



**Eastburn Junior & Infant School Governing Body
Meeting held on 27 November 2017
Minutes**

The meeting opened at 5.46pm

Present: Ann Craggs, Samantha Fernie, Richard Grayson, Bryan Harrison (ExecHT), Sarah Teal, Katy Walsh

In Attendance: Joanna Waterhouse (Head of School), Helen Osman (Clerk – BC/SGS¹)

22/17 Apologies for absence and their acceptance

Apologies had been received, and were accepted, from Oliver Golledge. The absence of Graham Sheard without apology was noted.

Governors expressed concern about attendance at Governing Body (GB) and committee meetings. **They agreed** as follows:

- Neither the Governing Body nor its committees would accept apologies where reasons for absence were not given.
- The Executive Headteacher (ExecHT) would write to all governors reminding them of the importance of regular attendance and inviting them to reflect on whether they could commit the time necessary to contribute effectively to the work of the GB.

Action

ExecHT

23/17 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.

24/17 Declarations of interest for items on this agenda

No interests were declared in items on this agenda.

25/17 Minutes of meeting held on 09 October 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.***

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

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Item 04/17 – The Clerk reported that she had now received completed annual Declaration of Pecuniary Interest forms from all governors except Oliver Golledge. She reminded governors that, collectively, these forms constituted the Governing Body’s Register of Business Interests. She passed the forms to the Head of School (HoS) to be filed on the publicly available Governors’ folder.

Governors asked that Oliver Golledge submit his completed form to the school as soon as possible.

O Golledge

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

26/17 **Receive Executive Headteacher’s report**

Agenda paper

The ExecHT said that Andrew Redding, head of Bradford Council’s School Funding Team (BC/SFT), had requested a meeting with him and the HoS on 30 November 2017. He had been unforthcoming as to the purpose of the meeting, but it was no doubt to do with the school’s outstanding budget deficit, which remained significant despite the actions taken by the GB.

Two new teachers had been appointed on a job match basis to the Year 3 vacancy, which was currently covered by a long term supply teacher. **Replying to questions**, the ExecHT said that a job match involved two teachers sharing a single class, with the option of them being moved to different posts independently of each other. This differed from a job share, in which the teachers could only be moved together. The ExecHT said that, though other candidates for the post would have been better for the budget, these two teachers had been the strongest candidates by some margin. They were due to take up post in January 2018.

The ExecHT confirmed that action as being taken to support and manage a performance issue of which governors were aware in broad terms.

The staffing restructure was nearly complete: a number of staff had left during their notice period to take up positions elsewhere; the remainder were due to leave at Christmas. Staff were adapting to new ways of working to manage with fewer staff. There was no doubt that the school was feeling the pinch, but it had to do everything possible to minimise the deficit. One effect of this was that it was no longer in a position to provide as many interventions as it had previously, because it did not have the staff to provide them. This was increasing the emphasis on Quality First Teaching and on robust targeting of the remaining interventions to where they could have most impact.

The ExecHT said that the Pupil Premium Plan had been placed on the school website. Governors agreed to review it at the next meeting. They noted that the progress of disadvantaged children Key Stage 2 in 2016-17 had been strong.

Asked whether the report was correct in saying that there had been no behaviour incidents, the HoS said that it was not: she had been unable to access CPOMS² at the time of writing the report. She would copy the report to governors. In summary, there had been three internal exclusions and two pupils had been put on behaviour report. In all cases, the cause was low-level disruption, and reflected the establishment of clear boundaries. Parents had been supportive of the school’s actions. The HoS said that the implementation of the behaviour policy and the updating of behavioural support were proving effective in improving behaviour.

² CPOMS - a software application for monitoring child protection, safeguarding and welfare issues and generating related alerts and reports

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Staff who had recently visited Finland were applying ideas that they had seen there in their classes – the rest of the school watched with interest. The Curriculum Leader continued to implement the new White Rose Maths Hub³ approach to maths planning and resources.

The ExecHT said that, whereas Miriam Lord⁴ generally supported Eastburn, the reverse had been true recently with regard to Math and English books: Miriam Lord staff had looked to Eastburn's books for examples of good practice.

The ExecHT reported that the teaching sequence was now developed and consistent in all year groups except Early Years. Governors welcomed this as an important step forward. **Asked** whether this was also true for the curriculum, the ExecHT said that it was, but to a lesser extent – it was not yet fully embedded. The HoS said that embedding this, and using cold write tasks to inform teaching sequences, were the next steps to address. **Asked** whether more able pupils were being challenged effectively in writing, the ExecHT confirmed that they were – the quality shown in books was high.

The ExecHT said that all the Designated Safeguarding Leaders (DSLs) had received updated training. The Named Governor for Safeguarding (NC/SG) said that she had visited school to review safeguarding.

The ExecHT said that the actions set out in the Post Ofsted Action Plan were being taken forward and would be discussed further at Item 29/17. The true evidence of impact would come with data showing improved outcomes. Progress in both key stages had been good. Asked about the difference between boys and girls, the HoS said that there was still a discrepancy: in Reading the discrepancy reflected the national picture, but in Maths it was greater than the national discrepancy and in Writing it was significantly so. It was worth bearing in mind that the higher proportion of SEND pupils were boys.

The ExecHT said that a Year 6 lesson observation had been undertaken earlier on the day of this meeting. The difference from November 2016 had been striking. He considered that the teaching these pupils were receiving gave them a good basis to do well in 2017-18. **Asked** whether this was the cohort that included eight or nine SEND pupils, he confirmed that it was – though this would not have been obvious from the lesson observed earlier in the day.

27/17 **Review pupil progress and attainment including comparison with July 2017 data**

Agenda papers

Governors noted that the baseline assessment in Early Years suggested that, all else being equal, 80% of pupils should be expected to reach GLD⁵ at the end of the year. **Asked** whether provision was in place to address fully the needs of children with speech difficulties, the ExecHT said that it was not: provision had improved but was not yet as good as it needed to be. The HoS said that the supply teacher had identified this early on and was addressing it. The ExecHT said that specific support for this kind of intervention would be tricky to provide in future in light of the reduction in staffing: as mentioned earlier in the meeting, the focus needed to be on Quality First teaching. **Asked** whether the needs of these pupils were discussed in Pupil Progress Meetings (PPMs), he confirmed that they were.

³ White Rose Maths Hub – Led by Trinity Academy Halifax, supporting schools in Bradford, Calderdale, Kirklees and Leeds to promote love of and passion for Maths, focused on a teaching for mastery approach

⁴ Miriam Lord – Miriam Lord Primary School, the home school of the Executive Headteacher

⁵ GLD - Good Level of Development at the end of Foundation Stage (ie 2+ in each of the first 12 Early Learning Goals)

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The HoS explained that pupils joined Year 1 in one of three categories. Staff were currently compiling the data required to split these three categories into the five used in the tracking system for Years 1 to 5. For this reason, Year 1 did not yet show any pupils in the blue (well above expectation) or dark red (well below expectation) categories. **Replying to questions**, she said that governors could expect to see all five categories for Year 1 after the next round of data collection and PPMs. **Asked** whether it would be reasonable to expect all pupils who were shown as exceeding expectation in Early Years to be shown in the next set of Year 1 data as blue, the HoS said that this was broadly true, though differences between Early Years and the National Curriculum might cause some variation.

The ExecHT said that the work carried out by leadership on data, supported by PPMs, had made it significantly more accessible for staff. While it was important to ensure that staff made effective use of data to inform their teaching, governors noted the need to avoid staff feeling pressure to overstate their assessments. The ExecHT said that moderation continued, including with 2VLC⁶. He made clear that all schools needed to undertake regular moderation: this was not a need that was specific to Eastburn.

Governors asked for further explanation of the “*hash-tag*” element of assessing Maths mastery under the White Rose Maths Hub system. The HoS explained that maths was assessed in two different ways. SPTO⁷ showed whether each pupil was working well below, below, at, above or well above the year group expectation. For each learning objective, pupils were assessed as working towards, within or above expectation: most should be working towards the objectives at this time of year.

The hash-tag system assessed how secure pupils were in applying their knowledge under each learning objective: for example, in maths reasoning and problem-solving, or in applying learning to their writing. At #1, pupils were aware of (for example) question and punctuation marks but did not apply them to their writing. At #2 they used them. At #3 they used them accurately in extended writing. At #4 they used them appropriately in other curriculum areas. The hash-tag system was important in terms of assessing the security of pupils’ learning, but had caused some confusion for staff. Broadly speaking, the blue areas in the agenda paper indicated that pupils were at #4, the orange/red that they were at #1.

The HoS said that the relatively few Year 2 pupils (53%) working at or above expectation in Maths and reading was a concern. The Year 2 teacher was currently managing two different assessment systems: the school’s SPTO system and the Interim Framework for Teacher Assessment that she was required to use for SATs purposes. The school was supporting her in this. The ExecHT said that the strength of monitoring in school now enabled investigation of the data, for example by comparing it with what was shown in pupils’ books. Year 2 was the cohort of greatest concern because its data did not match the evidence in books. He assured governors that there was time to resolve any issues around working with two assessment systems before the Year 2 SATs.

Replying to questions, the ExecHT confirmed that Year 3 continued to be taught by the same supply teacher. Progress looked encouraging – the Key stage 1 results for this cohort had not been strong. The supply teacher deserved credit for ensuring that progress had been made.

Noting that Year 5 was a relatively able cohort, governors were surprised to see relatively little blue shown for that year group. The HoS said that the school was working with the teacher to develop her confidence in the evidence that supported an assessment of blue/#4 – the evidence existed.

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

⁷ SPTO – School Pupil Tracker Online

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Replying to questions, the ExecHT confirmed that Year 6 were solid across Reading, Writing and Maths.

The ExecHT said that the inspection summary had just been received and indicated that outcomes were improving: it was important that the school sustain this.

Governors asked that the *next meeting* consider in more detail the progress and attainment of Year 2, particularly the 44% of pupils who were not currently working at or above expectation; boys; and more able pupils, based on the next round of attainment and progress data and PPMs. **They also asked** that it take the inspection summary as an agenda item.

28/17 Review monitoring and evaluation of teaching, learning and assessment, including comparison with summer term

The ExecHT said that the teaching and learning grid with which governors were familiar was in preparation and would be available for the next meeting. The definitions in the grid had been altered to give greater emphasis to pupils' books, which provided evidence over time rather than the snapshot evidence provided by lesson observations. This needed to be done, but would mean that data from now on would not be directly comparable with past data.

The ExecHT said that books had improved significantly since the summer term; he thought that lesson observations would show a similar picture. The key was consistency: this was better in Key Stage 2, developing in Key Stage 1 and needed more work in Early Years.

29/17 Review progress against the post-Ofsted Action Plan

Agenda papers

Governors welcomed the introduction of the RAG-rated⁸ summary of the subsections of the Post Ofsted Action Plan (POP) objectives and tracked on a half-termly basis the extent to which the school could show *evidence of impact* against each. This was a helpful addition to the information on actions planned and taken as shown in the updated POP itself. They noted that green highlighting indicated that the section had been completed and impact demonstrated. Yellow indicated that action had been taken and some impact had been shown. Red indicated that action had not been taken or that it had not yet shown impact. The ExecHT said that progress might not be linear in all cases: it was possible that, in light of later scrutinies, future versions might show as yellow a subsection that had previously been green.

The ExecHT said that the red shown for some sections of the Early Years and Leadership and Management objectives reflected an absence of evidence of impact: they did not mean that no action had been taken.

Governors asked whether leaders were clear about what was required of them. The ExecHT said that their understanding improved every week. He expected to see continued improvement as they were regularly asked to provide evidence of impact. The HoS said that one element of this improving clarity had been the recent reports they had provided to governors on evidence of the impact of interventions. **Asked** whether evidence of impact was required in PPMs, the ExecHT said that it was, but that it was also requested frequently as part of daily formal or informal conversations with staff.

Referring to SEND pupils, governors noted that thought processes had improved significantly. They also noted that, while SEND reports showed a lot of action, they

⁸ RAG rating: Red, Amber, Green ratings - a visual representation of progress

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showed relatively little evidence of impact. The ExecHT agreed, and reminded governors that Ofsted had wanted to see clear evidence of impact in terms of what SEND pupils could now do that they had not previously been able to do. The HoS said that the school had tools to track the progress of pupils who were making very small advances, but that these were not yet fully embedded.

While the new national data system that had replaced RAISE Online⁹ indicated significant improvement in outcomes, this kind of evidence of impact was necessary to enable the school to understand to what extent improvements were due to improved teaching and learning and to what extent they reflected variations in the nature of cohorts of pupils.

Asked whether middle leaders understood the need to set *high expectations*, the ExecHT said that this was improving but that there will still some comments from some staff such as “these pupils find it very hard”. Such comments were challenged and the ExecHT and HoS continued to work to change the culture to one of high expectations.

The HoS said that the school had been using evidence of the impact of *interventions* to identify which were worth continuing and map them across school. She gave the example of Jungle Journey, an intervention that addressed motor control and that had been run for groups of pupils in Years 1 and 2. Evidence of the impact of this intervention had led the school to extend it to all Reception pupils so that they all entered Year 1 with the gross and fine motor skills that they needed to do well in that year.

The ExecHT said that this more forensic approach to determining which interventions to continue and extend was essential in light of the reduction in staffing, which significantly reduced the school’s overall capacity to run interventions: it was thus essential that those it was able to run were demonstrably effective. Governors commented that this should already be happening: the school had a non-class-based member of staff whose role was to lead in this area, and the HoS ought to be able to look to this person rather than undertaking the work herself. The HoS said that the necessary systems were now in place but that greater clarity was needed about the evidence that was required. The school was working with partners in the 2VLC on this.

Governors expressed concern that *section 3(ii) (use of assessment information to plan and deliver targeted support for key groups of pupils)* continued to be rated as red. The ExecHT said that he was confident that the action had been taken but that there remained some lack of clarity about the evidence that was required: the member of staff in question needed to be able to demonstrate the impact of all the action. Governors noted that they had discussed the scope of the role and whether it was too much for one person: they had concluded that it was not disproportionate to similar roles in other, larger schools. The HoS said that one of her responsibilities was to ensure that this member of staff prioritised effectively, particularly in relation to using evidence of impact to fine tune support for key groups of people.

[Bryan Harrison left the room at 6.44pm]

The HoS said that neither of the AHTs had been trained in use of SPTO – she and the ExecHT were providing this training on the job. It could be difficult for leaders to put systems in place if they had no prior experience of working with effective systems. Leaders were improving greatly in this area, and the HoS had been pleased to see engagement with colleagues in 2VLC in this area. Governors could see that matters were improving, but were concerned about the rate of improvement: they did not wish to find in May that section 3(ii) remained red.

⁹ RAISE Online: Reporting and Analysis for Improvement through School Self-Evaluation – under the old National Curriculum (up to 2014) RAISE Online provided interactive analysis of school and pupil performance data. RAISE Online was a key source of information about the school for Governors.

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[Bryan Harrison rejoined the meeting at 6.47pm]

The ExecHT said that the staff member was being asked to work in a way that had not previously been required before. Support was being provided by an AHT from Miriam Lord¹⁰ with experience in this area. **Asked** whether the pastoral aspects of the role were distracting the staff member from the more academic side, the HoS said that, as discussed in the margins of the recent Pay Committee meeting, the school needed to address overlaps between staff responsibilities for SEND, SEMH¹¹, PSED¹², pastoral management and Nurture Group work. She had started to address issues of overlap with regard to clarification of safeguarding responsibilities and needed to extend the work into this area.

While they understood that progress was being made against section 3(ii), Governors remained concerned about the rate of this progress. **Pressed** to indicate a timeline, the ExecHT said that he expected to be able to report to governors at the next meeting that section 3(ii) had moved from red to yellow.

The HoS said that the two AHTs would benefit from access to the Resident Inspector training to gain a clearer understanding of what Ofsted expected to see the HoS herself had undertaken the training and had found it helpful. The aHTs would also benefit from NTSL¹³ leadership training. Unfortunately, such training was costly and the bid for funding for school-to-school support had not been successful.

Noting that three of the six sections of Afl 2 (Improve quality of provision in Early Years) were rated as red, governors asked about the timescale on which they could expect to see these sections move to yellow. The HoS said that this was an area of concern. Significant support had been provided and proper procedures would be followed as necessary.

30/17 Receive report from

- a) Resources committee meeting of 16 November 2017 – The ExecHT said that the Committee had discussed the significant budget deficit and awaited the outcome of further discussions with BC/SFT. It had reviewed the accidents and incidents report and concluded that it was reasonable for a school of this size. It had approved a number of policies and deferred review of the Health and Safety policy to the next meeting.
- b) Pay committee meeting of 17 November 2017 – The ExecHT said that the Pay Committee had assured itself that staff performance management meetings had been held; that these meetings had reviewed staff members' objectives for the past year and agreed objectives for the year ahead; and that the pay recommendations were based on a clear and robust performance management system. The Committee had discussed and made decisions on the pay recommendations. The HoS confirmed that instructions had been issued in school to give effect to the decisions of the Committee.

31/17 Receive update on any safeguarding issues arising since the last meeting

¹⁰ Miriam Lord – the home school of the Executive Headteacher

¹¹ SEMH – Social, Emotional and Mental Health

¹² PSED – Personal, Social and Emotional Development

¹³ NTSL - National College of Teaching and Leadership: an Executive Agency of the Department for Education, formed in April 2013 from the merger of the National College for School Leadership with the Training Agency

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The HoS confirmed that the Designated Safeguarding Leaders (DSLs) had undertaken training, in the light of which the Child Protection and Safeguarding policy would be amended and brought to the next meeting for approval.

The school was working on its response to the LA request that all schools complete a safeguarding audit, which had been shared with Sarah Teal s the Named Governor for Safeguarding (NG/SG). The LA would produce an action plan based on the audit, and that action plan would be passed to NG/SG, who would report to the GB.

32/17 **Receive annual SEND information report**

Agenda paper

The Governing Body noted the annual SEND information report, which had been [laced on the school website.

33/17 **Receive update on support staff restructure**

Item covered under Item 26/17 above.

34/17 **Receive report on performance management of Executive Headteacher**

Ann Craggs reminded governors that she represented Eastburn on the Executive Headteacher Performance Management Committee. Unfortunately, she had been unable to attend the Performance Management review. However, she and the Chair had considered the Executive Headteacher's objectives prior to the meeting.

The ExecHT confirmed that his Performance Management review had been held in the presence of an external adviser. The meeting had reviewed his objectives for the past year, agreed objectives for the coming year and made a decision on pay. Instructions had been given in Miriam Lord to ensure that the pay decision was implemented.

35/17 **Future school leadership: confirm date of extraordinary meeting**

- **The Governing Body agreed** to hold an extraordinary meeting at 5.45pm on Monday 04 December 2017 to consider options to secure the future leadership of the school. Ann Craggs gave her apologies for this meeting: it had been impossible to find a date within a reasonable timeframe on which all governors were available.

36/17 **Report on Governors' visits to school, training and development**

Katy Walsh had met the HoS to discuss Early Years. She had looked at books and baseline data but had not seen the Early Years teacher due to her absence from school. She had walked around Early Years to see how the picture presented by the data was reflected in the classroom and had discussed the early Years Action Plan. She had invited the Early Years Leader ad the HoS to visit her own school, Cottingley Primary School.

In her capacity as NG/SG, Sarah Teal had checked the Single Central Record and discussed with the HoS the LA safeguarding audit. **Asked** whether she found the increasing responsibilities of the NG/SG manageable, she said that she did: action was taken by the school's Safeguarding Group and she monitored the Safeguarding Action Plan to verify that it was being actioned. Replying to questions, NG/SG and the HoS confirmed that they were content that the necessary linkages were made between the various Named Governors whose roles related to aspects of safeguarding. The HoS

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noted that the Ofsted inspector had been pleased with safeguarding in school. She added that an external audit of safeguarding had been commissioned by the Jayne Done, the school's Primary Achievement Officer from Bradford Council (BC/PAO) – the HoS saw value in arranging an external audit every two to three years to ensure that the school's practice and procedures remained up to date with latest legislation and best practice. **Governors agreed** that this would be a wise precaution.

Sarah Teal said that, on her next visit, she planned to look at pupils' perspective on safeguarding and on how clearly staff understood what they needed to do.

Richard Grayson had undertaken a tour of the school focused on Building Learning Power (BLP). He had spoken to pupils and hoped to speak to parents on his next visit.

Ann Craggs planned a visit to school focused on writing.

Richard Grayson had attended training on "Asking the Right Questions", which he had found informative. Governors expressed interest and he undertook to circulate a list of "Critical Friend Questions" that had formed part of the course materials.

R Grayson

37/17 Confirmation of compliance of school website with Regulations

The ExecHT assured governors that the school website complied with the requirements of Regulations on the publication of various information. Compliance was one of the elements of the school's "first of the month" checks. **Responding to questions**, he undertook to include on the calendar of school events dates that were further in the future, to give parents as much notice as possible for diary-planning purposes.

ExecHT

38/17 Review policies and other key documents:

Agenda papers

a) **SEND Policy** – The ExecHT said that the content of this policy largely reflected statutory requirements – this accounted for the length of the document.

➤ **The Governing Body unanimously approved** the SEND policy.

b) **Attendance policy (pupils)** – Governors discussed the "exceptional circumstances" in which the Head of School might authorise up to five days leave in term time for a pupil (pages 5-6, first complete paragraph). The HoS said that she was often asked to authorise leave to visit an immediate family member in the child's country of origin. Governors considered the scope to allow leave for pupils whose attendance exceeded (say) 97%; and/or to allow such leave once in any three-year period. The also considered whether leave should be authorised where parents worked for frontline emergency services and provided letters from their employers stating that leave could not be taken at a specific time (eg Christmas). They concluded, however, that it would be unhelpful to set a precedent which suggested that leave in term-time was acceptable: there were twelve weeks of school holiday in which pupils could visit immediate family members without compromising their education.

➤ **The Governing Body unanimously approved** the Attendance policy without amendment but **agreed** to review it after one year. They **asked** that the school keep a record of requests for leave in term time during that period, to inform the review of the policy.

c) **Data protection policy** – **Replying to questions**, the ExecHT said that the Data Protection policy did not reflect the changes in data protection legislation (the

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GDPR¹⁴) that would come into force on 25 May 2018. This document was simply an update of the existing policy: a new or updated policy would be brought to the Governing Body for approval prior to implementation of the GDPR in May 2018.

- **The Governing Body unanimously approved** the Data Protection policy on this basis.
- d) Freedom of Information publication scheme and Environmental Regulations policy – Governors noted that this was a standard policy that had not been substantively changed.
- **The Governing Body unanimously approved** the Freedom of Information publication scheme and Environmental Regulations policy and agreed to review it in three years time.
- e) Pay policy – Governors noted that this policy, which was based on a PACT HR¹⁵ model, had been scrutinised by the Pay Committee. The main issue for decision had been whether the 2% pay increase for staff on the Main Pay Scale (MPS) should apply to all such staff or just to those on points M1 and M6. The Committee had recommended that the 2% increase apply to all MPS staff and that the Governing Body approve the policy.
- **The Governing Body unanimously approved** the policy and ratified the decision of the Pay Committee that the 2% pay increase for MPS staff should apply to all staff on that scale. They noted that this policy was reviewed annually.
- f) Admissions policy – The HoS said that a number of amendments had been made to this policy. The document now clarified that the school recommended that all pupil start school in the September of the year of their fifth birthday. Feedback from the parent questionnaire suggested that they were broadly content with induction arrangements but that they found the two-week induction period, where the pupil attended school only for mornings or for afternoons, difficult to manage. A parent Governor confirmed that this was an issue. Governors considered this view against the strong view of early years staff, related by the HoS, that the two week induction period was necessary to enable children to settle into school effectively and to allow staff to get to know the children and conduct baseline assessments. They were concerned that the needs of parents in terms of child care arrangements should not outweigh those of pupils. Education professionals among governors said that it was difficult to say how important the two week period was for allowing children to settle – their schools had two-week induction periods, but they would be hard pressed to produce evidence one way or the other as to its necessity. Certainly, meeting the needs of thirty new pupils on day one of term and introducing them effectively to the school environment and procedures would be a challenge, but a one-week induction period might be sufficient.
- **The Governing Body unanimously agreed** that the induction period should be reduced to one week. Subject to this amendment, **it unanimously approved** the Admissions policy and agreed to review it in three years time.
- g) Leave of absence policy (including Hajj, exceptional circumstances) – Governors noted that this policy was based on a PACT HR model that had been legally cleared and agreed with the unions.
- **The Governing Body unanimously approved** the Leave of Absence policy.

¹⁴ GDPR – General Data Protection Regulation: due to be implemented on 25 May 2018, replacing the Data Protection Act 1998

¹⁵ PACT HR – Bradford Council's traded HR support service

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Date: _____

39/17 **Governing Body matters***Agenda papers*

- a) Review the constitution of the Governing Body – **Replying to questions**, the Clerk confirmed that the trend in recent years had been for governing bodies to reduce in size: this GB would now be considered large for a school of this size. Governors noted that it was very difficult to fill vacancies, particularly for Co-opted Governors. However, the GB needed to have enough governor positions to enable its Committees to function and the work of the GB to be carried out effectively.

- **The Governing Body unanimously agreed** to reconstitute as follows, with effect from 01 January 2018:

- 2 Parent Governors
- 1 Staff Governor
- 1 LA Governor
- 1 Headteacher Governor
- 5 Co-opted Governors

The Clerk would notify the School Governor Service and ask them to arrange for a new Instrument of Government to be prepared, signed and sealed.

- b) Review Governor vacancies – Taking account of the reconstitution, Governors noted that the four current vacancies for Co-opted Governors would reduce to two in the new year. Governors had approached the Yorkshire and Skipton Building Societies to see whether any of their staff would be interested in becoming governors; these approaches had not met with success. Ann Craggs said that she would visit school to work with the School Council on drafting a letter to send to businesses in and around the Eastburn/Steeton area. Governors noted that, ideally, it would be useful to have more governors with financial and business management skills to complement the educational backgrounds of many of the existing governors.

- c) Review organisation and scheduling of governors' visits to school – Governors said that they had found it useful when the HoS had sent a list of possible dates for visits and invited them to book themselves in. She undertook to circulate potential dates for the Spring term. She also undertook to re-circulate the Governor Visit Report form.

Governors agreed that it should be an expectation that each governor would visit school and complete a Governor Visit Report form at least once per term.

- d) Review and update Governing Body Action Plan – The ExecHT said that this would be updated for the next meeting.

- e) Update on Governing Body Skills Audit and Self Review – The Clerk said that the HoS had confirmed by e-mail that the school was willing to pay for her to compile the GB Skills audit and Self Review, as this was outside the scope of the clerking contract with the School Governor Service.

The Clerk reported that she had issued nine skills audits forms, of which six had been returned – a response rate of 66%. She encouraged those governors who had not returned a form to do so by the end of the week. The Chair would remind absent governors to return their forms.

The Clerk said that the ExecHT and HoS had agreed to use the model GB Self Review format that the Clerk had used with other schools, including Miriam Lord. She would issue the form to governors in the week following this meeting, asking for responses by the end of term so that she could compile them over the Christmas break.

Clerk

A Craggs

HoS

Chair

Signed _____

Date: _____

40/17 Report on Chair's actions and correspondence

None reported except as mentioned under other items on this agenda.

41/17 Any other urgent business referred from Item 03/17 above

There was no other business.

42/17 Date of next meeting

The next ordinary meeting would be held at **5.45pm** on Monday **05 February 2017**.

In addition, and as agreed at Item 35/17 above, and extraordinary meeting would be held at **5.45pm** on **Monday 04 December 2017** to discuss future leadership models for the school.

The meeting closed at 8.06pm

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Date: _____