

**GOVERNING BODY OF ST ADRIAN'S CATHOLIC PRIMARY SCHOOL**  
**First Meeting of Summer Term - Monday, 18 April 2016 – 7.30pm in the School**

Present	Mr. R. Belt FG [Chair]	Mrs. Y. Hawkes HTG	Mrs. M. Roe FG
	Mr. D. Bedford AM	Mr. R. King STG	Mr. D. Tang PG
	Mr. E. Behan PG	Ms. M. Moroney FG	Mrs. N. Thorpe PG
	Mrs. J. Egenes FG	Mr. A. Petch FG	Mr. G. Wilson LAN
In attendance	Mrs. B. Bliss		

		<b>ACTION</b>
<b>1.</b>	<b>THE MEETING</b> opened with prayers led by Mrs. Roe FG	
<b>2.</b>	<b>APOLOGIES FOR ABSENCE</b> were received and accepted from Mrs. J. Harrison FG	
<b>3.</b>	<b>STATEMENTS OF PECUNIARY INTEREST/CONFLICT OF INTEREST:</b> None	
<b>4.</b>	<b>EXTRA ITEMS FOR ANY OTHER BUSINESS:</b> <ul style="list-style-type: none"> <li>• Staffing - Update on Academy Status</li> </ul>	
<b>5.</b>	<b>MINUTES OF LAST MEETING [25 January 2016] AND MATTERS ARISING:</b>	
<b>5.1</b>	Copies having been previously circulated, and there being no proposed amendments, the minutes were agreed and signed by the Chair as an accurate record of proceedings: proposer Mr. Petch; seconder Mrs. Roe	
<b>5.2</b>	<b>Matters Arising:</b>	
<b>5.2.1</b>	<b>Strategic Plan – Core Group Meetings – 4 March 2016:</b> The brainstorming sessions had confirmed the contents of the four Strategic Action Statements and, as a result, this information was further discussed at the Strategy and Personnel Group meeting on 5 April 2016.	
<b>5.2.2</b>	<b>GB Newsletter:</b> All staff profiles had now been received, and preparation could go ahead.	<b>RB/BB</b>
<b>6.</b>	<b>HT REPORT [with attached Joint Annual Review [JARV] Report]:</b> Having previously circulated these by email, the HT tabled copies for those who had not received one. She highlighted a number of points, including:	
<b>6.1</b>	<b>Spiritual, Moral, Social + Cultural Development – Year of Mercy - Diocesan Pilgrimage to the Holy Door – Westminster Cathedral:</b> The LG reported that she had accompanied St Adrian's pupils, and commented on the excellence of the occasion.	
<b>6.2</b>	<b>Work with Parents – Option of Deferred Entry to Reception Class with effect from 2016/17:</b> Arising further from this point, governors requested information on Reception and Nursery Class numbers applying to the school. The HT stated that although the school was initially oversubscribed with applications, round one had shown that just under thirty had named St Adrian's as first choice; this was slightly lower than in previous years.	
<b>6.3</b>	<b>PTA Contribution - £4k Contribution for Books:</b> In reply to a question, the HT stated that these were for class libraries and reading resources across all key stages.	
<b>6.4</b>	<b>Secondary Transfer:</b> The HT commented that this year 71% would move on	

	<p>to Catholic education; this was roughly the same percentage as usual.</p> <p><b>6.5 EYFS Advisory Teacher:</b> The HT commented on her excellence. Not only had she worked with new teachers in Reception and Nursery, she had also worked with support staff.</p> <p><b>6.6 Workshop to Raise Awareness to Prevent [WRAP] Training for Trainers:</b> In reply to a question, the HT briefly outlined the current ethnicity of pupils.</p> <p><b>6.7 Extra-Curricular Activities:</b> A very successful art + craft club had been extended from one to two after school sessions.</p> <p><b>6.8 Staffing:</b> Contract appointment of a teacher to teach KS2 French. MaST courses continued to be undertaken by staff. Higher than normal sick absences among support staff this term had been addressed; medical checks for all staff were being offered this month, and stress awareness and management support was also being provided.</p> <p><b>6.9 Pupil Premium Update:</b> In reply to several questions, the DHT stated that the number involved was 21 pupils, and expanded on the advantages of the 1:2:1 weekly mentoring system [which had been introduced for these pupils] in encouraging learning and progress, and the subsequent follow up with parents. There had been no adverse reaction from other pupils or their parents regarding 1:2:1 sessions with the HT/DHT.</p> <p><b>6.10 PPG Children – Data Diagrams:</b> Copies were circulated to the meeting. The DHT expanded in detail stating that this was a new way of tracking learning and progress. In reply to queries, he stated:</p> <ul style="list-style-type: none"> <li>• This was a more efficient way of collating data for PPG children</li> <li>• It gave greater clarification to the gaps, so that appropriate intervention could be planned</li> <li>• If successful, the system would be extended to IEP children</li> <li>• Information would be fed back to teachers</li> </ul> <p>Governors felt this was a valuable model, and would be useful in closing gaps and providing intervention.</p> <p><b>6.11 Data [Errors/Incidences to Report – December 2015-March 2016]:</b> HT to make minor amendments to the figures and email to the Clerk.</p> <p><b>6.12</b> In answer to a query, it was clarified that there were no new <i>Common Assessment Frameworks</i> for pupils.</p> <p><b>6.13 JARV Report:</b> Copy attached to the HT’s report</p> <p>There being no further questions, the Chair expressed GB thanks to the HT for her comprehensive report.</p> <p><b>7. SAFEGUARDING - ANNUAL REPORT + ANNUAL CHECKLIST– 2015/16:</b></p> <p><b>7.1 Annual Report:</b> Copies were circulated and studied. The HT highlighted a number of points including:</p> <p><b>7.1.1 Children Looked After Policy:</b> A model would be put in place this term. ACTION YH</p> <p><b>7.1.2 Safeguarding Statement:</b> A copy of this had been put on the school website, rather than in the school prospectus.</p> <p>There were no questions.</p> <p><b>7.2 Annual Checklist:</b> Copies circulated and studied. The HT highlighted the</p>	<p>YH</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

	<p>following points:</p> <p><b>7.2.1 Staff Code of Contact Policy:</b> A model would be put in place this term.</p> <p><b>7.2.2 Physical Environment:</b> In reply to a query, the HT stated that, in order to make this as safe and secure as possible, a weekly checklist would be formulated for the caretaker.</p> <p><b>7.2.3 Training - Child Protection:</b> A course to be undertaken by the HT in June 2016, in order to update her knowledge. The Chair noted that he also needed to update his training.</p> <p><b>7.2.4 Child Protection and Safeguarding:</b> The Clerk would continue to ensure these were regular agenda items for GB meetings.</p> <p><b>7.2.5 Training - Reducing/Managing Allegations against Staff:</b> An appropriate course to be booked and undertaken by the HT, in order to update her knowledge; if possible, during the current academic year. It was noted that the Chair/Deputy Chair should also undertake this training.</p> <p><b>7.2.6 Nomination of a Governor to liaise with the LA on CP Issues:</b> Annual nomination and formal approval at the first GB meeting in the autumn term.</p> <p><b>7.2.7 Recruitment Selection and Pre-employment Vetting:</b> A search of a number of staff files had revealed that personal references were missing; referees were being contacted for copies. Some discussion on the necessity for this, given the length of time that most members of staff had been in post.</p> <p><b>7.2.8 Training – Safer Recruitment:</b> The appropriate course to be undertaken by the Child Protection Governor, in order to update her knowledge.</p> <p><b>7.2.9 GB Visits to the School:</b> The Child Protection Governor reminded governors that they needed to sign not only the GB visiting book, but also the main one.</p> <p><b>7.3</b> Since there were no further questions, the annual report and checklist were formally approved: proposer Mrs Roe; seconder Mrs. Egenes</p> <p><b>7.4</b> The Chair expressed GB thanks to the HT for her comprehensive report.</p>	<p>YH</p> <p>YH</p> <p>RB</p> <p>BB</p> <p>YH RB/JH</p> <p>RB/YH/ BB</p> <p>MR</p> <p>ALL</p>
<b>8.</b>	<p><b>2015/16 SCHOOL DEVELOPMENT PLAN:</b> Copies of the HT’s update at April 2016 were circulated, and the HT expanded in detail, highlighting the following:</p> <p><b>8.1 Priority 1 – English [Reading]:</b> The establishment of a whole school approach to daily guided reading. This had resulted in data showing a 4% increase of pupils at or above ARE; again, the most significant increase was in Y6. Since September, there had been a 19% increase with a 10% increase beyond ARE.</p> <p><b>8.2 The School Library</b> had now been dismantled, with books distributed to class libraries. Following redecoration [and delivery of new furniture], the library would be converted into teacher working space, a meeting room, and areas for small teaching groups.</p> <p><b>8.3 Summaries of Attainment in Reading, Writing and Maths – September 2015-April 2016:</b> The HT circulated copies of progress grids, and expanded in detail. The GB agreed that these showed a very encouraging improvement, as a result of an immense amount of hard work and input by the staff.</p> <p><b>8.4 Priority 2 – English [Writing]:</b> Focused lesson observations across the key stages, followed by work scrutiny. Spring data at KS2 reflected teachers’</p>	

	<p>caution, following publication of the DfES Interim Assessments for Writing [February 2016]; thus, there was no increase since December in the percentage of pupils working at or above ARE. Since September, however, there had been an increase of 12%, with an increase of 1% beyond. At KS1, the major issues were spelling – rules, exceptions and application - and problems with delivery of a new system of writing. The DHT expanded on difficulties with the system of mentoring and showing progress. Governors commented on the marked progress of Y4.</p> <p><b>8.5 Priority 3 – Mathematics:</b> Focused lesson observations across the key stages with a work scrutiny carried out with the Maths TLA. Since December, data showed a 2.5% increase in percentage of pupils working at or above ARE. Since September, there had been an increase of 14.5% with an increase of 1.5% beyond.</p> <p><b>8.6 Priority 4 – Foundation Subjects:</b> Data for RE and Computing was now available to record on AM7, in order to produce reports. At the school’s request, <i>HfL</i> had added RE assessment reports to AM7, in order to support data gathering and tracking of progress.</p> <p><b>8.7</b> In reply to a question, the HT stated that the time gap between Ofsted inspections was currently approx. 30 months; therefore the school should expect another one in approx. twelve months. However, Ofsted could be invited before this, if the GB agreed. This would be to our advantage if the school were able to show better progress, even if attainment was not as high; it depended on the results of the summer SATS results. Governors agreed that the school should be pro-active and confident; a decision would be made later in the year. It was reassuring that the SIP was very positive about current progress.</p> <p>The Chair expressed GB thanks to the HT for her positive report.</p> <p><b>9. FINANCE– SCHOOL BUDGET:</b></p> <p><b>9.1 2015/16:</b> The Finance Governor gave a verbal report, stating that the school accountant had visited in January and reported a healthy balance, with a substantial carry forward at the end of the financial year. Her next visit would be in a week’s time. ICT equipment [purchased at a cost of £10k] had been installed during the Easter holiday.</p> <p><b>9.2 2016/17 Draft Budget:</b> A meeting to finalise this was scheduled for the beginning of May, to be followed by GB formal approval before the end of May. An extraordinary GB meeting was fixed for Monday, 23 May 2016.</p> <p><b>9.3 SFVS – Annual Return:</b> This was basically a check on the financial health of the school. The return had to be completed and returned at the end of April, and a copy would be forwarded to governors.</p> <p><b>10. SCHOOL WEBSITE – INCLUSION OF ADDITIONAL STATUTORY INFORMATION:</b> It was confirmed that this was now in place.</p> <p><b>11. LINK GOVERNOR REPORTS:</b></p> <p><b>11.1 Mrs. Harrison:</b> No report, in her absence.</p> <p><b>11.2 Mrs. Roe</b> reported on her recent visit to Y3 which had been a very positive experience. She commented particularly on a Maths lesson; the pupils’ ability to articulate different strategies used, and the excellent support for a special needs child. She was impressed with their ability to focus on their</p>	<p>YH</p> <p>ALL</p> <p>AP</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------

	<p>work despite necessary classroom distractions, and had attended a Y3 assembly.</p> <p><b>11.3 Mr. Petch:</b> Copies of a written report following his visit to Y5 had already been circulated.</p> <p>There were no questions.</p> <p><b>12. CORE GROUPS – DISCUSSION AND REFLECTION:</b> In reflecting on recent meetings, governors made a number of points, including:</p> <ul style="list-style-type: none"> <li>• The usefulness of having teaching staff as part of the membership of core groups</li> <li>• Core groups provided a much appreciated opportunity to spend more time with the teaching staff</li> <li>• RE Curriculum - the excellent teaching demonstrated by two non-Catholic class teachers</li> <li>• Maths Curriculum – the excellent teaching of quite specialised tasks, using different strategies for problem solving, in order to embed reasoning and deeper understanding</li> </ul> <p>Summing up, the Chair stated that the July GB meeting would include an agenda item to review the working of the new system.</p> <p><b>13. GB POLICIES – REGULAR REVIEW/UPDATE – ROLLING PROGRAMME:</b> In the continuing search for a more efficient and effective way of undertaking this task, the HT proposed that, in future, the SLT take over this responsibility in the first instance, before bringing reviewed policies to the GB for formal approval; where updates were necessary, reasons would, of course, be given for amendments. In reply to queries:</p> <ul style="list-style-type: none"> <li>• The HT gave an assurance regarding her knowledge of the current list of policies for which the GB had responsibility, particularly those requiring annual review/update.</li> <li>• The HT confirmed that there was no reason why all GB policies should not be on the school website.</li> <li>• Access to the main website could be obtained for the ICT LG</li> </ul> <p><b>14. GB TRAINING</b></p> <p><b>14.1. Governors’ Attendance on Courses This Term:</b></p> <ul style="list-style-type: none"> <li>• Clerks’ Network Meeting – Barbara Bliss</li> </ul> <p><b>14.2 Clerks’ Network Meeting – 22 March 2016:</b> The Clerk reported on the topics discussed, relaying a number of points that <i>HfL</i> had particularly requested were passed on to governors, including:</p> <ul style="list-style-type: none"> <li>• <b>Prevent</b> training – online training for governors – please ensure this is done – <i>Ofsted</i> will ask...</li> <li>• <b>Prevent</b> – Up to date school records of <i>all</i> staff training - <i>Ofsted</i> will ask...</li> <li>• <b>Child Protection</b> – all cases must be followed up and supported with evidence – <i>Ofsted</i> will ask...</li> <li>• <b>Inspection Dashboard</b> instead of <i>Raiseonline</i> which is being decommissioned</li> <li>• <b>GB Policies</b> – clerks must ensure that these are not out of date, particularly the annual ones.</li> <li>• <b>JARV</b> – report should be circulated to governors</li> <li>• <b>GB Minutes</b> need to show that governors are involved in framing the vision and culture</li> <li>• <b>GB Minutes</b> must record improvements since last inspection in areas</li> </ul>	<p>RB/YH/ BB</p> <p>YH</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------

	<p>requiring improvement</p> <ul style="list-style-type: none"> <li>• <b>Rigour and Accuracy of Self Evaluation</b> – minutes need to reflect governor visits etc.</li> <li>• <b>PE and Sports Premiums</b> – GB minutes must reflect how effectively leaders use these</li> <li>• <b>How do leaders and governors use PM to promote effective practice across the school?</b> It must be recorded somewhere that governors have had a challenging conversation regarding staff performance and whether or not they move up the pay scale [anonymised, of course]</li> <li>• <b>School Website</b> – up to date..?</li> <li>• <b>Enhanced DBS Checks</b> – all governors have to have one wef September 2016 – schools now have to process DBS checks since these will no longer be recorded on the County database – important to keep the single central record up to date</li> <li>• <b>Pre Appointment check forms</b> for completion by all governors</li> <li>• <b>Safeguarding Governor</b> – his/her responsibility to carry out a regular check of single central record and personal files of staff – this must be recorded somewhere</li> <li>• <b>Schools White Paper dated 17 March 2016</b> – to be shared with governors <b>[SEE ATTACHED]</b></li> </ul> <p><b>14.3 Free LA Training Session for Governors:</b> The GB's preferred topic was no longer available. It was agreed to leave a booking until the beginning of the next academic year, when a new list of courses would be available.</p> <p><b>15. ANY OTHER BUSINESS:</b></p> <p><b>15.1 Academy Status:</b> This had been a major topic at the <i>Catholic Head Teachers Annual Conference</i> last month. The HT added there would be a special meeting on the subject for Catholic head teachers in Hertfordshire on Wednesday, 20 April 2016, from 1.00-3.00pm, to which governors were invited. The next GB meeting would include a report on the discussion. In noting the diocese's intention that Catholic schools should only join with other Catholic ones in the setting up of academy trusts, the GB agreed that care would need to be taken regarding our preference. Some concern was expressed by governors regarding the academy route for all schools.</p> <p><b>15.2 Retirement of Mrs. Humpage:</b> The HT outlined her plans for marking this at the end of term. She added that an advertisement had been placed for the post, but recruitment difficulties across the county had so far shown only minimal interest.</p> <p><b>16. DATES OF NEXT MEETINGS:</b></p> <p><b>16.1 Monday, 23 May 2016 – 7.30pm – in the school</b> - Formal Approval of 2016/17 Budget</p> <p><b>16.2 Friday, 17 June 2016 – 2.00-5.00pm – in the school</b> - Core Groups and Strategic Plan</p> <p><b>16.3 Monday, 4 July 2016 – 7.30pm – in the school</b> – Full GB Meeting</p> <p><b>17. THE MEETING</b> closed at 9.50pm with prayers led by Mrs. Roe.</p>	<p>AP</p> <p>YH</p> <p>ALL</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------