



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BODY MEETING
Held at School on Thursday, 10th December 2015 at 6.30 pm

***On a voyage of discovery: together we learn,
grow and achieve***

PRESENT: John Collins (Chair), John Carroll (Vice Chair), Claire Frost (Headteacher), Deborah Bennett, Rev'd. Judy Darkins, Sue Mash, Rev'd. Tricia Fogden, Mark Cleverdon, Jill Double, Johanna Dadson and Jennifer Maynard

CLERK: Jane Phillips

The meeting commenced at 6.30 pm and was quorate.

ITEM	PROCEDURAL	ACTION
	<p><u>WELCOME AND PRAYER</u></p> <p>The Chair welcomed governors to the meeting. The meeting was opened with a prayer.</p>	
1.	<p><u>APOLOGIES FOR ABSENCE</u></p> <p>There were no apologies for absence.</p>	
2.	<p><u>DECLARATION OF BUSINESS INTEREST</u></p> <p>Sue Mash declared that she was a governor of Homewood School and Sixth Form Centre. Claire Frost declared that she was a governor of Dover Grammar School for Boys. There were no other declarations of business interest made against any agenda item.</p>	
3.	<p><u>GOVERNANCE</u></p> <p><u>Governor Appointments</u></p> <p>The Chair advised governors that Johanna Dadson had been appointed as a parent governor. The Clerk would advise the Local Authority when in receipt of her governor appointment papers.</p> <p>The Chair reported that Oliver Walker's appointment as DBEd Foundation governor was in the process of being finalised with the Diocese. Mr Walker's term of office would commence on 2nd January 2016 and conclude on 1st January 2020.</p> <p><u>Link Support Governor</u></p> <p>The Chair reported that Deborah Bennett had agreed to become Link Support Governor for newly appointed governors.</p>	
4.	<p><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 22ND OCTOBER 2015</u></p> <p>The minutes were agreed as an accurate account of the meeting and were signed by the Chair. The Clerk would file at school.</p> <p><u>Actions Arising</u></p> <p>Item 3. The HT would propose a Focus Visit week during Term 3. Governors would then arrange their visits during that week.</p> <p>Item 7. The Chair reported that following a review of the 6 month budget monitoring report previously circulated he had identified a problem with the</p>	

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	<p>formula. This means that the projected end of year forecast has been reduced to -£8122. The 9 month budget monitoring report would be completed in January 2016. This would show the impact of the additional staffing costs incurred in this academic year.</p> <p>All other items had been completed or would be discussed during the course of the meeting.</p> <p><u>CONFIDENTIAL MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 22ND OCTOBER 2015</u></p> <p>The confidential minutes were agreed as an accurate account of the meeting and were signed by the Chair. There were no actions arising. The minutes were passed to the HT for safe keeping.</p>	
ITEM	SCHOOL IMPROVEMENT	
5.	<p><u>HEADTEACHER'S REPORT</u></p> <p>The Headteacher provided a written report to governors in advance of the meeting (filed with the minutes). Governors agreed that the HT's report was particularly comprehensive and informative. Questions were invited.</p> <p>The HT referenced 'quality first teaching' and explained that these were the strategies governors would expect to see in respect of good teaching and encompassed effective teaching and learning in the classroom.</p> <p>A governor asked what kind of strategies the TAs were being asked to implement. This would enable governors to recognise these strategies when they visited the classrooms. The HT provided governors with a document given to TAs on how to maximise learning within a lesson (filed with the minutes). Governors would find this a useful aide when visiting the classrooms. The way in which the TAs were deployed was now considered strength by the school's Improvement Advisor and the SEF had been updated to reflect this.</p> <p>A governor asked what other devices Dean Hawkins, the ICT Technician was now covering? The HT provided an update and said she was currently working with DH on a 3 year plan for ICT. The following points were noted.</p> <ul style="list-style-type: none"> • Whilst the school taught the new computing Curriculum, there weren't the facilities available to deliver an enhanced Curriculum. An example given was the lack of a range of devices available in the classroom. • During the previous year, the school had invested in a good wireless system. It was now necessary to consider how best to utilise this. This might include iPads in the classroom. • Some of the ICT systems would begin to become outdated and obsolete and it was necessary to plan ahead for this eventuality. <p>A governor asked the HT to provide further detail regarding the Shanghai approach to Maths. The HT explained that this was in respect of the mastery of the Maths Curriculum. The HT agreed that either she or the Maths Leader would present this item in detail at the start of the next Curriculum & Standards committee meeting. The Clerk would add this to the agenda of the 26th January 2016 meeting.</p> <p>A governor asked what aspects were being put in place for the more able readers in KS1. The HT explained that in order for her to focus on building capacity for leadership and mentoring, the school was buying in support from Specialist Leaders in Education (SLE) who would work alongside some of the teachers. For Year 1/2, there would be one-to-one guided reading and included coaching and strategies for both the teacher and TA. A SLE would also speak to teachers and TAs on guided reading during their meeting of 14th January 2016. In the longer term, it was necessary to have a properly assessed</p>	Clerk

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benchmarking system in place. The children would take a short test to ensure that they had achieved a certain number of criteria prior to moving to the next band of books. It was also necessary to invest in further reading books.

The HT referenced the more able children. An intrinsic part of this was the higher expectations of the teachers when linked to the new Curriculum. This was about quality first teaching and an understanding of what high expectations were. The level of understanding was currently being developed.

A governor asked what was being done to raise the attainment of the middle ability children in writing. The HT said an SLE was working with the children in KS1. The HT had recently introduced teaching through texts. This had proven to be a much more enjoyable way of teaching and the children particularly engaged in the texts. Better tracking and assessment for learning would help to raise the level of attainment. This would include Pupil Progress meetings, provision mapping, the SENCO was quality assuring and ensuring that interventions were impactful. It was about removing the barriers to learning.

A governor enquired as to whether the Maths Co-ordinator would be looking to set up a whole school policy on how Maths skills were taught. Children would then be less confused by the different methods as they changed class teacher. The HT said this was already in place. The school's Calculation policy was a Tenterden Rural Alliance policy and was included on the school's website and covered the methods of teaching Maths. Whilst the policy wording made mention of levels which had now gone, the policy still generally worked. It was however necessary to write a new Maths policy given there was now an understanding of developing the mastery of the new Curriculum.

A governor said the poor Maths results reflected the difficulties in KS1. If the Maths Curriculum was being covered, why were there gaps and why were the results poor. The HT said that whilst the Curriculum would have been taught, this did not necessarily mean that it had been learnt and embedded.

The HT said that generally speaking, there had previously been a lack of formative assessment and planning was therefore not adapted to the needs of the children.

[Johanna Dadson entered the meeting at 6.50 pm. Introductions were made.]

The HT reported that she had chosen to hold in abeyance the purchasing of costly summative assessments. Some very good summative assessments had since been published which were free and would be used for the whole school.

A governor asked if these assessments were considered to be as good. The HT thought they were and she was also reviewing summative assessments used by other schools which were used twice each year (January and April) and provided a standardised score.

The HT further reported that Year 6 had been making some very good use of some arithmetic tests which had been devised and provided by the Year 6 teacher of the National Support School. This now provided the opportunity to undertake some very fine detailed gap analysis. However, biggish gaps had now been identified as to what was required to meet the old Curriculum and, as governors were aware, the new Curriculum was considered much harder. There would be a significant amount of gaps to fill for the current Year 6 children. Extra Maths would now take place during the afternoons and it was also necessary to consider a balance with those other subjects within the Curriculum. The children needed to be secondary level ready with the basics in place.

The HT explained that a further strategy now used across the whole school was 'Maths meetings' with the children. Formative assessments and Maths marking would be reviewed during a 'Maths meeting' during the course of the day with either the class teacher or TA. Research had shown that this was particularly

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impactful. The children could request a Maths meeting and ideally all of the children would be ready to move on the following day.

The Chair commented that he had observed a 'Maths meeting' whilst conducting a monitoring visit to Rother class earlier that week. Mrs Baverstock was working with five children to cover an item which the children had not understood from a Maths lesson earlier that day. The Chair considered this excellent practice.

A governor referenced KS2 writing and asked if there was evidence of impact of those actions put in place. The HT told governors that the DHT of the National Support School had undertaken a Year 6 writing moderation the previous day. The Year 6 writing was looking very promising. The work had been moderated and externally validated.

A governor was interested to note that the HT had met with the Diocesan architects and that the school was eligible for up to £10,000 of building works (which would include a contribution of 10% from the school) this year. The HT said she had approached the Diocesan architects given there were a number of premise Safeguarding issues which required addressing in addition to general maintenance and commitments to the nursery. An LCVAP budget of £10,000 had been allocated to the school. The Site Manager had been pursuing a number of quotations. The HT, Business Manager and Site Manager would then meet to review the quotations and to prioritise the work required. Safeguarding was understandably a priority.

A governor asked if there was a need for additional TAs to support the additional work required to boost various groups of children. The HT said it was not a case of more TAs but how the existing TAs were deployed to best effect.

A governor referenced the recent departure of the EYFS teacher and asked what action was being taken to provide the pupils with consistency in their learning. The HT told governors that the Early Years teacher had resigned and that this would take effect as of 31st December 2015. An advertisement had been placed on Kent-Teach. The closing date for applications was 8th January 2016 and it was hoped that interviews would take place on 12th January 2016. One promising application had already been received.

A governor asked what actions had been put in place to provide the Early Years pupils with consistency in their learning during the interim period. The HT told governors that the two supply teachers who would be used who were both Early Years specialists and planning was in place for the ensuing 3 week period to ensure consistency. The parents and pupils had been kept informed.

A governor noted that the Early Years teacher was Subject Leader for history, geography, art and DT. What actions would be taken to fill these gaps? The HT advised governors that Hannah Lee had recently been employed on a temporary contract for Year 3 and had assumed responsibility as Subject Leader for these four subjects. HL was proactive and keen to take on further responsibility.

A governor referenced the parental involvement sessions which had been launched during the current term and asked how these were progressing. The HT reported that there would be Maths workshops lead by each class teacher. The HT would undertake whole school English sessions. Learning together events were additionally planned when parents would be invited into school to work alongside their children during the day.

There would additionally be some 'come and look' sessions when parents were invited into school at the end of the day to look at the children's work. During the 3 week period since the parental involvement sessions had been introduced,

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there had been one Maths workshop, three 'come and look' sessions and one shared assembly. The 'come and look' sessions had been particularly well attended whilst the Maths workshop had not. It was thought that the workshop sessions needed to become more established.

A governor asked what could be done to encourage more parents to attend such sessions. The HT thought that perhaps the start time of future sessions should be reconsidered in order to attract further parents. The parenting community differed from school to school.

The HT provided governors with an example of a completed parent feed-back form following the Maths workshop of 1st December 2015 (filed with the minutes). The HT explained that this would be the feedback form used for future sessions and provided governors with an example of the type of questions which would be asked. It also provided evidence as to what the school was doing well and what was needed in order to move forward.

A governor asked how the school planned to arrest and turn around the EYFS downward trend for a Good Level of Development (GLD). The HT said this would be done by improving the quality of teaching and assessment and to ensure that the EYFS appointment was of sufficiently high calibre.

A governor asked why the school was consistently underperforming at KS2 (average points scored). The HT said that a number of actions had been put in place to address this. Governors noted that this was a small cohort where each child represented 8%.

A governor requested an update on the TA who had been on long term sick leave. The HT told governors that she had been working with Schools Personnel Service. The TA had since decided to take ill health retirement. The matter was currently in hand.

A governor referenced the school's vision and asked if it was proposed to have an additional Community notice board at school to advertise community activities. The HT said a new notice board was due to be ordered and this was considered as a priority.

A governor enquired as to what strategies were being put in place to extend the more able from the equivalent of a Level 5 standard to a Level 6 standard. What evidence would governors expect to see to ensure that the more able were generally being extended? The HT replied that there would be evidence in the data results and outcomes. External validation and summative assessments would be used together with the progress in the books.

The HT made governors aware that a correction was required to her report in respect of attainment of pupil groups by gender. The report should read that boys consistently outperformed the girls. Target Tracker was not currently being used to track the previous year by gender. However, it would be necessary to review RAISE Online to ensure that there weren't the same issues this year.

Currently and with the exception of Year 6, there wasn't an obvious gender difference. Target Tracker would identify this further given it was possible to filter for specific groups. The HT reported that in Year 6 there were 3 boys who were currently underperforming in reading, writing and Maths and one girl who was underperforming in Maths. One of the three boys had specific learning difficulties which were being addressed. The remaining two boys had only recently joined the school in Year 6.

A governor asked if it would be appropriate to investigate the gender difference of the previous year. The HT thought that whilst this was worthwhile, it would be somewhat time consuming to investigate further. There were no particular gender differences at the present time and it was not an

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	<p>ongoing pattern.</p> <p>Governors agreed that whilst there had been a gender difference the previous year, it was now more appropriate to move forward and focus on the future.</p> <p>A governor reviewed the first Year 1 Target Tracker assessments where it appeared that all, bar two children were now working on the Year 1 Curriculum. Was this surprising given the poor percentages of good levels of development the previous year. The HT commented that at this stage, the children who were shown at the 'beginning' of Target Tracker were ready to begin the next level of the Curriculum. In Term 1, those children who hadn't reached a GLD the previous year had received targeted interventions to fill the gaps which had been identified. In order to accelerate their learning to make up for the previous year, it was necessary to provide more evidence than was currently available.</p> <p>The Chair acknowledged on behalf of the Governing Body the tremendous amount of work the HT and her staff had undertaken to move the school forward. Given the depth of the HT's report, it was clearly evident that much had been put in place in a short period of time.</p> <p><u>Target Tracker Steps Attainment Summary by Year Group</u></p> <p>A report had been provided to governors in advance of the meeting (filed with the minutes).</p> <p>Governors agreed that this document had been referenced earlier in the HT's report and was reflected in those questions asked. There would be a clearer picture by Term 3 when the second round of Pupil Progress meetings had taken place.</p> <p>It was agreed that a more in depth review of the Target Tracker data would be covered during the Curriculum & Standards meeting.</p> <p>The HT said it was her intention to launch Target Tracker to parents during Term 3 in order to provide them with more detailed information. To that end, the HT had contacted TT to ascertain if they had a template for informing parents. The HT said she would send the Clerk an overview of Target Tracker as a PowerPoint presentation. The Clerk would forward to governors.</p>	HT
6.	<p><u>OFSTED/SEF / SCHOOL PLAN 2015-2016</u></p> <p>The SEF and SIP for 2015-16 were circulated in advance of the meeting (filed with the minutes).</p> <p>The HT said she would take advice from the school's Improvement Advisor as to what should be included for the effectiveness of the Early Years provision given the current situation.</p> <p>The Chair reported that Helen Tait (National Support School) believed that Leadership and Management should now be considered as a '2'. The HT commented that she had been approached by a HT of another school requesting a copy of the SEF, given the Local Authority had reported that the school's SEF was considered a particularly good example.</p> <p>Governors ratified the SIP for 2015-16.</p>	Decision
7.	<p><u>GOVERNOR ACTION PLAN</u></p> <p>The updated GAP was circulated as a supporting paper for the meeting (filed with the minutes).</p> <p>Governors reviewed those actions which required completion by the end of Term 2. The following was noted:-</p>	

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- All focus visits and learning walks had been completed.
- Progress contained in the SIP had been reviewed.
- A report had been received and reviewed by governors on pupil progress and the quality of teaching.
- A further question from the NGA's twenty questions was included within the agenda for the meeting.
- A monitoring framework was in place.
- Christian values were now linked to all policies. Policies were delegated to committees where appropriate.
- Anonymised performance outcomes would be reviewed in Term 3 rather than Term 2.
- **The Chair has asked the Headteacher to provide a Focus visit calendar for Terms 3-6.** This would identify weeks in which each focus visit/learning walk could take place. Governors would then make their arrangements directly with the Headteacher.
- All milestones had been achieved. The GAP would be updated over time and would be reflected within the SIP.

HT

SEN Link Governor Visit

JM's governor visit report was circulated prior to the meeting (filed with the minutes). JM provided governors with a brief summary of her visit when she met with the SENCO on 18th November 2015. A revised summary of JM's report was provided to governors.

Response to the 360° Review of the Chair

A summary of the responses received from governors was circulated by the Vice Chair prior to the meeting (filed with the minutes). The Chair was grateful for the validation and confidence governors had in his chair-ship as evidenced in the responses.

NGA's Twenty Questions

Governors considered the following question: "*How well do governors understand their roles and responsibilities including what it means to be strategic?*"

- The Code of Conduct clearly outlined the roles and responsibilities of the Governing Body. This was further outlined on the school's website.
- The Governing Body's role was strategic and helped the school set its aims and objectives. Governors would not be involved in the day-to-day operational management of the school. This was the responsibility of the HT.
- The Governing Body were accountable to the wider community and to champion success.
- It was the Governing Body's responsibility to promote effective teaching and learning.
- The Governing Body were required to monitor and evaluate progress.
- The Governing Body were responsible for the finances of the school. The F, F&P Committee oversaw how the school's finances were deployed to best effect.
- The Governing Body were responsible for the appointment of senior members of staff which included the appointment of the Headteacher and Deputy Head.
- As a Church School, governors were responsible for ensuring that the school followed the Christian ethos.
- The Governing Body planned the future direction of the school.
- The Governing Body ensured that the agreed Curriculum was well taught and that the school provided for all children.
- Governors were required to form and hear any grievances or appeals.
- Governors were required to form a policy on Collective Worship.
- It was necessary to ensure the building was safe.

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	<ul style="list-style-type: none"> The Governing Body were responsible for ensuring that all statutory policies were in place and reviewed as required. <p>The role of the Governing Body was clearly defined within the Terms of Reference.</p> <p>The Chair asked governors to consider a further question: <i>"How well do we listen and respond to understand and respond to our pupils, parents and staff?"</i> The Chair would attend the next School Council meeting to receive the views of the pupils.</p> <p>The Chair proposed that a particular focus during January 2016 would be the preparation of a governor questionnaire to parents. Governors were asked to consider in advance the nature of the feedback they would like to receive from parents.</p> <p>The Chair brought to the attention of governors the need to appoint a Vice Chair for the Curriculum & Standards and Finance, Facilities and Personnel Committees during their next meetings. Governors were asked to consider standing as Vice Chair of either committee to ensure that succession planning was in place. The Clerk would add this item to the agendas for the next committee meetings.</p> <p><u>Governor Blog</u></p> <p>Governors were asked to prepare a short narrative following a visit to school for inclusion on the Governor Blog. Items to be emailed to the Chair.</p>	<p>Governors</p> <p>Clerk</p> <p>Governors</p>
<p>8.</p>	<p><u>COMMITTEE REPORTS</u></p> <p><u>Curriculum & Standards Committee Meeting of 23rd November 2015</u></p> <p>The Chair of the C&S Committee provided a brief summary of their meeting held on 23rd November 2015. Governors were told that the HT had provided a verbal report which had been thoroughly covered within the HT's written report for the FGB meeting. The Target Tracker data for Term 1 had been thoroughly scrutinised together with a review of the RAISE Online report, SEF, SIP and GAP.</p> <p>Jennifer Maynard provided a brief verbal report on her Safeguarding visit of 5th October 2015. Her written report to be circulated to governors in due course.</p>	<p>JM</p>
<p>9.</p>	<p><u>SIAMS</u></p> <p>The SIAMS – School Self Evaluation Document (SSED) was previously circulated to governors (filed with the minutes).</p> <p>Governors discussed the second indicator. <i>"Evaluate how effectively the Christian character supports the spiritual, moral, social and cultural development of all learners whether they are Christians, of other faiths or of none."</i></p> <p>The HT reported that a staff meeting had taken place the previous day on this subject. The spiritual, moral, social, cultural aspects had been broken down and these areas were now beginning to be linked to the Curriculum, to academic achievement and personal development. Evidence was being drawn together for each of these areas which would then be included on the school's website. The HT thought that the school did particularly well in the majority of these areas.</p> <p>The HT provided governors with an example for 'wellbeing' and said that with the introduction of baseline assessment testing for Early Years, 8/10 children were shown to have high levels of wellbeing. Two of the eight children had good levels of wellbeing. This was partly due to the fact the children joined the school from the nursery on the same site and therefore the children were more</p>	

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	<p>settled. Pupil voice would further evidence this.</p> <p>A governor commented that the school currently did not have an SMSC Policy and that this required addressing.</p> <p>JD reported that she was currently looking at how other schools ensured that the Christian character and distinctiveness was being effectively addressed. A number of other schools' Church inspection reports had been reviewed. It was thought the school already covered the majority of areas very well. It was however a case of evidencing and articulating this.</p> <p>The HT told governors that the Diocese had offered a half day 'mock' SIAMS inspection. The outcome of which would not be published. This would take place during either Term 3 or 4 and would provide helpful guidance.</p> <p>The Chair said he would revise the GAP in respect of the SIAMS SSED, to reflect the mock SIAMS inspection and the work which JD was currently undertaking. JD would update governors in due course.</p>	<p>Chair JD</p>
<p>10.</p>	<p><u>SAFEGUARDING</u></p> <p>There were no issues to report.</p>	
<p>11.</p>	<p><u>POLICIES</u></p> <p>The following policies had been delegated to the HT for review:-</p> <ul style="list-style-type: none"> • Data Protection policy • E-Safety policy • The school's Prospectus • Sex Education policy <p>The HT reported that the school's Prospectus was currently under review. The Prospectus would be updated to reflect a number of staffing changes and would then be uploaded to the school's website.</p> <p>The HT advised governors that the previous Sex Education policy was considered insufficient. A new policy had been written based on a model policy.</p> <p>A number of statutory policies had been reviewed by governors, all of which were the current model policies:-</p> <ul style="list-style-type: none"> • Admissions policy • Capability policy • Performance Management policy • Teacher's Pay policy <p>Given there had been no changes, governors agreed to adopt all policies presented. The Chair would update the policy review timetable to reflect this.</p>	<p>Decision</p>
<p>12.</p>	<p><u>GOVERNOR TRAINING</u></p> <p>Governors reviewed the bespoke governor training of 3rd December 2015 on "What does Challenge and Impact look like?" Governors considered any specific actions which would now take place as a result of the training. All agreed that it was necessary to seek the views of the parents and children as discussed earlier in the meeting.</p> <p>Governors thought the tutor's suggestion to include a further column within the SIP for the sources of evidence would be helpful. The HT would incorporate this.</p> <p>A governor thought the section on the language of impact was particularly useful. A staff presentation to governors during future meetings had been a further recommendation and had been discussed earlier in the meeting.</p>	

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	<p><u>Appointment of a Training Governor</u></p> <p>The Clerk provided a brief summary of the responsibilities of a Training governor. Mark Cleverdon and Rev'd Judy Darkins agreed to become Joint Training Governors.</p> <p>Governors agreed to update their individual training records and to send these to the Clerk. The Clerk would then upload records to KLZ.</p> <p>The Clerk agreed to send a summary of governor training (as held on CPD Online) to MC and JD.</p> <p>The Clerk to send a training report template to governors.</p> <p>JD reported that she had attended governor training on the governor's role in Early Years. JD would prepare a training report for circulation to the Governing Body.</p>	<p>Decision</p> <p>Govs Clerk</p> <p>Clerk</p> <p>JD</p>
ITEM	OTHER	
13.	<p><u>CHAIR'S ACTIONS / CORRESPONDENCE</u></p> <p>The Chair advised governors that he and the HT had received correspondence from the Local Authority following the Joint Review meeting of 16th November 2015. The Chair provided a verbal summary of what was considered a positive letter which sited many improvements. A further meeting would take place at the end of term 4.</p>	
14.	<p><u>ANY OTHER URGENT BUSINESS</u></p> <p><u>Appointment of the Early Years Teacher</u></p> <p>Governors agreed that the Chair, Headteacher and Rev'd Judy Darkins would form the Panel to appoint the Early Years teacher.</p> <p><u>Joint Governor Panel – Rolvenden Primary School</u></p> <p>Governors considered the continuance of a Joint Governor Panel with Rolvenden Primary School. The Chair explained that Governor Services now advised that if the Panel was used for staffing matters, any decisions could be subject to challenge. Thus the agreement with Rolvenden would now only cover parental complaints and thus the agreement had been revised to reflect this.</p> <p>Governors agreed to continue this arrangement with Rolvenden. The Chair of governors, Sue Mash and Jennifer Maynard agreed to form this Panel if a need arose.</p> <p><u>Headteacher Appointment Process</u></p> <ul style="list-style-type: none"> • The Chair advised governors that the Kent-Teach advertisement for a HT would go live on 14th December 2015. The Chair explained that he had made minor changes to his letter. All other items remained unchanged from before. • The Chair would make himself available to show candidates around the school on 5th, 6th and 12th January in the afternoons or at any time on 14th January 2016. • Shortlisting would take place at 3.30 pm on 25th January 2016. This would involve the Panel, Lead Officer and a representative of the Diocese. • The two day interviewing process would take place on 8th and 9th February 2016. • An Extraordinary FGB meeting would be held on 9th February 2016 at 6.30pm when the recommendations of the HT Appointment Panel would be received. (The FGB meeting previously scheduled for 4th February 2016 was 	<p>Decision</p> <p>Decision</p>

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	<p>therefore rescheduled to this date.)</p> <p><u>School Fund and Banking Signatories</u></p> <p>Governors noted and agreed that Claire Frost (Headteacher), Lynda Crabtree (Finance Officer) and Jo Haydon (Business Manager) were now the three designated signatories for both the School Fund and main bank account for the school. Maggie Smith had now been removed as a signatory.</p> <p>The HT said it would be necessary to update the Finance policy. A new model policy was available on KELSI which would be used for this purpose. The HT said ideally the policy wording needed to include the option of a Corporate Card /Purchase Card to the Budget Account – values and uses to be determined. The Chair said this would be determined during the next F, F&P Committee meeting. The Clerk would add this item to the agenda of the meeting.</p> <p>Governors were made aware that cash held on site was not insured.</p>	<p>Decision</p> <p>Clerk</p>
15.	<p><u>CONFIDENTIALITY</u></p> <p>There were no minutes which were considered as confidential.</p>	
16.	<p><u>DATE OF THE NEXT MEETING</u></p> <p>The next meeting would take place on Tuesday, 9th February 2016 at 6.30 pm.</p>	

The meeting concluded at 8.32 pm

Signed:.....
(Chair)

Date:

ACTION SUMMARY

Action Item	Agenda Item	Governor/ HT/DHT/ Clerk	Action
1.	5.	Clerk	To include an agenda item on the Shanghai approach to Maths within the agenda of the C&S meeting of 26 th January 2016.
2.	5.	HT	To send the Clerk the TT PowerPoint presentation for onward circulation to governors.
3.	7.	Governors	To consider questions for a parental questionnaire.
4.	7.	Clerk	To include an agenda item for both the C&S and F,F&P Committee meetings to appoint a Vice Chair of each.
5.	7.	HT	To produce a calendar for Focus visits.
6.	8.	JM	To send governors a copy of her Safeguarding report of 5 th October 2015.
7.	9.	Chair	To include the mock SIAMS inspection within the GAP.
8.	9.	JD	To update governors in due course on the SIAMS SSED.
9.	12.	Governors	To update individual training reports and send a copy to the Clerk.
		Clerk	The Clerk to upload updated training reports to KLZ.

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10.	12.	Clerk	To send MC and JD a copy of the Kent CPD Online summary of governor training attended to date.
11.	12.	Clerk	To send governors an example of a training report template.
12.	14.	Clerk	To include an agenda item for the next F,F&P Committee meeting on the values and use of a corporate card/purchase card.

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