



MINUTES OF THE FULL GOVERNING BODY MEETING		
Date	14 th December 2017 at 6pm	
Venue	St James CE Primary School; extended room	
Present	Andy Gait Chris MacIntosh Derrick Watson Gavin Shortall Hilary Jones Jess Kippen Jo Gait Jo Westhead Rev Paula Robinson	DBE governor Parent governor Foundation governor Headteacher Foundation governor Parent governor (Chair) Foundation governor Staff governor Foundation governor
Apologies	Imran Naseem Steve Lomax Lynda Newton	LA governor Associate member Foundation governor
Absent	None	
In attendance	Laura Nicholson	Clerk

For all sets of minutes and backing papers it is taken that all have been pre-read and coverage is therefore limited to: • accuracy • action points • challenge

The meeting met its quorum

AGENDA ITEM 1	WELCOME & APOLOGIES FOR ABSENCE
Discussion	The Chair welcomed all to the meeting. The apologies of Imran Naseem, Steve Lomax and Lynda Newton were received.
Decision:	RESOLVED: that the apologies of the above named governors be accepted.

AGENDA ITEM 2	DECLARATION OF INTERESTS
Discussion	There were no declarations of interest in the agenda.

AGENDA ITEM 3	DECLARATION OF ANY OTHER BUSINESS
Discussion	There were no declarations of AOB.

AGENDA ITEM 4	PART ONE MINUTES OF THE LAST MEETING (19th October 2017)
Discussion	Governors reviewed the minutes which were circulated prior to the meeting.
Decision	RESOLVED: that the minutes be accepted as a true and accurate record. The Chair signed the minutes.

AGENDA ITEM 5	MATTERS ARISING
Discussion	Item 8: GS to look at a governor file sharing system e.g. Dropbox or Governor Hub etc. Mr Shortall reported that he had looked into whether the School's website can host a secure area for the governors' papers. This is being set up. In due course governors will be sent user names and passwords. The Clerk would continue to email invitations with a link to the website where papers will be stored. Action: Governors to look at the new system in greater detail in the spring meetings. The Clerk added that this type of system would



	also enhance compliancy with GDPR. Item 9: GS to send out assembly dates and times for governors to sign up to. GS thanked governors who have responded about the open afternoon session tomorrow followed by the Carol service. Item 10: GS to look into specific question raised from last Head's report (see item 9)
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AGENDA ITEM 6	GOVERNOR TRAINING REQUIRED/ATTENDED
Discussion	It was noted that new Governor induction training needs to be followed up by the business manager for Chris MacIntosh and Jo Gait.

AGENDA ITEM 7	GOVERNOR MONITORING REPORTS SINCE LAST MEETING
Discussion	Pete Baylis's PE visit was received with thanks. Pete summarised that the Sport Premium funding is being well spent, progress is being made. Long term outcomes are being considered in relation to physical activity. The Headteacher highlighted that governors should use the agreed proforma as sent through for any future visits.

AGENDA ITEM 8	GOVERNOR SELF EVALUATION & ACTION PLANNING 2017-18
Discussion	The following governor priorities were agreed for this academic year: <ol style="list-style-type: none">1. Governor open day for staff and governors; this will take place tomorrow.2. Reading for pleasure; awards given to children in assemblies by governors (highlighted especially for non-parent governors every half term). Publicising a governors' reading scheme was suggested; The Chair reported that some of the Governors Fund has been used to buy new books. Teachers were asked to nominate children who have achieved in reading. They will be presented with a special book at the Carol service tomorrow.3. Development of the outside space; £1k has been donated from Manchester Airport. The School is using this to buy plants and hedging. In January, an outdoor classroom is being built using money from Tesco.4. Continue to embed system of governor visits and subject links: It was agreed that a governor will attend a visit once per term. Action: To organise a visit in the spring term.

AGENDA ITEM 9	HEADTEACHER'S REPORT
Discussion	The following documents were received prior to the meeting with thanks: <ul style="list-style-type: none">• 10.1 – HT Update December 2017• 10.2 – High achieving children at St James'• 10.3 – Aspire – Ofsted Inspection Data Summary Report – 2017• 10.4 – St James School Calendar 2018-19 – approved. <p>Q1: Regarding pupils on roll, if there is a disparity in relation to one gender over another, how does this affect the curriculum? Does it change? If so, what does the school do to accommodate this? Does it alter its use of resources etc?</p> <p>Mr Shortall reported that the curriculum in itself wouldn't change in relation to the question, but he had spoken to members of staff over the last few weeks about what they would do if there appeared to be a disparity in gender in the class. Mr Shortall explained that he had spoken to the teacher in EYFS and the Y6 teacher in relation to responding to children's needs. Both gave the same response; to use resources to fulfil the curriculum but in response to the needs of children. For example, where there are more boys than girls, the resources would be more boy-focused. This was echoed in other areas when speaking with teachers.</p>



There is a direction of causality in relation to certain character traits and what is expected of children e.g. dinosaurs can be for both girls and boys to play with. There is a gender gap in terms of attainment nationally. Teachers need to be mindful of this and seek to address it. Mr Shortall explained that the School does not have a consistent gender gap. JK noted that in Y2, there are 9 girls and 20 boys. In EYFS they can change and adapt resources for any imbalance but in later years it is not about toys, but about bought-in resources. It is about pre-empting what children will need in future years assuming they are the same cohort. It is also about ensuring the smaller groups e.g. the 9 girls in Y2 are not missed out. Overall it is about engaging individuals, to unpick activities that have worked in the past and be mindful of what works. The School needs to be able to and does address gender stereotypes. It was noted that it is healthy that there are positive male and female role models in senior leadership. It's about being aware that there are some classes with a gender imbalance and ensuring all are included.

Pete Baylis joined the meeting at 6:28pm

Q2: Mr Shortall was also asked to report back on how the school stretches the top end performers following the Ofsted inspection.

Mr Shortall presented the unpicked information about how the school stretches high attainers. This concerns how well high achieving children achieve in comparison to other children nationally. The School is confident that if children attend consistently throughout the School from Reception to Y6, children will achieve better than those in other schools nationally. Please see presentation for all details here:



10.2 - High achieving children at St James'

Hilary Jones and Paula Robinson challenged the questions about ability and grouping children. Mr Shortall clarified that this is about the daily assessment of children at different abilities. It is important not to assume things about children.

Hilary Jones left the meeting at 6:33pm

Q: Regarding the definition of change of wording from 'ability' to 'achieving', what is the difference? A: Achieving is the DfE wording to report on outcomes for high achieving children.

Comparisons are between children nationally in the same group.

Attainment at the end of Y2:

- 2015 (L3+): Reading 43% (30%), Writing: 13% (30%), Maths 27% (30%)
- 2016 (GD): Reading 17% (24%), Writing: 10% (13%), Maths 24% (18%)
- 2017 (GD): Reading 17% (25%), Writing: 13% (16%), Maths 20% (21%)

Attainment at the end of Y6:

- 2015 (L5+): Reading 67% (48%), Writing: 50% (36%), Maths 47% (41%)
- 2016 (GD): Reading 18% (19%), Writing: 18% (15%), Maths 18% (17%)
- 2017 (GD): Reading 23% (25%), Writing: 13% (18%), Maths 23% (23%) *Note: unvalidated results – based on 31*

The School is broadly in line with national outcomes. Previously (in 2015) the school were way above national. This could be due to the change in the system when assessment changed. Teachers are getting used to the new curriculum now. The conclusion is that St James's children are doing as well as higher ability children in any other school nationally.

Progress from Y2 to Y6:



- 2015 (VA): Reading 100.8 (99.8), Writing: 103.4 (99.8), Maths 102.7 (99.8)
- 2016 (Scaled Scores): Reading -0.62, Writing: +1.61, Maths -1.03
- 2017 (Scaled Scores): Reading -0.3, Writing: -0.9, Maths +1.1

In 2015 the School's progress VA scores were much higher than the national average. Progress is now relative. It is worked out by an average. '0' is average. If children achieve a + point, they have achieved better than average. If less, then their performance is less than average. In this School, children compared to high achieving children in the country are performing as well as others nationally.

Lower ability and middle ability children are making more progress than other children nationally, but not in higher ability. So the focus is to look at pushing the higher ability children. This is what Ofsted identified this term.

The % of high achieving children who achieved greater depth at Y6 is good in all subjects. However, data is not outstanding, although very strong, and there is equally no issue in the way the school supports high achieving children. However, the School wants to see a higher proportion of higher achieving children making more progress.

Mr Shortall explained the strategies used in the classroom:

- Differentiation.
- Targeted booster sessions: **Q: Is there opportunity for children to self-nominate for this?** A: they can do but it depends on what is needed. Whilst children are involved in peer and self-assessment, they are not in a position to make judgements to self-nominate for booster sessions. GS stated he would look at how to develop this more next year.
- Signposting to additional activities (SHINE program, MGS activities) for children who will get something from this.
- Theme days.

Q: What is the difference between streaming and ability groups? A: In streaming, there wouldn't be, for example, three Y3 maths teachers but there would be lower/middle/high ability groups. The issue with streaming is where children get stuck.

Mr Shortall explained the whole school focus. Judgements are formed walking around the School, talking to children and staff. Data is used to support this. Whilst outcomes of children achieving greater depth is comparable to average nationally, the %s are not high enough.

Q: Where is this School in comparison to schools with a similar baseline and demographic? It should be about improvement, not achievement but this isn't recognised. A: Mr Shortall stated that whilst this is a valid point, the priority is progress regardless of the economic or ethnicity of children. The DfE would argue that all children should be given chance to achieve highly regardless of circumstances.

Mr Shortall noted that the questions were very helpful and focused.

Action: Question for the next meeting - what are the strategies for EAL and INA pupils?
Action: In relation to the School supporting the wider community, submissions from parents and those who deliver adult learning in the class to be presented.

AGENDA ITEM 10	SCHOOL DEVELOPMENT PLAN MONITORING
Discussion	Key information: <ul style="list-style-type: none"> • Objective 1b – moving from an assessment system based on levels to one based on children achieving age related expectations at the end of each year has created a



	<p>number of challenges in tracking progress within the school year. The school has been developing an assessment system to address this over the last two years and will be looking to build on that work this year. This will be a key objective to achieve as it will support the school in effective self-evaluation and identifying where support is needed throughout each year group.</p> <ul style="list-style-type: none"> Objective 2c – a key school priority is to increase the percentage of children who are achieving above age related expectations. There are many barriers to this. Our children often come into school with low baselines and limited language. Many of them do not have the access to culturally rich experiences that children in wealthier areas enjoy. Our school has experienced, and will continue to experience, budgetary pressures. Recognising these barriers will support us in overcoming these barriers, through effective teaching, identifying higher achievers early on and pushing able children to achieve at a quicker rate. Objective 4a – the school continues to self-evaluate and this objective is of key importance in ensuring that we know where the strengths of our teaching lie and where the areas for development are. The school has recognised the difficulties in monitoring teaching effectively and aims to develop its systems over the year to be able to present a strong understanding of our strengths in this area. <p>Please see 10.1 – HT Update December 2017 for progress made on School Development Plan. Governors noted the update.</p>
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AGENDA ITEM 11	COMMITTEE REPORTS
Discussion	<ul style="list-style-type: none"> Teaching & Learning committee (13.11.17) Item 6: GS to update the FGB about trips and governors to agree a named governor at the next FGB meeting. <p>Mr Shortall reported that there are a number of school trips taking place. At a recent staff meeting, staff looked at Educational Visits process and risk assessments and concluded that the school is compliant. With the support of Chris, the School has created a leaflet for parent helpers who attend trips with instructions of what to do in various scenarios. The next step is to have a named EV governor who could attend school to look at trips taken and the risk assessments completed, asking if and how the School is compliant with the policy. It's about acting reasonably and practically. The school promotes the benefits of school trips. Mr Shortall is the school's educational visit coordinator. Chris MacIntosh agreed to be the EV link governor.</p> <p>Mr Shortall confirmed that the policy requires governors and the LA to approve Type B visits e.g. Residential. <i>Governors noted the minutes.</i></p> <ul style="list-style-type: none"> Finance & Premises committee (23.11.17) LCVAP: a recommendation for the bid was made. See item 13 below. <i>Governors noted the minutes.</i>

AGENDA ITEM 12	PROCEDURES / POLICIES FOR REVIEW/APPROVAL
Discussion	Changes to the Committee Terms of Reference have been made by the Clerk as agreed by each committee.
Decision	RESOLVED: that the terms of reference be formally approved.

AGENDA ITEM 13	ANY OTHER BUSINESS & ITEMS FOR NEXT MEETING
Discussion	a) LCVAP: at the F&R meeting, it was agreed that the LCVAP bid be submitted for the



	<p>boiler house and KS1 boys toilets. Archadis has reconfigured the application for the boiler roof bid. The total bid is £80k and the governors must pay 10% of this. There is £11k which was put aside for last year's bid which will be used if successful this year. Governors approved the submission of the bid.</p> <p>b) The Chair thanked Derrick, this being his final meeting, for his contributions and service as governor over the last few years. Mr Shortall added that Derrick asked great challenging questions and been a great support to the school in the spirit of encouragement.</p>
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AGENDA ITEM 14	DATE OF NEXT MEETINGS
Discussion:	<ul style="list-style-type: none">15th February 2018 at 6pm <p>Action: to discuss alternative date for 29th March meeting.</p>

AGENDA ITEM 15	CONFIDENTIAL MATTERS
Discussion	There were no confidential matters to discuss.

There being no further business the meeting closed at 7:25pm