



| MINUTES OF THE FULL GOVERNING BODY MEETING | | |
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| Date | 15 th February 2018 at 6pm | |
| Venue | St James CE Primary School; extended room | |
| Present | Andy Gait Chris MacIntosh Gavin Shortall Hilary Jones Jess Kippen Jo Gait Jo Westhead Pete Baylis | DBE governor Parent governor Headteacher Foundation governor Parent governor (Chair) Foundation governor (ex officio) Staff governor Foundation governor |
| Apologies | Lynda Newton Paula Robinson | Foundation governor (V-Chair) Foundation governor |
| Absent | Steve Lomax | Associate member |
| 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

| AGENDA ITEM 1 | WELCOME & APOLOGIES FOR ABSENCE |
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| Discussion | The Chair welcomed all to the meeting. The apologies of Lynda Newton and Paula Robinson were received. |
| Decision | RESOLVED: that the apologies of the above-named governors be accepted. |

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

| AGENDA ITEM 3 | DECLARATION OF ANY OTHER BUSINESS |
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| Discussion | <ul style="list-style-type: none"> • Governor visits (addressed via item 8). |

| AGENDA ITEM 4 | PART ONE MINUTES OF THE LAST MEETING (14th December 2017) |
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| 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. |

| AGENDA ITEM 5 | MATTERS ARISING |
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| Discussion | <p>Item 5: GS to look at a governor file sharing system e.g. Dropbox or Governor Hub etc. Governors to look at the new system in greater detail in the spring meetings.</p> <p>Update: Mr Shortall reported that the website has been upgraded. Governors now have access to the governor area of the website. This was demonstrated. The 'Governors area' can be accessed with a username and password. Email log in instructions have been sent to all governors.</p> <p>Action: GS to include with the papers, some governor resources e.g. governor visits proforma.</p> <p>The Clerk suggested using this instead of emailing governors the meeting papers which</p> |



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| | <p>would fulfil GDPR compliancy requirements. LNicholson will continue to email governors with notice of meetings and advise that the papers are ready in the governor' area one week prior to each meeting. Decision: it was agreed to develop this new system of communication ready to begin in summer term 2.</p> <p>Item 8: GS to organise a lead governor visit in the spring term. Addressed under item 8.</p> <p>Item 9:</p> <ul style="list-style-type: none"> • Question for the next meeting - what are the strategies for EAL and INA pupils? Addressed under item 9. • In relation to the School supporting the wider community, submissions from parents and those who deliver adult learning in the class to be presented. See Head's report. |
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| AGENDA ITEM 6 | GOVERNING BOARD BUSINESS |
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| Discussion | <ul style="list-style-type: none"> • Membership – 1 x Foundation governor vacancy <p>HJones updated governors that Rev Richard Young has been appointed as new Rector of the Parish. He won't be able to join as ex officio governor due to health conditions. The constitution of the board requires an ex-officio so Jo Gait will fulfil this role. There is someone in the parish who may be able to fill the role as Foundation governor, Gareth Badelly. He has skills in finance and anti-fraud. He has attended the school as a volunteer already and the application has been through the PCC who approve the appointment. The FGB supported this proposal.</p> <ul style="list-style-type: none"> • Governor training attended and its impact <p>CMcIntosh and JGait attended new governor training today. It was a useful and pragmatic course. From this it was suggested the induction process is tightened up in School. Previously there had been a 'buddy' system but the process needs looking into again. CMacIntosh suggested that governors need more information regarding how to effectively hold the school to account, getting information beyond the Head's report and about educational policy and how assessment works. It was noted that The Key is a useful resource. Governors discussed ways of addressing this.</p> <p>Action: JKippen to look into the free governor training available through the NGA.</p> <p>Action: LN to send through the information about NGA training to GS/JK.</p> <p>Action: School to look into buying membership of the NGA (Clerk explained what is included in Gold membership) for £250.00</p> <ul style="list-style-type: none"> • Governor training required <p>As per previous discussion, governors agreed to look at inviting an external person to do some training with governors.</p> |
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| AGENDA ITEM 7 | GOVERNOR MONITORING REPORTS SINCE LAST MEETING |
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| Discussion | No monitoring reports have taken place since the last meeting. |
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| AGENDA ITEM 8 | GOVERNOR SELF EVALUATION & ACTION PLANNING 2017-18 |
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| Discussion | <p>The following governor priorities were agreed for this academic year:</p> <ol style="list-style-type: none"> 1. Governor open day for staff and governors; Completed. 2. Reading for pleasure; awards given to children in assemblies by governors (highlighted especially for non-parent governors every half term). <p>JKippen reported that before Christmas, Steve, Lynda, Andy and Joanne attended a presentation of books to the children. Where children had made progress, they were each presented with a book. It was a successful event. This will take place at the end of every term. Mr Shortall asked for other governors to get involved with the next</p> |
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presentation on 23rd March. Imran volunteered. Pete offered to attend on 13th July. Hilary offered to attend other dates when they come up.

3. Development of the outside space;
Mr Shortall reported that there is a new outdoor classroom in place. The School had an opportunity from the Wildlife Trust to be part of a project and receive 1 year's free Forest School provision. Mr Shortall applied and was successful, making this School 1 of 4 schools chosen in the northwest for the provision. It will pay for three members of staff to be trained as FS teachers which makes it sustainable for the school to deliver long term and enable the school to potentially offer this service out in future.

Another outdoor classroom is being built on the other side of the school funded by a Tesco grant and some parental contributions.

4. Continue to embed system of governor visits and subject links: It was agreed that a governor will attend a visit once per term.
JKippen explained that when governors looked at what they wanted to achieve in the year, it had been agreed they would come in to School every half term. JKippen asked for governors input as to how to proceed. Governors discussed this in depth and how they should approach the visits. The following visits were agreed:

1. **Andy Gait – Maths visit (summer 1 2018)**
2. **Hilary Jones – Foreign Languages (spring 2 and summer 2 2018)**

Foundation subjects: Mr Shortall will speak to Sarah Dodds (History coordinator) regarding organising a learning walk for Hilary Jones

Other visits will be arranged in September. The purpose of visits is to understand about the subjects, how they work and to enhance governors' general understanding of areas of School life. It is also about reinforcing good links between governors and staff. They could also look at how teachers cope teaching a knowledge heavy curriculum. It was stressed that governor visits are not about inspection, but understanding. LN will re-send the proforma which explains the agreed focus prior to the meeting and should be shown to staff ahead of time. GS stated that this would demystify the process for staff. It was suggested that Andy and Hilary apply this process and see how it works out.

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| AGENDA ITEM 9 | HEADTEACHER'S REPORT, including School Development Planning Monitoring |
| Discussion | <ul style="list-style-type: none"> • Focus question 1: what are the strategies for EAL and INA pupils? <p>Mr Shortall reported that EAL outcomes are strong.</p> <p>In the 2017 Ofsted Inspection Data Summary Report St James was recorded to have 55% of its children as having a first language believed to be something other than English. This is in the highest 20% of schools in the country for this amount and compares to 21% nationally. Across the school a range of strategies are employed to support children who are classed as EAL or INA. These include:</p> <p><i>Interventions</i></p> <ul style="list-style-type: none"> • 3 x week Guided Reading Group for EAL children who are at acquiring language level. (Learning phonics through guided reading) • Spring 2 – International New Arrivals KS1 phonics group will start due to increased numbers of INA in KS1. <p><i>Targeted adult support - Specialist teacher</i></p> |



- Additional support in class 1:1 / small group
- Small group work out of class
- EAL guided reading sessions in KS2 *Class Support*
- 'Buddy' support- settling into school
- Immerse in classroom environment
- Visual timetables
- Peer support (same language where appropriate)
- Dual language signs
- Use of volunteers to support EAL pupils
- I Pad – use of phonics apps, vocabulary apps
- EAL packs for independent work
- Dual language dictionaries
- Dual language books
- Targeted for extended schools activities
- Targeted for Pupil Premium support/ activities/ clubs if eligible
- Displays/ resources / lessons reflecting different languages, cultures, backgrounds and religions Outcomes for children classed as EAL are strong at St James'. The following tables show the Attainment and Progress for this group at the end of KS2 (Y6) since 2012: EXS – Expected Standard AS – Above the Expected Standard

*It should be noted that outcomes for EAL children are compared with the national outcomes for all children, **not** compared with other EAL children across the country. As an example, in 2017 71% of children who were classed as EAL achieved the Expected Standard at St James' compared with a national average of 75% for all children across the country.*

- **Focus question 2: How does the school support the parents with adult learning sessions?**

St James' is currently hosting an adult learning session once a week in the Community Room. This session is delivered by Manchester City Council's Adult Education Service (MAES). The current sessions are part of a program called "Time Out for Parents". This program is described as covering parenting styles, emotional needs, boundaries, listening skills, empathy, choices, the Five Love Languages, temperament, and what children really need. Parents who attend these sessions were asked to share their thoughts. They responded with the following: "The classes are a great opportunity for mums to share experiences and learn from one another." "It gives us confidence to build parenting skills and abilities." "It teaches us skills to help your child." "You're not alone. I feel encouraged." "It's helpful to see that all of the children experience the same sorts of issues and also to see what is different." "It has helped me to set individual targets." "It's good to practise the strategies at home." The course tutor responded: "All of the parents engage well and join in with discussions. They are happy to give specific examples of what skills are being practised at home."

- Attendance has dipped due to illness. Flu and sickness have been rife across the School. There were around 50 children off sick on one day.

Q: Re SEN interventions in KS1 and KS2, and the changes implemented to improve the way that some interventions were carried out, what is meant by this?

A: Targeted support was required in some lessons. This presented challenges in ensuring cover for the class. The School came up with a system where everyone has 2 shared sessions, over 5 days. This meant asking that for 2 sessions a TA would come out and work across the school. This minimised cover issues. It has been trialled for 4 weeks to date.



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| | <p>There are some areas in classes where there are higher needs than others. This new way of working is better overall, and good relationships are fostered between children and a wider variety of staff. The logistics of taking children out of class can be complicated and involves matching with them the right TAs. Managing things this way is better for everyone. Mr Shortall stated that he is meeting with the SENCo to review the system in the summer term.</p> <p>Q: How is fix-it time working? Is the School obtaining feedback from pupils about this as some children may not be receiving feedback from fix-it?</p> <p>A: Mr Shortall explained that the School is working on this at the moment. One of the SDP objectives is about feedback from children about Fix-It. The School will undertake to gather pupil voice data about what they feel about Fix-It time. It was explained that marking is not about criticism but about developing work. It is expected that all work is marked but not all books will have feedback/comments as there is simply not enough time for this. This process has been verified by the external moderator. Work is directed to next steps and a focus. Q: do children know the difference between fix-it and development? A: Mr Shortall stated that the School will look into this. Governors noted that the issue reflects changes in the curriculum where there is an incredible amount of work to get through that there isn't enough time to write comments on every piece of work. Some of it is expectations of children and how differently they approach their work and emotionally respond to comments and feedback. Pupil voice is therefore the way to ascertain views so school can look at its practice. Action: GS to follow up. It was also noted that Ofsted don't expect a comment, then fix-it, mark and comment again.</p> <p>Question for the next meeting:</p> <ul style="list-style-type: none"> • Pupil Premium update <p>Question for summer term 1:</p> <ul style="list-style-type: none"> • Pupil voice update |
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| AGENDA ITEM 10 | COMMITTEE REPORTS |
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| Discussion | <ul style="list-style-type: none"> • Teaching & Learning committee (22.1.18) The minutes were noted. • Finance & Premises committee (7.2.18) There was no update re LCVAP bid. |

| AGENDA ITEM 11 | PROCEDURES / POLICIES FOR REVIEW/APPROVAL |
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| Discussion | <ul style="list-style-type: none"> • To agree a plan to ensure the School and governors are prepared for implementation of GDPR in May 2018 (see minutes of T&L meeting) <p>Mr Shortall explained that he and the SBM have attended training. There are some changes which will need to be made but it was noted that the ICO are there to help institutions, not try to catch them out. A data protection audit will be arranged. The data protection policy will also be amended in line with GDPR expectations. Jo Mason will be the DPO. The QA will be completed by an external person to the School. This is yet to be confirmed. Jo Gait will be the GDPR Champion.</p> <ul style="list-style-type: none"> • To note the approval of the Admissions policy and Nursery Admissions policy by the Teaching & Learning committee. <p>11.1 – St James C of E Admissions Policy 2019-20 – Dec 2017 11.2 – St James C of E Nursery Admissions Policy 2019-20 – Dec 2017 Regarding the criteria about 'attendance at place of worship', HJones clarified that the reference is for the parents, not the child.</p> |



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| Decision: | RESOLVED: that both Admissions policies be formally approved. |
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| AGENDA ITEM 12 | ANY OTHER BUSINESS & ITEMS FOR NEXT MEETING |
| Discussion | There were no matters for AOB. |

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| AGENDA ITEM 13 | DATE OF NEXT MEETINGS |
| Discussion: | <ul style="list-style-type: none">• 21st March 2018 at 6pm (after the Finance & Premises committee) |

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| AGENDA ITEM 14 | CONFIDENTIAL MATTERS |
| Discussion | There were no confidential matters for discussion. |

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