

**MINUTES OF THE LEARNING, TEACHING, CURRICULUM AND STANDARDS COMMITTEE MEETING
OF EXCALIBUR PRIMARY SCHOOL**

WEDNESDAY 9th DECEMBER 2015 - 5:30PM

PRESENT:

Lise Houldsworth	LH	Headteacher
Mike Cross	MC	Chair
Sarah Choi	SCh	
Yvonne Hilditch	YH	
Jonathon Riley	JR	
Juliet Tomkinson	JT	

Observer	
Simon Cotterill	SCo

<i>Item</i>	<i>TOPIC / PURPOSE</i>	<i>Action</i>
1	APOLOGIES FOR ABSENCE No apologies were received from Gill Burgess.	
2	DECLARATION OF INTEREST No pecuniary interests were declared.	
3	REVIEW THE MINUTES OF THE PREVIOUS MEETING The minutes of the meeting held on 1 st July 2015 were confirmed as a correct record and signed.	
4	MINUTES AND MATTERS ARISING FROM THE MINUTES Outstanding actions from the previous meeting: 1. The Bullying Prevention Policy and the IT policy need to be amended to reference DFE advice – these policies have now been updated with reference to DFE advice. The Bullying Prevention Policy has been taken to Community Committee and the IT policy is ready for review by this committee.	
5	APPOINT A CLERK TO THE COMMITTEE Yvonne Hilditch was appointed as the clerk of this committee for 12 months.	
6	AGREE THE COMMITTEE TERMS OF REFERENCE The committee's terms of reference were reviewed and agreed to be taken for approval to the full governors meeting on 16 th December 2015. Once agreed they would be shown in the Governor Handbook and on the school website. Do these need to go on the website? YH – This will need to be discussed and agreed in the FGM on 16 th December 2015.	FGM FGM
7	SCHOOL DEVELOPMENT PLAN PRIOTITIES FOR 2015/16 - Review the SSDP objectives for the Strategic Leadership and Management Committee and British Values in relation to Quality of Teaching Priority 3 - Embed Assessment without levels throughout the school • Assessment for Learning (AFL) format is in place and of a consistent format	

throughout the school for writing and maths. This includes the assessment grids and core skills sheets that the governors saw in the committee meeting in the Summer term.

- There is lots of robust discussions going on amongst teachers in school around assessment and as this area develops the teachers will gain confidence around their ability to assess accurately, but this will take time.
- Teachers confidence in assessing reading is not as high as in writing and maths and this was seen in the recent pupil progress meetings.

What are the SLT going to do about this? LH – This has only just been identified but we will be looking at what is happening in other schools through ACT and REaCH.

We could use the children's core skills sheets? LH – These are only available in school for writing and maths at the moment.

- In all classes the progress in the Autumn term is as expected or more than expected. LH will not be sharing data with governors as she wants to ensure that teachers are secure and confident with the new AFL before data is shared.
- In the spring term the school is to complete in-house moderation against ARE, Age Related Expectation, which is then to be extended to the schools within ACT. The format of the moderation has been agreed by the head teachers and staff.
- The school plans to send Assessment without Levels information out to parents in the Spring term. The SLT has not yet decided if this will be through an evening meeting or a paper document.

Priority 4 – Increase amount of outstanding teaching

- Book scrutinies have taken place during the Autumn term and they confirm a consistent approach through school. LH has completed 2 book scrutinies, JT has completed a book scrutiny on English books and SCo has completed a book scrutiny on Maths books.
- The June 2015 inset day morning was based around 'Teaching Backwards'. LH had heard Andy Griffiths speak at the heads Conference in February about Teaching Backwards and liked the approach. LH led the inset morning and each teacher was given the book 'Outstanding teaching – Teaching Backwards' by Andy Griffiths. LH wanted them to read the book over the summer and introduce some of the strategies into the classroom ready for September.
- SC has completed a learning walk during the Autumn term and it shows a consistent approach to the curriculum drivers. There is a consistency to learning throughout the school through the whole school focus on the curriculum drives 'The Pit', 'Help Desk', 'WAGOLL;s', consistent feedback and the 5 R's. The children's attitude to learning is now stronger and it is teaching them to become more independent learners. During the November inset day the teaching and teaching assistant staff from all Alsager primary schools visited all the primary schools with their cohort. The feedback received from staff from other schools was very positive and they commented on the consistency that they could see within the classrooms.

Are these displays? LH/SCo – yes they are displays in all of the classrooms

How often are they referred to in lessons? SCo - They are referred to every day in every lesson.

Can the names be changed in each class? LH/SCO - . Yes the teacher has designed the display so that it is accessible by the relevant year group and does not limit the teachers expertise. The SLT have set down the minimum requirement so that the approach is consistent throughout the school and the children get to know the language and then it does not change as they move

classes as per the school's Curriculum Statement.

- The language of learning is now developing within school. SCo completed pupil voice interviews during the Autumn term and it showed that most of the children in school understand the curriculum drivers.
- The school has been asked by the Local Authority to provide 2 writing moderators again this year one for KS1 moderation and one for KS2. This ensures that the writing moderation in school is in line Local Authority assessment and enhances staff development in school.
- There is specific professional development opportunities for the staff over the Spring term.
- The Good to Outstanding group, now REaCH, are starting a new project to look at developing more able writers. The year 1 and year 5 teachers from each school will be tasked to look into this area together by exploring the problem areas and coming up with an action plan for the whole group. The group have given the practioners the task to develop writing for more able pupils but the head teachers will oversee what is being done.
- The year three teacher is attending an 'Embedding Excellence' course over three afternoon sessions.
- There are four ACT groups meeting throughout this year, the new Pupil Premium group, the SEN group, the EYFS group and the Maths Lead group.
- Some funding is being made available by the Local Authority to the Cheshire East clusters for maths development as this has been identified by the LA as an area of weakness. The money is for school to school support and training. ACT has decided to spend its money on First for Maths training for all teachers in all Alsager primary schools but the training will be specific to Alsager and will be led by the ACT Maths Leads group.

Other Strengths

- The Autumn term pupil progress meetings have taken place and they have helped to identify the pupils who need extra support or are not moving. The SLT and teachers have then discussed strategies to put in place for these pupils to address their individual barriers to progress.
- The Raiseonline data this year has shown that the school actions in the SSDP over past years have had impact for instance:
- Phonics in the SSDP 2012/13. Raiseonline shows 38% in 2012 / 87% in 2013 / 94% in 2014 / 83% in 2015 (77% National)
- Grammar Punctuation and Spelling, in the SSDP 2013/14. Raiseonline shows APS of 28.4 in 2013 (National 28.0 school 0.4 above) / 29.1 in 2014 (National 28.6 school 0.5 above) / 30.7 in 2015 (National 29.1 school 1.6 above)
- Writing in KS1 in the SSDP in 2014/15. Raiseonline shows 15.4 in 2014 (National 15.1 school 0.3 above) / 16.2 in 2015 (National 15.3 school 0.9 above). 16.2 is the highest APS the school has had in writing in the last 5 years.
- Disadvantaged pupils in the SSDP since 2013/14 but discussed later in the meeting.

Other Opportunities

- The school have commissioned whole school displays for in the school hall and reception area to promote the school's curriculum drivers, Nurture and Kiva.
- From the data analysis and the SIP visit the school is to focus on specific monitoring of potential high achievers in writing in KS1 to ensure that the provision is meeting their needs and expectations and that they are being challenged enough.

	<p>Other Threats</p> <ul style="list-style-type: none"> • A lot of time is needed to embed the Age Related Expectations within school as it takes time to build teachers confidence in measuring to new criteria. • The curriculum is overloaded and teachers have to find the time to fit everything into the school week and year. 	
8	<p>REVIEW UP TO DATE ASSESSMENT DATA</p> <p>LH presented the following documents to the governors that were sent out on 22nd October 2015 to all governors by email:</p> <ul style="list-style-type: none"> • Raise on line 2015 Summary report • Inspection Dashboard 2015 • Raise on line Self-Evaluation Summary October 2015 – this has been produced by picking up data from the Raise on line report. It has been checked by the SIP, School Improvement Partner, on his visit on 25th November 2015. <p><u>Phonics Attainment</u></p> <p>Phonics attainment has been above national for the last three years although the gap has closed in the last year. 83% 2015 (National 77% difference 6%) / 94% 2014 (National 74% difference 20%) / 87% 2013 (National 69% difference 18%)</p> <ul style="list-style-type: none"> • 5 children in Year 1 did not achieve the standard of 32 out of 40. 1 child got 31 and 3 children got 30 so they will achieve it in Year 2 • The school is tracking phonics through the year to ensure that it is doing what it should. • The SIP liked phonics as it is differentiated. <p>Is this a downward trend? LH – No it is not a trend until it has reduced over two or three years.</p> <p>Is Read/Write Inc. delivered to the pupils who have not achieved the phonics? LH – Read/Write Inc. normally ends at the end of Year 1 but we have a group of year 2's that continue with Read/ Write Inc. in the afternoon.</p> <p><u>Attainment at KS1in Levels</u></p> <ul style="list-style-type: none"> - Reading is above at all levels SIG+ at level 2b+ and level 3+. - Writing is above at all levels and well above at level 2b+. Writing at level 3 shows modest improvement. - Mathematics is above at all levels. <ul style="list-style-type: none"> • At KS1 writing has always been lower than reading. The school shows that over KS1 and KS2 pupils make outstanding progress from their starting point. • The school has put in a lot of measures in KS1 writing through the SSDP in 2014/15, ACT and the Good to Outstanding group. <p><u>Attainment at KS1 in APS</u></p> <ul style="list-style-type: none"> - Sig+ in All subjects - 17.3 in 2015 (National 16.1 diff 1.2) - Sig+ in Reading – 18.4 in 2015 (National 16.6 diff 1.8) - Writing – 16.2 in 2015 (National 15.3 diff 0.9) - Maths – 17.3 in 2015 (National 16.4 diff 0.9) <p><u>Attainment at KS1 trend</u></p> <ul style="list-style-type: none"> - All subjects - 17.3 in 2015 (National 16.1 diff 1.2) / 16.6 in 2014 (Nat 15.9 diff 0.7) / 17.0 in 2013 (Nat 15.8 diff 1.2) / 17.3 in 2012 (Nat 15.5 diff 1.8) - Reading – 18.4 in 2015 (National 16.6 diff 1.8) / 17.5 in 2014 (Nat 16.5 diff 1.0) / 18.3 in 2013 (Nat 16.3 diff 2.0) / 18.0 in 2012 (Nat 16.0 diff 2.0) - Writing – 16.2 in 2015 (National 15.3 diff 0.9) / 15.4 in 2014 (Nat 15.1 diff 0.3) / 15.8 in 2013 (Nat 14.9 diff 0.9) / 15.9 in 2012 (Nat 14.7 diff 1.2) 	

- Maths – 17.3 in 2015 (National 16.4 diff 0.9)) / 16.9 in 2014 (Nat 16.2 diff 0.7) / 17.1 in 2013 (Nat 16.1 diff 1.0) / 18.1 in 2012 (Nat 15.9 diff 2.2)
 - Attainment has significantly improved in 2015.
 - Attainment has remained above national in all subjects for 4 years
 - All pupil group APS data is above national.
 - Writing in KS1 has been identified in the SSDP – Priority 1
 - Writing is to be moderated in the Spring term by the SLT to ensure that higher achieving children are being challenged

Attainment at KS2 in Levels

- Reading is above at all levels and well above at Level 5+.
- Writing is above at all levels and significantly above at level 5+.
- Mathematics is above at all levels and well above at Level 5+.
- English Grammar, punctuation and spelling is above at all levels and significantly above at Level 4b+
 - Writing was externally moderated by Cheshire East in Summer 2015 and levels of writing is checked by two members of staff internally.
 - The attainment in GPS is through the work that has been completed on spelling through all the year groups in KS2 in 2014/15.

Attainment at KS2 in APS

- Sig+ in All subjects – 30.4 in 2015 (National 28.8 diff 1.6)
- Sig+ in Writing – 30.1 in 2015 (National 28.2 diff 1.9)
- Reading – 30.1 in 2015 (National 29.0 diff 1.1)
- Maths – 30.7 in 2015 (National 29.0 diff 1.7)
- English Grammar, Punctuation and Spelling – 30.7 in 2015 (National 29.1 diff 1.6)

Attainment at KS2 trend

- All subjects – 30.4 in 2015 (National 28.8 diff 1.6) / 31.3 in 2014 (Nat 28.7 diff 2.6) / 29.4 in 2013 (Nat 28.3 diff 1.1) / 29.5 in 2012 (Nat 28.2 diff 1.3)
- Reading – 30.1 in 2015 (National 29.0 diff 1.1) / 30.6 in 2014 (Nat 29.0 diff 1.6) / 29.0 in 2013 (Nat 28.5 diff 0.5) / 29.0 in 2012 (Nat 28.8 diff 0.2)
- Writing – 30.1 in 2015 (National 28.2 diff 1.9) / 30.2 in 2014 (Nat 27.9 diff 2.3) / 28.8 in 2013 (Nat 27.5 diff 1.3) / 29.2 in 2012 (Nat 27.3 diff 1.9)
- Maths – 30.7 in 2015 (National 29.0 diff 1.7)) / 32.1 in 2014 (Nat 29.0 diff 3.1) / 29.8 in 2013 (Nat 28.7 diff 1.1) / 29.9 in 2012 (Nat 28.4 diff 1.5)
- English Grammar, Punctuation and Spelling – 30.7 in 2015 (National 29.1 diff 1.6) / 29.1 in 2014 (Nat 28.6 diff 0.5) / 28.4 in 2013 (Nat 28.0 diff 0.4)
 - Attainment for all subjects have been above national for the last 4 years and it remains consistently high.
 - The attainment in GPS is through the work that has been completed on spelling through all the year groups in KS2 in 2014/15.

Value Added at KS2

- Sig+ in All subjects – 100.8 percentile ranking 21
- Sig+ in Writing – 101.4 percentile ranking 9
- Mathematics – 100.6 percentile ranking 32
- Reading – 100.5 percentile ranking 28
 - Value added has improved over the last three years in all areas.

What is the percentile ranking? LH – this is the ranking that the value added score is national compared to other schools for instance the Writing value added score of 101.4 is ranked in top 9% in the country.

Expected and more than expected progress

- Reading 97% made expected (Nat 91%) and 43% more than expected (Nat 33%)
- Writing 100% made expected (Nat 94%) and 63% more than expected (Nat 36%)
- Maths 97% made expected (Nat 90%) and 45% more than expected (Nat 34%)

JR - These are a good set of results and the governors would like to thank the staff for all their hard work.

LH - The judgement for outcomes for pupils based on the 2015 results is outstanding.

EYFS

- The baseline in 2014 shows that the children come into school in line with national and the school has moderated evidence.
- The trend shows that the outcomes are improving year on year, for example Children showing a consistently good level of development is 87% in 2015 (68% Local Authority - 72% EIP - 66% Nationally) compared to 80% in 2014 (61% Nationally).
- This year the baseline looks as if children are coming in below the expected level and an increase requirement for Speech and Language with 5 children in the new cohort

How does the school deal with the children that need Speech and Language intervention? LH - ACT pays for a Speech and Language Co-ordinator who then trains the TA's in each school. The teachers will refer children who need speech and Language to the SENCO. The Co-ordinator visits the school at least once every half term to monitor the work of the TA's and assess the individual children progress. The TA then delivers the Speech and Language programme to the children on a weekly basis.

9

REVIEW OF THE REPORT OF THE SEN GOVERNOR

YH presented the report prepared by GB on 13th July 2015.

The main purpose of the visit was to:

- review the introduction of the new framework to gain assurance on the school's work to embed new practices and processes
- review anatomised data for individual children to gain assurance on progress and associated actions
- review arrangement for the next school year to gain assurance on continuity of SEN provision

The SEN governor was assured that the school's SEN provision was good and this would continue into 2015/16 due to

- The SENCo's knowledge of current SEN children, ensuring consistency of experience and continuity in their progress
- Our SENCo's experience in working with Trust SENC's means that our relationship and strength in this number can continue, to benefit our children and the school
- Our SENCo is an outstanding practioner and will serve to mentor any staff development needs
- The SENCo will be afforded more time for SEN, time that is sometimes been to the detriment of her personal life in the past
- The school can continue with embedding the new framework and progress our children rather than focusing staff energy on a new approach from a newly

	<p>appointed SEN.</p> <ul style="list-style-type: none"> The school now has an opportunity to fully develop any succession planning for the future SENCo. <p>Thanks was given to Jayne Ling on behalf of the governing body for her continued efforts towards the nurture and progress of our SEN children over the past few years and her plans for 2016/17.</p>	
10	<p>REVIEW OF THE REPORT OF THE PUPIL PREMIUM GOVERNOR YH presented her report as the Pupil Premium Governor.</p> <p><u>Impact report for 2014/15</u> The impact report for 2014/15 is available for download on the school website. It shows that at KS1 disadvantaged pupils in our school have attained slightly higher than other pupil in our school for reading, in line for writing and slightly below for maths. Our children have attained higher than non- disadvantaged pupils nationally. At KS2 the disadvantaged pupils attained lower than non- disadvantaged pupils in school but higher than disadvantaged pupils nationally and only slightly below non-disadvantaged pupils nationally. In phonics our school performed better than the national average for disadvantaged and non-disadvantaged pupils.</p> <p><u>Costing for 2014/15</u> The costings for 2014/15 are available for download on the school website and show how the pupil premium money received for 2014/15 has been spent in school. £46,600 pupil premium money was received and it was spent as follows:</p> <ul style="list-style-type: none"> £14,992 on the Read/Write Inc manager £4,254 on the nurture provision £14,598 on team teach £4,691 on Boosters £5,882 on Success to Arithmetic £4,202 on pupil costs <p>This results in an overspend of £1,989.</p> <p><u>Data</u> YH presented the Raise on line data for disadvantaged pupils to show how the school is closing the gap between disadvantaged children in school and non-disadvantaged children in school and nationally.</p> <ul style="list-style-type: none"> The Raise on line KS1 data for 2015 shows, for the first time, that the APS of the KS1 disadvantaged pupils are equal to or above other pupils nationally. Reading - disadvantaged pupils 19.0 / other pupils nationally - 17.1 Writing - disadvantaged pupils 16.2 / other pupils nationally - 15.8 Maths - disadvantaged pupils 17.0 / other pupils nationally - 16.9 Raise on line also shows show that we do not have an in school gap at KS1 in reading and writing. Reading - disadvantaged pupils 19.0 / other pupils in school - 18.2 Writing - disadvantaged pupils 16.2 / other pupils in school - 16.2 But, that we do have an in school gap in maths. Maths - disadvantaged pupils 17.0 / other pupils in school - 17.4 The Raise on line KS2 data for 2015 shows that the disadvantaged pupil are making an exceeding expected progress and the Value Added of the KS2 disadvantaged pupils are equal to or above other pupils nationally. Reading - disadvantaged pupils 100.5 / other pupils nationally - 100.0 Writing - disadvantaged pupils 102.2 / other pupils nationally - 100.0 Maths - disadvantaged pupils 100.4 / other pupils nationally - 100.1 	

	<ul style="list-style-type: none"> • Raise on line also shows show that we do not have an in school gap at KS2 in writing. Writing - disadvantaged pupils 102.2 / other pupils in school – 101.5 But, that we do have an in school gap in reading and maths. Reading – disadvantaged pupils 100.5 / other pupils in school – 100.7 Maths - disadvantaged pupils 100.4 / other pupils in school – 100.8 Reading – disadvantaged pupils 100.5 / other pupils nationally – 100.0 Writing - disadvantaged pupils 102.2 / other pupils nationally – 100.0 Maths - disadvantaged pupils 100.4 / other pupils nationally – 100.1 • Raise on Line also shows the percentage of disadvantaged pupils that have made expected progress compared to other children in school and nationally. <ul style="list-style-type: none"> - Reading 100% made expected (Other 97% Nat 91%) - Writing 100% made expected (Other 100% Nat 94%) - Maths 90% made expected (Other 97% Nat 90%) <p><u>ACT</u> ACT has formed a Pupil Premium working group this year and JT, the school's Pupil Premium Champion, is to attend the meetings. The group have created an ACT pupil premium action plan for 2015/16 which includes:</p> <ul style="list-style-type: none"> • Improve the writing of disadvantaged pupils and this is to be done by training the Year 3/4 teachers in 'Talk for Writing' by Emma Caulfield and cross school moderation of talk for writing and writing in schools • Improve the effectiveness of marking and responses across the trust for pupil premium pupils by looking at shared practices and impact of feedback. • The 'My World' project to raise the aspirations of pupil premium children. <p><u>My World Project</u> The school has taken part in the ACT My World project during the Autumn term. The project was piloted by Highfields Primary School last year as they have a high proportion of disadvantaged pupils. It is intended to help disadvantaged pupils gain extra skills, knowledge and introduce them to the world of work. The project was hosted by Tatton Park, Stoke City Football Club, and BAE systems with a high profile graduation ceremony at BAE systems at the end. The school's within ACT want this project to continue and the school would like it to be available to all pupils.</p>	
11	<p>REVIEW THE ITEMS FROM THE DIRECTOR OF CHILDREN'S SERVICES REPORT TO SCHOOL GOVERNING BODIES SUMMER TERM 2015 FOR THIS COMMITTEE</p> <p>Item 1 – Governance and Liaison Update</p> <ul style="list-style-type: none"> • The school governance regulations 2015 enables governing bodies to include associate members on their committees set up to deal with staffing issues, this does not include associates that are members of staff or pupils. Associate members can count towards the quorum for that committee. • The statutory guidance for governors has been updated and governors need to look at the guidance on • Succession planning • Completion of a governor skills audit annually – this has been completed for 2015/16 and will be presented in the Strategic Leadership and Management Committee. • Publication of governor's details and Register of Interests - this has been added to the school website governor pages. 	

- Responsibility to identify and secure Induction and ongoing training for all governors.
- The governing training programme for the Autumn term – this had been distributed to all governors and was available on the governor only pages of the school website.
- Information on governors that need to be included on the main pages of the website and not downloadable:
- The structure and remit of the governing board and committees with the details of the chair of each – This is included in the governor pages of the school website.
- For each governor who has served in the last 12 months: the full name, date of appointment, term of office, date they stepped down, who appointed them, relevant business and pecuniary interests – these are all available on the governor pages of the school website.
- The attendance record at the governing board and committee meetings over the last academic year.
- Early Years Pupil Premium is not applicable as it is for 3 and 4 year olds.
- National Leaders in Governance are experienced chairs who support chairs in other schools and they are looking to recruit new NLG's and the criteria are listed in the report.
- The latest version of the Ofsted Inspection Process has been published. This has been added to the governor only pages of the school website so that it can be reviewed by governors. School's are reminded if the schools are to consider a change in school category they need to inform the Local Authority with a copy of the agenda 7 days before the meeting is to take place.

Item 2 – Children Missing Out on Education

The governors need to ensure that they are receiving the following information from the school:

- any Children who are not accessing school in the usual way – LH – None

They also need to ensure:

- unlawful exclusions are stopped – LH – no exclusions this year
- that the school informs the Local Authority of any part-time educational arrangements – LH – None
- that all children are kept on the school roll during periods of illness or custody – LH – all children are kept on the school roll unless they are transferred to another school.

LH is to ensure that this information is included in the Head Teacher's report from now on.

Item 3 – School's Level of Support and Intervention, School Improvement, Partnership and Advocacy

The local authority has a statutory duty to monitor the standards and progress and ensure that there is a rapid response to underperformance in all schools and academies. Cheshire East will therefore retain the system of classification of schools into Universal, Targeted and Intensive. The head will receive a letter informing them of the schools status. Governors need to ensure:

- The head informs them of the status of the school
- Representatives attend the meeting

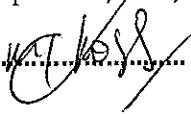
Item 6 – Extremism and Radicalisation prevent Duty 1st July 2015

- All schools have a duty under section 26 of the Counter Terrorism and Security

	<p>Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, The Prevent Duty.</p> <ul style="list-style-type: none"> • Governors need to ensure that they have read and understood the guidance to the ensure that the school is fully compliant with the statutory Prevent Duty. • All staff and most governors have completed the PREVENT training module and found this interesting. <p>Item 8 - The Importance of Religious Education Every pupil has an entitlement to Religious Education as it makes a distinctive contribution to a broad and balance curriculum. Governors have a key role to ensure that this legal requirement is met. All schools should follow the Cheshire East syllabus.</p> <p>Governors need to:</p> <ul style="list-style-type: none"> • Know where to find a copy of the Cheshire East agreed syllabus – LH – It is in the RE subject co-ordinators file in the staff room • Ask the school how they are delivering the agreed syllabus – LH – It is included in the planning in all classes. • Seek ways of supporting the delivery of the syllabus. 	All
12	<p>REVIEW POLICIES TO BE TAKEN TO FULL GOVERNORS The following policies were reviewed and it was agreed to send the policies for approval at the Full Governors Meeting on 16th December 2015.</p> <ul style="list-style-type: none"> • Acceptable Use Policy for ICT • E Safety Policy • Using Images of Children and Internet Access Policy • Science Policy 	FGM
13	<p>REVIEW THE POLICY LISTING DELEGATED TO THIS COMMITTEE The policy listing was reviewed and the MFL, geography, History, Nurture, Responding to Children’s Work policies will be chased by LH ready for the Spring term meeting</p>	LH
14	<p>DISCUSS ANY SAFEGUARDING ISSUES None</p>	
15	<p>REVIEW THE TRAINING NEEDS OF COMMITTEE MEMBERS None</p>	
16	<p>ANY OTHER BUSINESS None</p>	

Part one of the meeting concluded at 7:30pm

The meeting was declared closed to parents, staff, the public & press

Minutes agreed and signed as a true record by  (chair)

Date ...16/12/15

No Part 2 meeting took place as there were no issues to discuss.