

**LODDINGTON CEVA PRIMARY SCHOOL
MINUTES OF THE LOCAL GOVERNING BODY MEETING
HELD ON THURSDAY 6 JULY 2017 AT 7.00PM AT THE SCHOOL**

PRESENT/APOLOGIES

Governor	Present	Apologies ✓ Absent x	In Attendance	Present	Apologies ✓ Absent x
Mr B Hansford (BH)	✓		Mr N Aiken (NA) Incoming Headteacher	✓	
Ms L Hensher (LH)	✓				
Mrs E Laughton (EL)	✓		Miss B Cook (BC) (SENCO)	✓	
Mrs S Lewis (SL)	✓				
Mr N Smith (NS)		x	Mrs E Redden (Clerk)	✓	
Mrs S Walters (SW) Headteacher	✓				
Rev J Westwood (JW)	✓				

SIP

Action

51/17 PRAYERS

JW opened the meeting with a prayer.

52/17 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting. NS had e-mailed his apologies to the Clerk prior to the meeting but they were not read until after the meeting. The Chair will speak to NS to see if his work life balance is able to allow him to continue to fulfil his role as a governor.

53/17 DECLARATION OF INTEREST

None.

54/17 ANY OTHER BUSINESS TO BE DISCUSSED AT THE END OF THE MEETING.

Ways of Generating Income had been missed off the agenda and would be discussed under Any Other Business.

55/17 MINUTES OF THE MEETING HELD ON TUESDAY 17 MAY 2017 (ENC)

LH had been into school prior to the last meeting and the questions she raised and the answers given as a result of her visit had been missed off the minutes. Clerk to amend and ensure that the minutes are approved at the next meeting.

Clerk

56/17 MATTERS ARISING AND ACTION TEMPLATE

40/17 Pupil Premium and Sports Premium reports had been discussed at the Finance meeting.

45/17 The Pupil Premium report is on the school's website. The Chair is in the process of auditing the website and stated that the majority of the documentation required to be on the website is there and up to date. All documentation will be up to date by the end of term.

48/17 The governing board still needs to recruit governors and JW has been promoting this in his churches.

A governor knew of one person who would like to become a governor but was not sure whether they fitted the criteria required to be a foundation governor. This needs to be discussed with them.

It may be possible to move governors to another criteria if a parent governor can be appointed. Parents will be contacted again in September. The Headteacher was aware of one new parent who might be interested in becoming a governor who could become a Foundation Governor.

The Chair has recently spoken to SGOSS, who still have the school's vacancies on record.

JW and BH have one more year of their term of office left.

48/17 The Chair's Safeguarding training was cancelled. NA stated that Ofsted are going to start and scrutinise online training to ensure that it is good enough.

NA has deferred his Safer Recruitment training to enable him to be at his present school more than he is at present. He has however completed his Designated Safeguarding Lead training.

The two new governors had both attended the Roles and Responsibilities of a Church School Governor training and found it to be very useful and informative.

LH has read up on Headteachers' Performance Management, but has not been able to access any training on this yet.

The Headteacher still needs to have her review meeting. This has been scheduled for Monday 10 July.

62/17 SEN QUESTIONS FOR GOVERNORS (ENC)

1.5 The governors discussed and agreed to move this item to this point in the meeting to enable the SENCO to leave the meeting once this item had been discussed.

The Chair stated that the SENCO has practically completed her SENCO training.

There is evidence of lots of support being provided, but does the SENCO have a strategy in place to assess what works and what does not work for a child? The children each have their own tailored programme and if there is anything in it that does not work, then staff try something else.

How often are things reviewed? IEP's are reviewed every term, but if something is not working then it is stopped and changed.

What is Edukey? The SENCO explained. Staff can edit the provision and it will be possible to cost everything for each child. It should make monitoring easier.

What is progress? If the SENCO presents a similar report to governors in 12 months time, will it be possible to see how much progress has been made? Yes. The SENCO has a provision map which will be able to show the progress being made by all the students on it.

The school has access to a Speech and Language Therapist (SALT) currently but this is going to change. A Teaching Assistant has been trained, but will not be able to replace the SALT. The Headteacher explained how referrals will work next year. She added that there are children who start school who have very little speech. Access to a SALT needs to be afforded next year if possible.

A governor stated that it was disappointing that only four out of a possible eleven families invited had attended the EP (Educational Psychologist) progress meetings. These meetings will now take place three times a year (every old term). The Chair had attended these meetings and asked the following:

How often do these review meetings take place? Termly, but very few parents turn up even though they are not given appointments. They are given 2 days and they can choose their own time within this.

Unfortunately for many of the children who have seen the EP – their parents do not follow up on her advice (or ours) on how to help their children at home. They do not listen to their child read or help them with homework. These are not the homes of disadvantaged children, but the more affluent families.

The Chair stated that all the meetings had been positive.

Are there any programmes available to ensure that the more able pupils receive extra challenge? The Headteacher stated that these children are sufficiently challenged.

Where there are issues with parents not hearing their children read, could it be that some of the parents have an educational need themselves? It could be, but is not in the instances concerned.

The Chair had sent a list of SEN Governors' Questions to the Headteacher. He had answered the questions and the Headteacher working with the SENCO had then added to his answers.

Does the Headteacher have any concerns with governors monitoring the strengths of SEN provision across the school? No it should not be a problem.

The governors discussed how frequently they would like the SENCO to report to them and it was agreed that she should provide three times a year in January, April and July, with the July report being more detailed.

Are there any children who do not respond to behaviour management? Every child is different, if one strategy does not work then the school tries something else.

The Chair thanked Miss Cook for her report. She then left the meeting.

57/17 FINANCE UPDATE

The Chair informed the meeting that PDET have accepted the school's budget.

PDET have suggested that the school puts flyers around the new housing estates in Kettering to try and recruit children for September. There are also flyers in some of the local estate agents.

The school can go over its PAN (but it must be borne in mind that there is a statutory limit of 30 for KS1 classes) and has done in the past, but the governors' Admissions Committee would have to meet as parents can appeal to the diocese for a place. **When going over numbers, does the school look at the dynamics of a class? Yes. Every child deserves a good education. Space also has to be taken into consideration. If a child with special educational needs is accepted, they may also have an extra adult with them and this all needs to be taken into consideration.**

The Finance Committee had also looked at the school's current accounts and the school is on target to meet the budget that was forecast, meaning that the school will be in a secure financial position this year.

58/17 HEADTEACHER'S REPORT

Staffing

3.2 Is Mr Umney permanent? Yes, he is now employed as a Teaching Assistant (TA).

The remainder of Staffing was deemed to be confidential – see attached sheet.

Sports

Half the school attended the Level 3 Games as a team with St Mary's and came first in the Multi-skills competition.

1.3 Safeguarding

The Headteacher is currently completing the school's S11 Safeguarding Audit. The audit is practically complete and an action plan has been drawn up. The Headteacher reported that the school complies with most of the audit, but there is a little work to do.

There is one red action which the Chair explained is because the school is required to have a member of staff trained in the graded care programme. Training opportunities will be explored by January 2018. The incoming Headteacher is a qualified DSL and trained in thresholds and pathways.

There are four amber actions, one of which is that not every member of staff is trained in thresholds and pathways. The school is identifying some dates on training to address this action. Once the training has taken place, it can be cascaded to other staff.

2 Behaviour/Racist Incidents

Is the Headteacher worried about the behaviour incidents? No, but the school has applied for high needs funding for the child which has been refused as the child is already being well supported by the school without the funding.

4 Year 6 SATS

The Headteacher informed governors that she was very pleased with the Year 6 results and very proud of the children.

Thirteen of the fifteen children achieved expected in Reading, two of whom achieved above expected.

In Writing, two of the children did not meet expected, however three children achieved above expected.

100% of the children achieved expected in Maths and in Grammar, Punctuation and Spelling. Six children achieved above expected in Maths.

12/15 achieved expected across all areas.

	National	School
Reading	71%	87%
Maths	75%	100%
GPS	77%	100%
Writing	76%	86%

The school's results are well above the national average and it is clear to see that the intervention put in place by the school has helped to close the gap between disadvantaged and non- disadvantaged pupils.

The Year 5/6 teacher has worked really hard, especially with the changes made to the curriculum. The results are better than last year's.

3.1 Phonics

80% of the children in Year 1 passed the Phonics test and 60% of the children in Year 2. Of the three children who did not pass the test, one child was one mark off.

When will the school receive its scaled score? Because of the changes made to the curriculum, the school will be given a progress report. The school already has the scaled scores for each child. The children in Year 2 will not receive a scaled score.

5 Early Years Foundation Stage

69% of children achieved a Good Level of Development (GLD) compared to 73% last year. 69% is above the national average.

For a child to achieve GLD, they have to achieve in every area they are assessed in. The cohort has three children with speech and language issues.

The new intake children have visited the school and their parents have been given a questionnaire to complete which staff will also complete in September.

4 Key Stage 1

8/14 children achieved expected in Reading of these, 2 achieved greater depth, 3/14 are working towards and 3/14 are below working towards. Maths and Writing are a similar picture.

There has been considerable inward mobility in this year group and the results were expected. Three children joined the school with special educational needs which had not been addressed by their previous schools.. There is lots of support in place for these children who are below expected and it is possible to show that these children are making progress.

The data in the PDET Data Capture Tool, for Reading shows the percentage of children working at the high score as 87%. Is this correct? No, it is an error.

The governors were very pleased with the Key Stage 2 (KS2) results and acknowledged that the school has intervention in place to support the children in KS1. Governors have the commentary on the KS1 children and while disappointed with the results are satisfied with the progress being made.

Year 3/4

The Headteacher explained why there is no summer mid data for Year 3/4 Writing.

A governor asked about Year 4 Reading. The Headteacher explained that the children are assessed at the start and end of each term. Sometimes it can look as if no progress has been made if the children have not studied a topic yet. The school uses Headstart to assess the children.

Does the school use NFER testing? No because it is not accurate enough. The school uses BASE.

6 59/17 CHRISTIAN DISTINCTIVENESS

The school attended a communion service on 18 May.

Much of what is going to take place this term is listed in the Headteacher's Report. JW highlighted the service of celebration for the Headteacher, who is leaving at the end of this term, taking place on 9 July. The school's singing group will be singing at the service.

The spiritual garden continues to develop and the cross will hopefully be ready for Mrs Walters' leaving assembly on 18 July.

JW and his curate are happy to help the school pastorally and have done so in the past. They have also recently been able to do this for a child who lost their grandfather.

Mrs Laughton is now the school's RE Co-ordinator and is undertaking the Understanding RE course. It will be good to be able to link Christian values with what happens in a church service. The whole school will cover the same topic at the same time and next term's topic is The Creation. The Headteacher will plan the school's collective worship for Term 1 around the theme.

1 60/17 SCHOOL DEVELOPMENT PLAN (ENC) (STANDING ITEM)

The Headteacher asked for any questions.

What does GLD stand for? Good Level of Development.

The Headteacher informed governors that any children new to the school are assessed using the Phonics test.

What was the GLD of the current Year 2 before the inward mobility? 66%. This shows that children enter the school broadly in line with national and leave above it.

Why has Miss Clark done so much? Miss Clark has done so much because she has been training to be a teacher. She has now qualified and is leaving. **What other plans are there to support the teacher in that class?** The Headteacher will support the class. Miss Snowdon is also training to become a teacher and will also be leaving. **Will their Teaching Assistant posts be replaced?** No, because of funding.

Governor Visits has been RAG'd as green as governors are coming into school more and this needs to continue. The school missed out on outstanding for their SIAMS report because governors were not visiting the school. Ofsted will look at the SIAMS report and be able to see the progress made with Governor Visits.

SL offered to go into school in early one afternoon, before the end of term so that she can observe collective worship and LH will do the same early next term.

4.1 61/17 PUPIL PREMIUM AND SPORTS PREMIUM REPORTS

These had been reported to the Finance Committee.

The school has to publish on its website reports on the funding it receives and how it is spent.

Sports Premium

The school has spent more than it receives on Sports Premium and the Headteacher had explained to the Finance Committee why this is.

The school is very successful in sport. Mr Umney can track what the children are doing. Behaviour at lunchtime has improved as a result of Mr Umney's intervention.

4.1 Pupil Premium

The school has to report on what it has spent its Pupil Premium funding on and the impact it has had. This year the school has spent £25000 and will carry forward approximately £2000. The majority of the funding goes towards the salary of the intervention teacher.

The Headteacher reminded governors that children eligible for Pupil Premium funding are not necessarily SEN children.

The governors stated that it is good to see that some of the funding has been spent on enabling children eligible to attend school trips and visits. The Chair will send copies of both reports to governors.

1.1 63/17 GOVERNOR ISSUES

Governor Vacancies and **Governor Training** have already been covered – see item 56/17 Matters Arising.

There will be more training for governors in September including some training on the replacement for RAISEOnline (APS). The incoming Headteacher asked whether governors would like him to arrange for them to observe a governors' meeting at another school. This offer was accepted.

NA

Governor Visits

The Maths Governor had visited the school and met with the Maths Lead before looking at various classes at work. The Maths Governor stated that the Maths Lead works with average and above children in all year groups. The school uses the Busy Ants scheme which the children like.

The Maths Governor and Maths Lead had discussed assessments and book scrutinies and the Maths Governor had been shown the types of Maths that the children do including problem solving. The subject is very interactive and the children were all engaged with what they were doing. The Maths Governor was able to see the techniques being taught and noted that similar techniques were taught across the school. The children who worked with the Maths Lead clearly enjoyed their lessons. The Maths Lead's groups are taught out of the classroom.

The Headteacher answered the questions raised by the Maths Governor.

Are there any plans for a Maths Puzzle day in the next 12 month? The Maths Lead did not ask for this to be planned into the budget. It may be possible but that is for the new Headteacher to decide bearing in mind the budget is tight. The school could put on something itself which would not cost anything. Year 5 attend a Maths Puzzle day organised by PDET for which there is no cost.

Are you worried about the budget impacting on the ability to teach Maths in the future? No more than for any other subject. It is difficult to teach across two year groups as it requires more planning – but it is possible. The children are already split into year groups with no more than 15/16 in the group so whilst this year we have split Year 2 and Year 4 further, this has been a privilege – teachers will need to differentiate further.

Are lower ability children encouraged with additional maths workshops, lunchtime help, and extra homework? All lower ability children already have extra input for maths which is additional to and different from the main curriculum. All class teachers help children at lunchtime who do not do their homework – there is not a choice the children have to stay in and complete it. The school has not had a Maths Club aimed at lower ability children, everyone could attend but the uptake was very poor.

The Maths Lead had also attended the Easter Service and asked the following questions:

How often does the school use the Church? Every term for Holy Communion and at least one other time during the term to celebrate an event in the church calendar such as Pentecost or Shoe Boxes.

Do year groups ever go the church independently? Yes if this fits in with the curriculum – usually the RE curriculum.

The Chair had visited Foxton Locks with the school. He explained that the activities had been set up and run by the volunteers at the Visitors' Centre allowing the teachers to take a step back. The activities at the centre covered geography and social history etc. Whilst on the visit, the Chair had asked the children whether they feel safe. The children had stated that they did. This was possible to see in their behaviour where, when messing around, they looked out for each other.

The Headteacher answered the Chair's questions:

What activities will take place back in the classroom to reinforce any learning? The children will build on their learning by continuing their study of rivers where they will be able to apply their new learning about the canal system. Children will also complete a piece writing which will reflect what they learnt from the day and what they enjoyed.

How do teachers judge whether an off-site activity is a success? Reflecting on this the Headteacher would say the trip was a success as the activities promoted discussion amongst the children, they asked a lot of questions and were engaged all day. With information they were given in the morning session, most children were able to remember this to tell a member of staff or apply it to the activity they were doing.

The Headteacher stated that the only charge for the trip had been for the museum. The children had also had the opportunity to go on a heritage boat. She added that one of the volunteers who had been very impressed with the behaviour of the children, also came into school to work with them additionally because their behaviour had been so good on the visit.

The Chair had also observed a recent Collective Worship about Reconciliation. The children had been told about a woman called Ruby Bridges. He added that the children had included the Grenfell Tower victims in their prayers. Had the school discussed the Grenfell Tower disaster with the children? No but staff have been answering the children's questions.

Do the children ever lead assemblies? They do but the school does not have the space for them to rehearse or for them to invite parents. The school often uses its outdoor area for assemblies in the summer. Even if the school uses the church for assembly, there is often only standing room for guests.

The Chair had visited a sewage works with the children. He asked whether there was a charge for this visit apart from transport costs. There is no charge for the visit only for transport.

The children had talked about water and its treatment. They had taken part in activities at the Activity Centre and also been pond dipping. The children had clearly prepared for their visit and learned a lot from it.

The Chair had been into school to see Read, Write Inc being taught. The scheme was introduced in September and this was his second visit. Since its introduction, the standard of Phonics across the school has improved and it is clear to see in children's books that the standard of spelling has also improved. As the scheme was only introduced in September, it has not been possible to compare the Read, Write Inc this year with that of last year, however the staff are being moderated to ensure that the standard of work produced is high. The children are assessed every six weeks and given extra support if required. Read, Write Inc Fresh Start is being used in Years 5 and 6 with staff about to attend the training on this. The school is being funded to teach Read, Write Inc.

64/17 ANY OTHER BUSINESS

Ways of Generating Income

This had been discussed in more depth at the Finance meeting. There are very few ways of generating income if the school does not have facilities it can let out.

65/17 DATE OF NEXT MEETING

Thursday 28 September 2017 Finance at 6.00pm
LGB at 7.00pm

The Chair thanked the Headteacher who was retiring for everything she has done for the school. He also thanked her for the support she has given him. He reminded her that in the first Ofsted Inspection after she had joined the school, Ofsted had credited her with starting to turn the school around. He added that she has most definitely done that. The Chair had also asked the children which teacher was the most scary in the school. In their answers, the children had said it was not Mrs Walters, they had said that Mrs Walters was firm, fair but kind. The Chair finished by saying that Mrs Walters would always be welcome at the school and closed the meeting at 9.25pm.

Signed..... Date.....

ACTION TEMPLATE

Minute Page	Action Required	By Whom and date for completion
Page 187 55/17	Clerk to amend the minutes and ensure that they are on the agenda to be approved at the next meeting. Complete 10/7/17.	Clerk prior to the next meeting.
Page 194 63/17	NA to arrange for governors to observe a governors meeting at another school.	Neil Aiken as soon as possible.

Minutes taken and transcribed by
Liz Redden – Independent Clerk/ISCG Accredited.