



**Eastburn Junior & Infant School Governing Body
Meeting held on 15 October 2018
Minutes**

The meeting opened at 5.47pm

Present: Ian Bester, Ann Craggs, Samantha Fernie, Richard Grayson, John Hughes, Rebecca Reynolds (to Item 10/18), Katy Walsh, Joanna Waterhouse (Head of School), David Wilson (Associate Member and DHT)

In Attendance: Helen Osman (Clerk – BC/SGS¹)

Action

The Clerk took the Chair pending the outcome of Item 02/18

The Governing Body (GB) welcomed John Hughes, potential Co-opted Governor, to the meeting and noted that he had attended the meeting of the Resources Committee on 08 October 2018.

01/18 Governor co-option

[John Hughes withdrew from the meeting]

The Head said that John Hughes had visited school. His background was in the banking sector and he had an interest in governance matters. He was married to a staff member, and was alive to the potential conflict of interest issues: he had discussed with the Head and the Clerk the need to withdraw for discussion of any matter pertaining to the pay or performance of his wife. The Head thought he would be a committed governor, and governors welcomed his financial background.

- **The Governing Body unanimously appointed** John Hughes as a Co-opted Governor.

[John Hughes re-joined the meeting]

02/18 Elect Chair and Vice Chair

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

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- **The Governing Body unanimously agreed** that the term of office of both Chair and Vice Chair should be the academic year 2018-19, extending to the first meeting of the Governing Body in academic year 2019-20.

Election of Chair – Katy Walsh was nominated as Chair and indicated her willingness to serve in that capacity in 2018-19. She put the Governing Body on notice that she did not plan to accept any nomination as Chair beyond that period.

[Katy Walsh withdrew from the meeting]

- **The Governing Body unanimously elected** Katy Walsh as Chair for academic year 2018-19.

[Katy Walsh rejoined the meeting]

Election of Vice Chair – Ann Craggs was nominated as Vice Chair and indicated her willingness to serve in that capacity in 2018-19. She put the Governing Body on notice that she did not plan to accept any nomination as Vice Chair (or Chair) beyond that period.

[Ann Craggs withdrew from the meeting]

- **The Governing Body unanimously elected** Ann Craggs as Vice Chair for academic year 2018-19.

[Ann Craggs re-joined the meeting]

Katy Walsh took the chair.

03/18 **Apologies for absence and their acceptance**

Apologies had been received, and were accepted, from Sarah Teal.

04/18 **Notification of other urgent business and requests to vary the agenda order**

The GB agreed to receive information on exclusions as other business.

05/18 **Declarations of interest:**

- a) Annual – All governors present handed completed Annual Declaration of Pecuniary Interest forms to the Clerk, who passed them to the Head, explaining that these forms together fulfilled the requirement that the Governing Body maintain a Register of Business Interests and provided information that the school was required to publish on its website about governors.

Sarah Teal to provide completed form to school as a matter of urgency.

- b) Items on this agenda - No interests were declared in items on this agenda.

S Teal

06/18 **Minutes of meeting held on 09 July 2018 and matters arising**

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

Item 102/17 – The Head said that the planned visit of the Chair (to provide support to Early Years in the use of questioning to drive improvement in assessment) had been

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deferred to the autumn 2 half term to give the newly appointed Early Years Leader to settle in first.

Item 111/17 – Governors noted that the Prospectus for 2018-19 was on the website. The Head undertook to e-mail it to governors.

Head

Item 124/17 – The Head said that the GB Action Plan had not yet been incorporated into the Post Ofsted Action Plan (POAP). This would be done, taking account of the outcome of the GB Skills Audit and Self Review (Item 20/18 below) in time for the next meeting.

Head

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

07/18 Receive Headteacher’s report

Agenda paper

The Head reminded governors that the school’s priorities would continue to include the three Areas for Improvement (Afls) identified by Ofsted until the next Ofsted inspection. The other two priorities now focused on embedding (rather than developing) Building Learning Power² (BLP); and reading, in light of the recent dip in results for reading, suggesting that it may have suffered from the focus last year on writing and maths.

Replying to questions, she said that the school would continue to monitor the level of challenge to pupils in books and in Teaching and Learning (T&L) more generally. She added that the school had considered adding a priority relating to maths, but had concluded that this would be addressed through BLP.

The Head said that, at the time of writing the report, attendance had been strong (97.8%) in comparison with the national average (96.1%). Persistent Absence³ (PA) was in line with the national average but needed to be monitored closely. A small number of pupils had been PA from the start of term, because they had been on unauthorised extended leave. Letters would be sent in the week of this meeting to parents of pupils whose attendance was currently below 96%, and pupils who were PA would be targeted by the Pastoral Manager for additional work. The letter at the end of the half term would indicate that the pupil’s attendance would be monitored against a target of zero absence in the following half term.

Governors asked whether the letters to parents of pupils with lower than 96% attendance would in future be sent at the end of each half term, or as and when each pupil’s attendance fell below that level. The Head said that attendance was monitored continually. Where attendance fell below 92% (in danger of becoming PA), the pupil and family were targeted for particular support and attendance was monitored for a further 6 weeks before the matter was referred to the Educational Social Worker (ESW).

Governors asked for clarification of the PA data in the report: were the percentages shown for groups of pupils (eg SEND, boys etc) percentages of the overall 8.2% of pupils who were PA? The Head confirmed that this was so. **Asked** how the school was managing with the transition of the local authority’s (LAs) ESW team to a traded service,

² Building Learning Power (BLP) - 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](#)

³ Persistent Absence: attendance by a pupil of less than 90% (ie 19 days or more missed in one year)

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the Head said that it had not yet needed to make any referrals this year. It awaited information from the LA on the costs of the traded ESW service and a draft Service Level Agreement for consideration.

Turning to the SEND data on page 3 of her report, the Head said that the school now had three pupils with EHCPs⁴. The (+1) shown in the bottom table referred to a pupil who was on an intermediary short-term programme, for which the school received short term funding, because an application for specialist provision had been rejected due to lack of places. If the programme were unsuccessful, the application for specialist provision would be revisited.

The Head said that the school anticipated that EHCP applications would be made in respect of another two pupils. Replying to questions, she confirmed that Years 4 and 6 had particularly high numbers of SEND pupils: three of the Year 4 pupils were also in the Nurture Group. Asked whether additional classroom support was focused on these year groups, she confirmed that it was. Governors noted that, overall, the number of SEND pupils was lower than it had been in the past. The Head said that the SENCo was careful to ensure that pupils were not put on the SEND register without justification (eg simply because their attainment was low or they had issues with behaviour). This judgement could be difficult to make. The SENCo also had strong systems in place to ensure that the SEND status of pupils was reviewed in case they no longer needed to be on the register. Replying to questions, the Head said that it was considerably harder than it used to be to have an EHCP put in place for a pupil – this was one of the reasons that the school was seeking alternative avenues of support for the child represented by the (+1) in the table at the bottom of page 3.

Turning to the CPOMS⁵ analysis on page 4 of her report, the Head said that the headings under which staff reported incidents had now been standardised. Governors noted that Key Stage 2 behaviour continued to stand out. The Head said that this largely reflected the concentration of EHCPs in Key Stage 2 and the behaviour of a child who faced domestic issues. The school had a graduated approach of escalating rewards and sanctions to address the linked issues of behaviour and SEND. Where a child was frequently recoded on CPOMS for behavioural matters, the school considered whether there was need for additional Social Emotional and Behavioural provision. For example, in the case of a pupil on an EHCP who had behavioural issues, the school was accessing mental health services. The school aimed to identify such issues and secure the appropriate support at as early a stage as possible.

In terms of the Post-Ofsted Action Plan (POAP), the Head said that the main focus of the senior leadership team (SLT) in this first half term had been on: ensuring that the three new members of staff settled in quickly and effectively and providing ongoing support for the two Newly Qualified Teachers (NQTs); and the introduction of Read Write Inc⁶ to raise standards in Phonics. She had expanded the curriculum section of this report and would continue to do so in future, reflecting Ofsted's increasing focus on the wider curriculum and the need for Governors to be clear about what was being done in areas other than reading, writing and maths. Governors welcomed this.

⁴ EHCP – Education, Health and Care Plan: Introduced by the Children and Families Act 2014. Replaces the SEN (Special Educational Needs) Statement

⁵ CPOMS - a software application for monitoring child protection, safeguarding and welfare issues and generating related alerts and reports

⁶ Read Write Inc – a series of four literacy programmes, developed by Ruth Miskin, for children of various ages from 3-11 covering Phonics, Literacy & Language and Spelling

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08/18 Receive report from Resources Committee meeting of 08 October 2018

Ann Craggs, Chair of the Resources Committee (Chair/Res), said that the Committee had reviewed the Quarter 2 budget monitoring report. It had noted that the school had received a small increase in funding related to the recent increases in staff pay costs. It had been disappointed, though not surprised, to find that the increase in funding fell significantly short of the increased pay costs: this was a real cause for concern. The Head added that the school had just managed to balance the in-year budget but reminded governors that the overall funding climate remained highly unpredictable: the current National Funding Formula (NFF) had been agreed for 12 months only. Whatever the outcome of further discussions on the NFF, it was extremely unlikely that funding would keep pace with future pay costs. The school would need to save £20k to £25k in the next financial year in order to balance the budget in-year. Governors noted that this equated to the cost of a teacher.

The Head said that income from Funzone was essential to balancing the budget: ensuring full attendance was therefore a high priority, as was the identification, maintenance and increasing of all potential and existing funding streams. **Asked** whether all schools were in a similar position, the Head said that, while most were experiencing budget pressure, Eastburn was one the ten schools in the District that faced a deficit budget position with no option to reduce costs further. Of the other nine, some had suffered financial mismanagement and three others were in a similar position to Eastburn – small schools with low pupil numbers and low numbers of pupils with English as an Additional Language (EAL) eligible for Pupil Premium (PP) funding. **Asked** whether the Governing Body needed to revisit structural options such as academisation, the Head said that Andrew Redding, Head of Bradford Council's School Funding Team (BC/SFT) had indicated that there was no evidence that academisation would solve the problem.

The Head had, on the day of this meeting, met a provider of summer holiday clubs to discuss the possibility of running such activities at Eastburn. This would be a help to parents, as well as generating income for the school. The school would continue to do everything possible to maximise the income from Funzone while keeping costs to the minimum necessary. The Committee has agreed that the school should undertake a further benchmarking exercise to ensure that the best possible use was being made of existing staff time, for example in terms of release time. The school was also reviewing the classroom duties of senior leaders. However, it would be necessary to balance any potential savings against the impact on pupil outcomes. the Head added that, while Funzone income was essential, the main factor in enabling the school to balance the current year budget had been the appointment of the two NQTs. Governors noted that, while many NQTs proved to be excellent teachers, schools had to have sufficient experienced staff to support them in the early stages of their careers.

The Head said that, as agreed, the school had explored the possibility of expansion with the LA, but predicted birth rates did not support that option. On the more positive side of the scales, approval had been given for the new school in Silsden as three-form entry, not the four forms as originally planned. This would help to reduce the drain on pupil numbers at other schools in the area. Governors noted that, if Eastburn proved to be financially unviable, there was no obvious alternative provision for its 200 pupils.

Asked about the future outlook, the Head said that a budget deficit was forecast for 2019-20. She noted that budget deficits had been forecast in the last two years but that the school had been able to claw back from that position to balance the books. The best thing that the school could do at the moment was to maintain close contact with BC/SFT. She added that the school's categorisation by BC as Priority 3 (the second highest

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category in terms of a school's need for LA support) was due to its budget position, as well as the fact that the Head was new in post.

09/18 Review pupil progress and attainment

Agenda papers

Attainment

Referring to the data sheets circulated with the agenda, the Deputy Headteacher (DHT) said that the attainment across school had been high in 2017-18. Noting that eight or nine pupils had been well below ARE⁷ in Year 4 in all three subjects, **governors asked** whether this was the same eight or nine pupil in each case: the DHT confirmed that it was. **Replying to questions**, he agreed that this was a concern for these pupils as they moved up the school, as was the performance in 2017-18 of the current Year 6 cohort. The Head added that this was taken into account on the setting of targets and the deployment of support. **Replying to questions**, the DHT said that the maths outcome had been in line with national.

The DHT said that assessments would be refined at the end of the autumn term, and noted that the SATs results did not always reflect assessments because they provided a snapshot under particular conditions. The Head reminded governors that SATs outcomes could be affected by the effectiveness of pupils test strategies and techniques: the school regularly ran SATs type tests to help to familiarise them with the experience.

Noting that, overall, the percentage of pupils reaching the required standard was over 70%, governors considered it reasonable to anticipate that outcomes should be well above national averages, though some cohorts (eg Years 4 and 6, particularly in writing) might be lower. Noting that 100% of Year 4 pupils had reached expectation in reading and writing, and that this cohort (now in Year 5) was being taught by an NQT in 2018-19, governors stressed the need to ensure that the NQT was supported and clearly understood the assessment system, to ensure that this high level of performance was maintained. The Head agreed, though she warned that the 100% attainment was unlikely to be fully maintained because the assessment criteria would not necessarily match and the cohort would no longer have the benefit for having been taught by the same teacher for two years. However, she confirmed that the 100% assessment had been supported by clear evidence.

Noting the high level of attainment in reading (82.9% of pupils reaching ARE across school), **Governors asked** how this tied in with the identification of reading as a priority for 2018-19 in the POAP. The Head said that the priority given to reading was based on relatively low attainment in Key Stage 1, particularly Year 2.

The Head said that the school had made appeals in respect of a number of Year 6 SATs papers; the appeals had, for the most part, been unsuccessful.

Progress

The DHT reminded governors that progress in writing had been a key area of focus in 2017-18, and that pupils were expected to make at least three points progress in each year. Thus, a child who was working at Above ARE in one year and who made the expected three points progress would reach Above ARE in the following year.

⁷ ARE - Age Related Expectation

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Governors noted that whole-school progress in 2017-18 promised well for the future, particularly in writing. The DHT noted that, with the exception of Year 2, all classes had achieved their target of 80% of pupils making expected progress. The DHT said that the comparatively slow progress in Year 2 had been identified as an issue – it had not suddenly appeared as an issue at the end of the year. The school was working with the member of staff concerned to address the rate of progress. **Replying to questions**, the DHT said that it was not straightforward to correlate “Greater Depth” with “Above Expectation” and “Well Above Expectation”. A higher proportion of pupils were expected to reach Greater Depth than Well Above Expectation.

The DHT explained that the National Curriculum placed a ceiling on the progress that pupils could make in any year. The maximum progress that a higher ability pupil working at Well Above Expectation could make in the following year was three points, taking them to Well Above Expectation again. That was why the number of pupils shown as making Exceptional progress was relatively low, and it reflected the emphasis of the 2014 National Curriculum on deepening learning rather than moving pupils rapidly up through year group curricula. **Asked** how, in light of this, the school ensured effective challenge for higher ability pupils, the Head said that the three points progress that they required to take them to Well Above Expectation required that they apply their knowledge and skills broadly and demonstrate reasoning skills.

Replying to questions, the Head confirmed that targets had been set for every year group in each subject. The first round of Pupil Progress Meetings had been held, with the focus on ensuring that staff knew their new classes intimately, with a clear understanding of their attainment in the previous year and at their last Key Stage marker (eg end of Reception, end of Year 2). The meetings considered the action to be taken to move each child forward and agreed targets for each subject. It was made clear to all teachers that their pupils’ performance would be assessed against their performance at the end of the previous key stage: this helped to avoid a dip at Years 3 and 4. **Asked** whether the targets were aspirational, the Head confirmed that they were: in most classes, the targets were around 80%, which would be very challenging for some, particularly Year 4, for the reasons discussed earlier in this meeting. The targets reflected the school’s aspiration to meet or exceed national averages at the end of each Key Stage.

10/18 **Review monitoring and evaluation of teaching, learning and assessment**

Agenda paper

Governors were pleased to see a large number of upward arrows on the agenda paper, each indicating that a teacher’s practice had improved in the area indicated. The DHT explained that blank boxes indicated that there was as yet insufficient evidence to make an assessment of the teacher’s practice in the area concerned – essentially, this related to new teachers. **Replying to questions**, he confirmed that the paper reflected the quality of Teaching and Learning (T&L) in the current academic year, to the date on which papers had been submitted to the Clerk for circulation with the agenda.

Governors were interested to see that classes that had high and increasing proportions of pupils reaching ARE had teachers with areas for development. The DHT noted that it was still early in the year, and there had not yet been time to gather the evidence to justify moving an area of practice from (say) yellow to green. In particular, the first round of formal lesson observations had not yet taken place. He also reminded governors that two of the columns represented NQTs who were in their first weeks of teaching. Governors agreed that the more interesting question was around experienced teachers

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whose practice was not yet green. It would be useful to see how many of these teachers continued to have areas of practice assessed as yellow following the forthcoming round of observations.

Asked how effectively teachers shared areas of practice that were shown as blue, the Head said that they did this through INSET⁸ days. **Asked** about the impact of this sharing, the Head confirmed that a number of the upward arrows on the agenda paper reflected improvements in practice (from yellow to green) that could be attributed to this sharing. A governor who was a member of staff said that she had visited another class to see an example of good practice, which she had taken back to her own class.

Governors asked that the T&L grid presented to the next meeting be accompanied by this one, so that they could clearly see progress.

Head

[Rebecca Reynolds left the meeting at 7.01pm]

11/18 **Review updated Self Evaluation Form (SEF) in light of SATs outcomes 2018**

Agenda paper

The Head said that the Self Evaluation Form (SEF)⁹ had been reviewed in light of the 2018 SATs outcomes and a number of sections amended. She reminded governors that the comparative weaknesses in the previous SEF had been in the Outcomes for Pupils and Personal Development, Behaviour & Welfare (PDBW) sections. PDBW had quickly improved to Good following the Ofsted inspection, and had been followed by Leadership & Management (LM) and Teaching, Learning & Assessment (TLA).

In terms of outcomes, as discussed under previous items, Key Stages 1 and 2 were now broadly in line with national averages. If the school were to be inspected again, this would enable it to argue that attainment and progress across school were now Good. Both governors and the SLT would need to have the facts at their fingertips in order to support this argument.

Referring to the aspects of Outcomes for Pupils that were not yet Good, the Head explained that they related to the progress of SEND and disadvantaged pupils. The low numbers of such pupils, and the fact that some pupils fell into both groups, meant that data was often not statistically significant, making it difficult to provide robust evidence of progress. The school looking further into this, but governors needed to be able to explain the point clearly to Ofsted and others. **Asked** whether the issue was that SEND and disadvantaged pupils were not making progress, or that there was insufficient evidence to demonstrate progress, the Head said that this was something that the school needed to clarify. Of the 21 PP pupils in 2017-18, around five also had SEND. The school could say that there was room for concern about the progress of PP pupils, but it needed to be clear to what extent the rate of progress was affected by additional complex SEND. There would be little value in launching a major campaign to address progress among PP pupils if the issue were in fact more to do with SEND factors.

Replying to questions, the Head confirmed that it was possible to cut the data in such a way as to show the impact on progress of each of PP and SEND, though the number of PP pupils in Key stage 1 was too low to be of statistical significance.

⁸ INSET - IN Service Training

⁹ SEF - Self Evaluation Form: the basis of Ofsted inspections until replaced in 2011-12. Most schools found the SEF format useful and continue to use it; while it is not a requirement to have one it is, effectively, an expectation.

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The Head said that the school awaited the publication of ASP¹⁰ data, which would enable the school to compare its own outcome data against national averages. The DHT highlighted that the 2018 Key Stage 2 outcome for combined reading, writing and maths was 68%, which exceeded the national average from the previous year. Governors noted that this was a major achievement. However, they also agreed that policy should not be determined on the basis of the outcomes for the 2018 Year 6 cohort, but on the needs of pupils who were still at the school.

The Head said that the EYFS section of the SEF was currently being re-written. She reminded governors that the EYFS leader in 2017-18 had been on a temporary contract and had now left the school; the new EY Leader was settling in well and had a strong understanding of data – this was the first time that EYFS had enjoyed the benefit of a leader with this understanding. The school was taking particular care to ensure the accuracy of the baseline assessment for the current intake, and the new EY Leader had identified the pupils that were at risk of not making the necessary progress so that support could be effectively targeted. In every half terms, one of the leadership meetings was dedicated to Early Years.

In summary, the Head said that, in the event of an immediate inspection, the school would argue that it should be judged as Good. Janet Keefe, the Primary Achievement Officer from Bradford Council (BC/PAO) agreed with this assessment but advised that the school – including governors – would have to make the argument.

12/18 **Review progress against the post-Ofsted Action Plan**

Agenda papers

Inclusion Leader: report to governors September 2018 – tabled at meeting and attached as Annex A (signed minutes only)

2017-18

Governors noted that most of the actions in the 2017-18 POAP had been completed, although some in the Early Years section had not. Commenting on the Leadership and Management section, the Head said that the SENCo had undertaken work to determine the impact of intervention groups – the picture was complex and was presented in her report (Annex A).

In summary, governors noted that there was now good evidence of impact and some real areas of strength. It was interesting and reassuring that the school had outgrown some of the objectives in the POAP.

2018-19

Governors noted that the POAP priorities had been discussed at Item 08/18. The Head said that much work was underway and explained that the blue text in the impact column represented evidence that had already been gathered of impact since the start of the school year in September.

The Head confirmed that the POAP now included the Safeguarding Action Plan and that the GB Action Plan, amended in light of the GB skills audit and self review (see Item 20/18) would also be incorporated into the PAOP. Although the document was large and might seem unwieldy, it was useful to the school: it genuinely drove the school's actions and planning. **Asked** whether the POAP had been shared with staff, the Head

¹⁰ ASP - Analyse School Performance: the replacement for RAISE Online as the national provider of interactive analysis of school and pupil performance data

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said that the headlines had been shared at the start of the school year. The POAP also informed appraisal targets and CPD¹¹. **Asked** how often the POAP was updated, she said that this was done after each weekly leadership meeting – it was very much a living document.

The GB noted the POAP for 2018-19 with approval.

13/18 Review progress against 2017-18 Self Improvement Plan (SIP)

Item included on the agenda in error.

14/18 Approve 2018-19 School Improvement Plan

Item included on the agenda in error.

15/18 End 2017-18 reports impact in 2017

Agenda papers

a) *Pupil Premium: impact in 2017-18 and plan for 2018-19*

Impact in 2017-18

The Head said that the 2017-18 PP report had been updated in light of the 2018 SATs outcomes. She reminded governors of the need to be cautious with data that might not be statistically significant due to low pupils numbers (eg comparisons between the performance of PP pupils in school compared to non-PP pupils nationally). For example, 100% of PP pupils in Key Stage 1 had reached the expected standard, and 50% had reached Greater Depth – but there had only been two pupils in Key Stage 1. Moreover, she reminded governors that some PP pupils were very high attainers.

At Key Stage 2, 50% of PP pupils had reached expectation, which was lower than non-PP pupils nationally, and none had reached the higher standard. The Head said that two PP pupils had struggled with Maths.

The Head said that the school had been careful about how it used the small amount of PP funding to ensure that it targeted the pupils in most need, with the most significant barriers to progress and attainment. Again, the lack of statistically significant data was an issue, since most classes only had two PP pupils. Anything up to five pupils in a class was not statistically significant. **Asked** whether, in that case, there was any point to the PP data, the Head said that statistically insignificant data in national reports was usually greyed out, and the data not used to make major policy decisions. However, the school itself needed data on the progress and attainment of individual pupils, even if that data could not be generalised.

The Head said that most of the PP funding was used for the Nurture Group: a high proportion of the pupils who used Nurture Group were PP pupils, and some of these also had SEND issues. There was a great deal of evidence of the impact of the Nurture Group: in one case, it had enabled a pupil to remain in a mainstream setting. The school had spent £60k on support for this pupil. The remainder of the PP funding

¹¹ CPD - Continuing Professional Development

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was used to support interventions for PP pupils; extracurricular clubs and visits; and deployment of Teaching Assistants (TAs) to support PP pupils.

Governors were surprised to learn that £60k had been spent on support for a single pupil, though they did not criticise the school for spending the money: they recognised in excess of the funding received. The Head said that she had asked the SENCo to calculate the gap between the school's expenditure on support for SEND pupils and the SEND funding that it received. Governors agreed that, while there was very little that the school could do about the gap, it was an important fact to bear in mind when discussing the school's budget position with BC/SFT and others. The Head said that much of the Pupil Premium funding was spent on supporting PP pupils who were also on the SEND register.

Governors thanked the Head for this very clear report: this clarity had been lacking in the past.

Plan for 2018-19

The Head said that two new PP pupils had joined the school since the papers for this meeting were submitted to the Clerk, bringing the total in school to 17. As indicated on page 2 of the 2018-19 PP strategy, these pupils faced multiple barriers to learning:

20 % of Pupil Premium pupils had also been identified as SEND

13 % of Pupil Premium pupils had also been identified as Looked After Children

20% of Pupil Premium pupils had also been identified as Children in Need

20% of Pupil Premium pupils had been identified as "vulnerable" – ie the Safeguarding team was actively involved

33% of Pupil Premium pupils had also been identified as Persistently Absent

One focus of the 2018-19 PP strategy was to address attendance. **Asked** whether persistent absence among PP pupils related mainly to illness or other issues, the Head said that it varied. In some cases no other issues had been flagged; in some there was an issue around parental involvement. **Asked** whether home visits were carried out when PP pupils were persistently absent, the Head said that the school contacted the pupil's home daily if it had not been informed of the absence. Where the school was working closely with a family, it might collect children from home. However, in most cases of PA the family called in to say that the child was ill. **Asked** whether a PA child who was persistently absent would receive a home visit, the Head said that they would not: as with all PA pupils, the school would write to the parents and monitor attendance closely.

The Head said that the main areas of focus for PP funding in 2018-19 would be the Nurture Group; intervention programmes, which were currently being developed; and Pastoral Manager support with attendance for PP families.

- b) Sports Premium: impact in 2017-18 and plan for 2018-19 – **Replying to questions**, the Head confirmed that Sports Premium funding was not being used to fund curriculum PE; and that the activities it funded were being used to transfer skills to staff. Governors had no other questions on the report.
- c) Six-monthly Safeguarding report – The Head said that the agenda paper was a work in progress, as the school was using this report format for the first time. The school was currently working on the development of its eSafety policy and procedures. The

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Head said that the LA had asked schools to complete the section 175¹² safeguarding self-audit again: the report would be brought to the next meeting. She also planned to commission a repeat of the external safeguarding audit to validate the actions taken by the school since the original external audit.

16/18 Receive update on any safeguarding issues arising since the last meeting

The Head reported that a Year 6 pupil had been approached by a strange adult and asked to get into their car. The police had been called in and the school had notified the parents and other schools. The police had interviewed a person in connection with the incident, but the school had heard nothing further. The pupil had managed the incident well, and the school had spoken to pupils again about keeping safe. The school had been alerted to a similar incident at another school in the previous week. **Asked** whether these incidents had been linked, the Head said that they were not: the children had given different descriptions. The Head said that safeguarding was addressed at every staff meeting.

The Head also confirmed that the school had conducted its first invacuation drills, with one involving staff only and then one involving pupils as well. This first time, the drill had been run at a low-risk time, when pupils were already in their classrooms. Future drills would be held at progressively higher-risk times, the most high-risk being when pupils were in the playground.

17/18 Report on Chair's actions and correspondence

None reported except as mentioned under other items on this agenda and day-to-day liaison with the head on routine matters.

18/18 Report on Governors' visits to school, training and development

Agenda paper

Governors noted the visit report from Ann Craggs with thanks. The Head said that Rebecca Reynolds had visited school to see how it was implementing GDPR¹³.

Governors asked that she complete a brief report of her visit and send it to the Clerk for circulation.

R Reynolds

The Head said that training on the Schools Financial Value Standard (SFVS)¹⁴ would be provided on 04 December 2018. For the benefit of newer governors, colleagues outlined the purpose of the SFVS and noted that, when the Resources Committee had approved it in March 2018, members had expressed a desire to understand the underlying systems and procedures more clearly. John Hughes offered to work through the SFVS documentation with the Head and Business Manager: although he was unavailable for the training on 04 December, governors noted that he had a strong background in finance that should enable him to grasp the school's financial management systems quickly.

J Hughes

¹² s175 – section 175 of the Children's Act 2002

¹³ GDPR – General Data Protection Regulation: implemented on 25 May 2018, replacing the Data Protection Act 1998

¹⁴ SFVS: Schools Financial Value Standard - an internally assessed financial standard introduced in 2011 by central Government to replace the more complex Financial Management Standard in Schools. Bradford Council requires that it be completed annually (by 31 March) and approved by governors.

Signed _____

Date: _____

19/18 Review policies and other key documents:

Agenda papers

- a) Appraisal policy
 - **The Governing Body unanimously approved** the Appraisal policy.
- b) Child Protection and Safeguarding policy
 - **The Governing Body unanimously approved** the Child Protection and Safeguarding policy.
- c) Supporting Children with Medical Needs (including Administration of Medicines) policy
 - **The Governing Body unanimously approved** the Supporting Children with Medical Needs (including Administration of Medicines) policy.
- d) Holiday schedule for 2019-20 – **Replying to questions**, the Head confirmed that the proposed schedule did not conflict with that proposed by the nearby North Yorkshire LA. The schedule included the use of INSET and Occasional Days to make up full week holidays and the October and February half terms. The INSET day planned for 20 July 2020 would in fact be taken as twilight training sessions.
 - **The Governing Body unanimously approved** the holiday schedule for 2019-20.
- e) PSHE¹⁵ policy
 - **The Governing Body unanimously approved** the PSHE policy.

Replying to questions from a newer governor, the Clerk confirmed that, a part of the GB workplan, she and the school maintained a list of statutory and other key policies with the dates on which each was last reviewed and was next due to be reviewed.

Asked how governors assured themselves that policies were implemented effectively, governors said that this was done through their visits to school. **Asked** whether all staff had read the Health and safety policy, the Head said that she believed so and would check to make sure.

Head

20/18 Governing Body business

Agenda papers

- a) Re-adopt GB Code of Conduct
 - **The Governing Body unanimously adopted** the Governing Body Code of Conduct as set out in the agenda paper.
- b) Confirmation that Keeping Children Safe in Education has been read and understood by governors – The Head highlighted the main changes to this document:
 - The definition of child on child abuse had been amended to clarify that it referred to sexual abuse.
 - There was a greater emphasis on trafficking across county lines.

¹⁵ PSHE: Personal, Social and Health Education – a curriculum topic

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Date: _____

Action
S Teal
K Walsh
Chair
Head, Clerk
Head

- There was reference to the grooming of children to become part of gangs, similar to grooming for other types of exploitation.

Noting the very wide range of measures in the document, a newer **governor asked** whether the school had the necessary structures and systems in place. The Head confirmed that it did: ensuring this had been a major piece of work over the summer break. The systems and procedures were reflected in: the Child Protection and Safeguarding policy, which staff had signed; the Whistleblowing policy; and the ICT Acceptable Use policy. Staff refresher training on safeguarding had been provided on the first day of term: the Head had been pleased to see how much information staff had retained from their previous training, which gave confidence that they had internalised it. Minor adjustments were being made to safeguarding team procedures to reflect the updated “*Working Together to Keep Children Safe in Education*”. As noted earlier in the meeting, the Head intended to commission a further external review of safeguarding to ensure that the school had not overlooked anything in the large volume of requirements and materials.

Governors signed a copy of *Keeping Children Safe in Education* to confirm that they had read and understood it.

Sarah Teal to sign this document as a matter of urgency.

- c) **Vision** – The Head tested Governors’ recollection of the vision statement by reading it out and asking them to fill in missing words or phrases. Governors accurately recalled the substance of the vision, if not the exact wording. The head said that she had run a similar test with staff, with a similar result. They had agreed that the statement continued to reflect the school’s ethos and did not need to be changed. Governors agreed and commented that it was clear in their visits that the vision and ethos permeated the school. The Head said that she would now take the vision to the School Council.
- d) **Outcome of GB skills audit** – The Clerk briefly summarised the main findings of the Skills Audit: **the GB noted the report** with thanks.
- e) **Identify two governors to undertake Safer Recruitment training** – Katy Walsh and agreed to undertake training in Safer Recruitment.
- f) **Outcome of GB Self Review, including update on GB Action Plan** – The Clerk briefly summarised the main findings of the GB Self Review: **the GB noted the report** with thanks. Noting the strong indication in governors’ responses that they felt a need for a GB training plan and clearer induction arrangements for new governors, **the GB agreed** as follows:
- The Chair would prepare a GB training plan, to be completed by Friday 02 November 2018, agreed at the next meeting and monitored as a standing item.
 - The Head would prepare a governor induction policy for approval at the next meeting: the Clerk would seek to source a model policy.
 - **The Governing Body unanimously appointed** Ian Bester as Named Governor for Health and Safety.
 - **Update on GB Action Plan** – The Head would incorporate the GB Action Plan, amended in light of the GB Self Review, into the POAP, in time for the next meeting.
- g) **Agree external adviser to Headteacher Performance Management (PM) Committee** – The Head said that she had discussed this with the Chair and had approached Janet Keefe, BC/PAO, about acting as external adviser to the PM Committee. To

Signed _____

Date: _____

make a decision on this, the GB needed to understand the contractual arrangements. Janet Keefe was self-employed. BC provided funding to the school, because it was a Priority 3 school, to pay for her to act as the PAO. This funding did not cover the cost of acting as external adviser to the PM Committee. The GB could:

- Buy in an external adviser from the BC at a cost of £800
- Buy in Janet Keefe privately as external adviser at a cost of £750
- Seek an alternative external adviser.

Governors noted that Janet Keefe was familiar with the school and the challenges it faced and thus in the strongest position to advise the Committee on the head's performance. **The GB agreed as follows:**

- To appoint Janet Keefe as external adviser to the Headteacher Performance Management Committee.
- That the Head should ensure that proper contractual arrangements – including a specification that written reports would be provided following visits to school – were in place for the provision of Janet Keefe's services as PAO.
- That the Head should put in place proper contractual arrangements for the provision of Janet Keefe's services as external adviser to the Headteacher Performance Management Committee.

Head

Head

The Head informed governors that, in her capacity as BC/PAO, Janet Keefe had set six dates throughout 2018-19 to visit school. The first two of these would focus on Early Years in November and a book scrutiny and learning walk in early January.

- h) Review governor vacancies – The Head said that one of the school's parents was keen to become involved as a governor and would bring a great deal to the GB. The Clerk confirmed that, although there were currently no vacancies for parent governors, it was open to the GB to appoint parents (or indeed staff) as co-opted governors. Governors considered this option and were grateful for this parent's interest but were concerned that this would mean that more than half of governors were also parents. The GB would benefit from the appointment of a community-based governor who was not directly involved with the school. The Vice Chair would revisit her previous efforts to source potential governors from the community, including the use of a letter from the School Council.

The Head had met the interested parent and had indicated that parent vacancies did arise from time to time.

The Named Governor and other appointments discussed under this item are reflected in the updated list of Committee members and Named Governors, attached as Annex B.

21/18 Any other urgent business referred from Item 04/18 above

The Head said that it had been necessary to exclude two pupils on three occasions since the start of term. The child who had been excluded on two occasions was the child referred to as (+1) at Item 07/18 above, who had multiple vulnerabilities. As discussed, the school was working with external agencies to do everything possible to support this child to remain in a mainstream setting. However, she alerted governors that it might prove necessary to exclude this child permanently, in which case their involvement might be required. The school would follow BC guidance and procedures at every stage to ensure the best possible outcome for this child: current advice was that the child might require specialist provision.

Signed _____

Date: _____

22/18 Date of next meeting

The next meeting would be held at **5.45pm** on **Monday 26 November 2018**.

The meeting closed at 8.33pm

Signed _____

Date: _____