

Ryarsh Primary School
Minutes of the Full Governing Body Meeting
held at the school on Thursday 29 September 2016 at 7pm

Present: Ruth Austin (Headteacher), Iona Bell, Daniel Childs (Deputy Headteacher), Claire Crome, Steve Hill, Steve Hughes, Jon Naylor, Rachel Rowland (Chair), Stewart Speake, Daniel Sproul, Carmel Sutton

In attendance: John Macnab (former Governor), Vanessa Stevens (KCC Clerking Service)

		Action
1	<p>Welcome and apologies</p> <p>The Clerk opened the meeting as elections for Chair and Vice Chair were to be carried out under agenda item 3. There were no apologies for absence; Iona Bell had advised that she would arrive after the start of the meeting. The meeting was quorate.</p>	
2	<p>Business interests</p> <p>No business interests were declared against agenda items. Governors and John Macnab re-signed register of business interests forms for 2016-17.</p>	
3	<p>Governing Body (GB) matters</p> <p>3.1 Elections – The Clerk had received one nomination for the role of Chair (Rachel Rowland) and one nomination for the role of Vice Chair (Carmel Sutton). With the Clerk chairing, Governors appointed Rachel Rowland to serve a further one-year term of office as Chair. The Clerk handed responsibility for chairing the meeting to the Chair. Governors appointed Carmel Sutton to serve a further one year term of office as Vice Chair.</p> <p>3.2 Recruitment – The Chair advised that a Parent Governor vacancy had arisen on 23 September due to the expiry of John Macnab's term of office. Another Parent Governor role would become vacant on 14 October due to the expiry of Iona Bell's term of office. The Chair relayed advice from KCC's Area Governance Officer that a single election for the two posts could be held with a ballot date after 14 October.</p> <p>Action: The Chair and Head to draft a letter inviting nominations from eligible parents; the Head to organise a ballot if needed.</p> <p>3.3 Training – The Chair and Daniel Sproul had booked to attend a safeguarding course in Offord during term 2. Steve Hughes had booked to attend training on Special Educational Needs (SEN).</p> <p>Action: The Chair to book to attend safer recruitment training.</p> <p>3.4 Edubase – The Head advised that Governors' information had been uploaded to the national Edubase database in line with new government requirements. The GB code of conduct, which Governors had received for pre-reading, had been updated to reflect the new requirement. Governors retrospectively confirmed their approval for their information being uploaded.</p>	<p>Chair & Head</p> <p>Chair</p>
4	<p>Governing Body structure and procedure</p> <p>4.1 GB impact and objectives – GB objectives for 2016-17 had been discussed in the context of wider School Action Plan priorities at the informal meeting held on 8 September.</p> <p>4.2 Structure – Governors agreed to retain the circle model structure of governance as it best met the needs of the school.</p> <p>4.3 Delegation of responsibilities – Governors reviewed and approved the proposed allocation of responsibilities for 2016-17, as follows:</p> <ul style="list-style-type: none"> • Effectiveness of leadership and management (including hall project) – JN & SS. • Quality of teaching, learning and assessment – IB & CS. • Personal development, behaviour and welfare – SHi & CC. • Outcomes for pupils – SHu & JM/new Parent Governor. • Effectiveness of early years – DS & CS. • Finance – JN, DC & RR. 	

<p>4.4</p> <p>4.5</p> <p>4.6</p> <p>4.7</p> <p>4.8</p>	<ul style="list-style-type: none"> • H&S and premises – SHi & SS. • SEN – SHu. • Safeguarding – DS. • Headteacher’s performance management – RR, CS & SHu. <p>Terms of Reference – Governors approved the Terms of Reference for 2016-17 (copy filed with minutes).</p> <p>Monitoring timetable – Governors identified appropriate timescales for monitoring, as follows:</p> <ul style="list-style-type: none"> • Leadership and management – INSET 3 October (setting staff objectives); visit w/c 21 November 2016. • Quality of teaching, learning and assessment – w/c 12 December 2016. • Personal development, behaviour and welfare – w/c 7 November 2016. • Outcomes for pupils – w/c 2 January 2017. • Effectiveness of early years – w/c 31 October 2016. • Finance – ongoing. • H&S and premises – ongoing. <p>Code of conduct – Governors and John Macnab signed the code of conduct for 2016-17. <i>At 7.15pm Iona Bell arrived.</i></p> <p>HT performance management – Governors noted the need to arrange the Headteacher’s performance management meeting.</p> <p>Action: The Chair to contact Vanessa Dunnet (former Headteacher of Leybourne St Peter & St Paul Primary School) to arrange a Headteacher’s performance management meeting.</p> <p>Training & development – The Chair agreed to act as Training & Development Governor in the short term.</p>	<p>Chair</p>
<p>5</p> <p>5.1</p> <p>5.2</p>	<p>Minutes of previous meeting</p> <p>Governors approved, and the Chair signed, minutes and confidential minutes of the Full Governing Body (FGB) meeting held on 7 July 2016.</p> <p>Governors shared updates on agreed actions:</p> <ol style="list-style-type: none"> i. The forthcoming Parent Governor election was discussed under agenda item 3.2. ii. All Governors had completed Enhanced DBS checks. iii. IB had provided ID documentation to the school office. iv. Governors were reminded of the requirement to completed the online Prevent training. Action carried forward: All Governors who had not already completed the online Prevent training to do so before 17 November. The Head to recirculate the link. v. The Clerk had circulated a reminder regarding DBS checks and Prevent training. vi. The Chair had been advised that the funding grant from Redrow could not be made available any earlier than previously advised. A Governor reported that the first house was due to be occupied within the following fortnight; at that point, the local authority would receive £82k. The Head advised that the school had been asked to submit to the Area Education Officer a proposal for expenditure of the grant. Governors identified as priorities the conversion of the existing hall into classroom and the provision of improved IT resources. Governors were keen for the school to take receipt of the grant into its own capital budget at the earliest opportunity. Action: the Head and SHi to write proposal for expenditure of Redrow grant. vii. Report on Year 3 progress to follow in term 2. viii. The Head had updated the School Plan Priority 1 descriptor to reference the hall project. ix. Governors had circulated monitoring reports: Quality of provision (IB & CS); Assessment (JM & JN); Attainment (SHu & SS). x. Safeguarding training was discussed under agenda item 3.3. xi. The health and safety monitoring report had been circulated. <p>Action: Stewart Speake to provide profile for the school website.</p>	<p>Govs & Head</p> <p>Head & S.Hi</p> <p>SS</p>

6	Headteacher's update	
6.1	Overview – Governors had received for pre-reading the Headteacher's update (filed with minutes). The Head gave verbal updates and Governors discussed the report as follows:	
6.2	Safeguarding – The School Improvement Advisor (SIA) Alistair McMeckan had checked the single central record and found it to be entirely up to date.	
6.3	Staffing – A Breakfast Club Assistant and Lunchtime Supervisor had been recruited to replace Kathryn Lucas.	
6.4	2016 SATs results update – Since the previous meeting, more detailed data had become available. The Head reported the proportions of Key Stage (KS) 2 pupils who had achieved high attainment as follows: Reading (27%), Writing (31%) and Maths (31%). The SIA had confirmed that the school's KS2 progress scores were consistently strong for Reading, Writing and Maths. Governors commended the hard work of pupils and staff and the achievement of strong KS1 and KS2 data, noting that the school had performed well compared to both national and local averages.	
6.5	Phonics – The Head acknowledged that the phonics screen results were low; as such, improvement in phonics was a key priority in the School Action Plan. A Governor asked how the school was addressing the issue. The Head and Chloe Carden had visited Mereworth School to share that school's outstanding practice in phonics teaching, and plans were in place to maintain that supportive link going forward. The Head advised that significant work was being done around assessment. A new tracking system had been implemented and staff were considering creative ways of checking children's knowledge and capturing evidence of their learning in what were typically fast-paced lessons. A Governor asked whether the school had invested in any new resources to support improvement in phonics. The Head said it had invested in access to a specialist phonics education website. A Governor asked how the school was tracking progress in phonics. The Head explained that the Target Tracker software did not have phonics tracking functionality; instead, the school was tracking progress by recording phonics check scores at three points during the academic year. Children had been RAG (red, amber, green) rated into target groups for interventions. The Head noted that historical staff absence/maternity leave had negatively impacted on preparation for the phonics checks. A Governor asked whether the school set its own targets for phonics. The Head confirmed that it did: 87% for Year 1 pupils, 70% for Year 2 retakes. That year, 10 children in Year 2 were due to retake the phonics test. A Governor asked about the previous year's retake pass rate. The Head said that 33% (two out of six children in the previous Year 2 cohort) had passed the retake; there were therefore four children in Year 3 who had not passed the test. A Governor asked what interventions were in place to support those four pupils. The Head said that she had spoken with the children's Teacher regarding personalised intensive interventions. A Governor asked about the role of parental input in supporting phonics learning. The Head said that flash card packs were being sent home to support children's practice of phonics at home. A Governor asked whether low performance in phonics was expected to have a bearing on outcomes in Writing and Maths. The Head explained that attainment targets for the current Year R cohort were lower than the previous cohort's. A Governor asked whether those targets were suitably robust and challenging. The Head confirmed that they were and advised that the SIA had corroborated their appropriateness. Action: Outcomes monitoring Governors to monitor phonics data against milestones in School Action Plan. Action: The Head to provide a further update on phonics in the Headteacher's Update to Governors at the term 2 FGB meeting.	S.Hu & JM Head
6.6	Website – Governors commended the school's new website.	
6.7	SIA Ofsted-style visit – The Head gave feedback on the SIA's Ofsted-style visit on 27 September. Staff had prepared very well for the visit, which had been based on the one-day Section 8 visit format used to determine whether good schools had maintained their previous standard. During his visit, the SIA had: looked at safeguarding; spoken with the Head and Deputy Headteacher (DHT); observed phonics teaching and discussed phonics with the Head; interviewed the English and Maths leaders; visited lessons and looked at books; interviewed the Chair and Vice Chair of Governors; and looked at the school self-evaluation document.	

	<p>The SIA had concluded that the school was Good+ i.e. not yet outstanding. Leadership and Management was graded Good+ and the SIA had given positive feedback on governance. To get to outstanding, the SIA had advised: ensuring that the quality of teaching was good throughout; improving phonics; and, increasing the proportion of disadvantaged children working at greater depth. All three of those actions were already in the School Action Plan, which in itself demonstrated good leadership.</p> <p>The SIA had graded Personal Development, Behaviour and Welfare as outstanding, noting pupils' good behaviour and movement around the site. The Quality of Teaching had been graded as at least Good. The SIA had commended assessment, children's engagement, appropriate targeting of lessons, and good involvement of Teaching Assistants (TAs). Outcomes had been graded as Good+ despite the low results in phonics as all other areas were strong. The SIA had considered the school's judgements to be accurate and appropriately documented. There had been consistency between leaders' representations of the school. There was more evidence than previously of outstanding features. A Governor sought clarification of which criteria needed to be graded as Outstanding in order to achieve an overall result of Outstanding. The Head identified Quality of Teaching plus Outcomes.</p> <p>The Chair reported two further strengths highlighted by the SIA: the Head's personal role in leading the school; and, the strength of relationships between staff and children. Those relationships were instrumental in maintaining children's attention and engagement in lessons. Governors commended the Head on the outcome of the Ofsted-style visit.</p>	
7	<p>School Action Plan</p> <p>Covered under agenda item 6.</p>	
8	<p>Policies</p> <p>Governors approved the Appraisal Policy, the Capability Policy and the Pay and Reward Policy (copies filed with minutes).</p>	
9	<p>Monitoring</p> <p>9.1 Finance – Jon Naylor gave a verbal update on budget monitoring. The school was on track across the board for 42% expenditure so far that year. The cost of cleaning had increased due to improved contractual provision. There had been a small increase in income as other local schools were paying for support from the DHT. Finance monitoring Governors had discussed the need to update the Finance Policy to explain the ring-fenced allocation of £3k per year to the voluntary fund as contingency for supply cover in the absence of supply insurance.</p> <p>Action: Finance Governors to provide full report for discussion at next FGB meeting.</p> <p>9.2 Outcomes for pupils – John Macnab and Jon Naylor commended the school for raising the attainment of two anonymised pupils back in line with original expectations.</p> <p>9.3 Reporting arrangements – The Head reminded Governors that future monitoring reports would directly feed into the School Action Plan; visit findings would be written in immediately to ensure the Plan remained a live working document. Any new areas for monitoring identified during visits would also be written in. Those additions would be raised under the standing agenda item for School Action Plan at subsequent FGB meetings.</p>	JN,DC & RR
10	<p>Child protection and safeguarding</p> <p>Covered under agenda item 6.</p>	
11	<p>Health & safety and premises</p> <p>11.1 Health & safety – A Governor reported that, despite visible prohibitive signage in the vicinity, parents were continuing to allow children to play on the play equipment at pick-up time.</p> <p>Action: The Head to put a reminder about the play equipment in the school newsletter and to remind staff to enforce the school's rule.</p> <p>11.2 Premises – No further matters arising.</p>	Head
12	<p>Website</p> <p>12.1 Compliance – Covered under agenda item 6.</p> <p>12.2 SEN report – Governors approved the SEN report for publishing on the school's website.</p>	

13	<p>Chair's report</p> <p>The Chair read out in full an email dated 11 September 2016 received from Ryarsh resident Mr Jason Matthews concerning the impact of the proposed new school hall. As a result of the planning application situation, Mr Matthews (Head Teacher of the Discovery School at Kings Hill) had removed the Discovery School from the collaboration of which Ryarsh Primary School was a member. Mr Matthews had not attended the most recent collaboration meeting. It was understood that the departure of the Discovery School would require the founding memorandum of understanding between the remaining schools to be re-signed. Governors noted the potential for detrimental impacts of the Discovery School's withdrawal for pupils of all the collaborating schools. Governors were concerned about the implicit slight on leadership at Ryarsh Primary School, especially given that the Head had previously written to Mr and Mrs Matthews acknowledging their feelings on the matter and inviting constructive dialogue.</p> <p>Action: The Chair to write in response to points raised by Mr Matthews. This would include correction of factual inaccuracies e.g. regarding the change in proposed height of the hall, which had been a KCC design decision.</p> <p>Action: The Chair to write to the Chair of Governors of Discovery School to ensure that GB's awareness of their school's withdrawal from the collaboration.</p>	Chair
14	<p>Any other urgent business</p> <p>No matters arising.</p>	Chair
15	<p>Confidentiality</p> <p>No items were deemed to be confidential.</p>	
16	<p>Meeting dates</p> <ul style="list-style-type: none"> • Thursday 17 November 2016 • Thursday 26 January 2017 • Monday 20 March 2017 • Thursday 18 May 2017 • Thursday 13 July 2017 <p style="text-align: right;">All meetings to start at 7pm.</p>	

The meeting closed at 9.20pm.

Signed (Chair) _____ Date _____

Action Summary

i.	Draft a letter re. Parent Governor election; organise ballot if needed.	Chair & Head	
ii.	Book to attend safer recruitment training.	Chair	
iii.	Contact Vanessa Dunnet to arrange HT performance management.	Chair	
iv.	Governors who had not already done so to complete online Prevent training before 17 November. The Head to recirculate the link.	Govs & Head	17-11-16
v.	Write proposal for expenditure of Redrow grant.	Head & S.Hi	
vi.	Provide profile for the school website.	SS	
vii.	Monitor phonics data against milestones in School Action Plan.	S.Hu & JM	
viii.	Provide update on phonics in Headteacher's Update at next FGB.	Head	
ix.	Provide full finance monitoring report for discussion at next FGB.	JN, DC & RR	
x.	Put reminder re. play equipment in newsletter and remind staff to enforce rule.	Head	
xi.	Write to Mr Matthews concerning hall planning proposal.	Chair	
xii.	Write to Chair of Governors at Discovery School re. collaboration.	Chair	