

MEETING OF THE GOVERNING BODY

DATE: Tuesday 4th December 2018

TIME: 6.30 p.m.

PRESENT:

Mr. Keith Wright

Mr. Ray Williamson (Chair)

Mr. Peter Southward

Mrs. Helen Kindness

Mrs. Helen Halliday

Miss V Lewis (Clerk)

Ms Jane Malpas

Mr. Teddy Sulman

Ms Cheryl Govan

Mr. Wayne Thickett

Mr. Tim Drake

Additionally: -

Mrs. C. Sarney – School Business Manager

MINUTES

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

RW welcomed governors, in particular the three new members. Hopefully WT, CG and TD will enjoy their time as governors and will be able to make sensitive and useful contributions to the governing body. RW advised that this is his first year as Chair. Governors briefly introduced themselves to one another.

Action: None Required.

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

Clerk advised that she has received an email from Julian Leader resigning from the governing body. He has moved to a new post in Manchester at short notice and unfortunately this means he can no longer serve on the governing body. He wishes all governors and the school as a whole well for the future. Governors discussed the vacancy and decided to look to recruit a new co-opted governor with KS3 experience / involvement in the future.

Apologies received from: -

Jane Pepper – attending an All Party Parliamentary Group on Early Literacy as part of her role in the National Literacy Trust Hub (coast).

Andrea Cowley absent with no reason given as yet.

All absences considered and agreed (in principle for AC).

Action: Contact AC re absence from the meeting.

From: Clerk

3. Confidentiality (2 minutes)

There were no items identified as confidential.

Action: None Required.

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

There were no declarations of interest in any item.

Action: None Required.

5. To approve Minutes of Governing Body Meetings 17.7.18 & 11.9.18 (10 minutes)

The Minutes from the meeting on 17.7.18 were presented. Signed and returned to the Clerk for filing.

9) Academisation: Governors discussed whether the extended discussions from Item 9 on the 17.7.18 Minutes should remain as a publicly available record. It was decided to move discussions to the Confidential Minutes at this time before publishing. RW added that is appropriate to minute publicly that there may be future considerations about academisation options re benefits. How is it best to explore these options? Background research? Pros and cons? KW: we can do some academic research before asking for input from anybody we feel might be worth exploring further.

TD: what has the impact on teachers been when Venn has restructured their teaching timetables?

HH: that's not correct. The Venn Academy Trust are supporting with attitudes to learning and a view to how we are doing things and improvements; language, monitoring methods etc. The only areas Venn is directly involved with supporting is Reading, through an arranged reading hub partnership. This has meant an unnegotiable 30 minutes daily reading time for every child, which no staff disagree with.

TD: guidance and support is fed down from the SLT?

HH: SLT fed to the English subject leads who then rolled out the schemes and information to teaching staff.

KW: Venn are helping to kick start progress and changes to methods with coaching for subject leaders, helping them to gain greater ownership of their subject areas to boost effective teaching.

The Minutes from the meeting on 11.9.18 were presented. Signed and returned to the Clerk for filing.

JL was the Pupil Premium link governor, therefore members were asked if anyone would be willing to take on this role. KW provided information regarding the role and what it involves (working with Tina Jenkinson on the PP strategy etc). CG said she would be interested in this.

Minutes were signed by the Chair and returned to the Clerk for filing as per procedure.

Action: Minutes from meetings 17.7.18 & 11.9.18 to be filed as per procedure **By: Clerk**

Action: Update governor responsibilities sheet re PP Link Governor **By: Clerk**

Action: Update SIDP re PP Link Governor **By: KW**

6. Matters Arising (10 minutes)

No matters arising not covered by this agenda.

Action: None Required.

7. Report from Resources Committee Meeting 13.11.18 (15 minutes)

The Minutes from the meeting on 13.11.18 were presented. Key points and actions considered. Most revolve around finance and staffing issues, which will be discussed at Item 12.

Action: None Required.

8. Report from School Improvement Committee Meeting 16.10.18 (15 minutes)

The Minutes from the meeting on 16.10.18 were presented. As JP (Chairperson) was not present this evening RW summarised.

RW: there is lots of data in this report. Personally finds it far easier to digest if colour coded and more summarised, or comment based. It's important to show Ofsted that the governing body is receiving all necessary relevant information but in order to be able to challenge governors need to be able to understand the complex data.

KW has a suggestion based on a recent inspection he has undertaken. A key governor who is willing to meet with HH, as assessment lead, to understand the detailed data and then compile a briefer, more easily digestible data summary giving 'headline' to the rest of the governing body. RW agreed and said that a report is needed which allows governors to tune in immediately to the headlines. This report seems to have more negatives shown by statistics than there are in reality. A more commented summary would allow explanation.

TS: we rely on the headteacher and the SI Committee members to point out the headlines and what is being done to move attainment and progress forward and tackle identified issues. PS: I agree; often feel that we cannot tell someone how to do something, only ask why. HH: this is exactly right, these challenging questions are the governing body's remit. RW: I think many of us would have difficulty summarising a complex data report filled with statistics but would be able to digest and report from a more visual summary with traffic light colour coding etc.

Action: None Required.

9. Headteacher's Report / KPIs / SIDP / ISDR (15 minutes)

RW: Things have definitely moved on in the last year.

KW: Definitely. The working party has helped me to provide the right information. The Chair training I attended with RW has been useful to assist with our working relationship.

KW: Key Performance Indicators (KPIs) are a standardised list of items to report so that these same things can be tracked over time. For example: pupil numbers, attendance information, progress and attainment, exclusion data etc. Is this helpful? Anything else you'd like included as a KPI?

RW: perhaps use traffic light coding? And a glossary of acronyms which can be added to and remains on each HT report?

CS: Could the attendance target (96%) go on also? Governors can then see how far above/below school is in relation to the target.

Attainment: Outcomes are based on national teacher assessments for Early Years. EYFS are looking to close the gap.

HK: do we need to worry about the fact no children are exceeding the expected in Writing and Maths?

HH: at the moment there is nothing to worry about. The key area we are looking at is ensuring that no child regresses or slips. When a pupil leaves EYFS having achieved the five prime early learning goals what has happened in the past is that at the end of KS1 they have regressed and dropped below the age related expectation. Reasons why are being identified; one key reason is that the EYFS curriculum is totally different to the KS1 one. School is working on this transition so that EYFS have a greater knowledge of the KS1 curriculum and vice versa. Really support the children as they move. Children are being tracked very closely.

HK: are they a vulnerable year group? Why no higher learners?

HH: there will be by the end of KS1 – they are still very young at the end of early years. Whatever they get at the end of early years stays with them on their tracking profile for the remainder of KS1 and KS2 so you must be extremely secure that they are exceeding before awarding this assessment. Having high learners is a focus, we are not ignoring it. Teachers are asked to identify those who might be targeted for achieving above their age range.

RW: summarise attainment?

KW: disappointed with the conversion rates but tracking and assessment are now sharper. New data is being compiled, and it is much easier to identify any arising issues. Each cohort is different. EYFS to KS1 was not as positive as other transitions. KS1 outcomes 2018 were not strong and we're aware we need this to pick up. KS2 progress scores much closer to national due to improved tracking, scrutiny, Maths No Problem and other initiatives. Outcomes were close to the predictions made during 2018 which is encouraging. Finalised data to be published externally at the end of this week.

RW: So, in line with your earlier suggestion, would any governors be willing to take on the role of Attainment & progress Link to work with HH and then feed back to the governing Body?

KW: definitely think this would be a good way forward due to limited time at meetings.

TD: I would be happy to take that on.

TD: What level of attendance is classed as 'persistent absence'?

KW: Below 90%. Will provide a comparison with the same time last year on the next report for reference.

JM: we can forecast the likely number of PAs to a certain degree, but there are always some who don't improve.

KW: all Ofsted need to know is that school are looking to reduce and target PAs. That a robust and thorough procedure is being followed. Everything can be accounted for, attendance is being rigorously chased up. PCNs are now being imposed. Some parents are choosing to go on holiday in term time and being honest. They accept the fine as an additional part of their holiday cost. However, some are still reporting in as unwell, when we know they are on holiday!

TD: Can you note the different interventions for Reading, Writing, Maths in the report?

RW: Are our class sizes average?

KW: limited to 30 in EYFS. Conscious decision to reduce class sizes and have 5 in Y6 due to vulnerable cohort based on personality levels and attainment outcomes. Can refuse pupils from out of catchment if we are at the PAN.

CS: comparative statistics show class sizes are broadly in line with our group's schools (though this is limited to 5 schools)

KW: There are in year admissions and leavers as always but nothing significant one way or the other.

RW: A working party is in place to come up with ideas of how to promote the school to prospective pupils.

HH: anyone welcome. Some pupils from our catchment are choosing to attend outside of the area and therefore the target is to get more pupils from our catchment in the first instance, especially considering it's a large catchment area. Before the recent open evening event we put leaflets through letterboxes, advertised etc. We can build on this event next year. We will hold the event earlier in the term before the application window opens, when it is also lighter and with hopefully better weather to show the school in its best light! When the working party met there were many suggestions about showcasing the school.

CG: some schools are putting forward exceptional social media posts via paid for advertising and sponsored ads for example.

TD: GRPS has the negative aspect of no green space. Parents don't consider beyond that.

RW: looking to develop the greenery of the school.

CG: there are so many things people don't know about the school and it's variety of benefits.

HH: decisions about schools can be based purely on Ofsted reports.

TD: important to target the correct families in the right areas and make it feel easier to get here.

RW: few ideas to incorporate ready for September 2019 launch, spending a little money to try to boost numbers.

TD: not sure Scarborough News is a good option for current parents. Use social media.

School Improvement Development Plan (SIDP)

Objectives, actions, impact and evaluation to give a picture of what we are doing, how we are doing it and how well we are doing it. Colour coded; Red, Amber, Green to show the progress against target. Key lead and link governor info.

SIDP will be updated to show CG as the link governor for Objective 2 (Pupil Premium) as she has volunteered to be the PP link.

KW: Objective 5 : Enhance Curriculum Planning – would anybody like to volunteer as the link governor for this? WT volunteered.

The SIDP is a working document so some objectives will be achieved over the year, some ongoing and will roll forwards with slower progress. The impression we got from other schools, Ofsted inspections and Venn support is that the link governors will feed back to the rest of the governing body in relation to their SIDP objective link area to ensure all governors have a secure understanding of the school's plans.

RW: it is a comprehensive document, but palatable and understandable. The colour coding is useful. Objective 6 – governor newsletter to parents and other methods of links between governors/school and home still to be investigated / worked on.

TS: glossary at the end of the SIDP please.

WT: if not a glossary, perhaps a footer relevant to each page?

KW: yes, I will add it to ensure it is understandable.

Governors accepted the SIDP.

Primary Inspection Data Summary Report (ISDR)

KW: This document is the compiled from teacher assessments and test outcomes from the school. It replaces the Summary Dashboard and RAISE Online which were too detailed and in depth. This document is designed for inspectors to give them the headline data. The document is progress heavy, rather than attainment, which is good. Simpler and more colour coded. Mainly KS1, 2 and phonics data. EYFS data released later. Behaviour and exclusion statistics are a year in arrears.

Updated final version available later in the year, minor adjustments due to slight remarking changes etc.

Useful document as it validates school's own data and provides governors with another version of data and interpretation for the school. It does show the progress being made and highlights anomalies and areas to focus on.

Action: Circulate next Promotion Working Party Date to Governors By: HH

Action: Update SIDP Obj 2 and 5 with new link governor details By: KW

Action: Glossary / Footer for SIDP By: KW

10. SEND Report from Amy Rhodes (5 minutes)

Report provided by SENCO Amy Rhodes for the website. Governors were asked for any comments before it is published.

Governors and SBM discussed and asked that the following statement:

'If you still do not feel your complaint has been satisfactorily resolved, please contact our named Governor for SEND – Mrs Helen Kindness'

be changed to:

'If you still do not feel your complaint has been satisfactorily resolved, please refer to the General Complaints Policy which is available on the school website.'

Once this alteration is made governors were happy for the report to be published on the school website.

Action: Inform Miss Rhodes of the requested change and arrange for publication of the report on the website. By: Clerk

11. Pupil Premium Strategy / Summary Report (5 minutes)

The Pupil Premium Strategy Statement for 2018/19 has been prepared by Mrs Jenkinson and is now ready for governors to consider before it is published on the school website. The report gives details about how pupil premium funding is used, tracking spending and impact. The report is very comprehensive and has taken a significant amount of time and work.

RW: the document seems very comprehensive. Noted the cost variance of £17393 predicted overspend of the funding but it is better to be this way than underspending in this case.

TD: Of the PP application forms sent out to new starters, what percentage come back?

CS: every new starter into Year R in September returned a completed form as part of the entry paperwork. Of these approx 14 were eligible for pupil premium. Have investigated the likely numbers for 2019 starters and these are lower than usually expected. It would appear that fewer families are entitled overall due to changes in eligibility criteria. Propose that we circulate a letter to all families offering a Sainsbury voucher if they complete a PP/FSM application form (one per family).

TD: it might be an idea to put details of the actual figures for the reduced prices of visits etc so parents know it is 'worth it' even if their child has no intention of taking a school meal.

Governors agreed to this incentive proposal.

CS and VL to work on the letter together to circulate so that hopefully vouchers can go out to parents as soon as possible, though this will depend on the education office processing time.

CG: is there still a stigma re FSM?

HH: there can be but children are not differentiated out and wouldn't know who is and is not eligible.

Governors agreed for the strategy document to be published on the school website.

Action: Publish Pupil Premium Strategy on the school website By: Clerk

Action: Circulate PP application letter and forms to families By: CS/VL

12. Health & Safety and Finance Updates (10 minutes)

Finance

KW, HH and CS attended a managing deficit course which was ok but didn't tell them anything new. HH and CS also attended a 'Planning Your Curriculum Whilst Managing Resources' course which was interesting, though delivered by big academy trust representatives so much more 'big business'.

CS: School has now reached the point where an immediate annual saving of £200k needs to be made to ensure that by the end of 3 years we would only be £15k in deficit which is manageable. Staffing is the biggest expenditure. HR has been in, looked at the staffing structure and model to ensure children are supported but with an eye on the savings to be made. Eight fixed term support assistant contracts are ending in August 2019, however we will need to cut a further 8-10 support staff in order to achieve the necessary saving. Redundancies are likely. To ensure notices and consultation periods are put in place in the correct timescales the SLT will be meeting before Christmas to look at staffing structure model options. **Propose a meeting on Tuesday 8th January 2019 at 6.30pm for governors to consider the finalised staffing structure proposal.** This would then mean that meetings with unions could take place at the end of January with the formal staff consultation to start early February and completing before May half term. It is an impossible, and very unpleasant, situation. **Governors agreed the extra meeting date 8.1.19.**

KW: There is a meeting of the Heads Forum on 7.12.18 which Robert Goodwill MP is attending. Headteachers have been asked to take the most recent budget forecast with them to again show the difficult situation schools are in. The National Funding Formula is still incredibly unfairly administered.

High needs support and funding is a major disadvantage to pupils and schools and I will be challenging that. Some schools have already made staffing cuts, with further cuts to follow. Stuart Carlton NYCC has told us that it is predicted 60% of schools in North Yorkshire will be in deficit by 2020. Staffing salary increases and associated on-costs are further stressing budgets.

TD: Would it be better to stop paying support staff to run clubs after school and preserve more school day TA support.

KW: That is a consideration but we need to also consider the school's key values and ethos, particularly those we are most known for, such as the variety of clubs and day/residential visits.

HH: It's an interesting point as at Northstead it is now a requirement that all teachers run either a lunchtime or after school club as part of their contract to preserve this input.

TD: Is it worth contacting Northstead to see how they set up clubs?

HH: Teachers run clubs using part of their directed time (which is the number of hours a teacher can be directed to work over a school year). Lots of our staff do have a contingency of directed time so we can look into this.

TD: Presumably school will bear the cost of redundancies?

CS: If we had a licenced deficit the LA would cover some of the costs. Whilst we don't officially have a licenced deficit we could make a business case for forced redundancies, and optimistically the LA could cover some of the compulsory redundancy costs, though HR don't know for definite.

RW: The reason that the focus is on reducing support staff is the fact that we are spending well over the average on support staff as shown by the national comparison statistics; school = £1158 vs LA average = £745 vs national average = £839. This is the only area we spend more than the local and national averages.

TD: What do we get from high need support funding?

CS: SEND LA funding is in dire straits. An EHCP doesn't even cover the cost of a TA. The thresholds for EHCPs is being raised which is reducing the number being granted.

KW: Stuart Carlton has advised that because historically NYCC has been cautious with their SEND provision, they are being told that they have managed at lower funding levels in the past, so obviously they still can. Clearly this is incredibly unfair.

CS: If anyone has any innovative ideas, please put them forward. I need to get a draft document to county before Christmas ready for governor consideration in early January. What is it we have to have? - Support for EHCPs, Maths No Problem needs to be supported due to the extensive financial outlay already made. What else is core for a 'shopping list'?

TD: How will finance concerns be fed back to support staff?

CS: Through the formal consultation. Staff are aware of the financial situation generally. Year Leaders are aware of the financial strain on staffing but not yet the likely planned changes. Formal consultation will start in late January / early February.

TS: How much more burden will reducing support staff put on teachers?

KW: A lot. Which is why things need to be considered carefully. Other schools are facing even worse situations such as closure.

TS: Will we end up losing other staff through stress?

RW: Possibly, but we just don't have a choice at this point.

CS: If we don't formulate a recovery plan to make savings County will come in and take control of the finances and will make changes / staff reductions indiscriminately. This really can't be ignored any longer.

HH: It's important to look at this situation as an opportunity to move with the times, rethink the existing structure and look at different models to see what can be found to be just as effective but more efficient in the best and most positive way possible. Looking creatively.

Health & Safety:

New governor, WT, is also school's LA H&S adviser. Checklist of areas and issues to consider and then action points are identified. JM as H&S link governor will meet with CS in early January to consider the

action points. The report was circulated but there was nothing serious. CS is in the process of undertaking Visual Display Unit (VDU) checks.

Action: Confirm meeting on Tues 8th Jan 2019 re staffing structure

By: Clerk

Action: Recirculate H&S Report

By: Clerk

13. Correspondence (3 minutes)

There has been a complaint received which RW investigated and has formally responded to in line with the General Complaints Policy. If the complainant is not satisfied with the response she can take the complaint to the 3rd stage which will involve convening the Complaints Panel, therefore at this time no further details will be provided to the governing body as a whole in case of individuals' later involvement.

Action: None Required.

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

RW thanked contributing governors for useful reports provided (PS, HK and JP). HK additionally provided a data report to accompany her written report.

The funded speech and language therapist is not in the traditional sense of working with children individually. The therapist is working with schools advising them how to support children with speech difficulties. School needs to wait for this support to be in place before consulting with the parents of identified pupils, which is a tricky situation. Assessment has been undertaken for all pupils in YR, 1, 2. It is not just pupils with an immediately identifiable speech difficulty that are being impacted; some difficulties are about comprehension. A lot of children starting school unprepared with speech and development issues.

JM: there is an element of parents thinking 'school will sort it'. HK would like governors to be informed of when parents are informed. JM read that a SALT drop in was held for pre-school aged children / families with successful results and has spoken with AR about a possible school version for some of these parents and families who are currently on the waiting list. HK: when parents are informed of their child's speech and language needs there will be a significant amount of time and work involved with parent: school interviews. Unfortunately there is no more money available from the Opportunities Area for extra staff etc and there are not a significant enough number of pupils identified by the testing who are pupil premium to support pupil premium funding input.

Clerk reminded governors of the New Governor / Refresher training scheduled for 5pm on Monday 17th December. All governors are welcome, please let clerk know if you will be attending so she can let trainer, Margaret Burton, know for preparation of appropriate materials.

KW: the LA is now offering Exclusions training, perhaps it would be worth consulting other schools to arrange a shared event? KW will research and feed back.

Action: Research LA Exclusions training & feedback

By: KW

15. SW002 Behaviour Policy (5 minutes)

The policy has been written / amended by Tina Jenkinson.

TD: the policy talks about the procedures for teachers, is there a process for non-teachers to follow?

CS: the policy refers to periods of the day (ie. class, playtime, lunchtime) so the procedures apply for whomever is on staff at that time, teaching and support.

All staff are receiving the same behaviour training on the training day 7.1.18 which includes scripted language, traffic light system etc to ensure consistency across the school.

TD: for me, as a non-teacher, it's important everyone is doing the same thing both in and outside of classroom.

Governors agreed to approve and adopt the policy and it will be published on the school website

Action: File and publish policy as per procedure

By: Clerk

16. Term Dates 2019/20 - Confirmation (3 minutes)

There are two discretionary training dates to set for 2020 which are proposed to be on Monday 01.06.20 at the end of the Whitsuntide holiday as a 'Report Writing' day and on the final day of term, Monday 20.7.20. **Governors agreed.**

Action: None Required.

17. Admissions Review – LA Remit – Planned Admission Number 2020/21 (10 minutes)

CS: can we reduce the Published Admission Number (PAN) to 90 to ensure that we can have a financially viable number of classes moving forward. ie. 105 is too big for 3 class but too small for 4? Would reduce teaching staff costs and changes to staffing mid-year if the pupil numbers increase.

KW: PAN could only be altered for year groups moving forward, would not change the maximum number for existing cohorts in school. We don't want to end up with mixed year classes.

KW to investigate re deadline and options and feed back to governors.

Action: Feedback to governors

By: Clerk

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

Badges

TD: Children seem to really like the pin badges for clubs that they are involved in. Is it possible to have some for the Girls Football Club /Team members? VL will source some and they will be given out by KW.

Uniform

TD: Is there a procedure for unwanted/outgrown uniform to be donated and rehomed by school? JM advised that she has a small pot of money to buy sweatshirts for any particularly needy families but storing uniform is an issue due to lack of space. The school recommendation is that donations are taken to local Falsgrave charity shops who tend to sell things at more reasonable prices than the larger chain charity shops. CS: Perhaps we could target a particular shop to ask them to be a partner so that parents can go to just the one shop if looking for uniform? Also, possibly a stall for donated uniform and unclaimed lost property at the new starter open events or end of July? Revisit later in the school year.

Rugby Kit

TD: The rugby kit shirts are in a terrible state and make the school look poor at multi school events. Aware that a new football kit was bought fairly recently and sponsored by JR Suncruisers. Has approached a few places to see if they will sponsor a rugby kit but no joy yet. Have sourced a new kit at a total cost of £538.60.

CS: Will ask Jack from JR buses if they would be willing to sponsor another kit and let TD know so he can organise purchasing.

Safeguarding Audit

KW: The LA are due to undertake another scheduled safeguarding audit which will involve SEND staff, safeguarding team and the link governor for SEND. This is not expected to show any issues or surprises, safeguarding was rated good when inspected by Ofsted.

Action: Order additional Girls Football badges

By: Clerk

Action: Contact JR re sponsoring rugby kit

By: CS

Action: Order Rugby kit

By: TD

Meeting Closed at: 9pm

Signed (Chair) _____ **Date** _____