



**ROGATE C.E. PRIMARY SCHOOL**

Meeting of the FGB with Finance  
and Curriculum

Tuesday 29th November 2016

4.00pm

PRESENT	PRESENT	APOLOGIES
Mrs Verona Hall <i>Chair</i>	Mr Max Harwood <i>Co-opted Governor</i>	Mrs Fiona Dix <i>Associate Governor</i>
Mr Neil Ryder <i>Co-opted Governor</i>	Mrs Hannah Pasfield <i>Parent Gov</i>	Mr Joe Bowman <i>Parent Governor</i>
Ms Amy O'Toole <i>Head Teacher</i>		Mrs Louise Stevenson <i>LA Governor</i>
Mrs Stephanie Garwood <i>Staff Governor</i>		Mr Matthew Wright <i>Vice Chair</i>
Mrs Rita Roach <i>Foundation Governor</i>		Rev. Edward Doyle <i>Ex Officio</i>
Mr Chris Hawker <i>Associate Governor</i> <b>left at 5.25pm</b>		

IN ATTENDANCE
Sarah McCarthy <i>LA Clerk</i>

ITEM	MINUTES	ACTION
1	The meeting opened at 4.08pm .The Chair welcomed everyone to the meeting. Apologies were received and accepted from Mr Bowman, Mrs Stevenson, Rev Doyle, Mr Wright and Mrs Dix. .	
2	There were no declarations of pecuniary interest.	
3	<p><b>CHAIR OF GOVERNORS UPDATE</b></p> <p>The CoG noted that there had been no correspondence from the regional chair of..... An email had been sent to Ann Holt and Debbie as agreed at the previous meeting. A letter had been sent out to parents informing them of the lack of news regarding academy status, the forth coming HT appointment, the updated heating system and the SIAM's inspection. It was also noted that the HT interview is on the 5/12/16 and the interview panel met prior to this meeting to agree the questions. The short listing of applicants will take place on Friday 2<sup>nd</sup> December at 4pm.</p> <p><b>HT UPDATE</b></p> <p>The HT gave an overview of the SIAM's inspection which happened on Monday 21<sup>st</sup> November. The following points were fed back to the governors.</p> <p><b>STRENGTHS</b></p> <p>The inspector commented that prayer was evident across the school, including the use of reflection areas in class rooms. The inspector was also impressed with the pupils understanding of prayer across the school. Pupils were able to lead prayer in assembly without preparing beforehand. The inspector felt that the family ethos of the school was very strong, and the inclusivity of all pupils was evident. This was also very much in evidence for pupils that had additional needs. The involvement of the school in Church services was excellent and the inclusion of communion was seen as a very positive strength.</p> <p><b>AREAS FOR DEVELOPMENT</b></p> <p>The inspector felt that consistency of the Christian ethos and values of the school was lacking, and a lack of evidence was key. Collective worship was noted as needing to be a more reflective and quiet time and should reflect the services that the pupils attend in the church more.</p>	

Signed .....  
Chair of Governors

Date.....  
Page 1 of 8



**ROGATE C.E. PRIMARY SCHOOL**

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	<p><b>Q</b> How long does collective worship last? <b>A</b> Around 15 minutes. The inspector felt that the Christian values, the Rogate R's and the 'Learn, Love, Grow' needed to be linked to provide more consistency. Governors noted that the school website did not immediately reflect the school's Christian ethos. The SIAM's inspector noted that monitoring of worship had not been happening. The HT had not realised that this was something that needed to be undertaken and plans were being put in place to carry this out.</p> <p><b>Q</b> What does the inspector mean by monitoring? <b>A</b> The quality of the worship needs to be monitored as a lesson would be monitored and then feedback given.</p> <p>After a discussion governors felt that policies should also be informed by the Christian values of the school. NR agreed to do this. It was also felt important that the parents who had met with the inspector should be thanked by letter, as they had all given up time to do this, and had said some very lovely things about the school. Governors thanked the HT, staff, governors and parents who had contributed to the inspection. There were no further questions.</p>	<p><b>ACTION NR</b> <b>ACTION HT</b></p>
<p>4</p>	<p><b>MINUTES OF THE PREVIOUS MEETING AND ACTIONS ARISING</b> The minutes of the previous meeting had been circulated prior to the meeting. All governors voted to approve and accepted the minutes.</p> <p><b>ACTIONS FROM PREVIOUS MEETINGS</b></p> <ul style="list-style-type: none"> <li>▪ 2015-16 Pupil Premium Spend and Sports Premium Spend reports to be put on school website <b>PARTIALLY COMPLETED.</b></li> </ul> <p>The HT noted that The Pupil Premium spend was all on the website. There had been some difficulty in finding what the previous year's sport and P.E. grant had been spent on. SBM and MH agreed to meet to look at the previous year's invoicing to create a report.</p> <ul style="list-style-type: none"> <li>▪ Mrs Pasfield, Father Edward and Mrs Garwood agreed to meet with Mrs Roach to create a suitable policy. <b>COMPLETED. AGENDA ITEM FOR NEXT MEETING</b></li> <li>▪ HT to inform GB of all upcoming trips and visits at the start of each term <b>ONGOING</b></li> <li>▪ '£5 million insurance 'removed from Hiring Policy <b>COMPLETED</b></li> <li>▪ Governors should provide the HT with a few sentences based along the lines of Mr Hawker's piece that was already on the website. <b>ONGOING</b></li> </ul> <p>All governors to email a piece to NR to add to the website.</p>	<p><b>ACTION SBM/MH</b> <b>AGENDA</b> <b>ACTION ALL GOVs/NR</b></p>
<p>5</p>	<p><b>CONFIDENTIALTY</b> The Chair of Governors reminded all present about the importance of confidentiality to support open, full and frank discussion in GB meetings.</p>	
<p>6/7</p>	<p><b>DATA REPORT (Appendix 1)</b> CH report had been circulated prior to the meeting and a summary of the RAISE on line data was circulated. CH explained the background to how school's data is produced including the various sources of data such as RAISE online, Fischer Family Trust and E-Pod. The HT explained that the school use a program called Target Tracker to input and monitor data. The national context of the data for 2015-16 (see page 2 of appendix 1) was explained with the percentages of the national scores as below:</p>	

Signed .....  
Chair of Governors

Date.....  
Page 2 of 8



## ROGATE C.E. PRIMARY SCHOOL

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and Curriculum

Tuesday 29th November 2016

4.00pm

GPS = 72% achieving expectations (23% at greater depth)  
Reading = 66% achieving expectations (19% at greater depth)  
Writing = 74% achieving expectations (15% at greater depth) – note that writing is teacher assessed  
Maths = 70% achieving expectations (17% at greater depth)  
RWM overall = 53 % achieving expectations (5% at greater depth )

Percentages of girls/boys reaching expected standard (higher score) nationally:  
GPS = 78% achieving expectations / 67% at greater depth (27% / 18% at greater depth)  
Reading = 70% achieving expectations / 62% at greater depth (22% / 16% at greater depth)  
Writing = 81% achieving expectations / 68% at greater depth (19% / 11% at greater depth)  
Maths = 70% achieving expectations / 70% at greater depth (15% / 18% at greater depth)  
RWM overall = 57% achieving expectations / 50% at greater depth (6% / 5% at greater depth)

### *WEST SUSSEX CONTEXT KS2*

County results at expected standard (greater depth):

GPS = 67% (19%)  
Reading = 64% (20%)  
Writing = 60% (5%) – note that writing is teacher assessed  
Maths = 63% (19%)  
RWM overall = 44 % (2%)

All West Sussex scores are lower than the national except for the high score in reading.

After explaining the context for the data CH went on to show Rogate 's data, as follows:

### *KS2 results at expected standard (greater depth):*

GPS = 80% (10%)  
Reading = 60% (10%)  
Writing = 70% (0%) – note that writing is teacher assessed  
Maths = 80% (10%)  
RWM overall = 60 % (0%)

These scores are all higher than the national and county scores at achieving expectation but are all below at greater depth. It was noted that of the cohort that sat the tests, one pupil was undergoing an Education Healthcare Plan (EHCP) which was finalised in the last week of the summer term and one pupil had been very ill and had just left hospital before the test dates. This pupil was still counted in the data as a 0 score.

The HT and CH then went on to explain that the data showed that the Majority of children make expected progress but there are much Fewer children achieving at greater depth (higher score). Disadvantaged children progress was less than expected but the Maths intervention work that was put in place at the last term was effective.

### **RAISE DATA**(Appendix 2)

The RAISE data was then looked at. It was noted that 'disadvantage' under the categories of pupils referred to looked after pupils (LAC), pupils that had ever been on free school meals in the past 6 years (Ever 6) and pupils that had been adopted from care. The HT explained that

Signed .....

Chair of Governors

Date.....

Page 3 of 8



## ROGATE C.E. PRIMARY SCHOOL

Meeting of the FGB with Finance  
and Curriculum

Tuesday 29th November 2016

4.00pm

this data was preliminary and would be finalised and published on 10/12/16. The governors began by looking at page 11, reading progress.

### *READING (page 11)*

**Q** Why is the number of pupils in the progress column showing as less than we had in that year?

**A** The number of pupils in the cohort for each result show as less than the number of pupils who were in the year because the data takes into account the number of pupils that have results at the end of KS1, and went through their KS2 years at Rogate. In the 'score' column we need to see a 0 or above. The minus figures are not good.

**Q** Can you please explain the chart on the right on page 11? What does this tell us about our pupils?

**A** The dots are a visual representation of the data in the progress column. It is showing us that the children that were identified as most able at the end of KS1 did not make the expected progress that they should have by the end of KS2. Although the data does show that most pupils achieved expectations, we would expect pupils that were identified as more able to have continued to make consistent progress throughout their school career and finish KS2 as working at greater depth. We are looking at ways of addressing this. We are training teachers in ways of developing our more able pupils and providing them with the resources to continue to make progress. We are working on identifying pupils that are more able across the school, in particular in reception and year 1, and gathering evidence to support this. We are also putting planning in place to provide resources to support these pupils.

There was 1 pupil who had SEN support and his reading score is excellent, which is good evidence of the support that is afforded to SEN pupils.

### *WRITING (page 13)*

It was noted that the writing scores for boys was poor, with 25% of boys achieving the expected standard. SG explained that this is often the case and this year writing is a main focus for the whole school.

**Q** Why do the SEN supported pupils have such a low score in writing (-6.09)?

**A** There were pupils with specific need, such as dyslexia, who found the writing assessments more difficult due to the fact that the new curriculum focuses much more on spelling.

### *MATHS (page 15)*

The HT noted that the Maths scores were higher than the national average, possibly due to the intensive support that was introduced from February in line with the Ofsted report that highlighted Maths teaching as being poor. The Chair agreed and noted that there was evidence of progress being made from February up to the time of the tests.

**Q** Why is there a 0 in pupils with SEN support?

**A** This pupil was working at such a low level in maths that they were unable to access the test at all.

The HT also explained to governors that since February the quality of teaching has now improved and is consistently at good or better. This has been verified by the external advisor, Sue Webb who has been in to carry out book scrutinies in Maths and Literacy. The school's results are also better than many of the other schools in the locality.

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Chair of Governors

Date.....





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Tuesday 29th November 2016

4.00pm

- **External Review of Governance Action Plan.** Most aspects met and the plan has been revised. This is still ongoing, hence being amber.
- **Prevent, \*Regular Safeguarding Updates\*.** These have been happening by RHR, however there are some issues with this and it is still ongoing.
- **Allocation of Governors to monitoring roles for School Action Plan** This is starting to happen and written report provided and circulated to the governors. Verbal visit reports given to the governors and discussed
- **All staff and governors to receive safeguarding training.** Some training is complete, others are undergoing training.
- **Pupil Premium Action Plan is in place.** Plan is in place. Initial discussions and a governor monitoring visit has occurred but this now needs to be monitored.
- **Training from WSCC Maths lead on Reasoning in Mathematics.** Training received. Development of reasoning in the classroom is at embryonic stage.
- **Marking Policy is revisited during staff meetings.** Marking policy is being used majority of the time. Increased consistency is needed.
- **Teachers integrate ICT elements into planning.** ICT is being used across the curriculum. Next step is to diversify its use.
- **All staff make visits regularly to other settings to observe good practice.** While staff began observing practice last term this has not been as possible so far this half term due to staff being out on training. This has been difficult due to staff absence and the need to maintain stability.
- **Staff meetings are delivered which focus on catering to the various abilities in the class.** This is currently an area of concern, hence making this a school priority for the immediate future. Staff meetings have been used to begin developing planning which highlights the provision for SEND, More Able and Disadvantaged.
- **Staff delivering intervention have the appropriate training to deliver the interventions.** Phonics training has taken place for 4 key staff members who are delivering training to additional support staff. Additional training has been booked following performance management in order to meet the needs of the pupils in school. Parent and volunteer workshops are planned for Spring 1.
- **Interventions are regularly observed to assess the ability of the support staff.** This has not yet taken place
- **Data from intervention is scrutinised half-termly to ensure pupils are progressing and if not to adjust accordingly.** To be undertaken in data meeting between HT and DH before the Christmas break.
- **Every class has a book contract with appropriate expectations of how they will present their work. Dojos are awarded for pupils who prove their respect for their books/ work through their presentations.** Book contracts are in place. Improvements have been seen across the school although greater consistency is needed.
- **Target Tracker is used to generate data half termly for Pupil Progress meetings.** To be generated following October half term.
- **Teachers become familiar with the objectives relevant to their pupils and use the assessment system regularly.** Teachers are developing confidence with TT and they will be used as part of Pupil Progress meetings at the end of term.
- **Life in Modern Britain is discussed at end of term planning meetings and opportunities are identified.** This topic is revisited every half term and unfortunately

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Date.....





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this has not been something that we could fit in with our topics this term. We are looking at this in the planning meeting on Wednesday 30<sup>th</sup> November.

- **Staff meet to discuss opportunities to include teaching around British Values.** The teaching on British Values was strong last term. This term the teaching has not been so overt. There is further work to do to imbed this as a teaching priority
- **Pupils are encouraged to discuss British Values through assembly and PSHE sessions.** Collective Worship has been redesigned and elements of PSHE are taught through it. PSHE is taught using SEAL resources and covers British Values within it.
- **RE Teaching and Worship is developed through 'Understanding Christianity' training** This is in development. All classes are teaching using the 'Understanding Christianity' resources. The children are gaining a better understanding of 'The Big Story.' Further training still to be delivered.
- **Monitoring of RE and Collective Worship is undertaken by the Head teacher and RE Lead.** This is not yet begun as we are still working on planning and delivering the Key Concepts. Monitoring is due to begin in the Spring Term.
- **Key Christian Values for Rogate are identified by the pupils and included in the school ethos.** Pupils are able to talk about Christian Values and include them in prayer and discussion. Further though must go into combining these with the school ethos.
- **Link Rogate Rs, Christian Values and Ethos.** This meeting is planned for the Spring Term.
- **Pupils practice appropriate multiplication tables at home and are tested weekly.** The success of this varies, often depending on the parent's willingness to engage.
- **Staff include 'fluency' into their maths teaching daily.** This seems to be going well as most pupils are making good progress in maths fluency. Following maths book scrutiny, more information will be available.
- **Staff meetings in Autumn 2 focus on planning for the disadvantaged and more able pupils.** We have not been able to have as many meetings on this, this half term as was originally planned. However, a new planning format is in development which highlights SEND, More Able and Disadvantaged children.
- **Final Outcomes' are set at the beginning of each half term and a high standard is expected.** The standard of the 'Final outcomes' has increased significantly although there is still some work to do on this. Staff meeting is planned for the spring term on presentation and standards.
- **Book contracts are in place for both literacy and numeracy.** Book contracts are in place however presentation in books is still an issue. Staff have been reminded to be firm with expectation and to comment on whether the book contracts are being followed through. Introduction of master scribe award should support the desire to improve presentation.
- **Book scrutiny will monitor presentation and use of book contracts.** Scrutiny has taken place with a focus on literacy. Findings were helpful and have informed actions moving forward. Maths scrutiny is due to take place the week before the end of term.
- **Staff enter data into TT half termly in order to monitor all pupils and identify those in need of intervention work.** Staff are using TT although confidence is still developing. Additional training led by HT to take place in the Spring Term.

Governors pointed out that they had not seen some of the reports by external reviews such as Sue Webb. HT to email to NR to put on the GVO.

**ACTION  
HT/NR**

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Chair of Governors

Date.....



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and Curriculum

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4.00pm

	The Governors thanked the HT for all of the hard work that had been put into the getting to good plane and had no further questions.	
12	The Chair thanked everyone for attending and the meeting closed at 6.12pm. The date of the next meeting to be on 5.12.16 at 4pm.	

**TABLE OF ACTIONS**

ITEM	ACTION	BY WHOM	DUE DATE
3	Policies should be informed by the Christian values of the school.	NR	Spring 1 FGB
3	Parents who had met with the inspector should be thanked by letter	HT	ASAP
4	Previous year's sport and P.E. grant spend for website.	SBM/MH	ASAP
4	Governors should provide the HT with a few sentences based along the lines of Mr Hawker's piece that was already on the website.	All Govs/NR	ASAP
11	External reports to be put on GVO.	HT/NR	Spring 1 FGB

Signed .....  
Chair of Governors

Date.....  
Page 8 of 8