

Minutes of a meeting of the Governing Body of Colburn C.P. School held at the school on Tuesday 9th February 2016 at 4pm.		
<p>Present: Mrs. A Dale (Chair) Mrs. J Bromfield, Ms. H Grant, Ms. R Leyburn, Mrs. A Pickersgill, D. Miller, Mrs. A Offord, G. Sutterby and M. Watt (Headteacher).</p> <p>In attendance: Ms. P Gale (Clerk to the Governing Body)</p>		
Minute No.		Action
PART 'A' - PROCEDURAL		
GB 01/16	<p><u>Welcome:</u> The Chair welcomed everyone to the meeting.</p>	
GB 02/16	<p><u>To receive apologies for absence and to determine whether any absences should be consented to:</u> Apologies had been received and consented to from Stuart Newman; it was agreed that the Chair would contact him to arrange a visit to the school and an induction meeting with other Governors.</p> <p>Resolved: That AD, AO and DM would be happy to meet with SN after half term to show him the school and the role of Governor before the next FGB on the 21st March 2016.</p>	AD,AO DM
GB 03/16	<p><u>To remind Governors of the need to declare interests, pecuniary or non-pecuniary:</u> None declared.</p>	All
GB 04/16	<p><u>To determine whether any part of the proceedings should be treated as confidential:</u> The Chair reported that an Other Business item should be regarded as Confidential.</p>	Chair
GB 05/16	<p><u>Notification of urgent other business:</u> As above. The Breakfast Club</p>	Chair Head

<p>GB 06/16</p>	<p><u>To approve as a correct record the minutes of the meeting held on the 23rd November 2015:</u></p> <p>The Chair asked Governors to consider whether the minutes were an accurate record of the meeting, there were a few inaccuracies which were amended by the Clerk for dissemination in the public domain:GB 54/15a)-JB and GS had not attended the parents evening, but GS and RL had joined AD and AP. GB 58/15a)-AP had not attended the ‘Fairer Funding’ event. GB 71/15d) – It was reported that Governors had considered the SFVS and recommended for approval by the GB for submission to NYCC GB 76/15- to clarify:’ In terms of reading, the non-English children were performing at 33 APS compared with the national average of 29 APS.’</p> <p>Resolved: a) That the minutes of the 23rd November 2015 be approved, subject to a few factual changes, signed and dated by the Chair.</p> <p>Resolved: b) That the SFVS be approved by the FGB for submission to NYCC.</p>	<p>Chair</p> <p>Chair</p>
<p>GB 07/16</p>	<p><u>Matters arising and consideration of the actions summary from the meeting:</u></p> <p>GB 73/15-an ‘annual walk around’ will take place on the 8th March 2016 at 10am, HG, GS and RL would carry this out. HG would then consider the risk assessment register. GB 78/15a)-It was noted that AP and HG would meet to develop a leaflet for parents promoting the value and impact of Pupil Premium funding. GB 79/15a) - governors noted that they had undertaken training but it had taken time to print off the certificates. The certificates or screen shots would be logged in the Governor file as evidence of completion.</p> <p>Governors had reported that the delay in receiving hard copy papers meant they could not always give as much attention to the content as they would wish. It was agreed that the Clerk would send agenda and supporting papers seven days in advance of a meeting; and that the school would send hard copies to those Governors requesting that, seven days prior to the meeting.(As outlined in the School Standing Orders)</p> <p>Resolved: That Governors would let the Clerk know,(via a template),their preferred method of receiving GB papers :</p> <ul style="list-style-type: none"> • Electronic copies only • Collection of papers from the school • Postage of papers from the school(recorded delivery due to the confidential nature of the content) <p>The Actions Summary was considered and updated by the Clerk (see attachment 1.0)</p>	

<p>GB 08/16</p>	<p><u>Confirmation of the date of the next meeting:</u></p> <p>Monday 21st March 2016 at 4pm.</p>	
<p>PART B – SCHOOL IMPROVEMENT</p>		
<p>GB 09/16</p>	<p><u>Presentations from the school Subject Leaders:</u></p> <p>The Chair welcomed Debbie Nicholas, Deputy Head and SENCo, Sam Donaldson, Julia Manning Maths subject Leads and Charlotte Brown the English subject Lead, and Jennifer Costello the EYFS subject Lead. They had previously circulated their reports for consideration by Governors and asked for questions or points of clarification.</p> <p>Maths Subject Report to Governors:</p> <p>SD had circulated a summary SEF report based on December 2015 Raise Online data. Governors were particularly interested in the context section which gave a detailed breakdown of the percentage of children expected to be in line with the national standard in July; and the percentage of children currently working at the Age related expectations (ARE) and the band equivalent of their age. The trend showed improving outcomes, and where there were discrepancies it was to do with differences in approaches to assessment.</p> <p><i>Q: How are you finding Target Tracker for extracting data?</i> <i>A: The more we use it the easier it becomes, and very useful for showing gaps where objectives haven't been met.</i></p> <p><i>Q: What happens to a Year 6 SEND child, do they receive the same assessment process at the beginning and end of teaching units?</i> <i>A: If they are on the SEND Register, they receive a differentiated pre-assessment of their particular needs.</i></p> <p>David Miller, the Maths link Governor explained he had recently been on a 'Maths Learning Walk' with the Head, and had been extremely impressed with the lovely climate in the classrooms and relationship between children and staff; the books he reviewed from Years 2-6 had been well presented and showed pride in their work.</p> <p><i>Q: What are you doing with pupils in Year 6 to help improve standards?</i> <i>A: We are offering 'booster groups' for ten children, we have five each and a session every morning, this focused support is really making a difference.</i></p> <p><i>Q: What about improvements in marking and feedback, which was highlighted by Ofsted as inconsistent across the school, what are you doing?</i> <i>A: It is consistent with expectations, especially in English and Maths, but we are moving forwards, if there are concerns we have regular reviews with class teachers.</i></p> <p>The Head noted that the emphasis on improved consistency of marking had been on English and Maths, but that there was also a need to focus on other</p>	

	<p>subject areas across the school. SD asked Governors to consider the outcomes for both KS1 and KS2, showing improvements particularly for KS1, but with below average scores for KS2 pupils, which is being addressed through booster sessions and other intervention strategies, such as Springboard and Success at arithmetic. Year 6 children are accessing Third Space Learning a 1:1 bespoke intervention or revision package for 60 minutes a week.</p> <p>Resolved: a) That Sam Donaldson be thanked for his very useful report and for the hard work that he and staff had shown in improving standards in maths across all age groups.</p> <p>English Subject Leaders report to Governors:</p> <p>CB had circulated her report on outcomes and achievement for both KS1 and KS2, based on December 2015 Raise Online data. She explained that KS1 children were above national expectations for reading and writing, whereas KS2 children were below national expectations. <i>Q: How often do you assess children?</i> <i>A: We have termly assessments, but also pupil progress meetings and look at books very regularly.</i> <i>Q: What does not working at band mean?</i> <i>A: It means at year group level, so Band 3 equals Year 3, there are six steps in each band, two expected steps each term, but some children progress more quickly or slowly than expected.</i> <i>Q: How would Governors know what progress was being made year on year?</i> <i>A: The information is reported in the Headteachers report.</i></p> <p>CB reported that in KS1 there was an upward trend in writing, despite the national average increasing. In terms of reading outcomes were higher than age related expectations and closer to national expectations, therefore narrowing the gap between the national picture and us; however girls still out perform boys-a gap we want to reduce.</p> <p>In KS2 reading and writing are below the national average and in terms of English Grammar, Punctuation and Spelling (EGPS), we are significantly below national levels. In terms of reading attainment, girls slightly outperformed boys, but boys outperformed girls in writing. Teachers are starting to develop basic skills sessions at the beginning of their English lessons, the equivalent of mental oral starters in maths; and the impact of this is being evidenced through lesson observations.</p> <p><i>Q: How are improvements being introduced?</i> <i>A: Accurate monitoring, effective management and professional development are closely matched to the needs of the school and staff. Issues from the data have been carefully planned and addressed in the English action plan to ensure that pupils make good progress. The recent HMI monitoring visit stated that 'regular and robust checks are identifying</i></p>	<p>All</p>
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	<p><i>where teaching is improving and identifying next steps for further development’.</i></p> <p>Resolved: b) That Charlotte Brown be thanked for her very useful report and for the commitment and hard work she and other staff have given to the improvement of English across the school.</p> <p>EYFS Report to Governors from Jennifer Costello:</p> <p>JC had previously circulated her report to Governors and asked for any questions or clarification, JB, the Lead Governor for EYFS referred to her recent monitoring visit report and emphasised her enthusiasm for what she had observed in terms of strong planning and demonstrable child progress from ‘making marks’ to ‘making words’. She was impressed by the way children could tell her what they were doing and learning without being prompted, and the high quality of dialogue between staff and children.</p> <p>JC reported that the ‘Early Excellence’ baseline data showed that larger proportions of children are working at a ‘typical level’ than nationally in terms of ‘wellbeing and involvement’, largely due to effective transition and induction arrangements to the EYFS setting. The majority of children are working at a level above ‘typical’ in regards to effective learning, engagement and involvement, however below typical in creativity and thinking creatively. This is because children enter EYFS with limited experiences in a range of contexts and interaction in a range of social contexts prior to accessing EYFS. The school provides opportunities to participate in a range of experiences and engagement of parents in home learning.</p> <p>However, in specific areas of literacy and mathematics, 49% of children are working ‘below’ and ‘well below’ what is ‘typical’, this reflects the above national average Pupil Premium children and with the recent Pupil Premium for Early Years children, the additional resource will make an impact.</p> <p><i>Q: This is very positive, is there anything more that can be done?</i> <i>A: We are working closely with Surestart and other settings particularly involved with the Two-Year-old free early learning offer, in enabling smooth transitions and consistency of the EYFS delivery. We are also offering ‘Stay and Play’ sessions every half term to encourage parental engagement in their child’s learning at home as well as at school.</i></p> <p>Resolved: c) That Jennifer Costello and her EYFS team be thanked for their commitment and hard work in making sure the EYFS is an effective development in terms of progression and ‘school readiness’ for children.</p> <p>The SEND Report to Governors from the Deputy Headteacher and SENCO- Debbie Nicholas.</p> <p>The Chair reported that the recent HMI monitoring review visit had been</p>	<p>All</p> <p>All</p>
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<p>positive about the work of the school relating to SEND children. It was reported that there were currently 42 children (19% of the school role) on the SEND register, 13 girls and 29 boys, of which 22 (nearly 50%) children generated pupil premium funding.</p> <p>DN presented a very helpful and impressive overview of the impact of interventions on SEND pupils between September and December 2015, which demonstrated remarkable progress, for example:</p> <ul style="list-style-type: none"> • Success at Maths for 3 pupils - average increase of 17 months development. • Daily reading interventions for 6 KS2 children increased by an average of 21.5 months gain, from 15 to 25 months progress. <p><i>Q: How has this happened?</i> <i>A: Through targeted reading interventions, we have also asked the Colburn library if the staff can listen to children read, who we know go there after school, and they have agreed to do that. It is so clear from this report that listening to children read on a daily basis can dramatically increase their reading age.</i></p> <p><i>Q: Do parents or volunteers come to listen to readers?</i> <i>A: Currently we do not have any volunteers, but it would be helpful if this could happen.</i></p> <p>After some discussion it was agreed that Governors could volunteer to deliver this support, as they were already in receipt of DBS. It was noted that consistent support would be needed in order to make an impact. The Chair and JB also agreed to identify potential volunteers to complement this offer, subject to DBS requirements, safeguarding training and induction.</p> <p>Resolved: d) That the following Governors would provide consistent ‘listening to reading’ support on the following mornings from 09.00-09.30 am from the 22nd February 2016. Monday: GS Tuesday: RL Wednesday: AD Thursday: RL</p> <p>DN continued to explain how the Target Tracker was showing evidence of SEND pupil progress, for example in Year 5 and 6 there was very strong progress in reading, and the progress in both classes was stronger than for non-SEND pupils. Very strong progress in writing was made by SEND pupils in Year 5, more progress than any other groups of children. However, Year 3 SEND children made the slowest progress in maths, but years 5 and 6 showed that progress was strong.</p> <p><i>Q: How can the discrepancies be managed?</i> <i>A: Our issue is capacity to deliver interventions we have staff vacancies which adds pressure to the existing teachers.</i></p> <p>Resolved:</p>	<p>GS/RL/ AD</p>
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	<p>e) That the Deputy Head be thanked for the very impressive developments arising from interventions and strong teaching.</p> <p>To Note: Subject Leaders were thanked for the quality of their reporting, and left the meeting at 16.30pm.</p> <p>Governors continued to discuss how best the school could be supported with the issues of capacity, three staff vacancies and reduced LA support.</p> <p><i>Q: Can the Swaledale Alliance provide interim or other support for staff vacancies?</i> <i>A: There are capacity issues but the Alliance is already effectively supporting the school, through valuable SLE support and local training for Governors.</i></p> <p><i>Q: Could we push the boundaries and ask for teaching help as part of our financial contribution to the Alliance?</i> <i>A: The Alliance is a proactive response to the new arrangements for LA school improvement arrangements and although still in the early days of development is providing an important role, and we need to have a balanced view about what they can realistically do, and how the LA can also respond.</i></p> <p><i>Q: What are the staff vacancies due to?</i> <i>A: Maternity cover a vacant PPA and teaching posts not recruited to yet.</i></p> <p>The Head mentioned that Governors could consider writing to the NYCC Lead Adviser (JM) and the Chairs of Improvement Partnerships in the County to request the potential recruitment or secondment of staff, emphasising the need for consistently high quality teaching staff to cover the vacancies.</p> <p><i>Q: Are the other schools in the area having similar difficulties?</i> <i>A: Not hugely different to us, but we have re-inspection pending whereas other schools may have already been inspected.</i></p> <p>Resolved: f) That the Head and Chair would contact the Lead Adviser for support in contacting the Chairs of the Improvement Partnerships in requesting the potential ‘secondment of staff’ to cover the vacancies.</p>	<p>All</p> <p>Chair/ Head</p>
<p>GB 10/16</p>	<p><u>The Headteacher’s Report to Governors:</u></p> <p>The report dated the 15th January 2016 had been previously circulated to governors and it was noted that the school is really moving forward as was also validated by the LA and Swaledale Alliance collaborative review held the previous day. (8th February 2016) The Head noted that his report had been prepared in mid-January and could have been circulated earlier rather than being distributed with the rest of the</p>	

	<p>papers. Governors agreed that it would be helpful to receive papers when they were first made available, rather than holding back to seven days before the meeting.</p> <p>Resolved: a) That the Clerk would send reports and papers for the GB meetings as soon as they were made available.</p> <p>The Head referred Governors to the data in support of the proportion of children in line with or above ARE in December 2015, and gave a verbal comparison with the previous year's KS1 and KS2 results, which showed they were broadly similar even though only half way through the year. However it was reported that the DfE and Standards and Testing Agency still have to define what is 'expected progress' and what is 'better than expected progress', so some caution was needed in interpreting the results. It was suggested that in future reports, comparing year on year results, that it would be helpful if an additional column was added to the table to record this.</p> <p>Resolved: b) That future reports should have an additional column reporting on previous years results as a comparator.</p> <p>Resolved: c) That the Head sends the powerpoint presentation on Target Tracker to all Governors via the Clerk.</p> <p>The Head summarised the key trends across the whole school, including:</p> <ul style="list-style-type: none"> • Progress needs to continue to accelerate for all groups of pupils • Pupil Premium progress is slow compared to other pupils except in maths • Boys make slightly better progress than girls except in writing. • SEND make slower progress than others except in maths. • Service pupils make slow progress compared to other pupils • Writing and Maths are particular focus areas for the whole school. <p>Q: Are Maths and English taught every morning, in which case do some children not do as well because they might be hungry? A: Yes every morning, although writing, reading and maths is still practiced throughout the school day through other subjects. We know our children well enough to know if anyone needs something to eat.</p> <p>Resolved: d) That the Head be thanked for the useful and positive report.</p>	<p>Clerk</p> <p>Head</p> <p>Head/ Clerk</p> <p>All</p>
<p>GB 11/16</p>	<p><u>Summary report on the LA and Swaledale Alliance Collaborative Review:</u></p> <p>The Head circulated an informal report summarising the feedback that the school had received from the review with three advisers held on the 8th</p>	

	<p>February, a formal report would be expected shortly. He also thanked Governors for their involvement in the process.</p> <p>The key strengths included:</p> <ul style="list-style-type: none"> • Behaviour throughout the school is very good, no disruption in lessons and pupils are well engaged in their learning. • The quality of displays around the school is good, representing progress in writing over time. This needs to be replicated in all classrooms, particularly those of middle and senior leaders so that expectations are modelled to other colleagues. • Leadership of the governors, HT and DHT is a main strength of the school. Monitoring is accurate and robust and enables them to respond swiftly to the needs of the school. • Governors knew their school well. • Middle leadership has improved, taking responsibility for subject action plans and providing support and challenge to colleagues. • Increased confidence in monitoring information and asserting themselves to identify the impact of their actions in bringing about further school improvement. • Lots of evidence of good teaching in KS1 and KS2 observed throughout the Review. The pitch of lessons and the level of challenge was well matched to the needs of pupils. Adults used questioning effectively to challenge children to think deeply and creatively. • Support from teaching assistants was effective and in most lessons they were deployed well. • Presentation of work has improved in English and Maths and pupils demonstrate a sense of pride in their work. <p>The main areas for development included:</p> <ul style="list-style-type: none"> • To ensure that the improved marking and feedback in English and Maths is securely embedded and sustained across all areas of the curriculum and the school. • Improve the quality of work in curriculum books and ensure the standard of marking and feedback is consistently good, building on the progress evident in English and Maths books. • The ESL should now further develop her role as AHT to provide additional capacity to the HT and DHT. <p><i>Q: Is it a massive task to ensure that marking and feedback is consistently good across all areas?</i> <i>A: It shouldn't be, the same approaches should be used and it is part of a teacher's role, and will be assessed through the appraisal process.</i> <i>Q: Is there anything that Governors should be saying to staff?</i> <i>A: To reinforce the message that marking and feedback need to be consistent in order to be 'good'.</i></p> <p>Governors also agreed that this aspect should be reviewed as an integral part of the monitoring visits, to look at how English and Maths were being delivered in other subject areas.</p>	
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	<p>Resolved: a) That Governors should emphasise the importance of consistent ‘marking and feedback’ through their monitoring visits and include book reviews from other subjects.</p> <p>EYFS-Improve provision in the early years: Strengths:</p> <ul style="list-style-type: none"> • EYFS leadership is very strong; a clear vision for improvement and rigorous and effective monitoring and close to being ‘Good’. • Assessments on entry are accurate and reflect the ability of pupils accurately. • Teaching sessions observed were engaging and promoted interactive teaching. • Teaching Assistants were actively engaged in learning through focused teaching activities and free flow learning sessions. • Behaviour for learning was excellent. • Teaching sessions as well as the outdoor learning area were well resourced and well organised-well pitched to pupil’s abilities. A point recorded in JB’s monitoring report. <p>Areas for development:</p> <ul style="list-style-type: none"> • Secure consistently good interaction and questioning skills amongst all adults that work in EYFS across all areas of learning. • Identify all areas of learning that are evidenced through observations of pupils contained within learning journeys and identify more clearly their next steps from these observations. • Continue to model story telling regularly in order to further enhance language development, three to five stories a day. <p>Resolved: b) That the Head and all staff be thanked for a very positive review, which reflected considerable progress.</p>	<p>All</p> <p>All</p>
<p>GB 12/16</p>	<p>The HMI Report:</p> <p>The Head had previously circulated the report, dated the 7th December 2015, from the HMI’s monitoring visit held on the 19th November 2015.</p> <p>The key headlines being:</p> <ul style="list-style-type: none"> • Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school. • The appointment of a learning mentor and increasing the leadership time for the DHT to complete her role as SENCo have improved support for pupils with special educational needs. • You and your leaders are working hard to ensure that there is consistency in the approach and quality of teaching across the school. • The introduction of ‘non-negotiables’ along with changes to assessment, marking and feedback, are giving staff clear guidance 	

	<p>on expectations for teaching, learning and assessment.</p> <ul style="list-style-type: none"> • Information gained from assessment is beginning to help teachers plan lessons that are better matched to pupil’s learning needs. This information is also enabling leaders and governors to check pupil’s progress and judge the impact of improvement work. • The appointment of middle leaders for early years and English is providing greater capacity in your leadership team....and they have received relevant training from specialist leaders in education. • You have set higher targets for children’s achievements by the end of the year....and builds well on the improved early years results in 2015 and the establishment of more accurate starting points for children. • The action plan could be improved by including more specific timeframes, being clearer about the measures of success and monitoring and evaluation mechanisms. • Governors are more directly involved in providing support and challenge for senior and middle leaders through subject leader visits, but the meetings need to be more sharply focused on pupil achievement. • The school has benefited from external support including the Swaledale Alliance and LA. <p><i>Q: It all sounds very positive and improvements have been recognised, when are we likely to have another inspection?</i> <i>A: It is unlikely to happen before two years, which does give time to ensure the improvements are embedded as long as momentum isn’t lost.</i></p> <p><i>Q: Has the feedback been helpful?</i> <i>A: Overall yes, but we were fully staffed at the time, and now we are back to having vacancies, which inevitable will impact on capacity to improve’.</i></p> <p>Resolved; That the Head and staff be thanked for their support in achieving a positive monitoring visit from Ofsted.</p>	<p>All</p>
<p>GB 13/16</p>	<p>Verbal update on the Pupil Premium: The Head reported that the school and Governing Body had been invited to be part of a NYCC initiative, called ‘Achievement Unlocked’ which focused on the ways in which the Pupil Premium could be more effectively used to demonstrate that the ‘gap was narrowing’. The school had been strongly encouraged to be part of the development, AP, CB and the Head had attended the launch event; and the follow up event, supported by external consultants, was to take place on April 19th 2016 at Allerton Court Hotel from 6-8pm. The Head also reported that he was required to produce and submit an Action Plan by the 12th February 2016, and that a consultant would visit the school sometime next term.</p> <p>Resolved: That AO, HG, RL, AD and AP would be able to attend the event along with the Headteacher.</p>	<p>AO/HG</p>

		/RL/AD AP
GB 14/16	Verbal update on the Sport/PE Grant: Nothing further to report.	
GB 15/16	Verbal update on safeguarding: AO, the safeguarding link Governor, reported that a new audit had been produced, but instead of submitting to NYCC as in the past, it had now to be submitted to the Local Children’s Safeguarding Board (LCSB); it was submitted before the end of January 2016. Resolved: That AO be thanked for her work in ensuring the school complied with this important aspect of governance.	All
GB 16/16	<u>Update on the Governor Development Plan:</u> AO circulated a draft update, which demonstrated that a good deal had been achieved but was still ‘work in progress’ especially as new priorities were emerging such as ‘Ofsted readiness in terms of ‘leadership and management’ judgements, the Prevent duty and British Values. Governors were asked to send AO their comments on the draft before consideration at the next GB meeting on the 21 st March 2016. After further discussion it was agreed that it would be helpful to establish a working group to consider the Development Plan, particularly around ‘leadership and management’ judgements. Resolved: a) That Governors thanked AO for coordinating this work and would send their comments on the draft Governor Development Plan (GDP) to AO by the end of February 2016. Resolved: b) That a Governor Development working group be established on the 7th March 2016 at 09.30 am to agree the GDP and consider the ‘Ofsted leadership and management’ judgements, and develop the evidence for those judgements.	All All
PART C – RESOURCES		
GB 17/16	<u>Verbal Health and Safety Update:</u> HG the link Governor reported that an annual ‘walk around’ would take place on the 8 th March at 10.00am, and Governors were invited to join her. <i>Q: Were the staff involved in the recent road accident now ok, and were the necessary procedures followed?</i> <i>A: Both staff suffered minor injuries, which prevented one from attending work after the accident. Appropriate action has been taken to report the accident to the HandS team, and both teachers are now well.</i>	

	<p>The Head reported that the SBM would take a leading role in managing health and safety for the school, it was part of her job description and would relieve the HT and DHT from that additional responsibility; it was noted that the LA have agreed to support her training in that new role.</p> <p>Resolved: That the annual Health and Safety ‘walk around’ would take place on the 8th March at 10am, the SBM would be involved and other interested Governors should let HG know their availability by the end of February 2016.</p>	<p>HG/All</p>
<p>GB 18/16</p>	<p><u>To receive a brief update on the Local Schools Consultation:</u></p> <p>The Head reported on the recent consultation event, which some Governors also attended. It was clear that there was a proven need for additional primary school places and Heads/Chairs had been invited to feedback on their views. One proposal from the LA had been that additional classrooms could potentially be added to the school to cater for additional demand, and a positive response had been relayed to the LA, subject to retaining the existing ICT suite. It was also noted that any development would need to be supported by a reassurance that staff would be made available in an already vulnerable staffing situation.</p> <p>Resolved: Governors would be kept informed of developments.</p>	<p>Head/ Chair</p>
<p>PART D-OTHER BUSINESS</p>		
<p>GB 19/16</p>	<p><u>To review the Breakfast Club:</u></p> <p>DfE now requires schools to report on the number of children who can attend breakfast clubs. The Head reported that nursery children have never been involved with the breakfast club, although there is nothing in the policy to state they cannot have a place. However, this would impact on staff /child ratios. Currently we are providing the service for 5-8 year olds we could have a ratio of 1:30 children, although good practice would recommend 1:8 children. The service was originally developed in support of school improvement and is a unique selling point for the school.</p> <p>After some discussion the following suggestions were made:</p> <ul style="list-style-type: none"> • Maximum capacity=30 children. • Maximum 8 - 3 year olds • Continue with the 7.30 am start • Parents would need to agree a contract, not just ad hoc useage or staff/child ratios could be at risk • The charging structure has not been reviewed recently and currently the charge is very low compared with other local providers. The school has subsidised in the past, but no longer realistic; particularly as some children are not supported though the Pupil Premium. • Local intelligence suggests a charge of £5-£7 an hour is not 	

	<p>unrealistic, but could turn some families away.</p> <ul style="list-style-type: none"> • Suggest a two-tier payment system to reflect family circumstances. • Need an options paper from the SBM modelling a number of scenarios. • Consider whether younger children and daycare could be considered as an option for the school in the light of evidence of the importance of early intervention on child development. • Consider implementation from September 2016. <p>Resolved: That a working group be established by the Chair, with the support of the SBM, to present a paper at the next FGB meeting on the 21st March 2016.</p> <p>(To note: The Head was thanked for his hard work and asked to leave the meeting at 19.05)</p>	<p>Chair/ SBM/ All</p>
	<p>The date of the next meeting is Monday 21st March 2016 at 4pm.</p> <p>There being no further business the meeting closed at 19.15pm</p> <p>Please send any apologies to the Clerk Pat Gale - (Copied to the Chair and Headteacher) at least 5 days before the meeting.</p> <p>Thank You.</p> <p>pat.gale@northyorks.gov.uk;</p> <p>01748 825582 07793 846 441</p>	