# Minutes of Governing Body Meeting, 10th May 2022.

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| Present: | C Gilbey (Chair)Katrina Davies (Vice Chair)R Campbell (Head teacher)K Davies (Staff Governor)S MossC BuckleN WiltshireB Calvert |
| In Attendance: | Y Scott ClerkP Perry |
| Apologies: | N/A |

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| **22/53** | **Receive Apologies for Absence – Election of New Governors** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose - Decision*Apologies received in advance via email.Change in circumstance received email 10/05/2022 to state G Weatherhead resigning his postElection of LA Governor – P PerryElection of Co-Opt – C LawlorDiscussion undertaken re: candidate’s suitability for roles and addressing skills gaps etc. within board. **Will we still look to have an OCA link in some format as this can benefit the governing body?**Yes, but due to the prolonged period of absence between 2 OCA posts and PP available for 12 months this was an excellent fit with an experienced governor with time served on our body before.K Davies noted that she would be finishing in her Co-opted post at the end of this academic year due to external work pressures. |
| **Actions Arising / Resolutions 22/53** |
| Resolutions: All tabled nominees carriedP Perry – LAC Lawlor – Co-OptThe above nominees presented in the meeting have been adopted unanimously. **Agreed** (All) AbstainNone | **Chair** |

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| **22/54** | **New Declarations of Interest and Interests Relevant to this Meeting**  |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*Nil received  |
| **Actions Arising Resolutions 22/54** |
| N/A | **NA** |

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| **22/55** | **Agree Minutes of Past Meeting and Consider Matters Arising**  |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*REF – All new roles added to governor teams portalNone to report |
| **Actions Arising / Resolutions 22/55** |
| Previous minutes a true reflection and accepted as such unanimously | **N/A** |

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| **22/56** | **Consider Meeting Focus – School Improvement and Finance** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – CoG - Headteacher**Purpose – Information*Policy documents tabled in advance to all Governors via portal.*School Improvement*1. Discuss Spring HT report, to include:
* Data Report
* Pupil Premium Progress Updates (including DPP, SP, CuP)
* SEND Updates
* Safeguarding Updates
1. Discuss SIP Progress Report, including related monitoring.
2. Receive Spring SEA outcomes

Questions.**How will the new curriculum reflect our setting and be ‘bespoke’?**In terms of the curriculum and how we are as a school reflecting a place, we are trying to ensure that we build on need and the 8 points of the Curriculum Strategy. This is putting the emphasis slightly less on ‘place’ and more on the types of pupils and the lifestyles they lead, and how our curriculum can effectively support them to meet these needs. **Are there more options to build in opportunities to link to our specifically military context – e.g. trips, using the base etc.? Can you give examples of how this is woven in to the children’s curriculum experience?**Definitely needs further development to capitalise on these opportunities, but it is underway. We are looking at, for example, a year 6 passing out parade to bring some more of the station back into building on our links and connections, particularly after Covid. Similarly we’re building our Jubilee celebrations around a parade, including drill, song etc. **How though are you incorporating into the wider community, farming, North Yorkshire etc?**We have just visited Monk Park Farm, residential in the Dales, Wensleydale railway, Countryside Day and topics set to North Yorkshire. It is also a process trying to build back in connections that are less digital again through more in person events, securing buy-in. That said, we’re trying to take the best from our digital experiences during COVID – seeking to keep interaction and contact but utilising digital comms to minimise the impact on learning time. The trajectory is to do things slow and steady and ensure that we are all implementing smaller things for parental engagement - initially class based looking forward to more whole school engagement when this is possible.**Have you invited volunteers back into school yet?**Yes, but particularly with reading volunteers Little Wandle is very prescriptive and we are ensuring that we are assisting the volunteers in this format. We also have volunteers attending school trips including residential. This has continued over the last year. More work planned for reading volunteers in the next few months.**Are you offering any support for parents who need to plug gaps themselves to support their children in their learning?**We do need to do more area in this area, we have had feedback from year 6 leaver saying that the year 6 prep for stats has been most helpful and more of this further down school could be extremely helpful. We intend to look at an audit further across the school to see where parents sit as previously there was a 50/50 spilt in what parents felt was needed. In KS2 we are doing a big push on reading as it was down to 32% reading at home and there seems to be a real progression with children for this already. The idea was to give some rewards that can be worked towards, we do of course understand it is hard to encourage the 5/6 students due to diversity of home life and interest. We need to address a balance, that can encourage, reward, and prepare for balanced readers promoting reading for pleasure, not out of fear of a sanction. We have researched and worked with other schools on this initiative to try to find a suitable approach.**Regarding the evidence of strong leadership, how can this be evidenced in a monitoring report for subject leads?**Various methods. Explore and comment of their knowledge of the subject, but specifically their knowledge of how their subject operates *across school*. Are they requesting information (planning / data / books etc.) and have they pushed to SLT if they need to explore something in more depth?Governors could consider whether leaders know where the curriculum ‘should be’ at a set point – governors can then go into classes / look at books to see if this is the case. This is an excellent view for you to then review on your next visit to show that you are following up actions and checking what’s said.  Do they know what is going on in all the year groups? Subject leaders are the lead of this subject, and they should know this, and they should know this and be aware and the progression of learning across school. Whilst we recognise the limitations of time, if a leader approaches SLT with a specific request to audit / visit classes etc., this is accommodated wherever possible. Can they tell you where there is need across the full school - if any year group/class teacher is struggling more – how are they then being supported by the subject leader?It is good to try and get a fine line as governors so that within your monitoring reports there is relevance to the Ofsted format to allow teachers the time to practice and see where the skills and evidence is currently at in a more comfortable environment. Recent web seminar with all the CofG, regarding Ofsted impact is that they have been most challenging to teams. SEA has also offered to come into our next meeting and complete this as CPD for our next session due in June 7th.Point to note - Poet should be Kingfishers and Owls not Ravens in the HT report.**SIP and Data reports**Draw attention to some concern re persistent absenteeism, being high, but this is primarily due to Covid.**How many of those do you think though who are honestly persistent absenteeism?**It is genuine and we are observant and diligent in our protocol of challenging attendance, we are considerate, but we must follow our protocol and encourage the best attendance for learning.**Can I ask why the attainment in year 5 is low?**Yes, high percentage of Sen and we have also lost 3 greater depth pupils to other schools at Easter which was unexpected, so this has created a concern, disproportionate low-class numbers as well which impact. Year 3 is also one that we are monitoring but accelerating with really positive process.**Year 4 appear disproportionately high in attainment – I would query this?**Teacher marking and moderation alongside their test scores does show high across the board so actually this appears accurate, we have looked into this matter. Also a much lower set of SEN within this year group that any other area in school. We also have a 30% turn over in this year group so there remain some unknowns.**How then does the data compare across other academic years?**I would say we are 10% adrift from usual Statutory data which is not huge considering the last 2 years, which is very encouraging.To note EYFS there appears some large margins, but this is a combined judgement across all the key areas, and this will most likely be due to the level of writing, it does tally with the Autumn report, and we do hope that this will be accelerating up this term. |
| **Actions Arising / Resolutions 22/56** |
| NA | **NA** |

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| **22/57** | **Consider Meeting Focus – School Improvement and Finance** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Headteacher**Purpose – Information*Curriculum Strategy 1. Discuss Curriculum Strategy document (tabled)

The document has the 8 curriculum principles which show how we are going to approach our curriculum for our children. Work on this began pre-pandemic with initial parent, governor, and staff engagement. We have reflected to see if any of the long-term core items have changed due to the pandemic’s challenges, but broadly, our core purpose and priorities have remained unchanged, and actually tally up well with needs post-pandemic. Important that governors are supportive of this strategy, as this will be key to how we move forward in the curriculum and school over the coming years, and that we own the document as a board as our basis for learning and what is special about our curriculum.Between now and the next meeting please review this in detail so that we can collectively say that this is how we want the school to go forward as these shapes the school, drives learning and expectations.**Regarding the comment that many of our children are simply emotionally unavailable at times feels quite ‘extreme’ - please explain this.**Yes, I see that this looks too harsh, this is a helpful comment. We were driving at the fact that sometimes, the emotional demands on our pupils can stand in the way of cognitive processing. However, that has not come through well enough, so this will be re-worded.*Finance** Receive Year End Reports
* Finalise Start Budget (previously discussed)
* Review Contract Schedule (unless previously considered)

Small adjustments to the budget submitted for review and voting, all present voted for submission of the tabled Start Budget.**Considering the staff day 6 cover is for all but admin, why is this role only day 11?**It is simply a reality that there is a need for long term cover as the impact of long-term absence would be untenable for the admin manager role. However, in the short-term cover is not cost effective as it is not a job you can cover with supply. The admin manager role is too hard to cover due to its complexity; short term we would literally be paying for a supply staff to hold the fort rather than actually manage the office, safeguarding and HR, therefore it was agreed for insurance cover this was the most economic option.**How are we managing the admin manager role and welfare for this staff member if it is such a challenging role?**Post Covid it has been agreed that the admin manager role can work from home 2 Friday mornings per month to enable HR and more complex work to be completed without interruption. This is flexible and YS is aware sometimes she may be required in school, but equally she is able to liaise with SLT re any additional time needed. Additional WFH time available if needed also.**Can you explain what is the implication re meal costs when we are catering for another school, in particular the costs on our utilities, heavy equipment insurance etc surely this incurs costs, can you show a breakdown?**Unfortunately, no, the admin manager has forwarded and complaint and query directly to our NYES manager and the NYCC catering as this has all been actioned without direct contact with SLT or admin management. Some of the major concerns are that we are as a school paying increased utilities costs which are not paid by NYCC catering and how is this being managed. We will feed back regarding the response we receive.**Reviewing the caretaking and cleaning contract this cost is huge, explain how this is value for money and have alternatives been researched?**It is largely management costs and supply cover where we often see the creep up in prices within this contract. Nevertheless, considering our last year where we have had almost 12months without a cleaning member in the team due to sickness, leaving post, poor recruitment and other issues that have been managed by NYCC. However, our admin manager has had to constantly chase this, so we have again submitted concerns re this service and the quality of the product.Unfortunately, we have not sourced another cleaning company that can cover what is required with the management and cover element, but this is scheduled to be addressed again this year by head and admin manager. If there is a better option regarding this service that we can use and TUPE staff, then this will be put forward. |
| **Actions Arising / Resolutions 22/57** |
| Resolutions: Finalise start budget for submissionThe above noted start budget presented with small amendments in this meeting has been adopted unanimously. **Agreed** (All) AbstainNoneAmend the description regarding pupils' emotional availability for review by governorsGovernors to forward any queries and suggestions re curriculum strategy to Cofg and Head asap. | HeadGovs |

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| **22/58** | **Policy Update**  |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose - Decision*Policy documents all tabled in advance to all governors.Already reviewed digitally – to be noted.1. Staff-statement of procedure for dealing with allegations.
2. Supporting pupils' medical needs

**No Questions** |
| **Actions Arising / Resolutions 22/58** |
| Resolutions: All tabled policies carried The above policies tabled in advance of the meeting have been adopted unanimously. **Agreed** (All) AbstainNone | **NA** |

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| **22/59** | **SEND – 22/59** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – SEND Co-Ordinator**Purpose – Information** Due to meeting running over schedule the SEN update which is published in the governor team's portal was not discussed in detail and no further questions were presented in meeting.
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| **Actions Arising / Resolutions 22/59** |
| N/A | **NA** |

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| **22/60** | **Receive Monitoring Reports – 22/60** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair/Clerk**Purpose – Information**Monitoring: EYFS, SEND, Pupil Premium, English, Maths, Science, PE and Sport Premium, Art and Music, DT and Computing, PHSCE, RE, RSE*SEND report received with thanks. |
| **Actions Arising / Resolutions 22/60** |
| NA | **Clerk** |

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| **22/61** | **Discuss Confidential White Paper Discussion** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information**STRICTLY CONFIDENTIAL – Record held by Head* |
| **Actions Arising / Resolutions 22/61** |
| To hold a meeting regarding the strictly confidential information only, prior to the CPD training on the 7th of June | **All** |

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| **22/62** | **Discuss AOB – 22/62** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair/Clerk**Purpose – Information**No other business* |
| **Actions Arising / Resolutions 22/62** |
| NA | **Clerk** |

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| **22/63** | **Confirm Date of Next Meeting – 22/63** |
| *Summary of Discussion* |  *7th June 1300hrs – CPD with SIA* |
| **Actions Arising / Resolutions 22/63** |
| NA |  |