

THE FEDERATED GOVERNING BODY OF KIRKROYDS INFANT AND WOOLDALE JUNIOR SCHOOL

Minutes of the meeting of the Governing Body held at 7:00 pm at the Wooldale Junior School on Thursday, 30 June 2016.

Present:

Miss D Whiteley (Chair), Mrs C Armitage, Mrs A Bale, Mrs V Baldwin, Mrs L Caunce, Mr M Galloway, Mrs C Mills, Canon J S Robertshaw, Mrs R Starrett, Mr S Talbot, Mrs M White, Mrs C Wood (Head teacher)

In Attendance:

Miss S Cartledge (Minute Clerk)
Mrs A Barnes (Associate Member)

Agenda Item	Discussion and Decisions	Action – who / by												
Procedural														
345.	<p><u>Apologies for Absence, Consent and Declaration of Interest</u></p> <p>Apologies were received for Mr S Cressey and Dr L Fleming. All with consent.</p>													
346.	<p><u>Notification of items to be brought up under Any Other Business</u></p> <ul style="list-style-type: none"> • NUT Strike • Recruitment of Staff at Kirkroyds <p>The Head teacher seized the opportunity to congratulate Miss D Whiteley on receiving her MBE in the Queens birthday celebration.</p>													
347.	<p><u>Representation</u></p> <p>(a) The following matters of Representation were noted:</p> <p style="margin-left: 40px;"><u>Resignation</u></p> <table style="margin-left: 80px; border-collapse: collapse;"> <thead> <tr> <th style="text-decoration: underline;">Name</th> <th style="text-decoration: underline;">Category</th> <th style="text-decoration: underline;">With Effect From</th> </tr> </thead> <tbody> <tr> <td>Mrs Fiona White</td> <td>Parent</td> <td>27 June 2016</td> </tr> </tbody> </table> <p style="margin-left: 40px;"><u>Re-Appointment</u></p> <table style="margin-left: 80px; border-collapse: collapse;"> <thead> <tr> <th style="text-decoration: underline;">Name</th> <th style="text-decoration: underline;">Category</th> <th style="text-decoration: underline;">With Effect From</th> </tr> </thead> <tbody> <tr> <td>Canon J Robertshaw</td> <td>Designate (Co-opted Community)</td> <td>Following Satisfactory DBS</td> </tr> </tbody> </table> <p>(b) Governors acknowledged the vacancies on the governing body for 3 Co-Opted Governors and agreed that the Reconstitution of the Governing Body agenda item should be brought forward for discussion.</p>	Name	Category	With Effect From	Mrs Fiona White	Parent	27 June 2016	Name	Category	With Effect From	Canon J Robertshaw	Designate (Co-opted Community)	Following Satisfactory DBS	
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	<p>Miss D Whiteley explained that the Government had set new legislation that Federated Governing Bodies could only have 2 parent governors in total on the governing body. Miss D Whiteley proposed that the governing body reconstitute from a total of 18 to 15, with 2 Parent Governors and 10 Co-Opted Governors.</p> <p>Q. What is the difference between a Parent Governor seat and a Co-opted Governor seat?</p> <p>A. A Parent Governor is elected by other parents at the school on to the governing body, where as a Co-Opted Governor is chosen by the governing body.</p> <p>Q. Do we need to make sure there is a Parent Governor from each school sat on the governing body?</p> <p>A. The Government don't want that to be the case in the event that we add another school to the federation.</p> <p>Action: Miss D Whiteley to email all parent governors to resolve who will take the Co-Opted Governor seats. Parent Governors to email Miss D Whiteley to express whether they would like to serve another term of office.</p> <p>RESOLVED: That all governors agreed to the new reconstitution of 15 Governors in office, with 2 Parent Governor seats and 10 Co-Opted Governor seats.</p>	<p>Miss D Whiteley, All Parent Governors</p> <p>Governor Clerking Service</p>						
348.	<p><u>Minutes of the Meeting held on 25 May 2016</u></p> <p>RESOLVED: That the minutes of the meeting held on the 25 May 2016 be approved and signed by the Chair as a correct record with the following amendment:</p> <p>Minute 331 (a) add the following after End of Term of Office: <u>Re-Appointment</u></p> <table border="0" data-bbox="384 1570 1209 1682"> <thead> <tr> <th><u>Name</u></th> <th><u>Category</u></th> <th><u>With Effect From</u></th> </tr> </thead> <tbody> <tr> <td>Canon J Robertshaw</td> <td>Designate (Co-opted Community)</td> <td>14 June 2016</td> </tr> </tbody> </table> <p>Minute 334 should read 'minute 343 be excluded'.</p>	<u>Name</u>	<u>Category</u>	<u>With Effect From</u>	Canon J Robertshaw	Designate (Co-opted Community)	14 June 2016	
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349.	<p><u>Matters Arising</u></p> <p>(a) <u>To Discuss 'The Vision' (Minute 329 refers)</u></p> <p>Mrs V Baldwin reported that she had met with the school council at Kirkroyds to discuss their views on the vision and reported back that the children loved learning in role play, liked the reward system, such as the Head teacher awards, enjoyed fun activities and that the teachers are always happy. Mrs V Baldwin advised that she had relayed this back to the Head teacher in an email.</p>							

	<p><i>Mrs R Starrett arrived at 7:30pm</i></p> <p>(b) <u>Matters Arising (Minute 334 refers)</u></p> <p>The Head teacher reported that Janet Barber had received her email from governors acknowledging her hard work and that Janet had been thrilled to receive the email.</p> <p>(c) <u>Meeting at Holmfirth High School about Academies and Trust (Minute 334 refers)</u></p> <p>The Head teacher advised governors that she had received a letter from the High School suggesting a letter being sent out to parents regarding local schools creating a working party to seek information and clarification about multi academy trusts. However, the Head teacher felt that this was premature and at the Primary Heads' meeting other schools in the pyramid had felt the same. This had been taken to the next meeting at Holmfirth High School.</p> <p>Agreed: That governors felt that they should be involved in the working party and for the Head teacher and Chair of Governors to attend the meeting held on 28th September 2016 at 7pm at Holmfirth High School to start the working party proceedings.</p>	
350.	<p><u>Date(s) of Next / Future Meeting(s) and Possible Agenda Items</u></p> <p>RESOLVED: That the annual meeting of the Governing Body be held at Wooldale Junior School at 7:00 pm on:</p> <p>Thursday, 22nd September 2016</p> <p>RESOLVED: That the next meetings of the Standards and Curriculum Committee be held at Wooldale Junior School (the bungalow) at 7:00 pm on:</p> <p>Thursday, 7th July 2016</p> <p>RESOLVED: That the next meeting of the Finance and Staffing Committee be held at Wooldale Junior School (the bungalow) at 7:00 pm on:</p> <p>Thursday, 29th September 2016</p>	Governor Clerking Service
School Improvement		
351.	<p><u>SLT Report (Minute 336 refers) and Governors' Questions</u></p> <p>Governors acknowledged the SLT report with the following points being highlighted:</p> <ul style="list-style-type: none"> • Predicted pupil numbers for September Kirkroyds – 155 Wooldale – 228 	

As a result, the Head teacher had contacted David Gearing at the LA in regards to pupil growth funding

- Joanne Howitt would be leaving school at the end of summer term
 - Ted Higgins had secured a job in a school in South Gloucestershire and would be leaving at the end of term.
 - Recruitment for both positions had been advertised, 1 part time in early years and 1 full time position in Year 2. Interviews for the positions would be the following day. Both positions had been advertised as temporary. 5 candidates had been short listed out 28 with 3 being interested in both positions. Part of the interview would be a task of planning and leading an outdoor activity.
 - Safeguarding training had been booked for 22nd and 29th September 2016
 - Fire awareness training for all staff had been booked for 11th October 2016, the Head teacher reported that governors were more than welcome to attend.
 - Successes included pageant tales and Neiley races
 - A parent had approached the Head teacher about a possible cycling after school club two nights a week, as a result, 3 members of staff would be completing training on 12th July 2016 and taster sessions would be held on the Monday 4th July 2016 and . The Head teacher reported that Sports Premium would fund the training.
 - At Kirkroyds, 10% of children at the school went down with a sickness bug. This was reported to the Health Protection Agency.
 - Dughall McCormick, the school KLP had visited Wooldale on 4th May 2016 to discuss the LA's strategy of additional support and the changes and improvements in standards already implemented. The Head teacher had requested another audit of maths to see the progress made.
 - Mrs L Counce and the Head teacher had met with the benefactor, with the benefactor agreeing to the orangery going ahead at Wooldale to accommodate the dyslexia provision. The benefactor had also agreed to funding for computers and possible staff members.
 - The Head teacher explained to governors about the meeting with Dyslexia Action and as the project moves forward would like to have a plaque showing the collaboration for quality assurance purposes. Along with communicating with other schools within the pyramid to market what the dyslexia provision the school provides. This could generate a small income, which help fund the running costs.
 - Lydgate would not be moving until Easter 2017, with a modular building being an addition in the car park from September 2016. The LA had proposed an intercom system with electronic gates. Jo-Anne Sanders from the LA would also be looking into possible future uses for the building.
- Q. Have they done any work at Almondbury yet?**
A. They have now, however the financiers had held the process up from moving forward.

Canon J S Robertshaw arrived at 7:50pm

Termly Review Statement of the School Development Plan

The Head teacher advised governors that the RAG rating signified different progression levels; light green – on track, yellow – developing of a long term target. One of the long term targets – outdoor learning is still developing and would be a target for next year. However, one member of staff at Kirkroyds was now forest school trained.

Governors acknowledged that the ‘wildspace’ and the allotment had been on track for KS2 and developing in KS1 with small steps of progress for the long term outcome. A launch date for the Kirkroyds’ wildspace of 14th July 2016 had been set.

Governor SEND and Intervention Report

Governors acknowledge both January to Easter and April to July reports with the following points being highlighted:

- January to Easter; break down of numbers and staff training for SEN.
Kirkroyds -1 EHC, 1 Statement and 16 receiving SEN Support
Wooldale – 2 EHC, 6 Statement and 17 receiving SEN Support including 1 EHC pending
- April to July; break down of numbers had been slightly different.
Kirkroyds – 1 EHC, 1 Draft EHC, 1 Statement and 15 receiving SEN Support including 1 EHC pending
Wooldale – 2 EHC, 6 Statements and 17 receiving SEN Support including 1 EHC pending

The Head teacher reported that 1 child had been refused an EHC plan. An appeal would be going to panel week commencing 4th July 2016.

Q. Is this report documented something that we have produced as a school or has someone else collated it?

A. We have produced it, I started putting it together after speaking to Halina Connolly, our temporary SENCO. It is a report she produces for her school’s governing body.

Miss D Whiteley addressed the document asking whether what the school has done and the impact could be included allowing an evaluation of intervention progression. Mrs A Barnes added that progress for SEN can be very difficult to track as intervention is specialised for the individual. The Head teacher advised that data similar to this had been produced and had been reported in a different document.

Q. If we were to include statements about the child’s progression and intervention, who would be the one to produce the report?

A. It would be the class teacher, as they will see the difference as well as the progression of the child.

352.	<p><u>Inspection Dashboard</u></p> <p>The Head teacher advised governors that she was unable to find the up to date information and as a result the item would be deferred.</p> <p>RESOLVED: That Inspection Dashboard be an agenda item for the annual meeting.</p>	Governor Clerking Service
353.	<p><u>A Day in the life of a Child with Dyslexia Presentation (Minute 336 refers)</u></p> <p>Mrs C Mills reported that she had spoken to a few children from each class, who are currently receiving some kind of dyslexia intervention with most starting at the beginning of the year. Currently there are 15 children following a specialist dyslexia programme with only 1 pupil diagnosed by Dyslexia Action. However, school could screen for the children at risk.</p> <p>Q. You mentioned that children can develop dyslexia, please can you explain this?</p> <p>A. Children at 5/6 years old often write letters back to front. However, as they get older their handwriting develops, but if they continue writing incorrectly such as letters the wrong way round, difficulties becomes greater and the development of dyslexia becomes more visible.</p> <p>Also, the curriculum becomes less visual as the child gets older making it harder for the child. This is when dyslexia becomes apparent as it is not as easy to spot when the child is younger. Signs can also include preparation for completing tasks and remembering what they need for tasks.</p> <p>Mr S Talbot advised that in his own experience he found coloured filters help when reading due to the text becoming smaller and the gaps between sentences were narrower as the age groups change.</p> <p>Mrs C Mills reported that dyslexia-friendly books are specially designed to have spaces that are much bigger to allow the child to read comfortably and fluently.</p> <p>Mrs C Mills informed governors that dyslexia stems from memory issues, with 1 child in year 5 finding it difficult as soon as he steps in the classroom door, as instructions can sometimes be given too quickly for the child to follow. This is due to it being very easy to overload a child verbally. As a result, teachers have completed visual timetables and prompts at the front of the classrooms to help children understand their next steps.</p> <p>Governors acknowledged that children want to fit in and as a result don't always want to have different coloured paper compared to their friends. In addition, some children have special wedged cushions that they sit on to ensure they are sitting correctly at the table.</p> <p>Some children with dyslexic tendencies find organising themselves and their possessions very difficult. Another difficulty for dyslexic children is processing information, this is due to the pace of lessons</p>	

and as result the child's attainment can drop or fluctuate.

Mrs C Mills highlighted 'What Wooldale does to help?'

- Teachers repeat instructions and chunk information
- Present things in a visual manner
- Children are able to use voice recorders
- Word mats
- Visual timetable, this allows the child to organise themselves at their own speed
- Coloured rulers
- Making the impossible possible for every child
- Use of A3 paper or cream paper, to help a child if there is visual issues
- Coloured writing paper specially designed for dyslexia

Voice recorders, word mats and coloured ruler were acknowledged as a product that all children could use and as a result were favourable with children that have dyslexic tendencies as they felt they fitted in with their class and friends.

Mrs C Mills informed governors that Janet Barber had produced charts to show governors the extent of some children's progression while they have been on the WALLS intervention programme, with following being highlighted:

- Year 3
1 child's spelling age when they started was 7 years 1 month, in June 7 years 9 months and their actually age 8 years old. The Head teacher advised governors that it can be hard to say what a child's ability age should be due to their own individual needs; however this intervention programme helps the child to progress and is measurable.

1 child's reading age when they started in November was 5 years 7 months, had reached 7 years 5 months. Another child's reading age when they started at the beginning of the year was 6 years 4 months, was now 8 years. Overall very good progression in reading.
- Year 4
1 child had moved on to the ALK programme from WALLS due to finding it difficult, this had resulted in a slight dip where the changeover happened. Another child had made very good progression.

Mr M Galloway left the meeting at 8:25pm

The Head teacher explained to governors paired reading had been used to help children progress. This is where an adult and child read together with the adult reading at a slight delay behind the child, as a result it helps the child with the fluency of their reading.

1 child had gone from a reading age of 7 years 6 months to 9 years, the child's current age.

Another child had made very good progression from a reading age of 4 years 9 months to 6 years.

- Year 5

This cohort had 4 children on the WALLS programme, with 1 child coming off although they still have confidence issues. This child had started in September with a spelling age of 6 years 7 months, now had a spelling age of 10 years 4 months, with their current age being 10 years 2 months and this time their reading age had been 10 year 6 months.

All children but 1 had made great progression, with the 1 child having other issues equating to the slight dip, however they are making progress in both spelling and reading.

- Year 6

Overall progressing well, although 2 had dipped and 1 had finished the WALLS programme.

Mrs C Mills reported that 2 children have progressed beyond the maximum point of the programme.

The Head teacher reported that a child going up to High School with a reading age of 9 years old would enable them to access 90% of the curriculum and Holmfirth High School have a specialist dyslexia teacher in school.

Governors thanked Mrs C Mills for her presentation and passed on their gratitude to Janet Barber for the data.

The Head Teacher advised governors that the presentation had put the school's work with dyslexia into context, as well as showing the difficulties children face and that interventions have to be tailored to the individual's requirements.

Q. Are other members of staff aware of the progression the children are making?

A. Janet has completed the data and charts to ensure staff members are aware.

Action: Mrs C Mills share the presentation/power point with staff members.

Mrs C Mills

Q. When you say they come off the programme, how does that work?

A. The children go out of class to see Janet for approximately 3 sessions per week. There are over 30 different activities that a child has to complete. Once they have completed all of the programme or their reading age matches their chronological age, a decision is made as to the benefit of taking them off the programme. The child is still monitored to ensure that they are coping. 'Word Shark' software has been purchased for the pc to top up the child's progression in spelling and to ensure there is no lapse of progress.

	<p>Q. Are parents involved in the child's progression? Are they equipped with the tools required?</p> <p>A. We tell parents from the start of the programme and try to involve them wherever possible, children take home homework to do and help with progression. 2 workshops have been run for parents, with feedback from them being they wish they had known sooner to help understand what the child is going through. This had been one of Francis' (Dyslexia Action) suggestions.</p>	
354.	<p><u>Update on 'The Vision' (Minute 329 refers)</u></p> <p>Mrs V Baldwin reported that she had spoken to the children at Kirkroyds and next steps would be to speak to children at Wooldale about the vision. A way forward had been agreed with the Head teacher with statements from the children being put together. A draft would be sent to staff members and then to the Full Governing Body for approval.</p> <p>RESOLVED: That an update/report back for the vision be an agenda item on the next meeting's agenda.</p>	Governor Clerking Service
355.	<p><u>Complaints Policy – discussion of the policy and school/governing body procedures</u></p> <p>The Head teacher informed governors that there had been a few updates to the policy since last year due to the Local Authority updating their policy in March and then the DfE updated theirs in May.</p> <p>The Head teacher conversed what the document covered and defined the different areas. Governors acknowledged the formal procedures that were highlighted on page 4 of the policy. Mrs L Counce notified governors that the Local Authority advises that if the complainant is not happy after stage 3, they are able to take the complaint to the Secretary of State, with the address being included in the policy.</p> <p>Miss D Whiteley warned governors that if she has prior knowledge of a complaint, this could rule her out from the complaints panel.</p> <p>Q. Do you have the power to delegate the responsibility to someone else?</p> <p>A. Yes, this is highlighted in the policy document.</p> <p>The Head teacher advised governors all should have a copy and that she wanted to ensure the policy and procedure had been discussed and highlighted with governors in the case that they may be approached.</p> <p>Q. When was the last time the complaints panel committee convened?</p> <p>A. I think at Kirkroyds it was about 12 years ago.</p>	

	<p>RESOLVED: That governors had received and acknowledged the complaints policy and procedure.</p>	
<p>356.</p>	<p><u>Reports from Committee</u></p> <p>Governors acknowledged receipt of the following sets of Committee Minutes:</p> <ul style="list-style-type: none"> • 7 June 2016 Health and Safety, Grounds and Premises Committee Minutes • 19 May 2016 Finance and Staffing Committee Minutes <p>The Head teacher reported that at the Health and Safety, Grounds and Premises Committee meeting covered the Fire Safety Report, a discussion about the orangery and poisonous plants had also been covered. A power point had been produced by Graeme Locke about potential poisonous plants that could be found in the allotment.</p>	
<p>357.</p>	<p><u>Governor Training and Governor Visits</u></p> <p>Miss D Whiteley reported that she had been into school to discuss Pupil Premium at Wooldale with Mrs A Barnes, with a note of visit to be completed. The same discussion would be taking place soon with Mrs C L Armitage for Pupil Premium at Kirkroyds. Miss D Whiteley also reported that time had been taken to look at progression, intervention and evaluating/assessing of what was working for the school.</p> <p>Mrs V Baldwin reported that she had been into Kirkroyds and observed general behaviours of the children, including lunchtime when a discussion with the school council had taken place. A note of visit to be completed.</p> <p>Mrs C Mills reported that she had been into school to talk to the children.</p> <p>Q. Have we let parents know about the sugar free table at lunchtime on Fridays?</p> <p>A. Not yet, however I could put something in the school newsletter to let parents know.</p> <p>Mrs L Caunce reported that she had been into school twice since the last full governors meeting for safeguarding updates. A note of visit to be completed.</p> <p>Action: That Miss D Whiteley, Mrs V Baldwin, Mrs C Mills and Mrs L Caunce complete notes of visits for their recent visits into school.</p> <p>The Head teacher reported that a template for notes of visits for governors is available.</p>	<p>Miss D Whiteley, Mrs V Baldwin, Mrs C Mills, Mrs L Caunce</p>

358.	<p><u>Update on Governor Self Evaluation and agreement of next steps</u></p> <p>This item had been covered under Update on 'The Vision' minute 354 refers.</p>	
Governing Body Matters and Statutory Responsibilities		
359.	<p><u>Reconstitution of the Governing Body following new Legislation</u></p> <p>This item had been covered under Representation minute 347 refers.</p>	
360.	<p><u>Any Other Business</u></p> <ul style="list-style-type: none"> • <u>NUT Strike</u> The Head teacher advised governors that the National Union of Teachers would be striking on Tuesday 5th July 2016. As a result 1 class would be impacted; however, the impact would only be minor. <p>Q. Is there any need for classes to stay at home? A. No, not this time.</p> <p>Q. What is the strike about? A. Many things including pensions, workload, changes and job security.</p> <p>The Head teacher reported that at the school 1 member of staff would be taking part in the strike. This is an individual's choice and it's not appropriate for the Head teacher to ask members of staff if they will be striking or not.</p> <p>Mrs A Barnes reported that the job security and benefits are not in place like they used to be, especially now schools are becoming academies, as they can do things differently compared to a maintained school. This was one issue which had brought about the strike.</p> <p>Governors acknowledged that there is a very high drop out of newly qualified teachers as a result of the changing times and work conditions.</p> <p>Q. Has the information about the strike been communicated to parents? A. Yes, they have been told.</p> <p>Governors acknowledged that transition day would be held the same day as the strike. Parents of new reception children had been calling to check if transition day was still going ahead. Governors discussed transition day and the outline of the day.</p> <p>Q. When will we know the SATs results? A. We are hoping that it will be next week.</p>	

361.	Agenda, Minutes and Related Papers – School Copy RESOLVED: That no minute be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.	
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The meeting finished at 9:15pm.