>Governor Question: I spotted in section 5 ‘the DSL being allocated insufficient time and has been challenging this year’, just because of all the other things going on? VS It has been challenging, because we have had about 3 cases that have just been time consuming and involved a lot of persistence. County have changed the way we report incidences to Childrens’ Services so before you could just email them, if you couldn’t get through on line, and describe the incidence. They have now changed their format, and it is the same for Health & Safety or Accident Incident Reports or anything like that.</p> <p>Its now an online form, and every time you have go back in you have to record all the personal details again. So, if it’s the 7,8 9th incident (with the same child) you have still got to go back and include all the family details and the dob etc. It makes the job longer when actually its already quite pressured.</p> <p>In the 3 cases in particular, we just have to keep going back and reinputting information.</p> <p>Looking back over my diary, to forward plan for next year, it reminded me of just how much time those 3 children and their families have taken up. Its an enormous amount of time. It’s the first time I would say that I have struggled to do this and everything else that I am supposed to do. It has taken a huge amount of my time. I would say at least 50%.</p> <p>Governor Question: Is it only you that can do this or can other Teachers help? VS – AC could help, but she is in class.</p> <p>Governor Question: Do other Teachers know where the online form is? VS – It would have to be me that does the referral because I am the DSL, or it would be AC</p> <p>Governor Question: Can we feed that back to County as it takes so much time?</p> <p>Governor Comment: Other organisations are facing the same procedure.</p> <p>VS : The form is so tightly structured.</p> <p>The report filling in and the way you have to report those incidences in is frustrating. But these cases this year have been time consuming.</p> <p>Governor Question: Will this continue next year? VS – No, as 2 out of the 3 children will not be in this school next year.</p> <p>Governor Comment: It is emotionally draining as well. VS – It can be, particularly when you think there are real concerns and you keep on re-referring them.</p> <p>They are saying it isn’t reaching the threshold. Then you have have a meeting with a family support worker because what they are reporting, is not the same as what you are seeing. It just doesn’t match how the child is presenting in school, and what is happening on the visits home. Social Services say we are not taking it further because the Family Support Worker says its fine. You then have to go back to Family Support, and have another meeting, and you have to discuss what the disparity is. And then there is another incident. I have to then copy all the incidences we had in school to the Family Support Worker’s Supervisor, for them to take a view as to whether to escalate or not. That is why I have felt this year has been disproportionate in the amount of time I would normally spend on safeguarding and DSL.</p>	

Main points discussed	Decisions/Actions	Action
	It was decided to leave confirmation of the Reports until LM was able to join the meeting on the 17 th September	Sept FGB
12. Governor Training	<p>Governor Training</p> <p>ED - We have chosen a topic for training and just waiting for dates. There is a question around VFM. Have we looked at this?</p> <p>HW – I do need to check, but my recollection is, we do have VFM if we are doing the whole Governing Body training. One of these sessions would take all of the budget – so we are getting VFM</p> <p>ED – We need to look at the autumn and spring schedule and get booked onto courses</p>	Courses Schedule Aut term
13. AOB	<p>JY– Came into school to see AC recently. AC produces a termly report for SEN and reports on what is going on in school. One lovely thing that came out of the report is, what with all the difficulties with maths in the last 12 months in particular, AC has worked out the ratio gains for all the students who are receiving intervention. It has helped them to achieve at least a 2 – so they are improving twice as fast as they would do. Out of the 8 pupils at KS2 interventions all of them have ratio gains ranging from 2.3 to 9.3 which is really encouraging. There is a lot of hard work going into SEN.</p> <p>CB – Came into the Assembly on values. The children were talking about equality and respect for each other as a community it was again, echoing that community feel, and even Reception were having a go. A really difficult concept for the children to get their heads around. VS - Yes it was hard and we came back to it again the following week and they got that a little bit better, maybe because they actually had done a bit of thinking. You are presenting the children with an abstract concept and asking them to sum it up in a quote from the bible, which is not always the easiest. But we had done a few, and by the time we got to the third one, they had started to get a feel for the answer. They couldn't choose between the two, and I sort of agree, because one does feel like its Faith in Action the love you have to show, and love for others, by actions, and not just talking about it. And the other one is about Choices around the moral compass and trying to chose the right thing. But I think both sum up the ethos of the school, and I think there is a place for both so we will go with two. They couldn't chose and I don't know that I couldn't chose either, and it divided the staff as well as the children. Stewardship, charity work, being kind to others etc.</p> <p>I did see the Year R assembly and you could see they had come such a long way just since Christmas, it was really, really good. Every time we practiced it and then suddenly they did it, working together and we were all pleased with them.</p> <p>Thanks to Louisa for all her work over the years.</p> <p>LA – it has been a privilege to work with this school. The parents don't understand that, as we do from inside out, and I wish they could see it that way. I have a new found respect for teachers. Its not just teaching, but its above and beyond, on a daily basis, and the passion and the love. I have another 6 six years with my youngest.</p> <p>Thanks to LC as well at the end of her formal Governorship.</p> <p>VS – Also thanked AL for all her help and support and challenge</p> <p>VE – Is becoming a Forest School Teacher with EA and will be leaving the Committee and will a handover to Mike for next Term</p> <p>The Chair thanked the Governors for all their contributions to the Governing Body during the year and particularly to those Governors who were leaving the Committee altogether. They had made a huge and significant contributon to the Committee and they would be very much missed.</p>	

Main points discussed	Decisions/Actions	Action
11. Date of next meeting	14 Date of the next meeting will be the on. 17 September, 2019	
	The meeting closed at 17:00	
FGB BUSINESS MEETING – 17th September at 5:00 (HW unable to make this date and his apologies were noted in advance) 26 th November, 2019 28 th January, 2020 24 th March, 2020 12 th May, 2020 7 th July, 2020	Actions: ED – Send out draft of Governors Report for Governors to edit/add e.g. Governor visits etc. VS – Talk to PS & County regarding high mobility and how to mitigate effects (autumn term) HW – Share FGB Training list to all Governors asap FGB – to decide on which courses are suitable/suit each Governor by the start of the autumn term Clerk to cover FGB and S&C Committee AS - to clerk the Resources Committee when possible HW - to keep date of first S&C Committee available if required for a quorum VS – Check if the Ofsted training in Alton on 9 October is available for Governors to attend, or is only for HTs ED – Arrange a Pay Committee Meeting asap in September CB – Advise Governors/Clerk dates of S&C meetings	Items for next agenda: ED – Governors Report 2018/2019 ready for next FGB Meeting RK – Virtual Governance Draft Report FGB – Governors to list Courses they wish to attend LM – Sign off Safeguarding Report in September FGB All Committees - Terms of Reference to be signed and filed at the first meeting of each committee in September

