St Bartholomew's CE Primary School
Full Governing Body Meeting
Monday 9 May 2016 at 6.00 – 8.20pm

Present:	Fr David Clues (DC) – Chair of Governors Amanda Healey (AH) – Headteacher Rev Alice Whalley (AW) Rupert Bagilhole (RB) Ian Beggs (IB) Fiona Graham (FG) Stephen Vinall (SV) Lara Coleman (LC) Fiona Keeling (FK) – Associate Member / Deputy Headteacher
In attendance:	Sharon MacKenzie (SM) – Clerk to Governors Ann Holt (AHo) – Director of Education, Diocese of Chichester
Apologies:	Levison Kandi (LK) Stephen Lawrenson (SL)
Quorum:	8 out of 10 governors were present. The meeting was quorate (at least 50% attending).

Questions from the governors to the headteacher and deputy are highlighted in bold.

Item	Discussion and decisions
1.	**Welcome / apologies for absence and declarations of interest** The GB **accepted** the apologies of LK and SL. SV declared that his employer EDF is mentioned in the budget. There were no other declarations of interest.
2.	**Minutes of the meeting held on 07.03.16** Governors **agreed** the minutes were an accurate representation of the meeting. It was agreed to start the meeting with Item 3 and then discuss matters arising afterwards.
3.	**Visioning** The chair welcomed Ann Holt to the meeting, who had been invited to facilitate a discussion on visioning. She asked governors to firstly consider: • What do we want pupils to be like when they leave the school? • What is our vision for them? • What do we hope they will take from the years spent at the school? • What would visitors to the school say about the vision and practice?

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	Governors suggested that we want children to: • Leave the school with the learning skills they need • Have a moral outlook • Feel able and motivated to succeed • Feel part of a family • Be resilient, have perseverance, be explorers (The Learners) • Have a sense of purpose • Be aspirational • Be inspired to learn • Be citizens of conscience in later life • Create skills that make their home life more positive • Be critical thinkers 'The Learners' embodies these qualities and we want the children to be as independent as possible. Governors discussed what qualities should be specific to a Church of England school. Ann Holt gave the national context. There are four fundamental elements: • Education for wisdom, knowledge and skills – living in harmony with God's intended design • Education for hope and aspiration – resources for healing, repair, repentance, forgiveness and reconciliation • Education for community and living well together – as opposed to just tolerating each other – focussing on the relationships and qualities of character , especially resilience • Education for dignity and respect – recognising the human rights and equalities agendas The Diocese expects all schools to want to tell the Christian story to all pupils and for them to understand what it means. Children should develop methodologies about enquiry – full of open ended questions when they leave the school. We should be using some of the language that is happening in our churches in school too. There are four waves of depth: • Wave 1: The Common Good – any school would want all these – relationships are very important • Wave 2: The Creator – more of a Christian slant • Wave 3: More particularly Christian – depending on where you think your school wants to go • Wave 4: Incarnation

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	Governors used this as a basis for their discussions. **Q: How do we reconcile this with expectations of Ofsted and the local authority?** A: This has to link together and show we want the best for every child, in terms of their learning and as a human being. Ofsted do look at spiritual, moral, social and cultural (SMRC) development and in a church school this will be covered in our SIAMS inspection. Inspectors will want to see that we're living up to our vision statement. Governors recognised that we are a diverse school and want to be able to accommodate everyone when building a foundation on the four waves, so may be difficult to identify fitting into a specific part of the framework. We need to be careful not to undermine our Christian ethos but be accessible to everyone and articulate what we want as a school. We need to look at our relationship with the church so this plays a part in the life of the school and the children. Ann offered to also run a session with staff so they could have an input and establish where they fit in, so we can be clear about where we are and where would we like to be.
	ACTIONS 3.1 Headteacher to arrange session for staff with Ann Holt
4.	**Matters arising from meeting on 07.03.16** The headteacher has amended and published the Whistleblowing Policy, Equality Policy, Accessibility Plan and Behaviour Policy. LED lighting will be going in the hall with the refurbishments. The chair of governors attended the staff meeting re the staffing structure consultation. The clerk had sent the training report out and also the questions from the DfE School Financial Health & Efficiency webpage to Resources Committee members.
	ACTIONS 4.1 Licences for the Safer Recruitment online training – AH and AW have now completed – **RB, FG, FK and Jess Evans** still to do 4.2 **Clerk** to complete the policy schedule for September – Accessibility Plan to be reviewed annually 4.3 DBS checks are up to date – **governors** to give AH a copy of their form 4.4 **RB** and **SV/AW** to book on HT Appraisal training in the 2016/17 year – **AW** to attend AH's review on 24.05.16 4.5 **Clerk** to update governor nomination form to clarify the expectations of governors 4.6 **AH** to arrange another staff/governors meal for the summer term

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	4.7 Governor visits: RB has set date for Maths visit, IB and LC have arranged visit, **RB and Lucy Cooper** to set date for More Able visit, **AW & AH/FK** to set date for data visit 4.8 Support Staff Appraisal – **clerk** to find out best practice from other schools for Resources Committee 4.9 **DC/AW** to review Ethos for Governor Induction Policy, then to **AH/clerk** for updating and to new governors for further input 4.10 **AH** to inform Mike Nicholls re Governor Day and draft a schedule
5.	**Governing body membership and succession planning** Foundation governor vacancies – there was one potential candidate but they couldn't be appointed as they didn't meet the Diocesan criteria. Another suggestion was to contact the university chaplaincy. AW announced that she is willing to stand as the chair of governors for next year, with a view to another governor taking on the role the following year. The clerk reminded governors that there is a leadership development programme and other courses run by the Governor Support Team, which aspiring chairs could take advantage of next year. All governors were asked to consider this and contact the chair if interested.
	ACTIONS 5.1 **AH, DC and AW** will investigate further possible foundation governors 5.2 **All governors** to consider taking on the chair role in 2017/18 – contact DC in the first instance and can then shadow AW next year
6.	**School Improvement Plan** The headteacher presented the updated plan, which had been evaluated in April. Actions and 'next steps' for governors were discussed. It was noted that a second review of governance is taking place to evaluate progress since the review of October 2014 which followed the last Ofsted inspection. In his report from the initial scoping meeting, the National Leader of Governance stated: "The Chair and Vice Chair confidently answered questions raised during our discussions, their developing knowledge and awareness of roles and responsibilities is generally good". He also noted: "Agendas set in line with priorities . . . Chairs of committees developing a good understanding of data . . . Confidence in asking probing questions". At this stage of the review he was able to say: "from our scoping discussions and the evidence I have seen within the agreed minutes, the governing body has clearly made progress since the last Ofsted". **Q: Are there any areas that we should be concerned about?** A: One key area for governors was visioning, which we have started to explore more.

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	Q: How does our progress compare with other schools? A: The local authority finds the way we present our data as very useful but it has been a difficult year to measure due to the changing assessment framework. We're moderating with other schools to ensure consistency. Governors discussed how to show we're adding value, as this suggests we're purposeful and not just satisfying requirements. The headteacher has noticed that governors have been challenging more so this should be added to the evaluation. The deputy head added that as governors have been more challenging, it has prepared Senior Leadership Team members to be able to answer questions more confidently in local authority meetings. The clerk added that a termly report could be produced to show the part that governors play in school improvement and how they have had an impact over the last term. Governors asked if they could see the evaluation at the end of the summer term, which the clerk will add to the agenda.
	ACTION 6.1 **Clerk** to produce termly report for stakeholders, outlining what governors have done and how they have added value 6.2 **Clerk** to add updated evaluated action plan to next FGB agenda
7.	**Feedback from committees** **Teaching & Learning Committee 19.04.16** – Governors reviewed the data and recognised that we are not far off the national figures and it looks positive with a term to go. AW has also met separately with the head and deputy to scrutinise the data in more detail. The school had a positive and encouraging meeting with the local authority's Strategy Board, as they could see the progress in our data and we were confident in providing the back story to the figures. **Resources Committee 09.05.16** – SV commended the work being done by the headteacher and school business manager to balance the budget for this year and the three year plan. We now have a managed budget which is balanced. The committee has asked the headteacher to keep us informed re staffing. **Q: There is no budget for the School Development Plan but there is expenditure listed. Why is this?** A: This will be under other headings, such as staffing and supply, but we can make this more explicit and add in comments. Governors agreed to approve the budget.

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	ACTIONS 7.1 **AH** to identify the School Development Plan in the budget
8.	**Subject leader presentation: English** FK gave a presentation on progress in English since the last Ofsted inspection. Writing: this is a focus and we are predicting a 20% increase of children reaching Age Related Expectations (ARE). We have a large percentage of children with English as an Additional Language (EAL) and a very challenging cohort. More Able pupils: we use 'explainer' tasks to encourage pupils above ARE to dig deeper into their learning. FK showed an example of how a child's writing had improved since the autumn term. Teachers' progress in marking is monitored against action points. **Q: What happens if teachers don't progress as expected?** A: We give them urgent action points as it affects the whole school. Children need to know how well they are doing now, you can't mark retrospectively. The top priorities are 'MAGIC': – **M**arking and feedback – **A**ble pupils – **G**irls maths – **I**nspiring use of 'Learners' – **C**o-ordinator and governor development Next steps are to focus on spelling and guided reading. **Q: There has been a very visible transformation in the profile of English but we were concerned that Ofsted said that teaching was sometimes not good enough. How is this being addressed?** A: Working as a team is very important and we are making it clear to staff what the expectations are. We have had an inspiring project recently with all classes looking at the Little Red Riding Hood story in different ways and languages etc. **Q: How does this help with the grammar they are being tested on in SATS?** A: Essentially they need to get a love of writing first and we can then tighten it up. Parent governors had recognised that progress had been really good and children were

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	inspired.
9.	**Urgent action by chair** There was none.
10.	**Urgent business not on agenda** The headteacher asked for a governor to assist with teacher interviews on 20.05.16. RB offered. LC commented that children were prevented from working by natural light as so many windows were covered. There is a lot of research to show the positive effects of removing fluorescent lighting. FK explained that it is necessary to keep the rooms darker when using the interactive whiteboard and it is a real balancing act. The priority is to install LED lighting in Y1 and Y2 classrooms and the headteacher will be obtaining quotes after the hall is complete. The headteacher was asked if the governors could see the school's Self-Evaluation Form (SEF). This will be completed at the end of term and sent to all governors.
	ACTIONS 10.1 **RB** to assist with teacher interviews on 20.05.16 10.2 **AH** to obtain quotes for LED lighting in classrooms 10.3 **AH** to send the SEF to all governors at the end of term
11.	**Dates/focus of future meetings** The headteacher announced that there needed to be an extra FGB meeting in June to discuss the staff restructure consultation outcomes and agree a way forward. The clerk agreed to set up a Doodle poll to find the most convenient date. Governors were reminded that the Governor Day has been planned for 11.07.16, with the FGB meeting from 4.00 – 6.00pm. Agenda items will include a presentation on the wider curriculum, Y2 & Y6 SATS data and the governor skills audit.
	ACTIONS 11.1 **Clerk** to arrange extra FGB meeting for June 2016

Signed ..A.E.Nally..... Chair of Governors

Date..20.9.16.....