

**Local Governing Body Meeting
St. Andrew's CE Primary Chardstock Academy and
Mrs Ethelston's CE Primary Academy**

Thursday 16th March 2017 6.00pm
Venue: Mrs Ethelston's Primary School

MINUTES

Attendees

Initials	Name	Initials	Name
SE	Mrs Sarah Ellis (Chair – St Andrew's)	CH	Mrs Corinne Hales (Chair – Mrs Ethelston's)
CGW	Ms Cara Gilmour White	MK	Ms Michaela Kite
JC	Mrs Judy Chisholm	NV	Mr Neil Vincent
FB	Mrs Fiona Bowie	BI	Mr Brian Impey (Director)
AH	Mrs Allison Howsam	JCU	Mrs Jo Cursley
DK	Ms Debs Kellaway	CM	Ms Ciara McMackin
		NI	Mr Nick Ivins
VD	Mrs Veronica Dower (Clerk)		

In attendance: Claudia Betteridge

Item No	Item	Actions
1	Welcome & opening prayer CH as Chair welcomed governors to the LGB meeting and Claudia Betteridge, attending as an observer. JCU opened the meeting with a prayer.	
2	To receive any apologies for absence Apologies were received from KM and ZB.	
3	Declarations of pecuniary interests None to declare	
4	Confidentiality and Attendance The confidentiality statement was on the attendance sheet signed by all attendees.	
5	To consider any items which the Chair thinks should be dealt with as matters of urgency because of special circumstances. None	
6	To confirm the minutes of the meeting held on 19th January 2017 and consider any business arising: Part 1 and Part 2 minutes were agreed and signed as a true record	
6.1	Matters arising i) RAISEonline report to be distributed by CGW (St Andrew's) prior to training course ii) PP and sports premium are now up to date on the St Andrew's website.	CGW
7	To agree any items to be dealt with as confidential (Part 2) None	
8	Minutes of the Directors meeting for information The minutes were circulated to governors prior to the meeting and noted by governors. Governors discussed and questioned: <ul style="list-style-type: none"> • The future growth of the MAT and the benefits in growth, with the need to drive down the central costs. MK commented that there is an attraction in joining a small MAT for Headteachers, with schools maintaining their own identity and traditions. • The role of the external consultant within the MAT • The frequency of Safeguarding training for governors and directors. VD confirmed that this was needed every three years. Records were maintained in the HUB to track all forms of Safeguarding training, including Child Protection training, Prevent and Safer Recruitment. 	

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	<ul style="list-style-type: none"> The re structure of Early Years at Axminster. JC explained that she had been involved with the interviewing process. After a review and analysis of need, an external advisor had been appointed on a temporary basis at Axminster. 	
9	<p>Head of School Report <u>Mrs Ethelston's</u> MK distributed the report prior to the meeting and outlined the key areas:</p> <p><u>Pupil Numbers</u> A few new children have joined the school; some were relocations to or from the area.</p> <p><u>RAISEonline data</u> The RAISEonline data report has changed. The writing data was re submitted due to being under estimated. This data is now in the new validated data report. The Y6 writing data has gone up to 73%, this has raised the floor standard to 65%, compared to the national average of 53%. 73% is 1% under the national average for writing.</p> <p>Governor challenge: What support is given to the % of pupils who had not made ARE in writing? MK outlined the support given to those pupils working below ARE, and the details of areas of underachievement.</p> <p><u>Quality of Teaching</u> MK reported that teaching is all good or better, with a lot of outstanding practice that is being shared with others. This is reflected in the children and progress they make. Regular book scrutinies have been done, some alongside subject leaders. The results are shared with staff, along with feedback from children.</p> <p>Governor challenge: What is done for the gifted and talented? The support is mostly given through differentiation, the application of skills, through expectation or specific TA support. Sometimes specific children may be taken out of class and given extension work.</p> <p>Governor challenge: How much intervention is done with outside agencies, is it effective with early identification? CGW commented that making referrals can take a lot longer for children from outside the county.</p> <p>Governor challenge: Is there any chance of the MAT employing its own speech and language therapist in the future? BI and Heads agreed that this should be considered, particularly as the MAT grows. It would help staff and engage parents as well, along with a regular family support worker.</p> <p><u>Staffing</u> MK outlined areas of staffing changes, staff development and CPD. 'Educator' is the new progress data tracking system. This is similar to SPT, but should tie everything together; staff are currently being trained in its use.</p> <p><i>Neil Vincent joined the meeting at 6.45pm.</i></p> <p><u>St Andrew's</u> CGW outlined key areas of the report:</p> <p><u>Attendance</u> Persistence absence has improved since the last LGB meeting. One child has left and letters have been sent out pro- actively.</p> <p><u>Predictions</u> EYFS is 65%, speech and language is still an area of concern. Referrals have been made to SALT. The Y1 phonics prediction has improved to 86%, Y2 predictions remain as they are, along with Y6 SATs.</p> <p><u>Underachievement</u> Reception and Y2 have a few children identified who are being supported, some now with involvement with the school nurse. Tests have helped identify some children with specific difficulties. The resilience of a lot of children is not as good as in the past. Further support is needed for TAs; they are more involved in intervention and picking up specific needs and social and emotional issues.</p>	

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	<p>Governor challenge: Are you being supported by parents and how do interventions get reported back to them? Yes, they have been supportive; parents need to be involved at an early stage for support to be put in place, particularly with social and emotional needs. Any intervention is put in place by the class teacher. An IEP or IBP support plan is put in place, with clear targets, reported to parents.</p> <p>Governor challenge: Are any of the children identified also Pupil Premium? Very few are PP within the group identified, this has implications over budgeting.</p> <p>Governor challenge: Who supplies social and emotional support? This depends on the level that is required; the school nursing team do not provide counselling. Some TAs are now being trained up to provide social and emotional support, but that can have an impact on other areas.</p> <p>CGW further outlined the work done at interventions across the key stages and involvement by the TAs. Training is given to TAs in curriculum areas, speech & language intervention and first aid.</p> <p>The governing body commented on the excellent work of TAs in both schools and asked the Heads to thank them on behalf of the Local Governing Body.</p> <p><u>Quality of teaching</u> CGW reported that in lesson times the pace and range of questioning is very good. The deployment of TAs has been highly effective. Areas to improve are the use of assessment for learning, peer assessment and self- assessment and differentiation, particularly with more challenging children.</p> <p><u>Learning Environments</u> Following a recent learning walk, work will be done to match the communal areas to the quality of displays in the classrooms.</p> <p>Behaviour is challenging and needs managing carefully. JC and SE commented on the excellent behaviour at the communion service which was attended by visitors and the new rector.</p> <p><u>Parent forums</u> Two forums have been held, but turnout was not as high as expected. The parents who attended appreciated that positive changes had been made since the previous forum.</p> <p><u>Staffing</u> The new head, Tracey Leganski was appointed at the last meeting and will start in September 2017. The transition has started to make sure the changeover is as smooth as possible which should reassure parents.</p> <p>Action: CGW to email Head's report, clerk to circulate.</p>	
<p>10.1 10.2</p>	<p><u>School Development Plan 2016/17</u> <u>Report on progress of pupils towards targets & RAISEonline</u> Mrs Ethelston's: NV reported that he had examined the validated RAISEonline data report. Key points noted and summarised for governors were:</p> <ul style="list-style-type: none"> • Progress figures show that Reading is sig+, Writing is sig – and Maths is average. • Children come in at a fairly high level, so progress between KS1 and KS2 can be difficult to show. • Writing: the guidance has got much better from Babcock and there are now guidelines, broken down by each year group. Katie Lyons has helped with moderation across the school and across the MAT. • Plans are now in place with the assessment points and key criteria. Gaps are identified and planning is now done much further in advance. • More opportunities for writing are now being planned across the curriculum, usually at least once a week in Science and RE to ensure consistency. • The action plan for writing ties in with the latest validated SATs results, in reading and maths there are new assessments in place. <p>Governor challenge: What is the plan for Maths - is there a danger of progress</p>	

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	<p>stagnating in Y6? Progress is difficult to show between KS1 and KS2, however attainment is high at 83%. MK agreed that this could be explored, to ensure that a focus on one area does not mean a loss of focus in another. MK reported to the LGB on the inspection and visit report from Paul Jones.</p>									
11	<p><u>Governor Visits – review of programme and reports linked to SDP</u> Visit reports were circulated prior to the meeting and noted. <u>Summer Term Visits</u> Mrs Ethelston's St Andrew's</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Corinne Hales Nick Ivins/Jo Cursley</td> <td>Leadership & Management Science</td> <td>Katherine Mansi Fee Bowie Fee Bowie</td> <td>SEN RE Curriculum</td> </tr> <tr> <td>Corinne Hales Neil Vincent Neil Vincent</td> <td>School Council Maths Educator</td> <td>Judy Chisholm Allison Howsam/Fee Bowie</td> <td>School Council Educator</td> </tr> </table>	Corinne Hales Nick Ivins/Jo Cursley	Leadership & Management Science	Katherine Mansi Fee Bowie Fee Bowie	SEN RE Curriculum	Corinne Hales Neil Vincent Neil Vincent	School Council Maths Educator	Judy Chisholm Allison Howsam/Fee Bowie	School Council Educator	
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12	<p><u>SEF</u> – update and discussion The updated SEF was distributed, along with the new RAISEonline report. A <u>SEF summary</u> for St Andrew's was circulated prior to the meeting and noted by governors.</p>									
13 13.1 13.2 13.3 13.4 13.5	<p><u>Portfolio Reports</u> <u>Curriculum</u> Monitor arrangements & impact of educational visits and residentials. JCU and FB distributed reports on the above prior to the meeting. <u>Early Years report</u> JC circulated reports to governors prior to the meeting. <u>SEN & Inclusion</u> Update on website, SEND information report & Pupil Premium Receive report on monitoring of SEND and inclusion arrangements <u>Parents & Community</u> Parent & Pupil Questionnaires. MK reported that these will go out W/C 20th March – results should be deferred to the next agenda. A letter on behaviour has been sent out to all parents in the MAT, along with a parental behaviour policy. <u>SIAMS & Christian Distinctiveness</u> The SIAMS inspection at St Andrew's is taking place on Tuesday 21st March. JC reported that members of the Ethos Committee have conducted visits to all the schools, looking at Christian distinctiveness within the church schools and collective worship. CGW reported that the inspection will involve looking at all aspects of Christian distinctiveness. The inspector will be looking for hard evidence - and that the core values underpin everything, including standards, safeguarding and behaviour. CGW to send copies of the self- evaluation, for the clerk to circulate</p> <p><u>Premises Development and Maintenance</u> Premises Report & Health & Safety Issues AH gave governors an update on recent premises developments and health & safety issues. No news has been received on the recent CIF bid. The site investigation at Uplyme will take place in the Easter holidays.</p> <p>Action: VD to send the EYFS and Parents & Community ToRs to NI.</p>									
14	<p><u>Safeguarding report</u> – monitor procedures, termly data report SE conducted two recent safeguarding visits. A potential concern is that there is no school nurse currently at Mrs E's, so no medical safeguarding link, but this is not something the school can influence.</p>									

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15	<p><u>Finance Report</u> <u>Mrs Ethelston's</u> The major expenditure has been supply costs; however the figures might even themselves out with insurance levels in place for sickness cover and maternity cover. The projected surplus is <u>£13,064</u></p> <p><u>St Andrew's</u> CGW reported that next year the funding is based on 120 pupils which is very positive. The overall positive variance to the budget is £9570. The projected end of year position remains as a surplus of <u>£49,497</u>. CGW and MK noted that meetings with the finance manager had been extremely useful.</p> <p>Governors noted the cost of educational visits in terms of value for money. CGW commented that not all the costs are coming in, so the school is having to take up the shortfall. Some parents have been finding it increasingly difficult to pay for school trips and contributions are voluntary. Governors suggested a breakdown of school trips into 'entrance' and 'coach trips' and more advance notice of trips, with the costing. Governors discussed the potential involvement of parent/teacher organisations in the funding of trips.</p> <p><u>Review register of gifts</u> ML and CGW confirmed that any individual gifts over £25 were recorded in the register.</p>	
16	<p><u>Governor annual skills audit – review of skills matrix</u> <u>Summary of matrix</u> The clerk summarised the results:</p> <ul style="list-style-type: none"> • Commitment to improving education & to the schools vision & ethos: - these are both 'essential' skills, so should have had high scores from all governors. Is there a lack of clarity over the role of a governor and the vision & ethos of the schools? • Experience of chairing a board: some very low scores were recorded; this could have implications for succession planning (mentoring/training needed). • Understanding of current education policy: this has scored low across the MAT and is an 'essential' skill, so has been identified as an area of MAT governor training. • Financial Oversight: All three areas scored very low – to be addressed by new governor recruitment or training. • Knowledge of local/regional economy: An essential skill, but scored very low. • Understanding of SEN: Some very low scores were recorded - could this be improved with mentoring or training, or a presentation to the LGB from the SENCO. <p><u>Governor vacancies</u> JC commented that there will be two vacancies on St Andrew's LGB in the summer.</p> <p><u>Governor Training and Development</u> Governors have registered to attend the JCTSA training sessions. The next session arranged is on the 'Ofsted Framework'. MAT Performance Data Training – 27th March at Axminster. JC, FB, AH, NI and CH registered to attend.</p>	
17	<p><u>Policies</u></p> <ul style="list-style-type: none"> • EYFS Policy - approved. 	
18	<p>Chair's and Clerk's business – none</p> <p>The closing prayer was conducted by MK.</p>	
	<p>Date and time of the next meeting</p> <p>11th May 2017 6.00pm</p>	

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Actions

Item		
6.1	CGW to circulate RAISEonline report, prior to SIAMS	March
9	CGW to email Head's report to be circulated	March
13.5	CGW to send copies of the SIAMS self- evaluation, for the clerk to circulate	March
13.5	VD to send the EYFS and Parents & Community portfolio holder ToRs to NI.	March

Signed by Chair Date