

4.	<p>PRESENTATION ON TARGET TRACKER</p> <p>Mrs R. Mole (RM) delivered a presentation on the new assessment system, Target Tracker, and the rationale behind changing from Learning Ladders: Learning Ladders was very much about tracking the small steps along the way but didn't match the progress pupils were making with the summative picture whereas Target Tracker enables teachers to do both and allows more flexibility for teachers to make professional judgements of where the children are. It is an online system where everything will be stored securely in the cloud and is used by about a third of schools in the country so it has a huge database, which will enable the school to compare itself with other schools locally and nationally. (Orleans had been the only school in the borough using Learning Ladders.) For the benefit of newer Governors, she explained the rationale behind moving from levels in the first place and reasons why the school had chosen Learning Ladders, which in practice teachers had found very cumbersome and difficult to extract and use the data. Regular training and moderation support sessions have been planned to upskill teachers and middle leaders. The Assessment Policy has been reviewed to reflect the change and the trainer at the whole staff training day on Target Tracker had praised the school for its assessment policy. It had been a positive session and the trainer got the staff to a good start. RM outlined what the school will be doing to address any possible difficulties e.g. possible inconsistency of judgements while staff get used to the system will be addressed by having moderation every fourth staff meeting.</p> <p>Q: How does Target Tracker help with moderation?</p> <p>A: Because it is built in and it provides examples, which we can use together with what we get from the LA and DFE. And the volume of pupils and schools who use it means it provides really solid standardisation. Unlike Learning Ladders, it also uses a common language across all phases, which will increase continuity between Years 2 and 3. We will be using NFER formative assessment tests to ensure consistency in test materials.</p> <p>Q: Did you look at Target Tracker when you chose Learning Ladders and, if so, why did you not choose Target Tracker then?</p> <p>A: We did have them in to present to us but, at the time, they were still working in Levels and didn't know what they would put in place instead whereas Learning Ladders did. It wasn't solid enough at the time but they have moved forward in the last two years and it will enable us to track groups of children more easily. RP added that it will reduce the number of places teachers have to record things because it is more transferable.</p> <p>Q: Do you foresee any issues with people understanding it?</p> <p>A: No, it is really user friendly. It was easier to set up than Learning Ladders was and takes half the time to do things so it will make a big difference to the work/life balance of teachers.</p> <p>Q: Have other schools given feedback on things to be aware of?</p> <p>A: They say you should do what's right for your school. You develop it according to your own needs.</p> <p>Q: Will there be a way of indicating whether progress is similar compared to Learning Ladders?</p> <p>A: Yes, we will be able to assimilate the Learning Ladders measurements across.</p> <p>Q: How often will you be able to get benchmarks against other schools?</p> <p>A: Even though not all schools put their data on at the same time, there will be a big enough pool to draw on to enable us to regularly gauge where our children sit nationally.</p> <p>Q: How often can parents check their children's progress?</p> <p>A: They can log in and check at any time but changes will only be made half-termly.</p> <p>Q: In terms of the procurement process, are there any general lessons to be</p>	<p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Inform</p> <p>Account-ability</p> <p>Account-ability</p> <p>Inform</p> <p>Challenge</p>
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	<p>learned from the decision to go with Learning Ladders? A: We did the best we could at the time. Schools had no support from the LA, there was no clear information from anywhere as to how things would look and Learning Ladders gave a very impressive presentation and seemed to provide the answer for us.</p>	
5.	<p>TEACHING AND LEARNING Performance Appraisals have not been done yet and will be reviewed by Q&S committee in the Autumn term.</p> <p><u>Attainment and Progress:</u> RM circulated the SATS data and highlighted that it will improve in all subjects in January when the 2 pupils who were disapplied are taken out of the figures. It was also noted that the figures don't add up to 100% because one pupil was taken out of school during SATS week. The results are an improvement on last year, with 90% working within expected levels in Reading and Writing, of which 59% were at Greater Depth (GD) in Reading compared with 43% last year and 37% at GD in Writing compared with 12% last year. Maths remains a focus area with 49% of pupils achieving GD, some pupils having just missed out by one or two points. 81% attained expected levels in Reading, Writing and Maths (compared with NA of 61%) as opposed to 68% last year and 24% achieved GD in all 3 subjects. The comparison with local schools will not be possible until the Autumn.</p> <p>Q: Can we improve on that? A: Yes, and there is definitely room for improvement in Maths. Q: What do you think has made the main difference? A: We had consistent teachers in there. Last year 2 full time teachers left and it was difficult to recruit. Also this year we were clearer what the expectations were from the beginning whereas last year we did not receive guidance on expectations until the Spring term. With Writing, we learned lessons from last year.</p> <p>Governors particularly commended these results, given the challenges this cohort has had in the past.</p> <p>Q&A: Governors asked about the gap for DPs and RM said she has broken down the SATS data to look at DP performance and attainment and highlighted the fact that for the first time the school has pupils working at GD in Maths and the numbers working at GD in Reading and Writing has increased. However, there are still pupils who have not attained the national standard despite all the support put in, all of whom are on the SEN register, one with an EHCP and significant needs. So the plan is to continue with early intervention, which is much stronger now and, as part of the SDP, the SLT will be looking at the quality of teaching and within that how to improve teaching within the classroom rather than sending pupils out for interventions. The school will be looking to develop the whole school ethos and trying very hard to engage parents early on.</p> <p>Q: Is there any merit in the argument that teachers recognised as outstanding should be working in more bespoke ways with DP kids? A: We need to upskill all the teachers and share that good practice so that we are not left with a hole if one of them leaves. The Maths Mastery will help. The way that we are changing the structure of our Maths lessons will help. Q: Do you have the resources that you need to do what you need to do? A: We're buying into Maths Mastery which has excellent CPD and we will look to make sure we are developing our phase leaders to do a deep dive into Target Tracker to spot and track those children. Possibly we might do things differently if we had more money but it's looking at how we use that DP budget. What it does mean is that there is no leeway in the budget if something comes up that we need to do e.g. one-to-one should that be needed. There is a still a</p>	<p>Challenge</p> <p>Inform</p> <p>Support</p> <p>Challenge</p> <p>Challenge</p> <p>Support</p>

	gap to narrow for pupils with SEN and high aspiration from teachers and building pupils' independence are the most important things we can do to narrow it.	
6.	SCHOOL DEVELOPMENT PLAN It was agreed that, as this had been discussed in detail at all committees, there was no need to go over it again here.	
7.	SPORTS PREMIUM UPDATE The Finance and Premises Committee had reviewed this. The Head highlighted the fact that the school is currently reviewing whether Fit for Sport (FFS) staff are the right people to accompany teams to fixtures and considering using Sports Premium money to hire a sports coach. When AW meets with the current and future PE Coordinators next week, the Head will see whether AW can recommend a coach to train the teams and go to fixtures with them.	
8.	SAFEGUARDING The Chair had done a safeguarding visit yesterday, during which he checked the Single Central Record and looked at the number of exclusions that have taken place and what was done. He said there was no issues that he felt he needed to bring to the GB's attention and almost all of the action points identified before had been ticked off. The only thing that had come up is that visitors to the school do not always sign in appropriately so something to consider might be a computerised signing-in system. AA said she is satisfied that staff and parents are aware of the Safeguarding policy and know what to do.	
9.	COMMITTEE REPORTS Minutes for F&P and Personnel, Children and Community (PC&C) had been circulated beforehand but the Q&S minutes were not yet complete as the meeting had only been on Monday.	
9a	<u>Quality and Standards:</u> The Chair fed back on the discussion around the SDP and had asked challenging questions around the quality of teaching and Diminishing the Difference. They had also noted the SEN report and the School Travel Plan.	
9b	<u>Finance and Premises:</u> AA reported that Governors had discussed Sports Premium, talked about initiatives the new SBM is putting in place to reduce the caretaker's overtime and had reviewed maintenance contracts. There had been no big issues with the Financial Monitoring Report at this early stage in the cycle. MMG had done a Health & Safety Walk and the Head had clarified with him what the expectations are of these monitoring walks by the Health & Safety Governor. Governors had also talked about additional revenue-raising options and authorised the new SBM to investigate further the possibility of rugby parking and the logistics of who would man it, how many cars could be parked etc. Governors had also noted the need for a lockdown procedure by September. With regard to the voluntary parental contributions scheme, the Chair reiterated that he would be uncomfortable signing for this until he is assured there is a robust system in place to protect the Head and Trustees against the potential for abuse/internal pressures to ask for preferential treatment. He has spoken to the Chair of the Vineyard about how they manage it and reported back on what he had learned from her, although it was noted that there were some	

9c	<p>discrepancies between what he had been told and what was on their website. They ask for £90 a year (or £7.50 a month) and the fund was used to 'advance school objectives as outlined in the SDP and to further the education of the children' but also for capital projects.</p> <p>RG has written a draft letter to go to parents and it was agreed that this should be circulated to Governors. It was noted that it was the school who should open the bank account rather than Governors. It was agreed to investigate further with other schools, possibly Tiffin, and to develop a robust statement regarding the use of the Fund to protect the Head and Chair.</p> <p><u>Personnel, Children and Community:</u> It was to take these minutes as read. Governors had primarily looked at the SDP and reviewed policies. Governors asked about the exit interview process and RP, who will be conducting them, was asked to book them ahead of time to ensure staff have time to prepare and Governors can attend. The Head's PA would write up the notes.</p>	
10.	<p>GOVERNOR VISITS</p> <p><u>Transition Governor Report:</u> JS had given verbal feedback at the last meeting and the report has since been circulated.</p> <p><u>Health and Safety Governor Report:</u> MMG to write this up.</p> <p><u>Teaching and Learning Visit:</u> Y-LC had conducted a Teaching & Learning Visit. [Post-meeting note: YLC's report was circulated on 7/7/17)</p>	
11.	<p>POLICIES</p> <p>The Health and Safety Policy had been circulated. Governors approved the policy with some minor amendments. <i>RP left the meeting at 9.27 pm.</i></p> <p><u>Acceptable Usage Policy:</u> Neither the Chair nor the Head had been able to find examples of an Acceptable Usage Policy specific to Governors. The Chair will attempt to create a suitable paragraph to add to the existing school policy.</p> <p>FGB Autumn 1 Agenda</p>	Approve
12.	<p>MEMBERSHIP AND CONSTITUTION</p> <p>The Chair had always indicated that he would serve for one year and now confirmed his decision to stand down. He proposed Alex Axiom, currently Vice Chair, as Chair from September and Caroline Green as Vice Chair. MM and JS seconded these nominations and Governors voted unanimously in favour.</p> <p>At the Q&S meeting on Monday, the committee had elected Rebecca Gibbs as Chair from September and Governors ratified this decision. Alex Axiom agreed to remain as Chair of PC&C. The Chair proposed Caroline Green as Chair of F&P committee from September and JS seconded this motion. Governors voted unanimously in favour.</p>	
13.	<p>GOVERNOR SELF EVALUATION</p> <p>Governors agreed that they had achieved the following at this meeting for the benefit of the children:</p> <ul style="list-style-type: none"> • They had learned about the new assessment system • They had reviewed the SATS results • They had asked probing questions to make sure that, especially in the 	

	<p>case of Disadvantaged and SEN pupils, they hold the school to account over the next academic cycle to keep that focus on attainment and progress</p> <ul style="list-style-type: none"> • They had agreed a plan of action to push forward plans for additional funding over the next year. • They had elected the leadership for next year 	
14.	<p>DATE OF NEXT MEETING See Appendix 1 for list of meeting dates for next year.</p>	

The meeting ended at 9.37 pm.

Signature: _____

Date: _____

Actions Arising:

Item	Action	By Whom	By When
3	Write to PE Coordinator acknowledging her great achievements in pushing the school towards attaining the Sports Mark.	Matthew Engelke	ASAP
9b	<ul style="list-style-type: none"> • Circulate RG's letter to Governors • Talk to other schools who have parental contributions • Develop a robust, transparent system to protect Head and Trustees 	Matthew Engelke Caroline Green/ Matthew Engelke ???	

Agenda Items Arising:

Item	Action	By Whom	By When
3	Review results of Home Learning survey	Q&S	Autumn 1
11	Acceptable Usage Policy	FGB	Autumn 1

Appendix 1**MEETING DATES FOR 2017-18****Autumn Term 1**

6th October Finance and Premises

16th October Quality and Standards

18th October Full Governors

Autumn Term 2

15th November P, C & C

11th December Quality and Standards

1st December Finance and Premises

13th December Full Governors

Spring Term 1

26th January Finance and Premises

5th February Quality and Standards

7th February Full Governors

Spring Term 2

21st February P, C & C

26th March Quality and Standards

9th March Finance and Premises

28th March Full Governors

Summer Term 1

29th April Finance and Premises

7th May Quality and Standards

23rd May Full Governors

Summer Term 2

13th June P, C&C

22nd June Finance and Premises

9th July Quality and Standards

18th July Full Governors