



**ST BARNABAS' C.E. PRIMARY SCHOOL**

**Minutes of the meeting of the Full Governing Body**

**Held at the school on Thursday 9<sup>th</sup> July 2015 at 6.30pm**

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

**In Attendance:** Brenda Elliott (Deputy Headteacher)  
 Sarah Jackson (Clerk)

		Action												
	<b>Welcome Prayer</b> The meeting was opened with a prayer led by Amanda Wilson.													
1.	<b>Apologies for absence, consents and declarations of interest</b> The Vice Chair led the meeting. Apologies for absence were received from Mike Grant and Ursula Simpson. There were no declarations of interest.													
2.	<b>Minutes of the meeting held on 21<sup>st</sup> May 2015 (previously distributed)</b> The minutes were agreed as a true and accurate record of the meeting and were signed by the Vice Chair.													
3.	<p><b>Matters Arising and Action Plan</b></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 to the autumn term</td> </tr> <tr> <td>Adrian Fletcher to present another Start Budget with the PFI funding stripped out</td> <td>To carry forward: Michael Backhouse to discuss with Adrian Fletcher</td> </tr> <tr> <td>Consider reinstating the governor meetings to look at pupils' books etc</td> <td>To carry forward to the autumn term</td> </tr> <tr> <td>Governors to approach contacts to fill governor vacancies; Chair to prepare a letter</td> <td>On Agenda: Item 5.3</td> </tr> <tr> <td>Determine what is meant by the inclusion of governors' business interests on the school website</td> <td>On Agenda: Item 6.2</td> </tr> <tr> <td>Headteacher to remind parents again of the school gate opening times</td> <td>To carry forward to the autumn term</td> </tr> </table> <p><b>Matters Arising:</b> 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 to the autumn term	Adrian Fletcher to present another Start Budget with the PFI funding stripped out	To carry forward: Michael Backhouse to discuss with Adrian Fletcher	Consider reinstating the governor meetings to look at pupils' books etc	To carry forward to the autumn term	Governors to approach contacts to fill governor vacancies; Chair to prepare a letter	On Agenda: Item 5.3	Determine what is meant by the inclusion of governors' business interests on the school website	On Agenda: Item 6.2	Headteacher to remind parents again of the school gate opening times	To carry forward to the autumn term	
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4.	<p><b>Headteacher's Report (previously distributed)</b> A document entitled 'Target-setting v Actual Data' was tabled and governors were referred to this first. The Headteacher advised that KS2 results were very positive. Results were not so good at KS1; but were good at EYFS.</p> <p><b>KS2</b> The results had just arrived for the school; national data for this year would come later. The data referred to 18 children and the following was highlighted:</p> <ul style="list-style-type: none"> <li>figures for Reading, Writing and Maths were all above national figures (shown in brackets for 2014)</li> <li>all targets were at least met, and some were exceeded</li> <li>Pupil Premium children exceeded last year's results.</li> </ul>													

In Reading:

- all achieved a L4, including the SEN pupil
- results for L4B+ were above the national figure for last year
- the figures for 2 levels and 2 or more levels progress were 20% above average.

In Writing:

- L5 attainment was slightly below national figures
- 2+ levels progress was below national and would be looked at more closely
- Pupil Premium attainment was positive.

In Maths:

- all L4s were secure
- L5s were really high in comparison with national
- figures for more than 2 levels of progress were slightly up on last year and almost double the national figures
- 5 pupils attained L6 in Maths which was excellent; one child achieved 100% on a maths paper.

Governors were really pleased to hear these results. The Headteacher added that there would be a different picture next year but it would be an anomaly rather than symptomatic of a downward trend.

### KS1

The Headteacher reminded governors that this had been a low achieving cohort at the end of Foundation Stage. More work was needed to show the progress of these pupils throughout Key Stage 1.

In Reading:

- L2 attainment was below national figures
- L2B was more in line with national

In Writing:

- attainment had dropped and was low
- a high number of children achieved L1s and L2C
- there had been a school focus on writing throughout the year which included Cluster work. This latter work only began in March.

In Maths:

- attainment was better than in Writing, but was still below national figures.

Governors were informed that, for the first time this year, there were progress measures at KS1. This was the first cohort to be assessed under the Early Years profile. Out of the cohort of 15 pupils, 7 had achieved a Good Level of Development at the end of EYFS; 5 pupils had achieved a L2 in Reading and Maths, but not in Writing. Once the RAISEonline figures appeared later in the year, it would be interesting to compare this nationally.

The Headteacher confirmed that the school needed to secure progress as soon as the children started in school and there needed to be a better transition into KS1. There had been a lot of work with KS2 this year and the results reflected that.

In terms of the PP cohort, 3 pupils were SEN, 1 pupil was EAL and there was one new child. Fifty per cent had achieved a L2 but the school hoped for better results than that.

Governors were referred to the final, small table at the bottom of the document. This revealed that EYFS results were above national, as were PP results. However Y1 Phonics data was not so good, particularly as national figures had been increasing year on year, and therefore the gap was potentially widening. Phonics for the Y1 children who had not passed would be rechecked at the end of September. There had been a Phonics Y2 recheck and 4 PP children had not passed.

The Headteacher invited comments. The Vice Chair noted that KS1 continued to be an issue and had been for 3-4 years; therefore there was no opportunity to relax until this situation changed. It was important to internally understand the reasons for this, and to be able to explain it externally. Another governor commented that it would be interesting to see the rest of the cluster's results. The Headteacher advised that Early Years results were increasing, so the pattern after this year should be for a resultant increase in KS1 results.

In response to another question, the Headteacher advised that the Y2 cohort only comprised 5 girls which was a challenge as the boys generally needed more motivation to write at length. Staff had tried different initiatives

e.g. a focus on using a certain number of connectives. A further question was raised about whether the measure on entry was a standard one; the Headteacher replied that it would only be standard once national benchmarking was introduced in 2016.

It was agreed that governors would keep asking about KS1 and probing into it.

Governors were referred to the previously distributed Headteacher's written report and the following was highlighted.

Action

#### 1. Staffing

Mrs Bruce had now returned to work on a reduced timetable.

#### 2. Staff Development

Internal and external training had taken place as detailed in the report. This included work with the Pathfinder TSA who now provided CPD in York.

#### 3. Visitors to School

There had been lots of visitors as shown in the report.

#### 4. Context

Pupil numbers was now at 141 and attendance was about average. Due to house moves, a few more pupils would be leaving at the end of term. This year more pupils had left than enrolled at the school.

There had been little change to Child Protection since last time. Andy Barthow would not be remaining as the Youth Worker at Church and so other options were being discussed.

#### 5. Progress Toward School Improvement Priorities

Staff were progressing well with the new assessing without levels and there should be a finalisation of data shortly.

#### 6.1 Achievement

[See above for the verbal report given on the tabled data.]

#### 6.2 Teaching and Learning

Lesson observations had been undertaken recently and teaching was secure in school with plenty of outstanding elements. There was a clearer understanding of the distinction between good and outstanding lessons, with the latter comprising engagement, responsibility for learning and exploration. The Headteacher advised that staff needed a bit more coaching to achieve more outstanding teaching.

#### 6.3 Leadership

There had been a strong focus in KS2 on the world of work and the school had been involved in an Aviva module as part of the Children's University activities. In addition, Brenda advised governors that the children had applied for 'jobs' to organise the book fair; and 2 pupils had performed on the RSA stage.

There had been lots of sports activities including Bikeability and body percussion.

#### Development of leadership

Subject Leader reports were included in the latest T&L Committee Minutes. A few teachers were involved in delivering the Pathfinder TSA offer to York schools. Paired lesson observations with the Headteacher would be happening to support development.

#### SMSC

Y6 pupils were working hard towards their Archbishop of York Young Leader's Award; and were getting more involved with supporting the Friends of Leeman Road volunteers. Pupils had been involved in community activities including weeding and litter picking.

#### 6. Partnerships with parents

Nearly all the transition sessions with parents and new starters had now taken place.

#### 9. Premises/H&S/Sewell

The extension was progressing well and various decisions had been made. Internal work would be undertaken over the school holidays. The Site Managers had spent a long time explaining the work to the pupils.

#### Other points

Brenda advised governors that a St Barnabas pupil had won the Y3 Spelling Bee for the whole cluster. A Y4 girl was runner up for the cluster.

	<p>The Headteacher advised governors that, next year, classes would have names rather than numbers based on the characteristics of different inspirational people that the classes would learn about: Ellie Simmons, Malala Yousafzai, Thomas Edison, Martin Luther King, William Shakespeare and Elizabeth Garrett Anderson.</p>	
5.	<p><b>Governance Matters</b>  <b>5.1) Strategic Governor Training</b>  Governors had not attended any training sessions.</p> <p><b>5.2) Link Governor Visits</b>  There had not been any recent Link Governor visits.</p> <p><b>5.3) Governor Vacancies: update</b>  This had not been discussed at the recent Steering Group meeting; but would be next time.</p> <p><b>5.4) Committee Membership (previously distributed)</b>  It was confirmed that the governing body was smaller now. The Vice Chair asked if any governors wished to change committees, and no-one desired this. Governors discussed the fact that, overall, membership was not quite balanced between the committees; however it was balanced if staff were taken out of the equation. Michael Backhouse offered to sit on the Headteacher's Appraisal Committee and this was approved.</p>	Action
6.	<p><b>Chair's Report</b>  <b>6.1 Academies question</b>  Joyanne and the Headteacher had attended the recent meeting about academies. The Headteacher advised that the LA led the meeting and lots of information had been provided about the different types of models available e.g. federations, learning trusts, umbrella organisations etc. There was an opportunity to ask questions and the key message was: think about your driver for this, do not act because you are feeling left behind. Joyanne added that, nationally, up to 75% of secondary schools were now academies; however only 2 secondaries in York had converted, so the locality was not representative of the national picture.</p> <p>The following points were made during the governors' discussion:</p> <ul style="list-style-type: none"> <li>• A conscious decision needed to be made about academy status; the issue should not be ignored.</li> <li>• It would be preferable to choose which schools to link with, rather than to be pushed into it.</li> <li>• Other schools were saying that York was a forerunner in the resistance to conversion.</li> <li>• Previously the main driver for schools had been financial but this incentive had stopped.</li> <li>• If schools formed a Multi Academy Trust (MAT), then certain LA roles had to be taken on by the schools.</li> <li>• With a MAT, it was harder for schools to retain independence.</li> <li>• Maxine Squires advised that economies of scale could only be achieved with a large number of schools working together.</li> <li>• Schools were currently working together in the cluster with a plan; there may be a greater commitment if the cluster schools were in a MAT.</li> <li>• Previously St Barnabas felt that what was being achieved was done without the need to be tied together legally with others.</li> <li>• It takes 7 years to extract from this process once the conversion has happened.</li> <li>• The school would first need to articulate why it wanted to convert, before going down that route.</li> <li>• In the cluster, schools needed to get to the point where economies of scale were being made across schools – currently there was no such agreement.</li> <li>• One school employing and billing other schools was a fair 'pay as you go' approach which might not work so well in a MAT.</li> <li>• At some point schools would need to work together to achieve economies of scale.</li> <li>• A cluster Headteachers' meeting might be needed in the future.</li> </ul> <p>The Headteacher concluded that York schools were fortunate in that the LA still wanted to engage in a dialogue and help schools to make the best choices. Any governor questions could be passed to the Headteacher to be forwarded on to Maxine Squires.</p> <p><b>6.2 Clarification of business interests information for school website</b>  The Clerk explained that this related to pecuniary interests that could conflict with governors' decision-making activities. This mostly related to the self-employed, but also to those with shareholdings in relevant businesses e.g. play equipment. The Vice Chair reiterated that it was only those business interests that might have a bearing on the school that needed to be declared.</p>	
7.	<p><b>Committee Matters</b></p>	

### **7.1) Steering Group Report including:**

#### **a) Incentivising FSM uptake**

The Vice Chair reported that governors had discussed this previously. There was no reason why the take-up of FSM could not be incentivised; hence the Steering Group were trying to establish how this might work e.g. by offering supermarket vouchers to help with school uniform purchase costs.

The Headteacher advised that there were two difficulties with this idea: i) the Tesco uniform website would not accept gift cards/vouchers; ii) the school did not have a credit card and gift cards/vouchers could not be purchased by invoicing. The following discussion points were made:

- Non-logo items and PE kits, trainers etc could be purchased instead.
- Completed forms could be put into a hat and the winner has a uniform purchased for them.
- Everyone who was eligible should be part of this incentive.
- The Bursar had confirmed that £1,600 was not an acceptable amount for the Headteacher or another governor to be reimbursed for.
- The Bursar was trying to get a school credit card.
- The incentive offer has been included in the school prospectus and therefore this needed to be organised.
- Invoices were really required for a paper trail and the Bursar had spent a lot of time looking into this.

It was concluded that a solution would be pursued.

#### **b) Admissions**

The Headteacher reported that there would be 34 pupils entering into Reception, which was 4 more than the admission number previously set. The LA had requested for 3 further children to enrol; 1 of which had a sibling currently in school. The school had advised that it was full, and that pupils could go on a waiting list. Clifton Green would be the alternate school offered. If parents appealed, the panel could tell St Barnabas to take the additional pupils as there was the physical space for them.

The Headteacher added that, as the school was likely to have to take these additional pupils anyway, should the school agree to it now in order to prepare for them. However this would have an impact as the larger number progressed through school. On the other hand, 4-5 pupils would be leaving at the end of the summer term. For now, the Steering Group had advised that the school was full. Governors were invited to ask questions:

Q: How soon would we hear from the panel?

A: I don't know.

Q: What would the impact be?

A: In all likelihood, one extra child in each class.

Q: I'm concerned that there would be a big mix of 20 Y1s with 7 FS pupils who cannot read and write. How will the teaching of two sets of children actually work? Someone, somewhere, might not get the attention they need.

A: There are plans in place for that. Increasing by 7-8 pupils will not make a lot of difference.

Q: If more children left, would they be replaced up to the figure of 34 that we have now; or would it drop back to 30 again?

A: That is up to the governors.

Q: When does the limit on a maximum of 30 pupils in a class end?

A: Up to the end of Y2; i.e. on leaving KS1.

Q: Are any of these potential additional admissions SEN pupils?

A: No.

Q: Are most of these 34 admissions from Playschool?

A: Yes, most of them.

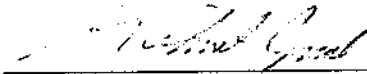
The Headteacher asked governors whether, if pupils leave school, admission figures should return to 30 or go up to 34? Governors responded with the following points:

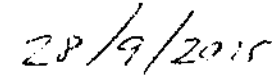
- We have a ceiling at 34, so that should remain.
- It depends on circumstances at the time.
- Staff need to get to know the agreed starters to see what their specific needs are first.
- The school has the right, during the year, to decline additional pupils based on the needs identified in

	<p>the new starters.</p> <ul style="list-style-type: none"> <li>It was likely that the LA requests would appear during the 6 week summer break.</li> </ul> <p>Governors agreed to the 34 admissions so that pupils would all start at the beginning of September.</p> <p><i>[Martin Cumming left the meeting at 8:02pm]</i></p> <p><b>7.2) Teaching &amp; Learning Committee including:</b></p> <p><b>a) Minutes from the meeting on 16/06/15 (previously distributed)</b></p> <p>The Chair reported that Hi-Vis jackets would be bought for trips for half of the school.</p> <p>Governors learnt that a new SEN Link Governor was required; Anne Williamson volunteered for the role and this was agreed. Joyanne had visited the School Nurse. Christine Lennon had been in school to teach Spanish for nearly a year to KS2 and FS. Governors were informed that the KS1 Moderator feedback had been very good.</p>	
8.	<p><b><u>Policy Review</u></b></p> <p>The two policies had both come through from the Teaching &amp; Learning Committee.</p> <p><b>8.1) Sex &amp; Relationship Education Policy (previously distributed)</b></p> <p>Governors had read through this policy.</p> <ul style="list-style-type: none"> <li>Governors received and unanimously approved the above policy.</li> </ul> <p><b>8.2) Home School Agreement (previously distributed)</b></p> <p>Governors were advised that this policy had been taken to the School Council who came up with ideas for the parents' as well as the children's section. For example, parents should ensure that their child has a healthy pack-up with no sweets included. Governors agreed to add this.</p> <p>In addition, the School Council recommended that the Agreement should include something about pupils looking smart in their uniforms. Governors suggested adding the words "wear the uniform with pride".</p> <ul style="list-style-type: none"> <li>The above policy was unanimously approved by governors.</li> </ul> <p>In response to a governor's question as to whether fruit was still offered in school, it was advised that this was still the case at KS1. However, at KS2 it had ceased as the pupils were not eating it. Governors agreed that the School Council should be asked whether they would like to reinstate fruit for KS2 pupils.</p>	Action
9.	<p><b><u>Sewell Partnering Workshop Feedback</u></b></p> <p>Anne Williamson had attended this meeting and her notes had been circulated to governors. Anne reported that it had been an interesting morning and confirmed that we were now ten years on from the start of the partnership.</p> <p>Governors recognised that St Barnabas was the only PFI school in the cluster and that, in relation to considering potential academy conversion, it might be that the school would wish to link with another PFI school. The Headteacher added that church schools were also another potential partner.</p>	
10.	<p><b><u>Correspondence</u></b></p> <p>None.</p>	
11.	<p><b><u>Any Other Business</u></b></p> <p>a) School photographs</p> <p>Kate Mackay-Roberts asked whether the Headteacher would still like parent governors to assess who would be taking school photographs. The Headteacher advised that the school had used the same photographer for some time. Following a survey with parents, it was clear that currently the majority desired a different company. The Headteacher requested that a governor call in to school to help look at this issue. Brian Lennon and Kate agreed to help.</p> <p>b) School website</p> <p>A parent wished to see the meeting Minutes but they were not available on the school website. The Clerk would ensure that signed minutes were sent through to school.</p> <p>c) Other items</p> <p>It was advised that Nicola would clerk the Teaching &amp; Learning Committee meeting.</p> <p>The Chair asked for thanks to be passed on from the governors to all staff for their work above and beyond their job. Mike also expressed his thanks to the governors and Clerk, and wished everyone an enjoyable</p>	Action  Action Action

	summer.	
12.	<u>Confidentiality</u> None.	
13.	<u>Date and time of next meeting</u> Monday 28 <sup>th</sup> September 2015	

The meeting closed at 8.19pm

  
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 Michael Grant – Chair

  
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 Date

**ST BARNABAS' C.E. PRIMARY SCHOOL**

**Action Plan following the Meeting of the Full Governing Body  
held on 9<sup>th</sup> July 2015**

	<b>Action</b>	<b>Item Reference</b>	<b>Person</b>	<b>Date</b>
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	September
2.	Adrian Fletcher to present another Start Budget with the PFI funding stripped out	3	Finance Support Officer	September
3.	Consider reinstating the governor meetings to look at pupils' books etc	3	Headteacher	September
4.	Headteacher to remind parents again of the school gate opening times	3	Headteacher	September
5.	Governors to keep probing about KS1 progress and attainment	4	Governors	Sept – July
6.	Discussion re governor vacancies at Steering Group	5.3	Steering Group	September
7.	Ask School Council if fruit should be reinstated for KS2	8.2	Headteacher	September
8.	Governors to support new school photographer process	11a	Headteacher, Kate and Brian	July
9.	Meeting Minutes to be available on the school website. All signed Minutes to be returned to school.	11b	Headteacher Clerk	September

Items for future agendas:

- Academy status
- Transforming School Improvement in York