

Minutes of Governing Body Meeting, 9th July 2018

Present:	J Stewart - Chair P Thompson - Vice Chair J Rosamond P Perry N Wiltshire B Calvert R Campbell K Davies Katrina Davies
In Attendance:	Y Scott (Clerk), C Ditch (Awaiting confirmation re LA Governor Position)
Apologies:	D Askew

18/42	Receive Apologies for Absence	
Summary of Discussion (including questions and responses)	D Askew, verbally informed Chair 9th July.	
Actions Arising / Resolutions		
Resolution; Apologies consented to by CofG		JS

18/43	Agree Minutes of Past Meeting and Consider Matters Arising	
Summary of Discussion (including questions and responses)	<p>18/34 - Yes CofG being updated regularly – to continue to do so, management pre-start meetings with contractors next week re surfacing and visit by specialist re 'non' rubberised surface.</p> <p>18/36 - No liability insurance cover for GDPR issues, neither governors or head hold liability unless gross negligence of involved parties. Notification to parents - completed Policies added to website and review schedule – completed</p> <p>18/39 - CofG will come back to monitoring in later part of meeting but all will be with RC by end of term.</p>	
Actions Arising / Resolutions		
Resolution; True record of event Matters arising completed		JS

18/44	Briefing by Pioneer Teacher, LORIC and Metacognition Project
<p>Summary of Discussion (including questions and responses)</p>	<p>Presentation by C Lewis re LORIC and how it is being used within school and impact it is having on the wider learning for pupils, from body language to how other people use the skills outside an education setting. Discussion that the children are pilots of their learning.</p> <p>Question 1 - Are the children on board with it? <i>Yes, they are doing well, mirroring and reflecting things that we started off with but also pushing forward with ongoing learning. Use of LORIC terminology is rippling throughout school from assembly, to class lessons, from the playground to the support ground there is a real view of the children participating and managing their learning with the skills they have learnt.</i></p> <p>Question 2 - How are we measuring data? <i>With GL pass, initial test at start point followed after learning at set stages they have been re tested within the GL pass system enabling us to compare and see how the children see themselves now. On a wider level the data is being QA'd and this will come through later. We as a school within the project are being QA'd by Chris Keeler, he has been employed as an external validator by the project, observing the and evaluating the robustness of the project. He will return to us in the Autumn term for more follow up and investigation. Leeds Beckett University are also involved in impact assessments and will present a report.</i></p> <p>Question 3 - One of the key things we looked at when we discussed the plans for the project was regarding adding more resources to the school in terms of capacity for teaching development. How much impact has Hannah had? Has she been able to give the teachers enough input to allow delivery of the resources without it being a document-based project?</p> <p><i>She has been very flexible with her time and being on the end of a phone, email etc particularly at times when there may be greater need. She is very supportive with team teaching, and extensive support to our team. A point from Chris on his assessment was however that if team teaching is being practised with Hannah then there needs to be a little more planning to develop who is covering which children in class and to ensure planning is shared in advance to allow for cohesive presentation and tuition to the pupils with appropriate management of children and their specific needs/behaviour.</i></p>
Actions Arising / Resolutions	
NA	

18/45	PE Co-Ordinator Briefing
<p>Summary of Discussion (including questions and responses)</p>	<p>PE Co-Ordinator tabled schedule for future sports plans, post auditing. The evidence has been evaluated regarding the impact for the school and how to target funding and improvement via a 3-year targeted plan. This has been monitored in detail by the PE link Governor. Having found that the traditional sports have been of less interest to our pupils this year, the feeling was that there is a real need to offer different opportunities. Having listened to the pupil voice this has been a real highlight this year to be able to incorporate their choices into the targeted plan.</p> <p>As a school we have met the 30/30 government objectives this year, enhanced by the development of our 10 sport mentors within school. The PE passport app has really improved the confidence of all staff to deliver challenging and interesting PE</p>

sessions with a real vision to what the children need to achieve for their age and capacity. Additional training will be given this year to all teachers to ensure we use the system to see the evidence-based outcomes and benefits from the system delivered throughout school with further analysis to be used to capture the data.

Crucially the children can also see their skills via the PE Passport. This is improving their understanding and they are able to unpick areas they can improve via the teaching facilities and reflection areas that the app provides, the children are now much more technical in their approach to how their sporting skills are improved and enhanced.

Within the tabled document are the projected financial plans for the sports budget for the upcoming tailored directly to the 3-year targeted plan.

Question 1 – Are we doing other specific initiatives, such as the 'daily mile'?

We have started, but no we are not doing it on a daily basis. We would need to target this more directly and think about how to incorporate this into the daily routine. It is possible and will be addressed during ongoing planning.

Question 2 – Will the after-school's sports clubs continue to be one term only? It feels wrong, you get a child inspired by the sport then they can't carry on as the year group or session changes to a different sport? Does this reduce impact?

We are looking more at in-house sporting after school activities allowing for more sustainability in the next academic year offering a better more continuous opportunity. However, we are having problems with fairness and are trying to ensure the opportunity for all whilst allowing the ability to improve and have tasters of different sports.

We also have tried to encourage parents to offer after school sports clubs, initially with the box 2 be fit, but unfortunately had no uptake at all despite enthusiasm for the event no parents stepped forward to run a club. We have had some recent contact from a couple of volunteers re cricket and another area from the PTI's to provide some new clubs we are looking at this for new academic year. It is a balancing act between opportunity, progression, finance and availability of people to deliver regular sessions.

Question 3 – How is the effectiveness of PE judged, do the children check their weight, progress etc, how is diet and healthy lifestyle fed back into PE as a whole?

We are talking within mental health partners, PSCH classes within school curriculum and importantly pupil voice in how do they feel before and after sport and once they have committed for a longer period of time. What you can achieve at the start of the terms session is logged in their PE diary, with regular updates in the diary they see the visible improvement of what they can achieve.

Also, the national NHS led initiative for child weight and height statistics assessed in year 2 and year 6 (parents opt in via NHS website). Our children from both year groups sit below both the national and local statistics for obesity; 14.9% (Nat 22%) in EYFS and 20% (Nat 34%) in Y6 are overweight – thus well below National levels.

Actions Arising / Resolutions 18/45

Forward digital copy of tabled document to clerk to governors

DF

18/46

Consider Meeting Focus – School Improvement Focus: Leadership and Management and Overall Effectiveness

Summary of Discussion (including questions and responses)

A. Initial evaluation of school performance data, EYFS, Y1 and Y2 only

We have teacher assessment based statutory data for the above year groups, year 6 data is published tomorrow. Early indications for what we have documented are the headline numbers you have tabled.

Strength to note is Y1 phonics, in which a 3-year downward trend has been reversed as a result of significant school improvement work and changes to practice. These results are significantly higher than last year's and likely to be higher than National (figures pending).

The governing body are happy and encouraged that one of our key focus for the year has improved and that staff have sought to deliver the best for the children over the year using new systems. Thank you.

Question 1 – Our EYFS attainment outcomes are slightly lower than last years. Can you confirm from the data, despite the drop from last year, that every child is making good progress from their on-entry levels?

Yes; on entry only 15% of children are at 'typical'. Thus, for an end result of 62.5%, a differential gain of +47.5% can be observed – this represents progress that is better than expected.

Question 2 – how do you know the 'on entry' assessments are robust? Are they from nursery? Parents? Are they checked?

On entry levels are captured by the EYFS team and are rigorously documented. They are based on information from feeder settings, parents and initial observations. The on-entry assessments were externally moderated and an EYFS SLE. The areas assessed are the same as at end of year to evidence the progress of EYFS pupils. So, the assurance is that a differential gain of 47% have edged themselves up in that time period.

Question 3 - Do we get information in advance re incoming students data standards?

Some yes. It is dependent on where children arrive from, huge issues we have being the context they are from as EYFS is observational and it isn't a quantifiable mark system. Fortunately, we have a good relationship with Stepping Stones our local provider and excellent communication in the transition periods.

However, the precision and information from private nurseries that we either do not know due to mobility from external areas or have lesser contact with during transition results in less solid data on entry. Some children haven't attended any formal pre-school setting, so data is non-existent for these pupils.

Question 4 - Weakest area is in writing, is this a target for next year?

Yes, however, this will be addressed through a focus on PSED and CLL. We spend so much time on the communication with EYFS, and verbal communication is paramount. Trying then to get that into writing is difficult as to write they have to be able to verbally communicate. At the same time the team are teaching children to self-manage, dress and develop. We keep reviewing this but in EYFS we must advance verbal communication as a priority to allow the children to then access the writing skills.

Question 5 - Do we interact with other military primary schools to compare data? Would the Ben fund be able to scope the possibility of data capture against other military schools as a project?

Although we are not an SCE 'military' school, the high proportion of service pupils does mean it is valuable to look at similar contexts. We have a great relationship with the garrison schools, e.g. Le Cateau, but wouldn't regularly exchange data on entry. However, moderation exercises hosted by the school do support this. We can look through the SFSG for the LA service profile, over the last 8 years it has looked at service pupils and non-military pupils and this may show some links, though it doesn't track 'on entry'.

SCISS are working on trying to get national service stats, and we can again look at data comparatives for evidence of the military impact for our children if this dataset is made available. We can reach out for such data but there is a balance to be struck between retrospective data analysis and forward planning to support and develop the children in school.

B. Consider SIP summer progress update, full document tabled in advance to governors.

Question 1 - The SIP says 'Outstanding' practice currently at 13%; target was 20% do you think this will change?

Likely to finish with similar stats to where we are on the progress update tabled. Obviously, this was an ambitious target, as all were. Balance to be found in these measures; if every box was green it could be argued that we were not aspirational enough. The % of outstanding practice hasn't risen at the rate we aimed for, but we have also had to address some RI teaching, and seen unexpected changes of staffing over the year.

Question 2 – Re: the OLTS – the SIP says this is not yet fully embedded – what is your timeline for this?

The challenge for the OLTS is that this is about cultural change; it is a vision for the future and, as such is hard to measure. The OLTS in practice is what we aim for in a broad sense; we are seeing parts of it but not fully incorporated yet.

Teaching styles and approaches are different, I would like to see in 6-12 months the roll-out fully observed but I struggle to give you a schedule to when this would be. It isn't something you start and run like an intervention programme, it is about practice, reflection, learning with and amongst each other to get this right. The OLTS is about using the opportunities with staff to learn, support, develop and achieve with your class. Again, however everyone starts with a new year group of learners, so it is a long-term vision and goal is not get it done now - it is a journey to continue.

Significant progress has, however, been made in the core aspects we have considered this year. This can be evidenced in the PSR where it says that children in all classes know what they were learning and what they were doing - thus showing OLTS in practice - staff are creating opportunities for children to take ownership of their learning. We need to look at how we measure the success and look more widely and holistically in how that supports the delivery. As per the PSR again maybe with regular informal drop ins this would be better achieved, and it is an area the SLT are currently working on post PSR.

Question 3 – Addressing gender gaps - is there a rationale to this result?

Targets were aspirationally high. We still need to support boys in terms of achievement in EYFS / KS1 English. However, Ofsted are not looking at groups unless they are proven to be statistically significant. Disappointing as it is, it should be noted that this represents only 4 children in the cohort, and 5 boys who were expected (2 greater depth) left in Spring term. However, to address this in the new year, in EYFS,

we will continue develop out-door areas in which boys thrive (ongoing), following their interests.

Consider PSR Findings; Full PSR tabled in advance to governors.

Strengths noted throughout the report, especially in Leadership and Management, EYFS, and Personal Development Behaviour and Welfare. Also, lots of strengths in Teaching, Learning and Assessment, and in Outcomes (e.g. Phonics). Vast majority of teaching observed was good or better.

However, issues with marking and feedback, and an insecure dataset (KS1 / EYFS below national, KS2 pending) led to an overall effectiveness judgement of RI.

Noted by governors that, whilst this 'snapshot' demonstrates areas for improvement, direct monitoring evidence over time does not lead governors to believe that our children are attending an RI school. The school is passionate and delivers for our children and the governing body are confident in this and ask that staff and SLT focus on successes as well as areas for improvement. Suggestion is that the SLT take away the PSR and action prior to September to ensure findings integrate with the school improvement plan for September to push forward for the school.

Question 1 – Did you agree with the findings?

The areas for improvement which were identified had previously been identified by SLT – to that extent, yes. Judgements were not given on the day as assessor didn't feel it was an RI school – they stated "this feels like a good school" - but the issue remained re: marking and feedback of books. If you cannot prove impact from feedback from books, then unfortunately the result will be RI. The report was fair and balanced with some wonderful positives; 30 strengths were articulated, and only 3 core development areas; unfortunately, these were significant and led to the overall judgement.

We are under a new Ofsted framework that is rigorous and challenging and our school fluctuates daily, we are bound by making sure our children have the best possible educational and holistic experience in the time they are with us no matter how long that may be. The intention is that by September SLT will present plans to improve our missed areas to good by January 2019, and also to let outcomes judgement reflect KS2 results once available.

Review likely foci for next year:

Follow PSR findings

Review effectiveness of Governance, and governor annual report;

Largely covered within PSR, and from previous training which took place in a strategic planning session leading in to a governor strategic plan from KSA's and external review.

Actions Arising / Resolutions

Review co-opted governors

18 /47	Policy Review	
<i>Summary of Discussion</i> (including questions and responses)	Charging and Remissions Question 1 NA	
Actions Arising / Resolutions		
Resolution; Accepted in full		
18/48	Receive Relevant Safeguarding Updates	
<i>Summary of Discussion</i> (including questions and responses)	4 open cases with children and social care, 1 due to close, 2 of the cases have been significant child protection issues. Point to note for governors (particularly pertinent reflecting back on questionnaires to children re safety) - despite being behind the wire we still remain in a position where we have children at significant risk, and awareness should not be diminished due to our setting. Question 1 – Will closing case be forwarded to appropriate county for onward support? <i>Yes, will be forwarded to social care with full report as per policy. Digital copy will be kept if this is appropriate under new GDPR guidelines or hard copy with RC access only.</i>	
Actions Arising / Resolutions		
NA		

18/49	Receive Monitoring Reports	
<i>Summary of Discussion</i> (including questions and responses)	Monitoring reports received in advance; a) Pupil Premium b) Assembly/SMSC c) EYFS d) Science (PP) e) Sports f) English (JS) g) MATHS (DA) h) SEN (PT) i) H&S (DA)	
Actions Arising / Resolutions		
Monitoring reports d, f, g, h, i will be emailed out by clerk for all governors to view, due in before 20th July 2018		PP/JS/DA/PT/YS

18/50	Discuss AOB
<p>Summary of Discussion (including questions and responses)</p>	<ol style="list-style-type: none"> 1. FOS notice handed in by treasurer and chairperson, folding of FOS again. Propose to suspend account and transfer all but £500 to school account under FOS umbrella. Bank statement submitted is minus £3000 due to payment via chq to school for books as previously agreed within minutes of past FOS meetings. 2. Feedback from RC/YS re resolving a budget deficit training 3. New email address for all governors (GDPR compliant) 4. LA governor positions 5. Discuss availability matrix and proposed meetings schedule all at 1230 start; <p><u>Autumn</u> 17 September 1 October 12 November</p> <p><u>Spring</u> 28 January 4 March</p> <p><u>Summer</u> 30 April 3 June 8 July</p> <p>The full governing body wish to convey their heartfelt thanks to Jayne Rosamond who has dedicated 10 years to the governing body. Having held Chair within her time her experience is vast, knowledgeable and has been dedicated to the support of staff and pupils alike contributing to the wider community that Leeming RAF CP School serves. Having supported over 1500 pupils transiting through school, 650 pupils who have had parents working away from home and having employed over 15 members of staff including 2 head teachers she has served the board tirelessly. She will be sincerely missed; we wish her all the best in her future endeavours.</p>

Actions Arising / Resolutions	
<ol style="list-style-type: none"> 1. Close FOS account fully move money to School account, £500 reserve to be kept, remainder with caveat that feed back to parents on how spending it via governors. 2. Training via resolving a budget deficit for governors in future when re-run 3. Set up new email accounts for all governors and new governor group 4. Call NYCC re LA position on Chris Ditch's appointment 5. Send all governors the availability matrix to secure meeting schedule for 2018-2019 	<p>Bursar/YS/RC</p> <p>JS</p> <p>YS</p> <p>YS</p> <p>YS</p>

18/51	Confirm Date of Next Meeting
<p>Summary of Discussion (including questions and responses)</p>	<p>17th September 2018 at 1230 in the zone</p>