

**THE GOVERNING BODY
PIRTON SCHOOL
High Street, Pirton, Hertfordshire, SG5 3PS**

Minutes of the Governors' Meeting held on Wednesday 16 November 2016 at 7.30 p.m.

Present	Absence approved	Absence not approved	Name	Category	Position	Curriculum	Premises	Resources	Link	Term end
X			Mrs J Webb	HT						
X			Mrs N Robbins	C	Chair					08/05/18
X			Ms S Fenner	DH						
	X		Mr R Easterbrook	C	VC			X	Leadership	23/04/19
X			Mrs B Brown	P						
X			Mr N Ireland	LA				X	Achievement	17/11/17
	X		Mr M Brown	P				X	Achievement	19/01/19
X			Mr R Unsworth	C			X		Leadership	19/01/19
X			Mr R Sugden	P						
X			Mrs B La Plain	P						
X			Mrs J Budd	P						17/01/20
X			Mrs L Sexton	Co-opted						
X			Ms H Common						Legal Clerk	
X			Mrs S Richards						Clerk	

1.	<p>Welcome and Introductions Welcome was extended to all new governors, the new Legal Clerk, and the new minuting Clerk. Thanks were extended to Richard Sugden for his work as a governor.</p>	When	Who
2.	<p>Apologies and consent to absence Richard Easterbrook. Matthew Brown.</p>		
3.	<p>Declarations of conflict of interest <i>Governors are reminded that should a conflict of interest arise for anyone in any course of the meeting, they must declare it and withdraw from that part of the meeting.</i> No declarations of conflict of interest notified.</p>		
4.	<p>Notification of any other urgent business None notified.</p>		
5.	<p>Approval of the minutes of the meeting held on 28 September 2016 It was suggested that p3 Appeals Statement, should read Admissions Policy. However, following discussion it was agreed that it was correct as Appeals Statement. With the possibility of increasing pupil numbers, Governors agreed to review appeal statement in advance of the next meeting. It was asked if the information would be on the school website and governors were informed that it is contained in the Appeal Statement. The minutes were approved and signed.</p>	Agenda 18/01/17	

6.	<p>Matters arising and review actions of previous meeting</p> <p>a. Discussion took place regarding an audit of the school website which has taken place. It was agreed that the Pupil Premium statement is out of date and must be updated urgently. Governors were informed that the review is underway and school is awaiting input from Financial Services.</p> <p>b. Website, some statutory governors information is missing, Hollie and Nicola to discuss.</p> <p>c. Parents survey, agenda next curriculum meeting.</p>	18/01/17	<p>JW</p> <p>NR/HC</p> <p>FGB</p>
7a.	<p>Headteacher's Report Including School Data and Policies</p> <p>A written report was previously circulated. Governors were reminded about transparency between school and governors and that all information must be held in confidence.</p> <p>a. Headteacher's Report:</p> <p>Pupil numbers are the highest they have been for some years and the budget has been run with new pupil figures.</p> <p>One teaching assistant has left full time employment at the school, but is still coming in to support students. Following detailed discussion at Resources Committee, the school is advertising for a full time teaching assistant on a fixed term contract.</p> <p>Basic Characteristics: National figures are taken from the previous year and school figures are current.</p> <p>Governors were informed about events this term, and the wide range of clubs on offer, which reflect the breadth of the curriculum on offer.</p> <p>Fundamental British Values are taught as part of Spiritual, Moral, Social and cultural education. There has been a recent focus on this in assemblies recently. Examples were shared with Governors: Harvest, Diwali, Remembrance Day, NSPCA and Blue Cross and Anti-Bullying with human rights planned in the future.</p> <p>New class names are being considered by School Council, and they have elected Meningitis Trust as their charity.</p> <p>Invitations to be extended to JoyCare to attend carols around the tree.</p> <p>Staff appraisal has been completed.</p> <p>Professional development focussed on outstanding teaching, and there is a joint staff meeting with staff at Hexton this week.</p> <p>A Spelling Information evening for parents has taken place.</p> <p>The next Curriculum meeting will discuss a Parent Questionnaire which will target parents more closely.</p> <p>Thanks to governors who attended the feedback session from Judith Sumner.</p> <p>Governor visits have been carried out this term by Mrs Budd and Mr Unsworth.</p> <p>All SDP actions have been carried out this term.</p> <p>Sarah Kingdom, Early Years consultant is continuing to support the school, match funded so no cost to the school.</p> <p>b. Policies</p> <p>Child Protection Policy: This is version 2, updating peer-on-peer abuse. Governors were told that it is vital that they read the document, as it is a high priority. Staff have signed a log which says that they have read and understood the policy and it has been explained to them in full. Update approved.</p> <p>Health and Safety Policy: This was agreed at the last Premises meeting. Approved.</p> <p>Attendance Policy: Two recommendations. Expectation that attendance should be at least 96%, judged on attendance as part of Ofsted criteria. Approval will not be given for term time holidays. Governors were informed that this is targetting children who have poor attendance, who may be at risk, not necessarily this school, but nationally. Children who have 15% absence are judged persistent absentees, this figure is reducing to 10% this year. If children are not yet 5 years old, but on roll, they are expected to attend.</p>	<p>09/01/17</p> <p>ASAP</p>	<p>Curriculum</p> <p>All</p> <p>JW</p>

	<p>Q: What does 4% relate to in terms of days? Data was not available at meeting, but will be sent to governors. Data from Attendance shows the huge impact of absence on attainment.</p> <p>Q. Does medical absence also count? Yes. We don't want students in school when they are ill, but the policy is targeting casual absence. Lateness can also have an impact on attendance. Approved.</p> <p>Positive Behaviour and Discipline: Approved.</p> <p>Children Looked After: This is a model policy, although we do not have any children looked after in school. Approved.</p> <p>Whistleblowing Policy: Sits alongside Child Protection policy in terms of staff knowing who they should contact if needed. Approved.</p> <p>Q/A. School mobile is held in school and taken home by Diane Bailey.</p> <p>Managing Allegations Policy: This is a new policy and was approved by governors.</p> <p>Q. What does the policy cover? In case of allegations of abuse, this puts procedures in place to protect the child and the member of staff. These policies form part of the child protection policies of the school.</p>		
7b.	<p>School Development Plan</p> <p>There are three key areas to work on. Actions to be carried out this term:</p> <p>Embed maths and literacy throughout the school:</p> <p>Inset day to focus on maths, whole school problem solving programme, staff meetings to train teachers, staff to ensure professional development has impacted on the classroom. Checking compliance and target setting. Standards review with Judith Sumner, pupil questionnaire in terms of what children think about maths. Evidence has been seen of modelling manipulative, with children beginning to use their manipulative.</p> <p>SEN monitoring, tracking tool, barriers to learning identified, what is having an impact, e.g. seating arrangements in classroom, sequencing cards, etc. What interventions are in place, e.g. small groups, one-to-one. Review every half term. Meeting to be held in January with an SEN leader from Herts for Learning. Pupil Questionnaire conducted, with a positive outcome. Interviews to be conducted with pupils regarding how they view maths, and how their view is changing as a result of the new strategy. This will form a benchmark, to measure the impact of the new work going on in school. A governor visited the school, using the SDP and gathering evidence about the impact. Children's books have been inspected for evidence of progress. Staff training and support is on-going.</p> <p>Q. Do staff have feedback on work scrutiny? Feedback given with areas to further develop. Further monitoring this term to ensure that actions are completed.</p> <p>Staff are being given resources, access to good websites to support them through the process. Quality of the targets being set is being monitored-</p> <p>Q. How much work load has been added to teachers? Governors were informed that it should be part of good practice and the school needs to evidence consistency across the school, particularly following staffing turbulence. Staff are receiving training and support, and have been given strategies to assist with marking and feedback.</p> <p>Standards in Reading:</p> <p>Phonics leader monitors progress of phonics and supports staff with early intervention. Updated half-termly trackers for phonics and spelling being consistently used across the school. Reading and Spelling evenings for parents. Training to help support staff to help children read. Phonics results are below national level. SENCO working in classrooms alongside staff and monitoring how phonics is being delivered. New books bought with Book Fair commission, supporting phonics teaching in Early Years. Held meeting which looked at latest outcome from Herts for Learning, shared with all staff. New vocabulary.</p> <p>Q. With regard to phonics, do classes still get together every morning to work on phonics? Yes, it happens daily for R, Y1 & Y2. Year 1 in Class 1 join Y1 in Class 2 for phonics every morning.</p> <p>Cluster meetings attended, gaining new resources. The Literacy Co-ordinator has been talking to teachers, and a list of reading books is being produced which every</p>	Ongoing	All

	<p>child will have had read to them before they leave Year 6. Three key texts per year on a rolling programme, non-negotiable, alongside the teacher's own favourite authors.</p> <p>All guided reading documentation was consistent across the school, but then a new curriculum was introduced, so more work had to be done. It is now in place. Focus of analysis – book corners, although there is not much space in some classes. Focus on making sure books are relevant.</p> <p>Left to do: Phonics review meetings by the end of term to check progress of children through the programme.</p> <p>Q. To what extent are opportunities made available to children to discuss a book they have read? A number of ways. For younger children, either one-to-one or a small group, from picture books upwards. Class 2 onwards access a group text every week, which is identified using a particular objective, discussing vocabulary, written comprehension.</p> <p>Q. Weekly rather than daily? Weekly. Guided reading is pitched slightly higher than they would read themselves. Teachers actively teach skills daily through guided reading. School is looking at the quality of what other children are doing whilst the group are doing guided reading, through a variety of books, newspapers etc. Literacy units are always text based to model to the children, and introduce authors they wouldn't usually read.</p> <p>Quality First Teaching:</p> <p>Actions this term: Professional development looking at outstanding teaching. Identifying outstanding teaching has changed, and now it is looking at the children, thinking how to engage them. Staff meetings around this, looking at key principles based on research. The benchmark is outcomes for pupils. Staff meeting at Hexton to look at strategies to improve pupil engagement. Standards visit has taken place. Majority of pupils are engaged, a very few low level behaviour issues. Book scrutiny has been carried out and feedback given to the teachers. Talked to children.</p> <p>Future: Assessment week next week, looking at pupil outcomes, formal lesson observations.</p> <p>Q. Can governors see the updated SDP? It has only just been updated, and is not updated on a day-to-day basis.</p> <p>Q (Legal Clerk). Could governors be informed about the actions at the first meeting of the term, and the outcomes at the second meeting? Discussed how the SDP works, and it was agreed that the SDP will be circulated before each meeting and governors will email questions to the headteacher. Ofsted will want to see that governors are supporting the actions of the SDP.</p> <p>Governors would like to see a governors column: "Governors will" or "governors have", so that their responsibilities are clear. In monitoring, some governors' initials have been included. It needs to be explicit that the leadership team are working together.</p> <p>Parent View results:, Shared with governors. 76 responses were received from 101 families. Discussion took place regarding the quality of the results. Overall it is a positive picture of the school. The school is good at looking after the children and knowing the families. Responses will be examined to drill down as far as possible. It is important for the results to be published on the website. School is to be congratulated on getting a high level of response.</p>	<p>Half-termly</p> <p>January</p>	<p>JW/All</p> <p>JW</p>
<p>7c.</p>	<p>Raise on Line</p> <p>This is the document that summarises the school's performance last academic year. New document based on assessment. The SDP is based on these outcomes.</p> <p>School data: Above average SEN numbers, low deprivation index, FSM numbers are very low. Progress measure is taken across KS2.</p> <p>A detailed discussion took place regarding the data, the size and characteristics of the cohort being measured and staff disruption affecting that cohort. School and national data was analysed and discussed.</p> <p>Q. Could a figure be of no significance because of low pupil numbers?</p> <p>A. P9 – they have taken into account the low numbers.</p> <p>Following a question it was reported that it is possible for the school to identify individual pupils and to identify the most challenged pupils.</p> <p>Raise on Line is a very useful tool for the school. Staff are actively involved in</p>		

	<p>ensuring that pupils are making good progress.</p> <p>Data shows pupil achievement at the end of KS2 in comparison to the end of KS1. Staff are setting challenging targets for current Year 6 based on their KS1 results. This will be done for the other year groups.</p> <p>Q. How can staff be confident that assessments they are doing now will be accurate? School targets were moderated at Early Years and KS2 by external assessment team last year. Would like to invite assessment team to validate KS1 data, depending on cost implications. More information is being published nationally about what expectations are for this year's cohort.</p> <p>Q. Did results for Year 6 meet the teachers expectations? It does not compare as this is a new assessment.</p> <p>Q. Against national figures? They didn't do as well.</p> <p>Q. Clarified, for the Year 6 who have left, were the teacher assessments accurate? Assessments were not as low, pupils were not accustomed to test conditions.</p> <p>Q. Is this something Ofsted would question? We have focussed SDP on learning behaviours now. We are helping our children to become better learners, more problem solving, they should cope better with being tested.</p> <p>KS1 Summary P36. For the first time they are measuring from Early Years foundation class. Data for KS1 is good.</p> <p>Early Years: Rising trend in good levels of development. Literacy scored lower, tying in with phonics results.</p> <p>Key headlines: KS1 data is looking positive. Children achieving good level of development in early years. School focus on children's progress across Years 3, 4, 5 and 6.</p> <p>Q. Is this for the current cohort or the one just left? Is it for Ofsted? Looking at the journey of all current years across previous years, and also preparing evidence to explain the data for last year's Year 6.</p> <p>Governors' attention was drawn to the key questions on page 4, unpicking how to find the evidence, where would they look for evidence etc.</p>		All
8a.	<p>Curriculum Committee update</p> <p>Not yet met.</p>		
8b.	<p>Premises Committee update</p> <p>No questions.</p>		
8c.	<p>Resources Committee update</p> <p>A meeting took place regarding the projections for the school budget. Looked at ways of staffing the school which might impact the budget. Very tight and might be deficit budgets for future years. Staff appraisal and recommendations for pay progression approved with one amendment.</p>		
9.	<p>Planning Applications update</p> <p>Nothing to report.</p>	18/01/17	FGB
11.	<p>Governor Subject Monitoring</p> <p>Next agenda</p>	18/01/17	FGB
12.	<p>Safeguarding</p> <p>No safeguarding issues to report.</p>		
13.	<p>Pupil Radicalisation</p> <p>Nothing to report other than further staff and governor training.</p>		
14.	<p>Any Other Business</p> <p>In the absence of any other business the meeting closed at 10.10 p.m.</p>		
15.	<p>Date and time of the next meeting</p> <p>Wednesday 18 January 2017 at 7.30 pm in the school.</p>		