



ST BARNABAS' C.E. PRIMARY SCHOOL

Minutes of the meeting of the Full Governing Body

Held at the school on Wednesday 9th December 2015 at 6.30pm

Present: Karen Boardman (Headteacher) Brian Lennon
 Michael Backhouse Kate Mackay-Roberts
 Joyanne Ball Andrea Mann
 Martin Cumming Anne Williamson
 Mike Grant (Chair) Amanda Wilson

In Attendance: Sarah Jackson (Clerk)

	Welcome Prayer The meeting was opened with a prayer led by Amanda Wilson.	Action																																							
1.	Apologies for absence, consents and declarations of interest The Chair led the meeting. Apologies for absence were received from Ursula Simpson. There was one declaration of interest from the Clerk re Item 7, Services to Schools.																																								
2.	Minutes of the meeting held on 28th September 2015 (previously distributed) The minutes were agreed as a true and accurate record of the meeting and were signed by the Chair.																																								
3.	<p>Matters Arising and Action Plan</p> <p>With reference to the Action Plan:</p> <table border="1"> <tr> <td>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).</td> <td>To carry forward</td> <td>Action</td> </tr> <tr> <td>Consider reinstating the governor meetings to look at pupils' books etc</td> <td>Completed. See Item 6.3 re Monitoring Mornings.</td> <td></td> </tr> <tr> <td>Headteacher to remind parents again of the school gate opening times</td> <td>Completed</td> <td></td> </tr> <tr> <td>Governors to keep probing about KS1 progress and attainment</td> <td>Ongoing</td> <td>Action</td> </tr> <tr> <td>Ask School Council if fruit should be reinstated for KS2</td> <td>Completed. Fruit has been reinstated.</td> <td></td> </tr> <tr> <td>Governors to keep asking about Maths and Phonics outcomes in line with School Improvement Priorities</td> <td>Ongoing</td> <td>Action</td> </tr> <tr> <td>SIAMS Powerpoint presentation to be emailed out</td> <td>Completed</td> <td></td> </tr> <tr> <td>Chair to write to local companies re governor vacancies</td> <td>Partially completed: draft letter has been prepared</td> <td>Action</td> </tr> <tr> <td>Chair to inform Debra Wilcox in Governance Service of specific skills needs to fill vacancies</td> <td>Completed</td> <td></td> </tr> <tr> <td>Diagram of what a Charitable Trust looks like emailed out to governors</td> <td>Completed</td> <td></td> </tr> <tr> <td>Should it be needed, arrange an additional meeting re the academy/partnership issue</td> <td>Completed</td> <td></td> </tr> <tr> <td>Chair to report back from West Cluster partnership sub-committee meeting</td> <td>Completed. See later Item 6.2</td> <td></td> </tr> <tr> <td>Clerk to email out contact details to all governors</td> <td>To carry forward</td> <td>Action</td> </tr> </table> <p>Matters Arising: None.</p>	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	Action	Consider reinstating the governor meetings to look at pupils' books etc	Completed. See Item 6.3 re Monitoring Mornings.		Headteacher to remind parents again of the school gate opening times	Completed		Governors to keep probing about KS1 progress and attainment	Ongoing	Action	Ask School Council if fruit should be reinstated for KS2	Completed. Fruit has been reinstated.		Governors to keep asking about Maths and Phonics outcomes in line with School Improvement Priorities	Ongoing	Action	SIAMS Powerpoint presentation to be emailed out	Completed		Chair to write to local companies re governor vacancies	Partially completed: draft letter has been prepared	Action	Chair to inform Debra Wilcox in Governance Service of specific skills needs to fill vacancies	Completed		Diagram of what a Charitable Trust looks like emailed out to governors	Completed		Should it be needed, arrange an additional meeting re the academy/partnership issue	Completed		Chair to report back from West Cluster partnership sub-committee meeting	Completed. See later Item 6.2		Clerk to email out contact details to all governors	To carry forward	Action	
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	Action																																							
Consider reinstating the governor meetings to look at pupils' books etc	Completed. See Item 6.3 re Monitoring Mornings.																																								
Headteacher to remind parents again of the school gate opening times	Completed																																								
Governors to keep probing about KS1 progress and attainment	Ongoing	Action																																							
Ask School Council if fruit should be reinstated for KS2	Completed. Fruit has been reinstated.																																								
Governors to keep asking about Maths and Phonics outcomes in line with School Improvement Priorities	Ongoing	Action																																							
SIAMS Powerpoint presentation to be emailed out	Completed																																								
Chair to write to local companies re governor vacancies	Partially completed: draft letter has been prepared	Action																																							
Chair to inform Debra Wilcox in Governance Service of specific skills needs to fill vacancies	Completed																																								
Diagram of what a Charitable Trust looks like emailed out to governors	Completed																																								
Should it be needed, arrange an additional meeting re the academy/partnership issue	Completed																																								
Chair to report back from West Cluster partnership sub-committee meeting	Completed. See later Item 6.2																																								
Clerk to email out contact details to all governors	To carry forward	Action																																							

4. Headteacher's Report (previously distributed)

4.1) School Improvement Plan 2015-16

The Headteacher's report had been read by governors, and the following was highlighted:

1. *Staffing*

A new member of office staff had been appointed: Mrs Eleanor Sanderson.

2. *Staff development*

A lot of training, tailored to specific staff priorities, had taken place since the last FGB including: phonics, writing, grammar and mental health. Great progress had been made in maths training, which TAs had also attended.

4. *Context*

The Headteacher explained that the school had lost a few children though there were no other major changes to report. The Headteacher had created a new column for non-statemented children with more complex needs, entitled 'My Support Plans'. Both pupils were in Y3, with one receiving full-time support at Danesgate but remaining on the school's roll.

Attendance was reported to be slightly below average and meetings were ongoing with parents of persistent absentees. The excluded child was identified as being the one now at Danesgate.

There had been an increase in the number of pupils on the Child Protection register; which required considerably more time. As Lorraine Blows, the Children's Champion, was needed to give high levels of support in class to the Year 6 class, the Headteacher was dealing with the majority of these cases.

6. *Progress Towards School Improvement Priorities*

6.1 *Outcomes for pupils*

Reception On Entry. The school had been trialling the new baseline assessment that would become statutory from next September. In total, 72% of schools had used the new 'Early Excellence' baseline which provided a valuable bank of information about the characteristics of learning. The baseline assessed children against a number of indicators including well-being and involvement, and required children to be at a certain point on the scale before being assessed.

No children had been classified as 'above typical' for the overall level of development, while Ofsted expected most 'below typical' pupils to catch up by the end of EYFS or KS1. 44% children were assessed at typical overall levels of development which is fairly similar to the usual school picture. Ofsted would use this data from next September to assess progress from starting school to the end of school (replacing the two measures progress). The school now had more children 'below typical' in certain areas including motivation and language.

In response to a question as to how this might be moderated, the Headteacher explained that this was, as yet, unknown; though Early Excellence would provide some moderation training.

Rest of school. The school had trialled different approaches to assessing without levels and would start on a new system from September. Governors were referred to the table on page 3 of the Headteacher's report. The first column showed whether pupils were secure or not; it was noted that National ARE (Age-Related Expectations) no longer exist against levels. The Headteacher advised that the Y6 data was of concern, and had talked this through with Doug Lowes the York Challenge Partner. Many of these pupils had major retention issues but were making progress; the issue was being able to show this.

In response to a governor's question re the impact of classmates on the 2-3 Y6 pupils who were working at the expected level, the Headteacher advised that this was a mixed Y5/6 class with a good group of pupils working at the higher level. In response to another question, the Headteacher was unsure as to why the table showed that more Y6s were undertaking Maths than Reading and Writing. It was highlighted to governors that Y3 Maths was a particular area for concern; and would be looked at again in January when the next data came in. Governors also learnt that the previous Y6 expectation was now the Y4 expectation and hence there had been a big rise in expected standards. Governors agreed that this new system was clearer to understand.

6.2 *Teaching, Learning and Assessment*

The school was focused on work to improve outcomes in Early Years, Phonics and Writing. This should be reflected in January's data. Governors asked a number of questions:

Q: Do you report targets to parents?

A: No; but we do give indications about how secure pupils are within their year group objectives. I will be holding a meeting about this.

Q: Does the data take mobility into account? I.e. if 5 pupils leave and 5 arrive, and they are different?

A: The data shows the children we have in school at the time the data is prepared. The new EAL pupils are therefore not in the baseline for Reading and Writing.

Q: So how do we account for their progress?

A: We know who the children are and take it into account. In next year's RoL you can remove some children from the data if they haven't been in the UK for long.

Securing the highest possible outcomes at end KS2 2016 (page 5 of Headteacher's report)

The Headteacher advised that the low parental engagement was a challenge.

6.3 Leadership, incl. curriculum and SMSC

The school's Global Learning launch had been excellent as had the Diversity Week. The latter, plus the school's birthday celebrations and re-dedication, had supported the development of British Values, part of the Ofsted agenda.

There were no further questions on the Headteacher's report.

4.2) Standards & Achievement incl. RAISEOnline

From the supporting document entitled 'Inspection Dashboard', the Headteacher highlighted the following:

- The data related to 2014. A second version of RAISEOnline (RoL) was due in January, so the data shown for 2015 was presently unvalidated.
- The full RoL document was still available for those who wished to consult it, with specific pages marked for governors' attention.
- On page 1, attention was drawn to the green box: Key Stage 2 (KS2) outcomes were generally very positive. 'Disadvantaged' pupils referred to Free School Meals (FSM) and Pupil Premium (PP).
- National Floor Standards had been met: over 65% at Level 4+ for Reading, Writing and Maths combined.
- A consistent weakness was identified as Key Stage 1 (KS1); with lower attainment in boys.
- Page 2, KS2 'Reading expected progress' table for all pupils. This indicated progress first rather than attainment. The school reported that, with the exception of L2 in 2014, progress was above the national average. 'More than expected progress' was reported mostly in L2s.
- The white line in the right-hand box represented an average; the desired objective was for the line to protrude to the right. Disadvantaged children were 12% better in Reading than non-disadvantaged children in this school: though the Headteacher sounded a note of caution that these figures could reflect only a small number of pupils.
- Page 5, presented an alternative way of showing progress. The desired objective was for the bottom figure to be 100 or more. The dot indicated the school's present position. A governor pointed out that these graphs showed that some children were not making sufficient progress.
- Page 7 KS2 Average Point Score (APS). This showed the APS attainment for L4s and L5s. The pink line, the national average, revealed that boys' Writing at KS2 was low; and also low for SEN pupils in Writing in 2015.
- Page 8 KS1 APS. Attainment here had been below the national average for 3 years; this could be interpreted as a significant trend and was therefore a high priority. The pattern applied to both boys and girls, particularly in Writing; with girls being below boys in Mathematics.
- The data in the right-hand side table skewed towards the left, which indicated that disadvantaged children were not making the same progress as the non-disadvantaged.

In response to a question re KS1 and the impact on Y6 outcomes, the Headteacher explained that where low, it would be expected for the KS1 gap to close by the end of KS2.

A governor queried what the issue was at KS1, given that the school showed a decreasing trend in KS2 a few years ago. The Headteacher responded that it could partly be explained by a low level at entry, but that progress could be shown throughout FS and KS1. In response to another query, the Headteacher confirmed that the school did not have dissimilar results to some other primaries in the West Cluster, though some schools in the cluster performed slightly better despite having the same number of disadvantaged pupils. The Headteacher confirmed that measures implemented to address this were outlined in her report.

The Headteacher stated that the remainder of the RoL document was relatively self-explanatory and just referred governors to the following:

- Page 10 Phonics. The Headteacher reported that a changed approach had been implemented and the outcome of more rigorous tracking and support by Martin Cumming was expected to become visible after Christmas. 2015 data was reported to be an improvement over the previous year.

	<ul style="list-style-type: none"> Page 12 Context in 2015. Last year's Y5 were below average nationally at KS1. This cohort had a higher proportion of SEN and FSM pupils last year. <p>In response to the Chair's query about the term 'stability', the Headteacher advised that this referred to non-movement of pupils and the school's stability was acceptable. Governors were encouraged to ask if they wished to see additional RoL data.</p>	
	<p>4.3) Target Setting Governors were referred to the 'Target setting Y6' document for 2016. It was explained that pupils would be assessed against the headings shown; the 'expected standard' was the most important. The Headteacher explained that, in Maths and Reading, the data only had to show how many pupils reached the 'expected standard'. For Writing, the school had to report on additional indicators.</p> <p>The shaded boxes indicated an approximate 2 levels progress although this measure was changing. The Headteacher advised that it was currently unclear as to exactly what the progress measure would be. Pupils would get their KS2 results and be put into a group to analyse their progress against an average of the same pupils in KS1. Of the targets shown, there were concerns over attainment in Writing; particularly in spelling as this was a significant challenge for those with dyslexia.</p> <p>Governors were referred to a tabled document entitled 'Target Setting v Actual Data'. The Headteacher pointed out that the KS1 cohort was more able than the current KS2 cohort had been. However there were still issues with Writing and pupils had to achieve well in spelling and grammar. Early Years Foundation Stage (EYFS) 'Good Level of Development' data was strong; as were Y1 phonics and the Y2 phonics recheck. Governors were reminded that, as each school now had a different assessment system, then what was evidenced in pupils' books was of far more significance in evidencing progress. 2016 was the last year of the EYFS profile as the new baseline would replace it.</p>	
	<p>4.4) PP report and PE grant The previously distributed Pupil Premium Grant report underlined what had been said previously regarding RoL data. In response to a question, the Headteacher confirmed that fewer pupils were eligible for the PP offer (45 down to 40). This may be due to parents not registering for Free School Meals, however, there had been good sign up from Reception parents in September.</p> <p>The PE Grant report would be tabled for the next meeting.</p>	Agenda
5.	<p>Governance Matters</p> <p>5.1) Strategic Governor Training Anne Williamson had undertaken two courses: Understanding Performance Related Pay; and The Critical Friend. The Headteacher added that the course helped Anne to ask some perceptive questions at Pay Committee.</p> <p>5.2) Link Governor Visits Three governors had undertaken visits but not yet written up their reports: Joyanne (English Link); Anne (SEN); and Mike (H&S).</p> <p>5.3) Schedule of Business This had been updated for communications purposes.</p>	Action
6.	<p>Chair's Report</p> <p>6.1 Partnering/Academies question (previously distributed) The Chair reported that he had attended several meetings about this. The principle issue was that the school could not consider becoming part of a Multi Academy Trust (MAT) unless this was headed by a Church School; forming an academy was therefore out of the question.</p> <p>An alternative option was a federated partnership, with the West Cluster schools, for example; though the idea was as yet un-formulated and its practicality unclear. It was conceded that there may be a limited financial advantage to federated partnerships or trusts, in that charitable trusts could apply for grants. Conversely, there would be significant legal fees entailed in setting it up.</p> <p>In response to a question, the Chair advised that a federation was not required to have an Executive Head. The Chair then questioned the principle of federated schools offering mutual support and joint purchasing power when such options were available to the school already. There was also concern that a small C of E primary school could potentially be swamped within a secondary ethos.</p> <p>The Chair also put forward his personal opinion that the school would be entering into a partnership for the sake of it, and that it would be better to remain independent for the time being. The Chair requested governors' thoughts.</p>	

	<p>Q: Have there been any further meetings with the cluster since the one at York High? A: No. Most other schools seem to be of the same opinion as us.</p> <p>Q: Are there other church schools locally that we could potentially work with in the future? A: A partnership with other schools in the West Cluster wouldn't enhance our church school ethos as none of the others are church schools.</p> <p>The Chair confirmed that by the time of the next West Cluster meeting, all schools would have consulted their Governing Bodies regarding their intentions. The Headteacher expressed a wish not to forfeit closeness within the cluster as there was no reason to change this; there was also the question of the availability of cluster funding to improve outcomes.</p> <p>To conclude, the Chair requested confirmation that the school did not intend to enter into formal arrangements with the West Cluster schools; to which the Governors unanimously agreed.</p> <p>6.2 Cluster feedback See above.</p> <p>6.3 Steering Group Report A Steering Group meeting had not taken place. Governors had been sent a proposed list of dates; this showed that Steering Group meetings would take place two weeks prior to the FGB meetings.</p> <p>The document detailed plans for Monitoring Mornings (instead of the Monitoring Afternoons last year).</p> <p>Phased Link Meetings would be attended by Anne Williamson and Brian Lennon for Key Stage 1; and Amanda Wilson and Joyanne Ball for Key Stage 2.</p>	
7.	<p><u>Services to Schools</u> A document was tabled to governors. The Headteacher explained that the LA offered a range of services which schools could buy into as they chose. Those highlighted green referred to statutory services; and those marked with a tick had been purchased. There was potential to buy out of a big service, HR for example, but the deadline had passed for this year. All prices were noted to have risen between 6-8%.</p> <p>The Headteacher responded affirmatively to the Chair's question that the services had been satisfactory. A proposal was made that the school might employ a one-day per week Bursar and half day Business Manager. Adrian Fletcher currently combined these roles which could, in future, be split between two people.</p> <p>The Clerk left the room for a short period; on her return the Clerk learnt that the school would continue to buy into the clerking services from the Governance Service.</p>	
8.	<p><u>Committees</u></p> <p>8.1) Resources Committee</p> <p>a) Minutes from 19th November 2015 (previously distributed) Governors had read the previous minutes and, in response to a question, the Headteacher advised that the FSM incentive was a £20 voucher.</p> <p>b) Terms of Reference (previously distributed) The Committee Chair, Michael Backhouse, explained that these were recommended and endorsed by the Committee. Governors unanimously approved the Terms of Reference</p> <p>c) Revised Budget (previously distributed) Michael confirmed that the reason for the changes to the Revised Budget were shown in the minutes; and that the Committee was not overly concerned by the expected lower carry forward at the end of the academic year (down from £39,971 to £26,940).</p> <p>In response to a governor's question, it was explained that the amount of SEN funding was dependent on the band into which the child had been put.</p> <p>The Revised Budget had been approved and signed off as required.</p> <p>d) SFVS (for January) Michael informed governors that Adrian Fletcher had emailed out the previous year's version for governors to examine. The current SFVS would then come through to the next FGB on 27th January for final approval.</p> <p>8.2) Pay Committee</p>	<p>FGB Agenda</p>

	<p>The Chair reported that the Pay Committee had met and that its recommendations were unanimously agreed.</p> <p>8.3) Teaching and Learning a) Minutes from 20th October 2015 (previously distributed) Governors had read the minutes and there were no comments or questions.</p> <p>b) Terms of Reference (previously distributed) Governors unanimously approved the Terms of Reference.</p>	
9.	<p>Policy Review 9.1) Budget Management Policy 2015 (previously distributed) Michael Backhouse confirmed that there were no changes to this policy: it was largely based on LA precedence and was a renewal of an existing policy. It explained how budgets were managed.</p> <ul style="list-style-type: none"> ▪ The Budget Management Policy was unanimously approved by governors. <p>9.2) Admissions Policy (previously distributed) The Headteacher advised that governors needed to approve the admission numbers for September 2017. Governors discussed numbers and unanimously agreed on a figure of 30 pupils. The Headteacher would return the Admissions Policy to the LA.</p>	
10.	<p>Holiday Dates (previously distributed) Governors were referred to the list of holiday dates and the INSET days were highlighted. Governors agreed to the proposed holiday dates.</p>	
11.	<p>Correspondence None.</p>	
12.	<p>Any Other Business (previously distributed) The Headteacher advised that the newsletter had been distributed. Governors had seen the Ofsted report on the Out of School Club.</p>	
13.	<p>Confidentiality All that had been discussed was confidential to the meeting.</p>	
	<p>Date and time of next meeting Wednesday 27th January 2016</p>	

The meeting closed at 8.29pm


Michael Grant – Chair

27/1/2016
Date

ST BARNABAS' C.E. PRIMARY SCHOOL

**Action Plan following the Meeting of the Full Governing Body
held on Wednesday 9th December 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	Ongoing
2.	Governors to keep probing about KS1 progress and attainment	3	Governors	Ongoing
3.	Governors to keep asking about Maths and Phonics outcomes in line with School Improvement Priorities	3	Governors	Ongoing
4.	Chair to write to local companies re gov vacancies	3	Chair	Dec-Jan
5.	Clerk to email out contact details to all governors	3	Clerk	Jan
6.	Governors to complete reports on their Link Governor visits	5.2	Link Govs	Ongoing

Items for future agendas:

- . Second version of RoL data?
- . PE Grant report
- . Services to Schools (for approval in January)
- . SFVS
- . Academy status & the West Cluster sub-committee update
- . Transforming School Improvement in York

