

**Minutes of the meeting of the Full Governing Body of Shirley Community Nursery and Primary School
held at school on Thursday 22 September 2016 at 6.30pm**

Current Governors as at 22 September 2016

Reverend Ruth Adams
Martin Campbell
Heather Cook
Colquhoun Ferguson
Karl Grenz
Philip Henderson
Angela Leach (Head)
Angela Mason-Bell
Louisa Meynell
Libby Saunders
Iain Smith
Nicole Went
Henri Winsemann-Falghera

Present: Reverend Adams, Mr Campbell, Mrs Cook, Mr Grenz, Mrs Leach (Head), Mrs Mason-Bell, Ms Meynell, Mr Smith, Mrs Went, Ms Winsemann-Falghera.

Visiting: Mrs Wernham (Deputy Head, non-voting). In attendance: Miss Owen (Clerk).

The Clerk advised the meeting was quorate, as more than 50% of the current membership, excluding vacancies (2), was present.

1. Standing items

1.1 Apologies for absence

Mr Henderson (away from Cambridge); Mr Ferguson (away from Cambridge); Mr Saunders (away from Cambridge); Mrs Kidney (visitor to the meeting: non-voting) (personal).

Ms Winsemann-Falghera proposed, Mrs Cook seconded the apologies should be accepted. Agreed by all.

1.2 Declaration of interests

No interests were declared in items on this agenda.

2. Procedural items for the beginning of the academic year 2016-2017

2.1 Reverend Adams proposed, Mrs Went seconded that the meeting should continue to approve the term of office as one year for the Chair and Vice Chair (as stated in the current Standing Orders). Agreed by all.

Election of Chair: Mr Iain Smith offered to stand. There were no other nominations. Mr Smith left the meeting whilst the vote took place. Ms Meynell proposed, Mr Grenz seconded the proposal of **Mr Smith as Chair**. Agreed by all present.

Election of Vice Chair: Mr Karl Grenz offered to stand. There were no other nominations. Mr Grenz left the meeting whilst the vote took place. Mrs Cook proposed, Ms Meynell seconded the proposal of **Mr Grenz as Vice Chair**. Agreed by all present.

2.2 Register of Pecuniary Interests 2015-2016

The Register was signed by those present. The Chair noted this and other information pertaining to Governors' roles is published on the website. Mr Campbell said he is not a Governor at NCA.

2.3 Annual Declaration of Eligibility

Completed annual declarations were passed to the Clerk. Governors who are not present are asked to send them to the Clerk.

3. Minutes of the last meeting (14 July 2016)

Mrs Went proposed, Ms Winsemann-Falghera seconded that the minutes be accepted as a true record. Agreed by all.

***New attendees at this meeting were welcomed by the Chair: Angela Mason-Bell, Martin Campbell, Suzanne Wernham.**

3.1 Matters Arising

No items.

3.2 Headlines suggestions

The Chair said he would ask Mr Henderson if he could look at possible items.

4. Review of the currently adopted Recommended Complaints Procedure (LA) and currently adopted Recommended Persistent Complaints and Harassment Policy (LA)

The Chair said it is expected the LA will send revised versions of these documents to schools, later this term. In the meantime, the Chair said it was advisable the FGB review the LA documents that are currently adopted.

The Recommended Complaints Procedure was proposed for re-adoption by Reverend Adams, seconded by Mr Grenz. Agreed by all.

The Recommended Persistent Complaints and Harassment Policy was proposed for re-adoption by Mrs Went, seconded by Ms Winsemann-Falghera. Agreed by all.

5. Headteacher's Report

The Head said her report, whilst containing items of school news, focuses primarily on a data update for Governors. The Head said that following the DfE checking exercise in September, two pupils were removed from the KS2 data set, as both had arrived in the UK after the start of Year 5 and were new to English. The school's KS2 2016 Attainment was as follows:

	Expected Standard %			Higher standard or greater depth %		
	School	Cambs	National	School	Cambs	National
Reading	65	65.7	66	20	21.8	19
SPaG	79.5	69.8	72	29	22.9	23
Writing (TA)	59	71.3	74	6	13.7	15
Maths	76	66.7	70	14	16.6	17
R/W/M combined	49	52	53	6	5.8	5

The Head explained that a pupil's test raw score is converted to a scaled score. A scale of 100 is 'at expected standard', a score of 110 or above is 'a higher standard or in greater depth'.

The following information, given to the meeting by the Head, highlighted the average scaled score 2016 outcomes for the school, Cambridgeshire and nationally:

	School	Cambs	National
Reading	102	102	103
SPaG	104	103	104
Maths	104	102	103

In answer to a Governor's question, the Head said the system of national curriculum levels is no longer used by the Government to report end of Key Stage assessment. The previous 'expected progress' measure, based on pupils making at least two levels of progress between KS1 and KS2 is no longer produced, and will not appear in the performance tables of Raiseonline in 2016. This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score. In answer to a Governor's question, the Head explained the floor standard is the minimum standard for pupil attainment and/or progress that the government expects schools to meet. No school will be confirmed as being below the floor standard until December 2016 when schools' performance tables are published. The Head said that whilst there are now no national targets for expected progress for individual pupils, the school uses Target Tracker and 6 steps a year progress is expected to be made by pupils.

The meeting discussed the available 2016 attainment and scaled score data for KS2. Whilst broadly in line with Cambridgeshire and national scaled score, a Governor noted the school's expected standard for the Reading, Writing and Maths combined score at 49%, comes close to the national standard of 53%. A Governor noted that national expected standard at 53%, appears low. The Head said whilst the school came within 4% of the national standard and can be considered to be in line, there is still work to be done to achieve the national standard in Writing. It was pleasing though that in the higher standard or greater depth % for Reading/Writing and Maths combined, the school achieved 6%, compared to Cambridgeshire 5.8% and national 5%.

In answer to a Governor's question about the expected floor standard, the Head said that in 2016, a school would be above the floor if at least 65% of pupils meet the expected standard in English reading, English writing and mathematics: or the school achieves sufficient progress scores in all three subjects i.e. at least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment or all of the progress elements. The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element. The Head said she confident that the school had made sufficient progress in the three core subjects to be above the floor standard.

Progress Measure KS1 – KS2 2016.

The Head explained the changes in measuring progress that are now demonstrated for the first time in 2016 and how they are interpreted.

	School	Cambs	National
Reading	1.2 <i>Within the top 40% of schools with similar attainment nationally</i>	Not yet known	Not yet known
Writing (TA)	0 <i>Within the middle 20% of schools with similar prior attainment nationally</i>		
Maths	2.8 <i>Within the top 25% of schools with similar attainment nationally</i>		

- Individual pupil level progress scores are calculated in comparison to other pupils nationally. For all mainstream pupils nationally, the average progress score will be zero.
- A school's progress score for English reading, English writing and mathematics are calculated as its pupils' average progress score. This means that school level progress will be presented as positive and negative numbers either side of zero.
- A score of 0 means pupils in this school on average do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at KS2 than those with similar prior attainment nationally.
- A negative score means pupils in this school do on average worse at KS2 than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor.
- For example a school with a mathematics progress score of -4 would mean that , on average, pupils at this school achieved 4 scaled score points lower in the key stage 2 mathematics test than other pupils with similar prior attainment.

Each school will have three published progress scores:

- ✓ Average progress in English reading
- ✓ Average progress in English writing
- ✓ Average progress in mathematics

The meeting discussed the changes to the progress measures. In answer to a Governor, the Head said the tests are new and different; consequently, the ways of demonstrating progress are different.

Progress is calculated from a test score that is converted to a scaled score. Test score entries are entered through the NCA tools website; these are then calculated nationally into a scaled score from data submitted by all schools in England. The Head said interpreting the new system, in its first year, shows that 47% did not achieve the expected national standard % in KS2 Reading/Writing and Maths combined.

A Governor asked about the accuracy of Writing assessments by the school's teachers. The Head said moderation is carried out with other schools; the school's progress score falls into the middle 20% percentile (-0.5 to 0.7); this is acceptable, as being below the middle 20%, demonstrates progress is not being made. The Head explained how percentile distribution across the three core subjects of Reading, Writing and Maths is mapped. All schools below the progress element of the floor standard in an individual subject will be in the bottom 5% in a subject.

The Chair said the new systems may mean given results are, at this point in time, opaque for Governors and asked if attainment and progress made this year was the same or better than last year. The Head said progress is good but the school has to get pupils to achieve further, particularly in Writing, to move the combined score higher. In answer to a Governor's question about expectations in Writing, the Head said the school is embedding the higher standards demanded. A Governor noted that the school's KS2 SPaG attainment (79.5% at expected standard) is higher than the national 72%, whilst Writing (59%) is lower than the national (74%) and asked for possible reasons for this difference. The Head said pupils start learning in Early Years e.g. through phonics. Planning ensures discrete SPaG revision is built into the curriculum. In Year 6 English lessons, discrete SPaG terminology and application is undertaken, as pupils need to demonstrate understanding elements of grammatical use in the tests. The Head said the incorporation of grammatical elements is difficult for some pupils. The Head confirmed to a Governor's question that 36 questions are expected to be answered, about three texts, in an hour on the Reading paper.

The Chair asked if there was anything that the school had learned from these results that was not working and needed to change. The Head said the overall message was that the school needed to improve results and standards to help the pupils improve, so their standards are in line with the national average. The Head said the SLT were going to scrutinise the teaching of Writing and Reading to see if correct balances were in place. The Head said the school's new marking policy is being formulated to be more in line with Writing in the new curriculum with a highlighted emphasis of the school's work in English. This policy will come to the Standards Committee when it is finalised.

The meeting moved into a discussion about the quality of teaching in the school. The Head said with five NQTs, the quality of teaching could not be expected to be judged as outstanding at this moment; acknowledgment must be given to the learning and mentoring needed by the NQTs as they settle in to the life of the school and develop as teachers.

A Governor asked if 'similar to other schools' progress and attainment took into account the demographic of the school. The Head said it did not. A Governor said, in his opinion, the results of the progress measure KS1-KS2 2016 were good, with 2.8 in Maths and 1.2 in Reading showing particularly encouraging results. The Chair asked if the teachers thought the results showed they were erasing gaps identified previously through monitoring. The Head said there were no particular areas in the results that demonstrated gaps existed; as previously noted by the meeting, Writing remains an area on which to concentrate. A Governor said the Standards Committee would look forward to having the opportunity to discuss the new marking policy in depth, when it had been finalised by the SLT. In answer to a Governor's question about how the progress of certain groups could affect overall results, the Chair noted that the Data Governor would analyse the performance of all pupil groups. Any gaps would be perceptible through this analysis. The Head said Target Tracker is proving a valuable tool for tracking pupil progress and when the Data Governor meets with Mrs Kidney later this term, an interim analysis would show if and where gaps were evident. The Head said the SLT are aware of where main gaps exist that need addressing.

The meeting discussed socio-economic factors of the school's area; the Head said 40% of the year 6 pupils that left in July were Pupil Premium pupils. The national average of Pupil Premium pupils is 18%. The Head said the school has multiple vulnerable groups. A Governor noted that the 2.8 progress measure in Maths is not contextualised: if it were, undoubtedly it would be higher. A Governor asked if the school thought the results were disappointing. The Head said the SLT had initially thought the school might have struggled to get to the national average, as last year's KS2 cohort had achieved 78% L4 in Reading, Writing and Maths combined. However, it was pleasing that the expected standard results had shown, when compared to the national average that the school was in line with Reading, above the national average in SPaG and above the national average in Maths. Writing is below the national average and it is the school's results in Writing that had meant the school achieved lower combined result of 49, compared to the national average of 53. The Head said Writing results must be improved as a priority in order to come into line with the national score. The meeting agreed with the Head's comments and the Chair asked that if the FGB could support the school in any way, the Head was to inform Governors.

The Head gave the headline figures for the school's results for 2016 for Early Years and the outcomes of the Phonics screening checks in Years 1 and 2.

	School %	Cambs %	National %
Early Years GLD (Good level of development)	54	69.7	69.3
Yr 1 Phonics screening check	78	78.2	81.6
Yr 2 Phonics screening check* (20 pupils)	50	65.7	66.7

The meeting discussed these outcomes. The Head said there were challenges to learning experienced by many pupils in Reception and it was encouraging to have 54% for the Early Years Good Level of Development. The Year 1 Phonics screening check is in line with Cambridgeshire. The Head discussed the process and procedures of the Phonics screening check process in Year 1 and for those that re-take it in Year 2. The Head said of the twenty pupils in Year 2 who took the test, 50% (ten pupils) met the threshold. Ten pupils did not meet the threshold; however, this number included four pupils who were disapplied and two who were absent. The Year 2 group also included pupils new to the school.

The Chair asked if Phonics was being given a great enough emphasis in Year 2 and asked if, for example, learning spelling was taking preference. The Head said this was not the case. Phonics underpins pupils' reading; this, in turn, informs pupils' writing. Phonics is a method of putting sounds together and blending them to make words. Whilst some children find looking at letters to make sounds comparatively easy, some children with significant learning difficulties have a poor visual memory, so becoming competent in reading i.e. through blending sounds, is difficult. Some children are still continuing to learn this skill in Year 3. The Chair said that an understanding of Phonics is essential for the school's pupils and asked that the Standards Committee are given updates of Phonics progress in KS1.

The Head gave Governors the 2016 results of KS1:

	Expected standard or above				Greater depth		
	School TA	School test	Cambs TA	Nat TA	School TA	Cambs TA	Nat TA
Reading	49.2	62.3	73.2	74	16.4	23.8	23.6
Writing	36.1	NA	63.4	65.5	4.9	13	13.3
Maths	45.9	65.6	71.2	72.6	6.6	17.7	17.8
Reading, writing and maths combined	25	NA	57.8	60.3	0	8.3	8.9

The Head explained the KS1 results are comprised of teacher assessments and include a test score. The Head said the KS1 tests were carried out using 'activity booklets' that children were encouraged to complete as independently as possible. The interim statements for Reading, Writing and Maths were very clear and teachers had to say if a pupil had met a certain standard. Teacher assessments are based on children's work within the past few months; a test only assesses certain elements. In answer to a Governor's question about the school's teacher assessments, the Head said the SLT would be undertaking extensive work in KS1 to ensure teacher assessments are accurate and to ensure pupils are meeting the required standards.

The Chair noted that whilst there was a similarity in the overall Cambridgeshire Teacher Assessments and the National Averages, there was a systematic difference between the school's teacher assessments and Cambridgeshire teacher assessments, at both expected standard and greater depth. The Chair asked the Head for possible reasons for this disparity. The Head said that as noted earlier the SLT would be working closely with KS1 teachers to ensure their assessments were accurate. In answer to a Governor, the Head said the teacher assessments were disappointing especially as children must reach certain standards in their learning by the end of this Key Stage. The Head said standards are now higher and changes in assessment have moved away from a 'best fit', to a highly defined process of recording assessment using Target Tracker. A Governor noted the considerable level of difference between the school's teacher assessments of 49.2 for Reading, compared to the Cambridgeshire teachers assessments for Reading of 73.2 and asked if the Head thought the school was behind in Reading overall. The Head said whilst this is disappointing, the introduction of the new curriculum has meant standards are now higher. The school continues with Writing moderation with another Cambridge Primary school and the assessments in KS1 have demonstrated there is further work to undertake with colleagues, in all three core subjects in KS1. The Head agreed with a Governor's comment that there is more work to do to ensure KS1 is in line with national averages.

The Head gave an update on staffing to the meeting. New staff, including the school's five NQTs and the new Deputy Head, Suzanne Wernham, are settling in well. The Head is making arrangements to cover Mrs Sanders's maternity leave at half term and is working on cover for Mrs Kidney, when she starts her maternity leave after half term. The Head will update Governors when arrangements have been confirmed. Other staff news regarding maternity and sick leave absence was noted. In answer to a Governor's question about forthcoming alterations to the staffing profile, the Head said managing change is challenging.

The Head outlined the **SDIP (School Development and Improvement Plan) priorities for 2016-17:**

- ✓ Improve the quality of teaching so that all teaching is judged to be good or outstanding
- ✓ Continue the school's work to develop learning behaviour, improve attendance and punctuality
- ✓ Assessment – assess all subjects of the curriculum and implement a new marking policy to ensure maximum progress of pupils
- ✓ Improve progress in all year groups so that gaps between vulnerable groups narrow and attainment is more in line with national expectations

The Head noted the SDIP 2016-17 would come to the FGB for approval at Autumn B. The actions, to support the school to achieve its set priorities, are outlined fully in the RAPs. The Chair said the priorities reflect the steps Governors would expect the school to take in order to drive up attainment and progress. The Head said the SDIP matches Ofsted expectations and aligns with their judgements for improving outcomes for pupils.

A Governor asked how the school planned to meet the expectations within the final priority, considering the school has five new NQTs. The Head agreed the assessment processes are new to the NQTs and noted the SLT and Phase Leaders will be working closely with all staff, including the NQTs, to ensure assessment is accurate and understood. A Governor asked about the inclusion of a growth mindset in the school's life. The Head said posters espousing the language and aims of growth mindsets are clearly displayed in all classrooms and give positive messages to pupils e.g. 'I can't do it *yet*' The Head said praise, and reward through effort, features large in the life of the school with a continuing emphasis on improvement and self-value. A Governor referenced a recent Pupil Voice visit she had made and said she welcomed hearing pupils talk about what they 'were able to do *now*'. The Chair thanked the Head for her report.

6. School Development and Improvement Plan (SDIP) 2016 -17

Action: The Chair said the SDIP was noted to come to the Autumn B meeting.

7. Annual appointment of named Governors

The meeting discussed the named offices of responsibility, the expectations of these roles, and agreed the following:

- **Safeguarding, Child Protection, Looked After Children:**

Reverend Ruth Adams already holds this office. The meeting agreed that as it such a considerable role, additional Governors should be appointed to this responsibility:

Angela Mason-Bell: proposed by Ms Meynell, seconded by Ms Winsemann-Falghera. Agreed by all.

Karl Grenz: proposed by Reverend Adams, seconded by Mr Smith. Agreed by all.

- **Equality and Diversity:**

Louisa Meynell: proposed by Reverend Adams, seconded by Mr Grenz. Agreed by all.

- **Health and Safety:**

Heather Cook: proposed by Ms Meynell, seconded by Mr Smith. Agreed by all.

- **SEND:**

Martin Campbell: proposed by Reverend Adams, seconded by Mr Grenz. Agreed by all.

- **Data Governor**

Philip Henderson: Proposed by Reverend Adams, seconded by Mrs Went. Agreed by all.

- **Headteacher's Performance Management (2017-18):**

Reverend Ruth Adams, Philip Henderson, Iain Smith: proposed by Ms Meynell, seconded by Mrs Went. Agreed by all.

Action: the Clerk will re-distribute role descriptors. It was noted these may need revising.

8. Governor Monitoring Groups

The meeting discussed the importance of the monitoring groups in that they hold the school to account. Reports from the Groups inform all members of the FGB of the school's progress and impact of FGB funding.

The following groups were decided:

SEND

Martin Campbell (Lead), Louisa Meynell. Proposed by Ms Winsemann-Falghera, seconded by Mrs Went. Agreed by all.

Curriculum

Nicole Went (Lead), Louisa Meynell. Proposed by Reverend Adams, seconded by Mr Grenz. Agreed by all.

Maths

Louisa Meynell (Lead), Angela Mason-Bell, Phil Henderson. Proposed by Mr Grenz, seconded by Ms Winsemann-Falghera. Agreed by all.

Writing

Nicole Went (Lead), Reverend Adams. Proposed by Mr Grenz, seconded by Mr Smith. Agreed by all.

9. Annual membership of the FGB's Committees

The meeting discussed the membership of the Committees and agreed the following:

Resources

Angela Leach
Karl Grenz
Iain Smith
Angela Mason-Bell
Heather Cook

Standards

Angela leach
Reverend Adams
Louisa Meynell
Martin Campbell
Philip Henderson
Nicole Went

*It was noted that visiting (non-voting members) to Committees are expected to be unchanged for 2016-17.

Development Group: the membership of this group is outlined in the Terms of Reference: the FGB Chair, the Chairs of Committees, Head and Data Governor (when appropriate).

The 2016-17 Committee membership was proposed by Angela Mason-Bell, seconded by Nicole Went. Agreed by all.

10. Approve Annual Child Protection Monitoring Report

The Head noted the format has changed this year and the monitoring report is now submitted online, with copies of the submitted report given to Governors. The meeting discussed the information in the report, noting the anonymity of information where applicable.

Reverend Adams proposed, Mrs Cook seconded the Report be approved. Agreed by all.

11. Policies to be adopted by the FGB

Safeguarding and Child Protection Policy

The Head said this has been revised to reflect staff changes. The newly appointed Safeguarding Governors at tonight's meeting (Angela Mason-Bell and Karl Grenz) will be included in the current Policy.

Ms Meynell proposed, Mrs Went seconded the Policy be approved. Agreed by all.

Action: an updated version of the Policy from the ECPS will come to the FGB in Autumn B.

12. Committee Reports

There have been no meetings of the Committees since the last FGB meeting. Draft minutes from the Committees' most recent meetings were included with the FGB papers.

12.1 Standards Committee

The current Chair of the Committee noted at the meeting in June, the Committee had been told that issuing EHCPs was taking a considerable time. The Parent Group meets on 18 October. The Standards Committee continues to be updated about Pupil Premium.

12.2 Resources

The current Chair of the Committee noted that the Committee had agreed at its last meeting to a proposal from the Head to bring in a sports coach for two afternoons a week to work with Year 5. This enables a group of 15 children to work in small groups with the teacher, whilst the other 15 pupils are taken out of class to work with the sports coach. The activities undertaken by the sports coach allows issues such as improving resilience etc to be addressed. The Head said it has been immediately popular and is working well. The Chair noted that the school's business manager, Mrs Elwood, is working through procedures and prediction methods, to ensure that the year-end carry forward is accurate. Ray Byford (the school's financial advisor) is visiting school to support Mrs Elwood.

12.3 Development Group

The Chair said this group is scheduled to meet on 5 October. Any outcomes will be reported to the FGB.

13. Training and Development

The Chair encouraged Governors to attend training wherever possible.

Angela Mason-Bell and Nicole Went have booked on the Induction training on 19 November.

Angela Mason-Bell has booked to attend the termly briefing.

The Chair discussed a guidance note from CGS that concerns the types of questions Ofsted may ask Governors. A Governor suggested that Ofsted may only wish to speak to two or three governors. The school's website is very important to inform a pre-inspection. After discussion, the Chair asked the Clerk to send this guidance note to all Governors, so that Governors could look at the questions and think about the evidence and resources they would use to support their responses. A Governor suggested it would be helpful to prepare files of evidence in preparation for an inspection. A Governor suggested this type of preparation may be helpful for Governors as a growth mindset exercise.

Action: the Chair asked Governors to bring their completed guidance note to the next meeting.

- The Head reminded Governors of the in-house Prevent training session on 12 October 2016 that directly follows the meeting of the Standards Committee. Suzanne Wernham has recently attended Prevent training and, with the Head, is now the school's lead for this area.

14. Membership of the GB

An election for a staff governor is to commence shortly.

An election for a Parent Governor will commence after Mr Ferguson's term of office ends.

The Head and Chair are to meet a proposed LA Governor on 1 November. The outcome of this meeting will come to the GB.

15. Correspondence

The arrangements for the Headteacher's Appraisal has been confirmed with an external advisor for 12 October. Reverend Adams and Mr Smith will carry out this duty this year. It was noted that Mr Henderson is due to attend training, as he has been approved by the GB as a future appraiser.

16. CGS Self-Audit

The Chair and Clerk completed the online return (copies of the submitted audit were included in this meeting's papers). After discussion about the relevance of this audit to the LA, the following action was agreed:

Action: the Clerk will ask CGS what actions, if any, are taken from submitted audits.

17. Discussion: determining the school's ethos

A Governor noted the school's ethos would need to be discussed in full detail, at a future meeting, if the school moved towards academisation.

The Chair said the GB has to take an active lead in how it operates, as Governors of the school, in interactions with the Head and teachers. A Governor asked if Governors thought the patterns of meetings provided sufficient opportunity to interact with the Head, and discuss the school's work in enough detail, so that Governors could categorically say they act as a critical friend. A Governor noted that GB meetings are time-pressured; however, time should be given that allowed an in-depth critique of an issue and Governors needed to be proactive in saying what they wanted this topic to be. The meeting discussed these points and agreed the B meeting of each term should include a discussion item. A Governor said that 30 minutes should be allocated to his item. The Chair concluded the discussion by noting that in the agenda of the FGB (B) meeting on 8 December, a discussion item would be included. This will enable Governors to decide what they would like to be discussed in detail at future B meetings. Governors were in agreement with this suggestion.

Action: the Chair, Head and Clerk will ensure an agenda item for discussion items will be included on B agendas.

18. Any other business

After discussion, Ms Meynell agreed to produce the next Governors' newsletter to go to parents, early next term. The Chair asked that any items for inclusion should be sent to Ms Meynell.

Class links were discussed: the meeting agreed they had not been very successful and agreed to drop specific class links this year. The Head reminded Governors they are invited to all school activities, events and assemblies. Class blogs on the website are also informative about latest events in the year groups. The Head also said if Governors wish to respond to anything they see or read in class blogs, please email in, as the pupils would be very pleased to have this communication.

The Chair thanked Ms Winsemann-Falghera and Mr Ferguson (*in absentia*) for their contributions to the GB. This is the final GB meeting for both governors as their terms of office end this term.

19. Date of the meeting

Thursday 8 December 2016 at 6.30 (informal catch up from 6pm).

The meeting ended at 8.45pm.