

## Minutes of Governing Body Meeting, 6<sup>th</sup> November 2017

Present:	J Stewart (Chair) Katrina Davies A Fox D Askew J Rosamond P Thompson R Campbell N Wiltshire S Wood P Perry
In Attendance:	Mrs Y Scott Clerk to Governors
Apologies:	K Davies N Gaulder

<b>[17/61]</b>	<b>To Receive Apologies for Absence</b>	
Summary of item	Welcome to Mr Perry our new parent governor, and Mrs Scott Clerk to Governors. Apologies from K Davies and N Gaulder	
Questions and responses	<b>N/A</b>	
<b>Actions Arising / Resolutions</b>		
Apologies consented to from: Kate Davies Nick Gaulder		

<b>[17/62]</b>	<b>To Agree the Previous Minutes and Consider any Matters Arising</b>	
Summary of item	Agreed, with notes re actions arising.	
Questions and responses		
<b>Actions Arising / Resolutions</b>		
17/48 Allocated to Clerk to Governors business interest register. Mr Perry and Mrs Scott to be added.		<b>YS</b>
17/49 Working in regard to giving questions if unable to attend.		
17/53 No document that says they are mapped against framework, however it clearly is. Additionally, Andrea Offord could also facilitate some work on the self-evaluation in another session, role modelling what is required by Governors. Please arrange date and format for training.		<b>JS</b>
17/57 Training being actioned on request basis via Clerk to Governors		<b>All</b>

[17/63]	<b>To Consider the Meeting Focus (SIP, SEF, Review of Internal &amp; LA Performance Data)</b>
Summary of item	<p>Two core documents that everything is based on for next academic year, they are meant to be evolving documents. All sent out to Governors prior to meeting.</p> <p>Comments on SEF:                      (Note, for discussion, see questions below)                      Adrian Gray advised some format changes and with regard to SEF - less narrative more emphasis on the evidence points.</p> <p>Does the format work for the governors, any other aspects needed, how do you see it evolving? it is a core document for Governors to evaluate school.</p> <p>Comments on SIP:                      SIP is more strategic and easier to use with the ability to instantly filter what is happening within school terms. From feedback received via Adrian Gray amendments have been made;</p> <ul style="list-style-type: none"> <li>• Removing comments such as ongoing, how dates are laid out giving more clarity to how they are then met.</li> <li>• Costing column has been removed. In the current climate with the in-year deficit there are no major costs built into this year's SIP, things will have a spend but not annotated, however queries regarding cost will always be met.</li> </ul> <p>Additionally, for you to be aware there should now be an increased amount of commonality between SIP and subject action plans particularly regarding core subject direction.</p> <p>Further points of note re item 1.4 in the SIP in brief;</p> <p>Swaledale Alliance have secured funding for metacognition, (how children learn to learn) within service schools in the Alliance (this includes Dishforth and Linton-on-Ouse). This hopes to allow children to more rapidly access learning, particularly relevant within the service context who have high rates of mobility. From January 2018 we will receive approximately 1 day a week via leading practitioners to develop staff, customise resource banks, observe plan and develop metacognition practice within school. It will be an evolving process and we will use the provision to the best manner possible within school more information will be afforded to the Governor's as we receive it.</p> <p>The Data Report has had a few changes since the summer, we still do not have all the National data as of today 6<sup>th</sup> November (e.g. EYFS, Attendance). Overview presented of key areas of strength and development required which had already been discussed at Governing Body Meeting in the Summer term.</p> <p>In year tracking data gives brief snapshot of where we are. This is already 'out of date' due to mobility in and out within the last half term. Attention should be drawn to current year 4's high level of SEN. Be aware re possibility for a drop-in data in 2019, despite provision being allocated to this group and their current needs.</p> <p>Also added in to current practice this term is the introduction of cognitive ability testing for some students to give a better raw score of what a pupil is capable of achieving. Will result in detailed case study, to show how best we can close the gap, address barriers to learning and make best use of what is available to us to develop the pupils needs with a portfolio of evidence to support reasoning.</p>

Questions and responses	<p><b>Is there a set framework that SEF should be representative against? JS</b>  <i>No this is an amalgamation of numerous SEF documents to represent the best of them all and has been adapted to offer the best version for us. Quite unique due to our mobility, it should work for us.</i></p> <p><b>Last year's SEF summary was an easier document to utilize maybe due to being smaller, in spite of being supported by a longer full version. Is it possible to pull out areas to assist ease of use? JS</b>  <i>Possibly a soundbite summary sheet that can be used with the main document to help to show where we are. More importantly is showing what we are doing to improve things and also that it links from SEF statement to SIP to evidence it. Simple change to coding across documents can assist this.</i></p> <p><b>What are thoughts on 'area for improvement' in SEF i.e. 'in order to be outstanding'? JR</b>  <i>Will review the wording to try and capture develop and consolidate being good or to become outstanding.</i></p> <p><b>Could we have an overview of SEF to summarize 2 or 3 key points that we need to be aware of in how we are looking to go from good – outstanding that we feel have most weight? PT</b>  <i>Would do this as a separate document, as too much to incorporate into these documents to show useful guide to aspirations, much of this information is however on page 3 of SEF regarding what is good about the school.</i></p> <p><b>Would we be criticised for having too much information in the SEF? KD</b>  <i>Realistically from an Ofsted phone call they have only 1 evening to read the data so feel it best to provide data to engage them with our school and working practices being able to provide the finite detail within the inspection.</i></p> <p><b>Do we have national statistics for persistent absenteeism? AF</b>  <i>Not currently for 2017, can obtain if required.</i></p> <p><b>Again, in regard to SIP please can we have same areas (Ofsted aspects) in SEF where possible for clarity? AF</b>  <i>Reason we don't is because the SIP should not be built around Ofsted framework areas but about the key strategic priorities for the school. It is individual to our school and therefore some items will not have a correlation. What we have tried to achieve is a strategic overview that is fit for purpose to develop the pupils/school. This should be our headlines of what we are putting in place in school strategically to best serve the school community. Some of the developments required are documented in other areas than the SIP (e.g. action plans), but the key strategic issues for the whole school are there.</i></p> <p><b>How often do we update these documents? AF</b>  <i>As needed, but SIP milestones at least termly. SIP should be to affect meaningful change in a school and therefore probably an annual plan at present, but there is also opportunity to amend to a 3-year strategy, again minutiae changes do occur and can be changed in what is a live document to improve school planning processes. We are aspirational in what we set out to achieve, but reality must be a balance.</i></p> <p><b>How will they measure effectiveness with regard to Metacognition? KD</b>  <i>Leeds Beckett will assess amongst others and reports will be sent back to DfE as it is a larger external project, which will hopefully deliver impact within the Alliance which I hope will feed in and provide a valuable addition to our pupils.</i></p>
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	<p><b>JS requests can we draw attention to us ourselves as evaluators, please can we see monitoring and assessment when being returned to the head that are relevant to your own action area with clear monitoring directed back to the SIP.</b></p> <p><i>Governors noted.</i></p>
<b>Actions Arising / Resolutions</b>	
To amend coding across both documents to show schools intentions/actions.	<b>RC</b>

<b>[17/64]</b>	<b>To Receive Safeguarding Report</b>
Summary of item	Discussed report and clarified all records of safeguarding in detail held in School Office.
Questions and responses	<p><b>Do Local Authority make us do this? JS</b></p> <p><i>No - governing bodies have a statutory duty to ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. The LA created this document to help discharge this duty: nevertheless, we present at all meetings re safeguarding, including in the head teacher's report. Governors have decided this report is not required next year as long as safeguarding updates continue to be shared in detail through the year.</i></p>
<b>Actions Arising / Resolutions</b>	
Report not required next year, amend planner.	<b>RC</b>

<b>[17/65]</b>	<b>To Receive Correspondence</b>
Summary of item	Phil Bannister (from DfE leading on the Service Pupil Premium with Matt Blyton Local Authority representative) sent letter of thanks to CofG for recent visit. The visit focussed on spotlighting the school's good practice in terms of the use of the Service Pupils' Premium and Phil Bannister was very impressed with what he saw.
Questions and responses	None
<b>Actions Arising / Resolutions</b>	
N/A	

[17/66]	<b>To Consider any Health and Safety - Safeguarding</b>	
Summary of item	Trees now removed that had damaged areas of playground and EYFS. LA coming to assess tarmacking the area. One open safeguarding case. Safeguarding monitoring received from JR thanks. DA will walk round with LA health and safety check and use as learning, will also then submit a monitoring report later this month.	
Questions and responses	<p><b>Will local landowner pay to repair damage created? AF</b>                      Good question - it has taken 2 years to get the trees removed, will look at this dependent on response from LA.</p> <p><b>Could we amend link document to monitoring of Health and Safety are 3 un dated visits during the terms alongside LA? AF</b>                      Yes, will amend</p>	
<b>Actions Arising / Resolutions</b>		
Amend Link monitoring for H&S		<b>RC</b>

[17/67]	<b>To Consider Governor Training</b>	
Summary of item	JS and PT attended recent training will feed back with RC first. Additionally Pupil Premium upcoming training for all in December. KD and PP attended Introduction to Being a Governor, day one of two. Skills matrix presented by AF, looking at training against posts and where Governors feel they need to enhance their knowledge to provide effective governance. Scoped against the need relevant to their role, and how effective the body is, pass to CofG so that can be discussed with RC whether external training maybe sourced if required to strengthen Governing Body.	
Questions and responses	<p><b>Is Clerk able to attend Clerk Conference in Leeds</b>                      Yes, book in please at Leeds 16/11/17</p>	
<b>Actions Arising / Resolutions</b>		
To discuss training needs alongside Skills Matrix. Book clerk onto Leeds Conference.		<b>RC/JS YS</b>

[17/68]	To Receive Monitoring Reports	
Summary of item	<p>Monitoring reports received for:</p> <ul style="list-style-type: none"> <li>- SEND</li> <li>- Behaviour</li> <li>- PE</li> <li>- Recruitment</li> </ul> <p>All received, many thanks for detailed reports.</p> <p>Also noted that during recruitment process CofG highlighted the diversity of need and what teachers are facing in the classroom particularly in mixed year groups - please can all governors be aware when on their learning walks as it highlights the challenges more acutely within school for you to be aware of.</p> <p>Active learning was brilliant to see on learning walk last week by SW/KD, very encouraging and felt that the strategies in place appear to be working very well and the children are knowledgeable regarding their own active learning.</p> <p>JR noted on the safeguarding monitoring they incorporated discussions with children including those with SEN. This resulted in the children freely saying how they felt and that they also said that they know who to go to, what to do in regard to safeguarding issues such as bullying. They stated they feel safe and also referred back to a previous school they attended and how they felt better here than at their previous school.</p>	
Questions and responses	<p><b>Maths Monitoring is shared schedule up to date?</b>  <i>Do monitoring this term please and shared platform will be updated asap.</i></p>	
Actions Arising / Resolutions		
Update shared platform. Maths Monitoring.		<p>RC DA</p>

[17/69]	To Receive Any Other Business	
Summary of item	Traditionally went around table would now like this to be presented in advance where possible.	
Questions and responses	<p><b>Why hasn't the school taken up the compass buzz offer after the future mind report? (JR)</b>  <i>Initial email looked like we were already covering under the emotional first aid project, we will be looking to take it up as we do on reflection feel it will be advantageous particularly the level 3 tier. NW discussed in last SENCO meeting and thinks it will be a good addition; we will have to access all tiers to progress to level 3 despite probably already having the experience and skills for tier 1 and 2. The aim is to develop a whole school approach to develop resilience and mental health wellbeing. We will discuss with Ashley and feedback how we are incorporating this.</i></p> <p><b>How can the Governors improve secure channels of communication between each other? (PT)</b>  <i>From school point of view because of county filters we cannot access such areas as WhatsApp, Facebook etc., it is more complex. We are looking at other packages digitally for the school which may advance this. Nevertheless, emails have improved and for now continue on this only. Please also look into NGA and what we receive, and that the list is up to date.</i></p> <p><b>NGA Subscription? Does this cover the online access to the magazine?</b>                      KD to check.</p> <p><b>DBS for Governors re submit every 5 years?</b>                      Look into it and check requirements but would be good practice.</p> <p><b>Are there benefits of declaring ourselves as a Service School?</b>  <i>Talk currently that service schools are slowly closing, and they are schools within foreign bases not within UK borders. Not heard of any mechanism that this could happen, however could email Matt Blyton and query this certainly worth a question.</i></p>	
<b>Actions Arising / Resolutions</b>		
School will be taking up Compass Buzz via Ashley Coombes our school liaison. Please update all new Governors onto the NGA list so that they can access weekly email, also NGA update to what we get please. Check on DBS requirements for updates for Governors Email Matt Blyton re SCE and if any additional funding available through that mechanism	<b>RC/NW</b> <b>Kate</b> <b>Davies</b> <b>YS</b> <b>RC</b>	

[17/70]	To Confirm Date of Next Meeting	
Date Confirmed as	4 <sup>th</sup> December 12:30	