ST BARNABAS' C.E. PRIMARY SCHOOL

Minutes of the meeting of the Full Governing Body

Held at the school on Thursday 26th March 2015 at 6.30pm

Present: Karen Boardman (Headteacher), Joyanne Ball, Martin Cumming, Michael Backhouse (Vice Chair), Mark Jenner, Kate Mackay-Roberts, Andrea Mann, Anne Williamson, Amanda Wilson

In Attendance: Brenda Elliott (Deputy Headteacher), Adrian Fletcher (Finance Support Officer), Sarah Jackson (Clerk)

		Action
	Welcome Prayer The meeting was opened with a prayer led by Anne Williamson.	
1.	**Apologies for absence, consents and declarations of interest** The Vice Chair led the meeting. Apologies for absence were received from Mike Grant (Chair), Brian Lennon and Ursula Simpson. There were no declarations of interest.	
2.	**Minutes of the meeting held on 29th January 2015** *(previously distributed)* The minutes were agreed as a true and accurate record of the meeting and were signed by the Vice Chair.	
3.	**Matters Arising and Action Plan** With reference to the Action Plan: Circulate Declaration of Interest forms to governors absent from previous meeting — The Clerk circulated the remainder of these at the meeting From the Annual Health Check consider: introducing a buddy mentoring system for new Governors; an annual assessment of the GB's progress; a fuller annual end of year report to parents (with data). — To carry forward Clerk to check and advise re wording in the Annual Health Check — Completed **Matters Arising:** None.	
4.	**Headteacher's Report** *(previously distributed)* Governors received the Headteacher's written report and questions and comments were invited. The Headteacher advised governors that her report was shorter than usual as it was not long since the previous meeting. 1. *Staffing* The Class 4 teacher had returned to work on a phased return. The new part-time Administrative Assistant had started her job. In response to a question, the Headteacher reported that the Assistant's background was in electronic systems and school routines, and she would work alongside the other Assistant until the latter went part-time. Therefore there would be one cross-over day. 2. *Staff Development* The Headteacher reported that staff had undertaken a range of training opportunities including some for the new English Curriculum and Maths Subject Leaders. For Early Years Foundation Stage (EYFS), training had been undertaken on the new baseline tests for when children start in school. This was something that Miss Currie always did, but the government now wanted it standardised from the beginning of Foundation Stage to the end of KS2. There would be a pilot from this September (that the school was likely to take part in); then the new system would begin in full from September 2016.	

3. Visitors to School

Three Y10 students had been in school on work experience. Volunteers were making a massive difference with their work in school.

4. Context

The Headteacher reported that there had been little change. In response to a governor's question about the Free School Meals (FSM) figure, the Headteacher advised that the numbers fluctuated as pupils came on and off the register.

The Headteacher reported that attendance was reasonable but could be better, yet illness rates were as expected for the time of year.

Governors learnt that 2 pupils would be leaving the school the next day but that there would be 1 new starter. In terms of Child Protection, there was no change since last time. Worship remained focused on the value of thankfulness for this term; there would be a new value in the summer term.

4.1) Improving Performance Review

5. Progress Toward School Improvement Priorities

The Headteacher reported that the big change here was the move to assessing without levels in all years apart from Y2 and Y6 which remained on the old level system. Governors learnt that there was lots of training available but that few schools had firmly decided on which system to adopt. The school was trialling some materials in Writing and Maths so that there was data in school as to where pupils were against the new expectations. The Headteacher reported that this new approach, assessing children against year group objectives, needed fleshing out further but that it provided a starting point.

The Headteacher pointed out to governors that this meant there would be a change to the way she reported progress data to governors. The NAHT has written an assessment framework and the Headteacher had attended the relevant training at which the trainer had explained that some schools did not record children's attainment in terms of a 'code' or number but, instead, only talked about what the individual pupil can do and their next steps. The best approach for St Barnabas was still being decided upon.

The Vice Chair confirmed that it would need to be understandable for governors and to provide a benchmark. The Headteacher added that she was keen to have a summary of where each child was at and would shortly make the final decision on which approach to adopt. However, in the meantime, the school would continue to share Y2 and Y6 data using the old level system.

In response to a question about the year group objectives, the Headteacher confirmed that the school could not assess a child against every National Curriculum objective and that, so far, there was no national guide on how to approach this. New tests would be forthcoming in a year's time but there was no standardisation yet as this took several years to put together. The Headteacher advised governors that, in a few years' time, there would be a common language as schools still needed to be able to compare and benchmark data.

Governors asked the Headteacher a series of questions:

Q: are staff still thinking about the old level system in their head?
A: no. We are likely to use SATS still at the end of this year's Y6 to give us a guide and a progress measure. But at the same time we need to get our head into a new system of monitoring progress.

Q: has Doug Lowes, the York Challenge Partner, given any guidance?
A: He has mentioned one particular assessment system but has not given any recommendations about the approach we should take.

Q: has this added flexibility to you as a Headteacher, or not?
A: not hugely so far; a lot of my time has been spent attending training and looking at different assessment systems.

Q: is this about autonomy?
A: yes, and it has been good to have some freedom.

Q: are we clear yet on what will be the new equivalent of SATS?
A: no. It was consulted on, but it is currently being rewritten. Whatever we use, it will help inform where an individual child is positioned.

6.1 Achievement: Data on Y2 & Y6 Pupil Progress (tabled document)

The Headteacher reported that the number of Y2 pupils had recently risen from 18 to 20. A range of support measures had been put in and staff had also received further training. The quantity of work had increased but the Headteacher reported that there was still some slow progress with Y2. In terms of targets from the end of EYFS, Y2 children were on target to reach Level 2b in Reading and Maths, but 3 pupils were off target in Writing. The Headteacher would, after Easter, be blocking off her afternoons for intervention support. Within the cohort there were some pupils with serious special needs and others required direct input.

The Deputy Headteacher added that a similar picture had been noted across the West York cluster and schools had a list of different approaches to try in each school, armed with specific books. The issue related to children not having sufficient vocabulary in their daily speech which was then affecting their writing ability; the jump to Level 2 required more maturity in language and to be able to set out their writing appropriately.

Turning to Y6, governors learnt that most children were making good progress and were on track for 2 levels of progress in Reading, Writing and Maths; a few children were missing a couple of points. The Headteacher reminded governors of the Value Added measure giving an example that if a child was at L2b at the end of KS1, then the child needed to have reached L4b at the end of KS2. The Headteacher pointed out the bottom set of figures which showed more than 2 levels of progress: Y6 pupils were below in Maths, but on target in Reading and Writing. Hence there were no major concerns with this cohort.

The Headteacher directed governors to the L4 and L5 data for Y6 pupils, with the L5 target being one that the school set. Pupils were on track for L4 in Reading, Writing and Maths, and 61% were on track for L5 in Reading. Some of the pupils targeted for L5 were not quite there yet, but staff were aiming above the national attainment requirement of two levels of progress.

The Headteacher's report explained that individual learning review meetings between the teacher and pupils would be held again after Easter. In addition to the TA support, interventions were delivered by teachers two mornings each week in KS1 and four half days per week in KS2 to help pupils to catch up. The intervention needs were identified via the new assessment system.

Governors learnt that the homework clubs were proving popular including a L6 after-school maths club; Mathletics remained popular, too.

6.2) Teaching and Learning
The Headteacher reported that Doug Lowes had visited to observe lessons, and all lessons came out 'good' with some 'outstanding'. In order to achieve more 'outstanding' grades, improvements were required to encourage less passivity in the pupils and create more opportunities for them to contribute and display their enthusiasm.

4.2) Progress on key development priorities
6.3) Leadership
The Headteacher pointed governors to the minutes from the Teaching and Learning Committee (Item 8.2) which detailed progress on key development priorities including Subject Leader development.

Curriculum development
Governors learnt that the weekly KS2 Spanish lessons were going well and pupils were beginning not just to speak in sentences but to write some sentences too.

Partnership with parents
The Headteacher reported that parents' support in class was proving popular. A governor who had attended added that parents were really enjoying this, too.

8. Extra-curricular activities
Governors were informed that a range of clubs were running in school.

9. Premises
Extension developments: the Headteacher reported that the extension was due to start on Monday and there would be a pre-start meeting the next day to finalise arrangements. The legalities had been tricky but were now all resolved.

In response to a governor's question, the Headteacher advised that the legalities were being done on behalf of the school by the LA and Sewell. There remained one snag: utility services (gas, water and electrics) entered the school building under the kitchen area and therefore these would need to be moved. The Headteacher reported that this could only be undertaken during the summer holidays. Hence the decision had been taken for the classroom development to go ahead and a contingency plan was being put in place for the delays with the kitchen.

	Governors were informed that information on changes to car park access due to the contractors' work had been sent to parents to reduce movement and improve safety during the extension work. Governors were pleased to hear this. ***4.3) Transforming school improvement in York arrangements*** *(verbal)* Governors were informed that the final version of the new model had not yet been agreed. ***4.4) Change in INSET dates request*** *(previously distributed)* Governors had received the new dates and noted that the 27th May session had been moved to 8th September.	
5.	**Start Budget** *(tabled documents x3)* Governors received the tabled Start Budget from Adrian Fletcher (Finance Support Officer) and were informed that there would be a full meeting of the Resources Committee after Easter. Adrian Fletcher explained that the funding per child remained the same and that the school was facing a tough few years as income would remain flat but costs were rising. Governors were informed that the big costs to the school was the c.5% increase in staffing costs i.e. the rise in employer NI contributions to 3.4% from April 2016; as well as a rise of 2.3% in employer contributions to the staff pension scheme from September 2015. Governors were advised that this was an early draft of the Start Budget and that most items carried forward for the moment. It was based on a figure of 30 new pupils starting in school from September but, in the first year of the budget, the funding was based on last October's figure which was lower than the 30 starting in school. This demonstrated that the budget was manageable without creating an extra class. Adrian Fletcher referred governors to his first tabled document. This had a Cumulative Carry Forward figure (in Table SO1 – Total Balances) of £49,660 by 2017-18 and was the likely budget that the school would have. Adrian had taken into account the Headteacher's minor staffing changes in this document. The second tabled document was then discussed: this had a lower a Cumulative Carry Forward figure (in Table SO1 – Total Balances) of £18,279 by 2017-18. Adrian pointed out to governors that, as pupil numbers started to rise, additional staffing needed to be built in. In response to a question, Adrian advised that the PFI funding from Sewell came through at a different point in the year and therefore he had assumed that the sums balance out; but this was not known for sure. Adrian informed governors that, by the time he reported to Resources Committee after Easter, he hoped to have the Start Budget formalised. The Vice Chair commented that it might be helpful to strip out the Sewell money from the Budget. Adrian Fletcher advised that he would send out another version of the document to governors. Adrian Fletcher summarised that the main message was that the school did not have any major funding problems looming. Governors were pointed to page 2 of the document which revealed the impact on teaching staff costs by the NI increase over the next 3 years, as discussed earlier. The Headteacher questioned why the school was in a better position than most. Adrian responded that the PFI money made a big difference as well as not having to pay the envisage gas bill and the maintenance work that Sewell undertook. Governors recognised that other non-PFI funded schools faced many financial problems, particularly if the school buildings were old. The Headteacher referred to her tabled document entitled '2015-16 Budget Planning against school improvement priorities (26.3.15)'. Governors were informed that careful thought was needed about how to use Pupil Premium (PP) money and how to report on the impact of its spend. A breakdown was needed on it strand by strand. The Headteacher confirmed that measuring impact had to be done but was hard when it focused on emotional development and support. Governors were informed that this budget was based on retaining 6 classes plus the intervention teachers. The Headteacher advised that another option was to have one form entry from September, so there would be 7 class teachers and extra PPA time would be needed. If that option was taken, which was achievable within the budget, that would mean that all the intervention teachers would be lost. The Headteacher reported that research indicated that small class sizes do not contribute to accelerated learning but that this was not something that she necessarily agreed with in her experience. Funding small class sizes would use up the PP money and so the school would need to carefully consider the most beneficial way of working and how to present the evidence for it. Hence the Headteacher was considering keeping the 6 classes for the moment.	**Action**

Governors posed a number of questions to the Headteacher:

Q: in the future, would the school have to move to 7 classes?
A: yes, but not at present.

Q: was there capacity, higher up the school, for 30 pupils per year?
A: yes. The school would move to 7 classes probably when there was an average of 25 pupils per year. Currently there were some smaller classes of under 20 pupils, but other were nearer 30.

The Headteacher invited governors to respond further to this issue and the following points were raised:

- If pupils moved from small classes into bigger classes, some pupils might find this hard
- Although Y6 have been in a small class for the last few years and end of Key Stage 2 results have been good, progress data in school doesn't always show that pupils do better in small classes
- The quality of teaching made a difference to progress rates
- The school could continue to manage as it was and to buy in support that was needed
- If there were more classes, then TAs would be spread more widely
- As funding built up over time, the extra class could be added later and the intervention staff therefore remained.

In response to this, the Headteacher advised that it might be better to start with more classes of c.25 pupils that were not full as this gave spare capacity. Governors were reminded of the York Central new housing zone but that this would not impact until the next academic year (2015-16).

A governor asked whether there had been any progress on the Universal Free School Meals (UFSM) issue. The Headteacher replied no, and that the school still had to encourage parents to apply for it. Adrian Fletcher added that FSM figures were reducing, as in most schools, and PP numbers would decrease too. This was a national problem.

The Headteacher advised that there might be another impact on the budget: one special needs statemented pupil was considering whether to attend this school or Poppleton Road. Should the pupil come to St Barnabas, then the school would have to fund the first 15 hours (3 days) of support, and receive top-up funding for the remaining hours. The pupil would be a September start but there would be supported transition during the summer term. Adrian Fletcher had taken this into consideration in the budget.

Looking at TA time, the Headteacher informed governors that this would remain as it was now. However should pupil numbers rise, then Foundation Stage would need more TA time for language support for pupils. Governors were informed that TA costs would remain much the same but teaching staff costs would increase.

Resources costs on the Start Budget were noted by governors. There had been a lot of investment in recent years due to the new National Curriculum, and therefore anticipated costs were minimal.

The Headteacher reported that the school needed to spend money on the outdoor area as it would not be suitable for a total of 54 children once the 30 new pupils started in Foundation Stage. Currently a quote was being gathered for a c.£2,000 extension to the outdoor area. Governors were reminded that this would be the only big capital expense apart from equipment for the new classroom; although it had been thought that Sewell would pay for some of the resources, this was not the case. The Headteacher reported that there would be a demonstration on the new style projector after Easter.

The Vice Chair concluded that the Start Budget proposals would be discussed further at Resources Committee after Easter and governors were invited to feed through any further thoughts to the Headteacher, who was thanked for her report.

(Adrian Fletcher left the meeting at 7:40pm)

Action

6. **Governance Matters**

6.1) Strategic Governor Training

Anne Williamson reported that she and Brian Lennon had attended governor training about improving the quality of teaching and learning via observation.

6.2) Link Governor Visits

No Link Governor visits were reported.

6.3) Governor Vacancies

Governors were informed that Brian Lennon's term of office had ended on the 16th March and that a call went

	out to parents for a governor representative. However Brian Lennon was the only parent to put himself forward and was re-elected on 23rd March. Governors were reminded that Keith Myers had left the governing body and thanks had been passed on to him for his work. The Vice Chair reminded governors that, at the next FGB meeting, they would reconstitute. The Steering Group would be working through the roles and relevant skills and would present their ideas for discussion and agreement.	FGB Agenda
7.	**Chair's Report** The Vice Chair reported the school would be holding a governors' afternoon on 23rd April. All governors were encouraged to attend as previously these had been memorable occasions. The Headteacher added that she would send out an email with further details about age groups etc. so that it was all timetabled; lunch was included.	Action
8.	**Committee Matters** ***8.1) Resources Committee*** a) **Minutes from the meeting held on 12th February 2015** *(previously distributed)* Governors received the minutes from the meeting for information. The Vice Chair reported that the budget income and expenditure had been discussed in detail; and some initial discussions had taken place about the proposals for the Start Budget 2015-16. In response to a question as to whether the issue over the playgroup letting had been resolved, the Headteacher responded that this was still to do. ***8.2) Teaching & Learning Committee, incl. Mission Statement*** a) **Minutes from the meeting held on 3rd March 2015** *(previously distributed)* Governors received the minutes from the meeting for information. **b) Mission Statement** The Headteacher reported that she had incorporated the feedback received and had also looked at other schools' statements including those that were 'Rights Respecting Schools' and therefore incorporated details from the UN's Convention of the Rights of the Child (CRC). In the end, the Headteacher had used what had been put in the document to the Diocese and added the word 'educate' to that. A series of aims had been added to clarify it. Governors discussed the Mission Statement and agreed that the words "to acquire relevant skills and knowledge (CRC Article 28)" were not quite right. It was suggested that this could be changed to "to prepare to fit them for their future". ▪ Governors unanimously agreed to adopt the Mission Statement, subject to the change discussed. The Headteacher confirmed that this statement would be included in all school policies to sum up the school. ***8.3) Steering Group Report*** *(verbal)* The Vice Chair reported that the Steering Group had met a few weeks previously and that the items discussed had all been part of this meeting's agenda. Another governor confirmed that they had discussed the ending of Brian's term of office and the parent governor election as well as the kitchen and FSM. In response to a question, the Headteacher confirmed that, once the Governing Body reconstituted at the May meeting, that there would be only one LA governor and that the Chair, Mike Grant, would take this position.	
9.	**Policy Review** ***9.1) Behaviour Policy*** *(previously distributed)* This policy had been agreed at Teaching and Learning Committee. ▪ Governors received and unanimously approved the above policy. ***9.2) Anti-bullying Policy*** *(previously distributed)* This policy had been agreed at Teaching and Learning Committee. ▪ The above policy was unanimously approved by governors. ***9.3) Supporting Pupils with Medical Needs Policy*** *(previously distributed)* This policy had been agreed at Teaching and Learning Committee. ▪ Governors received and unanimously approved the above policy. ***9.4) Keeping Children Safe in Education*** *(verbal)* The Headteacher reported an update to governors about the above policy which referred to the disqualification of people working with children, particularly in Early Years. The policy also covered those working in schools who live with an individual with a conviction, and a signed declaration was required from those staff members.	

	The Headteacher confirmed that this was applicable to individuals running after-school clubs and the self-employed; and that the school had to keep a record similar to the one for DBS checks. The Playgroup manager had to assure the school that checks had been done and to inform of any issues; the After-School Club had to do the same. The Headteacher confirmed that a check of staff against the updated disqualification guidance needed to be done as soon as possible. In response to a governor's question as to whether this policy could be applied retrospectively, the Headteacher confirmed that this was the case for previous relevant convictions. There was still some uncertainty over the fine detail of the policy and the Headteacher was due to attend some training so that checks could be put in place within the next few weeks. In response to other governors' questions, the Headteacher confirmed that: - The policy included midday supervisors - The policy was originally aimed at Early Years settings, but had subsequently been widened - It was unclear as to the precise definition of 'living together' - Sewell staff did not come under this policy as they did not work directly with EY pupils; whilst they were on the premises they had no direct caring responsibility for the children. * Governors received and unanimously approved the above policy.	Action
10.	**Correspondence** The Vice Chair reported that correspondence had been received regarding the titles of the land on which the school was built. This was linked to releasing money from the sale of the old school building and, as the rights to these had previously been assigned to the LA, the Headteacher had forwarded this documentation to the LA.	
11.	**Any Other Business** None.	
12.	**Confidentiality** None.	
13.	**Date and time of next meeting** Thursday 21st May 2015 Thursday 9th July 2015	

The meeting closed at 8.04pm

Michael Grant – Chair

21/05/15
Date

ST BARNABAS' C.E. PRIMARY SCHOOL

Action Plan following the Meeting of the Full Governing Body held on 26th March 2015

	Action	Item Reference	Person	Date
1.	From the Annual Health Check consider: introducing a buddy mentoring system for new Governors; an annual assessment of the GB's progress; a fuller annual end of year report to parents (with data).	3	Chair Headteacher	21st May
2.	Adrian Fletcher to present another Start Budget with the PFI funding stripped out	5	Finance Support Officer	21st May
3.	Governors to send any further thoughts on the Start Budget to the Headteacher	5	Governors	March-April
4.	Governors to attend the governor afternoon on 23rd April; and Headteacher to provide further details	7	Governors Headteacher	23rd April
5.	A check of staff against the new disqualification guidance (Keeping Children Safe in Education Policy)	9.4	Headteacher	ASAP

Items for future agendas:

- Governing Body Reconstitution
- Transforming School Improvement in York – update on limited company progress

Resources Committee – to discuss the new Start Budget