

MEETING OF THE GOVERNING BODY

DATE: Tuesday 1st October 2019

TIME: 6.30 p.m.

PRESENT:

Ms Jane Pepper (Chair)
Mrs. Helen Halliday (Head)
Mr. Ray Williamson
Mr. Peter Southward
Mrs. Helen Kindness
Mrs. Sarah Dowey
Mr. Rainer Brearley

Ms Cheryl Govan
Mr. Wayne Thickett
Mr. Tim Drake
Mrs. Jane McLeod
Mrs. Linda Bull
Miss V Lewis (Clerk)

Additionally: -

Mrs. C. Sarney – School Business Manager
Mrs. T Jenkinson – Assistant Headteacher / Pupil Premium

MINUTES

1. Welcome from the Chair (to include New Governor Introductions) (5 minutes)

JP welcomed governors to the meeting, and in particular the new members of the body; Mrs Sarah Dowey, Mr Rainer Brearley and Mrs Linda Bull (new staff governor). Mrs Kate Hill (Associate Governor) was unable to attend this meeting. Existing and new governors briefly introduced themselves.

Action: None Required.

2. Apologies for absence; consider acceptance of apologies / Vacancies Update (2 minutes)

Apologies received from: -
TS – has another meeting.

All apologies were considered and accepted.

Andrea Cowley has resigned from the governing body as she feels her efforts to support the school would be better placed in fundraising. She has enjoyed her time on the governing body and thanked all members for their support.

Clerk has begun the process to appoint a new Parent Governor to replace AC. The closing date for nominations is Friday 4th October. One nomination has been received to date. If there are no further nominations this parent, subject to satisfactory checks and qualification criteria, will be appointed. If there are further nominations a ballot will take place.

Action: None Required.

3. Confidentiality (2 minutes)

No items were identified as confidential.

Action: None Required.

4. Declaration of Interest in any Agenda item (2 minutes)

No declarations of interest made.

Action: None Required.

5. **Minutes of previous meetings 09.07.19 and 17.09.19 (Business Meeting)** (10 minutes)

The Minutes from the meeting on 09.07.19 were presented. Proposed by JM and TD. Minutes were signed by the Chair and returned to the Clerk for filing as per procedure.

The Minutes from the meeting on 17.09.19 were presented. Proposed by RW and WT. Minutes were signed by the Chair and returned to the Clerk for filing as per procedure.

Action: Minutes from meetings 09.07.19 and 17.09.19 19.3.19 to be filed as per procedure

By: Clerk

6. **Matters Arising** (10 minutes)

No matters arising not already covered within this meeting's agenda.

Action: None Required.

7. **Headteacher's Report** (15 minutes)

JP thanked HH for her comprehensive report. HH added that the HT report usually comes at the end of the term but obviously the meeting schedule has not allowed for this this school year (the Autumn Full meeting has switched from December to September). Some things are not covered in as much detail as usual but a full one will follow in January.

JP: the staffing restructure meant a large number of support staff roles were reduced and made redundant. Obviously this has led to challenging times for all staff. Staff are being asked to take on a new way of working; more responsibility for classteachers with less support staff. The new inclusion hubs are also facing challenge due to a rise in high need children and staffing issues. We can obviously recognise that this has been a challenging start to the school year. Also, the teacher absent in Y3 – is this long term?

HH: returning next week – there is a planned scheme of support for the pupil in her class struggling with the Y2/3 transition already in place and one for the teacher on her return. Continuing to monitor.

JP: first few weeks are always difficult, even without these extra challenges.

HH: due to the rise in high need pupils and incidents we would like to request governors approve an increase in hours of two part time staff members (to full time) to provide additional support in EYFS and SEND, who are already struggling. CS says there is room in the budget for this this year on a fixed term basis until the end of the school year.

JP: assuming this is allowed, after making people redundant? We aren't re-creating lost posts.

CS: This is an increase to existing hours in an existing post to respond to new pupil challenges unknown at the time of the staffing restructure and redundancies.

TD proposed the action of increasing 2 x staff hours to full time until the end of the school year, seconded by JP. All governors agreed.

TD: is there flexibility for further increases if necessary?

CS: will refer to this under Agenda Item 11.

TD: would like to formally say thank you and well done to Miss Ridsdale for her hard work in helping the school to achieve the 18/19 School Sports and Games Mark Gold Award. And also for her general co-ordination of sports activities.

JP: also good luck to staff working towards gaining the Primary Science Quality Mark and to Mrs Steph Boddy who is now a Maths Mastery Specialist Teacher for the East Riding Maths Hub. All very positive, and definitely seems people are actively moving the school forward.

LB: I will be going out to local nurseries to promote the school and read with nursery children.

HH: we also have an advertising campaign going live on YCR and I will be interviewed on there. Will reiterate about the fact sports staffing is excellent with outstanding provision following the misleading reporting from Look North!

JP: thanks again to HH, a month into post with some big pieces of work already ongoing. Doing an excellent job.

Action: Resend HT report with amendments to Page 1 statistics

By: HH

8. Draft School Improvement and Development Plan (SDP) 2019/2020 (15 minutes)

JP: our inspection visit from Ofsted is now overdue but we have been working hard and building towards it. A neighbouring school inspected just prior to us last time has had the call today so it could be any time. It's important for governors to be very aware of their contributions, preparedness and commitment and to be clear that we are supporting the school by monitoring and challenging.

Gone through the SDP very carefully, need to once again link governors with the objectives. Governors should commit to a termly visit followed by a useful and robust report to feed back to the rest of the governing body.

To that end I have drawn up a sort of draft schedule for visits with possible key questions / areas of enquiry for each statutory role (as assigned at the business meeting) and SIDP objective. Important to focus on impact of actions linked with the SDP objectives. The new Ofsted Framework is less about outcomes (excluding Phonics outcomes!) and more about the quality of provision for children. So, not just what IS the data but what are we doing with the data for the benefit of pupils. Link governors should consider key lines of enquiry alongside their own thoughts.

HH: I have seen an Ofsted report based on the new framework, which will be circulated to governors.

JP: LA advisors 'can children talk about their experiences?'

TD: are any areas more 'key' than others?

JP: Safeguarding is a priority.

Governors discussed the areas of responsibility and objectives and decided as follows: -

Safeguarding, Attendance, LAC	Cheryl Govan
SEND	Helen Kindness
Pupil Premium	Tim Drake
SDP P1 – Mathematics	Peter Southward
Reading/Writing	Sarah Dowey
Foundation Subjects	Jane Pepper / Tim Drake
Assessment	Rainer Brearley
SDP P2 – Behaviour & Attitudes	Jane McLeod
SDP P3 – Personal Development	Ray Williamson
SDP P4 – Leadership & Management	Jane Pepper
SDP P5 – Early Years	Jane Pepper

Governors should note the dates by which a report should be received – if we can have reports for these meetings, even if you are not attending or on that committee. It's about looking at the actions in the SDP are making a difference.

RW: what are the mechanics of the visits? Who do we contact and liaise with?

JP: contact the Clerk who will put you in touch with the staff lead. Clerk will send round governor report pro forma again.

HH: clearly this SDP is in a different format from the previous version prepared by Keith. This format is the one used by Garry at his current school and is based on the new inspection framework. All of the subject leaders have contributed from their monitoring last year. Actions have been identified by the subject area leaders, and Amy Rhodes as SENDCo and Tina Jenkinson as Pupil Premium Lead have contributed. The idea is that the Headteacher is not the sole author and that it is more of a shared document. Draft document not shared with staff yet, this is the next step. However if we do get the call from Ofsted the document is essentially ready if necessary. It is, however, a working document being continually adjusted, tweaked and developed.

JM: it is a shared responsibility and document.

HH: much more detailed but hopefully clear and concise.

JP: very clear.

HH: the monitoring milestones make sure that there is a well-planned outline for the year.

JM: easy to read and digestible.

RW: what is the cost column? There isn't something in for all actions / objectives?

HH: there are still things to add in here. The majority of costs will be for supply cover for monitoring visits etc.

JP: new framework also looks at curriculum intent. Can we show progression?

LB: we have been looking in staff meetings for gaps, and how to fill them if appropriate. Using Chris Quigley skills. Really finding the gaps. For example: Cooking in DT – we don't provide for this and there is no planning. Now we know, we can start putting resources and planning in place.

JP: Ofsted are looking at whether a plan is in place – they know there is transition time needed.

JP: What would be your preferred area for Ofsted to deep dive into?

HH: maths and science – there have been significant improvements and expansion in these areas. PSHE, Reading, History. You can negotiate. There are also weaker areas which we will share.

LB: On the weaker side we have Computing, where we are looking into new programmes and staff training and MFL, which has no subject lead at present (KS2 phase leads will be doing this). Current MFL planning is from at least 5 years ago.

SD: what are other schools doing?

LB: other schools have had specialist teachers come in.

HH: funding issues.

TD: with the challenges currently being faced – are the schedules for monitoring, learning walks etc realistic and achievable?

HH: yes.

JP: there doesn't seem to be any mention of PE?

HH: will be added in

TD: 'how to engage parents of disadvantaged pupils'. What scheme are we looking at?

JP: you can investigate this as part of your link area of Pupil Premium.

RW: was wondering about clubs that perhaps aren't necessarily expensive to run but were popular; such as gardening?

HH: Children's University are also contributing. They are running 3 clubs each week including one after school – Art – aimed at disadvantaged which is starting next week

CS: I have also arranged for 'Men in Sheds' to come in and run a ceramics club and workshops.

TJ: it's also important to remember not all disadvantaged pupils are eligible for free school meals or pupil premium. Should also consider social needs, and not just financial.

SD: what do you do to engage parents with their child's learning?

HH: we do run sessions for parents but take up is not always very good – those who attend are the ones already supporting their children. Therefore we introduced 'Book Looks' where parents are invited into the classroom to look at books and work with their children. This informal and proved quite popular. It's about attracting parents who have issues with coming into school.

LB: We are part of the National Literacy Trust which provides Y4s with free books. These were nice sessions.

HH: Did a lot of work with Maths Month last year – a huge amount of parents supported this.

TD: the activities provided by the Opportunities Area funding seemed to engage parents who would engage anyway – there were some who needed to be involved and yet weren't

HH: not because they weren't invited. The funding was for all pupils, unfortunately not everyone wanted to participate.

JP: Once again, very clear and a useful document.

Action: Resend Governor visit to school pro forma

By: Clerk

Action: Circulate sample Ofsted report based on new Framework

By: HH

9. Draft School Self Evaluation Form (SEF) 2019/2020 (15 minutes)

JP: Again, a very strong document addressing the new framework giving clear, consistent and coherent evidence towards a judgement.

HH: worked on this with Garry, then disseminated to the SLT for their input. Then finalised with Garry. Been a very thorough process.

JP: it basically is the guide for the inspector who tests the school's judgements. Our role is to support the school and their evidence which at this point in the year isn't all about data.

HH: I looked at the Ofsted handbook and the criteria for all the different levels of assessment. I then worked out what evidence we have to show we have met the criteria for Good. The focus is off outcomes but the fact our outcomes are still below the national means we are not outstanding.

RW: what is Gladstone Road 50?

HH: this is 50 things that every child will do during their time at Gladstone Road School.

JP: are children consulted about the things on the list?

HH: yes, pupil voice.

Action: None Required.

10. Pupil Premium Summary Report (5 minutes)

Mrs Jenkinson provided her report covering outcomes of PP pupils at the end of EYFS, end of KS1, all other year groups and then end of KS2. The idea of PP funding is to boost the achievement of disadvantaged pupils to be as close as possible to non-disadvantaged. Green colour coding shows improvement. There have been lots of improvements 2018 to 2019.

In EYFS in 2018 33% achieved GLD, which has increased to 70% in 2019. Very pleasing. The Gap figure relates to the difference calculated between the % achieving GLD who are non-disadvantaged (not PP) and disadvantaged (PP). The Gap in 2018 was -39% and in 2019 this is +6% which means 6% more disadvantaged pupils achieved GLD than non-disadvantaged. Could be an anomaly but there have been EYFS programmes in place to target this which will be having an impact.

There is a clear drop in the number of disadvantaged pupils passing the Phonics screening in Y1. However, these pupils started at a lower baseline of 36% achieving GLD and therefore progress has been made. This cohort is a key issue. When you unpick the data the programmes have had a positive impact but there is still improvement to be made.

RW: Can this be documented?

TJ: yes.

TJ: Although in year attainment and outcomes is important, it is also vital that children make the correct level of progress. Y1 are again an identified issue. Y3 is affected by one or two children, Y4 a couple more. Y5 is mixed, with Reading being the weakest progress area. From this data we pick out who is not making the right progress and how can we support them to achieve.

KS2 overall

Reading, Writing, Maths attainment and progress has gone down annually. However when unpicking the data this would be inaccurate as it would mean all PP strategies are having no impact.

Looked at more involved data which shows that the big difference in KS1 is also evident in KS2. Would expect lower attaining in KS1 to achieve similarly in KS2, but progress has been made in line.

TJ: We have put a lot in place now, but not necessarily with such an impact until 2017. The strategies now in place are secure and robust.

TJ: having looked deeper, the data is also affected by other needs that children have such as: late admissions, SEMH needs, SEND needs, poor attendance. These children have a significant impact on the overall scores of the cohort. Has really affected the attainment and progress of KS2 outcomes.

JP: what are we doing? How quickly are we identifying these pupils and acting on it?

TJ: these things are all in the SDP and have actions, timescales, procedures, planning. Significant effort is being put into the early identification of struggling pupils and appropriate actions to help them.

TJ left 7.50pm

Action: None Required.

11. Health & Safety / Finance / Premises Updates (10 minutes)

CS presented her report.

JP: the message sent to the school by the LA FMS office is that the school budget is manageable for this year due to healthy-ish carry forwards but that moving forward this quickly deteriorates and the in year deficits increase and that governors need to have a plan to improve the forecast.

CS: this is a worry and needs to be addressed. It's about not making changes that are unsustainable. Within 3 years we need to either aggressively increase our roll take up or consider reducing the PAN.

JP: we aren't being blind to it. We have made radical staffing changes and can't be any more radical at this stage.

CS: my impression is that currently, members of the SLT are trying to do a lot of what the Behaviour team used to do; supporting teachers and pupils. Meaning that they are then not able to undertake their own roles. SLT members acting as TA support in class is not good value for money.

HH: When Ofsted visit they will ask for staff input via questionnaire. If this is negative and shows that morale is low it won't look good and will affect the leadership and management grading.

JP: we need to look at things on a continual monitoring basis.

RW: would an intake of 120 affect things very much?

CS: yes. 108 is the number that makes 4 classes viable but 120 would mean we wouldn't be struggling so much.

RW: there does need to be a more intensive marketing approach.

JP: we need to do what we can with how we are at the moment. Raise the profile of the school. Get a good Ofsted. Moving forward there may be changes to school funding along with government so we don't want to be too reckless and radical.

CS: we propose that to support the SLT in the interim and/or until after Ofsted we employ a specialist teacher at a cost of £15.5k for 1 term to support in the hub and assist with settling of pupils etc. Would allow SLT to be able to undertake their own roles. Mrs Livingstone's early maternity leave (unplanned) has also had an effect as Mrs Middleton who was overseeing the lower hub is now teaching Diamonds class whilst Mrs Boddy (their classteacher) has stepped up to the Lower School Assistant Head role earlier than planned.

JM: would it be better and / or cheaper to put Mrs Middleton back in the Hub and have a long term supply in class?

HH: no, a supply teacher would not be able to interrogate the data appropriately at this key time. There is already experience in the Hub, we know that we have strong staff who can very effectively cover this role.

SD: so what if the situation went on – extend the extra teacher?

CS: I feel that the SLT acting as support staff is not an effective use of their abilities and time. If we can have a little bit of flexibility we will monitor on an ongoing basis but with an initial fixed term contract until Christmas.

Governors agreed to this proposal.

TD: It seems worrying that we are having to slot people in already at this stage in the year? Is this only going to increase as the year goes on?

HH: we can't turn pupils down, with or without needs, if we have space and we can't know what will happen.

TD: can we refuse pupils due to a lack of resources, available staff etc to deal with needs?

HH: no. we don't always know what needs children have until they arrive. We can argue a lack of resources and staffing for an out of catchment child but this will not necessarily affect the decision of the LA to place them with us. We must take catchment children regardless. If LA agree to not allocate a child following a challenge by school we then cannot accept any others even if they don't have needs.

JP: it would be about going to the LA and stating we need extra support if it comes to that.

LB: increasing number of EAL pupils?

HH: Pretty steady at 13% though we do have pupils with 17 different first languages.

CS: Updated NYCC Model Pay Policy to be released at any point. We usually adopt the model NYCC policy which will need to be adopted before the staffing pay review deadline of 31st October. If governors are happy to agree the model policy (which is checked and agreed by all unions) in principle it can be circulated on release. **Governors agreed to adopt the model policy in principle.**

JP: thanks to LA for new boilers. Will hopefully save us some money.

CS: have been informed that we have been allocated further funding for next year to replace lower school boilers.

Action: Circulate 2019 Model Pay Policy to Governors

By: CS

12. Correspondence (5 minutes)

Two letters received from parents about the loss of after school clubs and the detriment they feel this is and/or will cause pupils.

CS: at Hertford Vale parents pay for afternoon clubs which cost an average of £4 per child.

JP: obviously more funding would help.

CS: have spoken with the man who runs the UTC football coaching scheme to ask if his students would like some work experience.

CS: respond to say that we totally share the parents' feelings but that we are providing the clubs we can – at least 2/3 per evening – but that there are huge cost implications for staffing, administrative time etc. Unfortunately there are less than in previous years.

JP: I will draft something.

Action: Respond to letters from parents

By: HH/JP

13. Governor Training / Reports of Visits (5 minutes)

Governors are invited to email the Clerk about any courses they wish to be booked onto.

Safeguarding Training – would be useful for relevant governors to attend. JM will liaise with CG.

There is a training session on Thursday 17th October in Malton about the new Schools Financial Value Standard (SFVS); it would be useful if a governor could also attend the course. RW said he would be keen to do so.

Action: Book SFVS course for CS, VL and RW

By: VL

14. Marketing Strategy (10 minutes)

The school's Open Evening for prospective families (and current) is on Wednesday 16th October 5.00 – 6.00pm.

Publicity programme:

YCR advertising campaign and promotion.

Banners going up tomorrow on school exterior.

Flyers to nurseries (other ways to get them out being discussed tomorrow).

Flyers to elsewhere – volunteers needed.

Flyers mailshot on local / slightly further away streets.

Last year's event was a really nice event – it was a really supportive, happy evening. This year is being held earlier in the term so it will be lighter and hopefully we will catch more families before the deadline for applications in January.

SD: social media presence?

CS: meeting with Lee, our ICT technician, on Friday to go through this.

CS: still keen on a 'free jumper' promotion – will look into this further.

JP: this all seems like a really good, effective start.

SD: definitely think you need to use social media more effectively.

HH: the issue we have is with the access to social media and negativity, commenting etc. We have a closed group on Facebook only available to parents and commenting is turned off.

JP: need to have a working group to look into this and how it's managed so that content is positive.

RB: really interested in this – will get in touch with CS.

Action: Look into social media promotion and presence

By: CS/RB

15. Consider, approve and adopt: GEN023 Attendance Policy (Pupils) (5 minutes)

This policy has been updated and amended to represent the procedures in place. Mrs Moreno has done the bulk of the work and also looked at other schools' versions. Basically the policy lays out the we are becoming stricter on absences and attendance – making our expectations and the possible implications of poor attendance and unexplained absence very clear.

Governors identified some spelling and wording errors. JM will do further proof reading and checking. Will recirculate the finalised version. HH will also take to SLT on Thursday at the staff meeting for their thoughts. **Governors agreed to adopt in principle but these errors will need addressing before it is published on the website.**

Action: Finalise policy and recirculate

By: JM

16. Confirmation of Term dates 2019 / 2020 (2 minutes)

Governors received the confirmed term dates for school year 2019/20.

Action: None Required.

19. A.O.B. (3 minutes)

On Thursday we are being visited by the Secretary of State for Education, Gavin Williamson. He is in Scarborough to visit his old school (East Ayton Primary), Scarborough 6th Form College and is also visiting GRPS.

JP: brilliant opportunity for the school to share some of the challenges we are facing but also display out achievements and positives.

HH: he will be in school between 12 and 1. We will be having a tour of the building and a talk with pupils and staff. Opportunity for positive publicity. Mr Williamson will be accompanied by members of the press.

TD: governor involvement?

HH: RW and JP are both attending.

Action: None Required.

Meeting Closed at: 8.40pm

Signed (Chair) _____ **Date** _____