



Iron Acton C of E VC Primary School
Full Governing Body Meeting Monday January 29th 2018 7.00pm
School Hall
Minutes

Mike Riches – Head	Ellie Blanch – Chair	Sandra Sparkes
Amy Lyall	Rob Taylor – Vice chair	Carol Budd - apologies
Di Pardoe	Adam Dinham	Pete Foote
Ben Clarke	Ann Mora	Helen Parry – Minutes

Agenda item	Details	Action point
1 & 2	<p>Welcome & Apologies from Carol Budd were accepted.</p> <p>Pecuniary interests – No further pecuniary interests expressed in the agenda.</p>	
3	<p>Minutes of the previous meeting 4th December 2017.</p> <p>Actions have been checked and minutes signed as a true copy.</p>	
4	<p>Head teacher’s report including SIAMs report</p> <p>Governors asked; Pupil achievement, it looks like it drops as pupils move up through the school years.</p> <p>It is more important to compare each cohort year on year rather than comparing different cohorts to each other as there are so many different needs in each group. Knowing each cohort, Year 5 and 6 do have a higher proportion of children with SEN and pupil premium, which is why we made a decision to split Year 6 for maths every day and on a Friday for English.</p> <p>Q 1 does that surprise you?</p> <p>No.</p> <p>Q 2 How does that compare to local schools?</p> <p>Not sure, but doesn’t really matter as it’s down to our children in our school and what we are doing about it; sometimes we will talk about particular year groups and strategies as part of cluster meetings.</p> <p>Q 3 How does that compare nationally?</p> <p>Attainment is good compared to national results.</p> <p>Q 4 Do you feel that we need additional (over and above Amy’s plans) interventions to be put in place to change this trend?</p> <p>We are already doing a lot for these children; additional teaching time for Y6 to make the class smaller and more specific to 1 year group rather than 3; every minute of TA time is being used to support children where necessary.</p>	



	<p>SIAMS inspection, did the experience provide any chance to learn/improve ahead of Ofsted?</p> <p>Yes, it was a very helpful process to go through; it was beneficial to go through the process and lead an inspection, justifying what we have done and providing evidence to the inspector; he asked us some difficult questions and we had everything there ready to talk to him about.</p> <p>Integra catering, do they accept that IA have an issue?</p> <p>I have shared with Integra the comments from parents and have talked to them about several different things that had happened which I wasn't happy about. These were taken seriously and there has been an increase in monitoring which would indicate that there is work to be done. Integra want to listen to the children (most of this was positive) and want to ensure food looks and tastes good; they want lunchtime to be a positive experience for the children. If this is not the case they want it to change.</p> <p>School dinners- have Integra indicated their opinion on the quality of the dinners provided to our children? What are the similarities and differences between St Andrews and our school meals?</p> <p>It was difficult to see the difference in one meal as it looked very similar to ours. Children seemed positive about the food when I spoke to them although ours generally do too.</p> <p>Is there a facility on SIMS agora to do meal selection so there would be less wastage - Ask JH.</p> <p>After school childcare, you have mentioned using other organisations, what would prevent us providing this service on our own site?</p> <p>Cost is the main inhibitor – we are likely to lose a lot of money if we hold provision on our site but this is a Governor decision as you set the budget. The prospective parents I have spoken to are happy with the idea of offsite provision. I feel it would be best for us to make our school more accessible for working parents first of all so that we have enough potentially in the future to extend this.</p>	
5	<p>Preparation for Ofsted questions</p> <p>Governors prepared a sheet and other resources will be shared on basecamp. Ofsted will be looking at issues from the last inspection, issues identified in the preparation, identified in the inspection and found from discussion. Current key areas they are looking at are;</p> <p>Safeguarding – ensure you are familiar with KCSIE – all governors. Governor's responsibilities - statutory.</p> <p>Teaching, learning and assessment- the pupil's attitude towards this.</p> <p>Do resources maximise progress with resources including TA's.</p> <p>Whether Progress is monitored rigorously in the school internally and externally moderated.</p>	ALL



	<p>Personal development is monitored.</p> <p>Attendance we have all the evidence.</p> <p>Embedding a culture of high expectations.</p> <p>Minutes from governors meeting demonstrate high expectations across the school.</p> <p>SEND – Ofsted will look closely at this.</p> <p>Ofsted top tips will be placed on basecamp. Governors questions to be placed on basecamp and questions to be answered.</p>	DP
6	<p>Progress against SDP</p> <p>Staff meeting discussed and then RAG rated the document. Vast majority are green, EB and RT to initiate and place on basecamp governor's objectives.</p> <p>Are TA's not having time to implement some strategies? Does this impact on children?</p> <p>We are maximising TA hours there is always more we could do but at a cost. Next year when year groups are aligned in a better way the TA hours will be more effective.</p> <p>Do we need more TA's this current year?</p> <p>Children are making expected progress we are not concerned, it is about finding different ways to work and maximising what we have currently – see resources update later.</p>	RT/EB
7	<p>SEF</p> <p>Governors asked; The school has rated all areas as good, how far are we and what is stopping us from being outstanding? What can governors do to support/ make this happen?</p> <p>I think we are now consistently good across all areas and beginning to tip into outstanding in some areas; this has been a journey and there have been several staff changes along the way which have helped in some ways but in some ways we have needed to start from scratch. Our results are becoming increasingly reliable and strong over time. We will need to see more children working at GDS for this to move forward further. We will also need to ensure our curriculum is broad and balanced across all areas.</p> <p>SEF States: Clear and high expectations are communicated to all stakeholders through the collaborative development of our SDP and through a relentless focus on improvement. What evidence of communication to parents and children as stakeholders?</p>	



SEF States: Behaviour is excellent across the school and incidents of discriminatory behaviour are extremely rare. This is due to the high expectations and positive ethos of the school including building opportunities to learn and understand uniqueness and diversity into the curriculum.

I am not sure if this is only due to school I feel there is some parental input and support too- should not some reference be made to our demographic/community approach?

Changed to indicate that it is also due to a collaborative approach; also that where specific children's behaviour has been an issue this has improved significantly over time.

What does greater depth look like in each year group?

Clear and high expectations are communicated to all stakeholders through the collaborative development of our SDP and through a relentless focus on improvement. Governors input demonstrates their high expectations for the school.

The SEF states how beneficial forest school is so why/how can the children do it more frequently?

Opportunities to learn through the environment, how to handle risks, how to use their initiative to solve problems and co-operate with others. Forest schools aims to develop the following:

- Self Awareness
- Self Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence

Currently Reception children doing forest schools alternate week basis. Over the year we aim to enable all children to have the chance to develop these skills through forest schools. One cost efficient way to increase the amount of forest schools on offer is for Alison England to provide training to staff so they can lead sessions during the week. This would of course need to be done ensuring the demands of the curriculum through the school continue to be met.

Who makes the judgement of the quality of teaching?

This is done jointly as a staff through Inset day last year but overall judgement reached by Mike and Sarah when looking at the full picture. Jeanne Simpson, SIA also has input into agreeing this judgement.



	<p>Amy monitored MR maths teaching. Peer to peer observations as part of alliance are planned – Mike and Sarah Stillie from North Road.</p> <p>Most visits and trips have been for Eagles class- is there a reason why and will the other classes have the same/ similar opportunities?</p> <p>It mainly depends on the topics offered each term as well as things that come up which are relevant to the age groups. The previous term, Falcons also had visits, e.g. Avebury and this term have had Vikings day; Kestrels are off to The Wild Place on Friday. We need to make sure trips and visitors are meaningful and relevant.</p> <p>Who monitors mikes teaching?</p> <p>AL has observed MR and has received helpful feedback. Peer to Peer observations planned with another school.</p>	
8	<p>Safeguarding report</p> <p>Priorities are for training initially and then working together on a session to update all governors. Safeguarding monitoring conducted and one issue has been well resolved.</p> <p>KCSIE link on the website and Basecamp – all message on Basecamp to confirm it has been read.</p> <p>Environment reflects good safeguarding; could a safeguarding statement be added to the class contract.</p> <p>Questionnaire sent to all staff – agenda item on next meeting around fencing and security of the school.</p>	<p>AD/HP/a II</p> <p>MR</p> <p>HP</p>
9	<p>S & A report on data review</p> <p>ASP for governors comparing national statistics. Areas which Ofsted will raise with us. Trends over time progress KS1 to KS2 reading writing and maths. Middle achievers not doing so well, high achievers did well.</p> <p>Governors discussed how progress was presented from Mike to compare with ASP. Attainment is above average when compared nationally.</p>	
10	<p>Policies to be Ratified;</p> <p>E Safety was not ratified (SWgfl policy) lots of appendices Ben/Adam to look at policy again – place on next agenda.</p> <p>SRE this was agreed and ratified.</p> <p>Polices ratified for information only;</p> <p>Collective worship</p>	<p>BC/AD</p> <p>HP</p>



<p>11</p>	<p>Reports from committees and link governors</p> <p>Standards</p> <p>Internal Progress reports show good progress across the school with only Year 2 and 3 not making expected progress in reading. Also See Data review.</p> <p>Resources</p> <p>Budget challenges. Under spend in IT to buy new equipment ready for next year. H&S inspection by the children.</p> <p>Confidential item agreed on communication to parents February final decision is due – provide some information to parents.</p> <p>May - After the budget meeting - to communicate formally to parents.</p> <p>SFVS team meet this week to complete SFVS</p> <p>Finance Committee explained the timings of funding given for children within the school so all governors had a clearer understanding of how our funding is worked out.</p> <p>Ethos</p> <p>Discussed SIAMS report at the committee meeting.</p>	
<p>12</p>	<p>Governor training and monitoring</p> <p>Link monitoring with maths - calculation policy across school and learning walls in class, progress of children.</p> <p>English monitoring- Talk for writing to be embedded further, New spelling scheme is showing a positive impact, Year 6 being taught separately on Friday mornings is showing improvements. Assessment for reading is difficult but work being done to ensure all teaching staff are confident in this.</p> <p>Assessment - relentless focus across all areas - details are on basecamp.</p> <p>All governor monitoring forms to be added to basecamp.</p> <p>Training</p> <p>AD Completing an online foundation governors course EB Expectations in English EB & AM ASP EB Chairs briefing, shared SG statistics for outcomes against other LAs and other headlines from the meeting</p> <p>All- Better learners and basecamp training last week very informative. Thanks to DP and BC.</p>	



13	<p>Headlines and progress</p> <p>Ofsted preparation Review of SDP and SEF Alliance discussion Finance discussion on how money is spent.</p>	
14	<p>AOB before the meeting</p> <p>Prospectus - £180 to design prospectus sprint print and give editable document. Agreed.</p> <p>Cleaning contract 3 quotes from</p> <p>South Glos Integra £5184 Trowbridge Office Cleaning £7500 Rely on £5013 Integra 3 years but we can give 6 months' notice, Rely on 12 month. Integra included all equipment. Governors agreed to go with South Glos Integra as best Value.</p> <p>South Glos Primary Alliances (Following HT conference and CoG briefing) - schools working together for school improvement, suggested 4 – 6 schools work together.</p> <p>Governors discussed the Alliance strategy. We can still do as we choose in the school. Can we choose which schools we go with?</p> <p>Members of the board will be elected and will be initially Primary schools. We have to indicate an early interest and all other local schools have opted for this.</p> <p>Governors decided to place the information on basecamp and set up a campfire discussion – HP place on next agenda. Meeting closed at 21.25</p>	HP