

MINUTES OF THE MEETING OF ST MATTHEW'S GOVERNING BODY, HELD AT SCHOOL ON THURSDAY, 14TH January 2016 AT 6.15 P.M.

Governors: Zoe Thorn (Chair), Carole Mills (Vice Chair), Kevin Blencowe, Jill Tuffnell, Neil Perry, Lucy Walker, Emily Evans, Melissa Hatcher, Joanna Dean, Sarah Ransome, Sam Wilkes Read, Mark Tinkler, Gavin Ayliffe, Tony Davies (Headteacher),

In attendance: Annabelle Lewis, Liz Steel, Kate Spencer-Allen (Assistant Headteachers)

Clerk: Lis Silver (Clerk to Governors)

Item		ACTION
	The Chair noted one change to the Agenda since Minutes of the Curriculum Committee appeared twice and it was agreed that all minutes of Committee meetings would be taken under agenda item 6	
1.	Apologies for absence	
	There were no apologies since all members of the Governing Body were present.	
2.	Declaration of pecuniary interests	
	Governors had no additional direct or indirect pecuniary interests to declare relating to items on today's agenda.	
3.	Minutes of the meeting held on 24th September 2015	
	<p>The minutes were reviewed for accuracy.</p> <p>7d page 7 - Gavin asked that his concerns about the rerunning of the Year 1 Pupil survey at a time other than after break time (to see if this resulted in a different response about feeling safe) should be minuted. Tony advised that the survey had not been scheduled for the same time when initially run. The meeting agreed that the minutes should be amended to read "It was suggested that the survey be repeated" rather than "It was agreed".</p> <p>2. – removal of the word "at"</p> <p>3 – Capital letter missing from Sam Wilkes Read</p> <p><i>Mark Tinkler and Sam Wilkes Read joined the meeting at 6.20pm</i></p>	
4.	Matters arising or agreed actions update	
	<p>The following matters arising were noted:</p> <ul style="list-style-type: none"> • Item 7d i) page 6 It was noted that there had been agreement that SDP actions should include putting governor pictures on the website and information on how to contact governors. It was noted that this could be done through the School office or via the Clerk and her school email address should be included on the school website. The Chair noted that she had included her email address in a letter about Parent governors that would be sent to parents. • Item 7d iv) page 9 It was noted that the spreadsheet of Link Governor visits had not been circulated. Zoe advised that she had wanted to do this alongside the final version of the School Development plan (SDP) and the list would be finalised at this meeting. Tony had recently done a 	Tony

	<p>“Meet the Head” focused on the final SDP. It was noted that Gavin had started his Link Governor visit on Anti Bullying but there was one final part to complete.</p>	
5.	Raising Standards	
	<p>a) Minutes of the Curriculum Committee Taken under agenda item 6</p> <p>b) Executive Summary of the School Development Plan (SDP) Tony advised that staff have now reviewed the actions and agreed detailed action plans. This document brings together the key actions and agreed timelines for the strategic work required to develop and improve the school. It allows governors and school leaders to see what is planned and to monitor and maintain a strategic overview of the work but it does not cover every detail.</p> <p>Link governor visits to key areas will give governors the opportunity to meet the relevant people and to review actions and timescales to ensure the work is on track.</p> <p>Tony noted that the planned work fitted into a 2 year cycle rather than the usual 3 year cycle. He noted this may be a consequence of the turbulence and change that has taken place in the last 12 months to ensure that the school is focussed on the important changes around assessment of the National Curriculum. The plan had been reviewed at a higher level at the last FGB but has had additional implementation detail added. He noted that his Headteacher’s report included a list of suggested Link Governors (LG) to meet statutory requirements and provide a link to monitor key areas in the SDP. Zoe advised that she had updated the draft LG visit spread sheet based on these recommendations and the discussions in the Curriculum Committee. This document needs to be discussed and finalised at this meeting and timescales added so that the findings can be reported to the Committees in a timely manner. It was agreed that LG visits need to take place either in the Spring term or the early part of the summer.</p> <p>Tony advised that the work of the Governing Body is the final section of the SDP. He asked the governors for questions arising from the proposed SDP:</p> <p>Jill expressed concern that the importance of developing a volunteer strategy is not reflected in the SDP and there is only one mention of the use of volunteers, which seemed to show a limited view of what volunteers could be used to do in the school. She asked who has responsibility in the school for this work since this is a long term area of concern and Gavin expressed that he too had a concern and that at a time when funding was reducing this could be an important strategy to maintain academic achievement. Tony confirmed that Kate will be responsible for co-ordinating the use of volunteers with in the school. He advised that volunteers are seen as a key resource in the school and are widely used. Kate advised that the initial work has been to ensure that there are robust Safeguarding policies in place to vet volunteers coming into school and to ensure that they have the required skills to support children with the curriculum. This has been time consuming but is now completed. The governor undertaking the Literacy visit would be updated on how volunteers are used for important pre-school reading sessions. The plan is that rather than volunteers setting up arrangements with teachers that there will be a more universal plan. Jill</p>	

expressed disappointment that no one had been to see the training programme for volunteers that had been run at St Phillips.

Zoe asked for more information on this area so governors had a more accurate picture of what is happening and Liz confirmed that there are already volunteers coming in from ARU and the University but that maybe feedback could be better. It was suggested that a LG for volunteers could look at this area in more detail and report back to the Curriculum Committee and Tony suggested that in future a report on this area could come to the Committee to ensure Governors were fully informed. In answer to a question from Sam Kate confirmed that volunteers feature in the detailed action plans produced by teachers from all areas.

The Board were advised that a letter is to be sent out next week asking for volunteers who wanted to be trained for specific roles that will improve outcomes for targeted groups of children including assisted reading, Homework club, bilingual French speakers and a catch up programme with a commitment of 15 minutes per day for four days a week. Volunteers will be used to add extra capacity to help with rate of change in identified areas of concern. Jo asked if volunteers reduce as children advance through the school. Liz confirmed this was the case and suggested that this was for a number of reasons including because more parents work and children are less keen for their parents to come into school. Requests for volunteers for jobs such as walking Year 6 to the swimming pool receive a very poor response. Gavin asked if the suggestion of volunteers from the University of the third age had been followed up. Tony said that this is built into the Volunteer Action Plan. This and churches, particularly St Matthew's, might be useful sources. These groups will be targeted in the Volunteer Action Plan. Emily mentioned that the school now has a volunteer application process but that this may be off putting since 2 referees are requested. It was noted that some schools have included an interview with a member of the SLT as part of their recruitment process to ensure that volunteers are capable of doing the job. Lucy in her role as LG for Safeguarding confirmed would look at the process when she visited.

Lucy asked for clarification about the development of Character Education as part of the school curriculum (Area 6). Tony confirmed that the school are currently researching this area and are investigating practice, attending conferences and visiting other centres of excellence. Random Acts of kindness was trialled during Anti Bullying week with the assistance of external experts. The next stages are likely to involve identification of a range of positive character traits that the school would want children to develop such as integrity and perseverance and identify useful tools to teach the children such as mindfulness and elements of philosophy. These can then be mapped against the Curriculum including PSHE and RE. .

Neil asked whether Character Education is an agenda that is driven by the government or is it that the school is looking to set an agenda of positive psychology. Tony confirmed that this was an area that the school had identified as important but in addition the government is promoting an agenda of positive British values and this includes areas such as resilience, which is seen as an important factor for good mental health. The school understands the importance of strong characteristics such as grit and determination but want these to be taught in balance with moral virtues. It was observed that it would be

helpful for this teaching to be tied in with what is delivered at secondary school. Tony noted that the behaviour of adults in the school is also important and that important character traits should also be reflected in policies and appraisals so that they become a way of life in the school.

Sarah asked about how the school is taking forward celebrating success and Tony advised that this would also be included in the work on character development and the overall statement of values for the school. He noted that kindness is celebrated alongside academic and sporting success at the weekly certificate ceremonies and the reason for each certificate is read out to the children.

Sarah asked if time management in classrooms is being considered as part of the plan to improve outcomes. She expressed concern that there was a lack of a sense of urgency and some aspects of homework, such as spelling had not been started until well into the term this year. Tony confirmed that the new literacy framework outlining all of the changes in practice in the school will include detailed programmes and expectations for timescales. Gavin noted that there had been discussion at the Curriculum Committee about the importance of interventions being pushed back to nursery age and Tony confirmed that this is what is being done. Liz confirmed that Sarah was right in picking up that there had been delays this year and this had resulted from the introduction of the new statements and the time taken for teachers to carry out the assessments, Sarah asked if this was likely to impact on results and Liz answered that everything was new and therefore there are a lot of unknowns this year; teachers did not find out till November the details for assessment of writing. It was noted that at the LG visits for Maths and English governors will be able to look in more detail at whether these issues are likely to affect results for the year.

It was noted that in the School League tables that had been published before Christmas St Matthews had not performed as well as hoped. Tony confirmed that he had discussed this issue with the school's new advisor Val Palmer, who has recently worked as an Ofsted inspector. He also tabled the paper that had gone previously to the Curriculum Committee colour coding outcomes against KPIs in Statutory assessments. His discussions with the advisor had confirmed that the data for the last year had not been good at Key Stage Two but that if the last 3 years were taken in to consideration (which would be normal practice for Ofsted) then the picture was not so bleak and it was likely that this would be considered as a dip year. It was pointed out that both the absolute and value added results had given cause for concern. Tony noted that, as discussed at the Curriculum Committee, this was because the cohort had been given increased additional support earlier in the school in order to achieve Level 2b or 2c. However this meant that whilst the majority of children had made expected progress and achieved Level 4 it had been much harder to get them to achieve more than expected progress and reach Level 5. Overall Val had been very positive about what she had seen in her first visit to the school; good behaviour, good interactions with the children and a Head teacher with a good understanding of the data and the journey that the school is on. It was noted however that the current Year 6 is also a difficult year and the results this year may also not show significant improvements which could put more pressure on the school. However it is clear that the school has plans in place targeted at improving results.

Link Governor roles

Zoe tabled an updated spreadsheet of proposed LG roles for the year, including roles from the previous year and new ones added to reflect the focus of work in the SDP (in bold). She advised the Governing Body that one of the Parent governors Sam Wilkes Read had resigned and therefore could not be allocated Link Governor duties. He was resigning because his children were changing school. Tony and Zoe thanked Sam for all the hard work he had done as a governor for the school and wished him well for the future.

Zoe went through the list of proposed LGs and the following points were made

- Not appropriate for Staff governors to act as Link governors
- Concern expressed by Jo as to whether there had been too few governors agreed at reconstitution to effectively carry out LG visits to all critical areas – some prioritisation needed since not all areas could be visited. Agreed that focus needed to be on areas highlighted in the SDP.
- Having too many LGs may limit effectiveness especially since there are soon to be 4 vacancies on the FGB (2 Parent governors, 2 co-opted governors including one post who the Board have agreed should be a member of staff). In some areas caretakers will be appointed until new governors are appointed and then roles can be redistributed.
- Curriculum Committee (CC) had advised against a separate LG for Data since this would be covered in the work of the Maths and Literacy LG visits.
- HR and Performance Management to be combined as one role
- New role Volunteer development LG – Gavin to take on this role
- Lucy agreed that she was happy to continue as the Safeguarding governor and this role would include Child Protection
- Separate LG for SEND – advertise for new governor with skills to take on this role once appointed. Carol noted that she was happy to do this role if someone was appointed who was keen to take on her Maths and IT role. Lucy had audited SEND last term so Lucy/Mark to caretake until new appointment
- H & S – Kevin to take on this role and Jo to accompany him on next visit (before the end of her term of office in March)
- CC had also proposed that a LG for “Gifted and Talented” should be considered. Agreed that this would not get looked at if included with either SEND or Inclusion (Pupil premium, EFSM etc.). It was suggested that a better name might be Special Interests and agreed that instead of a LG the teacher appointed to oversee this area, Christina Bates, could report directly to the CC. Gavin offered to cover this area if a link visit to be carried out.
- Question asked by Jill about Equalities and agreed this would be included in the Inclusion LG remit – Jill to caretake this area until new governors appointed
- Early Years – Neil to continue
- Financial checking – Zoe to caretake – agreed that it is important that this area is reviewed as a check for probity.
- Parental Communication – Sarah
- Website - to include review of data for statutory requirements such as Pecuniary interests but not technical aspects – Jo to caretake to e/o March

	<ul style="list-style-type: none"> • Headteacher performance – as agreed at recent Resource Committee a panel of 3 governors (rotating annually and not the Chair after this year in case of Appeals) • Induction of new governors – not a LG role but a job that should be monitored • Physical Education and Sports Premium – Jill • Visual Arts – visited recently by Jill so caretake until new governor in place • Staff Appraisal and Governor training – Zoe to caretake • Maths and IT – Carole, Literacy – Gavin, Science - Zoe • Performing Arts – vacancy for new governor • Community – role not clear and not SDP priority so agreed not to continue • Humanities, D&T – not SDP priority so CC to oversee. • Languages – not SDP priority. Sarah expressed interest in visiting French since provision for native French-speaking children had been raised by a parent at a previous “Meet the Head” meeting. Governors were split as to whether this area should be included but it was noted that all French is taught by a single teacher from Parkside and therefore it was not appropriate to be focus of a LG visit although French speaking children could be considered in the Special Interest visit. Final agreement that the school would agree actions to deal with the concerns in this area and Liz would report back to the CC. • Character Education – Neil • Outdoor Learning – report directly to CC and should be looked at as part of all subject visits <p>All roles both current and proposed were reviewed and the spreadsheet updated by the Chair as a result of the discussions (attached to minutes).</p> <p>Action: Zoe to circulate updated Link Governor spreadsheet and Clerk to attach to minutes. Link governor visits to be scheduled for this term where possible or early next term</p>	
	<p>c) Head Teacher’s report</p> <p>Tony highlighted the major item in his report on School Funding. He advised that a consultation on “Fairer Funding” will take place during the next two terms for agreement to be in place from April 2017. It is unknown what weighting there will be in any new formula for elements such as sparsity, growth, disadvantage and special needs means that this is a period of great uncertainty. In addition the updating of IDACI bands, a measure of child poverty based on postcodes will lead to a reduction of potentially £69k of funding. The diversity of housing in the local area means that children previously considered to be in disadvantaged families are interspersed with better off families and are no longer eligible for additional funding. The changes recognise significant areas of deprivation where affected children live together for example on a large Estate. It was noted that as a result of the gentrification of Cambridge some areas like Riverside were no longer seen as areas of deprivation.</p>	

	<p>The local authority has asked the DfE if there can be disapplication of the changes for schools adversely affected in the light of the impending changes linked to fairer funding to prevent two years of significant change. It is not known whether this application will be approved and therefore there is likely to be a period of financial uncertainty which will make long term planning difficult. If the funding for 2016/17 were to be reduced by £69K then it is anticipated that a budget could be agreed that would enable the school to continue with the current structure until the final funding formula is in place. The current structure was implemented to eradicate the deficit and provide some reserves to carry forward. However in reality the experience in school is that greater disadvantage is being seen on a regular basis. These proposed changes will limit the school's ability to move forward with some of the planned expansions of provision until the final picture is known.</p>	
	<p>d) eSafety Policy</p> <p>Tony presented the eSafety policy which is an updated version of our previous policy (itself based on a model policy drafted by a local authority adapted after consultation with parents, staff and pupils). He asked if there were any specific questions arising:</p> <ul style="list-style-type: none"> • Emily asked about section 2d regarding Pupil's images and work, specifically a reference to "not providing information". It was noted that it is standard policy to ask for permission from parents when pupils enter the school and that where this is not given parents would be consulted regarding any specific images. • Section 2b – Email - it was agreed that the Policy should reference that school email accounts are for internal use only (closed system) and operate within the eSchools platform, considered to be one of the safest platforms available. It was noted that no platform is completely safe but that the school has done everything possible to reduce risk in this area whilst still giving the children an opportunity to use the medium. • Section 2e Social networking, media and personal publication – also needs to mention the safety aspects provided by eSchools filtering e.g. on Youtube. <p>The Full Governing Body approved the eSafety policy with amendments for these agreed changes</p>	<p>Tony</p>
	<p>e) Prevent Training</p> <p>Liz updated the FGB regarding Prevent training in the school. Prevent was published in 2011 and is part of the government strategy to counter terrorism and reduce the threat in the UK. Statutory guidance has been issued which includes placing duties on organisations like schools. There are 4 levels, Pursue, Protect, Prepare and Prevent, and it is Prevent which falls into the Keeping Children Safe in Education requirements. One of the requirements is that every member of staff needs to be trained so that they are able to identify children who are vulnerable to radicalisation or show any signs that they are being groomed either in person or on line. In addition teachers are responsible for building resilience and teaching children to be strong and confident. There are no single indicators but staff are trained to be alert to significant changes in behaviour and whilst not being intrusive to be aware of the actions they should take if they see things of concern. Liz made the Board aware that even young children can be</p>	

	<p>radicalised. The school needs to be aware of the people that are invited into school and what they will be saying to the children. Schools need to be risk assessing their own context in relation to risk situations (different schools have very different risks), training staff, maintaining appropriate IT policies and building partnerships with relevant agencies. This initiative is not just about religious extremists but also relevant to Neo-Nazism and extreme animal rights campaigning etc. She noted that whilst in some areas there is likely to be much higher risk that at St Matthews the community is very diverse. Liz advised that all staff (except new starters in January) have received training and that the current St Matthew’s policies are very strong. She advised that Ofsted when they visit are likely to check staff training and look at the website for references to British values. In response to a question about what staff would look for she mentioned that the child could be withdrawn, talk about new friends, say something inappropriate or mention that they had seen something inappropriate on the internet such as the beheading films. All teachers would report this concern directly to Liz herself on a standard Child protection form (but not to one of the other Assistant Heads as for other Safeguarding concerns). Liz would contact the Social Care Multi Agency Safeguarding Hub (MASH) and the police would also be notified. If the matter was of significant concern then the Channel Panel would be contacted who are experts in this field. They would work with the child at risk of being radicalised. Liz circulated a link for governors to find out more about this area (NCALT Channel/Prevent General Awareness E-Learning module. Liz concluded by indicating that the school is confident that it has taken all appropriate actions at this stage in training staff and in developing a culture where differences are encouraged and celebrated. Jo suggested that it might be helpful in information was sent to parents to indicate that if they have any concerns that they discuss them with Liz directly and Liz confirmed that this would be a good thing to do. Mark asked about a shut down policy for the school if there was a terrorist act or concern about one. Tony responded that the LEA is currently developing a critical incident plan for invacuation (keeping children contained) of the school. However he noted that there had been a recent incident on East Road that had required the school to take action and that this had been successfully managed. Front line staff such as receptionists are aware that they need to look out for suspicious behaviour such as someone taking photos of the school. Lucy advised that she had been ambivalent about this policy initially but now understood the value of encouraging children to talk in a safe environment as part of the Safeguarding done in school. Jo asked if reports would be brought to governors and was advised that they would be reported in the usual way for Child protection matters via the annual report but not as individual cases.</p>	
<p>8.</p>	<p>Resources for Learning Minutes of Resources Committee 12 November 2015 Minutes of Curriculum Committee 14 October 2015 Minutes of Curriculum Committee 2 December 2015</p> <p>The Chair of the Curriculum Committee advised that changes to the minutes should be brought to the next meeting of the Committee. However since it had been an open meeting a number of the people present would not be there to comment so it was agreed to take corrections.</p> <p>It was noted that Early Excellence had already been accredited by the DfE.</p>	

	<p>The Clerk advised that the FGB needed to formally approve the change in the name of the Committee to the Teaching Learning and Outcomes Committee.</p> <p>Gavin asked about the minuting of the discussion about circulating tracked changes to the minutes that he had understood had been agreed at the meeting. The Clerk confirmed that he had asked the question “Can this be done” to which there had been agreement but noted that there had been no further discussion or suggestion that the matter came to the FGB for approval since it was broader than just the CC. It was agreed that the minutes could be amended to reflect the question asked by Gavin. Gavin advised that he had a concern that an additional sentence had been added to the minutes and both the Clerk and the Chair of the Committee confirmed that they had agreed this change since the extra sentence was not a substantive change but a clarification of what had been said to give better understanding to those not at the meeting.</p> <p>The matter was discussed by the FGB to understand the benefits in terms of greater transparency and the disadvantages of lots of amendments since many changes are minor typos or minor clarification of context. Gavin said that he thought that a number of governors would find tracked changes helpful so at the suggestion of Neil that it would be useful to find out which governors were in favour of tracked change minutes coming to meetings for approval a vote was taken by the Chair. 2 governors advised that they were in favour following earlier concerns about incorrect minuting of an issue about appointing an independent Clerk. Kevin noted that that is why the process is set up so that draft minutes come to meetings and all governors have the opportunity to challenge or correct any part of the minuting. Carole as Chair of the Curriculum Committee noted that at recent meetings there had been suggested changes and these were made to the final version of the minutes. It was also noted that minutes are public documents so care must be taken to ensure that sensitive discussions are accurately minuted without causing inappropriate alarm to other readers who may not have access to all relevant information or context. It was noted that for some meetings the key decisions are listed at the end of the minutes and that this should be done at all meetings to ensure that everyone present is clear about what has been agreed or to raise any matters where there is uncertainty as to exactly what was agreed.</p> <p>A vote was taken and 7 governors voted against tracked changes and 2 voted in favour with the rest of the governors abstaining. It was therefore agreed that in future the current practice would continue with draft minutes being circulated and corrected at the meeting.</p>	
<p>9.</p>	<p>AOB</p> <p>It was noted that there is a governor briefing the following week and that a system is needed to ensure that a representative of each Committee attends. It was noted that it is usually the same governors who currently attend. Sarah and Jill confirmed that they were planning to attend the briefing. The Chair advised that in future the FGB should look at training available and agree who is going to attend.</p>	

	<p>It was noted that there would be 2 Parent Governor vacancies at the end of the term with Sam resigning and Jo reaching the end of her term of office. A document written by the Chair as a letter to parents had been circulated and Zoe advised that she wanted to start work on recruitment so that the elections took place before the end of this term. In addition there is currently a vacancy for a Co-opted Staff Governor and a Co-opted governor. It was agreed that advertising should mention that the FGB were seeking to encourage diversity and had skills requirements in the areas of Business, Law, and Information technology but that applications would be welcomed from any parents interested in joining the Board. It was noted that it had been previously agreed that skills should not be targeted for the appointment of Parent governors but that it was important to encourage applications from all sectors of the school community. However for the co-opted governors there would be a focus on finding people with the correct skills. Zoe requested any feedback on her draft letter and advised that it would be sent out in the next couple of weeks. Jo mentioned that she had considered becoming a co-opted governor at the end of her term of office as a Parent governor. Mark suggested that he would value a governor with financial skills but it was noted that there are at least 2 governors with skills in this area.</p> <p><i>Emily and Liz left the meeting</i></p>	
<p>10</p>	<p>Dates of future meetings and Agenda items agreed to date Resources Committee – Thursday, 21st January at 6.15 p.m. Teaching Learning and Outcomes Committee – Wednesday 3rd February at 5.30pm Full Governing Body – originally scheduled for Thursday, 25th February but new date to be agreed.</p>	
<p>11</p>	<p>School improvement actions and outcomes from meeting</p> <ul style="list-style-type: none"> • Zoe to circulate updated Link Governor spreadsheet and Clerk to attach to minutes. Link governor visits to be scheduled for this term where possible or early next term • Approval of the eSafety policy with agreed amendments • Agreement that current practice of draft minutes being circulated for meetings and corrected at the meeting to be continued. 	

Signed..... Date.....