



Minutes of the Full Board of Governors – Spring 2018
Meeting held at St Helen's Primary School
Tuesday 9th January 2018 – 1900hrs

Governors Present:

Becky Ford (Executive Headteacher) [BF]	Deborah Ellmer [DE]
Barry Smethurst [BS] (Chair)	Eric Fidler [EF]
Dan Aldridge [DA]	Tony Ixer [TI]
Sheila Anthony [SA] (arrived at 7.20pm)	Deborah Moss [DM]
Lucy Beadles [LB]	Sarah Reeson [SR]
Ann-Marie Elding [AME]	Matthew Sampson [MS]

In Attendance:

Rebecca Bierton [RB] Associate Member
Claire Macdonald [CM] Associate Member (arrived at 7.25pm)
Julia Walker [JW] Associate Member
Alison Jackson [AJ] Clerk
Mary Lou Tyler [MLT] Business Manager (to observe)
Sue Bowman [SB] LA adviser (arrived at 7.45pm)

The meeting was quorate, 12 governors were present out of 15 in post.

Apologies for absence

Nicola Bodnar [NB], Barbara English [BE] and Val Ford [VF]. The apologies were accepted by the Board of Governors.

Declaration of interest

No declarations of interest were declared.

Appointment of Co-opted Governor: Ann-Marie Elding

Decision: The governing Body appointed Mrs Ann-Marie Elding as a Co-opted Governor. **Action AJ to inform Governor Services – ACTION AJ**

AME was invited to join the meeting at 7.05pm

The Chair welcomed AME to the GB and everyone introduced themselves.

Minutes of last meeting: FGB 12th September 2017 & EGM 2nd November 2017

The FGB Minutes 12th September 2017 were agreed and signed as a true record of the meeting with no amendments.

The EGM Minutes 2nd November 2017 were agreed as a true record of the meeting with the following amendment: Within Governors present it should read: Deborah Ellmer [DE] & Barbara English [BE]

Matters arising from the minutes

Action Points	BY WHOM	ACTION
Review list of Personnel policies	BF/EF	Ongoing
Research support package from NGA FOR next year.	BS	Ongoing
Review HW Pre school rent	Business Manger	Ongoing. ACTION MLT
New NGA Skills Audit to send out to all governors	AJ	The Clerk to resend the Skills Audit to governors for completion before the Strategic Board meeting on 23 rd Jan 18. ACTION AJ
Schedule governor training for beginning of Autumn term	BF	Actioned (Ofsted training) Finance training session will be arranged following the launch of Arovia.
Send log ins & guide to new governor portal to all governors	MS	Actioned
Edubase passwords & update governor information	BF/AJ	Actioned
Complete GB Standing Orders and circulate to FGB	AJ	Actioned
Children's Centre consultation (building at Somersham to add to F & P agenda	AJ	The consultation has closed, however there has not been any further contact from the LA. Som HOS commented that it was to be handed over by April 2018. Follow up required with the LA. ACTION BF
Notify governors of switch over date to the portal	AJ	All governor correspondence will be sent via the office portal from this date forward.

Committee Reports to note:

Strategic Board 26th September 2017 & 29th November 2017
Standards 10th October 2017
Som Standards 12th October 2017 & 2nd November 2017
St Helen's Standards 7th November 2017 & 1st December 2017
Personnel 31st October 2017
Finance & Premises 21st November 2017

All governors received and noted the above committee minutes. Points raised from the above minutes:

- The EHT will email the Somersham SIP to the Clerk to be circulated. **ACTION BF/AJ**
- **Q.** A governor asked for an update on the academy discussions.
The Chair informed governors that there will be a further meeting with DEMAT on Wednesday 17th January 2018, 2pm.

The Clerk advised that the following committee minutes have not been received:

- Holywell Standards 13th November 2017
- St Helen's Standards 20th November 2017 & 8th December 2017

SA arrived at 7.20pm

Terms of Reference Strategic Board, Standards, Personnel, Finance & Premises

The Chair sought ratification of Terms of reference with delegated powers for the Strategic Board, Personnel and Finance & Premises committee. **All agreed.**

The Chair sought ratification of Terms of reference for the Standards committee. **All agreed.**

The Statement of Financial Responsibilities & scheme of delegation requires St Helen's staff to be updated. **ACTION The Clerk to send a copy to the Business Manager to update. ACTION AJ/MLT**

Review GB's Operating Guidelines (Standing Orders) Amended version

Governors completed the amended Standing Orders to include guidance on 'Removal of Appointed Governors & Elected Governors – The School Governance (Constitution)(England) Regulations 2012. **ACTION the Clerk to update the GB Standing Orders ACTION AJ**

GB Membership

The clerk advised governors that the following governors term of office expires on 13th July 2018: Barry Smethurst (Foundation), Deborah Ellmer (Co-opted), Eric Fidler (Partnership) and Val Ford (Co-opted)

Co-opted and Partnership governors need to indicate their wish to be re elected to the clerk. Re election requests will be included as an agenda item on the FGB agenda on Tuesday 10th July 2018.

Foundation governor will be subject to support by the diocese.

Policies:

SEND Policy

The Chair sought approval of the SEND Policy. **All Agreed.**

Admissions Policy – Holywell, Somersham & St Helen's

The Chair sought approval of the Admissions Policy for Holywell, Somersham and St Helen's. **All Agreed** with the following amendment to St Helen's Policy: Criteria for Allocation of school places Pt 6 to add 'but nearest to the school' to the end of the point. **ACTION AJ**

Headteacher's Report

Governors have previously had the correspondence from St Helen's Yr6 parents following the HOS resignation and Yr 6 teacher relocation. Also circulated was the response from the Chair. There have also been several complaints sent to the school.

Monday 8th January a meeting was held for Yr 6 parents to discuss the situation. The Chair, EHT, HOS, DM, EF, VF and BE were in attendance. The meeting was organised and minuted by the Business Manager. In addition to this meeting the Chair, EHT and HOS also had a meeting with a parent and their mother on Friday 5th January.

The Chair summarised the meeting:

The EHT explained the changes to the parents as fully as possible, explaining that the actions that had been taken were for the benefit of the children and to protect teaching and learning within the school. The meeting was heated with the Chair and EHT being accused of lying.

Some parents expressed that they will be removing their children from the school.

Conclusions from the meeting:

- The EHT and HOS will offer booster sessions to the Yr6 pupils.
- The HOS was well received by the parents

- There is a teacher plan in place to move forward and staff feel positive about the work they're doing
- Increase the communication with parents to rebuild the trust

Challenge: A governor asked was the general lack of confidence feeling a consensus of the parents at the meeting or by a few.

The EHT replied there were approximately 20 families represented and it was the general feeling. There has been a feeling of suspicion from parents and a lack of trust in the work we do. With the increase in communication it is hoped to rebuild the trust between parents and staff. Parents are able to raise concerns and challenge but this should be done in a professional manner.

The HOS advised governors of her plans:

- Weekly newsletter
- Encourage teachers to go out on the playground with children at the end of the day
- Curriculum event next week
- Communicate more positive events happening within the school
- Re-introduce celebration assemblies with a Golden Book, Endeavour Cup and celebrate team points weekly

As a positive from the meeting: it has set some plans in motion to make good progress and these will be included within the SIP. The EHT and HOS will be carrying out weekly scrutiny of Yr 6 books.

SB arrived 7.45pm

Governor Training – Ofsted Expectations – Sue Bowman, LA Adviser

Documents received:

- Preparation for Ofsted, Power Point Presentation
- Governor Questions (Attached as Appendix 1)
- Ofsted preparation Plan for Governors. (Attached as Appendix 2)

ACTION: Business Manager to forward electronic to the Clerk for circulation to governors. ACTION MLT/AJ

SB presented the power point: Preparation for Ofsted.

Additional points discussed:

- Priorities & monitoring visits around key priorities.
Priorities are: Maths, Assessment and Writing
Therefore there should be 6 monitoring visits related to the SIP. Each time there should be a link to the next monitoring visit ie. A question asked to be addressed at the next visit.
The EHT advised that there are not 6 pieces of evidence. However, the new structure of the Standards is to have a formal meeting at the beginning of the term and governor monitoring visits to take place throughout the term.
- Other evidence governors can use to base judgements on:
 - SIP
 - TOP
 - HOS report
 - Review of data
 - FFT
 - Pupil interviews
- Website is currently not compliant for the Federation. Is there a plan in place? This needs to be a key priority. The documents below must be on the website:

- SEN data, provision & impact statement
- PP data, provision & impact statement
- Sports Funding spending for this year & impact statement

The EHT advised that the reports were completed but require uploading to the website. The HOS has the DfE list of all documents required to be on the website.

- Ofsted will speak to as many governors as possible in a group (the EHT will not be in this meeting) and will want to see the impact as a result of the governor monitoring.

Governors reviewed the 'Governor Questions' and **SB** advised that governors should talk with the EHT & HOS to ensure they can answer the governor questions and advised giving all governors a copy of answers.

The EHT advised that the governors are considering a governance review with the LA.

To consider a Governor Action Plan – to include the structure of the GB, operating structures, governor visits and timescales for actions.

Parent View – 12 responses. **ACTION: HOS to publicise this in the newsletter. ACTION JW**

SB left at 8.45pm

Reported Prejudice Incidents

None

Child Protection School Data

None

Chairs Report

The Chair advised governors that the LA have received a FOI request for any correspondence between governors re the planning opposite the school. They must respond by 16th January 2018. A copy of the signed minutes from 12th September 2017 will be made available.

Safeguarding

BE is due to meet with the Business Manager on Thursday 11th January to review the SCR.

Governor training: Governor termly briefing

Attendance at Spring term Governor termly briefing – **BS**

New Governor Induction – **AME. ACTION: Clerk to email training link to AME. ACTION AJ**

Correspondence

St Helen's Yr6 Parent letter and Chairs response.

Any Other Business (previously raised with the clerk)

- Personnel: Monitor staff sickness & absence to add to the next agenda. **ACTION AJ**
- A governor asked if the lockdown practice at St Helen's has been communicated to the new staff. The HOS confirmed it had.
- Text message service for important messages to governors to be investigated. **ACTION: Clerk to email governor contact list to Business Manager for system to be organised. ACTION: AJ/MLT**

Date and time of next meetingStrategic Board – Tuesday 23rd January 2018, 6.30pm at HolywellPersonnel – Tuesday 13th March 2018, 6.30pm at St Helen’sFinance & Premises – Tuesday 20th March 2018, 6.30pm at Somersham

There being no further business the meeting closed at 9.05pm.

Accepted as a true record**Signature****Date**

Action Points	BY WHOM
Inform Governor Services of Ann-Marie Elding’s appointment as Co-opted governor	AJ
Review Holywell Pre-school rent	MLT
Resend Skills Audit to governors	AJ
Contact LA for update re Children’s Centre	BF
Email Somersham SIP to Clerk for circulation	BF/AJ
Email Financial Statement to Business Manager for staff update	AJ/MLT
Update GB Standing Orders	AJ
Amend St Helen’s Admissions Policy	AJ
Business Manager to email Clerk Preparation for Ofsted documents for circulation	MLT/AJ
Advertise Parent View in the St Helen’s newsletter	JW
Email training link to Ann-Marie Elding	AJ
Add: Monitor Staff sickness & absence to the next Personnel agenda	AJ
Email governor contact list to Business Manager for a text messaging service to be set up	AJ/MLT

APPENDIX 1

Governor Questions

1. Can you talk about what changes there have been to the school since the last inspection?
2. What are the key priorities for the school at the moment?
3. Is the data for 2016/17 what you were expecting?
4. Are standards in reading, writing and maths rising in Key Stage 1 and 2?
5. What actions are being taken to raise standards?
6. Can you explain what you know about the standards in the school and the quality of teaching?
7. How is the pupil premium funding being used and is it making a difference?
8. How are governor visits organised and how often do they take place?
9. Has attendance improved over the last three years?
10. Are pupils making expected progress?
11. How does the governing body work with senior leaders in school?
12. What is the impact of governor visits?
13. Can you provide examples of where you have challenged the school?
14. Can you provide an example of where you have challenged the headteacher?
15. Can you talk about the overall culture of the school? Is it one of high expectations?
16. Do you understand the issues the school faces?
17. What are the strengths and weaknesses of the governing body?
18. Do you ask probing questions about outcomes/safeguarding/assessment?
19. Are you aware of who the school finances are managed?
20. How is good and excellent work recognised?

Ofsted Preparation Plan for Governors:

These questions are for governors to be able to answer at any point during the academic year. Complete the plan with “signposting” to evidence, then complete any further actions required and who on the Governing Body could be the “expert” for the area/question.

For Short Inspections – there are 3 overarching questions, which governors need to be prepared to answer:

1. **If you were to describe the strengths and weaknesses of your school succinctly, what would you say to the HMI at the start of the short inspection?**
2. **How has the school improved over the last 3 years?**
3. **What contribution does the governing body think it has made to improving provision, especially teaching, and outcomes for pupils?**

Effectiveness of Leadership & Management	Answer – including where evidence can be found.	Further Actions	Governors Responsible
1. How good is this school? How do you know?			
2. What are its strengths and weaknesses?			
3. What success have you had in addressing key issues? Can you give some examples?			
4. How would you grade leadership and management of the school and why?			
5. What are the strengths and weaknesses in terms of the leadership and management of the school?			
6. How do you know that your evaluation of overall effectiveness of the school is secure?			
7. How good is subject leadership across the school?			
8. What has been the impact of the new curriculum?			
9. How is pupils’ progress being tracked across the school in light of assessing without levels?			

10. What use does the school make of external support and what has been its impact?			
11. What use does your school make of partnership working eg locality groups to focus on effectiveness of assessment, moderation and the curriculum?			
12. How good are the leadership of English and mathematics at the school?			
13. How are key priorities arrived at and how are these shared with staff?			
14. How do you tackle teacher underperformance and what evidence is there of impact?			
15. How is appraisal improving the quality of teaching?			
16. How do you arrive at appraisal targets for the Headteacher?			
17. How does the governing body engage with the leadership team and how are senior leaders held accountable as well as supported by the governing body? Can you give some examples?			
18. How does the governing body monitor the work of the school?			
19. How can you evidence your ambition and vision for the school and what are you doing to ensure that this vision is realised?			
20. How are you ensuring that money is spent effectively?			
21. On what basis are decisions made with regards to salary progression?			
22. How are you ensuring that the Governing Body is developing as a group and can undertake its role effectively? Are your skills being fully utilised?			
23. To what extent is the governing body involved in the school's processes for self-evaluation and improvement planning?			
24. How do governors monitor and evaluate the effectiveness of the school improvement plan?			

25. How are you ensuring that safeguarding at the school is secure? How do you know that all staff are aware of the key safeguarding documents?			
26. How do you ensure that pupils/students are safe and healthy?			
27. How do you evidence safer recruitment procedures/processes are embedded in your school?			

Quality of Teaching, Learning & Assessment	Answer – including where evidence can be found.	Further Actions	Governors Responsible
1. What has been the impact of the Pupil Premium? How do you know?			
2. How good is teaching at the school? Is it getting better? How do you know? How does the school evaluate teaching over time? How often do senior leaders scrutinize pupils' workbooks?			
3. How does the school monitor the quality of teaching?			
4. Is teacher underperformance tackled and what evidence is there of impact? Can you give me an example?			
5. How good is the continuing professional development programme at the school?			
6. Does the curriculum meet the needs of all pupils?			
7. How is the school developing literacy, communication and mathematics across the curriculum and what has been the impact of work in this area?			
8. What is the school doing to address any weaknesses in departmental performance? What has been the impact of this work?			
9. Which are the strong subjects at the schools and which are the subjects which are less good?			
10. What is the school doing to ensure that all pupils, including SEN, EAL, the most and least able pupils and children with disabilities are able to make progress?			

11. How is performance management improving the quality of teaching?			
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Personal Development, Behaviour & Welfare	Answer – including where evidence can be found.	Further Actions	Governors Responsible
1. How do you know that the pupils/students in your school have sufficient self confidence and self awareness to be successful learners?			
2. What are you doing to ensure this is a harmonious environment in which all pupils/students are valued and respected, irrespective of their race, beliefs or sexual orientation?			
3. How good are the pupils' attitudes to learning? How do you know?			
4. How good is behaviour at the school? How do you know?			
5. Does the school meet the statutory safeguarding arrangements? How do you know?			
6. What is the nature of your behaviour policy and what has been its impact?			
7. How do you deal with challenging behaviour?			
8. On what basis do you exclude?			
9. How high are exclusions?			
10. How effective is the school in dealing with bullying?			



11. What are the pupils/students views on bullying?			
12. How good is attendance? How do you know?			
13. What do you do to ensure that all pupils remain safe?			
14. Do you have any concerns with regards to extremist behaviour and , if so, how are you dealing with this issue?			
15. Does the school food meet the School Food Standards (which came into force in January 2015)?			

Outcomes for Children and Learners	Answer – including where evidence can be found.	Further Actions	Governors Responsible
1. How good is the progress of pupils/students at your school, including disabled pupils, those with special educational needs and those for whom the pupil premium is providing support? How do you know?			
2. What progress are pupils/students who are currently in your school making? Include the attainment on entry to the school?			
3. Which groups of pupils/students are making the most and least progress? How well do children achieve in the Early Years Foundation Stage? How many children attain the ‘good Level of Development’?			
4. What are you doing to address any areas of weakness in terms of progress? What has been the impact of this work? Is the school going to meet the government’s floor standards at the end of this academic year?			

5. What are you doing to develop literacy? How do you monitor the performance of groups of pupils/students including boys and girls across the school?			
6. How good is attainment in terms of national standards? How do you know?			
7. What is the trend in attainment over time and what are your predictions with regards to future attainment? How do you know?			
8. To what extent have you been successful in narrowing the gap between students who are not in receipt of free school meals and those who are?			
9. How are you using the pupil premium and what has been the impact of your use of this funding?			