



**Eastburn Junior & Infant School Governing Body
Meeting of held on Monday 09 October 2017
Minutes**

The meeting opened at 5.46pm

Present: Ann Craggs, Samantha Fernie (from Item 02/17), Richard Grayson, Graham Sheard, Sarah Teal

In Attendance: Jenny Hughes (Inclusion Leader – to Item 06/17), Joanna Waterhouse (Head of School), Helen Osman (Clerk – BC/SGS¹)

Action

The Clerk took the Chair pending the election of the Chair.

The Clerk confirmed that the quorum for the meeting was four Governors.

01/17 Elect Chair and Vice Chair

- **The Governing Body unanimously agreed** that the Chair and Vice Chair should be elected for a period of one year, until the first Governing Body meeting of academic year 2018-19.

Election of Chair

The Clerk informed the Governing Body that, prior to the meeting, she had received two nominations of Katy Walsh as Chair. She asked whether any other governors wished to make nominations: they did not.

- **The Governing Body unanimously elected** Katy Walsh as its Chair.

In the absence of Katy Walsh, the Clerk retained the chair pending election of the Vice Chair.

Election of Chair

The Clerk said that she had received no nominations for the Vice Chair position.

- **The Governing Body unanimously elected** Ann Craggs as its Vice Chair.

[Sarah Fernie joined the meeting at 5.50pm]

Ann Craggs took the chair.

¹ BC/SGS – Bradford Council's School governor Service

Signed _____

Date: _____

02/17 Apologies for absence and their acceptance

Apologies had been received, and were accepted, from Oliver Golledge, Katy Walsh and Bryan Harrison.

03/17 Notification of other urgent business and requests to vary the agenda order

No other business was notified and there were no requests to vary the agenda.

04/17 Declarations of interest for items on this agenda

- a) Annual – All Governors present returned completed annual Declaration of Interest forms to the Clerk. The Governing Body (GB) asked that absent governors provide completed forms to the school at the earliest opportunity.
- b) In items on this agenda – No interests were declared in items on this agenda.

K Walsh
O Golledge
ExecHT

05/17 Minutes of meeting held on 17 July 2017 and matters arising

- ***The minutes were agreed as a true record of the meeting, signed by the Chair and passed to the Head of School.***

Matters arising were in hand, had been completed or would be discussed under other items on the agenda for this meeting.

06/17 Report from Inclusion Manager

Agenda paper

Other papers: Inclusion Manager role: progress, plans – Jenny Hughes October 2017 – circulated prior to meeting and attached as Annex A (signed minutes only)

Jenny Hughes, Inclusion Leader (IL) talked through the information at Annex A. The following points emerged from a lively and detailed discussion (bullet numbers refer to the bullets in that document).

Bullet 4 – Noting the use of attainment grids to identify gaps in attainment, **Governors asked** whether this was documented. The IL said that it was documented during Pupil progress Meetings (PPMs). A Governor who worked in another school said that staff at that school moved immediately from the PPM to a meeting with the SENCo. Governors, the Head of School (HoS) and IL saw merit in this arrangement, which would ensure that the data was fresh in the minds of staff when they met the SENCo and enable more effective sharing of information.

Asked whether there was an average number of SEN pupils per class, the IL said it varied. The national average was 10%. At present there were no SEND pupil in Reception; in the recent past, however, there had been a Year Group with 20% SEND pupils.

Bullet 7 – The IL described the various systems used to track the relatively small steps in progress typically made by SEND pupils and thus to allow the school to judge the impact of interventions. **Asked** whether the interventions now in place were the ones that were needed, the IM said that there were now fewer interventions than there had been for a long time, reflecting the fresh focus across school on quality first teaching. Moreover, the introduction of the new National Curriculum had engendered a new way of teaching, particularly in Maths, and time was needed to see how this bedded in.

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Date: _____

Action
All

Replying to questions, the IL said that the two principal current interventions were IDL², which supported reading and Writing, particularly for pupils with dyslexia; and the Nurture Group for pupils with severe Social, Emotional and Mental Health (SEMH) issues. The IL was spending time in class to see how things were working discuss t with class staff.

Asked whether these discussions included Teaching Assistants (TAs), the IM confirmed that they did – Governors welcomed this.

The IL showed details of the IDL intervention on screen and Governors discussed it in some detail. Governors could see the value of this intervention and particularly welcomed the establishment of clear baselines against which progress could be assessed. **Asked** whether actions to support pupils not making progress were recorded, the HoS said that this would have been identified through other aspects of SEND, addressed through other interventions and recorded in pupils’ individual plans. Noting the significant progress made some pupils – including, in some cases, the equivalent of several years expected progress within the space of a single year – **Governors asked** at what point the intervention stopped. The HoS said that it would stop when children caught up with other pupils in their year groups – this point had not yet been reached.

The IL outlined shorter term interventions designed to improve motor skills. One of these interventions had been less successful than the other; the school was investigating to see whether this was due to flaws in the intervention itself or external factors such as the group size or how the intervention had been run.

Bullet 10 – The IL said that the use of BLP enabled SEND pupils to understand and discuss their learning behaviours in language consistent with that used throughout school. This was of great help to them in reintegrating into the classroom. Governors greatly welcomed this.

Bullet 11 – **Asked** how pupils became buddies, the HoS said that all pupils in Year 5 were buddies for pupils in Reception. In addition, some pupils had volunteered to be buddies for SEND pupils.

Bullet 13 – The HoS said that, in addition to the benefits set out under this bullet, the recent reduction in the number of SEND pupils in school was allowing staff to be proactive in identifying the children to participate in the Nurture Group. This meant that they could target younger pupils before their problems became ingrained – this approach was proving very successful.

Bullet 16 – The IL asked that any governor who was aware of a computer-based intervention system to build and strengthen basic Maths skills let her have details.

Future role of the Inclusion Leader

The IL had identified at Annex A the core, non-negotiable functions of the SENCo/Inclusion role and the newer, value added functions that were required to enable the school to continue to move forward. She was aware that the GB faced difficult decisions about the structure of the leadership team in light of reduced funding and she asked that the GB take both sets of functions into account in considering options. If it were necessary for the IL be class-based for two or more days per week, the value-added functions, particularly those in Section B, bullets 2, 3 and 4, would fall. The HoS added that she considered the Inclusion Leader’s role to be more meaningful than it had been when it was carried out in one day per week – that amount of time allowed the school to do little more than process the necessary paperwork.

² IDL – a dyslexia intervention: information available here: <http://www.idlcloud.co.uk/#top>

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Governors considered that the continual reduction in the capacity of the local authority (LA) to provide support meant that schools increasingly had to rely on internal resources to provide the support required to ensure that SEND pupils made the greatest possible progress. It was good to see that the school was adopting smarter ways of working and focusing clearly on the impact of its actions on the progress made by pupils. Governors also welcomed the position of the IL as a member of the senior leadership team (SLT), a fully integral element of the school. This enabled the school to take a strategic view of inclusion and to make early decisions on interventions, rather than being entirely reactive. Governors recognised the benefits of having an Inclusion Leader who had sufficient time to do this. They noted the need for the school to tighten up on data: it appeared to have the right structures and approaches in place, and the GB looked forward to receiving robust evidence of impact.

- a) Receive annual SEND Information report – A Governor commented on the wide scope of the SEND/Inclusion role and suggested that it might be too great for a single Inclusion Leader. The IL said that, although it was a big job, it was typically carried out by a single individual in most schools. The HoS said that, as discussed above, in many schools the SENCo only had time to carry out the required paperwork, apply for EHCPs³ and fire-fight. With the leadership provided by the IL, Eastburn was able to think strategically and work with staff to narrow the gap in attainment between SEND pupils and their peers.

The Governing Body asked that the school carry out a final check of the report to ensure that all names, dates and figures were correct.

- Subject to this final check, **the Governing Body unanimously approved** the SEND Information report.

HoS

[Jenny Hughes left the meeting at 6.50pm]

07/17 Receive Headteacher's report

Agenda paper

The HoS highlighted the following points from the report:

- The number of pupils with very high SEND needs had reduced substantially.
- There had been a significant reduction in the number of behavioural incidents.
- The information on Persistent Absence (PA) should be treated with caution: at this early stage in the year, an absence of two days showed as PA.
- A strong supply teacher was currently teaching Year 3. The Year 3 teaching post had been advertised: the deadline for applications was in the week beginning 16 October 2017 and seven potential candidates had visited the school. The aim was to appoint for January 2018, but the school would not appoint unless it identified a candidate of the appropriate calibre.

Asked about the implications of the reduction in the number of SEND pupils, the HoS said that there had been a significant reduction in the number of support staff at the same time. The school still needed to accommodate a diverse range of needs and the structure of the Inclusion Manager's team had anticipated the fluctuation in the number of SEND pupils. The role of the IM as both SENCo and middle leader would be kept under review. The HoS envisaged that the IM would become more involved in the delivery and monitoring of

³ EHCP – Education, Health and Care Plan: Introduced by the Children and Families Act 2014. Replaces the SEN (Special Educational Needs) Statement.

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Date: _____

interventions and screening pupils for issues such as dyslexia, dyspraxia etc. The HoS reminded Governors that the IM and the Curriculum Leader were together covering the Deputy Headteacher (DHT) position.

Governors noted that the lower number of SEND pupils in lower year groups might reflect success on the part of the Nurture Group in identifying SEND pupils early and providing appropriate support, enabling pupils to catch up with their peers before problems had a chance to become ingrained. It would be important to capture and document this impact to justify the continuing need for the current level of SEND support in light of reducing numbers of SEND pupils and other budgetary pressures. Governors also noted the need to ensure that the pastoral and inclusion roles complemented each other without duplication – job descriptions needed to be clear about this and to reflect the development of the roles.

Noting that Year 2 had 32 pupils, **Governors asked** whether an additional adult had been deployed to this year group. The HoS said that this was no longer a requirement.

Replying to questions, the HoS confirmed that the school did not authorise pupils to take leave in term time.

Asked whether there was a correlation between behaviour in school and television content, the HoS said that no such correlation had been observed. The next phase of the school's work on behaviour would be to counteract stereotypes – plans were in place to participate in a pilot for a major Barnado's project later in the year. The school was establishing that certain language was incompatible with the culture of the school.

08/17 **Review pupil progress and attainment**

Agenda papers

The HoS apologised for the large volume of data provided for this meeting. The school had not previously been in a position to provide comprehensive data to governors and wished to demonstrate that this information was now available.

Asked what progress the school had made in establishing a robust baseline for Early Years, the HoS said that on-entry information had been available before the summer holiday. Thus she was able to confirm that the school knew the starting points for each pupil and where they needed to move forward, though some moderation of the baseline information was required. The information had been shared with staff, including TAs. A tightly written EY Action Plan was in place: the initial focus had been on putting learning journals in place, and the focus for the current fortnight was on grouping pupils according to what they needed to work on and ensuring that class activities matched those needs.

Asked how long it took to establish a baseline assessment, the HoS said that it varied: in this case it had taken some time because a large number of providers (twelve) had been involved. The deadline for completion was 13 October 2017.

Asked about Ofsted's views, the HoS said that the emphasis was on how the needs of individual pupils hooked into the curriculum. In practice, the core curriculum had to be based on small groups of pupils with similar needs in order to be manageable, though themes could be child-driven. This was undoubtedly challenging: it was a help that all staff now had an overview of the data. The school aimed to move to a point where all support staff would be able to explain why activities were carried out and to identify the evidence that they needed to record, rather than recording everything – this would be more productive both for pupils and for staff. It would take time to embed these systems and changes in culture.

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Date: _____

Asked about the implications of the reduction in support in Reception at Christmas from three to two TAs, the HoS said that this would present some challenges: they key would be to help staff to identify ways to work more effectively. This would include clarity about how the day was scaffolded and the specific focus points for different parts of different days. Governors noted that most settings of Eastburn's size would only have two TAs in Reception. The HoS said that the school was well equipped and that staff were experienced, well trained and committed.

Governors noted that the data showed little change in the upper bands throughout the year. **They asked** whether this indicated insufficient challenge for higher attaining pupils. The HoS said that the data on pupils with high prior attainment showed the rate of progress. Last year leadership had worked with staff on accurate assessment of attainment; this year it was working to develop a more accurate measure of progress: this would enable the school to identify and address situations where pupils' attainment was high but their progress relatively weak.

Replying to questions, the HoS agreed that boys' performance was an issue. The data indicated that boys tended to be either very able or very weak: this suggested that there might be an element of stereotyping. The school was investigating this.

09/17 Review monitoring and evaluation of teaching, learning and assessment

Agenda paper

Governors were pleased to note the increasing proportion of blue (Area to be Shared) highlighting throughout 2016-17. The HoS said that, where the progress of individual staff members had been less than good, action plans had been put in place. **Asked** about the proportion of red (Area Causing Concern) shown for one member of staff in the summer term, the HoS said that this reflected a single poor lesson. **Asked** whether he saw a link between this band of red shading and lack of challenge to higher attaining pupils, the HoS said that she did not – she reiterated that this was a single poor lesson. The weaknesses had shown in this lesson related to a child who had been engaged but who had not moved forward during the lesson and reflected a wider need in school to develop the matching of continuous provision to the needs of individual pupils – this would be addressed in the School Improvement Plan.

Governors welcomed the increasing strength of teaching in Key Stage one, as shown by the increasing proportions of blue and green shading. **Asked** how good practice was shared, the HoS said that the school did a lot of work sharing examples of good practice across school.

Governors noted that the anonymised individual staff reaching and learning grids showed staff development over time: they were pleased to see improvement for almost all staff. **Replying to questions**, the HoS said that staff whose performance showed as persistently yellow (Area to be Developed) were supported through the appraisal system and both whole-school and individual training.

A Governor noted that two staff were not showing progress in relation to books. The HoS acknowledged this: the Curriculum Leader was addressing the matter.

The HoS said that the next round of monitoring and evaluation would take account of the impact of whole-school changes. She hoped that governors would see a further improvement at that stage.

Governors thanked the HoS for the grids, which presented information to governors in a very clear and succinct way. The HoS said that this presentation was also useful internally: it was an easy way to identify support needs and strong practice.

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Date: _____

10/17 Approve Self Evaluation Form (SEF)

Agenda paper

The HoS said that she and her senior leaders had drafted the SEF and then corroborated it with the Executive Headteacher (ExecHT). They had found it heartening to review the progress that had been made in the last year. The main points to emerge from discussion are set out below.

Outcomes – The HoS said that there was as yet insufficient hard evidence to justify a judgement of Good. The SLT was focusing on ensuring that the 2018 outcomes for pupils reflected the work that the school was putting into improved teaching and learning.

Leadership and Management – Governors were pleased to note the increased proportion of green RAG-rating⁴ in this section. The HoS said that the focus for 2017-18 was on demonstrating the impact of the changes that had been made and continuing the learning of the SLT so that they developed the confidence to design their own systems rather than adopting those of others. Governors noted that they were on the same learning curve: they were developing the confidence to be more challenging and to ensure that they fully understood the information presented to them.

Governors noted that there was more work to be done in holding the school to account for the use of Pupil Premium and Sports Premium. The GB had at this meeting learned a lot about how SEND funding was being used to narrow the gap in attainment between SEND pupils and their peers: it needed to develop the same understanding with regard to these other sources of funding. It also needed to satisfy itself as to the existence of evidence of sharing good practice, effective use of performance management etc.

Noting that the SLT had only rated statements as green if all aspects of the statement were fully supported by evidence, Governors discussed whether it would be useful to highlight “almost there” statements in yellow. They concluded by agreeing with the advice of the HoS that this would be more appropriate in the Post Ofsted Action Plan than in the SEF, which would be presented to Ofsted as the school’s rigorous evaluation of its current position: it was better that such a statement should make clear whether a statement was true or not true, rather than to appear to plead that it was almost true.

Personal Development, Behaviour and Welfare (PDWB) – The HoS considered this to be the area in which the school was strongest. It had strong evidence that it was moving towards Good and the SLT had rated all but one statement as green. Governors commented on the significant improvement in the school environment – it was difficult to capture in concrete terms, but the school felt like a better place to be. In relation to the one remaining statement that the SLT had judged as not yet green, the HoS said that the focus was on ensuring a consistent approach by staff to the school’s expectations of behaviour, with a particular attention to learning behaviours.

Governors noted that the strength of PDWB was particularly gratifying in light of the school’s starting point. The HoS said that, prior to the inception of the Executive Headteachership, the SLT had seriously considered whether some aspects of behaviour should be rated as Inadequate. The role of the Pastoral Manager had developed significantly, and this post was now a key intermediary with parents. Work remained to be done in relation to equalities and welfare, but Building Learning Power (BLP)⁵ gave the

⁴ RAG rating: Red, Amber, Green ratings - a visual representation of progress

⁵ BLP – Building Learning Power: an approach to helping young people to become better learners, both in school and out, by building the mental, emotional, and social resources to enjoy challenge and cope well with uncertainty and complexity, while also developing literacy and numeracy, and helping pupils to achieve the best test results possible. [Website](#)

Signed _____

Date: _____

school a clear route map to becoming Outstanding. The HoS said that, although the school had so far covered only three of the BLP “Learning Muscles”, it had already had a significant impact on the school and staff. The Staff Governor observed that even the youngest pupils understood and used the BLP language. (eg “It was hard, but I persevered”.)

➤ **The Governing Body unanimously approved** the Self Evaluation Plan

11/17 **Approve post-Ofsted Action Plan**

Agenda paper

Replying to questions, the HoS said that the reason that some actions were repeated in the Plan is that they needed to be embedded. Governors noted that it should be possible to mark a number of actions as completed once data become available: the HoS said that internal data suggested that progress was good.

Governors welcome the green AG rating of a high number of actions related to Writing. The HoS said that the school was using modern technologies to make writing tasks more relevant for pupils – for example, it asked them to prepare writing suitable for posting on blogs.

Governors agreed to take a review of progress against the post-Ofsted Action Plan as a standing item at future meetings.

12/17 **Receive update on support staff restructure**

The HoS said that a panel of Governors had met on 04 October 2017 to consider redundancy nominations. Outcome letters had been sent to staff and they had been advised of their right to appeal. If no appeals were received, the restructure would be implemented from 31 December 2017.

13/17 **Receive update on Headteacher performance management**

The HoS said that she was aware that the Executive Headteacher’s performance management review had been carried out but that further information would have to be given by the Chair. The GB agreed to defer this item to the next meeting.

The GB asked that the Pay Committee consider how the performance management of the HoS should be conducted.

PAY

14/17 **Receive report from Resources Committee meeting of 05 October 2017**

The GB noted that it had been necessary to postpone the meeting of the Resources Committee to 5.30pm on Thursday 19 October 2017.

15/17 **Receive update on any safeguarding issues arising since the last meeting**

The HoS reported that the school had reassigned its exits for fire safety purposes. A team meeting had been held on Safeguarding. Actions identified in the Safeguarding Audit undertaken by Bradford Council (BC) and during a visit by Jayne Done, BC’s Primary Achievement Officer (BC/PAO), had been completed. The Safeguarding Action Plan was being rewritten and would include the Barnardo’s project mentioned earlier in this meeting.

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Date: _____

16/17 Report on Governors' visits to school, training and development

Richard Grayson said that he had attended training on school performance tables – he had brought the training certificate with him for the school to copy for its records.

The HoS undertook to e-mail potential dates for visits to Governors. **The GB agreed** to consider at its next meeting how best to organise and schedule governor visits to school.

Governors noted that a Governor Briefing session would be held on the evening of 10 October 2017 and training on Pupil Premium on 31 October 2017.

Governors variously considered that it would be useful to undertake training on the changes to Data Protection legislation, Finance, the appointment of headteachers and a Health and Safety Learning Walk. They would consider this further at the next meeting.

HoS

17/17 Report on Chair's actions and correspondence

The Vice Chair reported that BC had written to inform the Chair that Jayne Done had been appointed as the school's Primary Achievement Officer for a further year. A member of staff had submitted their resignation, which had been accepted.

18/17 Review policies and other key documents:

Agenda papers

a) Holiday schedule for 2018-19 – Governors commented that the practice of Bradford and South Craven Councils of setting different dates for half term breaks was problematic for both parents and staff. The HoS said that she had consulted other local schools about how they were handling this. The proposed schedule aligned the October half term with South Craven and the February half term with Bradford. The proposed timing of the Christmas break matched that of South Craven: this was in line with other schools in 2VLC⁶ and would enable Eastburn staff to participate in joint training with them on 04 January 2019.

➤ **The Governing Body unanimously approved** the holiday schedule for 2018-19 as set out in the agenda paper.

b) SEND policy

c) Attendance policy (pupils)

d) Data Protection policy

e) Pay policy

f) Admissions policy

g) Leave of absence policy (including Hajj, exceptional circumstances)

h) Flexible working policy

i) Freedom of Information and Environmental Regulations policy

Governors agreed to read these policies and send comments to the HoS in time for amended copies to be circulated with the agenda for the next meeting

All

⁶ 2VLC – Two Valleys Learning Collaborative: an example of a Locality Achievement Partnership (LAP)

Signed _____

Date: _____

19/17 **Governing Body business**

Action

Agenda papers

- a) Consider Governor request for six months leave of absence – The Clerk said that Oliver Golledge had indicated that pressures of work would prevent him from attending meetings until February 2018. The Chair and ExecHT had agreed to consult the GB as to whether it wished to offer a six month leave of absence to Mr Golledge rather than asking him to resign as a Governor.

Governors noted that the GB currently had a number of vacancies: thus Mr Golledge was not blocking a position for which there was an immediate candidate. Provided that Mr Golledge was confident that he would be able to take up his responsibilities as a governor within six months, **the Governing Body agreed** that it would accept a standing apology from him for that period.

- b) Review Governor vacancies – The GB noted that it continued to struggle to fill its four Co-opted Governor vacancies. Ideally, the GB needed people with financial and/or HR skills to complement its current strength in educational experience. It agreed the following actions:

- At the next meeting, consider reconstitution – **Replying to questions**, the Clerk advised that the trend in recent years was for GBs to reduce the number of governors and that the current 12 Governor position would now be considered large for a school of Eastburn’s size.
- The HoS would approach a contact from the Methodist church.
- The Vice Chair would work with the School Council to draft a letter from the School Council inviting a wide range of organisations to consider encouraging their staff to become Governors – these organisations might include local branches of large businesses with Corporate Social Responsibility agendas (eg supermarkets, banks), local businesses, local hospitals, police etc.

HoS

- c) Approve Governing Body Code of Conduct

- **The Governing Body unanimously agreed** to re-adopt the Code of conduct as set out in the agenda paper.

- d) Approve Terms of Reference for Resources and Pay Committees

- **The Governing Body unanimously approved** the Terms of Reference for the Resources Committee for 2017-18 as set out in the agenda paper.
- **The Governing Body unanimously approved** the Terms of Reference for the Pay Committee for 2017-18 as set out in the agenda paper.

- e) Appoint Committee members for 2017-18

- **The Governing Body unanimously appointed** Governors to Committees as set out at Annex B (attached).

- f) Appoint Named Governors for 2017-18

- **The Governing Body unanimously appointed** Named Governors as set out at Annex B (attached).

[Sarah Teal left the meeting at 8.25pm]

- g) Agree date for Committees to meet before 31 October 2017 – **The Governing Body agreed** that the Committees should meet as follows:

- Resources – 5.30pm on Thursday 19 October 2017

Signed _____

Date: _____

- Pay – 5.30pm on either Wednesday 01 or Thursday 02 November 2017

h) Review and update Governing Body Action Plan – Item deferred to the next meeting.

i) Consider Governing Body Self Review and Skills Audit – The Governing Body agreed that it would be useful to undertake both a skills audit and a self review. Governors agreed the following steps:

- The Clerk would send to all Governors the NGA Skills Audit form for Governors to complete and return to either her or the HoS for compilation, depending on the outcome of discussion between the HoS and Executive Head.
- The Clerk would send to the HoS a GB Self Review model for consideration.

Clerk,
All

Clerk

j) Approve GB workplan for 2017-18

- **The Governing Body unanimously approved** the GB workplan for 2017-18.

20/17 Any other urgent business referred from Item 03/17 above

Noting the large quantity of paper that had been prepared by the school, **the GB agreed** that only the agenda should be printed off for Governors in future: they would read the supporting papers on screen.

21/17 Date of next meeting

The next meeting would be held at **5.45pm on Monday 27 November 2017.**

The meeting closed at 8.49pm

Signed _____

Date: _____