Minutes of Governing Body Meeting, 30th April 2018

Present:	J Stewart (CofG) R Campbell N Wiltshire Kate Davies J Rosamond P Perry P Thompson Katrina Davies D Askew S Wood
In Attendance:	Y Scott
Apologies:	Barbara Calvert P Thompson

18/24	Receive Apologies for Absence	
Summary of item	Barbara Calvert apologies received and accepted. P Thompson apologies received and accepted	
Questions and responses	**Question 1 Question regarding acceptance of apologies when level of attendance low?** *Noted aware that absence can be recorded but with apologies not accepted, however CofG content with reason for absence being unavoidable.*	
Actions Arising / Resolutions		
N/A		

18/25	Agree Previous Minutes and Consider Matters Arising	
Summary of item	Minutes agreed and recorded for submission	
Questions and responses	18/17 Complete 18/18 Awaiting a key skills update and then will progress via CofG, email will be sent out to request attendance at small meeting re this. 18/19 Community police – contacted PC Shaun Godfrey and in process to deliver in school talks in year 5 -6 after half term. Will also include drugs, drink, and behaviour briefing, our local Bedale support officer will join as well allowing connection and liaison with local community moving forward, therefore action complete. PSHCE, section regarding findings of survey disseminated in staff meeting and therefore complete. Audit – Complete Governor Newsletter – Will be completed and sent out via PING this week. 18/20 – Complete 18/22 – Complete, on agenda each term within resources re training and capture of data (all being logged and recorded by P Thompson).	
Actions Arising / Resolutions		
Record and data log training/qualifications of governing body.		**PT**

18/26	Consider Meeting Focus (As per annual cycle of meetings)
Summary of item	**Consider Meeting Focus Spring Head Teachers Report** Head teacher report provided in advance to all governing body, as tabled within this meeting, to allow for robust questions and discussion.
Questions and responses	**Question 1, What is the intention for the swimmers who have not met required standard during lessons?** *The idea currently floated is to send the swimmers that haven't met the required standard with the swimmers after half term, however as this is year 2 and total beginners it may not work. From next year we aim for year 5 cohort sessions to be completed in the summer 2 to allow access to those who may not have met their target. This allows for year 6 to swim autumn 2 after residential and Bikeability, with time for support through parental engagement, as well as avoiding clashes with SATs preparation. This tweak to scheduling should allow for 'not at target' to be incorporated meeting published swimming requirements.* ***Question 2, Additionally query re 89% of this year not meeting target does not seem to equate to 2 students can you clarify?*** *As 18 students within year 6 this is the correct % for the figures.* ***Question 3, Do we do the swimming every week?*** *Each cohort completes a 6-week block with specialist swim teachers and transport to venue.* ***Question 4, We previously talked about more enrichments for KS1, having noted delivery of this in the Rugby Tots after school club, has it been successful?*** *Take up has been good (with over subscription of provision) however the external provision hasn't consistently been at a level that we would want. KD also noted she watched one evening and she felt that the provider was a little out of his depth as management of pupils' behaviour was not well adhered to, with disruptive pupils evident. We continue to look at key stage 1 opportunities enhancing their enrichments whenever able to; on this occasion provider not exactly matched to KS1 demands, despite full check of provision.* **Questioner noted that despite some minor concerns really pleased with upscale of provision for KS1.** *We will continue to look for excellent provision and be up front with outside agencies as always, that with disruptive behaviour there is still a need to follow school ethos. Suggestion made that we may be able to contact sports ambassadors at high school to be involved in some future delivery of services, however comments re mentor need and insurance would need investigating.* ***Question 5, Referring to data capture of staff member signed off long term sick, is our policy robust enough to give them a smooth and supported transition back into the workplace?*** *We follow guidance and procedure under the umbrella of the local authority (part of our supported services discussed in the last FGBM) via union reps, legal, occupational health services etc. This is all secured and put in place with appropriate safeguards relevant to need, i.e. return to work through a phased return plan with full liaison and*

carefully planned process via the HR team within the LA, ourselves and any party involved, we continue to support and progress through framework provided.

Question 6, What is trigger point for long term sick?

Management and trigger points of long term sick issues are dynamic and contained within Attendance Management policy; however, for example phased return is not always applicable therefore it is more often or not defined by a case by case scenario fully supported and guided via Occupational health and HR at LA.

Question 7, On staff CPD, there is no mention of metacognition that we are part of a project for?

Hannah Munro has been developing the provision as part of the longer running project in school. It is being delivered in school, Hannah being the lead practitioner in the delivery. Claire Lewis is now in-house specialist (trained by Hannah), Natalie Wiltshire is strategic lead as to how it is being delivered and Hannah Munro gives further targeted delivery each Wednesday.
This is now ready and beginning to be rolled out in all classes, a staff training day in April meant this was also delivered to all teaching staff. Apologies this is not clear in the report.

Question 8, When will the Pupil premium collaborative review be published so that we can progress with our date for monitoring?

We have that report now, JS asks that PT and KD take full report and present findings alongside monitoring report. RC notes full process document can be forwarded to whole governing body for reading.

CoG proposal: that document be sent to all governors, with PT and KD to review alongside monitoring report and present at future meeting.

KD and RC second.

Question 9, We have had lots of supply teachers, as well as SLT covering class time, which is more cost effective and where is the balance?

Entirely dependent on context and situation based on what is best primarily for the children and the school. For clarity, we buy into a staff absence scheme from day 6 absence for teachers, so essentially in the first week most cost effective is in house cover. We would always try and do that to cover the budget. From day 6 we would look to cover through supply. We can change our buy in level and start from day 1 however our premiums would be much more expensive. As you suggest using SLT to cover a class is expensive and in real terms we are already covering extra per week from the SLT, reducing non-contact hours to 2.0-2.2 FTE. We also have our HLTAs dispersed across school to try to alleviate these issues in allowing continuity of education via the staff that know the children best within each key stage. Put simply, continuity for the children and case by case is the balance we aim to strike.

Question 10, 'Elements of outstanding across the board' in monitoring teaching and learning, can you give us a taste of how this is spread or is it condensed in any particular area?

On this most recent observation there has been examples of outstanding practice across the subject matter and across all the teams and key stages which was exciting to see on this round of judgement. There is a wider overall judgement where

books, lessons and progress in a triangulated approach addresses where we are at, there is some flexibility in how we deliver feedback to focus on the performance alone isn't satisfactory, therefore all the elements provide the data for feed-back.

CONFIDENTIAL - Katherine Davies asked to step out of room (staff governor) after question 11 asked. Questions 11- 16 inclusive held securely by head teacher. Katherine Davies invited back into meeting after question 16 asked.

Question 17, RAF 100 week how is this progressing?

This is progressing really well, events in the week will be inclusive of drill lessons, PTI sessions, ammunition experts delivering presentations, special assembly each day re what RAF 100 week is celebrating including the many professions that enable the pilots to take to the skies and many other interactive challenges for the children which will fit around the schedule as it is developed. Sqn Ldr M Shaw has been invaluable in providing excellent liaison, support, ideas and scheduling to make this a really successful week

Point to note re SEND provision.
Natalie notes one more EHCP with funding confirmed for school. Additionally, payment to school for 1 half day every 2 weeks as NW out supporting another school in SLE. Difficulty due this falling on Friday for staffing but it is being monitored and adapting for best practice and provision.

Question 18, Re point made by NW re difficulty staffing Friday is there flexibility in days staff work?

There is flexibility within our staff through their good will and nature to adapt to the needs of the school. There is no requirement to permanently request set changes as previously said to deliver best practice and provision schedule will be monitored and amended accordingly.

Actions Arising / Resolutions	
Sports coordinator to look into sports Ambassadors for 2018-2019	**RC/DF**

18/27	Consider Meeting Focus (as per schedule) School Improvement Focus/Personal Development/ Behaviour and Welfare
Summary of item	Data Reports Pupil Progress update (data sent in advance tabled today); Updating re year groups 4-5 progress issues from end of last term, they are now well on track and making extensive progress in some key areas. SIP Progress Update (data sent in advance tabled today).

| Questions and responses | **Question 1, The vulnerable group progress is in line with national, how does this sit with the boy - girl performance individually, do we need to look at any other gaps?**

Within our cohorts the gender specifics show minimal gaps in writing and maths broadly there is no trend. You could argue there is a trend in boys' reading where you can see a gap, that they are underperforming in regard to the girls, but note the vast majority of boxes are above or at expected process so all are meeting targets. It is possible to argue that a well-designed curriculum will lead all genders to perform well, the goal would be to say all genders are performing equally well, to do this we may tweak our choices but what impacts the children and therefore the results is good lessons and applying the same principles of learning to all genders this then follows that it then assists all learning. Recent project completed by CN and DF on boys' literacy has yielded the findings that quality first approaches benefit both genders equally, and these should be prioritised.

Question 2, Regarding year 6 reading progress dip is this a concern?

Just because progress data is high doesn't mean the attainment will be high, we are trying to link in with GL more. We are also saying it is all 'in year progress', different factors such as transition, time of school year etc impact data, also different points in the year show different issues and focus at each time, so not surprised to see those slightly down in year 6 at moment, as we are in run up to SATs. We have lots of triangulation data entry in year 4-5 which has been overseen by CN to clarify accurate balanced levels are being submitted.

We need robust tracking systems for school and this has been monitored by governors and LA. Data is so fluid as with transitions in and out despite how well we provide for the children the effect on the child is unknown and dips make total sense and they have to find their own way.

Question 3, You have FGB to evaluate the SIP, are we doing this well enough? JS asks table, do you feel this is being completed well by our body?

As a governing body you can pick up items from the SIP where you are evaluating and evidencing the robust practice within the SIP, in your monitoring if you look to see what areas there are within the SIP you can cross reference within the monitoring. Reminder that when monitoring you should be linking back to SIP, and equally when you have read the SIP, if it isn't reflect in monitoring this should be raised as a valid question/concern.

Question 4, Re Objective 3.2-point b, resource development to assist parents, is that for a specific year group?

No this is not, JC sometimes touches in with parents. **Further comment from questioner it would be valuable to put a tab, easily accessible into the website with information from the pastoral mentor (JC), for example a leaflet that can assist families.** She is primarily in the role for pastoral care of the children, however this is a really good suggestion as JC is a very good first port of call. To have an area on the website that flags up where prevention work is can give a transparent avenue that can assist families that may not want to access something through school, the HIVE provides this internally on station can source a copy to assist development (question to SW)? |

Actions Arising / Resolutions

| Hive hand-outs given to new arrivals can we access for JC | **SW** |

18/28	Consider Meeting Focus Stakeholder Survey
Summary of item	Pupil Survey

We are really pleased with the improvements, across the boards of the survey particularly about the pupil voice and behaviour. Despite behaviour still being our lowest figure the improvement from 2 years ago (at 10% on the returns), it is rewarding from the delivery of strategies and input that these appear to be working and helping to inform pupils. Good behaviour continues to be spot-lighted. We are closing gaps and that is rewarding, well done to all staff for working to inform and achieve these positive changes.

Parent Survey

We have seen broadly said, those who were fairly happy have become a strongly agree. We do have a parental text box for any comments where EYFS came though very strongly, regarding great leadership from AW and the team.

Comments also received were re varying teachers and job shares and this not always suiting the children, and one note re level of homework requested. If we choose to give homework it is about something intrinsic in the value of doing some work at home whether it be with parents, or to consolidate learning, or practical items, it is a way of reflection on work rather than an extra workload to be completed.

Other free text was general 'thank you' comments for level of education provided by school. |
| Questions and responses | **In the homework comments received is it more re getting the level of comment back regarding how the work has been completed, to then encourage interest and content about whatever goal the school is setting?**
We have said to teachers to not give extensive feedback regarding work, also DfE suggest that verbal feedback is better than written for children to develop and progress; that said we understand this doesn't help the parents. Some feedback needs to be via the open door with parent and child, often it is celebrated via seesaw. Please note the only statutory homework is reading.

Can we then add on the slip we return to parents a reminder re why we do homework?
NW says that a small snapshot from the policy in the front of homework books would be a good start to help parents get a balance that fits their family.

Can we add the subject matter for each term to the website?
The curriculum program is already on the website with topics.

What impact is the PTC having and communication channels?
No real pattern to negative answers in any of the communication with parents via survey or PTC response slips, other than maybe the transition of families in or out regarding knowing where children are at level wise. We hope with see saw, drop ins as well as PTC that these all add to the service and that we do have an open door that parents are aware of that feeds back to them in multiple layers re their children and their progression. |

Actions Arising / Resolutions	
Please add info to homework books next year	**NW**

18/29	Receive Relevant Safeguarding Updates
Summary of item	See HT Report, says 3 (now 4 since report written), NW as deputy DSL needs to do regular updates, this is completed via meeting etc which she is continues to do on a regular basis.
Questions and responses	**Question 1** *Non-received*
Actions Arising / Resolutions	
N/A	

18/30	Receive Monitoring Reports
Summary of item	None tabled, none programmed. H&S monitoring and LA report will be submitted together.
Questions and responses	**Question 1, Any progress from formal complaint re sensory garden surface?** *No response chased weekly. JS notes he will send formal letter to county.*
Actions Arising / Resolutions	
Forward information to JS for action	**YS / JS**

18/31	Discuss AOB
Summary of item	None tabled
Questions and responses	**Question 1** *Non-received at meeting*
Actions Arising / Resolutions	
N/A	

18/32	Confirm Date of Next Meeting
Summary of item	21st May 2018, 1230 in the Zone