



**Ash Cartwright & Kelsey CE (Aided)
Primary School
Meeting of the Full Governing Body
Wednesday 05 July 2017 at 7.00 pm**

Present: Mrs N Loveless (Chair), Mrs D Battersea (Interim Headteacher), Mrs L Porreca (Vice Chair), Mr N Gault, Mr N Hassall, Mr I Belsey, Mr C Watson. Mrs E Parker, Mr B Vennart, Mrs A Burchell-Trent

In Attendance: Ms F Crascall (Substantive Headteacher at AC&K)

Clerk: Mr J Cane

**Action
by:**

- 1. Opening Prayer**
AB-T opened the meeting with a prayer.

- 2. Welcome and Apologies for absence**
The Chair welcomed all governors to the meeting

Apologies were received and accepted from Mr A Collings (personal reasons) and Mr W Pemberton (clash of dates).

- 3. Declaration of Business Interests**
Governors were invited to declare business interests against any agenda item.

NL declared an interest in agenda item 12 (Finance), as her daughter had a temporary contract of employment at the school until the end of July.

- 4. Minutes of the meeting held on 17 May 2017**

The minutes of the meeting held on 17 May 2017 were agreed and signed as an accurate record of the meeting. Minutes from the Extraordinary Meeting held on 23 May 2017 at the School were also agreed.

- 5. Vice-Chair - vacant position from September**

The Chair suggested a “job-share” for this position, and asked if two Governors might give some thought to this solution.

- 6. Ofsted**

The full report had not yet been received, but “headlines” had been shared with governors. A meeting with parents has been scheduled, for 17 July at 6pm, for feedback and an opportunity for Q&A. Governors were welcome to attend the meeting if available, and would be able to mingle with parents, along with HT, KLE and Substantive HT.



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7. School Improvement

Headteacher Report

The Term 5 report had been circulated to governors prior to the meeting.

Governors had sent a number of challenging questions on the report to the Head prior to the meeting and the questions, along with the Head's answers (in bold italics) are shown below:

· How will the aims for mathematics be 'embedded' in the school - presumably there will be some on-going review/in-house training? ***There will need to be a staff meeting to ensure consistency of approach for systematic planning for progression. Problem solving, fluency and reasoning need to be part of everyday planning and the planning template should include these as well as a section for questions for teachers and TAs to ask that will deepen and enrich the learning. White Rose resources should be used for reasoning daily. The subject leader should monitor the plans weekly.***

· Is there training available for the FGB on the new target tracker system being implemented in term 1. ***Data governor is attending with Substantive HT I believe. Substantive HT is au fait with TT and would be happy to provide governor training for all.***

· What is the timeline of when we expect all teachers to have developed the skills in marking for improvement (page 3 of the report)? ***In term 1, in a staff meeting, Substantive HT will need to ensure all teachers are familiar with the Feedback and Marking policy. Examples of good MFI will be given and regular monitoring of MFI should take place. The question should be asked, 'Has my FB & marking enabled the children to move on in their learning? How do I know that?' Self and Peer assessment needs to be introduced throughout the school – Growth Mindset for all. Good teachers will develop the skills quickly.***

· Year 1 Phonics = really good results this year again. How are we going to ensure that this translates into the writing in Yr2 and not dip as this years'



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Yr2 have? **Ensure the teachers are well versed in Talk for Writing, especially the Invention stage. The teacher has to stop 'hugging the text' and let the children go to write independently, having grasped the structure through the process followed previously.**

· Page 2 Fire drill. How can the fire drill be unannounced when the date is given here? **At least one member of staff will know when it is. I have had to change the date and only Derek and I know now**

· Page 2 Leadership Capacity. Have subject leaders for next year been identified? **It has been discussed.** Is this linked to performance management? **It will be.**

· Page 2 moderation. Were there changes as a result? **1 change in Yr 4 maths only.**

· Page 3 assessment system. What are the expectations of the training required by the teachers to use the system, how will their assessments be moderated? **Substantive HT is well trained in TT and is an experienced moderator.** Are there going to be interim arrangements until this is embedded. **It is expected to be in place for the first lot of data input in term 1. TT will come in to school to give training/ Substantive HT is familiar with the system to support the staff**

.What does ownership mean, data entry and analysis? **At the moment LW inputs all the data, her program does the analysis. With TT the teachers will input their own data ACCURATELY, the program will give ACCURATE analysis.** What are the expectations for presentation of this data within the school and to the FGB? **Data governor and Substantive HT have already discussed that Target Tracker produces all the data at a click of a button.**

· Page 4 British values. How is pupil understanding being tested? **Ask them about the Rule of Law**

· Page 5 Phonics. This looks like a good result (is it?) should we celebrate this? **It is a good result. Come and watch Yr 1 teacher teach phonics and look at the children's writing, then celebrate!**

· Page 7 Evidence gathering. What are the timelines for this as previously this seems to have taken a long time? **1 child is going for paediatric assessment and SENCO will apply for HNF now. The other needs to do 2 cycles of plan do review, then the impact will be assessed and a decision made as to the next course of action. SENCO is guided by**



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STLS.

- Page 9 impact of interventions. What were the targets? Was this a mixture or was it to get them to ARE? *The writing booster seemed to be a lot less successful than the others, what is being done to review its effectiveness?*
- ***Intervention sheets: targets are varied depending on the intervention. None of them are targets around getting to ARE as that is too broad a target. Yes, the writing boosters appear to be less successful, however for some it was the first term of running it and in Term 6 I will be looking at how the children in these groups have been performing in their independent work, rather than how they perform in the group.***
- What is the cost of the training listed here? What is being done to share the learnings? ***The early years training was all free as it was offered via the EKLA. The gastrostomy & tracheostomy was also free, sharing not appropriate.***
- Has a lockdown procedure been put in place? ***It is part of the Emergency Planning for Schools in Kent Doc – in a folder in the HT office.***
- Regarding SENCO: is the school taking into consideration Social Emotional Mental Health (SEMH) which is high on the agenda nationally? ***The school have trialled the use of a new resource: A tummy full of fireworks, with the TA sharing how it went pros and cons to the resource. Trialling the use of nurture groups with a group of year 2 & 3 boys as a result of the completion of a Boxall profile. This is something that may need to be done more so we are acting on what screening tools are telling us.***
- Regarding SENCO: Two years ago, it was suggested that a hearing loop system was set up in the school, for hearing impairment pupils, staff, parents etc? ***There are no children with hearing aids and we have major budget restrictions now.***
- How is the school going to imbed T4W skills for Yr4? ***The current teacher is leaving and the new teacher will need T4W training in term 1 if they have not already had it.***
- Transition day arranged for 6/7 for children and parents to meet their new teacher. New Yr6 teacher is out of country until 7/6, so an alternate day in July will be arranged for children and parents. I don't understand these dates? ***Should be 7/7. The Yr 6 teacher is meeting her class on 10/7.***



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· All children will achieve ARE+. How? *The implication of good /outstanding teaching is that it will enable children to achieve their potential. The teacher is developing her teaching of writing skills – the children need more opportunities now to practise at the invention stage of T4W.*

New assessment system In term 1, Target Tracker will replace 21 Steps which is not fit for purpose.

· ***Marking; Some staff are still developing these skills. There are so many useful skills and resources to aid teachers with marking and feedback. Research has shown that it empowers a student to succeed. It is true.***

· ***There has not been any mention of EAL child improving in his understanding of English and this is being reflected in his progress. BSL, or MAKATON training. Staff have just taken their final BSL exams and it is used well with a child in Yr R as noted by Ofsted. I am fully aware of the financial situation too, but, we need to think inclusively for the diversity of an ever expanding community. Always.***

· Page 5 yr2 SATs. How do these results relate to the end of EYFS scores for these pupils? Do we know the national figures for comparison?

Attached data from last year MFSFT

Reading – 2 below GLD will not make EXS in Yr 2. 6 at GLD in EYFS will not make EXS in Yr 2.

Writing – 5 were below GLD at EYFS and 4 will not make EXS in Yr 2. 6 at GLD will not make EXS in Yr 2.

Maths – 3 at below GLD will not make EXS in Yr 2. 6 at GLD in EYFS will not make EXP in Yr 2.

Those at GLD in EYFS who have not moved to EXS now, have not done so because they are borderline and after extensive moderation, the HT decided to act with caution and not move them up. If this had happened they would have needed to make accelerated progress in KS2, so that it would not impact on the Year 6 SATs progress measure.

SEF

No update at this time



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School Improvement Plan/Ofsted Action Plan

HT (Substantive) stated that the new Plan, which will incorporate both the SIP and SEF will be based on the Ofsted report, using the four headings and the new Kent Model. Staff have already been involved in early discussions.

Governor Visit Reports

Monitoring visit reports will be circulated to governors for discussion at the September meeting:

- Early Years – one visit each for Nursery and early Years (AB-T/EP)
- Achievement of Pupils – will be carried before end of term (LP/CW)
- Finance – first monitoring due 06 July (NG, AC)
- Behaviour/Safety/Leadership – booked for 11 July (NL, WP & BV)

Classroom visits – Maths. Has now been carried out. A Governor asked whether maths should perhaps be pushed further up the agenda – are staff really on board with the various new techniques and thinking in this area? Suggestions from HT were well received, and HT (Substantive) recommended the White Rose system as an excellent tool, but also stated that higher expectations should be required. A long term plan was being put together by HT (Substantive) to embed Maths in every part of the curriculum.

HT commented that Year 5 Maths is ready for SATs next year, and subject leaders have been identified. Science and Literacy are being considered too.

Pupil Premium

A Governor commented that Yr1s and Yr5s have closed the gap on their peers. Other pockets of improvement had also been noticed in Yr4 and elsewhere. Guided Reading – every child in Yr3 has improved his/her reading, including the three who were at Below Expected.

Sports Premium

No update at this time

Progress & Impact Meeting – 24.04.17

Nothing to report at this time, but the Note of Visit will be circulated before the end of term.



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Collective Worship

No questions asked.

8. SIAMS

BV had met with the HT, and a number of points had been noted. The Church wanted children to have more spiritual awareness in their daily lives. There should be daily reflection during class worship to broaden this awareness. One suggestion was to develop the Olympic Rings area into something more spiritual, as well as initiating “prayer corners” and a “prayer watch”, encouraging pupils to think about others in and out of school, and also in the wider world. The Values Board could be made more dynamic, with weekly or termly changes/additions. The HT mentioned the Action Plan-RE Day (10 July) – each class had been asked to reflect on three objectives. There would be new Reflection Areas for Term 1 next year, such as understanding the differences between pupils’ lives here and in the third world.

9. Data Presentation

A Powerpoint presentation was made to governors at the meeting and the governor responsible for data highlighted key points as follows:

- Yr3 seems to have stabilised and there has been improvement in some areas
- Yr2 is evidencing progress, but it remains low at 64%. Next term should see further development
- Yrs1,3,5 and 6 had seen improvements in “ahead of expected” measure
- Targets had generally been met, apart from Yr3 and Yr2 (Writing)-.
- PP vs Nationwide data will be added once it is available
- Progress from T1 to T5 is good for the whole school, but some pupils are not making the expected progress. 25% of boys are in this category for Writing
- Ethnic minority children are between two (reading) and ten (Maths) times more likely to not be making the expected progress.
- PP/SEN pupils are more likely not to be making expected progress (although 70% in Reading/Writing and 80% in maths do make the expected progress
- The proportion of Non-PP, PP and PP/SEN and EM children making above the expected progress is broadly similar

The Chair asked the Pupil Premium Champion to look out for, and focus on, during Pupil Progress meetings, those pupils who fall into any or all of



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these categories (SEN/PP/EM)
A Governor asked if these gaps were being filled, and if so, how. HT replied that quality teaching would be key. How does the school compare with national results? The floor is 61% (Kent is 64.4%). A letter is being sent to parents to summarise SATs performance. A Governor commented that there was a need for Governors to be aware of progression data KS1 > KS2.

KS1 (%)	R	W	M	
	71	64	68	
Greater Depth	18	4	14	
Combined				57

KS2 (%)	R	W	M	SPAG	
	64	68	54	68	
Greater Depth	14	7	0		
Combined					46
Nat Av Combined					61
Kent Combined					64.4

10. Training

The new training form had been circulated and Governors were happy for it to be used from September 2017.

Target Tracker was discussed, and it was noted by Governors that it will save both time and money. The licence is a one-off fee of just over £700. The Substantive HT will present Target Tracker to governors in the September meeting.

Two teachers are to be sent on training before cascading to colleagues.

Pupil Premium course (07 July) – HT asked if there was a Governor willing and able to take the place of P. Marsh at this course. No-one was available.

11. Website CARISS

It had now been confirmed that CARISS is the chosen platform for the new website. Photos of current pupils are needed. This is a completely new and very user-friendly website, and the annual fee is less than for Schools Online.

It was also stated that it may be an idea to migrate to a Free Kent URL.



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12. **Finance**

For training, please refer to Substantive HT and new Office Assistant.
Nothing to report at this stage but a request for a final Finance visit was made. Finance Monitoring Pair to contact the Finance Assistant to arrange.

13. **Policies**

The following policies had been reviewed and circulated to governors prior to the meeting:

- Child Protection
- Pupils with Medical Needs
- Appraisal
- Pay and Rewards

Governors approved the policies. One error was noted. It was suggested that policies should have the name of the role rather than the staff/governor name.

14. **Any Other Business**

The HT (Substantive) had asked the chair by email when the school mission statement had last been updated. Now could be a very good time to produce a clear vision and mission statement. It had already been planned into the Inset Day next term, and Governors were invited to drop in during the morning and participate in discussion if they were available. Time to be confirmed by Substantive HT.

The Chair had recently met with the Chair of Governors of Worth Primary School, who had expressed an interest in attending the meeting at AC&K as an observer in September. The idea met with approval, and it was further stated that she had invited the Vice-Chair for a reciprocal visit at some point next year.

A Governor asked if more attention should be given to recruitment in the coming months/year. It was suggested that a joint staff/governor working group should be set up. Reputation is key – and it was further noted that parents were the best ambassadors for the School. The matter will be brought forward to the September meeting for discussion.

A Governor commented that newsletters had been delayed on a couple of



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occasions recently, and that this is not good for the School in terms of PR. HT was aware and would look into the matter further.

A Governor commented that having safeguarding audited “in-house” might be inappropriate, even if the cost of external auditing was c£900. HT replied that Ofsted did not seem concerned with the “internal” approach, and indeed it was not even a statutory requirement.

A vote of thanks was proposed to the Interim HT for her hard work and commitment to the School during her interim headship. The HT (Substantive) added that she was personally very appreciative of the IHT support during the handover period. Governors echoed these sentiments. IHT thanked Governors for their support during her time at AC&K

15 Confidentiality

There were two items of confidentiality in the minutes.

16. Date of next meeting

Full Governing Body – Tuesday, 26 September 2017 at 7.00 pm

(Other meetings for 2017-18 were confirmed as follows:
15 November, 9th January, 7th March, 15th May, 11th July)

The meeting closed at 8.48 pm

Signed:
Chair of Governors

Date: