



West Hill Primary School
(a partner in the SMILE Learning Trust)
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West Hill Primary School

Minutes of the Full Governing Body Meeting

held on Thursday February 23rd 2017 at 6.30 pm at the school

Actions (Bold) GB questions, decision making and challenges (*Italics*)

Present: Chair -Sally Sycamore (SS), HT - Cheryl Boulton (CB), Vice Chair - Jonathan Brook (JB) Esther Apsy (EA), Dot Bioletti (DB), Hilary Eade (HE), Matt Fripp (MF), Ian Heard (IH), Jenny Meredith (JM), Danny Murphy (DM), Sue Tovey (ST), Chris Webster (CW)

Clerk: Margaret Whitlock (MW)

PART 1

1. Introduction:

Apologies – Debbie Hudson and Ian Heard who had informed the GB that he would arrive later due to another meeting – both sanctioned by the GB

Declaration of Interests/ check RBI and remind of Governor Code of Conduct:

SS reminded Governors of the Code of Conduct and the requirements to maintain up to date RBIs and declare any Conflicts of Interest during the meeting. There were no declarations of interest.

2. Confirmation of Minutes of meeting 19.1.17 (Part 1 & 2):

Matters arising from minutes: None for Part 1. Part 2 – amend “part” to parent and alter generate to generated in paragraph one.

Actions from the meeting:

- a. (5) MF to contact Jessica Bailey a Town Councillor, to see if the height of the proposed fencing can be raised to 6 feet. ***MF stated that he is waiting for clarity on the height of the fence and usage of the land behind the boundary.***
- b. (5) CB to check that fencing and procedures are in place to ensure site security at WHPS –***done, CB is awaiting three quotes before being able to proceed with the aim of completion by Easter.***
- c. (5) CB to investigate the arrangement of a meeting with all bodies linked to safeguarding, health and education of pupils in the WHPS community – ***to be arranged.***
- d. (6) MF to research other schools websites – ***ongoing, feedback to come.***
- e. (8) CB to approach all staff with ideas for the Vision and Aims for WHPS – ***to take place in the staff meeting – 15.3.17***
- f. (8) SS to email all GB with the outline ideas for the WHPS Vision and Aims - ***done***
- g. (11) JB to approach MG to discuss the transference of the cost centre for the SMILE LT – ***done, though no response received as yet form OSMPS. (Action - CB to approach Mark Gilronan personally to see if OSMPS will take over the accounts for the SMILE Learning Trust.)***
- h. (11) JB to email MF to discuss reviewing the costs of the SMILE Land Transfer paid by WHPS – ***pending.***

(11) CW to talk with JM, updating her on his research around collaboration in local schools – **done.**

The minutes were agreed unanimously and signed by the Chair. Proposed DH and seconded JB

3. Date of Next Pay and Performance Committee Meeting:

Thursday March 23rd 2017 at 6.00 pm

Date of Next FGB Meeting:

Thursday March 23rd 2017 at 6.30 pm

4. Ofsted Updates (CB):

CB had emailed the latest Ofsted Handbook to the GB and noted that there had been fewer changes thus far. She provided a handout of several slides from a presentation at the DAPH Conference by Bradley Simmons, the Ofsted Regional Director, which provided some general information about the Ofsted changes from September 2016:

- Emphasis on impact across all key judgements
- Impact of the culture of the school
- Importance of safeguarding as a golden thread throughout all judgements
- The importance of a broad and balanced curriculum
- A brand new judgement – personal development, behaviour and welfare
- Alignment of the judgements on early years

JM questioned the alignment of judgements, which CB explained is where Early Years judgements used for schools have been aligned with the revised arrangements. She also emphasised that the requirements set for WHPS to achieve a “good” in an inspection were now much harder to meet as outlined in the September Ofsted Framework. CB noted that the SEF Working Group had found in their analysis of data that certain areas of the Ofsted framework were causing some concern; in particular the lack of consistent progress for SEND and disadvantaged pupils at WHPS. This is further accentuated by the considerable progress made by the large number of high achievers in the school, resulting in a wider gap being created between the two groups. CB stated that this issue is highlighted in the SDP and effective interventions are being researched for these disadvantaged pupils, according to their needs. It was noted that CB and DB are doing a learning walk on 15.3.17 to assess the provision in classes for SEND and disadvantaged pupils.

EA observed that these pupils were improving, but not making sufficient progress. CB agreed and added that it is also important to be able to demonstrate the effective use of Pupil Premium funding and the outcomes, particularly for the more able pupils who are in this category. CB acknowledged that WHPS had been “outstanding” in 2007, but that now attaining a “good” would be challenging. SS suggested that it would be wise to communicate this message to parents and the school community. CB stated that teaching staff are very aware, but agreed that a steady drip feed of the changed expectations of Ofsted, the criteria set and an indication of what inspectors are looking at as well as the likely outcomes of an inspection would be helpful to communicate to parents. JB agreed but was concerned that this process would not be too time consuming for CB.

(Action – CB to email out the full presentation by Bradley Simmons if requested by a Governor.)

(Action – CB to create a brief message to go in the newsletter around the expectations of Ofsted and the likely outcomes for WHPS.)

5. SEF Feedback (CB, DB, HE, IH, SS):

CB explained that the group had met for three monthly sessions and had completed 3 sections based on the Ofsted Framework:

1. Leadership and Management
2. Personnel development, behaviour and welfare
3. Outcomes for Pupils

In the next two sessions the group aim to complete the last 2 sections: Effectiveness of the Early Years provision and Teaching, Learning and Assessment. The SEF is a non statutory document, but is considered valuable and one that Ofsted will request at the start of an inspection. The template used is closely linked to the Ofsted criteria and focuses on key strengths and weaknesses. *DB noted that the process of writing the SEF was invaluable and gave Governors a clear insight into where the school is or is not meeting Ofsted requirements. HE noted that it enabled Governors to see where the school fitted in every statement and where best fit lay for grading. DB agreed that writing the SEF enabled Governors to gain a realistic view of where the school stands based on informative assessments of progress and attainment for pupil outcomes. SS observed that there were areas of outstanding progress, but also areas identified where greater progress is needed and DB valued the opportunity to see where the outcomes stood against the National Average. In response to an enquiry by JM as to how the SEF feeds into the SDP, HE stated that the observations, made against the Ofsted criteria in the SEF, run parallel and feed in to the SDP. It was noted that Ofsted inspectors would use the SEF, the website information and RaiseonLine to initiate their agenda for the inspection. CB was pleased that Governors had chosen to work with her on the SEF, particularly as this is in line with the Ofsted expectation that the GB should work collaboratively with the HT and develop a comprehensive knowledge of the school. JM checked that the completed SEF would be brought to the GB, which CB confirmed as it is a valuable source of information for all Governors.*

6. Vision and aims (HE, IH, JM & SS):

The group of Governors had met to discuss the Vision and Aims of the school with a view to making them up to date, memorable and concise (**see Appendix 1**). The suggestions generated for the values, vision and aims were brought to the GB for further consideration, though the WHPS members of staff are yet to review these.

- **Values:** The aim is to achieve a set of values that form a concise and, as JB emphasised, an effective strap line for use around the school with a clear thread. It was agreed that the ideas/key words/message held in the values should be drawn from the pupils, parents and all in the wider school community. *CW had collected examples of the values set by other schools, which he shared, noting that these were often part of a memorable image such as a hand or a tree, or an acrostic with key words that all pupils and staff could be inspired by and remember with ease. DM was concerned that the values should have a purpose and meaning that would benefit the school and pupils, which EA suggested should inform the content of assemblies.* It was agreed that six values were considered best as they would work half termly for assemblies and PSHE lessons. Beginning with ideas from pupils, JM felt, leant strength to the values and then involving the parents would create dialogue and a sense of ownership. Various suggestions were made by the GB about how to gather ideas from the school community.

(Action – CB to consult staff for ideas and feedback on the suggested values, vision and aims from the GB working group.)

(Action – CB to ask teachers to gather ideas from their pupils for WHPS values, with words collected that describe what they envisage for their school; setting a deadline of Easter.)

(Action – CB has requested for a governor to collect feedback from parents after Easter, rating the suggested value words on a grading of 1 – 5)

- **Vision:** The GB agreed that the vision should set out a clear path focusing on where the school wished to be over the next few years and that these should be readily identified on entering the school through the atmosphere set and the evident outcomes. *JM acknowledged that while the values should be concise, she also believed the list of statements created by the working group for the vision was longer because all were necessary to give a full picture. However, DB and HE suggested that the vision also needed to be constructed in a memorable form.*

(IH arrived – 7.30 pm)

7. Financial Monitoring (MF):

- Financial Audit** – MF had met with Lara Dart and reported that the only exceptional expenditure anticipated since the last Budget Monitor is the proposed purchase of the fencing at the side of the school, as highlighted in the Safeguarding Review. MF had just received the Draft Financial Audit Report, generated by the Devon Audit Partnership and was pleased to report that the feedback was positive with references to a “high or good standard” of provision at WHPS. *MF noted that a few minor concerns had been raised such as ensuring value for money was demonstrated by seeking three quotes for major purchases; though where this had not been the case, these issues all had a logical explanation. MF was pleased that the process of transition for the new Business Manager and Head Teacher had been successful, as illustrated by the positive outcome of the Audit. (Action – CB to circulate the Final Audit Report to the GB following ratification by C. Boulton, L. Dart and M. Fripp.)*
- SFVS** – MF reported that he had prepared a draft SFVS for the LA Audit and that this will be completed for submission by the end of March and brought to the GB in the next FGB meeting – 23.3.17. In addition he is in the process of preparing bench marking data.
- PTFA Funding** - It was also noted that the PTFA had funded the playground markings and the installation of the three new Whiteboards, for which there had been considerable positive feedback by all in the WHPS community. CB emphasised her appreciation of the PTFA who have been keen to respond to the needs of the school with their provision of basic items as well as luxuries; particularly with the limited funding the school now receives and the projected depreciation in income.
- MF outlined the information he and CB had received at an NAHT meeting of DAPH, which they had attended on 7.2.17, in which it was explained that unless the government is to allocate more money, school budgets will shrink in real terms by £3 billion by 2019/2020. MF explained that this is due to the economic constraints the government is facing and massive underfunding across the economy. CB outlined the impact on WHPS funding and the budget loss that will be £59,636 by 2019, resulting in minus £285 per pupil. *MF noted that this cut would be exacerbated by the likely rise in inflation and the higher costs that the school will need to meet. JB enquired if this impact on WHPS would be staggered or immediate. MF responded that though the cuts in funding would be staggered, the rise in cost would be more immediate.*

MF reported that he and CB had planned to attend a budget setting workshop, which he now could not attend; however, David Dominey will be meeting with LD to prepare a draft budget. Although WHPS is in a stronger position than some other schools with a short fall to roll over this year, MF warned that there is real concern for the future as there are few, if any, remaining areas where savings can be made. Staffing costs are high, as with all schools, but cuts would be hard to achieve in this area without impacting on class ratios and learning support. It was noted, therefore, that funding for necessary building work would not be readily available and *MF raised a concern for the potential and significant cost of replacing boilers and fencing. JM questioned*

whether other sources of funding could be found in the form of grants, which CB replied would be unlikely. It was recognised by the GB that Devon schools receive the lowest funding nationally. MF stated that parents should be kept informed of these issues, so they understand why funding is not available and could suggesting ways they can help. JB was concerned that SDP requirements could not be met and enquired if the surplus was available to fund these needs, which MF stated, was not possible as the surplus was being eroded. DM observed that this issue is not unique to schools and enquired what the plan was for dealing with this problem. CB responded that the healthy rollover would be used up, which HE observed could be cut if it was perceived to be too great. CB added that the next stage of savings could involve staffing costs, though the legal ratio for pupil/teacher numbers had to be maintained in KS1 and would make this difficult. It was noted that often in other schools, when staff left they were not replaced; however the resulting impact on workload was recognised. Cutting hours would be another option for some staff, though as many staff members are part-time the GB agreed that this option is not realistic; particularly with the demands for PPA cover and supply cover, which are often met by the TAs. CB informed the governing board that last year, some schools in Swindon had decided to restructure their school day closing on Friday lunchtimes for staff to have PPA time and reduce staffing costs to cover them during the school day. She also added that another Devon Head Teacher had proposed to her governing body that she could reduce to 4 days to save the school some money. MF added that the school had endeavoured to be smart by looking to cut costs and generate income, but observed that the services the school needed to use had become more expensive, particularly due to some schools becoming academies and opting out of the LA provision. The GB agreed that there is therefore a need to inform all in the school community, including governors and parents. CB described how action can be taken by emailing the local MP using a template letter provided or signing the petition: www.schoolcuts.org.uk (Action – CB to include information about the cuts and ways to lobby local MPs or contribute to the petition in the WHPS newsletter.)

8. Premises and H&S Report (IH):

- a. **Asset Management Plan** – IH reported that he had studied the Asset Management Plan, which is a five year plan prepared by a company of surveyors commencing in 2015 and that it is regularly updated. He noted there are many jobs that are listed by the surveyors, but that in the current economic climate most are “nice to have” ideas. The only priorities he had identified are the provision of new the fencing and gate, as raised in the Safeguarding Audit and the extension of LED lighting throughout the school, as had been installed in the Year 2 class room, for which LD is currently seeking quotes.
In addition IH reported that the fire door in Class 4 is rotting and will need replacing. A general cleaning of windows and doors following the winter will take place as part of the existing cleaning programme.
- b. **Fire Risk Assessment** – IH reported that this had been held as two documents, but that it had now been amalgamated into one single Babcock template. The replacement of the fire door in Class 4 and the suggestion to fit automatic fire detectors in unoccupied areas, such as the roof space, had been advised. However, IH stated that the value of installing detectors, related to the cost, would need to be considered by the school.
- c. **Devon Norse** – IH had been informed that there were no issues with Devon Norse by LD.
- d. **Building Maintenance** – IH reported that there had been a problem with two overflow pipes, resulting in a considerable loss of water, which had now been stopped, though the problem had yet to be resolved by the plumber.

EA questioned the use of LED in the class rooms; as though the considerable financial saving was recognised, it had been acknowledged that blue light is bad for those with dyslexia. EA suggested that filters should be installed and CB suggested that the cost of installation could be staggered to lessen the impact on the budget. **(Action – CB to ask LD to seek quotes for filters to soften the LD Lighting in class rooms.)**

9. Parent and Community Links (EA):

Report on Pre-School/WHPS Links – EA had circulated her report and noted that there is a strong relationship between the Pre School and WHPS. *EA informed the GB that the Community Cohesion Policy was due for review in the autumn and was concerned that when going to the link it was empty.* **(Action – CB to remove the link for the Community Cohesion Policy from the website as it is non-statutory and will assess reinstating the link when the policy has been reviewed.)**

EA had looked into the safeguarding process and had been reassured that there is effective communication in the transition from Pre-School up to WHPS, but enquired whether there is sufficient communication with Pre-School when a safeguarding issue arose at WHPS within a family that also had a child at Pre-School. CB confirmed that when an issue arose with a family the Pre-School was kept informed as had been the case recently. *SS asked if this should be formalised in the policy,* though CB stated that it was not necessary as the blue forms completed by staff triggered the correct processes.

In response to EA's comment that parents often thought that getting a place at the Pre-School helped to ensure their children would get them into WHPS, CB stated that this did not secure them a place and stated they should be referred to the WHPS Admissions Policy.

EA questioned whether a prominent link should be added to the WHPS website for Pre-School as this would reflect the positive and strong links WHPS has with the Pre-School. CB noted that there is already a hyperlink on the links page of the school website and thought this could perhaps happen at the time the website is updated and made fully compliant. *MF also suggested that the order of priority for the links included in the website should be reviewed.*

EA noted that there are robust policies in place for Pre-School and that there is an effective transition process, though prospective WHPS parents and staff at Pre-School would welcome a reinstatement of the personal visit by Reception teachers prior to their children moving up to WHPS. CB raised a concern about the cost of supply cover for this to occur, but stated she will review the timing of this event to see if it can happen during an assembly or other staff non-contact time. **(Action – CB to consult Reception teachers to arrange a time for them to visit Pre-School in the summer term.)** Since the FGB meeting CB has confirmed with Mrs Powley that she did visit the pre-school last year. *Additional suggestions made by Governors, to help the transition process for pupils, included Pre-School children using the WHPS playground and staff from Pre-School joining in shared training with WHPS; thus making useful savings as well.*

10. SEND Lead (DB):

Report on monitoring SEND Arrangements – DB reported that she had met with Clare Bennett on a fact finding mission to gain a clear picture of assessment results and SEND provision. DB raised a concern that there was clear gap in progress for all SEND pupils, though boys in particular were not making expected progress. CBe had created useful forms for teachers to communicate issues and observations to CBe, enabling her to ensure that effective support could be put in place and pupils regularly monitored. DB stated that a learning walk has been arranged for 15.3.17 with CBe to gain an insight into how pupils are being supported and what they are achieving. DB was pleased to see that CBe communicated effectively and regularly with parents and collected important information in her designated half day a week as SEND Subject Leader. DB stated that the SEND Policy needed to be updated and CB agreed, informing the GB that the Babcock model is one that the school will now use.

JM questioned from when the historic trends had been compared. CB described the situation prior to her appointment, noting that this level of data collection had not taken place so all comparisons were from September. CB observed that the effectiveness of SEND support seemed to be greater in KS1 and stated that teachers were brainstorming ways of improving SEND provision for maths across KS 1 & 2 and were looking at teaching skills together in staff meetings. *JB was concerned that there had previously been unnecessarily high numbers of SEND children,* but CB reassured the GB that the number of recorded SEND children is decreasing at WHPS. CB explained that this is due to the recognition that, though there is a gap between a number of pupils and the high achievers in the school, these less able children would be considered of average ability nationally and may only have an issue of confidence within certain areas of the curriculum. This was corroborated by ST during the meeting.

DB recognised that in the SDP and SEF, as well as through the monitoring taking place under the Inclusion role, the GB had identified the same issues for SEND provision and Governors were now pleased to see teaching staff addressing these effectively. EA observed that all pupils should be seen to make progress against their own assessment results and seek to improve; though some may be constrained by their own limitations. JB was pleased that the focus was on this issue and that data was being collected to ensure the GB could monitor progress effectively linked to the objectives set in the SDP. CB agreed, noting that these priorities would continue to be worked on into the next year. The GB will receive the next set of data at Easter, when they will be able to see if the gap is narrowing for disadvantaged pupils.

Governors asked when the booster lessons begin for SATs, which CB confirmed would take place from February to May.

11. Head teacher's Update - including Safeguarding Children and Child Protection:

- a. CB outlined the introduction of a Safeguarding Data Collection Sheet that provides updates to the GB based on the Safeguarding Action Plan from Babcock. The GB was given a handout of the Safeguarding Report for the autumn term, in which CB outlined all that had occurred and to which she will keep adding. She reported that one child had required two referrals to MASH (Multi Agency Safeguarding Hub). There had been no new DAF referral, though there are two existing ones in place. An exclusion had been recorded for the autumn term, about which the GB had been informed at the time, and CB added that another had taken place that day. The GB were happy that all the correct procedures had been followed and agreed that the Exclusions had been necessary as there is zero tolerance of unacceptable behaviour at WHPS. *MF checked that the member of staff had been given support and was all right after the incident;* which CB confirmed. CB explained the benefits of recording these actions in this way as it would support any potential SEND input or other possible interventions needed for the child. CB reassured the GB that the Single Central Record is up to date following the Safeguarding Audit and that the Audit Action Plan has helped to clarify where the school is meeting requirements or is currently working on safeguarding issues such as the fencing.

EA queried whether Prevent, FGM and CSE should be added to the document. CB stated she may add these to the end of the document and she had also left all the Babcock topic areas on the form, recording none where not applicable to WHPS. *The GB recorded their appreciation of the informative and essential document that enabled them to be kept up to date with all safeguarding issues on a termly basis. JB enquired whether there had been an increase in the use of the blue forms as had been predicted by the Babcock Safeguarding Trainer.* CB confirmed this had been the case due to increased staff vigilance and their raised

- awareness. They had also been supported by regular safeguarding training reminders in staff meetings, based on tasks CB had gained from the L3 Safeguarding training she had attended.
- b. CB informed the GB that staff, parents and governors had been sent the link for the Stanley competition, which will provide £7,500 worth of security products/services, which could include amongst other services: Intruder, traditional or audio intrusion systems, video surveillance, access control systems, fire systems, system installation and staff protection. All have been encouraged to share this information with friends and family and to vote between the dates of 3rd January 2017 & 28th April 2017 to enable WHPS to try to win these products.
 - c. CB raised a concern over the high level of absences in term time:
 - The number of requests since September – (24)with an additional 3 that day
 - The high proportion of parents who still proceed even when the absence is unauthorised, often having booked the holiday/trip prior to making the request.
 - The high number of unauthorised absence days (Sept-Feb=101 sessions/50.5 days) with LD advising CB that more requests would be likely around Easter for skiing trips.
 - The ensuing impact on the whole school attendance (currently 96.1%), which in the past had stood at an average of 98%

CB therefore questioned whether on the second request for a pupil absence that would be considered unauthorised, the GB should send a letter outlining the impact on the pupil's education and the further impact on the school, its attendance levels and the likelihood of triggering an inspection if the attendance levels were seen to drop significantly. CB stated she had received second requests from three families, though she also informed the GB that she had given permission for some absences if they were for exceptional circumstances or educational reasons. *Governors questioned how this problem could be addressed and whether WHPS should consider implementing a fine if an unauthorised absence occurred for a pupil more than once in a school year.* CB told Governors that the Educational Welfare Officer could be called in, particularly as often there appeared to be no financial reasons for booking holidays in term time. *EA was concerned that this also impacted on the HT who has to handle these requests, particularly as the parents used the form requesting absence to inform the school rather than seek permission. SS was concerned that a letter from the GB would have no impact on these parents, though both EA and SS recognised the value of setting a vision for the school and opening up dialogue to help the parents understand how to support their school. The GB agreed that the fine would have little impact for WHPS parents and that the money would not benefit the school as it would be levied by the LA. The GB agreed that a letter from the GB for the second request would be appropriate and supportive, though DM questioned whether the parent would resort to informing the school their child is sick instead. DB believed that a pattern often emerges for certain families and thought that persistent offenders should be addressed. JB asked that the GB should reach a solution as this is a safeguarding/ EWO/ LA issue which should be agreed in the next FGB meeting – 23.3.17. (Action – Pupil unauthorised absences to be added to the agenda for the FGB Meeting – 23.3.17)*

- d. CB informed the GB that a Teaching and Learning Review has been arranged with Brad Murray on 19.4.17 at WHPS. *HE asked if CB would like her to attend as Curriculum Lead. (Action - CB to check with Brad Murray, whether HE should attend the T&L Review 19.4.17.)*

CB will also be attending a “Beyond Monitoring” 3 day course designed to empower Heads with the means to secure better teaching and learning (23rd March, 20th April, 19th May)

CB informed the GB of a piece written by Dawn Stabb, the Head of Education at DCC, in which she had confirmed that no school is under pressure to become an academy unless they have been put into special measures. She cautioned schools not to make any hasty decisions but to work collaboratively in partnerships; which CB had found reassuring. In addition CB informed Governors that the claw back of £55 by DCC had now been reduced to £33 per pupil, as other funding had been found to lessen the shortfall of £11,000.00 to £6,000.00.

12. Governor Visit Reports, which have been circulated to the GB:

- DB had sent a report to the GB for the meeting with CB for Investors in People (IIP)
- JM & IH had submitted a Safeguarding Report following a meeting with CB.

These had been read and there were no comments or questions from the GB.

JM informed the GB that the safeguarding meeting had been useful and asked that safeguarding be at the heart of all that the GB does. JM therefore requested that Governors include a safeguarding question in each of their visits for all subject areas. To this end JM and IH had devised a list of questions and requested that Governors using the following question this term:

“What would you do if you received a message online from someone you did not know?”

The ensuing replies would then be recorded in the Governor’s visit report so that JM and IH could collate and keep a record of the responses in their safeguarding documentation. JM and IH also plan to meet the School Council at the end of the summer term to discuss these issues.

(Action – JM to email out the safeguarding question to the GB for use in their visits.)

Governor Training Reports:

- JM – Understanding Performance Data
- EA – New Governor Introduction Course
- DB – H&S Governor Training
- CSE and FGM training had been undertaken by all Governors and certificates returned to CB and MW – some are still outstanding.

DM questioned if he was required to complete the CSE and FGM training, having covered these areas in his Level 3 safeguarding training. The GB agreed that it was not necessary to duplicate this training and he was exempt from any course that overlapped with this qualification.

EA raised the concern that some smaller rooms did not have clear windows and that stopped good visibility for safeguarding purposes. **(Action – CB to check for good visibility in all rooms where children work in small groups or one to one.)**

13. Policies, Statements & Provisions for review in the spring term 2017:

- a. Asset Management Plan – (Statutory & Website) (IH):** IH reported that he had reviewed this document, but all other Governors had not been sent this document due to the size of the file. **(Action – CB to ask that LD send the Asset Management Plan to the Clerk and Governors.)** This will be brought to the next FGB meeting 23.3.17 for ratification by the GB.
- b. Supporting Students with Medical Conditions and the administration of medicine – (Statutory):** *DB questioned potential confusion caused by the mixed use of names and posts in this policy.* CB, however, stated that this was necessary due to the nature of the model policy which was adapted to fit WHPS and noted that in some cases the name would be given if a post was not applicable. Governors ratified this policy.
- c. Equal Opportunities Policy - (Website):** Deferred as further amendment is required to this model policy for use at WHPS.

- d. **Financial Management Policy (Statutory):** Deferred as the amendments following the LA Audit need to be made. The term “Committee” will be altered to FGB and IH put down as H&S Lead instead of SS. This policy will be added to the agenda of the next FGB meeting – 23.3.17.
- e. **Privacy Notice – (Statutory & Website):** Governors ratified this policy.
The statutory policies were agreed unanimously by the GB – proposed DB and seconded DM

Non –statutory policies:

- f. **Management of Outdoor Education Visits and Off-site Arrangements Policy - January 2017:** EA questioned whether the risk assessments were as stringent for one off visits as regularly held visits. CB confirmed that all risk assessments were stringently monitored as they were brought to the Risk assessment Coordinator – LD and then passed to CB.
- g. **Work life Balance Policy – January 2017**
- h. **Initial Teacher Education Policy - January 2017**
- i. **Pastoral Care Policy -January 2017:** EA questioned whether Internet training through SW Grid should be added to the list on Page 3, which CB agreed. In addition EA asked that careers advice and moving to the next school should also be included in the policy. **(Action – CB to make amendments to the Pastoral Care Policy and circulate to the GB.)**
- j. **Staff Leave and Absence Policy: DCC Feb 2016 – Page 2 & 7 – FGB to agree number of day’s absence permitted for HT to authorise.** After discussion the GB agreed that the set number of days for the HT to authorise should be 2 days, after which the GB would be consulted. A further discussion followed as to whether days taken by staff for interviews should be paid. The GB agreed that as teachers do not have flexible holidays they would be paid when they took time to attend interviews. It was agreed that after 6 days of interviews staff would not be paid without consultation by the HT with the GB, as suggested by DB, were this situation to arise. It was also proposed that any further changes around whether members of staff would be paid when they took leave outside school holidays will be discussed by CB with them and should not commence before September. CB reported that she had introduced a form for members of staff to complete if requesting time off in term time, which had proved helpful in gauging the reason and timings for these requests; thus keeping a clear record.

14. Violence at Work Statement and Policy

All of these non-statutory policies were approved pending the agreed changes. The amended policies will be circulated to the GB. **(Action – CB to amend the non-statutory policies and send out to the GB.)**

15. Matters brought forward at the Chair’s discretion :

Chris Webster informed the GB that he wished to tender his resignation due to the increasing commitment required of Governors and the impact this work has been having on his own workload. He was, however, pleased to be able to maintain his contact with the school and the Governing Board by agreeing to become an Associate.

SS outlined the role of an Associate, stating that while Associates did not have a vote on the FGB and there was no pressure to attend all meetings, Chris’ networking skills and keen involvement with the school would continue to be valued by the GB. SS extended massive thanks on behalf of the GB for all the time, energy and commitment Chris has given the school over the many years he has been a Governor. All the Governors were pleased that he will continue to give his invaluable support to sport within the school and contribute to FGB meetings when possible.

There will now be a vacancy on the Governing Board for a Co-opted Governor and all the Governors were asked to look out for a suitable person who would fit the skills set required to ensure a good balance of skills on the Governing Board.

16. Impact of meeting:

- The GB now felt more confident about the process and expectations of an Ofsted inspection, using the Ofsted handbook to help prepare themselves

- More policies have been reviewed by the GB, with the right emphasis being placed on GB involvement in the ratification of statutory policies, while non-statutory policies are being sent to Governors for their information and for their input where necessary.
- Useful ideas have been collated by the Vision and Aims Working Group in the development of fresh, memorable and effective values, vision and aims. A process has been agreed in which new ideas will now be further developed and shared by the West Hill pupils, parents and staff.
- Feedback from CB and MF has helped the GB to have a clearer perspective on the financial future for WHPS
- The new Annual Cycle of Monthly FGB Meetings has clarified the structure of meetings and ensured Lead Governors have regular slots to monitor key areas of school life and present their reports to the GB for discussion.
- The new termly Safeguarding report from the HT was agreed by the GB to be very informative; placing safeguarding at the heart of all meetings and governor responsibilities.
- The monthly meetings of the SEF Group and the subsequent feedback has helped all Governors to gain a clearer picture of the school and how it stands within the Ofsted criteria
- The new Community and Parent Links Governor's Report has helped to demonstrate the strong links WHPS has with Pre-School, while highlighting areas that may need some input.
- The SEND Report has focused on the improved collation of data that has given the GB a clearer overview of SEND provision and focussed on areas that need to be addressed to ensure sufficient progress is made by all disadvantaged pupils.
- The Asset Management Plan has been reviewed by IH and this will now be shared with the FGB to give all Governors a picture of maintenance requirements.

The meeting closed at 9.45 pm

APPENDIX

Appendix 1:

West Hill Primary School – Vision and Ethos

Our Values

Current values - Care, Tolerance, Trust, Respect

Other possible values - Responsibility, Honesty, Cooperation, Happiness, Understanding, Perseverance, Courage, Friendship (or other suggestions)

Our Vision:

- Excellence in teaching which excites and inspires our children to want to learn and become independent thinkers.
- Exceptional learning which is enriched through our strong, active partnerships with local schools and community organisations.
- Happy, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.
- Children who feel secure and confident within themselves, who will “give it a go,” challenge themselves and feel safe within their learning environment.

- Friendly, smiling, self-assured staff who are supported and valued by everyone within our school family.
- Parents who champion the school and know their children's emotional welfare and self-esteem is being nurtured and developed.
- Proud parents who recognise the academic progress their children are making because they are kept fully informed and feel part of their child's learning journey.

Our Aims:

- To value and recognise the uniqueness and achievements of every member of our school family, irrespective of ability, gender or background.
- To nurture and support all abilities, helping every child to achieve his/her potential in all areas of learning; intellectual, emotional, physical, social, moral, spiritual and cultural.
- To display and foster a positive attitude towards work and to value each person's contribution to our school
- To partner with parents, forming a relationship based on trust and mutual understanding in the best interests of the children
- To demonstrate and instill self-discipline and respect for people, property and all living things in order to achieve and maintain high standards of behaviour and form good relationships.
- To ensure excellence in teaching and learning within a high quality learning environment, through leadership and within all aspects of school life.
- To equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To provide the full breadth of the National Curriculum, making it accessible to all children, with emphasis on the basic skills of english, mathematics, science and computing.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation, allowing all children to think logically, creatively and critically.
- To teach children the role of stewardship of the world in which we live.