

# St John the Baptist Roman Catholic Primary School, Dartmouth Local Governing Body

Meeting							
Date/Time	6 Jan 2017 1pm	Location		Head Teacher's office			
Attendees		Initials		Attendees		Initials	
Name	AB	Type of governor / associate / chair etc	Time they joined/left if not present for full meeting	Name	AB	Type of governor / associate / chair etc	Time they joined/left if not present for full meeting
Elizabeth Hamilton	EH	HT		Laura Upton	LU	Chair	
Claire Brown	CB	Staff	Left 14:45	Fr Nick Debney	ND	Comm	
Natalie Jackson	NJ	VC	Left 14:45				

Apologies	Initials	Reason (Category of Governor)
Fr Nick Debney	ND	

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor/associate)
Judith Muir	JM	Clerk

Minutes to
Attendees
Apologies
School website

	Agenda	Led by
1	Opening Prayer	EH
2	Matters arising from previous meeting minutes	EH
3	Declaration of business interests	JM
4	Raiseonline / FFT data	EH
5	Autumn term data	EH
6	Pupil Premium Autumn term data	EH
7	Safeguarding	EH
7.1	Training	EH
7.2	KSIE	EH
7.3	Audit	EH
8	Governor visits this term	EH
9	Pupil Premium / SEND	EH
10	Numbers count	CB
11	Governor audit	EH
12	Personnel (PART TWO)	EH

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Agenda Number	Details of discussion	Decision or action
1	EH opened the meeting with a prayer.	
2	<p>There are no matters arising from the previous meeting minutes.</p> <p>Following on from previous discussions re Governor recruitment, EH advised of need to re-organise the categories of the current group as NJ is now a member of staff and as such, cannot continue in her role as Chair. Therefore; NJ will now be staff Governor (meaning CB will step down from the staff Governor role and group) and LU becomes (acting) Chair. EH emphasised that the group must make efforts to recruit another 2 x Co-opted Governors. Foundation Governors- there are also vacancies here. Several names mentioned of Governors that we can approach.</p> <p>Terms of Reference for the Governors approved.</p>	<p>LU approved NJ seconded</p>
3	There are no business interests to declare.	
4	<p>The group considered the document and discussed the findings:</p> <p>They were not a large or high achieving cohort, where 1 pupil accounts for a high percentage. However, considering the challenges that faced this cohort, they performed really well. Progress measures are above national across all areas and higher in Reading and Writing.</p> <p>With regard to the actual results, KS2 attainment was very good at 70%(combined)and was well above the the national average of 52%.</p> <p>The value added figures are slightly higher in reading and writing and although maths is a positive score, it's not as high as reading and writing.</p> <p>In the figures detailing group performance, it clear to see that the low attainers have done very well by making the best progress out of all the groups, FSM in particular has out-performed other pupils.</p> <p><i>Q (NJ): What is the school doing to ensure that high attainers accelerate their progress?</i></p> <p><i>A (EH): This year, the school is focusing on:</i></p> <ul style="list-style-type: none"> <li>• <i>Regular blinks on AMAs</i></li> <li>• <i>Book scrutinies</i></li> <li>• <i>Ensuring that teachers are challenged in their marking</i></li> </ul> <p>The group noted that the boys out-performed the girls in achieving the expected standard+ writing.</p>	

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5	<p><i>Q (LU): How are school targets set?</i>  <i>A (EH): The school will use data from the benchmark estimate figures detailed in the table on page 6 to set targets. Targets are likely to be set based on the top 20%.using FMT.</i>            EH added that she could create a document of targets for the Governors to be discussed more in depth at the next meeting.</p> <p>Targeted work with, and support of, Pupil Premium children has paid off as the children have performed impressively. We continue to target AMA pupil premium.</p> <p>Looking at the absenteeism figures on page 10, the group were advised that teachers intend to use the parents evening next week as an opportunity to discuss with parents directly the importance of school attendance with any child that falls below 93%. Attendance rates that fall below 90% are considered as persistent absentees which is then flagged up with EWO.</p> <p>This academic year, the school is focusing on maths as there is a sight in school gap to reading and writing – although in-line with national figures at the end of KS2.. So far this academic year, maths progress figures have significantly improved.</p> <p><i>Q (LU): Why has the gap between maths and other subjects closed?</i>  <i>A (CB): The school has:</i></p> <ul style="list-style-type: none"> <li>• <i>Looked into more flexible learning</i></li> <li>• <i>Considered entry/exit data</i></li> <li>• <i>Focused on maths this term</i></li> <li>• <i>Taught smaller groups</i></li> <li>• <i>Interventions (with pre and post interventions to fill knowledge gaps)</i></li> <li>• <i>Teachers are more confident with the curriculum</i></li> <li>• <i>Hot / cold assessments are being carried out-AFL is being used well.</i></li> <li>• <i>Moderation- carried out with other schools</i></li> </ul> <p><i>Q (NJ): What is being done to support SEND pupils to make progress? Are pupils grouped by ability?</i>  <i>A (CB): There are no fixed groups, the groupings are flexible. For example, a child may not have strong number counting skills may be great with money and apply counting on a practical level. Teachers have shared ideas and good practice to have the confidence to experiment with new ways of grouping.</i></p> <p><i>Q (NJ): How do you know that the data / assessments are accurate?</i>  <i>A EH): Moderation with other schools has been carried out, All staff have met with teachers from Abbotskerswell on the training day. The NQT particularly benefitted from this as she had a chance to share assessments with experiences staff from another school teaching the same year group as her. NQT is supported by a mentor and she has done further moderation with her mentor. There are also standardised tests in reading and maths as another piece of evidence. 2 moderation activities are planned for February 2017:</i></p> <ol style="list-style-type: none"> <li>1) <i>Plymouth CAST – work is shared within the group to ensure consistency</i></li> <li>2) <i>Maths will be moderated with 4 Newton Abbot schools where teachers don't know the level of work presented for moderation and then have to assess it.</i></li> </ol>	EH
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6	<p>The group considered the data in the report by progress figures on a child by child basis. Standardised tests are carried out and scored in order to provide attitional evidence of progress. EH stressed the importance of children achieving the expected standard by the time they leave Primary because it has been proved to directly effect a child's ability to achieve GCSE grades A-C.</p> <p><i>Q (LU): Are there any PP pupils not on track?</i>  <i>A (EH): There are 2 x year 6 pupils receiving extra support several times a week</i></p> <p><i>Q (NJ): What is in place for these pupils to close the gap?</i>  <i>A (CB): Interventions are in place and so is 3<sup>rd</sup> space learning (1-1 online tutor, once a week, maths, pre-teaching/post teaching, after school sessions, Mrs Roberts is teaching grammar and reading to 6 pupils for 2 afternoons a week</i></p> <p><i>Q (LU): Where does the 3<sup>rd</sup> space learning take place?</i>  <i>A (CB): At school in the ICT suite. There are two sessions a week- 6 pupils are benefitting from 1:1 math's tutoring. The teacher sets the lessons each week so it can be targeted at areas that the child needs additional work with.</i></p> <p><i>Q (LU): Are there any more able pupil premium children who can be challenged to get to a greater depth?</i>  <i>A (EH): The school is particularly targeting one year 6 PP for reading and maths who was at 2A at the end of Year 2. His pace is his particular target as he can be very slow. At the moment he is on track to be at expected.</i></p> <p><i>Q (LU): Are there and SEND pupils on the pupil premium register? What is their progress like?</i>  <i>A (CB): There is 1 child and this child is coming off the SEND register because of the good progress the child has made from last year and into this year.</i></p> <p><i>Q (NJ): Are there any disadvantaged, summer born boys? How do they perform compared to other pupils?</i>  <i>A (CB): After double checking the registers, CB confirmed that there is 1 x year 5 boy but he is coming off the SEND register. He has made very good progress and we are hoping that he will be at expected by the end of Year 6 across all 3 areas.</i></p>	
7	<p><i>Q (LU): Is the focus on maths continuing this year?</i>  <i>A (EH): Yes, the school wants to continue to work towards closing the gap highlighted from the in-school data and we are pleased with the progress made so far towards this area of school improvement.</i></p>	
7.1	<p><i>Q (LU): Is the focus on maths continuing this year?</i>  <i>A (EH): Yes, the school wants to continue to work towards closing the gap highlighted from the in-school data and we are pleased with the progress made so far towards this area of school improvement.</i></p>	
7.2	<p><i>Q (LU): Is the focus on maths continuing this year?</i>  <i>A (EH): Yes, the school wants to continue to work towards closing the gap highlighted from the in-school data and we are pleased with the progress made so far towards this area of school improvement.</i></p>	
7.3	<p>The group discussed the importance of Safeguarding.  The following courses have been confirmed:</p>	
8	<ul style="list-style-type: none"> <li>• 25/01/2017, Governor Support Training: Safeguarding (Plymouth CAST)</li> <li>• 22/02/2017, Governor Induction (Babcock)</li> </ul>	
9	<p>Governors directed to KSIE link and asked to read. Governors must sign declaration confirming they have read the document. All Governors have read Part 1 but need to read Part 2.  Fr. Debney will attend the school's Safeguarding audit being held next week.</p> <p>20/01/2017: Numbers Count visit (NJ).</p>	
Page 4 of 5	<p>06/02/2017: The Pupil Premium and SEND audit (LU).</p> <p>See item 6.</p>	Signature of Chair

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10	<p>CB summarised the document.</p> <p><i>Q (NJ): The school has spent a significant amount of money on this, what is the impact of this investment so far?</i></p> <p><i>A (CB): The children have confidence in accessing the programme and liaising with the teacher. The children have adapted the skills that they have developed and applied them in other subjects. CB added that she has taken video evidence of pupils using their skills.</i></p> <p><i>Q (LU): How many pupils are you working with on this programme?</i></p> <p><i>A (CB): 2 this term. Another cohort will be taken on next term, though it was noted that this programme is more effective delivered 1-1.</i></p> <p><i>Q (JM): Is the programme termly based?</i></p> <p><i>A (CB): No, it runs over 40 sessions and it is aimed at SEND / disadvantaged children / children who are struggling the most.</i></p> <p><i>Q (LU): Could the Governors see more evidence please?</i></p> <p><i>A (CB): Yes, there is a video footage and Governors are welcome to have a 'learning walk'. The group agreed that time permitting, this could be done at the next meeting and also a Governor visit has been planned in.</i></p>	
11	See item 8. NJ and LU confirmed they will attend Governance audit 12/01/2016.	
12	PART TWO. CB and NJ left the room 14:45.	
	Meeting closed 3pm.	

Detail of next meeting			
Date/Time	03/02/2017 at 1pm	Location	Head Teacher's office