



MINUTES OF THE WHITMORE PRIMARY SCHOOL GOVERNING BODY MEETING HELD ON TUESDAY 8th DECEMBER 2015

Present: Caroline Brown (*Chair*), Jane Kemsley (*Vice Chair*), Penny Smith (*Headteacher*), Gillian Brady, Nikhil Mehta Jenny Lyon, Karina Fabien, Mariam Elsaidi

Apologies: Farzan Bilimoria, Liz Moxon,

In Attendance: Chris Davidson (*School Bursar*), Liz Gillen (*Business Manager*), Siobhan Fehim (*Deputy Headteacher*)

Clerk: Elizabeth Bart-Williams (*Governor Services*)

The meeting commenced at 6.00pm

Part 1: Non-Confidential Business

1. Welcome/Apologies/Consent for absences

Caroline Brown welcomed everyone to the meeting and apologies were noted as above. Introductions were made. Elizabeth Bart-Williams was introduced as a cover Clerk for this meeting.

2. Governing Body Organisation

2.1 Register of Pecuniary Interests

The Register of Pecuniary Interests was signed by all present.

2.2 Declaration of interest in items on the agenda

There was no declaration of interest by any member in any items on the agenda.

3. Minutes of the Last Meeting and Action Taken

3.1 To agree the minutes of the meeting held on 13th October 2015

The minutes of the full governing body meeting held on the 13th October 2015 were agreed as an accurate record of the meeting.

3.2 Matters arising from the minutes not included on the agenda

Publication of Governors' details on the website: this has been done.

Transition to Secondary school: (tracking pupils after they leave Whitmore)
Gillian Brady has spoken to Martin Buck, Head of Secondary, and he is excited. The contract will be in place for the Spring term. Haggerston School has also shown interest.

Safer recruitment: Liz Gillen and the Head teacher are working on this.

SEF for Mr Mehta and Ms Brady: this has been completed.

Briefings on Link Governor Visits have been shared with SLT – see overview under Item 10.

Virement for Staff Wellbeing: Ms Brady sought advice from the Hackney Learning Trust and the proposal was discussed at the Finance & Resources Committee meeting. The consensus is that the virement will be problematic. The Committee is working to see how to progress this especially around HR support for leaders and staff in general. Liz Gillen and Chris Davidson will be attending the Bursars' Forum tomorrow (9th December) and will seek information. Gillian Brady pointed out that further information will be coming out to all schools from the Hackney Learning Trust on this.

- 3.3 Chair to report any urgent action taken since the last meeting
There was no urgent action taken from the Chair since the last meeting.

4. Report of the Headteacher

- 4.1 The Headteacher took members through her report which had been circulated in advance of this meeting. In-depth discussions had also been had at the Outcome & Standards Committee and Gillian Brady will report on that later. The key highlights were:

Data Wall (showing Autumn-Summer progress data):

Whitmore has adopted the NFER assessments for its baseline assessments. Pupils start at the school at low levels of development, with entry point typically well below the baseline expectations. Yr. 1 is following typical annual trends with lower percentages which reflect General Level of Development (GLD). Overall, attainment in all year groups is now at least in line or higher than national expectations in all year groups in Reading, Writing and Maths.

Governor Question: What is the transition level from Reception to Yr. 1?

Answer: This used to be Level 1C, but with the new curriculum it is now based on GLD which is significantly different. Assessment without Levels is still unknown territory and this academic year will be the Baseline year. The school's ambition is to ensure all children achieve 80% at Expected Levels. Targeted intervention will be provided to all who need it to ensure they meet their learning goals. In the current cohort, 12 pupils have been identified, with 6 demonstrating complex needs and EHCP.

Overall, the Governing Body, SMT and Hackney Learning Trust have judged outcomes to be Good; EYFS and KS1 as Outstanding while KS2 is judged as Good. This is evidenced in data provided by the Hackney Data Booklet, RAISEOnline, Schools Inspection Dashboard and the SIP (1) Report.

Quality of Teaching & Learning:

Teaching profile shows 40% of all teachers are 'Outstanding', 95% are 'Good' or better while 5% (1 teacher) 'Requires Improvement'. Formal procedures have already commenced to address this, with support including team-teaching, assessment and planning to minimize the impact of pupil learning.

Governor Question: Does the 5% RI above impact pupil learning?

Answer: Yes, it does and that is why swift interventions are being implemented.

Governor Question: How many of the teachers are NQTs?

Answer: There are 2 NQTs who are both very good; 1 of them has been in the school for 5 years now before becoming an NQT and she has been externally assessed as 'Outstanding'.

The Headteacher commended the Governing Body's investment in Visible Learning CPD and pointed out that the £18k investment is clearly showing fruit through teachers and TAs quality. Feedback has been very positive; linking into the new Assessment without Levels. Insets are now focused on consolidation and sharing of good practice. Next term, teachers will be doing lesson study work in in triads, unpicking feedbacks and devising how these can impact and improve pupil learning and attainment.

Wider curriculum events in the Autumn term include Black History month; Anti-Bullying week; Hispanic Day; Road Safety week; Sports competitions; Children in Need; Work week; Zoolab; Year 6 residential and ASPIRE time each day. The Headteacher pointed out that these build back into classwork and are beneficial to the pupils. Teachers are creative and employ flexible ways of recording and monitoring these, to determine what to keep or drop on this learning curve.

Governors asked how the Sporting activities are progressing. The Headteacher stated that Badu Sports has been appointed and is positively impacting PE provision. The children are competitive and the school looks forward to winning some sporting trophies soon.

Leadership and Management

Leadership is judged as 'Outstanding' overall by the school's evaluation and is confirmed by the SIP in his annual summary.

The Headteacher confirmed that leadership has been particularly good this year. There is individualized coaching for SMT which will extend to middle managers by next year. This is honing skills and building capacity to lead. Rachel Cleverton is on the Hackney Learning Trust's Headship team. A new Assistant Head, Krishna, has been appointed with specific responsibility for Curriculum Development and Middle Leadership Coaching. The vision is for every staff member to be a leader with specific responsibilities.

The school has been identified by HLT and continues to work with other schools to develop assessment for Hackney, with significant opportunities for system leadership across the borough. The Head and Deputy Head also lead moderations.

Governors are outward-looking and systematically check on progress of all pupil groups. Resource management is secure and financial decisions are tightly moderated by the Finance and Resources Committee. Governors work well with the SMT and have a clear, shared vision for ASPIRE Whitmore.

Clear succession plans are in place at all levels of leadership, and there is a clear recruitment and retention strategy. This is becoming more crucial in view of the current recruitment climate where good teachers and staff are in extremely high demand.

Safeguarding systems are robust and the school's Single Central Register (SCR) has been described as 'exemplary' by HLT.

Governor Question: How much time is involved in outreach work for assessment?

Answer: the system is now more systematic and formalized by the Primary Advantage and HLT. Other practitioners come on Learning Walks and provide feedback. The school has had 6 Open Mornings and 30 schools have visited to see Assessment without Levels. This is very positive and helps to drive quality and the school is happy to continue.

Core Professional Development

A comprehensive programme has been set for the summer term including RAISEOnline, SALT training, various training courses run by HLT, Differentiation, ASD Communication, Mental Health and wellbeing and various Intervention courses.

Whole School Priorities

Agreed whole school priorities include:

- developing the ASPIRE code, provision, vision and ethos;
- ensuring that Yr. 5 and 6 curriculum and assessment programmes are robust enough to adequately prepare pupils for the 2016/17 tests;
- increase progress rates for Turkish/Kurdish\Cypriot boys through targeted teaching and increased parental participation;
- CPD to develop Assessment without Levels;
- continued development of Visible Learning Research and classroom research;
- development of middle leadership team so they are more accountable for their areas of responsibility;
- full evaluation and monitoring of all actions on the SDP.

4.2 ASPIRE Review

The Headteacher informed Governors that Charlotte Wallace (AHT & SENCo) and Jennifer Lyon (senior teacher and ASPIRE Plus lead teacher) have successfully led the familiarization of ASPIRE values with staff and pupils. They have worked hard to ensure that every teacher buys into the whole-child curriculum of ASPIRE and established a working group to empower all staff.

The Headteacher then took Governors through an in-depth review of ASPIRE for the Autumn term.

Review of ASPIRE as a whole child curriculum and school values: the focus has been to unpick what Respect means, enhance pupils' understanding of Respect and support them to respect themselves and others. This is already evident in pupil behavior, how they communicate with each other, and reduced shouting on the Playground.

A **Parent Governor confirmed** that the impact of this is already being seen at home. She has noticed that her child now has full conversations with her instead of just a few words.

In the second half of the Autumn term, the focus has been on Pride and how it can empower children to become self-regulatory.

Next steps: in the Spring Term, the ASPIRE whole-child curriculum will be launched to energise parents and pupils. Characters will be introduced to teach children the meta language that underpins the values of ASPIRE e.g. Achieving Aisha; Self-aware Samuel etc. These principles will be woven into every lesson and feedback. Explicitly, there will be ASPIRE time and a cross-curricular approach similar to academic subjects will be taken. For example in autumn term, week 1 will concentrate on What is Respect? In week 2, Respect will be linked to PSHE and in week 3, art-based activities will help embed learning on the topic.

Feedback will be clear and show how pupils demonstrated the ASPIRE values and will clearly link into Literacy.

Review of ASPIRE as a whole child approach to positive learning and social dispositions: the cross-phase/ whole school working group has established an ASPIRE code to promote positive learning and social dispositions in children. The Headteacher provides high-level critical guidance to the working group, to ensure that the code is underpinned by CPD, modeling and coaching for all staff.

The autumn term has focused on respectful communication, securely demonstrating how children can effectively accelerate social dispositions when all staff jointly and individually have the same high level of expectation in children's aspirational social behaviours.

In the spring term, the focus will be to fully launch the ASPIRE code and ensure that pupils actually imbibe the code. More than behavior, the Code will provide a toolkit to equip the pupil and help to embed understanding in all stakeholders.

For the launch of the ASPIRE code, every parent will be given a 20minute slot for a 1-1 meeting to discuss the code with their child's class teacher and sign a contract.

Governors noted that the meetings would be ideal to reinforce the ASPIRE code, especially as Admission meetings have not been held for some time due to historical reasons. There has been noticeable improvement in the school and the school is now able to reintroduce the meetings. They will also afford a high status to the codes.

The Headteacher further stated that if the school gets this right, there is the potential to develop the provision into an outreach service.

The ASPIRE code will also form part of the school's Recruitment Policy and all new employees have to buy into the code.

Review of ASPIRE provision for children with additional needs and social/emotional barriers to learning: ASPIRE Plus was launched in Autumn as a targeted intervention for children who had been excluded or were at risk of exclusion and/or families who were receiving Social Services support. Early evaluations of evidence from Boxall profiling have been overwhelmingly positive; professional observations also show that the pupils are displaying increased self-regulatory behavior and demonstrating increased self-care and responsibility. Work with parents is critical to the success of the programme, with the challenge of getting the children secondary school-ready. The focus children who have complex needs are secure at the moment. They are much more of accepting of sanctions and consequences when they behave poorly. They are becoming more reflective and self-regulatory. Other achievements include increased attendance, 100% punctuality even with the early start and no exclusions. The children are also listening more and having respectful conversations.

Next steps: in the Spring term, practitioners will continue evaluation against academic outcomes.

The school's vision is to:

- develop ASPIRE classrooms in the Spring term, to draw upon the success and impact so far. The vision is to develop ASPIRE NURTURE - a mixed-age provision for children at risk of exclusion; initially for one term.
- In Autumn 2016, develop ASPIRE together – a mixed-phase provision for children with additional learning or social needs. It will allow children to remain in their own classes and access targeted Maths, English, SLT or other intervention groups. This will offer a more joined-up and coordinated approach to provisions which are already being offered by the school.

Governor Question: Will the school liaise with HLT contacts?

Answer: These are long-term visions and the school leadership will discuss with professionals before finalizing.

Governor Question: will Year 6 targeted children spend time with their cohort?

Answer: Yes, the programme is fully integrated for PE and PSHE. Moving forward, there will be more ways of integration especially as they prepare for secondary school. Plans are underway to visit City Academy and the Academy visit the school too.

ASPIRE whole-School identity:

To consolidate the success of ASPIRE; the leadership is proposing the launch of a new identity for Whitmore by September 2016. This will include a new school name, uniform, logos and significant work to the externals of the school.

Governors agreed, pointing out that Google search results of the school produce quite depressing results. The school has improved tremendously and a re-brand will help to further these improvements. Access to the school should also be improved.

Members discussed the proposals and it was suggested that parents be involved in the choice of a new name, perhaps during the planned parent meetings in the Spring term.

Next steps: school to hold consultations with stakeholders, parent meetings around a new name, logo and school uniform. Significant work will also be carried out to improve the external look of the building and create a clearer and more easily accessible front of the school.

Timescales: it was suggested that the rebranding could be completed within two terms as demonstrated by Burbage. Governors advised that the Headteacher speak to Stephen Hall of HLT. Consideration should also be given to the need and time required to update documents, website and uniforms. The Headteacher pointed out that the school is considering parents who recently purchased school uniforms and the programme will take these into consideration.

Finally, members were advised to keep the rebranding discussions confidential for the time being.

4.3 **Update on Wellbeing Strategy**

The Headteacher presented a paper to Governors on Wellbeing, Recruitment and Retention. The presentation highlighted the fact that the school has an exceptionally challenging cohort and the staff work above and beyond 'expected standards' very often with children who have challenging behavior and families in difficult circumstances. This strategy is aimed to support staff to work at consistently high standards ensuring the best outcomes are achieved for pupils.

Wellbeing is underpinned by a high level of relational trust, supportive formal and informal networks; strategic allowance for reasonable work/life balance and guidance/opportunities to successfully manage demands of staff roles. For Whitmore School, the following were suggested to ensure the wellbeing of staff:

- Appointment of a Wellbeing lead and Wellbeing Governor;
- CPD to work smart;
- CPD on resilience and strategies for working with Child Protection cases: especially young teachers/staff dealing with complex emotional issues;
- Regular professional supervision for those working in ASPIRE and SENCo roles;
- Professional supervision for all teachers and TAs on a 'needs basis';
- Designated HR lead to ensure all HR practices are secure and robust ;

- Creating an expectation that all staff spend their breaks and a brief period after school in the staffroom. Senior leaders to be on hand to informally support.
- Providing food for staff at parents evenings and school events/after school meetings
- Protected time for PPA and leadership release
- Data Manager to reduce administrative duties
- Resource Manager to reduce administrative duties
- Yoga/sports available after school

Furthermore, there is a crisis in teacher recruitment and competition to recruit and retain good staff is quite fierce. The school proposes to research re-introducing retention and recruitment points for outstanding teachers, individualized coaching and opportunities to work beyond the school. Other incentives such as Shared/joint Planning and PPA time away from school are also being considered.

Governors supported the proposal in principle and will examine and agree it once the strategy is fully researched and costed. Governors noted that staff are the school's greatest resource with direct impact on attainment results and should be looked after. Governors requested available data on staff who have been lost, in the absence of formal Exit interviews, and the cost of such staff loss to the school.

Action: Headteacher, SBM and Bursar to fully cost strategy and report to the Finance and Resources Committee.

5. School Budget Update

Liz Gillen (SBM) and Chris Davidson (Bursar) presented the School Budget Update and reported on the Finance & and Resources Committee meeting report which were distributed in advance of the meeting. The following were noted from the discussion:

5.1 Review of School Budget

Current budget as signed off by Governors:

Income	3,232,505
Expenditure	3,198,891
In year current surplus	33,614

Current budget position up to 31st October 2015:

Income received	2,290,834 (70.87%)
Expenditure	1,778,009 (55.62%)

Gross outlook: income is anticipated to increase in the following funding areas:

Increase to PPG	17,260 - confirmed
Former federation surplus	10,314 - received
Capital funding	8,509 – received
PE Grant 15-16	9,560 - confirmed (40% payable in 2016/17)
Grant for Science CPD	5,000 – confirmed

Overall, Income in the current budget is anticipated to increase by £10,677, totaling 3,243,182.

Staffing cost is currently 78.04%, including all incremental pay rises and new appointments/agency/leavers.

- Income received to date is 70.87% which is normal for this time of year.
- Expenditure to date is 55.62% which is good. In October (Period 7), expenditure should be around 58.333% to be in line with budgetary projections.

Governor Question: How did PPG increase?

School's Response: Initial budget is indicative; PPG is paid on actual number of eligible pupils on roll.

The anticipated in-year surplus will reduce because of spending on the approved Whitmore branding. In spite of this, a surplus of more than 5% of the budget is expected, therefore a Spending Plan will need to be produced. Funding for the ASPIRE project will be ring-fenced.

The Virements which were tabled earlier are required in view of changes in the school needs.

The school's ICT facilities also need to be revamped. Only last week, the school experienced an ICT meltdown. The SBM is working with Hackney Projects and their recommendations will be presented to the next Finance & Resources Committee meeting.

5.2 **Governors agreed the Virements which had been considered and approved by the Finance & Resources Committee.**

5.3 **'Made from Scratch'**

A Revised Playground Development proposal had been received from Made from Scratch, and distributed to Governors in advance of the meeting. The SBM drew Governors' attention to the revised proposal:

- The external funding applied for was not received; hence revisions were made to the original proposal so that it can be wholly funded by the school;
- It is proposed that work commences in January 2016 and complete by Easter;
- Works will be carried out during school time and will be tailored to form part of pupil learning.

Governor Question: did the school explore retrospective funding by Sun Babies Trust?

Response: Unsure if the Trust offer retrospective funding, but it is worth a try.

Action: Jane Kemsley offered to look into this option with Sun Babies.

Governors agreed the revised proposal from 'Made From Scratch'.

5.4 **Brand Proposal**

To deliver the agreed Whitmore rebrand, Liz Gillen drew Governors' attention to the project submission from Mustard Agency which had been circulated to members earlier. A comprehensive benchmark of three proposals had also been distributed and it indicated that Mustard Agency have a clear understanding of the school's requirement. Design for Schools proposal totaled £5,185; Surgery & Red Cow was £12,870 while Mustard Agency was £9,505.

Governors agreed the Mustard Agency's proposal, and suggested that:

- **the rebranding happen in tandem with the (school's) name change;**
- **school to ensure that the contractor has clear ideas of school's requirement and ensure delivery;**
- **revamped website should be phased, beginning with the curricular areas.**

5.5 Comments on Resources & Finance Committee minutes: None.

6 **Financial health check**

Liz Gillen informed Governors that an audit by the LEA is expected soon. All previous recommendations have been met except the one regarding Asset Management and software has now been purchased for this purpose.

7 **Statutory Reporting**

7.1 **PPG Report**

In the PPG and PE Grant Report, Chris Davidson (Bursar) highlighted the following:

- Total Grant income (forecast) is £281,160.
- Anticipated expenditure totals £468,827.
- Main interventions provided include
 - Level 3 intervention for Yr. 2 and Level 5 intervention in Yr. 6 – to increase attainment in RWM
 - Targeted Maths and Literacy teacher, Phonics tutoring to continue to reduce the gap between PPG and non-PPG pupils to less than 6%
 - AHT for FS and KS2 – to ensure that PPG achievement in KS2 is 100%;
 - Subsidised school trips and visits for all PPG pupils
 - Free Early morning breakfast clubs and ASPIRE+ for the most vulnerable.

Liz Gillen explained that it is customary for PPG to be reported yearly in arrears. However, the PPG Report has been prepared in advance to facilitate review and evaluation by Governors.

The Vice Chair confirmed that she has attended PPG training and is happy with ongoing evaluation of impact on pupil outcomes.

PE and Sports Premium Grant: a total income of £9,590 is expected; £2,500 has been budgeted for use of Britannia Leisure Centre Sports Hall and £30,400 will

be spent on a qualified Sports Coach from Badu Sports. These will ensure that children participate in sports and games, the least active pupils are targeted to participate and engage in sporting activities.

PPG funding is not spent on PPA cover, but part of it can be set aside to create sustainability of PE training.

8 Statutory Policies cycle

The Schedule of Statutory Policies had been circulated in advance and the SBM took members through. All the statutory policies are in date, except for the Governors' Allowances Policy which is under consideration. Liz Gillen informed that in addition to hard copies, protected copies are available on the school website. Along with the Whitmore brand revamp, the school policies will also be cleansed to reflect the new image. A uniform format will be adopted.

Aspire Plus – Governors noted that Aspire Plus is alternative provision in year 6 for a group of the most vulnerable children.

It was agreed that the success of Aspire will be benchmarked through the Outcomes committee and the full governing body.

9. Prevent and Counter-Terrorism & Security Act 2015

Rachel Cleverton informed Governors that she is in contact with the Prevent Leader at HLT who is working on setting up appropriate training for schools. The school has completed a Self-audit and Safeguarding training was held today (8th December 2015). Members of the staff body need to be aware of those at risk of non-British values. Very robust safeguarding policies should be in place to flag up concerns at a very early stage. The E-Safety Policy needs to be updated, and Safeguarding Leads need to attend training.

Good channels of communication with parents, ASPIRE principles, robust E-Safety practices and general awareness of anti-British views will help embed the right values within the school. The school is already doing well, with the 8:45am start which allows pupils time to discuss news and current events with their teachers. The school is cautiously confident. ASPIRE also presents a very good tool of engaging parents. The Parent contract will include a buy-in to the British values and offer support and awareness to the community. Right peer pressure will also be fostered by the ASPIRE programme.

10. Reports from committees and link governors

10.1 EYFS link visit

Mariam Elsraidi conducted an EYFS link visit on 6th October 2015. On her visit, Mariam focused on *Literacy and Numeracy; Analysis of Nursery and Reception cohort profiles; Progress against SDP and SEN progress and identification*. Mariam noted that she found the visit interesting. The Chair noted that this was Mariam's first link visit and questions were provided to help her. The feedback is very positive and more support will be provided for future visits so that she can work through them and provide more evidence and evaluation. **See Report for full details and focus for next visit.**

10.2 *Safeguarding link visit:*

Jane Kemsley conducted the visit on 19th November 2015 and met with Rachel Cleverton. Jane noted that the SCR was up to date and all action plans in the Section 11 Audit have been met. The Child Protection Profile of the school was up to date; the Social Work in schools project is continuing this year; ASPIRE+ is now established in Year 6. **See Report for full details and focus for next visit.**

10.3 *Teaching and Learning (English & Numeracy) link visit:*

Farzan Bilirmoria carried out the visit on Thursday 19th November and particularly commented on children's keenness to engage and consistency of behaviours. He noted that the Maths curriculum has been realigned to the new assessment without levels; the school has detailed guidance for assessment and feedback; teaching is generally good or better. **Please see Report for full details and focus for next visit.**

10.4 *Standards Committee:*

Minutes of the meeting were not available and Gillian Brady gave an overview as follows:

Organisation

- Governors noted the format of the agenda was not on the usual HLT template
Action: clerk to follow up with Core Team
- Terms of reference shared with committee and one small amendment made to the content: priorities for improvement to be set **with the Headteacher'**
- Also discussed the importance of committees being quorate - 3 governors need to be in attendance.
- Draft minutes to be reviewed and discussed at next meeting 26th January 2016.

Matters arising from Agenda items.

SIP 1 report and predictions for Year 2 and Year 6 – 2016, FFT Aspire
Report indicates - School outcomes as good. In view of starting point from Nursery, outcome could be 'Outstanding'.

Action: Headteacher to interrogate RAISEOnline after training next week.

The report provides governors with a concise overview of pupil outcomes for 2014/15 and areas for development and key groups to monitor during 2015/16

Predictions for 2015/16 -Year 2 and Year 6

- Years 2 and 6 predictions are in line with government requirements.
- The level of challenge is right – well done to the teachers.
- **Note January 18th GB training 5.30 – 7.30pm** –To be led by Calvin Henry, SIP. Focus on the use of school performance data by leaders and governors including Raiseonline and Ofsted Dashboard

PPG Priorities 2015/16

- Leaders provide a clear overview for governors of outcomes for PPG pupils in all cohorts. This will support committee to evaluate the impact of PPG spend throughout the school year.

- Committee also noted some PPG pupils also have SEN and have a range of interventions and support in place for them.

Incoming Attainment Profiles and Trackers Year 1 – 6

- Governors are provided with a clear overview of incoming % of pupils working at expected standards in each cohort, all pupils, PPG and SEN
- Tracking grids for reporting to GB throughout the year are also shared
- Assessment Cycle for 2015/16 provides a clear overview of assessment points throughout the school year. This will support the committee to evaluate the progress of pupils throughout the year

EYFS Baseline

- Teachers and leaders have completed and then analysed baseline assessment information following NFER assessment.
- Governors noted most reception pupils are working below or well below age expected. The cohort also includes 8 pupils supported by EHC plans.
- Leaders are predicting 71% of the cohort will achieve GLD (above NA in 2016) slightly lower than school outcomes in 2015. 8% will exceed GLD

11. Training

Chris Davidson had designed a web form for I governors to evaluate their training. This form is online and a hard copy was distributed to all Governors in advance of the meeting. The form is simple and user-friendly, and can be submitted online. Governors who attend HLT training should please send reports to Chris for the database recording. A similar form has been rolled out to all staff.

12. Urgent business

Crossrail 2: Liz Gillen pointed out to Governors that the school had been omitted from stakeholders' consultation in respect of the Crossrail project. She contacted the organisation and has now been added to the Community Panel. Details of the proposal indicate that there is no plan for a station around the school, but an underground junction falls beneath the school. Whilst this should not affect the structure of the school, the construction noise is likely to disrupt school activities. Consultation feedback closes on 8th January and Liz will forward the link to Governors and parents. It was agreed that a united appeal should be made in addition to individual appeals.

Action: Liz Gillen to forward consultation link to Governors and the PFA.

14. Dates of future meetings of the governing body 2015-16

Governors noted the dates of future governing body meetings:

- 8th March 2016
- 28th June 2016

Governor training sessions:

Data training – 18th January 2016

Governors' Conference - 24th January 2016: Gillian Brady confirmed attendance.

Part 2: Confidential Business

There was no confidential business.

The Meeting closed at 8:30pm