

Minutes of Governing Body Meeting, 8th Jul 2019

Present:	P Perry (Co-vice Chair) R Campbell (Head teacher) Kate Davies C Ditch C Gilbey T Chesworth Katrina Davies N Wiltshire
In Attendance:	Y Scott Clerk
Apologies:	J Stewart P Thompson B Calvert

19/30	Receive Apologies for Absence
<i>Summary of Discussion</i> (including questions and responses)	<i>Lead – Chair</i> <i>Purpose - Decision</i> Apologies received from JS, PT, BC
Actions Arising / Resolutions	
Agreed by all governors	

19/31	New Declarations of Interest and Interests Relevant to this Meeting
<i>Summary of Discussion</i> (including questions and responses)	<i>Lead – Chair</i> <i>Purpose – Information</i> None declared.
Actions Arising / Resolutions	
Update website and governor list if applicable	Clerk

19/32	Agree Minutes of Past Meeting and Consider Matters Arising	
Summary of Discussion (including questions and responses)	Lead – Chair Purpose – Information 19/23 – Completed – updating website post meeting 19/26 – Completed – electronic parent view being used 19/27 – Completed - add to staff code of conduct soft code for CPOMS 19/29 – Completed - set up SharePoint ready for September start	
Actions Arising / Resolutions		
Resolution;		
Previous minutes a true reflection and accepted as such unanimously.		

19/33	Sport Premium Briefing – PE Co-ordinator	
Summary of Discussion (including questions and responses)	Lead – Chair/D Fenn Purpose – Information Report tabled from D Fenn, funding delivered in financial year, with report accounting for academic year. Additional context delivered by Mr Fenn; The school is in its third year of the AFPE quality mark which is due for renewal in July 2020. Data entry, health aspect, and clubs were the 3 main targets raised for our attention within the 3-year period, which we are very much consolidating. We have received the Sainsburys Silver Quality Mark this last week in addition, with much recognition for our young leaders. We have also joined the Youth Support Trust which offers and audit tool which matches very well with the impact and assessment in how the government spending criteria needs to be met for the sports funding. This allows us to audit more accurately the academic spend within the defined government format. In response to challenge from governors , we have expanded our delivery of both before and after school clubs, this has been inspirational particularly regarding the active start of the day, showing an improved active delivery across the whole school. This has continued the developing CPD of staff and the overall impact for pupils. Playground provision has been much more vigorous and involves playground dance and 2 different sports being delivered at all the longer break times. In the area of health promotion, this has been supported with Compass Buzz in recent staff and leaders' CPD. Mental health, an active life and overall wellbeing is being taught and promoted for an inclusive circle of health. This additionally dips into PSHCE and other areas of the curriculum with a sport and an active life focus. For example, practical activities can be used and added to core subjects, a new system we are trialling gives planned physical activities to support maths lessons as a curriculum enhancement. Questions and Comments The CofG passed thanks from the board for the work that has been delivered throughout the year, as well as noting the Ofsted recognition regarding the strength of PE delivery. Delivered directly after 19/34	
Actions Arising / Resolutions		

N/A	N/A
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19/34	Consider Meeting Focus – School Improvement Leadership and Management & Overall effectiveness);
<p><i>Summary of Discussion (including questions and responses)</i></p>	<p><i>Lead – Headteacher</i> <i>Purpose - Information</i></p> <p>Documents tabled in advance of meeting to all governors.</p> <p style="padding-left: 20px;">a) Receive Spring SIA Outcomes</p> <p>No separate visit in Spring or Summer by SIA, spring not delivered due to Ofsted, summer not delivered due to NYCC restructure. New structure being that category 1 or 2 schools will only have 1 visit from the SIA per year which is the category we are in. Disappointingly we are losing the 2 advisor sessions per year, but this is due to the reality of budget cuts. Obviously, we are delighted with the Ofsted outcome, and our SIA remains a superb advisor for the school and we would look to see her around November to address school needs with governors. We may be recategorized dependent upon pupil results, and can always request further support (bought in).</p> <p>Question: What about HT Performance Management? <i>SIA support will be purchased so that this can go ahead in December.</i></p> <p style="padding-left: 20px;">b) Parent Survey</p> <p>Mostly positive with some mixed reactions, hard to do in year comparison, more polarised than from previous years due to timing (inspection).</p> <p>Questions; In relation to previous parent surveys have we received more or less?</p> <p><i>Last year PING was in the 90s prior to that paper copies didn't normally go above 60 returns, Ofsted one a little more in depth with 70 returns, so hard to capture more when we have attempted differing avenues to receive the data. Sometimes people are happy and don't feel need to respond or have something to raise and respond. Difficult to judge. It is challenging to know how to support parents if they don't come directly to us or teachers.</i></p> <p>Do you do a forum to get qualitative data?</p> <p><i>Haven't done one this year, happy to do in September. Normally shortly after survey returns, we have an informal drop in for any parents who wants to discuss anything raised. Clearly didn't this year as after Ofsted. We have done quick fire question and answers on parent evenings as well with governors included this worked well. Think it would be good to complete forum in September to information gather.</i></p> <p>Can we organise the forum around the positive and negative points sharing all that was received to enable discussion in these areas? What about governor involvement?</p> <p><i>A forum could be offered to parents early at the start of the year for parents to have a voice re: direction and priorities. If governors were present, it would be imperative that discussions were general and not specific so as not to conflate complaints procedure. Would be important to handle this very carefully.</i></p>

Is there sufficient collaborative work with issues on station (e.g. in play parks etc.)?

Recently liaised with CDO re multi agency working on unit re any issues that may come up via third parties or external to the school environment if implicit consent is given. Padre is looking at the possibility that lower level concerns may have the opportunity to include more joined up actions allowing families to be better supported with their consent in the future. A proposal had been made regarding welfare committee, but RC felt this was not appropriate and this is not being pursued further.

c) Initial evaluation of school performance data;

Still only partial data, we have EYFS, phonics, key stage 1. And again, we can only compare with 2018 National data as 2019 not available yet, finalised version will be in ASP and IDSR in Autumn term. See report for full detail to date, with points noted as below;

EYFS:

We have an 86.6% GLD, last year national was 73% so we are up from that, significant improvement on last year's (at 63%) however this cohort was slightly more able on entry. That said a lot of development has been completed in the EYFS, in the moment planning and the outdoor area which has had a positive impact. By adapting to the pupils needs and maturity we are seeing improvement and very much so in the boys, 91% from 47%. Reading and writing are above national. Progress, 25% were typical on all areas on entry, that is not to say we are pitching for 25% on end data to come out at typical, but a significant number of pupils were 'just below' on entry.

Governor comment: It was rewarding to see for the EYFS team that the children can transfer some of their real learning from in school to their external school trip (EYFS governor report) with listening skills and exceptional behaviour and learning in the moment.

KS1 Phonics:

Last year national at 83%, we are at 83% so hope that this will be broadly in line. When we got phonics data in December only 20% were secure, with predictions for the high 60's so very pleased with the level delivered being 83%. Recognise however, that phonics was an area of concern for Ofsted which had already been identified prior to the inspection, this area continues to be developed within the academic year. We have a 100% phonics pass in the year 2 data.

Year 2 statutory data:

More disappointing in this area with reading at only 62%, national is 75% so this is an unusual drop for school and is more concerning. Note 13% difference to national is equal to 4 children. Additionally 70% of children who didn't achieve this did not complete year 1 within school, and had many been here less than 8 months at assessment time including one child that had less than a month in the English education system. There is evidence that over time, children are making progress but this will remain focus area for the year ahead

Question;

It would be interesting to see the standard deviation, and it can be read in so many ways. Without the spread, it is very difficult for us as a group to view – this will be paramount to know for monitoring next year.

A report can be generated to show the spread in a more detailed way for viewing,

	<p><i>there is a bigger picture with SEN etc. To be noted is that the data contained in the report is the data that forms the national data set, and more detail will not necessarily support the wider understanding for statutory progress calculations in Y6.</i></p>
Actions Arising / Resolutions	
Diarise forum for parent liaison in September	RC

19/34b	<p>Consider Meeting Focus – Leadership and Management & Overall effectiveness);</p>
<p><i>Summary of Discussion (including questions and responses)</i></p>	<p><i>Lead – Headteacher/Chair/SEND Purpose - Information</i></p> <p>Document tabled in advance of meeting to all governors.</p> <p>a) Consider SIP Progress Update and likely foci for next year Raised far less ambers than last year at this point, but again this isn't about making all greens for the end of the year it is about developing and advancing the school. Where there is an O it is relevant to being superseded, or Ofsted having inspected, and school not needed to re do the same work. Also, some items may have changed focus mid-year, or again Ofsted may have said other routes better placed for school.</p> <p>For next year, main change will be totally new Ofsted framework for September which means this will shape our next year on multiple levels, particularly regarding a new way of thinking regarding quality of education which will be curriculum lead not outcome lead.</p> <p>The curriculum will need to be bespoke, with intent, implementation and impact carefully considered. We should have the ability to complete this with a timely plan, and make the bespoke package a work in progress that delivers the need for our school, not an off the shelf scheme that is not personal or relevant to ourselves. The content we must deliver is significant, however it will be how we get the priorities set and the coverage of content for a holistic delivery of a curriculum shaped for our individual setting.</p> <p>Question; At recent Governor training, we were told Ofsted won't use internal data – how can this work with our context?</p> <p><i>The line from Ofsted is we are not going to complete Ofsted on internal school data, that it will be more on statutory data, we only have one child that has tracked through from start to finish within our school mobility, this would mean that the data would not necessarily be available in the depth they requested.</i></p> <p><i>The question for our school is what is this statement going to look like in practice for the school? We should be in a fortunate position to see how other reports are delivered nationally. There is a way this can work, and this is to look at books, as this is tangible evidence, showing progress. We have the asset of the triangulated validation in place using book monitoring, observation and data to allow for correlation of internal data.</i></p>

Therefore, SIP provisional start points will be:
 Curriculum
 Ofsted new criteria, SLT and Governor development
 Early reading and phonics
 Contextual SIP item 4 (i.e. managing our school context as a high priority)

b) Verbal Headteachers' Updates (Report will be delivered in September 2019)
 Significant part of written report is the statutory data, SIP etc. In terms of other changes important to reiterate re staffing and classes, i.e. size of classes are going to increase, we only have statutory need for KS1 to be under 30. Higher workload for staff, and reduced capacity more wide ranging with SLT and TA impact in 19-20 academic year.

Pupils and funding have also moved on quite significantly and there will be a drop accordingly.

c) SEN Report
 Quite a changing picture, generally around 20%, 7 EHCP have fluctuated within this last period, another 2 requests have been submitted for transitional requests and a moved in request. ASD is the biggest area within NYCC so we are not unusual in this area with the current high percentage. Difficulty with the trust having closed autism assessments, MOD pupils can request via military doctor to be reviewed under a different area to progress their support.

We have 3 very high need children coming into reception in September 2019, they have just been awarded EHCP, we have accepted one, and the other 2 are at consultations stage pending further discussions with LA re clarification on funding.

Question

Do any of our families know this?

Yes, and we have liaised with the MOD medical centre to ensure this engagement and other avenues of support may be available to them. It can be very difficult for parents to open up to such scrutiny, but we do our utmost to support and guide families through this process.

When family moves do their next school automatically get the funding that has been arranged within this school environment?

Yes and No, if an EHCP in place there has to be liaison with new local council and school has to be able to deliver what is needed for the child, and this comes with a review period, so they do not automatically get given a place. This makes the move, care and transition and staff planning an immense challenge for families and school alike.

So, do we get pupil premium money taken back?

No this is ECHP funding for SEN children that is removed and taken to the new school the day the child leaves. Pupil premium is accounted via the January census.

d) Review effectiveness of Governance
 If you have any additional ideas particularly regarding when the new SIP is delivered in how we can improve our effectiveness within school. Please consider this as a board to how this would look and particularly regarding the SIP.

Actions Arising / Resolutions

N/A

19/34c	Consider Meeting Focus –Resources Focus: Receive Finalised Year End Reports	
<i>Summary of Discussion</i> (including questions and responses)	<p><i>Lead – Headteacher/Finance Officer</i> <i>Purpose – Information</i></p> <p>Documents tabled in advance of meeting to all governors;</p> <p>a) Receive Year End Reports b) Note submitted budget (as per previous meeting) c) Receive Information Governance Report Thanks, passed to School Office manager for delivering the in depth GDPR work which has been praised from the external report received.</p> <p>Question None raised</p>	
Actions Arising / Resolutions		
Resolution (14:25); Vote for agreement in year-end reports and submitted start budget for academic year 19-20 Agreed 6 Abstain None		

19/35	Policy Update –	
<i>Summary of Discussion</i> (including questions and responses)	<p><i>Lead – Chair</i> <i>Purpose - Decision</i></p> <p>Policy documents all tabled in advance to all governors.</p> <p>a) Charging and Admissions Agreed (all present) b) Behaviour Agreed (all present)</p> <p>Questions None received</p>	
Actions Arising / Resolutions		
Resolutions: The above policies adopted unanimously. Agreed (6) Abstain None		NA

19/36	Review Governor Changes	
Summary of Discussion (including questions and responses)	<p>Lead – Chair/Headteacher Purpose – Information</p> <p>a) Resignations –J Stewart, resignation now in place, P Thompson has handed his resignation in the last week. We have a parent and co-opted position available</p> <p>b) Recruitment – Look at core, Padre Geoffrey has volunteered his services for the Co-Opted Position to be put to a vote in the September meeting after delivering his introduction to the governing body. FGB will also develop thoughts for ongoing format of governing body – with particular regard to recruit governors who are available for a longer time period – possibly tapping into station contacts more widely.</p> <p>NW left meeting 1414 – returned 1423 CD left meeting 1425</p>	
Actions Arising / Resolutions		
Resolution;		
Vote to request information and offer Padre to attend September meeting		
Agreed 6 Abstain None		

19/37	Receive Relevant Safeguarding Updates	
Summary of Discussion (including questions and responses)	<p>Lead - Headteacher/SENCO Purpose – Information</p> <p>Had 3 pupils that have had a de-escalation to children in need and we have had an increase from 28 to 34 in low level safeguarding concerns being monitored.</p> <p>MAST teams are having a reorganisation, which makes the team more of a core structure (Health, Police, Social Care) with partnering services (Education, Charity sector etc.). The prevention service is rebranding and is now going to be the early help team, which certainly helps parents in how they can interact with the team. The service re structure has actually made the process more complicated for the submission process however, which we will continue to monitor.</p> <p>KD left meeting 1430 hours</p>	
Actions Arising / Resolutions		
N/A		N/A

19/38	Receive Monitoring Reports – EYFS
<p>Summary of Discussion (including questions and responses)</p>	<p>Lead – Chair Purpose – Information</p> <ul style="list-style-type: none"> a) EYFS b) English, PE and maths update <p>Maths and EYFS: Tabled to all governors pre-meeting, received with thanks no questions received.</p> <p>English: Had an expert from Bradford who visited and commented on the openness and leadership of English, also praised the culture and the knowledge in regard to the reading, that any misconceptions from pupils were addressed, we were complimented for manners and behaviour of our pupils.</p> <p>It was noted one staff member needed further training, all staff also needed to understand the phonics area of new Ofsted, and in respect of EYFS suggested change in surroundings to support this.</p> <p>Training has been organised for all staff in school on phonics, this includes SLT, targeted training for EYFS and KS1 and whole school training.</p> <p>Phonics hub has allocated us £700 pounds for training within school for gap plugging, and this may be used within KS2 as with high mobility children may come from other schools where gaps need picking up. Also, up to £2500 match funding for books has been offered.</p> <p>PP has attended marking monitoring with year 3-6 where the pupils assess their writing and correct independently following support from a teacher mark sheet. This is being piloted within school and other schools are visiting to see this progress. Pupils are improving and gaining confidence from this whole class marking policy.</p> <p>PE premium: CG attended YST CPD, discussion regarding when and how the sports funding premium will be phased out and if this will be gradual or immediate after this year. They were specific re how funding can be used and was particularly useful in how this is delivered. Also, to not use the sports funding to target areas of weakness that should be covered within directed normal curriculum. Noted school is compliant according to messages received at training.</p> <p>Volunteers for sport training is a great addition, and what we do outside of school time with the children and how we deliver this to children to encourage and facilitate them into sport within their communities outside the school will be a next step.</p>
Actions Arising / Resolutions	
NA	

19/39	Discuss AOB	
<i>Summary of Discussion</i> (including questions and responses)	<p><i>Lead – Chair/Clerk</i> <i>Purpose - Information</i></p> <p>a) Review pupil school meal pricing as per NYCC – Change to £2.30 per day, if taken every day and increase per family of £19 per year. Still one of lower priced meals within the county as a whole</p> <p>b) Receive correspondence: Received letter from Clerking course leader regarding clerk training very complimentary regarding the clerk and her level of skills achieved over the course and what has been delivered to the board. Thanks of the board noted.</p> <p>Additionally, a supportive and highly commended letter to the headmaster reference the school leadership and school as a whole was tabled.</p> <p>c) FGBM schedule 2019-2020 delivered</p>	
Actions Arising / Resolutions		
Resolution		
To agree increase to £2.30 (from £2.20) per pupil meal to cover costs delivered by county caterers academic year 19-20.		
Agreed 4 Abstained None		

19/40	Confirm Date of Next Meeting	
<i>Summary of Discussion</i> (including questions and responses)	16th September 2019 1230 in the Zone	
Actions Arising / Resolutions		
NA		