# Minutes of Governing Body Meeting, 11th July 2023.

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| Present: | C Gilbey (Chair)  P Perry (Vice Chair)  R Campbell (Head teacher)  K Davies (Staff Governor)  S Moss  N Wiltshire  M Welsh |
| In Attendance: | Y Scott Clerk |
| Apologies: | A Holland  B Calvert |

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| **23/56** | **Receive Apologies for Absence –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance via email  A Holland – Unable to attend work commitments  B Calvert – Informed unable to attend at last meeting, notice given  C Lawlor – no apologies, last meeting prior to departure  **Agreed by all governors** | |
| **Actions Arising / Resolutions 23/56** | | |
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| **23/57** | **New Declarations of Interest and Interests Relevant to this Meeting** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  Nil received | |
| **Actions Arising Resolutions 23/57** | | |
| N/A | | **NA** |

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| **23/58** | **Agree Minutes of Past Meeting and Consider Matters Arising** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  **REF** None to report | |
| **Actions Arising / Resolutions 23/58** | | |
| *Previous minutes a true reflection and accepted as such unanimously* | | ***N/A*** |

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| ***23/59*** | ***Consider Meeting Focus – School Improvement*** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CofG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  School Improvements   * Receive Verbal Update from Headteacher to review term, including:   + Progress against SIP KPs   + Provisional Data (if available)   **SIP**  SIP coming to end of its 2-year cycle, a new one will be developed before the new academic year. Noted that all areas in process or completed. Those that remain amber are the areas that despite the progress made it is felt they can be developed further creating a springboard of priorities for the new SIP alongside other previously discussed probable targets.  **Questions**  **Reasoning for no conclusion on 1.3B please?**  *This is re absence and will be updated at the final day of the academic year to ensure accuracy going forward.*  **Noted that most progress is in KP2 can you clarify impact of this development area?**  *Little Wandle the new platform for delivering phonics has been fundamental to this progress - moving forward with a consistency of approach and easy staff delivery once trained in the system. It has involved a heavy investment, with staff time in CPD (Continuing Professional Development), cost and developing the delivery across groups. It has been excellent for new starters, cohesive and swift in showing where gaps are, allowing to be selective in target areas of need successfully. The team's effort in implementing this scheme has been outstanding and results are evidence of the effectiveness.*  *Embedding this scheme has met SIP targets for development, delivery in school will continue expanding use into year 2 catch up.*  **The curriculum area of the school website reflects the changes in school, is this fully complete?**  *Yes, with exception of simply keeping up to date as we continue to develop. The SEA (Senior Education Advisor) highlighted in a recent visit that the codifying of the curriculum is to be complimented.*  **Looking at KP3 can you confirm that this area will be moved forward as one of the areas for continued management in the new SIP?**  *Yes, however not because we have not seen advancement in this area this year. We feel that while there has been a real consolidation of middle leaders, the expectations in this area are phenomenally high considering the need for deep dives in their subject. A real depth of understanding of delivery and implementation across whole school is needed, alongside their development of the subject area. Our SEA recently completed a deep dive with the history and science leads, to support ongoing learning. It was an exceptionally productive experience for the middle leaders and the SLT, showing valuable knowledge in their leadership, but with areas both teachers have to further enhance as they develop their skills in these roles.*  **What about governor development?**  *Regarding governor development again this will remain a KP due to the fluidity and nature of the board. Our ability to increase capacity is a challenge and this impacts depth of knowledge and challenge required to advance in this area.*  **Going into the new academic year to assist can the clerk reinstate the questions to governors at meeting to support the growth of knowledge?**  *Yes, the clerk will reinstate and create a data bank of questions for the new academic year to challenge governors' development of knowledge. [****Action****]*  **Surely governor monitoring which widens knowledge is already routinely completed?**  *This is correct, but to develop further accurate use of the new monitoring template grids - this will really support the board, particularly when governors move on. This is a way we address the contextual challenges of mobility among our leadership. By using the grid method, a data base and clarity of monitoring areas, will prevent overlap and will also become a learning document for new governors as the monitoring reports create a clear historical picture of what governors are asking and seeing on their visits, becoming a portfolio of subject knowledge. This develops the governor skill set.*  **Considering KP4, have after school clubs and events increased, and is it cross school and equal in opportunities?**  *There has been a 200% increase in after school club delivery with most teachers delivering a minimum of 1 after school/lunchtime club during the academic year. These do range across the school years, but we are conscious that for EYFS children extending the school day with a 1-hour club is quite exhausting, so their offers are normally in the summer 2 only or at lunchtime. The offer of clubs has been broadened including, poetry, boardgames, art, sports, school council, coding, reading for pleasure. The diverse range is inclusive to all our children, places are monitored and allocated fairly with the only consideration to attendance being how many clubs they have attended throughout the academic year (if 1 child has attended 3 and another only 1 this child would get the place). There has been minimal if any charge to parents for these clubs.*  **Are parents questioning how clubs are delivered or offering any skill set they may have to deliver a club?**  *No, not overall and clubs that do come with a small fee are less oversubscribed than the free ones. We have occasional offers from parents, but we can include this in the next parent questionnaire.*  CONFIDENTIAL Question – See Confidential Attachment.  **Provisional Data**  Data across the whole school is hugely rewarding this year. Of note the recent Y6 results – considering that this cohort had 38% SEND - the have done brilliantly, mostly above national indicators or broadly in line. Maths is slightly below national, but we do have a marking appeal to submit so this may meet national, and we will know by the new academic year.  EYFS, significant improvement - above national and last year. When comparison with their entry data is undertaken their results are a massive achievement with an incredible amount of challenging work from the team to support the pupil's achievement. (Noted large cohort, and lots of mobility).  KS1 91% achieved aged related in Phonics, highest for the school and again consolidates how the Little Wandle scheme has benefitted with a continuity of teaching. It is encouraging that development areas we’ve been addressing have been borne out in provisional data.  For year 4 multiplications check we scored average 21 out of 25 with a comparison to national average of 19.8 out of 25.  We are proud of the team and pupils work with a strong set of data going into the next academic year. We are very much celebrating the team the data alongside the essential pastoral care, nurturing and holistic delivery our team provide is immensely encouraging going forward.  **Questions**  **Considering the comment re a marking appeal do you go through all papers?**  *No, only those near the threshold e.g., those who have a score of 99 when the threshold is 100.*  **The press around the tests this year was more negative than normal with the general comments across the board being that they were particularly hard, did you feel this was the case?**  *We would yes, but a lot of this is perception and we work with what is presented to us and remain positive with the pupils. Reading fell nationally as a result, but our results increased. Mr. Fenn as English lead and Y6 teacher has worked exceptionally hard to achieve this.*  **Has the school had any level of external moderation this academic year?**  *Data has been externally moderated this year for both KS1 and KS2. All teaching assessments were validated via comprehensive work portfolios and detailed intense questioning via the moderators to the 2 teachers from year 6 and 2. Only one mark has changed – which was a positive move ‘up’. (The teacher had considered the pupil to be on the absolute top of one category but borderline for the next category, the moderator confirmed that this pupil should move up.)* | |
| **Actions Arising / Resolutions 23/59** | | |
| To create a databank of Ofsted appropriate questions to deliver to governors | | **Clerk** |

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| **23/60** | **Consider Meeting Focus – School Improvements** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Headteacher*  *Purpose – Information*   * Discuss Self Evaluation and likely Key Priorities to be considered in next year’s SIP * Review stakeholder voice (e.g., Parent Survey, Pupil Conferencing etc.) * Review Pastoral Care Provision (link: SPP) * Review effectiveness of Governance * SEND (Special Educational Needs or Disabilities), Finance, Pupil Premium, Sport Premium updates * Safeguarding Updates   **New SIP**  Point already noted in discussion earlier in meeting, however, going forward for development of new SIP the likely KPS are;   * Learning - Pedagogy (intent of curriculum over the last couple of the years of the SIP will move to looking at implementation and classroom practice in delivery of content). * Embedding – Changes in KBF how we test and monitor. * Inclusive Practice * Leadership and Governance   **Questions**  **Will the new SIP reflect the demands on deputy head-SEND lead particularly as they now have a full day teaching?**  *Yes, it will have due regard for wellbeing.*  **Addressing the new SIP can you confirm that COVID related targets will be removed out of the plan?**  *Impact and recovery for the children regarding COVID has been well addressed. Visible gaps for any child going forward will simply be addressed as gaps and will be picked up by staff as part of their normal tasks. We are uniquely placed to deliver this; it is part of our normal bread and butter as a school due to fluidity of pupils.*  **Stakeholder Voice**  Noted earlier within comments on current SIP, next questionnaire will be the full Ofsted set of questions we will send out to parents, and we will assess engagement again.  **Regarding parent engagement, what responses are we receiving on the parent questionnaire forms and could governors be at PTC meeting again to liaise with parents?**  *Many do not complete the form, and honestly, we feel the responses are more of the high opinions or the low opinions we miss the middle ground of parents. The next parental engagement form will be a more in depth one with formal questions which will hopefully bring a better response. Governor involvement at PTC to canvas parental feedback would be appreciated, we do have volunteer TA staff on the evenings as well.*  **Considering comments already made re engagement, can you clarify if the engagement received has any negative comments that have needed addressing?**  *One of note is regarding the communication from school and the request for more. However, on review we have an excellent platform, PING that delivers immediate communication which includes the ability to attach PDF letters, documents, questionnaire, consents, etc and is very intuitive. The office often finds that when a parent notes they are not aware of the event, they have read and responded to a PING already. Additionally, through PING there is a live calendar enhancing the delivery of information in a timely manner with holidays etc already scheduled into the diary up to and including 2025 to support parental planning. We feel we are covering all the areas of communication in a timely, effective, and environmentally conscious manner.*  **Effectiveness of Governance**  This is increasing and training is ongoing so it will continue to develop despite the flux of the governors on the board. We will be recruiting for the board again at the start of the academic year with parent, co-opt and LA (Local Authority) governor positions available due to current governors moving out of area, which is a continual challenge for the board and school. We constantly address succession planning. Reinstating the Ofsted style questions at each meeting as previously requested, training sessions with the SEA, creation of your own crib sheets and data titles all of this will support effectiveness going forward.  We would also like to take this time to pass our considerable thanks to the Vice Chair who is stepping down from the board at the end of this academic year as he moves out of the area. Thank you.  “*Vice Chair commented on the exceptional professionalism within this school developing and nurturing the children's needs and passes his sincere gratitude to the whole team for continuing to deliver their best for the pupils in their care”*  **What is the current SEND load and Safeguarding case number?**  Uptake in SEND to 24.6% across school (increase of 2.6), NYC (North Yorkshire Council) average is 14.8% and National average is 15.3%.  Projected 9 children with EHCP (Education, Health, and Care Plans) new academic year  2 staff with CPD funded by GAP  Safeguarding – 2 on social care at CIN level.  **What is the impact on SEND time with 9 EHCP pupils, and other roles SEND lead holds including 1 day of teaching?**  *This is significant and demonstrates the important of SENCO retaining substantial time off timetable. However, to start it is appropriate due to staff absence on lead roles which will be handed over end of autumn term.*  *Unsure still if LA are accepting the SCAN and EHCP for 2 moving in they must agree to adopt, it is more about maintaining the non- teaching role alongside our decrease in number of pupils*  **If an EHCP is granted, then in another authority can you explain why our local authority have not adopted it?**  *There is a legal responsibility to port and EHCP over however the reports need to be fully signed off within the other county, the most recent case we have is a EHCP was signed off on the 8th of the month by another county, application received at LA here for 9th of month, despite knowledge of SEND they processed as a normal entry not via the SEND team and have still not confirmed the porting of the EHCP. Regarding a SCAN, the MOD LAP partnership states in a clause that a SCAN is equivalent to an EHCP, and our LA are signed up to this agreement however they have still not ported this over and we are still awaiting response to chasing this down. We have also had contact direct from a SENCO in another school regarding a HN pupil, who they were just submitting a EHCP for however they are being exceptionally collaborative with us to ensure that this is sent direct to our LA via our SEND to ensure all the hard work put in place for the HN does not need to start at the very beginning again although it will still be at the beginning of the 20 week consult. We still await decisions on what should process as standard practice. We recognise that the LA is extremely stretched, but this is challenging for all.*  **Explain then the school's protocol of liaising with parents/schools to negate these issues?**  *We do always liaise with parents from first contact in the office asking if there are transitional or SEND needs, to sending a transition form to be completed by teachers at their current school to support transition which shapes classes pupils are placed in, any recruitment needs if child is EHCP 1:1 And of course, the parent’s voice in all of this is highly regarded. That said, we do not always get clear or concise information from other schools or parents despite all the protocols we have in place, schools do work differently as do LA’s. There is also the increased impact from the change to the LA authority whereby all admissions are looked at 6 weeks prior to start date, whereas previously service pupils would be able to be seen in the admission route much earlier allowing for better and closer family and school engagement. The reduction of time for admissions for our pupils has placed a lot of stress on service families and on the support of beneficial transition for the pupils.*  *We are also building parental engagement with families who have SEND concerns for their child attending the RAFAKIDZ coffee mornings as a representative at school to support those that are not yet within the school system.* | |
| **Actions Arising / Resolutions 23/60** | | |
| NA | | NA |

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| **23/61** | **Policy Update** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Policy documents all tabled in advance to all governors.  Already reviewed digitally – to be noted.  Policies as per review schedule to be reviewed:   1. Staff – Other HR Policies 2. Children with health needs who cannot attend school   **No Questions** | |
| **Actions Arising / Resolutions 23/61** | | |
| Resolutions: All tabled policies carried    The above policies tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone  Requested that all staff and governors to be re-sent the acceptable usage document to read and sign | | **NA**  **School Admin** |

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| **23/62** | **Receive Monitoring Reports – 23/62** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  *Monitoring:*  *EYFS (Early Years Foundation Stage) written report due this coming week monitoring completed*  *Outstanding RSE – Long term sick for lead therefore this will be completed in Autumn 1 2023-2024*  *Please note going forward governors are to manage their monitoring cycle and ensure that they contact their subject leads with plenty of time to schedule in their visit.* | |
| **Actions Arising / Resolutions 23/62** | | |
| NA | | **Clerk** |

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| **23/63** | **Discuss H&S – 23/63** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  Update re boiler this will not be replaced in this academic year as previously noted as NYC have said 1 boiler is working and therefore the need is not urgent. School have checked that this is compliant going forward in spite of existing issues with current boiler. We do now have concerns though if this breaks that school would be without heating. | |
| **Actions arising/resolutions 23/63** | | |
| CofG will keep contact with Admin in school re any updates and will contact county directly re concerns in new academic year if required | | **CofG** |

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| **23/64** | **Discuss AOB – 23/64** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information* | |
| **Actions Arising / Resolutions 23/64** | | |
| NA | | **Clerk** |

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| **23/65** | **Confirm Date of Next Meeting – 23/65** | |
| *Summary of Discussion* | *26th - September 2023, 1330* | |
| **Actions Arising / Resolutions 23/65** | | |
| NA | |  |