

MADGINFORD PRIMARY SCHOOL

**Minutes of the Full Governing Board Meeting on
Monday 30th September 2019 at 5 p.m. held at the school**

Present: Toby Butler (Chair), Amanda Woolcombe (Headteacher), Kelly Barnett, Yvette Best (Assistant Headteacher (Inclusion)), Carolyn Christie, Ian Hayne (Vice Chair), Shirley Lall, David Parfitt, Shelley Shrimpton, Charles Tanswell, Natalie Wensley

Attending: Debbie Fallis and John Murdoch (observers), Anne-Marie Butler (Finance and Personnel Officer (FPO)) for item 12, Rose Davies (Clerk)

	Meeting started at 17.07.	
1	<p><u>Welcome and apologies for absence</u></p> <p>The Chair welcomed and introduced the 2 observers, Governors at other schools who were undertaking the NGA Chair's course and as part of this wanted to observe a meeting of another Governing Body.</p> <p><i>Apologies</i></p> <p>Jo Considine: family commitment.</p> <p>Apologies accepted.</p> <p>The meeting was quorate.</p>	
2	<p><u>Curriculum updates from subject leads</u></p> <p><i>English (Miss Redmond and Miss Prime)</i></p> <ul style="list-style-type: none">• They had analysed data from statutory tests and internal data last year to produce their action plan for this year, focused on gender differences in performance in nearly all Year groups (though boys in Year 2 which was very boy heavy performed strongly at Expected level, and the girls outperformed the boys at Greater Depth). <p><i>Maths (Miss Stamp and Mr. Bevan)</i></p> <ul style="list-style-type: none">• There was a similar pattern for Maths. Year 6 was 38% Greater Depth. Vulnerable groups had lower attainment but made good progress.• They had given out a planning document to staff using the White Rose Maths schemes of work. The main thrust of their action plan was embedding the mastery approach.• They would ensure that adequate challenge and high expectations were in place for every child and this would be monitored.	

Gender equality (Mr. Day)

- He had circulated some documents to Governors prior to the meeting about the Gender Equality Collective (GEC).
- He would like the Governing Body to consider at some stage signing up to the GEC's Charter. In his view the school was already meeting the 4 criteria. This was free. Thereafter the school would qualify for 'The Difference Engine' (at a cost of £100): this was an online audit which would give it specific targets. The school could then have a badge for website, stationery etc and could work towards the Gender Equality Mark when this was launched.
- GEC had launched a children's website, all about freedom of choice and breaking down stereotypes. There was a competition for children to send in anything they had done to 'smash' stereotypes.

Q: was everyone within the school supportive of this?

A: yes, all the staff body and many of the children.

Q: what progress had been made?

A: it was difficult to quantify progress but there had certainly been some in terms of highlighting the issues. The Universities working with GEC had developed an academic assessment tool but had not yet analysed this school's evidence.

A Governor said the aim of the Charter was to achieve equality but what would this look like? For example, would the school need to have 50% male staff. He had not found the papers from the GEC very professional as they were full of grammatical mistakes. He was also concerned that their approach seemed very ideological. He believed putting resources into this could detract from other areas the Governing Body needed to focus on e.g. Maths and English.

Mr. Day explained that the 2 founders had only just been able to give up their day jobs so the GEC was only just beginning to be put on a professional footing. He believed a focus on gender equality would add to attainment: if stereotypes were broken down it would assist in building on the children's Maths and English.

Q: surely equality was being embedded across the school anyway? Why pay for something in addition?

A: it had formed part of the PHSE offer and teachers were bearing it in mind when looking at other topics e.g. variety of role models for science.

A Governor said the Governing Body would need to see some hard evidence.

A Governor said she applauded what Mr. Day had been doing.

The Governing Body decided to consider this further at the next focus day.

3	<p><u>Declarations of business interests</u></p> <p>None were declared against any item on this agenda.</p> <p>The Chair asked Governors to complete their Declarations through GovernorHub.</p> <p>ACTION: Governors.</p>	1. All										
4	<p><u>Minutes of the last meeting (8.7.19)</u></p> <p>The minutes and confidential minutes were AGREED as a true record of the meeting.</p> <p><i>Matters arising</i></p> <table border="1" data-bbox="172 757 1249 1429"> <tr> <td data-bbox="172 757 770 875">Chair to trial Safeguarding training on Learning Link and find the link to the Prevent training.</td> <td data-bbox="770 757 1249 875">Completed. These were both on Kelsi.</td> </tr> <tr> <td data-bbox="172 875 770 1070">Chair, David Parfitt and Assistant Headteacher (Curriculum) to take forward drafting the SRE Policy.</td> <td data-bbox="770 875 1249 1070">Carried forward. ACTION: Chair, David Parfitt and Assistant Headteacher (Curriculum)</td> </tr> <tr> <td data-bbox="172 1070 770 1189">Chair to combine comments on the new equality objectives and Equality Policy.</td> <td data-bbox="770 1070 1249 1189">Carried forward. ACTION: Chair.</td> </tr> <tr> <td data-bbox="172 1189 770 1308">Training Governor to write to The Education People about the VFM offered by the training contract.</td> <td data-bbox="770 1189 1249 1308">Carried forward. ACTION: Training Governor.</td> </tr> <tr> <td data-bbox="172 1308 770 1429">Chair to add School Improvement Plan and School Evaluation Form to next focus day agenda.</td> <td data-bbox="770 1308 1249 1429">Completed.</td> </tr> </table> <p><i>Notes from Focus Day (16.9.19)</i></p> <p>The Chair had circulated these. The notes were AGREED as a true record of discussions.</p>	Chair to trial Safeguarding training on Learning Link and find the link to the Prevent training.	Completed. These were both on Kelsi.	Chair, David Parfitt and Assistant Headteacher (Curriculum) to take forward drafting the SRE Policy.	Carried forward. ACTION: Chair, David Parfitt and Assistant Headteacher (Curriculum)	Chair to combine comments on the new equality objectives and Equality Policy.	Carried forward. ACTION: Chair.	Training Governor to write to The Education People about the VFM offered by the training contract.	Carried forward. ACTION: Training Governor.	Chair to add School Improvement Plan and School Evaluation Form to next focus day agenda.	Completed.	2. TB,DP, JC 3. TB 4. IH
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5	<p><u>Chair's update</u></p> <p>Nothing to report.</p>											
6	<p><u>Code of Conduct 2019-20</u></p> <p>The Chair passed round hard copies for signature.</p> <p>A Governor said she had had issues with her school email address and was therefore concerned that she should only receive emails through this.</p>											

	<p>The Chair said that all the Governing Body documents would be uploaded onto GovernorHub which would assist. He suggested that the IT technician attend the next focus day and talk Governors through setting up their accounts.</p> <p>ACTION: Headteacher to arrange.</p>	5. AW
7	<p><u>Instrument of Government</u></p> <p>The Chair said that under its Instrument of Government the Governing Body consisted of 12 Governors: did Governors agree this was the right number for operating the Circle model of government?</p> <p>A Governor said that the focus days did help support the Circle model and the notes of these meetings assisted.</p> <p>The Vice Chair said that focus groups could be set up when required: there did not to be any more Committees.</p> <p>It was AGREED to continue operating the Circle operating model with 12 Governors as this had proved effective.</p> <p><i>Membership</i></p> <p>The Governing Body AGREED to extend Jo Considine’s term of office as a co-opted Governor for a further 3 years.</p> <p>The Chair said that Natalie Wensley’s terms of office as a parent Governor was due to end in February 2020 and she no longer had a child at the school. There were currently no other vacancies. Her position would be reconsidered later in the academic year.</p>	
8	<p><u>Annual review of Governing Body</u></p> <p><i>Effectiveness</i></p> <p>The Headteacher said this needed to be linked to the outcomes.</p> <p>The Chair said there could be a discussion on measuring impact at the next focus day.</p> <p>ACTION: Chair to add to next focus day agenda.</p> <p><i>Terms of Reference</i></p> <p>The Chair had circulated the latest The Education People model which he had personalised to the school. The Chair and Vice Chair had a further 12 months in post.</p> <p>The Governing Body AGREED the Terms of Reference.</p>	6. TB

	<p><i>Governing Body action plan</i></p> <p>For focus day.</p> <p>ACTION: Chair to add to next focus day agenda.</p> <p><i>Skills audit</i></p> <p>The Chair thanks the Governors for sending back their changes. He would amend the matrix.</p> <p>ACTION: Chair.</p> <p><i>Statutory monitoring roles</i></p> <table border="1" data-bbox="172 719 1249 958"> <tr> <td><i>SEND</i></td> <td>Kelly Barnett</td> </tr> <tr> <td><i>Safeguarding</i></td> <td>Chair shadowed by David Parfitt as a succession planning measure</td> </tr> <tr> <td><i>H and S</i></td> <td>Vice Chair</td> </tr> <tr> <td><i>Training</i></td> <td>Vice Chair and Shelley Shrimpton</td> </tr> <tr> <td><i>Finance Panel</i></td> <td>Charles Tanswell, Carolyn Christie, Natalie Wensley</td> </tr> </table> <p><i>Pay Panel</i></p> <p>As the Finance Panel, but membership would depend on availability so other Governors might be brought in.</p> <p><i>Headteacher Performance Management appraisal panel</i></p> <p>As the Finance Panel.</p> <p><i>School Improvement Plan priority monitoring</i></p> <p>The Headteacher said the priorities were:</p> <ul style="list-style-type: none"> • Curriculum • Challenge • Equalities • Reading/Writing • Gender gap <p>The Chair said these would be allocated in discussion at the next focus day.</p> <p>ACTION: Chair to add to next focus day agenda.</p>	<i>SEND</i>	Kelly Barnett	<i>Safeguarding</i>	Chair shadowed by David Parfitt as a succession planning measure	<i>H and S</i>	Vice Chair	<i>Training</i>	Vice Chair and Shelley Shrimpton	<i>Finance Panel</i>	Charles Tanswell, Carolyn Christie, Natalie Wensley	<p>7. TB</p> <p>8. TB</p> <p>9. TB</p>
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9	<p><u>Policies</u></p> <p>The Chair said that in future these would go to focus day for discussion and then to FGB for agreement.</p>											

	<ul style="list-style-type: none"> • <i>Circle Model Governor Visits Policy</i> • <i>Governor Expenses and Allowance Policy</i> • <i>Safeguarding & Child Protection Policy</i> • <i>Online Safety & Acceptable Usage Policy</i> • <i>Complaints Policy</i> • <i>Pupil Premium Policy (personalised more to the context here).</i> • <i>Special Educational Needs & Disability Policy</i> • <i>Safer Recruitment Policy</i> • <i>Physical Restraint (Positive Handling) Policy</i> <p>All AGREED.</p> <p>The <i>Managing Allegations Against Staff & Volunteers Policy</i> was deferred as the Chair had not yet had the opportunity to review this.</p> <p>ACTION: Chair.</p> <p>The Headteacher would consider who to task with going through the <i>Anti Bullying Policy</i>.</p> <p>ACTION: Headteacher.</p> <p>The Chair would continue working on the <i>Personnel policies based on latest Schools' Personnel Service models</i></p> <p>ACTION: Chair.</p>	<p>10. TB</p> <p>11. AW</p> <p>12. TB</p>
10	<p><u>Safeguarding</u></p> <p>The Chair asked Governors to sign on GovernorHub to confirm that they had read Keeping Children Safe In Education part 2.</p> <p>ACTION: Governors.</p> <p><i>Keeping Children Safe In Education part 1 evidence</i></p> <p>The Chair would check this as Lead Safeguarding Governor.</p> <p>ACTION: Chair.</p> <p><i>Headteacher Safeguarding update</i></p> <ul style="list-style-type: none"> • The school was subscribing to a 'County Lines' e-learning programme for staff. • There was a child Missing In Education. 	<p>13. All</p> <p>14. TB</p>
11	<p><u>School Improvement Plan 2019-20</u></p> <p>The Headteacher advised that:</p>	

- she highlighted the main differences from last year now, and asked the Governing Body to review it in depth at the next focus day. The reviews 3 times a year by the Headteacher and Chair could also be done on focus days.
- It was vital to define curriculum intent in the School Evaluation Form (SEF). She listed the drivers.
- Results for KS 1 and KS 2 throughout this document had not been validated as the Making Figures Speak data was not out yet.
- Fischer Family Trust (FFT) data had been updated today and this school's ranking had gone up to the top 18% of schools for KS 2 combined.
- Page 12 gave the new Ofsted framework areas and a reminder of what Ofsted had told the leadership to focus on last time.
- All the subject leads needed to present to the Governing Body at FGBs and on focus days. She had told staff their action plans would be shared with a link Governor.
- Page 13 and 14: she had put in some milestones to measure progress on priorities. It was difficult to set meaningful ones for terms 1 and 2 so she would use actions instead. She was going on KCC training on setting milestones.
- The rest of the plan was the leadership plan and the new Ofsted grade descriptors. To get Outstanding a school now had to meet all of the criteria. She had highlighted in purple the elements to focus on to move to Outstanding.
- The expectations on the middle leaders were very high but the SLT also had to give high levels of support to staff for their well being.

Q: how would Ofsted measure wellbeing?

A: she was going to have an internal staff survey and produce an action plan. It was necessary to find ways to reduce workload that would not impact negatively on pupil progress and identify anything staff were doing which did not have a positive impact on pupil progress and that was therefore unnecessary.

The Chair said that at the next focus day Governors would decide how this should be monitored and by whom. The Governing Body action plan would slot in on page 32: this did not need to be big or complicated, just focused on the 3 core values of Establishing the strategic direction, Ensuring accountability and Ensuring financial probity.

- Jo Cross would be leading personnel development (page 38). It was vital to be very careful about expectations on teaching staff.
- There were still instances of children using the word 'gay' in common language in a negative connotation without full understanding, and the school had to be able to evidence that it was working to eradicate this: if a strategy did not work it had to be changed.
- EYFS would focus on SEND and disadvantaged children.

The Chair confirmed that the School Improvement Plan would be discussed further on the next focus day.

	<p>ACTION: Chair to add to next focus day agenda.</p>	15. TB
12	<p><u>Finance</u></p> <p>The FPO reported that KCC had refused to accept the revised budget. Schools' Financial Service had been concerned about the school taking the catering in house and had wanted various splits which did not actually make any difference to the bottom line. But now they had indicated that if Governors agreed the latest revised budget before them this evening, they would accept it.</p> <p>Q: what were the main changes?</p> <p>A: looking at years 2 and 3 Schools' Financial Service had not been happy about what had been assumed on the teachers' salaries (E01) on the basis of teachers leaving and not being replaced; but once the detail had been explained they had accepted this reasoning.</p> <p>A Governor said that the trees work had a huge budgetary implication in the long term.</p> <p>A Governor said there would also be large H & S costs e.g. the ramp by the front gate.</p> <p>The Chair said there might be other sources of funding for these works.</p> <p>The Governing Body NOTED this as a concern.</p> <p>The Governing Body AGREED the revised budget.</p> <p><i>Compliance</i></p> <p>The Chair reported that the compliance visit report had been responded to.</p> <p><i>Staffing structure</i></p> <p>The Chair circulated the staffing structure to which he had added 6 catering staff.</p> <p>Q: how were teachers working in their new Year groups?</p> <p>A: things were still settling down.</p>	
13	<p><u>The Education People Governance Monthly Bulletins</u></p> <p>The Clerk advised that Governance Monthly Bulletins would now be available only through GovernorHub.</p>	

14	<p><u>Governor training</u></p> <p>The Chair said he would upload Governors' training certificates onto GovernorHub from now on.</p> <p>ACTION: Chair.</p>	16. TB
15	<p><u>Any Other Urgent Business</u></p> <p>The Chair reported that every school had to have a Brexit contingency plan. The traffic disruption in Kent would potentially be very significant and there was a need to see where teachers and other staff would be travelling in from. Schools were expected to provide a care function rather than an educational one if teacher numbers were low.</p> <p>ACTION: Headteacher and Chair to produce a contingency plan.</p>	17. AW/TB
16	<p><u>Impact of meeting</u></p> <p>The Chair said the Governing Body had:</p> <ul style="list-style-type: none"> • agreed the administrative and business framework for this academic year. • Set its Terms of Reference. • Agreed a revised budget. • Considered the draft School Improvement Plan. • Allowed other Governors to observe the meeting. 	
17	<p><u>Confidentiality</u></p> <p>Items deemed confidential are recorded in a separate part of these minutes.</p>	
18	<p><u>Date of next meeting</u></p> <p>Focus day: 11th November FGB: 25th November</p>	
19	<p>Meeting ended at 19.03.</p>	

SUMMARY OF ACTIONS			
No.	Who	What	By when
1	Governors	To complete their Declarations of business interests through GovernorHub.	14 th October
2	Chair, David Parfitt and Assistant Headteacher (Curriculum)	To take forward drafting the SRE Policy.	11 th November

3	Chair	To combine comments on the new equality objectives and Equality Policy.	11 th November
4	Training Governor	To write to The Education People about the VFM offered by the training contract.	25 th November
5	Headteacher	To arrange for the IT technician attend the next focus day and talk Governors through setting up their accounts on GovernorHub.	11 th November
6	Chair	To add discussion on measuring impact to next focus day agenda.	11 th November
7	Chair	To add Governing Body action plan to next focus day agenda.	11 th November
8	Chair	To amend the Skills audit matrix with Governors' changes.	25 th November
9	Chair	To add School Improvement Plan priorities' allocation to next focus day agenda.	11 th November
10	Chair	To review Managing Allegations Against Staff & Volunteers Policy.	25 th November
11	Headteacher	To consider who to task with going through the Anti Bullying Policy.	25 th November
12	Chair	To continue working on the Personnel policies based on latest SPS models.	25 th November
13	Governors	To sign on GovernorHub to confirm that they had read KCSIE part 2.	14 th October
14	Chair	To check Keeping Children Safe In Education part 1 evidence as Lead Safeguarding Governor.	25 th November
15	Chair	To add School Improvement Plan to next focus day agenda.	11 th November
16	Chair	To upload Governors' training certificates onto GovernorHub.	Ongoing
17	Headteacher and Chair	To produce a Brexit contingency plan.	31 st October

Signed

_____ (Chair)

Dated
