

MEETING OF THE GOVERNING BODY

DATE: Tuesday 20th March 2018

TIME: 6.30 p.m.

PRESENT:

Mr. Keith Wright

Mr. Richard Adams

Mr. Peter Southward

Mr. Shaun Marshall

Mrs. Helen Kindness

Mrs. Andrea Cowley

Mr Ray Williamson

Mrs. Helen Halliday

Ms Jane Pepper

Ms Jane Malpas

Mr. Teddy Sulman

Mrs Emma Jane Birley

Miss V Lewis (Clerk)

Additionally: -

Mrs. C. Sarney – School Business Manager

MINUTES

1. Welcome / Statement from the Chair

RA welcomed governors to the meeting and thanked them for attending.

Action: None Required.

2. Apologies for absence; consider acceptance of apologies

Apologies received from: -

JJ – has not attended a meeting since late 2017, clerk will email to ask whether he still wishes to remain on the GB or whether there is anything that can be done to help with attendance. JJ is still maintaining an involvement, has met with the SBM to undertake H&S Visit etc.

JL – work commitments.

SS – family commitment.

All absences were approved and accepted.

Action: Email JJ re attendance

By: Clerk

3. Confidentiality

Item 11 was identified as being confidential.

Action: None Required.

4. Declaration of Interest in any Agenda item

Staff will have an interest in Item 11 on this agenda and will withdraw from the meeting for this discussion.

Action: None Required.

5. To approve Minutes of Governing Body Meeting 05.12.17

The Minutes from the meeting on 05.12.17 were presented. Proposed by PS and seconded by TS. Minutes were signed by the Chair and returned to the Clerk for filing as per procedure.

Action: Minutes from meeting 05.12.17 to be filed as per procedure **By: Clerk**

6. Matters Arising

Matters arising covered by the content of this agenda.

Action: None Required.

7. To receive Minutes of the School Improvement Committee Meeting 06.02.18

The Minutes from the meeting on 06.02.18 were presented. Key points summarised by the Chairperson.

6. SEND will be added as a standard item to each SI Committee agenda to ensure it is covered appropriately. Amy Rhodes invited to next meeting.

5. External Review of Governance report now circulated.

Action: None Required.

8. To receive Minutes of the Resources Committee Meeting 06.03.18

The Minutes from the meeting on 06.03.18 were presented. Key points summarised by the Chairperson.

5. RR/RB Playground works have been booked but waiting for confirmation of dates due to a backlog caused by the recent poor weather.

11. Big Lottery Funding – RW is liaising with Vicky Gill re other possible applications.

Action: None Required.

9. Correspondence

RA wrote to Robert Goodwill MP who visited on 16.3.18 to meet with RW, RA, KW, CS. He listened closely to our issues and our strong case for raising core funding. He also took on board several funding models prepared by CS and the challenges associated with each. RA felt that school had been ‘listened to’.

Mr Goodwill was asked ‘Will you raise these issues in Parliament on behalf of your constituency?’ to which he said he would. He also said he would speak with the LA and enquire whether any funding was being held back for any reason, though he feels he will be told that all available funding has been allocated and made available. He will write to the Education Minister but if he doesn’t receive a

worthwhile response he will raise it again, possibly in Parliament. The meeting hopefully left Mr Goodwill in no uncertain terms that we are struggling even after extreme cuts. KW said he was pleased with the message Mr Goodwill brought – and his willingness to hear school’s argument. Thanks to CS for preparing the finance scenarios and for involvement.

Parental Complaint received and third stage Complaints Panel Hearing scheduled for 26.3.18. Outcome will be recorded at the next full meeting in July.

Action: None Required.

10. Headteacher’s Report

KW has redesigned the format of the Headteacher’s Report in light of governance review recommendations. Tables of key attainment and progress data have been lifted from the SEF, thanks go to HH for redesigning information within the SEF into an easily digestible format. The external review of governance recommended governors see hard data over a period of time to enable greater understanding.

Early Years

Pupils are assessed from their Autumn entry baseline using the Early Excellence tracker which tracks on a 6 monthly basis and takes into account age in months against progress and attainment. It is a binary tracker with ‘Can’ and ‘Can’t’ statements. There is a conversion table for the end of EYFS moving into KS1.

KS1

Ofsted are putting more focus onto Progress scores (from starting point/baseline) rather than overall attainment as this takes into account how far a pupil has progressed. This is the evidence that we will be asked to show when Ofsted revisit. Progress tracking measures more accurately what is happening with each cohort. The progress tables show the percentage of pupils achieving the expected or GDS whose knowledge was either emerging, expected or exceeding at the end of EYFS. ‘Expected +’ includes those pupils achieving the expected or greater depth, GDS is greater depth standard

KW will include the previous year’s National attainment achieved as a reference if governors wish, moving forward.

End of KS1 progress is monitored by teacher assessment of Key Statements, supported by the the results from national tests undertaken. Teachers must see evidence to show whether they have met the key statements.

KS2

End of key Stage indicators show overall attainment and progress of pupils in Reading, Writing and Maths. This data is then further broken down into categories such as More Able and Pupil Premium. The statistics show the attainment or progress of last year’s Year 6 cohort in the end of KS2 tests compared to the most recent scores of the current cohort in practice tests/teacher assessment.

Governors discussed whether the term ‘More Able’ is the correct way to refer to those pupils who are ‘Previous High Attainers’. There was concern that the ‘Less Able’ would be negative for pupils and may lead teachers to have lower expectations for these pupils. KW will raise with Ofsted at the monitoring visit but this term must remain in use presently as it is the accepted Ofsted terminology.

RA asked what the school is doing for the More Able to ensure they meet their targets and achieve. HH advised that teachers have looked closely at the progress of pupils who finished KS1 as More Able to identify their strengths and any support required. Work is being differentiated and appropriate support put in place. On the most recent practice tests some pupils are 8 progress points behind their expected which is a large amount to make up. Important to remember also that not all More Able pupils are high attainers in all subjects. More Able are now targeted from Year 3 to ensure they are able to meet the GDS KS2 targets. Tracking is more robust and consistent, resources and materials are differentiated, Maths No Problem promotes the mastery of Maths. Resources are used in

flexible ways as necessary to promote learning.

AC asked whether pupils have these same differentiations in the actual tests. KW advised that all pupils take the same test but there are support options which can include the use of scribes, time extensions, readers, coloured papers etc.

RA noted that Maths progress seems to have dropped from -4.42 in the 2017 tests to current progress of -4.47, is this an issue considering Maths No Problem is supposed to be closing the gap? HH said that this year's Y6 cohort has only had MNP input for two terms, the score will improve marginally over the next few weeks. The improvement to progress and attainment will be cumulative as younger pupils move through the school after having the MNP for longer. Progress data from across the year groups does show improvement. In terms of this year's Y6 cohort, there are numerous after school Maths booster clubs targeting different groups of pupils (eg. pupils on the boundary of below and expected, More Able to solidify GDS level etc). Additionally school has purchased a 1:1 online tuition programme at quite a high expense targeting the highest achievers. The programme is completely personalised and features a personal online tutor for each child registered. All these methods are trying to boost pupils to meet their personal progress targets and attainment levels. There are approx 50-60 pupils involved. We are restricted by budget constraints and space issues but doing absolutely all we can without exhausting pupils or restricting the curriculum to only Maths and English. When Ofsted revisit KW's comments will include context of the school, outlining the challenges as well as how we are trying to rapidly close the gap and looking long term that children year on year are improving.

Quality of Teaching

The monitoring of the quality of teaching is now far more rigorous and consistent and includes learning walks, observations, book scrutinies etc in order to ascertain the level of Good or better teaching. It is important for governors to know where the teaching is strong and where it needs to improve. The quality from September 2017 was just after the Ofsted Inspection but it is evident that following rigorous monitoring and supportive systems that teachers are moving in the right direction and the level of Good or better is improving. Judgements are made by KW and the SLT.

RA asked what methods are being used to improve the quality of teaching? KW advised that the Developing Performance Policy is in place and being followed more consistently including individual feedback. If there is no improvement then staff are given a personalised action plan to help them improve.

HH added that historically staff were only observed once per year, there were very infrequent book scrutinies and learning walks. Therefore the level of scrutiny is now far more intensive, teachers are much more involved, they are enjoying having feedback on positive practice and sharing good practice. Observations are more about looking at the pupils and how they are learning rather than judgment from the back of the room of the teacher. The new system is much more collaborative, some staff have commented that it feels almost like 'coaching'. Staff are working as a team, utilising the experience and knowledge of other staff.

Staff can and have asked to visit other schools and this is arranged as often as possible but there is a cost implication. Initially there were some issues with negativity but now that they can see that the purpose is positive and not critical they have become more positive. More consistent approach to ensure standards are consistent.

Pupil Survey:

KS1 and pupils completed the survey but it is felt that KS2 responses are more reliable as they understand the purpose of the questions in a more constructive way. Majority of responses positive, particularly in relation to opportunities and equality (91%).

RA said that if 83% feel that bullying is not a problem does that mean that 17% feel bullying is a problem? HH said that there is an issue around pupils properly understanding the 'definition' and understanding what bullying actually is (ie. some think they are being bullied if their friend has fallen out with them one playtime). It is important to look at the resilience of pupils and educate them, and

their parents, as to the real definition of bullying.

RW asked whether a record of actual bullying and the how it is addressed is kept. KW said that Mr Buchan, Behaviour Manager, keeps extensive records on instances of bullying, investigation, outcomes and impact. KW also advised that there is comparative data from Adrian Gray's national survey results. School will shortly be undertaking the bi-annual parent survey. **AC suggested for the next survey that the negative percentage also be referenced with some kind of narrative.** KW said it can to a certain degree but that surveys are an anonymous exercise.

Staff Absence

TS asked whether the high number of staff absences is due to genuine illness or a symptom of staff discontent/low morale. KW said that some are genuine illness, or due to symptoms of acute conditions but some can be identified as being down to staff not liking a particular system or procedure and so 'going on the sick'. We need to be more corporate with the way the Attendance Management Policy is followed and moving forward we will be more rigorous in following the NYCC absence policy. RA asked what school can do specifically to reduce staff absence? At present it is a case of closely monitoring, following procedures more closely, undertaking wellness surveys. CS is working with the LA HR Advisors re staff absence.

RA thanked KW for the report which is very useful in allowing governors to interrogate data and issues more effectively. RW agreed and said that things are moving in the right direction.

Action: Set of definitions to explain acronyms etc to pupils

By: KW

11. Staffing (Confidential)

Discussions within this Agenda Item were recorded within the Confidential Minutes.

Action: Any actions identified are detailed within the Confidential Minutes

12. School SEF & SIDP (KPIs / Working Parties)

Review of Governance: it is proposed to set up a working group which will meet more frequently (and informally) to establish a set of KPIs. This group would then feed back to the Committees and/or Full GB via email or meeting(s) as appropriate. RA suggests that the Working Party comprise of Chair, Vice Chair, the two committee chairs, KW and HH. AC was also interested in being involved and RA will liaise with her once meeting dates are arranged.

TS commented that it seems school has made progress against the Ofsted comments, and feels staff should be commended.

Action: Email re first Working Party Meeting Date (proposed 23.4.18)

By: Clerk

Action: Liaise with AC re Working Party involvement

By: RA

13. Finance / Premises / Health & Safety Update inc. Start Budget 2018/19

Since the funding model information was circulated the North Yorkshire admissions team have been in touch and have advised school that in September we are only expecting 82 pupils into Year R (our PAN is 120). All previous finance models were based on an intake of 120 pupils. **RA asked why the number has dropped so drastically.** CS advised that this cohort's birth rate has dropped from 1079 to just over 1000 but there could be other factors such as moves to newly built economical housing in Cayton/Eastfield (Middle Deepdale). Governors asked whether the result of the Ofsted Inspection

could be a factor. KW said it could be, but other schools have also been graded as RI and not seen such a drastic drop in intake numbers.

CS said that she has sought advice from the Strategic Planning Officer in relation to projected numbers of pupils beyond 2019. At present it looks like our intake for September 2020 onwards will rise again to around 104 (still not the historical 120) but this is not definitive and the drop could be the start of a trend. CS: will have further discussions with The Strategic Planning Officer in January 2019 to try and assess whether this year is a blip or the start of a trend. Final numbers will be issued 16.4.18, which is also when parents find out allocations. If this does prove to be the start of trend then we may need to look at marketing, which we have never needed to do before. Normally there is a waiting list and appeals. JP and EJB commented that at Childhaven there is also a noticeable drop in numbers.

CS said that it is very difficult at this point to provide an accurate financial model as funding is based on multiple elements of the deprivation index, so it is not as easy as looking at birth rates and multiplying a number. The healthy carry forward cushions the budget this year, but moving forward there is a real issue posing. The FMS officer is scheduled to visit before the start budget is due at the end of May. CS will be able to report more accurate funding models at the next Resources Committee meeting.

CS asked whether governors want long term funding models based on a continuing intake of 85 pupils (worst case) or 85 in 2018 but then 104 intakes moving forward? ***Governors felt that 'thinking positively' the future funding models should be based on 104 with a review of this next Spring once September 2019 expected numbers are known.***

Philippa Leighton (Year R teacher) is leaving on 27th April, her role will be filled for the final term and then will not be reappointed as Year R will only need 3 classes. If the trend continues or worsens it may be that there is a teacher redundancy situation.

CS and the SLT have spent a significant amount of time spent on staffing models. There are a number of challenging children with differing health, emotional and behavioural needs which must all have their needs met. If staff are cut too extensively this summer it may be difficult to meet pupil needs. Therefore it is proposed that half of the support staff who have fixed term contracts ending on 31.8.18 have them extended to 31.8.19. The six staff this applies to would be invited to apply for the available positions. There may be some low level redundancy payments due depending on who is appointed. ***Agreed.***

GB were asked to agree to the restructure of support staff to a standard ATA role to allow more flexible deployment and consistent pay scales. ***Agreed.***

School Meals:

School meals are currently £2.10 per day, as set by the Local Authority and have been for many years. Moving forward we need to decide how much we as a school wish to charge as we will now be charged on the basis of the actual costs associated with producing a meal in our school (all schools will have a different cost). We will now be charged £2.26 per meal so we must decide how much we wish to charge pupils from September. CS suggested a cost to pupils of £2.30 per day, it is important not to make school meals unaffordable or numbers will drop, but then review annually to see if a further increase is required. ***Agreed.***

Action: None Required.

14. Schools Financial Value Standard

The SFVS and Financial Control Checklist were reviewed by the Resources Committee 6.3.18. All governors were happy to approve. The SFVS signed off and formally agreed by the GB.

Governors agreed to submit the completed SFVS (signed and dated by Chair).

Action: Return signed SFVS to NYCC by 31.3.18

By: CS

15. Governor Training

Clerk circulated the Summer/Autumn 2018 Training Brochure and some selected courses from the brochure which she felt may be of interest / use. Governors were asked to contact her if they wished to book places on any courses. RA explained that there is an expectation that all governors receive both initial and on-going training and that this is a requirement of being on the GB. CPD is a vital part of the governor role.

AC and HK requested a place on the Introduction to Governance course in May/June and PS, RA, RW, AC, TS, SM, KW and JM asked to be booked on the free School Improvement Network Meeting / Workshop on 22.5.18. This is the date of the next School Improvement Committee meeting and therefore this meeting was rescheduled to 15.5.18.

Action: Book requested governor training

By: Clerk

Action: Send email re: rescheduled SI Committee Meeting

By: Clerk

16. A.O.B.

GDPR:

It is good practice to have one or two governor representatives undertake the upcoming GDPR (General Data Protection Regulation) training on 3.5.18 at 3.30-5.00pm. Clerk will re-send the course information and governors will check their diaries and let the Clerk know if they are available.

Opportunities Area Funding:

RA said that in addition to the application submitted to the NYCC Essential Lifeskills Fund he has been working with the Opportunities Area to strengthen the Children’s University so that they can help the least supported pupils be involved. Part of the proposal by the Children’s University would include funding a part time person to work in school as a liaison/support. There is a second Essential Lifeskills Fund window opening shortly so worth bearing in mind for any further grant application ideas.

Action: Resend GDPR course information

By: Clerk

Meeting Closed at: 9pm

Signed (Chair) _____ **Date** _____