



	<p>uploaded to the school's website in due course.</p> <p><u>Governing Body Code of Conduct</u></p> <p>A revised Code of Conduct was circulated to governors in advance of the meeting. The NGA template model had been used for this purpose with the inclusion of additional wording given the school was Voluntary Aided.</p> <p><b>Governors agreed the revised Code of Conduct.</b> Signed copies were passed to the Clerk who would file at school.</p> <p><u>Governor Re-appointments</u></p> <p>Governors were told that Jennifer Maynard and Rev'd Tricia Fogden had been re-appointed by the Diocese as Foundation governors.</p> <p><u>Governor Resignation</u></p> <p>The Chair advised that Carl Fraser (parent governor) had resigned with immediate effect given work commitments. Governors thanked Carl for his time as a serving governor of the school and wished him well for the future. The Chair had asked the HT to put in place the process to elect a new parent governor.</p>	<b>Decision</b>
<b>4.</b>	<p><b><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 20TH JULY 2015</u></b></p> <p>The minutes were agreed as an accurate account of the meeting and were signed by the Chair.</p> <p><u>Actions Arising</u></p> <p>All actions had been incorporated into the Governor Action Plan to be reviewed under agenda item 7.</p> <p><b><u>CONFIDENTIAL MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 20TH JULY 2015</u></b></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>	
<b>ITEM</b>	<b>SCHOOL IMPROVEMENT</b>	
<b>5.</b>	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p>The Headteacher provided governors with a verbal report in this instance. A written report would be provided for the December 2015 meeting.</p> <p>Those points not previously covered during the Committee meetings were brought to the attention of governors.</p> <p><u>Attendance and Punctuality</u></p> <ul style="list-style-type: none"> <li>Attendance for the previous year had been 95.81%. This had placed the school in the 4<sup>th</sup> quintile or the second from lowest quintile. Attendance had been flagged as an area to work on. The HT had since received a very supportive visit from the Local Authority Attendance Liaison Officer. Governors were told that ideally attendance should be at 96.5% or above.</li> </ul> <p><b>A governor thought that given the size of the school, a small number of absences would have a greater impact on attendance figures.</b> The HT said she had delved further into this and a pattern had emerged. A few persistent absences would have a more significant effect.</p> <p>The HT explained that Educational Welfare Officers (EWOs) no longer existed. Attendance Liaison Officers fulfilled this role and were required to cover a significant geographical area. Fortunately the school's ALO also had</p>	

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responsibility for Homewood School and was more often in the area as a consequence.

**A governor noted that given the acceptable threshold for pupil attendance was 96.5%, governors were not previously made aware that there was a concern.**

**A governor asked what strategies were in place to address this.** The HT said a more robust tracking system for attendance was now in place. Jo Haydon reported the attendance every Monday morning as an overall school figure, together with class attendance and pupil attendance if it was below 95%.

Attendance of vulnerable groups would also be tracked. Whilst it was noted that the school were only 7 weeks into the new school year, Pupil Premium children were currently 2% lower in their attendance.

For those children who were flagged, letters were written to parents; parents were telephoned or invited into the school. The HT explained quite robustly to parents the impact of non-attendance and how this would affect the child's education. Whilst attendance had been reported positively in the last newsletter, the HT had taken this opportunity to reiterate the significant impact on a child's education if they missed school.

**A governor asked if there was evidence of impact from these strategies.** The HT said attendance for Term 1 was currently 97.1%. In future, any decisions to send children home would be in consultation with the HT. This was usual practice.

**A governor noted that improved attendance would certainly be of benefit academically.** The HT said given the current level of challenge and expectations, if a child were to miss a session or a day, it would be necessary for them to catch up. This could make a child feel anxious given the other children had moved on.

The HT said that Ofsted would want to know what the school's procedures were if a child's attendance fell below 95%. **Governors might wish to review the use of penalty notices in future and whether this should now be included within the policy wording of the Attendance policy.**

- The HT reported that punctuality had also been addressed. In order to address Safeguarding, the school gate now closed at 8.45am each morning. The HT was on the gate at that time and had conversations with parents to provide words of encouragement. The school wished to maintain its family feel but with expectations, professionalism and protocols in place.

#### Performance Management

The HT told governors that she had completely overhauled the performance management protocol procedure paperwork. The procedure was now far more robust and in line with performance related pay. There was now a significant amount of self reflection for both teachers and TAs. The teachers to reflect on teaching standards and the TAs to reflect on their contributions during the year and how they wished to develop. Those teachers on the Upper Pay Scale would have more rigorous targets upon which to reflect given the need to be held to account.

The HT reported that both teachers and TAs had now had their performance management meetings and targets had been set. An interim review would be undertaken during March 2016. Staff would need to evidence that they had met those targets set as part of the interim meeting. The targets would be challenging and aspirational (but realistic). This was a supportive process throughout the year.

Support staff had not previously undergone performance management (this was

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	<p>not a statutory requirement) and this would be undertaken during November/December 2015.</p> <p><b>A governor noted that the Governing Body were not privy to performance targets and so there was reliant upon the Headteacher to inform governors in January of each year as to the progress of staff. This information was provided on an anonymised basis.</b></p> <p><b>Governors discussed the nature of those targets set the previous year. It was noted that no interim reviews had been carried out.</b> The HT said she would be able to provide a report to governors in due course based on her personal review.</p> <p><b>A governor said that it was clear that the process had previously not been as rigorous and robust as was necessary.</b></p>	
<p>6.</p>	<p><b><u>OFSTED/SEF / SCHOOL PLAN 2015-2016</u></b></p> <p><u>SEF</u></p> <p>The HT reported that the SEF was currently being updated given it was continually evolving. Those areas which had previously been identified as areas for development (during the Summer of 2015) were now moving towards areas of strength. Other areas for development were being identified.</p> <p>The HT said she had worked closely with Sam Morgan-Price, the school's Improvement Advisor who now thought that given the data, EYFS would be considered a '4' with '3's' in all other areas.</p> <p><b>A governor asked if there was a further range within a grading of say 3 or 4.</b> The HT said she had attended a Headteacher briefing when Fiona Wainde (SIA) had spoken to attendees. FW was very much advocating HTs to use '3+' or '3-'. The HT hoped that there would be some '3+'s when next she met Sam Morgan-Price at the beginning of Term 2.</p> <p><b>Governors were pleased to note that there had been some rapid and positive progress in what was considered a short period of time and commended the HT for the excellent work she had done since joining the school.</b> The school was now in a stronger position and better equipped to commence Term 2.</p> <p><b>A governor thought the teachers would find developments particularly positive and motivational.</b> The HT could see no reason why the school would not continue to move in a positive direction.</p> <p><u>The School's Vision/Christian Distinctiveness</u></p> <p>A draft of the school's vision had been discussed during the Curriculum &amp; Standards meeting of 29<sup>th</sup> September 2015. A statement of Christian distinctiveness had since been added and the vision then circulated to all governors (filed with the minutes).</p> <p>The HT said that all stakeholders had been consulted prior to preparing the school's vision. <b>A governor said it was necessary for governors to monitor the school's vision and how this affected the everyday life in the school.</b></p> <p><b>A governor requested a minor revision to the Christian values to include self-worth <u>and</u> perseverance and respect.</b> The HT would undertake this revision.</p> <p>The HT said the response from the children to the school's vision had been enthusiastic. <b>A parent governor affirmed this.</b></p> <p>[Mark Cleverdon entered the meeting at 7.13 pm]</p>	<p>HT</p>

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SIAMS School Self Evaluation Document (SSED)

Governors were provided with the SIAMS SSED supporting paper prior to the meeting (filed with the minutes).

The Chair said that upon the recommendation of Nick Morgan, a number of areas would be reviewed during future meetings. The self evaluation would be completed over time.

**Governors reviewed the first evaluate; how well the Christian character contributes to the academic achievement, personal development and wellbeing of all learners, regardless of their ability or background.**

The HT said as part of Collective Worship each Friday, two children from every class were identified as showing the school's Christian values and this was either linked to personal development or through academic success. It might be a case of persevering in writing or showing kindness to others for example. This was celebrated every week. Pupil conferencing would evidence this.

**A governor said this had previously been celebrated during Collective Worship when monthly medals were awarded.**

**The Chair asked governors to also consider those areas requiring evaluation within the SIAMS SSED when conducting governor visits. Governor observations could then be added over time.**

The HT suggested that well being and personal developed had been evidenced during the Harvest Festival when 66 boxes of harvest produce had been delivered by the children within the community. The children were involved in both the school community and wider community. There was a display board which contained a significant number of thank you letters. There were quite a number of compliments as to the politeness and loveliness of the children. Standing up in front of other people was considered as personal development.

**A governor thought that the children's participation in Collective Worship further enhanced their personal development. A further governor had evidenced this when five Rother children had taken part in Collective Worship earlier that week.**

The HT reported that Jo O'Flaherty would be responsible for populating the SIAMS SSED. As part of her leadership role, she had been given the responsibility of preparing the school for a SIAMS inspection.

Work Scrutiny – EYFS

The HT provided governors with the journals for Year R. The HT explained that these journals captured learning journeys. The school's Improvement Advisor had suggested that it was necessary to capture the uniqueness of each child's learning journey rather than an exercise undertaken by all children which had been adult directed. The progress significant to each child was then recorded.

The HT explained that a child would have a long observation by the teacher or TA each day. Quality observations were undertaken to assess what a particular child had learnt. This might be further evidenced in their subsequent play. Photographs were included only if they were meaningful, showed the individual child and captured what they were learning.

The HT said that governors should consider the question "What is it like to be a Reception child at Wittersham CEP?" Governors were asked to consider this when carrying out a focus visit or learning walk in EYFS. The HT explained that during an inspection, Ofsted might pick say 3 learning journals and that they might then follow those 3 children during the day. Ofsted would expect a teacher to be able to talk with great authority and understanding about an individual child.

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	<p><b>Given there was a standalone judgement on EFYS, a governor asked if a different inspector would undertake an inspection of EYFS?</b> The HT said that given the size of the school, one inspector who would assess all areas over the course of a day.</p> <p>When conducting a visit, the HT asked governors to consider the learning environment in EYFS, given this was of greater significance than perhaps any other Key Stage. There was also a huge emphasis on the use of the outdoor environment. The school were fortunate to have a beautiful outdoor area but it was a case of how this area was used to best support the progress of the children.</p> <p><b>The Chair said that given governors had now reviewed the EYFS books; it would be possible to compare and review the changes to the Maths and Literacy books during a future focus visit.</b></p> <p>The HT said she had shown existing practice contained in the EYFS books but that this would change. <b>A governor thought it had been helpful to review existing practice which governors could return to as a comparison when reviewing the impact of changes made.</b></p> <p><b>A governor asked what the HT expected to see in the Maths and Literacy books.</b> The HT said in the learning journeys, she would expect to see structured long and short observations, a much clearer picture of the progress of the individual child and more evidence rather than generic evidence. The HT would expect to see a child's number and writing skills progressing. Governors were told that in the first instance the current piece of work would be reviewed and then to go back in time. Progress could then be determined.</p> <p><b>A governor asked if these changes would affect the EYFS teacher's workload.</b> The HT thought the workload should not differ. The timetable had been clarified (and changed). It was about giving clear guidance and expectations to the Foundation Stage.</p> <p><b>Given the mixed Year Groups, a governor asked if there were the same expectations for the Year 1's in Year R/1 and Year 1/2.</b> The HT said there would be an increased level of moderation of the outcomes from the Year 1 children. Some of the Year 1's in Year R/1 were younger children and possibly hadn't achieved a good level of development (GLD) the previous year. It was necessary to accelerate the learning of those children who did not receive a GLD the previous year. Excellent practice was required.</p> <p><b>The Chair said it was not uncommon in small schools for Years R and one to be combined. The poor Phonics results of the previous year were referenced. One of the I.A's early observations had been that there was no moderation between the Phonics teaching of Windmill Class when compared to Smugglers. Both were doing entirely different things. This was addressed and in conjunction with those strategies put in place, the subsequent Phonics results were improved upon.</b></p> <p>The HT said the target at the end of the year was 85% for age related expectation (reading, writing and Maths). However the target for Year 1 was 75% because of their low achievement the previous year. Both Year 1's had the same target.</p> <p>The HT said there were a few elements within the School Plan which she thought was prudent to discuss with the school's Improvement Advisor, after which the SIP would be finalised.</p>	
<p><b>8.</b></p>	<p><b><u>COMMITTEE REPORTS</u></b></p> <p><u>Curriculum &amp; Standards Committee Meeting of 29<sup>th</sup> September 2015</u></p> <p>The minutes of the meeting had previously been provided to governors as a</p>	

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	<p>Governance' held on 23<sup>rd</sup> September 2015.</p> <p>The Clerk asked governors to continue to provide her with details of any governor training undertaken so that individuals' training records could be kept up-to-date.</p> <p><u>Governor Development Evening</u></p> <p>The CoG proposed that the CPD governor training on 'Challenge and Impact' was particularly pertinent to the Governing Body at this time. Given the locality of training events, the Chair recommended this as a bespoke governor training event. <b>Governors agreed the subject matter and discussed possible dates when this could be held.</b></p> <p>It was agreed that proposed dates would be 26<sup>th</sup> November or alternatively 3<sup>rd</sup> December 2015. The training would in all likelihood be undertaken between 6-8 pm. <b>The Chair agreed to liaise with Tina Gimber (GSO) to arrange and would advise governors in due course.</b></p>	Chair
<b>ITEM</b>	<b>OTHER</b>	
<b>11.</b>	<p><b><u>CHAIR'S ACTIONS / CORRESPONDENCE</u></b></p> <p>The Chair reported that the Memorandum of Understanding in respect of Claire Frost had been sent to governors that day following signing by the Local Authority and Diocese. The first review meeting, as agreed, would take place on 26<sup>th</sup> November 2015.</p> <p>There were no other items of correspondence to report by the Chair.</p>	
<b>12.</b>	<p><b><u>ANY OTHER URGENT BUSINESS</u></b></p> <ul style="list-style-type: none"> <li>• The Vice Chair reported that the Oxney Rural Business Group had ceased to trade. Following final accounting, £170 remained. They had looked for a worthy cause to donate remaining monies to. The funds had since been transferred to the leaver's bible fund for the school. The Vice Chair would thank the Oxney Rural Business Group on behalf of the Governing Body.</li> <li>• The Chair encouraged those remaining governors to register with 'The Key for School Governors', given it was rich in resources and best practice. <b>The Chair would re-send the link to governors to enable registration.</b></li> <li>• The Local Authority had advised that the post of Substantive Head should be advertised just prior to Christmas 2015. This would enable sufficient time to place the advertisement for a second time if needs be. The successful applicant would commence September 2016. It was thought that Cathy Aldis would be the Lead Officer on behalf of the LA.</li> </ul> <p><b>It was agreed that the HT Selection Panel would consist of John Collins, John Carroll, Rev'd Judy Darkins, Sue Mash and Deborah Bennett.</b></p>	Chair  Decision
<b>13.</b>	<p><b><u>CONFIDENTIALITY</u></b></p> <p>An item contained in agenda item 7 (Governor Action Plan) was considered confidential and minuted accordingly.</p>	
<b>14.</b>	<p><b><u>DATE OF THE NEXT MEETING</u></b></p> <p>The next meeting would take place on <b>Thursday, 10<sup>th</sup> December 2015 at 6.30 pm.</b></p>	

**The meeting concluded at 8.25 pm**

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Signed:.....  
(Chair)

Date: .....

**ACTION SUMMARY**

<b>Action Item</b>	<b>Agenda Item</b>	<b>Governor/ HT/DHT/ Clerk</b>	<b>Action</b>
1.	3.	Clerk	To prepare a summary of governor business interests for uploading to the school's website.
2.	6.	HT	To revise the school's vision to include self-worth <u>and</u> perseverance.
3.	7.	Governors	To contact the HT early in Term 2 to co-ordinate focus visits (and how a learning walk) Governors to use the templates for governor visits and learning walks which were appended to the GAP.
4.	7.	Governors	To advise the Chair when a date was known for a governor visit.
5.	7.	Vice Chair	To circulate the findings of the 360° Review of the Chair's performance to governors once any remaining responses had been received.
6.	8.	Chair	To provide governors with a RAISE Online summary of last year's data.
7.	8.	Chair	To provide governors with a budget monitoring report (6 month returns) following SFS's visit to school.
8.	10.	Governors	To complete the 'Prevent' training module and to send certificates to the HT which would then be held on file at school.
9.	10.	Chair	To advise governors when the bespoke governor training on 'Challenge and Impact' would take place.
10.	12.	Chair	To send governors the link to The Key for School Governors.

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