

4	<p>Vision and Values Workshop Governors brainstormed their own individual values, noting them and then discussed them together.</p> <p>What is your ambition for VV? -For children and parents to have pride to be part of Vale View. To have a great reputation and respect amongst the local community. To be oversubscribed. -To be outstanding. -Good financial situation and well resourced. -Find the model that gets the best out of our children. -Forest School</p> <p>What do we want to achieve in the future? -Clarity of vision, buy-in of all stakeholders -100% teaching good or better consistently -Wider opportunities for children to encourage aspiration -High well-being for staff and to not feel 'worn out' but understand that hard work is required</p> <p>What do we want our staff to be like? -For staff to be inspiring and empowering, committed and passionate -Open culture for improvement -Staff who want to stay here and enjoy it. Staff who believe in our values and vision for the children and actively want to pursue it and model that. -Promoting the positives</p> <p>What kind of curriculum do we want our children to have? -Engaging, something for everyone -Something that prepares them for the future -More opportunities to have inspiring experiences -Celebrating achievements -Purpose for learning -Creates good citizens -Basic skills</p> <p>What is the point of having visions and values? What is their purpose? -Knowing that we want to achieve things and how we are going to get there. -Aspiring to become better, having a plan to get there. -To help focus on a clear view for the future. -Getting all stakeholders on board. -To encourage all to behave in the way that adheres to our values.</p> <p>How well do we know the current VV vision, mission and values? The vision and values statements are as follows: Vision: Expanding horizons for myself, my learning, for my community, for life' Values: Determination, Resilience, Enthusiasm, Ambition, Motivation, Empathy, Respect, Self-belief (DREAMERS)</p> <p>How can the vision and values be used in school? Currently each week in assembly, a value is taken and discussed at the start of the week and children identified who show that value are given a certificate in assembly at the end of the week.</p>	
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	<ul style="list-style-type: none"> -Induction -What happens when people don't adhere to values? How do we ensure that children know what that value looks like? -What do the values actually look like in real life? -SMSC -Certificates from children to staff -Picture of child with a story throughout the school about a value 	
5	Head of School Report	
5.1	Eco awareness group- AM suggested running a competition within the academy for eco awareness for McDonald's (her employer) to design posters for their restaurant.	Clerk to speak to Helen
5.2	MA asked what 'CURA' is and what is the benefit of it? HoS explained that it is an online safeguarding platform which will allow for a more efficient, safe and GDPR compliant way of handling safeguarding concerns. Currently, if a member of staff has a concern they fill out a green form and find a Designated Safeguarding Lead (DSL) to hand it to. CURA provides a secure way of recording a concern online which will then notify the DSL automatically. It also creates an accurate and secure history of safeguarding information for each child instead of having various pieces of paper which could be at risk of being misplaced. EHT has also had conversations with other CEOs who use CURA and it has been successful for them.	
5.3	A system for notifying the DSL been suggested to ensure there is a second layer of interaction, such as having a green card that they give to DSL to make them aware they have filled in an online concern.	
5.4	HoS does have some concern regarding staff being able to access a computer during the day in a safe place and a way of doing this needs to be established as some members of staff do not have direct access to a computer.	Find a suitable solution to access requirements
5.5	Behaviour was discussed, HoS explained there are still some significant incidents but they involve only two children. Both have been assessed as needing specialist placement, however there are currently no places available. This has been challenging for the school and where possible, exclusions have been avoided but in some instances it has been unavoidable.	
5.6	A governor asked whether science is taught independently in reference to the curriculum section of the report. HoS explained that it is taught across the whole year encompassed within the creative curriculum topics, however some topics have a history focus and so many not include science. Long term planning ensures coverage of the curriculum however it was also acknowledged that the curriculum is crowded. The academy does also use whole school science investigations.	
6	SIP Milestones	
6.1	The SIP Milestones for season 2 were sent to governors prior to the meeting to review and an updated 'Outcomes' section was tabled at the meeting.	
6.2	Governors reviewed the Outcomes section and discussed the percentage of children on track to meet 'Expected' in Spring and does not include the children who are targeted to meet Expected. EYFS and Year 3 have met their target.	
6.3	In year 1, the percentage of children currently on track is 46% (target for Spring was 62%), there has been a change in teacher this year and some further investigation is being done in to their assessments.	
6.4	Year 2 has had some mobility as they have lost two 'expected' children and have gained two new to English children who will not meet expected this year.	

6.5	Year 4 is a smaller class of 22 children, so whilst the percentage on track is 57% and the target is 60%, this reflects only one child who has not made progress due to several issues.	
6.6	Year 5 is currently at 43% Expected and the target is 52%, this is due to three children who are not currently meeting the target but teachers are confident that the interventions in place will enable accelerated progress to close the gap by the end of the year.	
6.7	Year 6 is slightly below the target currently at 50%, with 54% being the target however there are 67% on track to be Expected which is realistic.	
7	<u>FSAC Meeting Feedback</u> See confidential minute	
8	<u>Governor Monitoring</u> KW has written a report following triangulation monitoring which was distributed to governors prior to the meeting, she has also since monitored a progress meeting too. The progress meeting was for the same year group as monitored in triangulation which KW felt aided in getting a thorough understanding of the class. KW found the progress meeting to be an in depth and valuable conversations were held about specific children and was a good opportunity to identify areas to further support children. KW will write a monitoring report for the progress meeting.	
9	<u>Governor Training</u> There is some Ofsted training for governors and trustees being provided by the KMA which governors have been invited to attend on 11 th June. MA is going to attend.	
10	<u>Date of Next Meeting</u>	
10.1	Tuesday 25 th June. Governors will be invited in at 3pm to meet the school council and staff prior to the meeting commencing at 4pm.	
13	<u>WDAT Event- Thursday 13th June</u>	
13.1	Invitations have been sent and the clerk is compiling RSVPs.	
15	<u>AOB</u>	
15.1	CIF funding has been accepted for the work needed to comply with fire regulations which includes doors and door frames as well as the alarm. The work will be completed during the summer and ABM is waiting for a schedule of works to be completed, however it has been acknowledged that it is likely to take the entirety of the summer break, so there will be limited access to classrooms for teachers.	
16	<u>Confidentiality of minutes</u> Item 7	
17	<u>Publication of minutes</u> These minutes will be published once they have been agreed.	

Actions

<u>Section</u>	<u>Action</u>	<u>Who by</u>
3.3	Health and Safety Monitoring to be arranged	Clerk/ABM
3.6	Pupil Premium review with MA and GA	Clerk
5.4	Access to CURA for staff (not required for next meeting- but for when CURA is established)	HoS

Signed.....paper copy signed by chair on 25th June 2019