

Trustees:

<b>Name</b>	<b>Position</b>	<b>Date of Appointment</b>	<b>Expiry of Appointment</b>
Charlie Byham	Chair	9.11.2016	9.11.2020
Kaaren Holmes	Associate headteacher	9.11.2016	9.11.2020
Jan Beard	Co-opted	9.11.2016	9.11.2020
Kim Stevenson	Staff	9.11.2016	9.11.2020
<i>Lancelot Murray</i>	Parent	9.11.2016	9.11.2020
vacancy	Parent		
vacancy	Co-opted		

*Italics denotes absence*

Also Attending: Kate Stevens (DHT), Andrew Gradwell (DHT)  
Sujal Zaveri (Clerk)

<b>Agenda Item</b>	<b>Action</b>
1. Welcome and Apologies	<b>NOTED</b> the absence of Lancelot Murray.
2. Declaration of Interests	<b>NOTED</b> that no declarations were made.
3. Minutes	<b>RECEIVED</b> the Minutes of the meeting held on 9 November 16.  <b>NOTED</b> that item no 6 (a)(iii) needed amending from 'pupil premium' to LAC and the designated person was Sarah Evans.
4. Matters arising from the Minutes	(a) <b>Children's Laureate-</b>  <b>REPORTED</b> that there had been a library promotion last term from the North of England. The school was considering an author focus on Chris Riddell, or other children's laureates next half term (Minute no 4(j));  (b) <b>Future destination of Safeguarding /Pastoral data</b>  <b>REPORTED</b> by Kaaren that the response from GSS was as follows 'reporting Pastoral information to GBs (and now Trustees) started with Exclusions and grew over time as a result of legislative changes such as the Equalities Act etc. We have tried to ensure that governors have a good understanding of incidents that may arise within schools and their frequency. With the exception of reporting Exclusions to the LA which is under separate legislation, there is no specific requirement to do this but it

	<p>is good practice for governors to be aware so that they may pick up on any trends or potential barriers to education.’ Theresa Palmer (Governor Services.) Data would still be reported to LGB (see Below). Exclusions would be reported to LGB Chair, and Enfield (Minute no 5).</p>
5. Membership	<p><b>NOTED</b> the two vacancies, one for parent and one for co-opted governor.</p> <p><b>REPORTED</b> that Charlie Byham would try and recruit a member from the Capel Manor Fuscia Growing Club as they were local residents and SLT would continue to encourage parent nomination. Furthermore, there was a parent workshop on the 9<sup>th</sup> February between 9am and 11am which would present an opportunity to advertise the vacancy.</p> <p><b>RESOLVED</b> that John West would be invited to this event and if feasible both Matt Miller and/or John would present to the parents and invite interest and applications for the role of parent governor.</p> <p style="text-align: right;"><b>Action: Kaaren Holmes/Matt Miller</b></p>
6. Schools Self Evaluation	<p><b>RECEIVED</b> the Associate HT report which included information for the items below, a copy of which is in the minute book.</p> <p><b>REPORTED</b> that</p> <p>(a) the current school self-evaluation gradings were ‘outstanding’ for Effectiveness of Leadership and Management and Personal Development and Welfare. All other areas were graded as ‘Good’.</p> <p>(b) Deborah Thompson was scheduled to visit the School in March to consider reading but no external reviews had taken place.</p>
7. Safeguarding	<p><b>RECEIVED</b> the Safeguarding Children in Education Checklist which had been read and signed by all staff.</p> <p>(a) <u>Training</u></p> <p><b>REPORTED</b> that the safeguarding lead was Sarah Evans (Deputy Headteacher) with Julie being the Deputy. In addition all staff had received Child Protection Training and had attended Prevent Training.</p> <p><b>NOTED</b> that Matt Miller questioned the use of terminology with reference to four Safeguarding Officers.</p> <p><b>RESOLVED</b> that</p> <ul style="list-style-type: none"> <li>○ the language would be amended to Safeguarding Team. <b>Action: Kaaren Holmes</b></li> <li>○ the Safeguarding Governor would be Charlie Byham</li> </ul> <p>(b) <u>Pupil Pastoral Information</u></p> <p><b>REPORTED</b> that between September 2016 and December 2016 there had been  3 child protection referrals to social care  0 Allegations against staff reported to Lead Officer for Child Protection  0 Racial Incidents</p>

	<p>7 Exclusions Fixed Term (under 5 days)  4 at Chesterfield (2children) , 3 at St Mary's  0 Exclusions Fixed Term (More than 5 days)  0 Exclusions Permanent  0 Serious Bullying Incidents  1 any significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people.</p> <p><b>NOTED</b> that the Chair, Charlie Byham, <b>asked</b> if this safeguarding issue was continuing and was assured that this was an isolated incident.</p>
8. SDP	<p><b>RECEIVED</b> the SDP, a copy of which is included in the minute book</p> <p>(a) <u>Key priority 1: Raising attainment of Reading in KS2</u>  (i) <u>Progress and impact on teaching and learning</u></p> <p><b>NOTED</b> that with reference to the Headteacher report page 2,</p> <p>(A) two more teachers started the Lilac programme;</p> <p>(B) Matt Miller <b>asked</b> if the head teacher could give some examples of the impact of LILAC. This was the Language in Learning Across the Curriculum course. Kaaren responded with examples of activities such as Dictogloss, where the teacher would dictate a piece of text for the pupils to reproduce later. Kate Stevens continued that this introduced pupils to appropriate scientific text to increase their vocabulary. As a result pupils were producing and using scientific terminology rather than colloquial speech;</p> <p>(C) Kate Stevens had recently met the Lilac team who were trying to further imbed this strategy to see the narrative and practice it in context;</p> <p>(D) the impacts could also be seen in books. In some classes the Register of Continuum had been displayed and pupils were heard talking about the Register of Continuum with confidence. Although LILAC was particularly useful for EAL (English as an Additional Language) pupils it helped all pupils develop their speaking and listening skills. This in turn had a positive effect on the rest of the curriculum.</p> <p>(ii) <u>Feedback from governor visit</u></p> <p>The Chair, Charlie Byham, shared that during her visit she had witnessed Read Write Inc for the first time and was very pleased to see it in action. Kaaren Holmes said that Andrew Gradwell was the lead on it. Charlie had also met members of the School Parliament who were all really excited to talk to her about their work.</p>

(b) Key priority 2: Early Years Provision

(i) Progress and impact on teaching and learning

**Noted** that

(A) Kaaren Holmes directed the governors to page 3 of the Headteacher report and Celebration Friday. Charlotte Byham **asked** how the three pupils had been selected. Kaaren Holmes responded that this was on a rota so everyone had the chance over time;

(B) in answer to a **question** from Matt Miller governors learnt that EAL parental engagement was undertaken with support from the Family Support Officer. This was a hard to reach area but the school was endeavouring to improve this by using events such as coffee mornings to increase engagement. Matt Miller informed the governors about a new scheme called “just one hour” at Bowes Edmonton where parents were invited to join their children for 1 hour after school. This had proved very successful and was valued by the parents.

**NOTED** that this scheme would be considered, perhaps by starting with one day.

(c) Key priority 3: Feedback for Learning

Progress and impact on teaching and learning

For this section governors referred to the Headteacher Report, books and teacher plans.

**NOTED** that

(i) governors complimented the school on their impacts in relation to the pupil conferencing. Charlie Byham highlighted the reports in the press which evidenced that the School was forward thinking;

(ii) governors were shown a variety of Pupil Books and the following comments were made:

- Matt Miller **asked** if the Year 6 Maths pupils whose books were displayed were at ARE and was told that they were.

**RESOLVED** that at the next meeting governors would be shown books of pupils with a range of abilities.

**Action: Andrew Gradwell**

- Jan Beard shared some of the pupil self-reflection which demonstrated maturity and honesty and **asked** which year group this started at. She was informed that this way of learning was commenced from year 1. Furthermore, this addressed retention in pupils by reinforcing materials taught. Sometimes, especially for younger children, this was enabled by increased one to one time between teacher and pupil.

- Jan Beard **asked** if the school had a pen policy and this was affirmed.

(iii) governors looked at annotated teacher plans and learnt that, apart from their use for lessons, they were useful for moderation purposes. Teachers brainstormed objectives for the week in a group. Plans were then available for the following year. The new structured format for CLQ reduced workload and helped build up a bank of planning for the future. Another gain, was that additional activities such as booking many school trips in advance were made possible.

	<p>(iv) Governors saw evidence of teachers finely tuning their work plans to the needs of the children. Additionally, there was evidence of Teaching Assistants being designated specific tasks.</p> <p>(v) Jan Beard <b>asked</b> if parents had responded positively and it was clarified that the majority of parents were pleased but a few had not been. These parents were gently reminded of the proven impact of fast feedback and it was believed that after witnessing the method in practice they too would see the benefits.</p>
<p>9. Inclusion Focus</p>	<p><b>RECEIVED</b> the Feedback from Learning Policy and the PSHE curriculum copies of which are included in the minute book</p> <p>(a) <u>Looked After Pupils</u></p> <p><b>REPORTED</b> that there were two LAC currently. Sarah Evans (Deputy Head for Inclusion) was the designated LAC Teacher. Anonymised details of the 2 pupils were received.</p> <p>(b) <u>Disadvantaged Pupils</u></p> <p><b>NOTED</b> that Charlie Byham <b>asked</b> about the low PP figures in reception and was told that the School was investigating. These were not a true reflection and would be updated after PLASC census from January was released in the Key to Success website. There was a connection between this and universal Free School Meals.</p> <p>(c) <u>SEND</u></p> <p><b>REPORTED</b> that</p> <p>(i) there were 40 pupils with EHCP and Statements and this figure would rise to 46 with another 5 applications pending;</p> <p>(ii) the Enfield early intervention team no longer existed, therefore there would be no future ‘trawl’ and sharing of information for the September intake. Hence the School needed to be mindful that higher numbers of unknown children with exceptional needs were likely to be admitted, and should prepare for this.</p> <p>(d) <u>White British boys</u></p> <p><b>REPORTED</b> that this population was less than 10% of the total and as the School was extremely diverse it was difficult to cluster groups. However all staff were mindful of strategies to use for any underachieving pupils.</p> <p>(e) <u>Underperforming groups</u></p> <p><b>REPORTED</b> that White Turkish children (21%) continued to be a group of concern, they were focus group, all staff are aware of these children, LILAC strategies were incorporated across the curriculum to support language acquisition, interventions and booster tuition was provided for target children.</p>

(f) Governor Visit

**RECEIVED** the visit form from Jan Beard (Governor), a copy of which is included in the minute book.

**REPORTED** by Jan Beard that

- (i) she had visited the school and Kelly Gradwell had escorted her and discussed Pupil Premium strategies. Provision for pupil Premium children was comprehensive and included all members of school staff supporting physical and mental well-being as well as accelerating progress in learning;
- (ii) the children were provided with breakfast to ensure that no child went hungry and were ready for learning. In addition, fruit bowls were available in every classroom;
- (iii) during the school day the main focus was on quality first teaching with additional staff who created smaller teaching groups in English and Maths in years 5 and 6. All teachers could identify target pupils and leaders promoted the sharing of good practice and monitored progress;
- (iv) Interventions included Read Write Inc to improve phonic knowledge and narrow the attainment gap;
- (v) an attendance officer was funded to support families and improve attendance;
- (vi) enrichment activities included participation in school trips subsidised for pupil premium children. Teachers were paid to run a wide range of after-school clubs based on identified needs in each year group. 57% of pupil Premium children took part in sports clubs;
- (vii) pupils were also offered learning based clubs which were targeted and Saturday schools for years 5 and 6. But Year 5 attendance in the latter was patchy and the impact has been seen to be limited so Saturday school is now only for Year 6;
- (viii) Pupil Premium pupils had been targeted for individual music lessons. Jan Beard said she was particularly pleased to see this as this was normally the domain of the more affluent children;
- (ix) additional support for emotional social and behavioural needs and other barriers to learning was provided by learning mentors
- (x) identifying pupil premium children, to ensure full access to funding, could be difficult with the commencement of free school meals. Hence they were asked to fill in a form with the national insurance details as part of the admission process. In this way families entitled to tax credits or income support could be identified and the funding for eligible children could be accessed;
- (xi) the school leadership team lead for pupil premium tracked progress and spending. Last year Key Stage 1 Pupil Premium children out performed non pupil Premium children. But there was a significant gap in attainment at key stage 2

	<p>particularly in reading where they were 43% below national pupil premium (although this was not reflected in the Teacher Assessment, and the drop in attainment for all was connected to the severity of the test nationally);</p> <p>(xii) a further visit was scheduled for the team during the spring term of 2017 to take part in a learning walk and drop in on classes teaching reading including Read Write Inc and teaching of vocabulary development and higher order reading skills. <b>ACTION: Kate Stevens/Andrew Gradwell</b></p> <p>Jan Beard was thanked for her comprehensive report of the school visit.</p> <p><b>RESOLVED</b> that there would be a link governor called “Be Included” to comprise of Pupil Premium and SEND. Jan Beard was nominated but the final decision would be made at the conference on Saturday.</p>
10. British Values	<p><b>RECEIVED</b> the Behaviour for Learning Policy and values copies of which are included in the minute book.</p> <p><b>NOTED</b> that</p> <p>(a) governors were directed to page 2 of the policy: The values are Respect, Responsibility, Safety, Collaboration, Resilience and Success. Kaaren Holmes revealed that these were embedded in daily practises and the community was aware of the values. However, they were especially useful for new teachers and members of the school;</p> <p>(b) there were half termly assemblies based on the values, and conversations with cabinet members of the school parliament. Also they were mentioned in the newsletter;</p> <p>(c) Governors were shown the learning quest planning;</p> <p>(d) an overhead projector displayed pupils looking proud with stickers of values and certificates.</p> <p><b>RESOLVED</b> that at the next meeting governors would be shown a video of the pupils giving direct feedback.</p> <p style="text-align: right;"><b>Action: Andrew Gradwell</b></p>
11. Finance	<p><b>RECEIVED</b> a copy of the GAG Statement a copy of which is included in the minute book.</p> <p><b>REPORTED</b> that</p> <p>(a) Budget update was provided in the headteacher report but the overall financial responsibility lay with the trustees;</p> <p>(b) this item would be further discussed at the Conference on Saturday.</p> <p>(c) <u>Personnel update</u></p> <p><b>NOTED</b> that</p> <p>(i) the school was fully staffed last term;</p> <p>(ii) 3 members of staff started maternity leave, 2 staff were still on leave, all posts</p>

	<p>were covered;</p> <p>(iii) Kelly Gradwell and Tijen Hassan (both Heads of School) had been offered great opportunities to be seconded, starting from January (one to ELT children’s Centre and ELT development group, one to another local school). This had given the School the opportunity to offer promotion, after interview, to 2 internal, experienced AHTs (Kate and Andrew) to Deputy Head, thus ensuring capacity and ongoing quality leadership of Teaching, Learning and Assessment, and Curriculum, whilst reducing the staffing costs;</p> <p>(iv) Internal restructuring had taken place to create an ELT finance and personnel team. This had been managed successfully without increasing the Chesterfield admin team.</p> <p>(v) Kaaren Holmes thanked the admin team and SLT for meeting this challenge and adapting to the changes well.</p>
12. Premises	<p><b>RECEIVED</b> the Health and Safety reports copies of which are included in the minute book.</p> <p><b>REPORTED</b> that</p> <p>(a) there were no key areas of issue. Remedial action on some outside areas were still pending, and were being pursued;</p> <p>(b) all staff are asked in weekly briefing for any issues, so they could be addressed;</p> <p>(c) a fire alarm practice had been successfully completed for the whole school.</p> <p>(d) on the 13<sup>th</sup> of January, the school had to be closed due to boiler failure. In answer to <b>questions</b> this could not have been anticipated and had been rectified. There was a regular maintenance programme.</p>
13. Governor Training & Development	<p><b>REPORTED</b> that a conference entitled ‘One Term On’ had been arranged to take place at Theobalds on 28 January 2017, 9am start.</p>
14. Matters to be referred to Trustees	<p><b>NOTED</b> that there were no matters identified to be referred to the Trustees.</p>
15 Evidence capture:	<p><b>NOTED</b> the following key discussion points linking to improving outcomes for pupils:</p> <p>(a) Pupil Conferencing aligned to lesson plans (Minute No 8)</p> <p>(b) Book scrutiny (Minute No 8)</p> <p>(c) Governor Visit Capture (Minute No 9(f))</p> <p>(d) Values and their implementation( Minute no 10)</p>
16 Dates of meetings	<p><b>NOTED</b> that the next meeting was on Wednesday 10<sup>th</sup> May at 6pm.</p>
17 AOB	<p><b>NOTED</b> that the new Chesterfield website should be ready to launch before half term.</p>

<b>18.</b> Items to remain confidential	There were no items to remain confidential

<b>MIN NO</b>	<b>ACTION</b>	<b>BY WHOM</b>
<b>5</b>	Matt Miller and John West to be invited to Parent Workshop for recruiting a parent governor	Kaaren Homes/ Matt Miller
<b>7 a</b>	Amend language to Safeguarding Team	Kaaren Homes
<b>8(c)(B)</b>	Governors to see pupil books with a range of abilities at next meeting	Andrew Gradwell
<b>9(f)</b>	learning walk and drop in on reading classes reading including Read Write Inc, teaching of vocabulary and higher order reading skills.	Jan Beard
<b>10</b>	Video of pupils giving feedback on values to be presented to governors	Andrew Gradwell

