



Reigate  
Parish Church  
Primary School

## FULL GOVERNING BODY MEETING MINUTES

Thursday 16<sup>th</sup> November 2017 at 7.00 pm  
at Reigate Parish Church Primary School, Blackborough Road, Reigate, RH2 7DB

**Present:** Duncan Barkwith (DB) (Chair)  
Katie Cornish (KC)  
Frances Davis (FD) (Head)  
Helen Fraser (HF)  
Alex Foster (AF)  
Joanna Goddard (JG)  
Bryan Ingleby (BI)  
Sarah Kennedy (SK)  
Claire MacBride (CM)  
Anna Randall (AR)  
Mike Shaw (MS)  
Alasdair Wylie (AW)  
Matthew Wrighton (MW)

**In attendance:** Claire Tait (CT) (Clerk)

		Action
1	<b>WELCOME AND PRAYER</b> DB welcomed everyone and FD opened in prayer	
2	<b>APOLOGIES FOR ABSENCE</b> None	
3	<b>DECLARATION OF INTEREST</b> None declared	
4	<b>MINUTES</b> The minutes of the previous meeting (19/09/17) were confirmed as an accurate record, and signed by the chair.	
5	<b>MATTERS ARISING FROM THE MINUTES</b> FD reported to the Governors that she had learnt that Hatchlands Primary School will be a two form entry academy starting from September 2018. Their approach to filling spaces has been intent and professional. FD reported that there would not be too much of an impact on Parish because it is not in the catchment area, and is more likely to have a greater impact on St Matthews and St Josephs.	
6	<b>CONSTITUTION OF THE GOVERNING BODY</b> Under the current constitution:  <b>Vacancies:</b> One Foundation PCC Governor FD reported that she and HF had met today, and agreed that as the nominees for the parent Governor have skills in the financial area, that the focus would be on finding someone who had skills on the curriculum and data analysis. They have identified a shortlist of 4 or 5 people who HF will approach after further thought and prayer.	

	<p><b>End of Term of Office 2017/2018 academic year:</b>  Alex Foster – Parent Governor – 2<sup>nd</sup> December 2017  Joanna Goddard – Staff Governor - 7<sup>th</sup> June 2018</p> <p>CT updated the Governors on the Parent Governor elections, informing them that there are 2 nominees and that she has started the process of sorting the ballot.</p>	
7	<p><b>Chairs Actions</b>  None to report at this time</p>	
8	<p><b>Governors' Development Plan (GDP)</b></p> <ul style="list-style-type: none"> <li>• BI reminded the Governors that at the last FGB meeting it had been agreed to sharpen the focus of the objectives. He talked the Governors through the document explaining that the 1<sup>st</sup> page shows the original 10 targets, the 2<sup>nd</sup> page shows the results of the 'votes' cast at the last FGB showing where Governors felt the focus should be over the next academic year. Page 3 shows the 3 main themes: <ol style="list-style-type: none"> <li>1. Strong, well managed resources</li> <li>2. Being outstanding and distinctive</li> <li>3. Committed and supportive workforce</li> </ol> BI explained to Governors that the 3 areas are much more manageable and posed 2 questions to the GB: <ol style="list-style-type: none"> <li>1. Do you agree and support these 3 foci? The governors <u>unanimously agreed and support</u> these 3 areas.</li> <li>2. Who is going to own these three areas? After discussion it was <u>agreed</u> that the Resources Committee would own target 1, Children, Standard and Learning would own target 2, and the Pay Committee would own target 3.</li> </ol> </li> <li>• Governors worked in 3 groups (Resources Committee, C,S&amp;L Committee and Pay Committee) to work through their target, deciding on the actions required and what the evidence of the completed target will look like. This is what each group discussed: <p><b>Strong, well-managed finances – Resources Committee:</b></p> <ul style="list-style-type: none"> <li>➤ They agreed with all the Critical Success Factors and added one extra; Securing external funding.</li> <li>➤ A lettings policy will be needed</li> <li>➤ Maintenance expenditure going forward will need to be budgeted for, particularly for the Infant Building in the short term and future maintenance of the Junior Building.</li> <li>➤ Governors also discussed the marketing options open to the school. FD explained that there is no one in the school who has the specific job of marketing and all the costs associated with it are wrapped up in the general budget. Governors thought there might be the need in the future to have a clearer allocation for marketing to attract both pupils and staff.</li> </ul> <p><b>Being outstanding and distinctive – C,S&amp;L Committee</b></p> <ul style="list-style-type: none"> <li>➤ They agreed with all the Critical Success Factors and agrees that the C,S&amp;L Committee do currently focus on all these areas.</li> <li>➤ They suggested to the Governors that as well as an Early Years Link Governor that the GB ought to consider having KS1 and KS2 Link Governors with the aim that they would look in more detail at the monitoring, data and provision for the pupils in their Key Stage. It was decided that this would be discussed at the next C,S&amp;L meeting.</li> </ul> <p><b>Action: CT to add to C,S&amp;L agenda discussion time on considering appointing KS1 and KS2 link governors.</b></p> <p><b>Committed and supported workforce – Pay Committee (plus FD and HF)</b></p> <ul style="list-style-type: none"> <li>➤ They agreed with all the Critical Success Factors</li> <li>➤ They pointed out that it is getting harder to recruit good staff as there is more local competition now and more teachers leaving the profession than joining it.</li> </ul> </li> </ul>	CT

	<p>➤ They also agreed that the Pay Committee is the right place to take these actions forward. CM showed interest in joining the group as she has already been involved in some of the work that has gone on before.</p> <p>Governors discussed whether the split of the groups is right. MS shared his company's idea of 'Sprint Committees' – dynamic memberships of committees where you only serve for the period of time your skills are required then step down or move into a different committee. Giving the idea that even if you have been there at the start of a discussion/ work your skills may best be used elsewhere for the rest of the time.</p>	
9	<p><b>OFSTED preparation</b></p> <p>FD explained to Governors that OFSTED could happen at any point, but that SIAMS will definitely happen this year. She asked the Governors to consider what they need to know and what they already have. Governors split into 3 smaller groups to discuss these questions and put on post-it notes their ideas. FD collected these in, will collate them and create a working document from the results. <b>Action: FD.</b></p>	FD
10	<p><b>HEAD TEACHER'S REPORT</b></p> <p>Governors had received the SEF and FD invited questions.</p> <ul style="list-style-type: none"> <li>• DB expressed his surprise that the number of EAL pupils was as high as 37. FD reported that of these children some are Gifted and Talented, some are meeting their expected level and others are struggling as they are learning 2 languages.</li> <li>• AR said she really appreciated the good analysis of the numbers of pupils on EAL/PP etc. FD asked Governors if they would like this in each report. It was agreed that they would. <b>Action: FD to include in her HT reports stats on the number of SEND/EAL/PP etc pupils</b></li> <li>• CM had emailed some questions ahead of the meeting, these, and their answers are at the end of these minutes.</li> </ul>	FD
11	<p><b>Committees and Nominated Governor Reports</b></p> <ul style="list-style-type: none"> <li>• Pay Committee – nothing to report</li> <li>• Child Protection – See Part 2 minutes</li> <li>• Racial Incidents – None to report, but the children's behaviour is being monitored to ensure this remains the case.</li> <li>• Children in Care – there are currently 2 children in Reception who were previously in care. One of whom has need for supervision and has support a few hours a day. Children in care each come with £1900 funding to pay for extra support they require, their LAC funding will be as closely monitored as the Pupil Premium funding is.</li> <li>• Link Governor – SK explained to Governors that she has created a database showing the training she can see from the Babcock website that Governors have attended. She asked that every governor checks this database (on SharePoint) and adds any training courses they have been on which are not listed. <b>Action: CT to put the spreadsheet on SharePoint. All Governors to check and add to their training log.</b></li> <li>• SEN report – AR explained that she will be meeting with Robyn this week and asked Governors to let her know if there was anything specific they wanted to know. <b>Action: CT to email out Anna's SEND report to all Governors.</b></li> </ul>	CT All CT
12	<p><b>Safeguarding</b></p> <p>Governors received a report from Joanna. She explained that now the Sports Premium funding has doubled they are looking in to finding ways of showing the impact of this and how it can be tracked, this will mainly be evident in the termly PE report which Pamela produces. She also explained that, as part of the recruitment process for teachers they are required to show Lis their teaching qualification certificates, and the database currently shows that one of these is missing. This is being followed up on. BI expressed concern and</p>	

	wanted reassurance that the school can guarantee that all teachers in the school are definitely teachers. FD explained that as well as seeing certificates all teachers were independently checked using their teacher numbers on an independent Secure Access system.	
<b>13</b>	<p><b>Draft Budget 2018/2019 and Three Year Plan</b></p> <p>BI updated the GB on the current financial situation as follows:</p> <ul style="list-style-type: none"> <li>➤ There was uncertainty when the budget was first set as the final numbers of children were not known.</li> <li>➤ There is a £45k carry forward forecast, but it is expected that this will be less as the numbers are more firm now, for example real staff costs and pupil numbers. It is expected that more income will be received through lettings and that the energy costs were too cautious.</li> <li>➤ A tentative budget has been set for next year. There is a lot of expenditure expected such as the Hall AV system, blinds for the new classrooms and upkeep of the Infant building. BI explained that the Resources Committee did discuss restrictions on spending but decided that the budget is sustainable. FD and SK are currently working on a proposal for the next Resources meeting on spending priorities.</li> <li>➤ The Resources Committee are also looking at new areas of income from lettings and external funding.</li> <li>➤ The Governors Fund contributions have increased.</li> </ul>	
<b>14</b>	<p><b>External Funding opportunities</b></p> <p>FD explained to Governors that she has received from the Diocese an ethical policy which has a statement in which could be used as a starting point for Governors to decide which companies should or should not be approached for funding opportunities. She also explained that the school does not have the staff capacity to work on any bids and this would need to be taken forward by the GB if it is going to happen. It was <u>agreed</u> the sub-committee including AR, MS, MW and SK, will get further insight from the Diocese, have a meeting with Martin, and define a strategic plan of action as to the next steps needed.</p> <p><b>Action: AR, MS, MW and SK</b></p> <p><b>Action: FD to circulate the ethical statement from the Diocese</b></p>	AR MS MW SK FD
<b>15</b>	<p><b>Governors CPD feedback</b></p> <p>OFSTED – what Governors need to know – KC and CM are attending this week Bishop's Certificate – DB reminded Governors to let everyone know ASAP if they are unable to attend the training in the hope someone else can stand in for them. AW had done the ASP online webinar and the slides are in SharePoint DB had done the 'What Chairs need to know about OFSTED' webinar</p>	
<b>16</b>	<p><b>Policies</b></p> <p>Governors <u>reviewed</u>, <u>updated</u>, and <u>agreed</u> the following policies:</p> <p>Complaints policy Attendance policy Admissions policy</p> <p>Priory Consultation: Governors discuss The Priory's consultation on their Admissions Policy for 2019 which will give priority to children attending either Dovers Green or Holmesdale Community Infant School. This ultimately means that unless any children from Parish have any direct link to the school such as a sibling already there they will have a reduced chance of obtaining a place. It was noted that this was out of the GB's control and as Parish is now a Primary School there is no need for pupils to feed into a Junior school. As of this moment in time none of the Parish parents have mentioned it.</p>	
<b>17</b>	<p><b>DATE OF NEXT MEETING</b></p> <p>EFGB – Tuesday 20<sup>th</sup> February (exceptional applications) FGB – Thursday 15<sup>th</sup> March</p>	

Governors to consider: What have we done at this meeting that has improved the education of the children of the school?

- *Effectiveness of Leadership and Management* – GDP, HT report, SEF
- *Quality of teaching, learning and assessment* - GDP, HT report, SEF
- *Personal development, behaviour and welfare* – Training, safeguarding report
- *Outcomes for pupils* – SEND/ HT report

Addendum:

See item 10

### **FGB HT Report, 16.11.17**

#### **Questions from Claire MacBride**

Question 1

'secured substantial improvement in progress for disadvantaged pupils" interested me. I wondered, in your report, please could you provide some data relating to starting points, as well as end points, for the disadvantaged pupils in our school? Could this be useful? Also, I feel, this might be useful for the SEND children as well? In particular, the children who have not attained as highly as you would have hoped for? I.e., is it worth commenting on both attainment and progress for both disadvantaged pupils as well as SEND pupils?

**This is one Year 3 child summary that is in the pupil premium document and my HT Report.**

<b>Year group</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Is the gap closed?</b>
Year 3	EXS	EXS	EXS	Her average point score is higher than the year group's average.

This is the data from the child above expanded

<b>Reception on entry</b>	<b>End of Reception</b>	<b>June year 1</b>	<b>End of Year 1</b>	<b>End of year 2</b>	<b>Autumn 1 year 3</b>	<b>End of year 3</b>
Age related	GLD	Got the phonics check	Got expectations in reading, writing and maths	Got expectations in maths and reading	Got expectations in writing	Got expectations in reading, writing and maths

### Two focus children from CS&L

	Reception on entry	End of Reception	June year 1	End of Year 1	End of year 2	End of year 3
Girl, currently in year 2,  SEND for S&L	Age related	GLD	Didn't get the phonics check			

	Reception on entry	End of Reception	June year 1	End of Year 1	End of year 2	End of year 3
Boy, currently in year 3  More Able	Age related	GLD, got exceeding in reading and maths	Got the phonics check	Got expectations in maths and reading	Got greater depth in reading, expected in writing and greater depth in maths	

### Tracking Attainment at Reigate Parish

We do track children very closely, see the screen shot below, and this gives us the information we need. This year we have an additional column for end of year target.



# TRACKING PROGRESS | Year 3 | 2016-17

Name	READING expected bracket GDS										WRITING expected bracket GDS										MATHS expected bracket GDS									
	R1	R2	R3	R4	R5	R6	R+	REC	WI	W+	WEC	W1	W2	W3	W4	W5	W6	W+	WEC	WI	W+	WEC	M1	M2	M3	M4	M5	M6	M+	MEC
	EXS	7	13	19	23	27	33		WTS	EXS	4	6	8	14	20	23		WTS	EXS	5	11	25	30	44	55		EXS			
	GDS	11	23	29	33	34	36	15	GDS	GDS	10	17	21	23	27	29	13	GDS	EXS	5	16	31	36	52	55		EXS			
	EXS	6	11	21	26	31	36		EXS	EXS	7	11	17	20	24	29	3	EXS	EXS	5	8	20	21	42	55		EXS			
	EXS	6	12	20	25	30	36	7	EXS	WTS	6	10	12	17	23	29		EXS	EXS	5	12	27	30	44	55		EXS			
	EXS	8	20	26	30	32	36	6	EXS	EXS	8	11	16	21	26	29	7	EXS	EXS	5	15	27	31	41	55		EXS			
	GDS	12	22	27	32	34	36	15	GDS	GDS	10	16	19	22	27	29	13	GDS	GDS	10	20	41	43	54	55	5	GDS			
	EXS	7	15	22	27	32	36	6	EXS	EXS	7	10	17	19	23	29	5	EXS	EXS	5	11	21	23	45	55		EXS			
	EXS	7	14	21	25	30	36	7	EXS	EXS	4	9	11	15	23	29		EXS	EXS	5	13	29	32	46	55		EXS			
	n/a	-7	-3	0	9	22	28		WTS	n/a	-15	-7	-3	(-2)+8	(-2) 11	20		WTS	n/a	3	10	20	20	40	55		EXS			
	EXS	7	12	18	23	27	36	6	EXS	WTS	-1	(-1)+4	0	13	18	25		WTS	EXS	3	11	21	22	44	55		EXS			
	GDS	12	22	27	31	34	36	15	GDS	GDS	8	15	19	22	27	29	13	GDS	GDS	9	22	39	42	53	55	5	GDS			
	EXS	7	16	22	30	32	36		EXS	EXS	8	12	17	20	24	29	3	EXS	EXS	5	13	26	29	41	55		EXS			
	EXS	5	10	18	23	28	36		EXS	EXS	5	8	13	16	23	26		WTS	EXS	6	13	24	32	50	55		EXS			
	n/a	-7	-3	0	8	19			WTS	n/a	-15	-9	0	7	14			n/a	-11	-6	-4	(-3) 2	(-3) +27							
	WTS	9	19	25	28	32	36	7	EXS	WTS	6	10	15	20	24	29	3	EXS	EXS	7	16	27	32	48	55		EXS			
	n/a	13	22	29	32	34	36	15	GDS	n/a	9	17	20	24	27	29	13	GDS	n/a	10	21	39	45	54	55	5	GDS			
	GDS	12	21	26	31	33	36	15	GDS	EXS	9	14	17	19	24	29	3	EXS	EXS	5	11	21	22	42	55		EXS			
	EXS	4	10	16	20	28	36		EXS	EXS	7	8	14	19	23	29		EXS	EXS	3	8	16	17	39	55		EXS			
	WTS	-7	-3	0	10	23	28		WTS	WTS	-15	-7	-2	8	13	17		WTS	WTS	-11	-6	-2	(-1) 3	(-1) 35	50		WTS			

## Question 2

In addition, in relation to the 'When Ofsted Calls' document, I highlighted 'views of pupils, parents and staff' - have we got any examples of feedback relating to the implementation of a new strategy and seen pupils, parents and staff respond positively/negatively?

Feedback from Parents from June 2017 questionnaire on initiatives introduced by school. The question was: What are the strengths of the school? b. What has been the biggest improvement in the school in the past year? This is lifted from the questionnaire replies:

- Biggest improvement in past year is Tea Club. Really helpful for working parents, and our daughter has great fun.
- Improvement: Tea Club!!!
- Highly effective phonics programme
- Phonics and attention to each child's individual learning needs
- Improvements in last year - RWI well embedded, Astro turf, strengthening maths provision including fun abacus games for home practice
- Phonics and abacus
- The Read Write Inc system is fantastic
- A much stronger focus on phonics and homework
- Year 3 have small class sizes, that has been fantastic but appreciate that is not a deliberate decision.
- The growth of Year 3 and its contribution to the feel of the whole school has been really lovely to watch.
- Huge progress with the change to a primary school. Absolutely fantastic to be able to keep my children at this school for all their years of primary education.
- School extension to year 6/new building approval

- Biggest improvement in past year = real team effort to bring together building work/ year 3 PR
- There is a real buzz around the development of the school, helped by the emergence of the astroturf. Changes to uniform, logo and house teams have all been brilliantly thought-through and handled. Especially LOVE the diverse heroes chosen to represent the houses.
- Secure approach to Primary School Progression. Presentation of the values - brilliant approach to schools 'houses'.
- An improvement: The new uniform
- Improved homework policy for year 2 classes.
- More structured homework has been the biggest improvement.
- The homework system has improved.
- Homework this year is more structured and appropriate and is looked at and marked
- AstroTurf fantastic addition and my son being able to do online homework which he loves
- This year the school has tried to improve communication with parents about what the children are learning - for example the Marvellous Me app is great. It can be difficult sometimes as working parents to feel as involved so the newsletters/communications are very welcome and useful.
- MarvellousMe app but could still be used more effectively.
- Good ethos and very nurturing.
- The values are clearly presented, understood and practiced by the children, who are generally happy and excited to be there.
- The School's core values
- The school's values and sense of community and belonging for the children are its biggest strength.
- It is a nurturing school that tries to get the best out of every child. Strong focus on value (in addition to curriculum), which is very important.
- The school is nurturing and as a parent, you feel that your child is valued and cared for.

Feedback from staff and governors from the June 2017 questionnaire on initiatives introduced by school. This is lifted from the questionnaire replies:

<b>Q8 a. What are the strengths of the school.</b>	<b>b. What has been the biggest improvement in the school in the past year?</b>	<b>c. To make the school an even better place for pupils and staff, what further improvements would you suggest?</b>
Biggest improvement is the teaching of phonics. This shows in the results but also teachers/ta's confidence lunchtime	b: connections with other schools and trip opportunities.	c: improved behaviour management of year 3's at lunch time.

<p>One improvement for organisation would be to have a board in the staff room for weekly events.</p>	<p>b. I really can't think what the biggest improvement has been, it has been lovely watching year 3 become "Parish Children" and hearing about their learning.</p> <p>b, the new upper play area for sports and all weather access</p>	<p>c) to make attending the weekly diary meeting a priority for as many staff as possible to improve communication. Staff to have time to check emails regularly to improve communication. Teachers to collect their class from the playground promptly at the end of lunchtime play as they seem to regularly forget to do this. the behaviour of the children waiting to be collected is not good and they are then allowed to rush in to class making a lot of noise if the teacher does not appear.</p>
		<p>c. people to contribute to ideas about how we integrate across KS1 and KS2, ie two buildings, ensuring that people carry on mixing</p>
<p>Great communication about the expansion . Ensure communication is good next year as we become a two KS school.</p>	<p>b. The biggest improvement has been to understand the importance of staff knowing our core values as a school.</p>	<p>c. More team time - time to talk to TAs and year group teams - working towards one goal.</p>
<p>A. The Christian ethos.</p>	<p>B. Communication</p>	<p>C. Time to share what is happening in different year groups and to visit junior classes, especially as we expand, to meet the different children and to learn how to adjust to work with all ages.</p>
<p>a) The ethos and environment of the school. Our "Team" approach.</p>	<p>b) Focus on engaging curriculum to motivate all children - putting in place support where necessary</p>	
<p>With regards improvements, I feel the RWI Phonics</p>	<p>b) The expert and caring handling of the transition to</p>	

seems to work well, and I personally feel a real sense of 'progress made' when I see children move up to the next level from my group.	a primary school	
Learning is carefully orchestrated and monitored to ensure progress. Chn are supported and nurtured.	b year 3 pupils have been successfully integrated with little or no impact on the rest of the school	c when pupils and staff have raised an issue, this should be followed up regularly until it is solved satisfactorily
A. The school has a wonderful ethos and a good team. It's a great place to work and everyone has shared values and aims.	B. Professional development opportunities	C. To streamline methods of communication so they are consistent for the whole school and for the entire academic year.
a. The staff	b. New (and more) houses	c. Improve timings of assembly and morning play - late endings have a big knock-on effect.

Feedback from pupil, June 2017 questionnaire, on initiatives introduced by school. This is lifted from the questionnaire replies:

<b>Q8 What do you like most about school</b>	<b>and what would you improve?</b>
I like the field because it doesn't get muddy and we can play on it all the time.	To improve: longer play times just year 3 at lunch too, more things to do in golden time, have a woodland area again,
The teachers are supportive and the explain things to us. When you need a friend, people let you play with them. We feel included.	We would like a trim trail.
Homework is really fun and we like the variety.	Maybe some more homework.
playing with my friends, playing football, maths, art	more home reader books to read.
maths, phonics	I would like more clubs
the muga	

lovebreaktimes!!!!	
enjoy the train in the playground, playing football,	
I like Guided Reading and Phonics	
playing football,playing with friends	
phonics	
Playing, learning, maths and phonics	