



## **TEACHING LEARNING & STANDARDS COMMITTEE MEETING**

**MONDAY 11TH MARCH 2019**  
**18:30-20:00**

### **MEMBERS**

#### **FOUNDATION GOVERNORS**

Jaime Goumal (JC) – Chair  
Rachel Adams-Constantine (RAC)  
Revd Lynn Davidson (LD)  
Alice Gavin Atashkar (AGA)  
Imogen Hall (IH)

#### **PARENT GOVERNORS**

\*Rupert Coles (RC)

#### **STAFF GOVERNOR**

Alison Cruickshank (AC)

#### **LA GOVERNOR**

Christine Richardson (CR)

#### **EX OFFICIO HEADTEACHER**

Curtis Sweetingham (CS)

#### **ASSOCIATE MEMBERS**

\* Catherine Mitri (CM)

\* Denotes member NOT present

### **MINUTES**

#### **PART I**

	<b><u>Item for Discussion</u></b>	<b><u>Action</u></b>
<b>1.0</b>	<b>Opening Prayer</b>	
1.0	The Chair called the meeting to order and invited Revd Lynn to open with a prayer.	
<b>2.0</b>	<b>Welcome</b>	
2.1	The Chair formally opened the meeting and thanked everyone for their attendance, outlining that following on from last week's TLS, CS will give a verbal update of the SIP for the governors to challenge and the various link governors will lead on challenging their specific subjects.	
<b>3.0</b>	<b>Acceptance / Non-Acceptance of Apologies for Absence</b>	
3.1	Apologies were received and accepted from Catherine Mitri and Rupert Coles	
<b>4.0</b>	<b>Declaration of Pecuniary Interests</b>	
4.1	No declarations received.	
<b>5.0</b>	<b>Minutes of Meeting 13 November 2018 and Matters Arising</b>	
5.1	The Minutes of 13 November 2018 were agreed as a true reflection of the meeting.	<b>Chair to sign minutes and place on meeting file to be kept on school premises</b>



5.2	The Chair reviewed the actions from the previous meeting, requesting updates.	
5.2.1	<p><i>Action: CS to review and update Home School Agreement Policy</i></p> <p>CS reported that this action had not been met. He acknowledges that it is now one year overdue but the SLT have not quite decided how to progress on this.</p> <p><b>Q: A Governor ASKED if the plan was to cut it down and put into a similar format to other policies.</b></p> <p>A: CS replied no, he would prefer to create a one-page document of general, much less wordy agreements of how the school want their children and parents to behave.</p>	<p><b>CS to review and present to next TLS Meeting</b></p>
5.2.2	<p><i>Action: RE data to be shared at the same time as the rest of the data in the future</i></p> <p>CS reported that this was in progress but not yet completed. A spreadsheet needed to be created to take account of formulae to work out percentages and it was quite a big task.</p> <p><b>Q: A Governor ASKED if the plan was to track RE data.</b></p> <p>A: CS replied that it is currently tracked, but not quite in the numerical format they would like, yet.</p> <p><b>Q: A Governor ASKED if it was needed to be in numerical format and would it not be easier to keep the current reporting method?</b></p> <p>A: CS replied that he wanted the data to represent English and Maths reporting (core curriculum).</p> <p><b>Q: A Governor ASKED if the new SIAMS framework required more specific data for RE or whether it was just the governors requesting specific data and thus creating more workload for staff?</b></p> <p>A: CS replied that the data currently provided is adequate for SIAMS but as a school leader, he wants to provide better.</p> <p><b>Q: A Governor ASKED about a discussion in previous minutes around how difficult it is to assess RE and asked for an update on that.</b></p> <p>A: CS replied that since that meeting, the school has held two INSET days on RE assessment. The school have looked at how they are teaching RE, the units being taught, some teachers have started teaching units that they hadn't previously taught and they have also looked at those higher order (AT1 and AT2) and they have worked in year groups. CM has also attended LDBS updates on RE assessment. It was still hard to assess but processes are being put in place to help develop that.</p>	<p><b>CS to continue developing RE assessment and present to next TLS meeting</b></p>
5.2.3	<p><i>Action: Chair to ensure Equalities included properly on the next agenda</i></p> <p>Completed</p> <p>CS advised that he had a meeting with Jeanette Bain-Burnett and have devised an action plan (tabled document).</p>	<p><b>Complete</b></p>



	<p>The document was a simple action plan identifying things the school are already doing and suggestions for the future, such as community projects (on track), creating visual displays (will do). CS noted that the Power of Reading covers a lot of equalities and recently a selection of famous women in history books were purchased so that school are aware of equalities and look out for it.</p> <p><b>Q: A Governor ASKED whether visual display were recommended to be specifically on equalities or whether it would be encompassed in British Values displays?</b></p> <p>A: CS replied that it is good to encompass if you are doing a display but not to necessarily just tick a box.</p> <p>A Governor noted that as JBB is an equalities expert, she had not identified any major gaps and so this was clearly a positive exercise.</p> <p>It was agreed that Equalities had now been covered on the agenda and the would not be a separate agenda item (as originally planned).</p>	
5.2.4	<p><i>Action: CM to put updating and promoting the leaflets on agenda for SLT meeting</i></p> <p>CS presented report a from CM noting that this action point was complete.</p> <p><b>Q: A Governor ASKED if the leaflets needed to be updated and are they on the school website?</b></p> <p>A: CS replied that they are not on the school website but are included in all new joiner packs. There were around 5 or 6 leaflets (e.g. absence, attendance, growth mindset, reading and medical conditions).</p> <p><b>Q: A Governor ASKED why they needed updating?</b></p> <p>A: CS replied that they don't necessarily but it was good to review and check they were still relevant.</p>	<b>Complete</b>
5.2.5	<p><i>Action: CM to put Venn diagram for PP/SEN on agenda for SLT meeting</i></p> <p>CS tabled a report to committee and explained that one third of PP children were also SEN. Discussion took place on how there can also be a lot of other variables with PP children which can paint a picture and tell a story. There could also be EAL, Girls, Boys, summer-born children that are also PP – each have different factors in their development and education.</p>	<b>Complete</b>
5.2.6	<p><i>Action: CS to add these positive non-academic success stories to the PP report</i></p> <p>CS apologised that he had mis-read his action point and not focussed on non-academic, but looked at academic success stories instead. Discussion took place on how it was to ensure that the leadership were thinking about the whole child and not just the academic side of PP.</p> <p>CS summarised various non-academic success stories such as:</p> <ul style="list-style-type: none"> <li>• Violin group every Friday – PP child goes for free</li> <li>• School trips – many PP child attend for free (Isle of Wight, Norfolk, year group trips)</li> <li>• School uniform concessions for families who are unable to afford.</li> </ul>	<b>Complete</b>



	<ul style="list-style-type: none"> <li>• After school and breakfast clubs are also free to PP children.</li> </ul> <p><b>Q: A Governor ASKED whether costumes for school performances were provided for children whose parents could not afford to buy them.</b></p> <p>A: CS replied that the school provides costumes for productions and the general mentality is to do anything they can for anyone who can't afford it.</p> <p><b>Q: A Governor ASKED if people ask for help if they cannot afford things to do with school life?</b></p> <p>A: AC replied that some do not but with regards to productions where pupils are required to dress in a particular way, the school try to arrange it so that clothing would be items most children would already own (ie t-shirts, leggings).</p> <p>Governors commended the SLT on the excellent choice of World Book Day attire this year and noted that it definitely benefited parents.</p>	
5.2.7	<p><i>Action: SEND governor to discuss these policy issues with CS &amp; CM and update at next TLS evening meeting</i></p> <p>IH apologised that this had slipped off her radar and summarised that the planned discussion mainly to do with the current SEN Policy which referred to parents being involved in the creation of the policy itself, which could not really happen and that the SEN Policy should be driven by the SEN Information Report.</p> <p>It was agreed that this would be removed from the current policy and then the revised policy would be circulated by email to TLS committee for virtual ratification.</p> <p>IH also announced that Christine Richardson had taken on responsibility for the SEN Governor and gave thanks to CR, advising that she would hand over some documentation that relates to the role of the SEN Governor and that RAC would also be a good resource as she is a SENDCo at another primary school.</p> <p>CR advised that she was in contact with the Inclusion Leader and was making plans for a meeting, having already received an overview as to what the current issues are (lack of funding).</p>	<p><b>CS remove wording in SEN Policy referring to parents being involved in its creation by 25/3/19</b></p> <p><b>IH hand over SEN Governor info to CR by 25/3/19</b></p>
<b>6.0</b>	<b>Data</b>	
6.1	<p>The Chair invited CS to give an overview on the new data report received.</p> <p><b>Q: A Governor ASKED whether the report was just progress and not attainment?</b></p> <p>A: CS confirmed it was just progress.</p>	
6.2	<p>The Chair noted that the front page of the report was headlined "Areas to Investigate" which was very negative whereas some of the areas highlighted were actually very positive, for example 83% of pupils achieve the expected standard in Reading, Writing &amp; Maths which is 18 percentage points above the national proportion which is a statistically significant difference. All agreed this was exceptionally positive for St John's.</p>	



	<p><b>Q: A Governor ASKED why the data was presented in such a different format to that presented before.</b></p> <p>A: CS replied that this is the new format of data and known as the IDR/IDSR – Inspector’s Data Summary Report. Data used to generate from the Dashboard, which is no longer in use and this is the document that Ofsted will use going forward. The document is far more based on more progress than attainment. The front page outlines areas which Ofsted might be interested in – or are interesting, which can be misleading.</p>	
6.3	CS talked through the data report explaining in detail what the various graphs represented, referring to his explanation at the last FGB meeting of scaled scores and the difficulty they posed when measuring progress. It was noted that the report referred to pupils in academic year 2017/18 – so Y6 which have left for KS2 and the current Y3 for KS1.	
6.4	CS noted that it was interesting that St John’s had 13 out of the possible 17 different ethnic groups and gave evidence that the school had very ethnically diverse pupils, contrasting the popular belief that St John’s was a middle class school in a middle class area.	
6.5	Governors discussed the progress from Y2 to Y6 (page 4 of report), noting that Y2/Y3’s (current Y3 and Y4) prior attainment was well above the national comparator. They showed good attainment and discussion took place on how difficult it could be show good progress later in the school as the comparison methods have been changed by the government and teachers are to make an assumption.	
6.6	<p>Governors noted that the data showed reading was in the top 40 percentiles (percentiles are schools nationally and divided into 100%).</p> <p><b>Q: A Governor ASKED for clarification on the colour coding of dark and light greys, which were found to be confusing.</b></p> <p>A: Light greys referred to groups of less than 10 pupils as they were considered not to be statistically significant (Ofsted). An example was given that in 2017, there were 3 pupils who were low attainers in KS1 but ended up attaining in the top 60% by KS2. They were shown in light grey as the number was under 10. Dark grey coding was for where the pupils are now and also because the grouping was over 10. CS further explained that red and green colours were self explanatory.</p>	
6.7	Discussion took place on progress being statistically low compared to national due to previously explained anomalies in scaled scores.	
6.8	<p>Governors noted that the disadvantaged still showed low progress but the group was small hence the greying out on the graph. It was noted that the 2018 data was more positive with writing again being low on progress (due to scaled score anomalies), reading in the middle and Maths in the top 40 nationally and that FFT data would paint a different picture.</p> <p><b>Q: A Governor ASKED what would FFT tell us that this report does not?</b></p> <p>A: CS replied that FFT (Fischer Family Trust) is a percentage tool and you can set what schools you want to compare yourself against. It</p>	



	<p>is up to each individual school to set the parameters. The LA however consider that all Barnet schools should be in the top 20% nationally which is difficult considering some areas of Barnet have high levels of deprivation.</p> <p><b>Q: A Governor ASKED if some of the disadvantaged pupils showing low progress were also SEN – for example, writing was shown to be in the lowest percentile but they could have a range of different needs if SEN?</b></p> <p>A: CS replied that yes, 6 of the disadvantaged pupils shown on the data report also had SEN.</p>	
<p>6.9</p> <p>6.9.1</p> <p>6.9.2</p>	<p>CS explained the scatterplot of the data report to governors CS noting that it represented all of the children and where they currently are, showing where SEN and disadvantaged pupils were on the graph too. Zero was noted as being "expected progress" and therefore anything above zero is positive. The scatterplot also compares to national however and so if the national average progress is 0.4, then you are compared against that.</p> <p>CS clarified that on the left is your significance, so on the bottom line, the bar to the left of each little blue line with little dot in the middle is your lowest score and the bar on the right of the little blue line is your highest score and the average is the blue dot.</p> <p><b>Q: A Governor ASKED so main lack of progress is disadvantaged.</b></p> <p>A: CS replied that your significance improves the smaller your line. The longer your line, the greater discrepancy /range you could have.</p> <p><b>Q: A Governor ASKED to know a little bit more about the detail behind the data, commenting that governors do not know the stories and whether the school is therefore doing enough for the pupils.</b></p> <p>A: AC replied that the data won't provide that detail but she could.</p> <p>CS clarified that the purple line on the graph related to non-disadvantaged national. Schools are no longer allowed to compare disadvantaged to disadvantaged national anymore and have to compare the progress of disadvantaged pupils to non-disadvantaged. Governors had a detailed discussion around the data and the new format that authorities had introduced, taking a previously complicated system and making it even more complicated.</p> <p><b>Q: A Governor ASKED for more information about the 16 out of 20 PP children that made expected progress.</b></p> <p>A: CS replied that some PP pupils made little progress compared to their KS1 results, however, books and internal tracking could prove that they had.</p> <p><b>Q: A Governor ASKED if those pupils were incorrectly assessed at KS1?</b></p> <p>A: CS replied that they could possibly have been but ultimately many factors had to be taken into consideration, for example a</p>	



	<p>bereavement, their personal circumstances may have changed, they may have moved.</p>	
6.10	<p>The Chair asked for a case study on PP progress at next term's TLS meeting.</p> <p><b>Q: A Governor ASKED for clarification on the report showing one SEN pupil had made average progress.</b></p> <p>A: CS replied that the data showed they made slightly above average progress.</p> <p><b>Q: A Governor ASKED if that pupil had made progress in other holistic ways?</b></p> <p>A: CS replied yes and referred back to the positive non-academic success stories.</p> <p><b>Q: A Governor ASKED whether a triangle on the report referred to a SEN pupil?</b></p> <p>A: CS replied that the pupil did not have a diagnosis but did have additional needs.</p>	<p><b>CS to prepare case study on PP for next TLS meeting</b></p>
6.11	<p>Governors discussed ATTAINMENT for writing, maths and reading and that 29 children scored above 90 meaning they achieved better at St John's than they would have at another school.</p> <p><b>Q: A Governor ASKED for clarification that disadvantaged pupils were not attaining well in reading and writing but were in maths and science (noting data referred to 2017/18 cohort).</b></p> <p>A: CS confirmed that the differences were not diminishing enough</p>	
6.12	<p>CS outlined that with regards to phonics data, two pupils were re-sitting the test. Since taking on the Headship the school has had a 100% phonics pass rate which was not expected in this current year due to a number of factors. It was acknowledged amongst the governors that the phonics test only tracks phonics knowledge and yet a child could be a fluent reader and not be able to sound out a word due to the way the test is structured.</p>	
6.13	<p>AGA advised that she had attended an excellent LDBS training course on data entitled "Making Sense of Primary School Performance Data", which lasted for half a day and was run by a former Ofsted Inspector. AGA agreed to distribute the notes for circulation to the FGB.</p>	<p><b>AGA circulate training notes by 25/3/19</b></p>
6.14	<p>IH repeated previous requests for any governor attending training to circulate to the FGB the three top takeaways from the training in order that everyone benefits from the learnings.</p>	<p><b>All governors provide to FGB 3 top learnings from any training received</b></p>
6.15	<p>Governors discussed data being reported at the next FGB meeting and agreed that the Chair of TLS would give a verbal summary and the data report would be circulated as optional reading, but not for discussion, referring governors to the draft TLS minutes.</p>	



<p><b>7.0</b></p>	<p><b>Safeguarding &amp; Pupil Welfare Update - report by CS/CM, challenge led by Rev Lynn</b></p>	
<p>7.1</p>	<p>CS advised that there has been a significant increase in safeguarding concerns over the past term and that he has had to make more referrals than ever before.</p> <p><b>Q: LD ASKED if a reason was known, whether there were similar issues, different children, different year groups?</b></p> <p>A: CS replied that all referrals were random and not connected, quite different, different children and different year groups.</p>	
<p>7.2</p>	<p>CS advised that CAF referrals are now called Early Help and the school is very much aware that they have children who need some extra, early help.</p> <p><b>Q: LD ASKED if the school would have referred previously?</b></p> <p>A: CS replied that the school would but whilst Barnet's services are improving and the inspections are getting better, any improvement in services from MASH team is not showing at ground level.</p> <p><b>Q: A Governor ASKED if CS had been to observe MASH as they operate a triage system when cases come in RED = 12 hours response, AMBER = 48 hours response, GREEN = a week's response.</b></p> <p>A: CS replied that he had not been to observe MASH but had waited 3 weeks to have any response and only received a response because he contact them repeatedly. CS noted that the school has had to put in a lot of Early Help referrals and the MASH team seem to be struggling to respond.</p> <p><b>Q: LD ASKED if these referrals were brand new or if some of the pupils were already a concern i.e. was there a spike in services that might relate to cutbacks families were experiencing?</b></p> <p>A: CS replied that many were new an that some discovery is via the counselling and coaching facility at the school.</p>	
<p>7.3</p>	<p>Governors discussed some support services in Barnet that were untapped and not talking to each other. A Practitioners Meeting was held (RAC attended in her professional capacity) to discuss services. Notable examples were family wellbeing (free), family mediation</p>	
<p>7.4</p>	<p>Governors discussed online incidents and in particular the Momo threat. It was noted that there had been one incident at school and from various forums, training courses and social media, it was found to be impossible to block certain things that can appear on newsfeeds. It was noted that there was no central part of the education department that informs schools on how to handle this.</p> <p><b>Q: LD ASKED if children were being spoken to about what to do if this happens?</b></p> <p>A: CS replied that the computing lead at school was amazing, together with an excellent team, who are very much aware. The</p>	



	<p>team have discussed how they will talk to children if something pops up.</p> <p>AC clarified that staff would not name a pop-up to pupils (ie not specific) but rather if a pop-up arose, pupils should deal with it in a particular way.</p>	
7.5	<p>CS moved on to the 1-2-1 counselling service provided by Terapia and reported that it was going extremely well. A second counsellor has now been appointed.</p> <p><b>Q: A Governor ASKED how long the Resilient Schools pilot would last</b></p> <p>A: CS replied that it the free provision expires after one year. Barnet will make a decision after that year as to whether to roll out the provision to other schools and how much, presumably, they would charge. CS clarified that the first counsellor was provided by Resilient Schools but the second, by Terapia.</p> <p><b>Q: A Governor ASKED how the coaching service provided by Kick London was different to the counselling.</b></p> <p>A: CS replied that Kick London’s coaching service revolved around talking and helping the child to solve things on a 1-2-1 basis. Kick London has been an excellent service and really helpful but alas the budget would not allow the school to pay for it any longer.</p>	
<b>8.0</b>	<b><u>SEND update - report by CS/CM, challenge led by Christine Richardson and Imogen Hall</u></b>	
8.1	<p>CS advised that he was happy with SEND progress thus far and all linked into the SIP, interventions were very successful.</p> <p><b>Q: CR asked how long the interventions had been going?</b></p> <p>A: CS replied that they had been running since September and progress was evident.</p>	
8.2	<p>CS tabled a document outlining results from one of the intervention programmes. CS advised that a computer intervention works on spelling and reading, using the purchased system, package, data and information. From the specific report presented, it was evident that a reading age had increased by 4 years, purely as a result of the intervention.</p>	
8.3	<p>CS advised that interventions were delivered to a mixed group of children including EAL. Morning interventions are data rich, they have an entry and exit point and progress is tracked, meaning that they are very successful on paper but don’t show you the little things that child might need specific help on.</p>	
8.4	<p>CS explained that Conferences happen in the afternoon for children needing help with something very specific, usually that they have been taught in the morning and a TA will assist with those, with teacher direction. It was noted that pupil voice and book looks would be the governors’ best source of evidence of progress relating to Conferences, although he was confident that it was working well.</p>	



8.5	<p>CS tabled a document showing interventions of PP children which included a first assessment, a raw score, the child's age, their reading age, a standardised score and comments on what the child is to be working on. CS directed the governors to the increase in the raw score evidencing that the two children, one boy, one girl – both PP, had improved.</p> <p><b>Q: A Governor ASKED if there was evidence that the pupils were transferring their skills they have learned into the classroom. For example, could you count spelling mistakes in books at the start of the programme versus spelling mistakes in books at the end of the programme?</b></p> <p>A: CS replied that it could be done but hasn't been, noting that the ideal of the intervention programme is to teach spelling rules rather than getting key words right and that he believed application of learning was always the biggest hurdle to overcome.</p> <p><b>Q: A Governor ASKED how many pupils have completed a six week programme and raised their standards enough to not have to do it again.</b></p> <p>A: CS replied that there had been some pupils although was not in a position to cite accurate figures. Pupils in the younger years tended to complete the course and not have to re-enter, although in the manner of transparency, he urged governors to be realistic and note that some children find learning hard and that sometimes it is a lifelong programme for them. The data is strong and holds the SLT to account but sometimes, for some pupils, there is no quick fix.</p>	
8.6	<p>CS updated the Governors on EHCPs and advised that a new EHCP had been accepted. It was originally rejected and the school appealed and won. However, it has still not moved forward (since winning the appeal before Christmas) and the school has still not receiving the funding for the pupil. The school are challenging the LA on this and it was concerning to note that EHCP funding is not back-dated.</p> <p><b>Q: A Governor ASKED how many EHCPs are in place in the school and whether other EHCPs are in progress?</b></p> <p>A: CS replied that we have had one for some time, another has been accepted but funding not yet received, one pending. Another needs to be prepared, which takes a very long time as it is a 40-50 page document plus supporting evidence that needs to be collated over a period of time. CS noted that he was happy with the direction SEN processes were going and that support plans are in place.</p> <p><b>Q: A Governor ASKED if this was improving assessments, and processes and systems referenced in the SIP?</b></p> <p>A: CS replied that it was and ongoing. Provision maps have now been costed but not quite yet for every single child as it is incredibly detailed and takes a long time.</p>	
8.7	<p>Governors discussed banding and payments for pupils with SEN and how schools and pupils are suffering again.</p>	
8.8	<p><b><u>MOTION OF CONFIDENTIALITY</u></b></p>	



	<p style="text-align: center;"><b>RESOLVED that, because of its nature, the business to be transacted be treated as confidential and not for publication.</b></p> <p style="text-align: center;"><b>Discussion moved to Part II.</b></p> <p style="text-align: center;"><b>(Part I Resumed)</b></p>	
<b>9.0</b>	<b>Pupil Premium update - report by CS/CM, challenge led by Jaime Goumal</b>	
9.1	CS outlined that the school currently has 24 PP children but one of them will not be funded (adopted child, not classified as LAC) as arrangements went through in a different country. It was noted that PP figures have dropped which also means another reduction in funding.	
9.2	Governors discussed that 1/3 <sup>rd</sup> of PP pupils were also SEN. Progress was being made but no guarantees could be given to diminishing the differences at KS2 SATS, although not due to lack of effort and hard work.	
9.3	<p>AC advised that she was constantly teaching and had pupils in her classroom from 08:00-16:20 delivering lessons, interventions, boosters and providing any help that is requested.</p> <p><b>Q: JG ASKED how many PP children were in the KS2 SAT cohort?</b> A: CS replied 6.</p> <p><b>Q: A Governor ASKED whether both CS and CM were assisting with delivering boosters this year, as per last.</b> A: CS replied that CM was delivering boosters again but he was not.</p> <p><b>Q: JG ASKED if progress was evident through interim data?</b> A: CS replied that he could provide that, although it had not been prepared for this meeting.</p> <p><b>Q: JG ASKED if progress was evident through interventions for PP children.</b> A: CS replied that yes, the progress was huge and evident as AC tracks everything.</p> <p><b>Q: A Governor ASKED if progress was in a better place this year, to the same point last year.</b> A: CS replied no, it was roughly the same. Being a one-form entry school, all results were cohort specific. It was very difficult but still a few weeks left to try to make a difference.</p> <p><b>Q: A Governor ASKED if the PP Strategy had be completed for next financial year?</b> A: CS and JG replied that it had not but would be worked on shortly.</p>	<p><b>CS to provide JG with interim PP progress data by 25/3/19</b></p> <p><b>CS/JG create and agree PP Strategy by 1/4/19</b></p>
9.4	JG advised that next term's learning walk will focus on PP.	
9.5	CS concluded the PP report by advising that INSETS had been delivered on how to teach PP children and that seating arrangements in classrooms	



	had been altered so that PP and SEN were sitting towards to the front of the class so that teachers could engage them more.	
<b>11.0</b>	<b>Religious life in school update - report by CS/CM, challenge led by Rachel Adams-Constantine - we'll keep this short, as we covered it at TLS on 4 March</b>	
11.1	In the absence of CM, CS advised that CM had led two staff meetings on RE, a box was in the entrance way for staff or governors to give thanks to God, bible stories had been included in planning and assessment, Jayne Pavlou from LDBS had visited and noted that adult bibles were in school as opposed to children's bibles. New bibles had been purchased at a cost of £500. Greater depth of learning was expected in every class on next assessment.	
11.2	Spreadsheet for tracking was being created as referred to earlier, AC had visited Westminster Abbey with Y6, CS taught some religious art lessons where pupils created prayers and art work based on remembrance. The school was very fortunate to have Revd Lynn and Revd Lizzie and the theme for worship has been important men in the bible which followed on from important women in the bible studied previously. Ash Wednesday service was held at church last week and Y6 also went to WE Day.	
11.3	LD advised that she had delivered further Blessing Bags to homeless in Central London and told all recipients that they were from St John's Whetstone.	
11.4	CS advised that one of the teacher's also went into Central London with her family to distribute more blessing bags.	
11.5	CS thanked all governors who attended the RE Learning Walk and announced that the LDBS has asked St John's to now lead a RE Hub in Barnet. The first meeting was held recently and was successful, noting that we are seen as a "beacon of Christianity".	
<b>12.0</b>	<b>SIP priorities update - Curtis Sweetingham</b>	
12.1	Governors asked CS to outline any SIP priorities not currently on track. CS noted that the last update to the SIP was in December and whilst some items were not on track then, significant progress has been made since. The next update to the milestones would be in April, at which point, he hoped to see most items on track or achieved.	
12.2	CS advised that the English Curriculum had been developed but wanted it tighter, more in line with the Maths curriculum. Has been reviewed and is now in draft so should be achieved by April.	
12.3	CS advised that Recording Medical Care not yet on track.	
	<b>Q: A Governor ASKED for an explanation</b>	



	<p>A: CS advised that it is merely changing the forms. They are still old templates, old fonts.</p> <p>A Governor commented that if this was not achieved by the end of the year, it would not be a problem.</p>	
12.4	CS noted that applying for a Silver Eco Award was not yet on track. Still had some things to do, might still be outstanding in April.	
12.5	CS noted that for Data, he would check again at time of next data drop.	
12.6	CS wanted to apply for the Healthy Schools Early Years London Award. They have the Barnet award and would like the London one. It was in progress and therefore probably not red and might be on track for July.	
12.7	<p>CS commented that for the SIP action 30% outstanding teachers and at least all good, it wasn't the case before Christmas but is improving.</p> <p><b>Q: A Governor ASKED if it was still red at the end of the year, would that be because of the embedding of new staff?</b></p> <p>A: CS replied that to some extent yes and this was predicted, although the target is still there, it might be aspirational.</p> <p><b>Q: A Governor ASKED if the teaching was at least all good.</b></p> <p>A: CS replied that he could not say for certain that all teaching is good at the moment.</p>	
12.8	Governors discussed teaching being discussed at the next FGB, whilst the paperwork and award are not so important to the SIP, teaching was and its importance should be reflected.	
12.9	CS concluded this update by noting that he was referring to the December update for SIP. Next one is April so story might be different then.	
<b>13.0</b>	<p><b>TLS Learning Walk, Pupil Voice &amp; Subject Focus Meeting Debrief (10 minutes)</b></p> <p><b>Sharing key learnings</b></p>	
13.1	JG gave a verbal summary of last week's learning walk and agreed to type up his notes for FGB optional pre-reading.	<b>JG prepare learning walk notes for FGB by 18/3/19</b>
13.2	JG advised that there were no concerns from the Learning Walk. Pupil behaviour was exemplary, there was a lot variety of teaching, different materials and styles used and everyone engaged.	



13.3	<p>A Governor raised that the class link governor role was not working for her and she felt she was doing it a disservice. Governors had a detailed discussion the class link and subject link governor roles and how best to regularly be in school and also engage with the teaching staff and pupils. Suggestions were mooted about a Governor Day or perhaps a more informal arrangement where governors were asked to attend the school at least one day per year and to make arrangements with the SLT in advance or alternatively being part of new staff induction or a social occasion around Christmas. Governors agreed it should be discussed at FGB.</p>	<p><b>Discuss governor link roles at FGB – agenda item latest 18/3/19</b></p>
14.0	<p><b>Policies to review: none</b></p>	
15.0	<p><b>National consultation on changes to the Ofsted framework</b></p>	
15.1	<p>CS outlined proposed changes to the Ofsted framework as included in a consultation which is to close around the end of March. It is proposed that two day inspections are reintroduced, as opposed to one day, but would also involve “pre inspection visits” where Inspectors arrive in school a further half day beforehand in order to conduct their “desktop research”.</p>	
15.2	<p>CS outlined that it was also proposed that Inspector no longer ask for your in-year data as they will arrive with publicly held data. The framework is proposed to focus much more on books, lesson observations, more teaching and learning, a broad and balanced curriculum and a strong focus on reading. From an educator’s perspective, this is seen as positive.</p> <p><b>Q: A Governor ASKED when the framework would be introduced?</b></p> <p>A: CS replied that trials are due to commence in the Summer Term with rollout in September.</p>	
15.3	<p>Governors were encouraged to submit individual responses to the consultation, particularly with regards to their proposal number 5, which was for the 2-1/2 day inspection. It was widely acknowledged that schools, staff and governors would not want that.</p>	
15.4	<p>Governors discussed that current Outstanding graded schools will still not be reinspected, unless a health check and the average time between inspections for Outstanding schools is 12-13 years.</p>	
15.5	<p>For Good schools, the schedule remains around 4 years. St John’s will be 3 years post Ofsted in November 2019 and so an inspection should be on the radar in 2020.</p>	



<b>16.0</b>	<b>Any Other Business?</b>	
16.1	<p>A Governor ASKED whether pupils receive bibles at St John's. It was acknowledged that they do not, although reflection and prayer books were given to Y6 leavers. Discussion took place amongst the Governors around the possibilities of giving bible stories to new joiners / Reception and grown up bibles upon departure in Y6.</p> <p>AGA suggested reaching out to Gideon's as they would come into school and provide a free bible for every child.</p>	<b>CM investigate Gideon visit for bibles and report back to next TLS</b>
<b>17.0</b>	<b>How has this meeting moved the school forward? (5 minutes)</b>	
17.1	<p>Governors felt that by understanding the data, having evidence of the impact of interventions, challenged diminishing differences and the School Improvement Plan, they had effectively monitored the teaching and learning, held the Headteacher to account and thus improved the life of children at the school.</p>	
<b>18.0</b>	<b>Closing Prayer delivered by Revd Lynn</b>	