



	<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Head to investigate the revised staff questionnaire being used by Ofsted and inform Chair/Vice Chair.</b></li> <li>2. <b>Chair/Vice Chair to carry out the staff survey using the revised questions.</b></li> </ol> <p>d. <i>Action Items 5, 6 and 7: Carried out using Survey Monkey. Parents of Reception children were invited to a Welcome meeting on 7 October; the Chair suggested that a Governor should also be at the meeting, which was agreed.</i></p> <p><b>Action: LB to survey parents of Reception children after their first term in school about homework</b></p>	<p><b>Head</b></p> <p><b>Chair/Vice Chair</b></p> <p><b>LB</b></p>
<p><b>6</b></p>	<p><b>Governor Business:</b></p> <p>a. <b>TOR for TABS Committee:</b></p> <ol style="list-style-type: none"> <li>i. TOR for TABS Committee had been circulated in July, following which a Governor had commented that it was wordy and contained duplications, to which the Chair responded that it was better to have too much detail rather than too little and that it was important that the content reflected all the responsibilities of the committee.</li> <li>ii. She asked for those present to forward any further comments to her as quickly as possible so that the TOR could be ratified at FGB on 27 September.</li> </ol> <p><b>Action: Governors to forward any further comments on the TABS Committee TOR to the Chair before 27 September 2016.</b></p> <p>b. <b>Confirmation of dates for TABS Committee:</b></p> <ol style="list-style-type: none"> <li>i. The Chair confirmed that TABS Committee meetings on 8 November and 9 May would be in the morning, following learning walks.</li> <li>ii. A Governor queried the number of TABS Committee meetings in the spring term. On looking at the diary, the length of the spring term precluded a second meeting, so one visit (7 February) was confirmed.</li> <li>iii. Another Governor queried whether the second visit in the summer term (27 June) should be a morning meeting.</li> </ol> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Chair to confirm whether the TABS Committee meeting on 27 June 2017 would be in the morning.</b></li> <li>2. <b>Chair to change the date of the TABS meeting on the 9<sup>th</sup> May due to this being SATs week for Year 6 children.</b></li> </ol>	<p><b>All</b></p> <p><b>Chair</b></p> <p><b>Chair</b></p>
<p><b>7</b></p>	<p><b>Outcomes for Children – SATS and Phonics Outcomes 2016:</b></p> <ol style="list-style-type: none"> <li>a. Following the disappointing SATS results at the beginning of July, the Head had met with the Chair of Governors together with Chairs of TABS and FPPS Committees before the end of the summer term to share preliminary results of analysis together with the decision to supplement the SDP with a Raising Attainment Plan (RAP).</li> <li>b. A full discussion relating to the outcomes for KS2 took place which included the Head and Deputy sharing details of further analysis which had been carried out over the summer.</li> <li>c. Governors had received a copy of the RAP which the Head explained had been developed as a result of deep analysis of the outcomes together with a review of teaching and learning in the core areas.</li> <li>d. Governors agreed that the curriculum for all children should remain broad and balanced.</li> <li>e. <i>A Governor asked about comparative data with other schools, referring to anecdotal results from a school in London.</i> The Head told governors that whilst</li> </ol>	

Signed by Chair: .....

Date: .....

	<p>there was national headline data, which included progress data identifying that children at Houghton had not made less than national progress, there was no data available yet about individual schools to enable benchmarking. Tim Coulson, Regional Schools Commissioner, East of England and North East London, had written to all schools in Cambridgeshire at the beginning of term stating that some schools had done well and others had not got the results they had expected. He recommended a number of schools that had done well for leadership teams to visit. The Head expressed her disappointment that none were in Cambridgeshire, but stated that she would be looking to arrange visits to schools who were doing well in SATS in order to find out more.</p> <p>f. <i>The Chair remarked that it was important that parents understood how children are being taught and assessed.</i> The Head commented that the School had invited all parents to an event on 19 September 2016 about teaching, learning and assessment which was poorly attended by KS2 parents. Information events relating to SATS had already been advertised for parents of children in Year 2 and 6. The first was scheduled for 4<sup>th</sup> October. A second event, for Year 6 parents would be held in the spring term 2017.</p> <p>g. FS advised Governors of the work already in place with the current Year 6 cohort, building on the knowledge and understanding she had gained over the last year about the statutory assessment processed for this year group.</p> <p>h. The Head told Governors that it was vital that the School sought external support and advice to help secure improvement. This would mean buying in appropriate consultancy as well as ensuring professional development remained focused and appropriate.</p> <p>i. <i>A Governor asked whether joining an academy could provide the support needed now that the Local Authority was not providing support to schools in the same way as in the past.</i> Governors responded that this should be part of the consideration for academy conversion.</p>	
8	<p><b>Leadership and Management:</b></p> <p><b>a. Raising Attainment Plan (RAP) 2016-17:</b></p> <p>i. The RAP summary had been passed to Governors in advance of the meeting.</p> <p>ii. The Maths element was being finalised and the whole RAP shared with staff.</p> <p>iii. <i>In answer to a question from Governors, the Head confirmed that the targets included would be measurable and included with performance management.</i></p> <p><b>b. School Development Plan (SDP) 2016-18:</b></p> <p>i. The Head informed Governors that following review of results, work was continuing on the SDP.</p> <p>ii. <i>In response to a question from a Governor, the Head said that the floor level was 65%.</i> She emphasised that the School needed be above the national average.</p> <p><b>c. Development of Middle Leaders:</b></p> <p>i. The Deputy Head from Brampton Primary School was working with the Head to lead the development of Middle Leadership in terms of curriculum leadership.</p> <p>ii. An audit had already been carried out relating to skills and confidence. The outcomes had been used to plan professional development for the autumn term.</p>	
9	<p><b>Teaching, Learning and Assessment:</b></p> <p><b>a. Assessment annual Planner:</b></p> <p>i. The Head reminded Governors that assessment weeks had taken place each</p>	

Signed by Chair: .....

Date: .....

	<p>term using summative tests and assessments. This had been reviewed in relation to the timing of summative assessments to enable more effective analysis which would continue to feed into planning. Formative assessment continued daily.</p> <p>ii. The head informed governors that commercial summative tests used by the School had now been benchmarked in relation to the new SATS for Year 2 and 6 and secured.</p> <p><b>b. Development of teaching and assessment in Reading:</b></p> <p>i. Data gained from Accelerated Reader was being analysed weekly. KS2 had been re-tested using last year's test for Reading and Maths within the first 2 weeks of term, in order to provide teachers with up-to-date information to support effective planning.</p> <p>ii. KS Leaders were working with their teams to review practice in Guided Reading within each Key Stage to share and secure best practice. A specific Parents' Evening was being held in November to help parents understand how reading is taught in school and how to support their children with reading at home.</p> <p><b>c. Planning for Depth of Learning: Responsive planning:</b></p> <p>i. A new format had been adopted. Teachers were now concentrating on analysis of the quality of activities to show depth of learning across the class for all abilities. The proof of improvement would be found in the children's learning outcomes.</p> <p>ii. Staff were keen to use strategies they had learnt about in professional development in the summer term on continuous provision e.g. the teaching of time across the day/curriculum.</p> <p>iii. The Head reminded Governors that teachers were teaching the same year group as last year (in 2015-16, five out of seven staff had changed year group). This meant that they would be able to build on the subject knowledge they had gained last year when teaching the new national curriculum for that age group. The focus continued to be depth of learning for that year group and not acceleration, in order to secure good knowledge and understanding year on year.</p>	
10	<p><b>Personal development, behaviour and welfare:</b></p> <p><b>a. Behaviour:</b></p> <p>i. An extra day's training had taken place for some staff on 31 August, which was attended by all teaching staff and focused on sharing performance data and the RAP. This was in addition to the training day on 1 September, which was attended by all teaching and learning support staff. The focus on that day was a review of the Behaviour Policy, Safeguarding and Child Protection.</p> <p>ii. The ethos on positive management of behaviour within a 'Golden School' approach would remain the same. However, a number of changes to the use of rewards and sanctions had been made, linking rewards to the House Point system which had been introduced in January 2016. Sanctions were reviewed in terms of effectiveness for children breaking the Golden Rules.</p> <p>iii. The Head commented that she had been pleased to note the positive approach to the house point system by the children. FS gave further details.</p> <p>iv. <i>A Governor asked why the Head had felt it necessary to re-examine the behaviour within the School.</i> She responded that the Behaviour Policy was reviewed annually and whilst behaviour generally was good, there was low-level disruption within some classes, which could be addressed more effectively within the reviewed agreed practice.</p> <p>v. <i>Another Governor asked about Golden Time, which the Head confirmed was no longer being used.</i> She explained that most children had ceased seeing it as a reward so it had lost its effectiveness. The half-hour freed up as a result</p>	

Signed by Chair: .....

Date: .....

	<p>was now incorporated into curriculum time.</p> <ul style="list-style-type: none"> <li>vi. The Head went on to emphasise that rewarding positive behaviour was now being met in a different way, with the concentration on teamwork and cooperation. This was being analysed weekly.</li> <li>vii. <i>In response to a question, the Head confirmed that children misbehaving were receiving a warning, which where necessary would be followed by loss of playtime.</i></li> <li>viii. Children who had identified additional needs which impacted on their behaviour may have individual plans (PIPS) in which behaviour was addressed. Plans were personalised in accordance with the child's needs.</li> <li>ix. The Head confirmed that behavioural problems were being reported to parents more regularly than in the past (weekly rather than half termly) and to have the greatest effect, the support of those parents would be needed.</li> <li>x. The Head reminded Governors that the Anti-Bullying Policy would be reviewed in November by FS, with input from the children. This is part of the school's usual work in national Anti-Bullying week (14-18 November) and would include a parents' information event.</li> </ul> <p><b>b. Safeguarding and Child Protection:</b></p> <ul style="list-style-type: none"> <li>i. See also Agenda Item 12a.</li> <li>ii. The Chair had completed the child protection audit.</li> <li>iii. The Safeguarding and Child Protection policy had been sent to all Governors and all staff had been updated.</li> </ul> <p><b>c. Prevent:</b></p> <ul style="list-style-type: none"> <li>i. The Head and FS had attended Prevent training the week before.</li> <li>ii. Phoenix staff had been briefed by GY.</li> <li>iii. Prevent was included within the Safeguarding and Child Protection Policy and all staff had been briefed by GY, including Phoenix staff.</li> <li>iv. There were 4 trained designated staff for Safeguarding and Child Protection on site. GY was the Prevent lead.</li> </ul>	
11	<p><b>Sports Development:</b></p> <ul style="list-style-type: none"> <li>a. The Head informed Governors that the School had applied for the sports mark and were hoping for Gold. Governors agreed that it was a considerable achievement to go from nothing to Gold within one year.</li> <li>b. The Head said she was being encouraged by the organisers to consider self-nominating the School for Sports Primary School of the Year; she felt this could be better done by a parent. The Head had the link and criteria that needed to be met.</li> <li>c. The Head had previously emailed Governors the reviewed Sports Plan for 2015-16. The achievement provided very clear evidence that the funding obtained was being spent well.</li> <li>d. The Head commented that without the wholehearted support and commitment of the staff, the School could not have achieved so much. The concern now would be to keep the momentum going.</li> <li>e. Governors agreed that this was a success story for the School, to be celebrated.</li> </ul>	
12	<p><b>Policies:</b></p> <p><b>a. Safeguarding and Child Protection Policy:</b></p> <ul style="list-style-type: none"> <li>i. The policy had been forwarded to all Governors. The Chair reminded them that if they had not already done so, Governors needed to confirm to Sue Jordan that they had received and read the Policy.</li> <li>ii. The Policy would be formally signed at FGB on 27 September.</li> </ul> <p><b>Action: Governors to confirm to Sue Jordan that they had received and read the Safeguarding and Child Protection policy.</b></p>	All

Signed by Chair: .....

Date: .....

	<p><b>b. Behaviour Policy and Practice: See Agenda Item 10a.</b></p> <p><b>c. Accessibility Plan:</b></p> <ul style="list-style-type: none"> <li>i. LB and AR informed Governors that they now had the basis of the plan and would provide a synopsis showing the existing areas of good accessibility as well as those that needed to be improved. They agreed to do this for FGB.</li> <li>ii. To complete the Accessibility Plan, the work they had done needed to be linked with the property audit.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>1. <b>LB and AR to provide a synopsis of accessibility for discussion at FGB on 27 September 2016.</b></li> <li>2. <b>Head and AW to send to LB/AR the work that they had carried out with regard to the Accessibility plan</b></li> </ul>	<p>LB, AR Head/AW</p>
<p><b>13</b></p>	<p><b>Any other business:</b></p> <p><b>a. Governing Body Self Evaluation Form:</b></p> <ul style="list-style-type: none"> <li>i. The Chair reminded Governors that the annual Self Evaluation form had been circulated to them during the summer term for input. However, not all Governors had responded and the form had largely been completed by the Chair of Governors.</li> <li>ii. She felt that it was vital that Governors audited themselves honestly and in detail. All Governors should know the strengths and weaknesses of the School in order that they were able to carry out their responsibilities effectively.</li> <li>iii. Governors must be prepared to undertake training to widen their knowledge.</li> </ul> <p><b>Action: Governors to individually complete the Governing Body Self Evaluation form by 23 September so that it could be evaluated at FGB on 27 September.</b></p> <p><b>b. New Vicar:</b> The Head informed Governors that the new vicar, Revd Geoff Boucher, had visited to introduce himself to the staff and children. He had expressed an interest in being involved in School activities which was warmly welcomed by the Head.</p> <p><b>c. Time Bank:</b></p> <ul style="list-style-type: none"> <li>i. The Head told Governors about the Houghton Village Time Bank, which Vickie Graham had been employed by the Parish Council to operate. Vickie had visited the School.</li> <li>ii. The intention was to give time to activities in order to gain credits which could be used later.</li> <li>iii. The Head commented that Vickie had informed her that there could be benefits to the School from becoming involved.</li> </ul> <p><b>d. Tree House:</b></p> <ul style="list-style-type: none"> <li>i. The Head informed Governors that in response to a comment that the School would benefit from an outdoor learning classroom if funds could be raised, a parent had single-handedly sourced priced plans for a tree house/learning platform and found a sponsor for half the costs.</li> <li>ii. The parent was now leading efforts to raise funds to meet the remaining costs.</li> <li>iii. He had also persuaded the local garden centre to provide plants for the area underneath the tree house.</li> </ul> <p><b>e. School website:</b> Before the start of the meeting, the Head gave a brief demonstration of the new School website that was currently being built.</p> <p>The Chair thanked GD for making the time to attend the TABS Committee meeting.</p>	<p>All</p>

Signed by Chair: .....

Date: .....

	There was no other business.	
	<b>Date of next TABS Committee meeting: Tuesday 8 November 2016 at 8.45am.</b>	

The meeting ended at 8.45pm.

Signed by Chair: .....

Date: .....