

	<p>budget position once year end budgets are signed off and government funding is known.</p> <ul style="list-style-type: none"> • NC – Why is the expenses figure higher in 2016/17 than in other years? • A - This is mainly due to training. JJ can produce a breakdown. HT confirmed that there has been a need for more training due to the introduction of the new curriculum. • VB – Why is SEN funding in 16/17 high compared to other years? • RH – Is the reduction due to just 1 or 2 children? • A - SEN funding is based on each child and the school will be losing 2 SEN children; one child in July 2016 and one in July 2017. The funding may increase again if the school gets more SEN pupils. Pupil premium can also change. The budget figures for 16/17 are accurate to date and the other two years are based on forecasts and subject to more change. • RH – 18/19 shows a deficit but this year the school is in credit. Is the deficit position certain? • A – It is a forecast based on assumptions made now e.g. not getting any more SEN funding. It could change e.g. if there is any change in staff or pupil numbers. • NC – When will the position for 20/21 be known as there is likely to be an impact from national living wage increases (from £7.20 to £9/hr)? • RH – How many school staff are on that level? • A – No staff are on that level currently. <p>JJ referred to page 3 of the summary report regarding minimum funding. Some changes to school / scheme funding may happen – levels of funding and schemes are still to be confirmed. JJ advised that the capital summary shows a £40.5k balance.</p> <ul style="list-style-type: none"> • RH – Did we transfer £40k to capital for projects? • A – We made the decision to keep it where it was due to the change of the 15% rule. <p><i>The Start Budget for 2016/17 – 2018/19 was approved with the understanding that JJ will update it to reflect any changes required.</i></p> <p>VB asked governors to note that a one hour training session on finance has been arranged for governors with JJ on 23 May at 3.30-4.30pm.</p> <p>VB thanks JJ for the report and JJ left the meeting.</p>	
7.0416	<p><u>New Assessment Arrangements</u></p> <p>HT introduced Kerry Jarvis (KS1 teacher) who was attending in response to GB questions on how staff are coping with the new assessment framework. KJ is covering the KS1 assessment this year. KJ circulated a brief summary sheet on maths, reading and writing and advised that there were bullet pointed criteria for each subject now for KS1. These would be assessed at three levels – working towards, working at and working at in more depth. There will be tests on reading, writing, maths and grammar and teaching assessment is also to be done against the criteria.</p> <ul style="list-style-type: none"> • RH – What is the main difference for maths? • A – There is still a test. Every child sits the same test now it is not done for certain levels • RH – Will the new system change the way you teach? • A -The big change is that we have to show that a child has achieved every bullet point in the criteria list, there is no best fit. 	

- **RH – Will it be a problem to get all children to achieve it?**
- **A – We need to ensure that we collect evidence for each child to show that they meet the criteria. KJ described the process for moderation also.**
- **NC – Does being chosen for moderation mean the school is told they have to do it?**
- **A Yes, there is usually a rolling programme so the school can expect it every 4 years.**

If a child is working at the expected level, you don't need to provide evidence of the lower level i.e. how they were working towards it.

- **VB – Does it need reporting at a certain date?**
- **A – Yes the assessment deadline is 30th June and there is no longer a requirement to report results to the LA.. Tests are to be done in May 2016.**

KJ covered standard practice used in the classroom. All children will be exposed to the same test which is designed to show that they are working at or exceeding expected criteria. This could be off putting for those still working towards it. Teachers will do their best to reassure the children and enable practice sessions. KJ noted that the children, some are very young, are rising to the challenge. There is a big difference in reading and some timed practice needs to be done so children get used to reading so may sentences in a set time.

- **NC – Does everyone have the same script to read?**
- **A – Yes. It is a different format this year; the school hasn't seen it and it will be sent in a sealed format.**

VB thanked KJ for her time and for giving the report and KJ left the meeting.

Chris Moorwood (KS2 teacher) joined the meeting to talk about the KS2 assessment. CM covered what he had learned on training done in January including the children and teacher assessments.

There is no test in writing just the teacher assessment. Teachers will need to collect evidence and are responsible for judging if a child is working at expected level for Y6; below the level and working towards it or above the level and working at it at a greater depth. There are lists of criteria that must be met and teachers need to confirm if they can see the child working at these levels. CM has shown the children what they need to be getting and the expected criteria and given them a copy to stick in their books.

As well as the three main standards, there are four lower categories for children not at the working towards level e.g. SEN, however this criteria has not yet been issued.

In maths and reading the assessment is looking at whether they are working at expected level (not the three levels). The child is assessed at if they are working at the expected standard or not. They need to meet all of the criteria not 9 out of 10 etc. There was a discussion about how to show children were exceeding the standard in these subjects.

VB – How do we celebrate if a child is exceeding?

A – We do need to look at how we can report on children working at a higher level

AB – Can the school report in another column showing value added?

A – Yes that is a good idea. The school will look at this.

AB – Can the children assess themselves?

A. Yes this could be done. Governors discussed the potential of getting the children to assess themselves and to note where they think they are working at.

	<p>CM advised that the children are set targets already which are intended to stretch the children.</p> <p>CM covered the SATs tests. There is a reading test similar to the current one with three tests in a booklet. There will be a SPAG test including a 20 question spelling test with an emphasis on application. The word is read out in a sentence and they are asked to spell it. The words are taken from the statutory spelling list so the children will have practiced these.</p> <p>The maths test has changed the most. There are three tests. A pure arithmetic test out of 40 marks which must be completed in 30 minutes; this tests ability to do mental arithmetic.</p> <ul style="list-style-type: none"> • VB – Can you do it without showing the working out? • A -CM would encourage this. If they know the answer the children should put it straight down as they need to be quick to get 40 marks in the 30 minutes • NC – Should you encourage them to show working out so that if they get it wrong you know what mistakes they are making? • A -No would encourage them to go straight to answer for the speed. <p>The test is different to how we would usually work on a normal day where we look at the methodology.</p> <p>The other two maths tests are reasoning tests across a spread of mathematics and are similar to what we've had before/ There is more emphasis now on explaining the answer and working out in these tests.</p> <ul style="list-style-type: none"> • VB – Is this a big trial? • A -Yes all schools are doing the new system rather than it being trialled by a few. Hence the schools are not yet being told what the scoring system is as it is still being developed. <p>VB thanked CM for his presentation and his time and CM left the meeting.</p>	
8.0416	<p><u>Matters Arising and review of actions</u></p> <p>JSDC - VB gave an update on the progress with the JSDC and circulated a brief note to cover what the JSDC has been focussing on and what it will cover at the next meeting on 25 April 2016.</p> <p>VB asked governors if they were happy to agree the proposal that the JSDC proceeds to the consultation stage and noted that this was not a decision on federating just to agree to do the consultation.</p> <ul style="list-style-type: none"> • NC – Will something be going out to parents? • A – Yes, the JSDC will consider a draft consultation document on 25th April. This could include open days with parents. <p>There was a discussion about the process. HT advised how the current relationship between the schools is benefitting children and staff. The advantages and disadvantages of more formalised working arrangements were discussed.</p> <ul style="list-style-type: none"> • JL – Is there a deadline? • A – A timeline has been drafted and the aim is to consult in next 7 weeks and the results of the consultation will inform the next steps. • NC – Is the result of the consultation going to be judged on majority, percentage and will there need to be a minimum level threshold for the number of responses? • A – This will be considered by the JSDC • NC – Will it affect the Ofsted? 	

	<ul style="list-style-type: none"> • No. Both schools would still get a separate Ofsted inspection even if federated. <p><i>VB proposed and RH seconded that approval be given for the JSDC to progress with the consultation.</i></p> <p>JL/VB are to speak to MB/NH to advise on progress and get their views.</p> <p>There were no other matters arising from the minutes.</p>	JL/VB
9.0416	<p><u>Health & safety</u></p> <p>RH gave an update on the last visual health and safety inspection. There were no major issues found. There were some minor issues which are now with HT to progress.</p>	
10.0416	<p><u>Head Teacher's Report</u></p> <p>HT covered the pupil premium summary for 2016/17 circulated with the meeting papers and also handed out a summary of last year's spend and the impact. Last year the school spent £7792. The majority was spent on GTA hours, clubs and subsidising trips such as the residential at Peat Rigg. HT referred to attendance and progress data which shows good progress and take-up of the homework club. This year the plan is to spend pupil premium in a similar way. HT has reduced the amount for trips as there is no residential next year. The funding will also provide transport to enable attendance at clubs. Jujitsu to help self-confidence is being used. The school will purchase some reading materials to help the phonics focus. Governors noted that it was useful to see the comparison on take up and impact.</p> <p><i>The GB approved the pupil premium spend for 2016/17.</i></p> <p>HT gave an overview of sports funding spend including planned spend for 2016/17 and an overview of last year's spend and the impact. The school received c£8k of sports funding and spends the majority on a PE specialist. He is good at motivating the children and has specialist knowledge of each area of the PE curriculum. A number of sporting events and activities are funded. Last year there was a focus on swimming and 100% of children made progress in this area. The school purchased summer athletics resources. This year the school is looking to spend the funding in a similar way with some spend on gymnastics resources next year. There will also be extra training for staff.</p> <ul style="list-style-type: none"> • RH – How much funding will the school get next year? • A - £8174. <p><i>The GB approved the sports funding spend for 2016/17.</i></p> <p>RH left the meeting at this point.</p> <p>HT covered the school development plan (SDP). The school has used the inspection dashboard from the DfE to develop the action plan by taking the areas identified as weak and developing actions to address these. VB noted that in a recent Ofsted training session it was important to look at the links between plans and evidence. Governors need to ensure that key issues are being addressed. HT noted that the SDP action plan includes a reference to the reasoning why the school is focussing on each action. VB noted that the impacts can be seen from the actions, such as children peer assessing and setting their own targets for writing.</p> <p>VB thanked HT for the report.</p>	
11.0416	<p><u>Performance</u></p>	

	<p>HT referred to the progress data that was sent out with the papers and circulated the most recent attainment data. More children have move into the expected progress category in the spring term. By the end of the summer term, the HT anticipates that all pupils will have reached expected progress. Governors noted that the data shows that pupil premium children are doing well and the school has closed the gap.</p> <p>HT went through the progress in the key subject areas for each year group and the number of pupils who had moved to expected progress or were still working towards it.</p> <ul style="list-style-type: none"> • VB – Is this against age related expectations? • A Yes <p>HT gave an example from the progress sheets and referred to p3 which shows that for boys, 11% of children are shown as not on track; however this refers to 1 child not being on track due to the cohort size. The report now gives % and pupil numbers so governors can see where data may be concerning just 1 or 2 children.</p> <p>HT reported that the assessment system is working well and staff know how it works and that it is to be moderated.</p> <ul style="list-style-type: none"> • NC – What is 3c and L3 at 20% showing as an end of key stage result in 2015? • A – This shows level 3 - working beyond – and is 1 child who is working beyond what is expected. <p>VB noted congratulations to staff on these results. HT noted that it was good that the school has a solid evidence base in all areas.</p>	
12.0416	<p><u>School Self Evaluation Form (SEF)</u></p> <p>HT referred to the summary SEF which was circulated with the papers. There is a more detailed full document also. The summary is usually sent to Ofsted before they come to the school. It shows the school’s own self-assessment of its current position and sets out context, progress, next steps, overall judgement against the school’s priorities, actions and impacts. The school is currently assessing itself as good overall and there are some outstanding areas such as pupil behaviour.</p> <p>HT asked governors if the SEF reflects the school and if there were any comments on the SEF?</p> <ul style="list-style-type: none"> • VB – Do Ofsted read the EDA reports? • A Yes. Previously known as EDA, Jill Stubbs’ title is now School Improvement Advisor [SIA] and she will be in school on Friday to conduct a book scrutiny with HT. <p>AB proposed one addition to show how pupils are now involved in discussion and coming up with their own ideas and engaging at a high level, and gave examples of how he had observed this. It was proposed that a collective worship is done and the children are to be asked to develop a theme.</p> <p><i>Governors agreed they were happy with the summary SEF as it appears clear and shows that progress is being made.</i></p>	
13.0416	<p><u>Safeguarding</u></p> <p>HT reported that one referral has been done and a family worker is now involved to help improve attendance. There were no other safeguarding incidents to report.</p> <ul style="list-style-type: none"> • VB – Do staff understand how to proceed if they have any concerns about a child? • A - AM confirmed the staff do have guidance and gave an example of the process that should be followed for serious and less serious concerns. 	

	<p>HT advised on how she dealt with next steps and that an overview sheet is used on the front of the safeguarding file to show a log and the current status.</p> <p>Governors discussed the Prevent training and the need for the school to have an awareness of radicalisation. HT advised that this is an area Ofsted could focus on due to the classification of the school as majority white British.</p>	
14.0416	<p><u>Link Governor Roles</u> VB advised that the link governor document needed to be reviewed and also updated on the website. AB is to look at doing staff wellbeing as well as pastoral care. NC is to be the finance link VB and JL are the pupil premium link and JL is also to be the SEN link</p> <p>LW is to ensure that the school has the business interests of all governors for publication.</p>	<p>VB/HT</p> <p>LW</p>
15.0416	<p><u>Governor Visits</u> Governor visits for May were agreed as follows: JL is to do a PE visit RH and VB are to do the H&S visit VB is to do a subject area visit after the SATs are completed.</p>	<p>JL</p> <p>RH/VB</p> <p>VB</p>
16.0416	<p><u>Governor Training</u> VB has done a two hour WRAP course in relation to Prevent which was a very detailed training. VB and HT did pre Ofsted training which as highlighted earlier was very useful. It included the completion of a website compliance list and HT was reassured on the result from this.</p>	
17.0416	<p><u>Finance update</u> VB reported that at its last meeting, the Finance Committee had considered a number of detailed pieces of work:</p> <p>Business Continuity Plan – VB/HT are to meet to look at how they think the BCP should be redrafted to suit the needs of the school. Asset Management Plan – this has been updated and will need to be reviewed annually SFVS – This has been completed and sent off now</p>	<p>VB/HT</p>
18.0416	<p><u>Clerks update</u> LW is to give an update at the next meeting to highlight any key points from the May Clerks Service meeting.</p>	
19.0416	<p><u>Draft GB Business Plan</u> VB referred to a planner she has drafted which shows when certain business should be done by the governing body. This is for information only at this stage and the curriculum and standards element needs to be developed further. The document will be used to guide future meeting business and GB priorities.</p>	
20.04.16	<p><u>Impact on pupils of Governing Body decisions</u> The following were noted and agreed by the GB:</p> <ul style="list-style-type: none"> • Potentially improved outcomes for children with the decision made by the GB to go to consultation on federation • Continuing scrutiny of impact of sports funding helps to ensure children enjoy being fit and healthy • Evidence of 2015/16 pupil premium impact on attendance and progress and decision to continue similar support next year 	
21.0416	<p><u>Close and next meeting</u> The next meeting of the FGB will be held on 6th July 2016 at 4.30pm. (This is instead of the 13th June and will replace the planning meeting)</p>	<p>LW</p>

	VB advised that there may need to be an extra ordinary meeting to consider JSDC business if required.	
	VB thanked governors for their time and closed the meeting.	

2015/2016 Luttons School Full Governing Body Attendance

Gov Type	Name	12 Oct 15	8 Feb 16	20 April	6 July
Head	Alison Stephenson	Y	Y	Y	
Parent	Nicole Hingley	Y	Y	NP	
Parent	Amy Williams	A (cons)	N/A	N/A	
Parent	Jenna Lahiff	Y	A (cons)	Y	
Co opted	Andy Bowden	Y	Y	Y	
Co opted	Richard Hazelrigg	Y	Y	Y	
Staff	Allyson Milton	Y	A (cons)	Y	
LA/Co opted	Rachel Macdonald	Y	N/A	N/A	
LA	Barbara Pavey	Y	Y	N/A	
Co - opted	Val Bottomley	Y	Y	Y	
Parent	Mandy Barnett	N/A	Y	A (cons)	
Associate	Nigel Cotterill	N/A	Y	Y	