



**Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 17 January 2018 at 6.30pm at the School**

	Present:	Nicola Furlonger (Chair) Sarah Bowles (SB) (Headteacher) Andrew Chesworth (AC) Alison D'Alton (ADA) (SBM) Vanessa Lines (VL) Des O'Dwyer (DoD) Andrew Pembroke (AP) Claire Robertson (CR) Louisa Rowlands (LR) Carla Thompson (CT) John Tomlinson (JT) Michael Webber (MW) (Vice Chair) Jo Winkler (JW)	
	In attendance	Lesley Hardwick (Clerk)	Action
	The Chair thanked everyone for attending and welcomed the three newly-appointed Governors who were attending their first FGB meeting at Sussex Road. Governors all introduced themselves.		
1.	<p>APPOINTMENT OF NEW GOVERNORS</p> <p>The Chair advised that Des O'Dwyer's previous term of office had ended on 8/1/18, and that he had confirmed that he would like to be reappointed for a further term. She explained that she would not take part in the discussion regarding DoD's reappointment, having a conflict of interest as DoD was a brother-in-law. She therefore left the meeting, with DoD, whilst Governors considered his application. The Vice Chair took the Chair for this item of business.</p> <p>Governors reviewed DoD's statement in support of his application. It was noted that his knowledge of health and safety issues, and his work with the School in developing its strategy for its outdoor space had proved invaluable over the past four years, and Governors unanimously approved his reappointment.</p> <p>Des O'Dwyer was therefore appointed as a Co-opted Governor for a four year term of office with effect from 17/1/18.</p> <p>DoD and NF returned to the room and NF took the Chair for the remainder of the meeting.</p>		
2.	<p>APOLOGIES FOR ABSENCE</p> <p>There were no apologies for absence.</p>		
3.	<p>DECLARATION OF BUSINESS INTERESTS</p> <p>No declarations of interest were received in respect of any item on the Agenda.</p>		
4.	<p>MINUTES OF LAST MEETING AND MATTERS ARISING</p> <p>Minutes of FGB meeting held on 5 December 2017</p> <p>The minutes of the meeting held on 5 December 2017 were approved as an accurate record and signed by the Chair.</p>		

	<p>Action Points</p> <ul style="list-style-type: none"> • <u>Skills Audit</u> – <i>The Clerk confirmed that she would be circulating a skills audit form for Governors to complete and return to her, and would report the results of the audit back to the next meeting. Governors to complete skills audit by end of Term 3, 9/02/18.</i> • <u>Bespoke Monitoring Training</u> – <i>the Chair confirmed that this training session had been arranged for 22/2/18, at 7.00pm at school.</i> • <u>ASP/Data Training</u> – The HT confirmed that the full validated data set had now been published, and that staff training would be held during Term 3. <i>However, she confirmed that she would be able to run a training session for Governors as part of the Data Group meeting on 30/1/18. It was agreed that this meeting would be opened up to all Governors.</i> <p>It was confirmed that all other action points were either completed or dealt with elsewhere on the agenda.</p> <p>Other Matters Arising There were no other matters arising from the minutes.</p>	<p>LH/All</p> <p>All</p> <p>SB All</p>
<p>5.</p>	<p>HEADTEACHER’S REPORT/STRATEGIC PLAN</p> <p>Progress against the 2017/18 Strategic Plan/SEF The Chair confirmed that, as there had only been a short space of time since the last FGB meeting, she had asked the HT to focus on progress shown by the most recent data, and the progress made against the SP, rather than to produce a fresh ‘Admin’ report.</p> <p>Key Findings from Previous Inspection The HT confirmed that the priorities for development (p2 of the SP) incorporated action points from the Ofsted Inspection in late 2016. She commented that the points highlighted by Ofsted and which had already been priority areas within the Strategic Plan at the time of the Inspection had been:</p> <ul style="list-style-type: none"> • To improve progress in Maths • To increase the number of children working at Greater Depth, particularly PPG children • To evidence the impact of the wider curriculum on children’s Literacy and Numeracy skills. <p>The HT confirmed the actions that had been taken to work towards these areas of development, which included:</p> <ul style="list-style-type: none"> • A strong Maths leader now being in place • Stronger teaching in respect of mastery and the new curriculum, and in the learning environment (learning walls) • Assessment updated, with tracking information on every child’s progress <p>The HT commented that the impact of these actions could be seen in the data, and particularly in the Progress score, which had increased from -1.9 to 0.</p> <p>With regard to disadvantaged students, the HT confirmed that all PPG children had a ‘unique’ context, and commented that research indicated that strong teaching had the greatest impact on progress. She advised that the School had now introduced a Pupil Premium Profile, to track what was being done for all PPG children, which would differ depending on their individual circumstances. She confirmed that the School was looking to use its PPG funding more strategically, developing a ‘core offer’ for all PPG children and a personalised offer for individual children. She advised that part of the PPG funding was used to fund TAs and other support, and that the impact of this funding was reviewed at Pupil Progress meetings, but that a proportion of the funding was held back</p>	

to cover the cost of more reactive support or intervention during the year. She explained that the TA support enabled those children who needed to make the most progress to have the majority of teacher time in the classroom, and that this had proved more effective than some specific schemes or interventions, such as the programme for able writers and mathematicians.

A Governor noted that the LA's note of visit had suggested that measures in the Strategic Plan were too general and not specific enough in relation to outcomes for disadvantaged pupils. Governors noted the comment from the SIA regarding the 2017 -4.1 progress score for disadvantaged children in maths and questioned whether this should be made clearer in the SP. The Chair commented that the key issue was that the leadership team, staff and Governors were all aware of the current position, for example recognising that there had been an issue with progress in Reading and that action was being taken to address this. It was agreed that FSM progress scores should be noted in the SEF, rather than in the forward looking Strategic Plan, and that governors should be updated on progress at FGB meetings. The HT confirmed that the Outcomes for PPG children were improving, but that there was more to do, pointing out that it was a considerable task to move these children from a low entry point to Greater Depth.

The HT confirmed that progress was being made in delivering the immersive curriculum which had been trialled during 2016/17, although the improvement consultant who was paid by the School to provide her with challenge in respect of school improvement had pointed out that it was likely to take two to three years before this new curriculum was fully embedded. She also confirmed that the curriculum for Year 1 had been changed in line with the Early Excellence model, and now mirrored the EYFS curriculum at the beginning of the year to move to a more formal curriculum as the year progressed. She commented that the impact of this curriculum could already be seen in Reading and Writing, and in the development of stronger learning behaviours.

The HT advised that a moderation exercise carried out with another local school at the end of term two had been very positive, and that at a further exercise would be carried out in March with Sussex Road's new Collaboration, with a pre-formal Moderation session for Year 2 and Year 6 work to take place in April with the same group of schools. A Governor commented that this was a very positive result.

2017/18 Priorities

For the benefit of the new governors, the HT referred to the School's Mission Statement, Vision and Aims, and the Three-Year Plan, which set out five key priorities for the current year. She then provided further details in respect of the priorities for each Ofsted area:

- **Effectiveness of Leadership and Management (ELM)** – The HT confirmed that the team of Middle Leaders were all relatively new to post, having been appointed at the beginning of the previous academic year, and that appointment of a SEN Assistant had provided support to the SENCO to enable her to focus on her leadership role. She also referred to the strategic use of PPG funding, which she had discussed previously. The Chair referred to the GB's priorities for the year (Section 1.4, p6 of the SP), and confirmed that the appointment of three new Co-opted Governors would have a significant impact in 'upskilling' the GB.
- **Quality of Teaching, Learning and Assessment (QTLA)** – the HT confirmed that the priorities for QTLA included using Assessment for Learning (AFL) to identify next steps and Milestones to assess progress and attainment, to meet expectations in respect of the progress of children working below Age Related Expectations (ARE) and to develop skills and understanding in Reading.
- **Personal Development, Behaviour and Welfare (PDBW)** – The HT explained that there were fewer priorities for PDBW, as this area had been assessed as strong by Ofsted. She advised that the priority areas were to increase attendance and decrease Persistent Absence, to narrow the gap between disadvantaged children

and their peers, and to develop mindfulness, well-being and resilience of students, and of staff.

- Early Years Foundation Stage (EYFS) – The HT confirmed that the priorities for EYFS were to embed high quality purposeful play/learning, to ensure that ‘Being Imaginative’ and ‘Expressive Arts and Design’ attainment (which had been identified as an area needing development) exceeded local and National averages, to work towards closing the ‘gender gap, and to target the development of Speech and Language.
- Outcomes – the HT pointed out that if the priorities for other areas were being met, the Outcomes should fall into place and that there were therefore no specific priorities for Outcomes, although the Plan included targets for statutory assessments and the measures that would be used to assess progress towards these targets.

Progress against Milestones and Spring Term actions

The HT outlined the progress that had been made to deliver the Plan’s priorities against the Term 2 ‘Milestones and discussed Term 3/4 actions:

- ELM – the HT advised that middle leaders’ training was progressing in stages, due to the need to maintain a balance between their role as classroom teachers and the development of their leadership roles. She confirmed that the SEN Assistant was providing support for the SENCO, explaining that there were currently 58 students with SEND at Sussex Road, including some with more challenging needs who might previously have gone to special schools, or to PRUs.

The Chair confirmed that she had updated the GB priorities for the Spring Term. She confirmed that the GB had adopted a new Visits to School Policy, and was working to a Monitoring Plan, which was being updated as visits took place. She confirmed that the new appointments were helping the GB to develop the skills that it needed, and was hopeful that re-running the Skills Audit would demonstrate that all Governors had ‘upskilled’ themselves during the past year or so. She advised that she and the Vice Chair were reviewing the GB’s structure, and the way in which responsibilities were shared. She also confirmed that she and the HT had been looking at ways in which the GB could raise its profile within the school community, and asked Governors for their views on the suggestion that there should be a governor presence at parent consultation evenings in March, and that this could be combined with a parent survey. In this connection the HT advised that the last parent survey had been carried out as part of the Ofsted inspection in 2016. **A Governor asked if it would be helpful for the forms to be circulated ahead of the consultation evenings, so that parents would be able to come with any questions or comments for Governors. However, another Governor suggested that this could give rise to an inaccurate perception about the Governor role, and it was also suggested that it might be more effective to focus on providing an opportunity to provide information about the work and role of the GB and to combine this with the opportunity for parents to meet the Governors if they wished to do so. In response to a question, the HT advised that response to the 2016 Parents’ Survey had been unusually high (in terms of the number of responses) and very positive, because the School had just gone through a period of significant change, and that she was expecting that both the return rate and levels of satisfaction were likely to decrease.** She also advised that the previous survey had been online, using Parent View, and that it might be useful ask questions on areas that were more closely linked to the Strategic Plan and to provide the option for parents to expand on their answers. The HT suggested that, as an alternative to Governors distributing or collecting survey forms at the consultation evenings, it might be more effective to use a display board to illustrate Governors’ work, and for parents to have an opportunity to meet with Governors if they wished to do so, or to combine the two suggestions. **The Chair**

NF/SB

confirmed that she and the HT would work to develop these proposals further. The HT commented that the School also needed to run Staff and Student Surveys, as these had also not been carried out since 2016. With regard to Term 3/4 actions, the HT confirmed that CPD was being delivered through a series of training sessions including 'Teaching Backwards' training which encouraged children to model and critique, taking responsibility for their own work and for that of their peers. She advised that the new Forest School Leader would be undertaking professional development during Term 3. She also confirmed that other actions included identifying a 'base' for the SEN Assistant to work from, and to increase access to specialist speech and language therapy for PPG students.

The HT reported on changes to the School's Collaboration, advising that the Collaboration of Borough Green, St Margaret Clitherow and Sussex Road had expanded to include Woodlands, Longmead, Cage Green and Royal Rise (although St Margaret Clitherow and Royal Rise, being academies were less involved in collaborative activities). **A Governor recalled that the HT had mentioned previously that Sussex Road had little in common with the other Collaboration schools and asked whether this had now changed.** The HT confirmed that it had, and added that the School particularly had found communality with Woodlands, who were also partners in the Kaizen Teaching Alliance. She remarked that it was clear, from meetings with the Kaizen schools that secondary schools were experiencing the same issues, and shared the same goals with regard to student wellbeing and resilience. She also advised that she was now a member of the LIFT Executive Group, working across the Tonbridge and Malling District.

- **QTLA** – The HT confirmed that the Term 2 Milestones had been met (with the exception of reporting back on pupil conferencing, which would take place shortly). With regard to Term 3 and 4 actions, she advised that the Inset day on 2/2/18 would include sessions on SEND interventions and issues. She also reminded Governors that Sussex Road was one of 12 schools in the UK judging the Blue Peter Book Awards, which would take place during the coming Term. The HT advised that monitoring actions during the term would include assessing the effectiveness of the Milestones Assessment Sheets, and analysis of Curriculum Coverage Sheets. She commented that student voice sessions indicated that the children understood how the Milestone sheets were being used, and that teachers had indicated that the use of the sheets was helping them in their lesson planning. **A Governor questioned how many times teachers would need to see a milestone being met before concluding that it was embedded, noting that there was some difference between CT approaches between books that had been looked at in a monitoring visit.** The HT advised that discussions with teachers had identified the need to develop a more consistent approach to the way in which achievement of the Milestones would be evidenced. **A Governor commented that some teachers were using pink or green highlighting to indicate when milestones had been met, expressed some concern at the impact that this could have for children who had not yet met their Milestones (and who might perceive pink highlighting as failure) as this enabled them to compare progress against their peers.** The HT confirmed that the sheets were tailored to each child, and that therefore there would be no direct comparison between children. However, she confirmed that the sheets should not be being marked up in this way and commented that this highlighted the need to develop consistency. The HT confirmed that the new curriculum was popular with students. With regard to Core Skills, she reported that the Mathis Leader, who had very high expectations, had reported that there were some inconsistencies in delivery, which he was monitoring, and that some new teachers were not sufficiently aware of the purpose of their lesson, and were not differentiating sufficiently. She added that both the English and Maths Leaders had good knowledge of the key issues and where students were, in terms of their learning. She also confirmed that

Middle Leaders' systematic monitoring was a developing area. **The Chair noted that this had been identified as a priority within the ELM section of the SP.** The HT advised that the Leaders were using their management time to focus on specific areas and commented that this was part of the development of 'bottom up' leadership. **A Governor advised that, from discussion with both English and Maths Leaders at a monitoring visit, the English Leader had confirmed that she had a plan in place to meet formally with other teachers, but that the Maths Leader was not working in this way.** The HT reported that both English and Maths Leaders were working together on planning. **In response to a question she advised that there would be opportunities for the middle leaders to meet with other leaders within the Collaboration, and confirmed that all middle leaders had fortnightly meetings, in addition to the weekly staff meetings.**

- **PDBW** – The HT reported that Woodlands and Sussex Road had taken part in a meeting to discuss strategies to improve attendance (the only schools to respond to the LA's invitation). She did not feel that there were any particular trends with regard to attendance. She also confirmed that all children in Years 4 to 6 had now completed Mindfulness sessions, and that CBT, which would be a focus at the forthcoming Inset Day, would be developed to become part of everyday life within the School.
- **EYFS** – The Chair asked the Governors who had carried out a recent EYFS monitoring visit to report on what they had seen. One of the Governors who had carried out the visit commented that the DHT was focussing on the delivery of the curriculum through 'purposeful play' that was directed and appropriate to children's age-related targets. She reported on the Speech and Language issues which were becoming more significant, with 18% of the current EYFS cohort having some form of speech and language difficulties, and that measures to deal with this included employing an additional TA, and buying in specialist speech and language support. One TA had had training on working with children with social and communication difficulties and was leading a daily workshop. She also reported that the DHT was monitoring the EYFS environment, but that EYFS data was very strong, and that there were no particular areas of concern. She confirmed that this had been a very positive monitoring visit. The HT reported on one confidential staffing issue related to EYFS, which is reported within the Confidential minutes.
- **Outcomes** – The HT confirmed that this area of the SP included the measures that would be used within each Year group to assess whether targets were being met:
 - **Year 1** – The HT confirmed that there were no significant issues to prioritise within this year group.
 - **Year 2** – The HT reminded Governors that this was the school's 'bulge' year, and that there was a higher proportion of PPG students in this year group compared to other year groups, potentially due to the different catchment area for this larger cohort. She reported that the proportion of students working at ARE in Reading was currently 6% lower than the year-end target, and that the percentage at ARE in Writing 9.1% below target, with 31.4% of PPG children working below target. She confirmed that the SP set out the interventions that were being put in place to address this. **A Governor asked whether a sufficient amount of PPG funding had been set aside to address the issues in this cohort given the extent of the PPG 'gap'.** The HT confirmed that more PPG funding would be available for interventions with this cohort during Terms 5 and 6 but pointed out that it was vital to identify the right member of staff to deliver interventions that would have the level of impact needed.
 - **Year 3** – The HT advised that there were only four PPG students in Year 3 and that one student working below ARE had a significant impact on the

data. Nevertheless, she confirmed that she was currently reviewing the level of support that was in place.

- Year 4 – The HT reported that, again the 12.5% of PPG students not at ARE related to one student. She also advised that this student was very close to ARE and that targeted interventions might not be necessary.
- Year 5 – The HT confirmed that the English and Maths Leaders were working with teachers to support Reading and Maths, and remarked that one student's attendance was impacted by travelling up from Hastings each day.
- Year 6 – The HT explained that Year 6 would be taking 'mock' SATs tests during w/c 22 January and that she would review any actions that might be necessary once the results of these tests were available. She commented that this cohort included a high number of more able students, but also a high number of PPG/SEN students, and areas of underachievement, due to previous poor teaching. She advised that to address this, each class shared an additional teacher, in addition to having a class teacher and class TA, and that early morning and after school tuition groups were in place.

The HT referred to the whole-school priority relating to Greater Depth, confirming that the progress made by targeted students would continue to be tracked, and would be monitored by the Data Group. There would also be a focus on the use of proformas and worksheets, to ensure that this was not impeding progress. She reminded Governors that the new assessment system meant that all students returned to a 'beginning' level at the start of each year, and that teachers might therefore be reluctant to assess students as working at Greater Depth at this stage in the academic year, as, from experience the gap between assessment and the year-end target narrowed significantly over the course of the year.

School Improvement Partner's Note of Visit

As discussed, the HT confirmed that comments made about the data would be transferred into the SEF. She reported on actions that had been taken with regard to the actions identified in the NoV, pointing out that comments on the Forest School, Learning Excellence, the curriculum, STEM and EYFS had been very positive and that all actions had been transferred into the SP:

- KS1 Outcomes – The HT confirmed that the SIP's comments related to three FSM students, which skewed the data, as the quoted 33.3% related to only one student, and pointed out that two of the three students were also on the SEND register. She also confirmed, as previously discussed, that the comment about 'unreliable data' was historic.
- KS2 Outcomes – The HT confirmed that the Combined score for FSM/PPG students at ARE had been below the local and national average, although Writing and Maths had been above NA. She pointed out that this was reflected in the priority related to Reading within the SP. She remarked that some of the 2017 Reading results had been surprising, in respect of children who had been expected to have been at ARE, but who had not reached that level in the Reading SATs test.

Pupil Premium Action Plan

In response to a question, the HT confirmed that Pupil Progress meetings focussed on the progress being made by PPG and SEN students, with other children being discussed by exception, and that these students were at the forefront of teacher's minds, with the Action Plan identifying the interventions that would be put in place to move children on to working at Greater Depth.

A Governor questioned the number of FSM applications being received. The HT advised that fewer applications were being made, despite the offer of an iPad to families making a successful application, but commented that this might be due to a change in

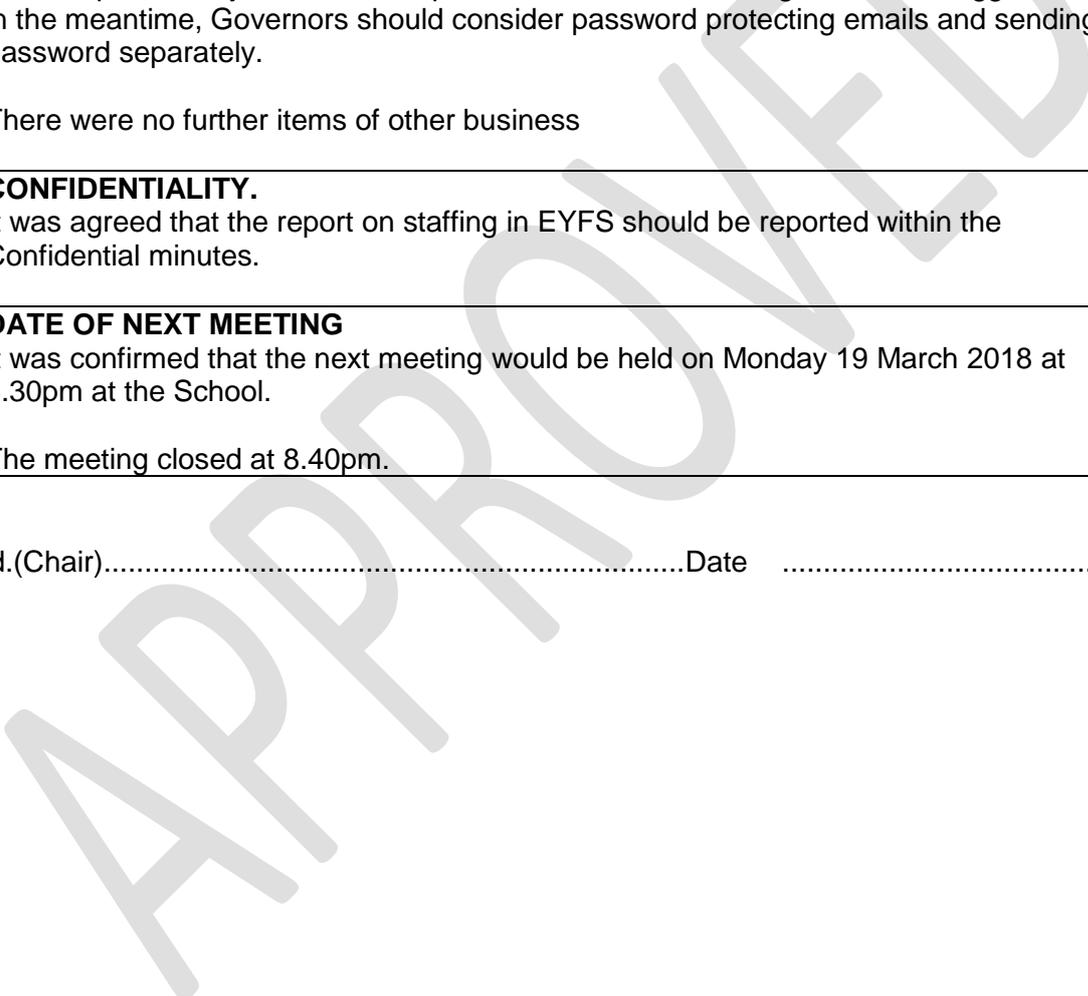
	<p>demographics, with fewer Susses Road families now being eligible for FSM. She pointed out that this would have an impact on funding, which would also impact upon the amount of money available to fund interventions for all children, and commented that this was also an issue in other local schools.</p> <p>A Governor asked how the GB could be provided with progress information, particularly for PPG students. The HT advised that the new assessment system meant that it was not possible to calculate progress accurately, as official progress measures were not calculated until the SATs tests had been taken and national data was available. A Governor pointed out that Governors therefore had to rely on management information triangulated through independent evidence, including information made available to them at monitoring visits and evidence of the impact of interventions.</p> <p>A Governor remarked that it was also important to assess the ‘social progress’ made by PPG students, and review the interventions that were put in place in this connection. The HT confirmed that interventions included counselling, tailored to children’s individual circumstances, although it was difficult to quantify the impact of these interventions as they were not data-driven. The HT confirmed that the progress calculation also considered the pastoral support given to each PPG child, making sure that something was in place for each one. She also reported that both Judd and Tonbridge Grammar School had approached the School with regard to participation in after school ‘coaching’ schemes for high ability PPG students, and that the parents of three Year 4 students had taken up this opportunity at TGS. In response to question she confirmed that the TGS offer was free of charge, and was open to boys and girls.</p> <p>A Governor asked if more detailed information could be shared with Governors. The Chair suggested that more detailed discussions should take place at PPG monitoring meetings, and reported back to the FGB.</p> <p>In response to a question, the SBM confirmed that ‘reserved’ PPG funding would be available for interventions during Terms 5 and 5.</p>	
<p>6.</p>	<p>FINANCE</p> <p>Nine Month Financial Monitoring Report</p> <p>The SBM advised that the Finance Monitoring group had had the opportunity to review the Financial Statement in advance of the meeting, and would be carrying out a monitoring visit in the next few weeks to review the statement in more detail.</p> <p>The SBM confirmed that there was currently a positive variance in respect of Sports Premium funding, and that she was obtaining quotes for marking out a multi-purpose pitch on the lower playground using the unspent 2017/18 allocation. She confirmed that this expenditure would be included in the BCM Calculator Return to the LA, and ring-fenced for this purpose. In response to a question, the HT confirmed that this proposal was part of a wider plan to improve outside provision, pointing out that there was currently only one marked-up netball court, on the upper playground, although the School had now purchased a second basketball hoop. She commented that older children in particular would benefit from the opportunity to participate in more competitive sport, and that other schools, with better resources, were able to build teams up over time. In response to a question, she confirmed that Sussex Road took part in as many inter-school competitions as possible, but was currently not able to host them. It was agreed that the QTLA monitoring pair would include Sports Premium spending and value in their next monitoring visit.</p> <p>The SBM confirmed that the predicted Revenue outturn was £135,101, within the BCM of £136,727.84, that the predicted Capital Outturn was £0, as the capital budget would be fully spent by the end of the year, and that there would therefore be no need to transfer funding between the Revenue and Capital budgets.</p>	

7.	<p>PREMISES</p> <p>The SBM confirmed that she was chasing KCC regarding the report on the leaking flat roof, as water was now leaking into light sockets, and had also asked for an update on proposals for the Care Suite.</p>	
8.	<p>HEALTH AND SAFETY/SAFEGUARDING</p> <p>Health and Safety</p> <p>The SBM reported that there had not been a Governors’ Health and Safety Monitoring visit since the last meeting, but the actions identified in the previous visit were being addressed, including removing books stored under the stairwell. In response to a question, she advised that the nets for the Forest School area had not yet been installed, because that area of the grounds was currently out of use, due to erosion, and that a Conservation Plan was being put in place. The SBM also confirmed that she was working through the actions identified in the LA’s Health and Safety Compliance Audit, including working at height training, and that she was still trying to obtain the Legionella Testing report from the LA. She also advised that Electricity Testing was due to take place on 2/2/18, and confirmed that she would share the report with the H&S monitoring governors once it was available.</p> <p>Safeguarding Monitoring</p> <p>The Safeguarding Governor confirmed that a monitoring visit had taken place on 12/1/18 and that the Safeguarding Self-Review Tool had been completed. She commented on the high standard of safeguarding practice at the School, and remarked that the Self-Assessment Model report had been amended to take account of Early Help referrals, which were currently not included. She confirmed that she would circulate a report on the monitoring visit, together with a copy of the completed self-assessment.</p> <p>The Vice Chair confirmed that he would be undertaking Safer Recruitment training and it was noted that all Governors would be issued with photographic ID which should be worn during visits to the School.</p> <p>The Safeguarding Monitoring Governor commented on the quality of safeguarding regarding e-safety, and the actions being taken by teachers and the leadership team to address e-safety issues. A Governor asked if any work was done with Year 6 as part of children’s transition to secondary school, particular with regard to the use of social media. The HT confirmed that the School worked with the children, but that the issue of concern was the level of understanding amongst parents, particularly in respect of their child(ren)’s exposure to social media and the potential risks involved. In response to a further question, the HT advised that mobile phones had to be turned off if children brought them into school, but that the School did not collect them in, and that there had never been a problem in respect of phones in school.</p> <p>She commented that it was important to keep lines of communication with students open, and that if children felt they would be told off for accessing social media, they would be less likely to share any problems or concerns. She remarked that in her experience parents did not realise the extent of the potential problem, or the amount of time their children were spending on phones or tablets outside school/in their bedrooms etc. She also commented on the speed with which social media developed and evolved, but advised that a workshop for parents had been very poorly attended. A Governor remarked that Twitter was a helpful tool for sharing information on new e-safety risks with parents, although these did not reach all parents. A Governor suggested that information could also be shared on Facebook, although the Facebook page was not administered by the School. In response to a question, the HT confirmed that the LA’s E-Guardian’s scheme would continue and that the current Year 5 would be able to participate in training during the next academic year.</p>	<p>ADA</p> <p>CT</p>

	<p>Other Health and Safety or Safeguarding issues Neither the HT or SBM had any Health and Safety or Safeguarding issues to report.</p>	
<p>9.</p>	<p>POLICIES</p> <p>Pay and Reward Policy update The SBM advised that SPS was running two information sessions on its new model policy at the end of January. She commented that the new model raised a number of financial/budgetary issues for schools, and confirmed that an updated draft Policy would be produced and circulated to the Pay Committee for review before being brought back to the next FGB meeting.</p> <p>General Data Protection Regulations (GDPR) Update In response to a question, the SBM advised that the LA had not yet produced any guidance for schools (due to be released in late January/early February), but that in the meantime she had drawn up a draft policy and an action plan, based on the training which she had attended at the end of 2017. She commented that the draft action plan included the ICO's '12 Steps', which she had discussed at the previous meeting. She confirmed that once the policy and action plan was finalised, she would prepare documents to send to parents and to staff.</p> <p>The SBM advised that she had referred to the LA's Data Retention Policy to identify how long data should be retained, but confirmed that the guidance was that only essential data should be held and that it should be destroyed once it was no longer relevant to the purpose for which it had been held. She added that that the guidance she had been given indicated that the ICO would not be looking to penalise organisations that were not GDPR-compliant by May, providing they could demonstrate that they were taking positive steps to be compliant, and that organisations would be required to self-report any breach of the Regulations.</p> <p>In response to a question, the SBM advised that she was waiting for guidance from the LA regarding the appointment of a Data Protection Officer, as it was possible that Kent's existing FOI/Data Protection Team would take on this role. A Governor pointed out that the School was collecting data on behalf of the LA, and that on this basis the LA would be the 'owner' of the data and the organisation responsible for appointing a Data Protection Officer.</p> <p>A Governor asked if the School had been contacted by any other organisations. The SBM reported that, so far, she had only received information from SPS, and from the company that produced the Tapestry application used in EYFS. However, she advised that it might be necessary to carry out research (for example by searching websites) to identify providers' terms and condition regarding the use and retention of personal data. She also advised that she had received confirmation that parents would not be able to refuse to provide the School with information that it needed to operate.</p> <p>It was confirmed that CR and MW would work with the SBM to monitor progress towards GDPR compliance.</p>	<p>ADA</p> <p>CR/MW</p>
<p>10.</p>	<p>GOVERNOR ISSUES</p> <p>Monitoring Plan for 2017/18 The Chair confirmed that she had updated the monitoring plan in line with the latest version of the SP.</p> <p>Governor Training The Training and Development Governor confirmed that she would be attending training on School Data in March. The Chair reminded Governors that the training on Monitoring</p>	

	would take place on 22/2/18 and that Safeguarding training was being held on 19/1/18. AP confirmed that he had now completed the online Prevent training. The Vice Chair advised that he had completed one of the NGA's virtual learning courses, which he recommended to other governors, and would send the certificate from this training to the Training and Development Governor.	
11.	<p>ANY OTHER URGENT BUSINESS</p> <p>School Email Addresses for Governors The HT reported that the School's IT consultant had recommended that all governors should be issued with Sussex Road email addresses and had also suggested moving to a cloud-based Outlook platform and website. The Clerk confirmed that the use of school emails was good practice. It was also suggested that it would be useful to create a 'Chair@Sussex Road' email, which would be able to be accessed by the school if the Chair was unexpectedly unavailable for any length of time. The HT confirmed that she would report on any further developments in this area, although the SBM suggested that, in the meantime, Governors should consider password protecting emails and sending the password separately.</p> <p>There were no further items of other business</p>	
12.	<p>CONFIDENTIALITY. It was agreed that the report on staffing in EYFS should be reported within the Confidential minutes.</p>	
13.	<p>DATE OF NEXT MEETING It was confirmed that the next meeting would be held on Monday 19 March 2018 at 6.30pm at the School.</p> <p>The meeting closed at 8.40pm.</p>	

Signed.(Chair).....Date



ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Responsibility	Status
22.3.17 16.5.17 18.7.17 19.10.17 5.12.17 17.1.18	10 3 3 3,9 9 9	The Pay and Reward Policy to be amended and brought back to the FGB for approval	End T5	ADA	For T4 meeting following further review by SBM and Pay Committee
5.12.17 17.1.18	5 4	The Governor Skills Audit to be repeated	17.1.18	LH	
5.12.17 17.1.18	5 4	Bespoke training on Monitoring to be arranged	End T3	NF	To take place on 22/2/18
5.12.17 17.1.18	5 4	Further training on ASP to be arranged for the Data Group	End T3	SB	To take place on 31/1/18 and for all governors
5.12.17	8	The General Data Protection Regulations to be a standing item on the agenda	Ongoing for rest of 2017/18	LH for agenda/ ADA for reports	Ongoing
	5	Arrangements for Governors' attendance at/participation in parents' consultation evenings to be developed	End T3	SB/NF	
	8	The Electricity Testing report to be shared with Health and Safety Governors once available	End T4	ADA	
	8	Safeguarding monitoring visit report and Self-Assessment tool to be circulated	End T3	CT	