

Minutes of a meeting of the Governing Body of Colburn C.P. School held at the school on Monday 22nd June 2015 at 4pm.		
<p>Present: Mrs. A Dale (Chair) Mrs. J Bromfield, Ms. H Grant, Mrs. A Pickersgill, D. Miller, Mrs. A Offord and M. Watt (Headteacher).</p> <p>In attendance: Ms. P. Gale (Clerk to the Governing Body)</p>		
Minute No.		Action
PART 'A' - PROCEDURAL		
GB 22/15	<p><u>Welcome:</u> The Chair welcomed everyone to the meeting.</p>	
GB 23/15	<p><u>To receive apologies for absence:</u> Apologies for absence and reasons had been submitted and consented to from Mrs. L Wild. Apologies had not been received from Mrs. A Randle.</p> <p>Resolved: That the Clerk write to Mrs. Randle explaining that she had not attended the FGB for a period of six consecutive months, therefore the FGB assumed she no longer wished to be a Parent Governor, and to thank her for her time as Governor for the school.</p>	Clerk
GB 24/15	<p><u>To remind governors of the need to declare interests pecuniary or non-pecuniary:</u> In line with the new 2012 regulations for maintained schools, Governors were invited to complete the new business and personal interests form for inclusion on the school website from 1st September 2015.</p> <p>Resolved: That all Governors completed the form for inclusion on the school website.</p>	All/ Clerk
GB 25/15	<p><u>Declarations of confidentiality:</u></p> <p>Resolved: That the verbal report from the Headteacher on the final feedback from Ofsted would be confidential until the report was published and in the public domain.</p>	All
GB 26/15	<p><u>Notification of urgent other business:</u> The Chair reminded Governors of the School Fayre planned for the 3rd July, and everyone would be welcome.</p>	

<p>GB 27/15</p>	<p><u>Minutes of the last meeting:</u></p> <p><u>Resolved:</u></p> <p>That the minutes were approved as a correct record from the meeting held on the 16th March 2015.</p>	<p>Chair</p>
<p>GB 28/15</p>	<p><u>Matters Arising:</u></p> <p>GB-09/15- Discussion took place on the need for Governors to feel confident in demonstrating the impact of interventions on pupil achievement and progress. It was reported that this had been an area that Ofsted inspectors had asked about, and it was proposed that all Link Governors should ensure that they could confirm what had been put in place and how they knew it had made an impact, cross - referenced to the School Development and Governor Development Plans.</p> <p><u>Resolved:</u></p> <p>That Governors need to ensure they are monitoring and demonstrating ‘impact’ through school visits and meetings.</p>	<p>All</p>
<p>GB 29/15</p>	<p><u>Dates of meetings for the next academic year:</u></p> <p>The clerk presented two options for consideration by Governors: Option 1: status quo-4 FGBs and 6 Committee meetings. Option 2:6 FGBs to incorporate Resources and Improvement items.</p> <p>After some discussion, it was agreed to trial Option 2 with alternate meetings focusing on key areas; each area whether Resources or Improvement would be led by a Lead Governor in agreeing agenda and papers with the Head, Chair and Clerk. The advantage would be to avoid duplication of reporting and would also ensure all Governors had an understanding across all areas of the school. If required, small task and finish groups could be established to develop identified areas for feedback to the main FGB as required.</p> <p>The Head suggested that there should be seven FGB meetings with the final meeting in July as a summative overview of the year’s achievements and areas for development.</p> <p><u>Resolved:</u></p> <p>A schedule of meetings was agreed for the 2015/16 academic year (see attached)</p>	<p>All</p>

PART 'B' – SCHOOL IMPROVEMENT	
GB 30/15	<p><u>Report of the Headteacher (June 2015):</u></p> <p>The written report of the Headteacher had been provided to the Governing Body in advance of the meeting and had been considered in detail by the Improvement Committee on the 8th June 2015. JB, the Vice Chair of the IC asked if any Governors who had not attended that Committee wished to raise any queries, but no queries were raised.</p> <p>The Chair then invited the Head to report back verbally on the final feedback of the Ofsted inspection, held in June over a period of two days with four inspectors, three were HMI, including the Lead Inspector.</p> <p>Teaching:</p> <p>16 part lessons were observed in total, the evidence gained showed that teaching was variable across teachers, year groups and subjects. They observed some good examples of differentiation however many lessons lacked sufficient challenge for Lower and Higher Achieving pupils. The large majority of children have positive attitudes towards learning however teachers do not always take full advantage of this. Higher achieving pupils report that they enjoy the more recent developments in writing. They are inspired through reading high quality texts and use this to shape and develop more sustained writing.</p> <p>Phonics teaching is a strength throughout the school. Children have a good understanding and application of phonics skills. TAs are also skilled in supporting the teaching of phonics and complement teachers well in this area.</p> <p>Marking remains inconsistent and variable. The quality of marking ranges from very cursory to very good. Overall next steps are not always clear or precise enough and children are not always provided with sufficient opportunities to respond. The good practice needs to be shared across the school and teachers must take responsibility for applying a marking policy to all marking, including curriculum books.</p> <p>Questioning is a strength and there is less variability in this across the school, however questioning in EYFS needs further development.</p> <p>The use of TAs is variable. At times TAs lack clear direction from class teachers and therefore do not impact on learning as much as they might. However there were some examples observed of excellent use of a TA.</p> <p>Achievement:</p> <p>There is disparity between the achievement in Key Stages, Year Groups and within the grouping of children.</p> <p>Key Stage 1: Attainment has improved and is improving-however this is inconsistent for some groups SEND and boys.</p>

<p>There is evidence of some good progress, although it is not consistent across KS1. Progress over time is improving but not for all groups of pupils or subjects.</p> <p>Key Stage 2: There is some evidence of improving progress, however some year groups and subjects are not yet showing good progress. Progress and attainment is inconsistent across year groups and subjects. Outcomes at the end of KS2 are well below national averages and although the school is once again getting closer to these levels, outcomes have been below floor standards at the end of KS2 for the last two years. It is anticipated that the school may meet these floor targets this year.</p> <p>There is a significant concern about the progress of SEND and lower achieving pupils over time and in this academic year. The progress of disadvantaged children is variable. There is some evidence of progress being good, but this is not consistent. Higher achieving pupils also need to make more accelerated progress.</p> <p>Reading strategies have improved standards in reading. There is evidence that most children make expected progress from their starting points, but good progress is not consistently strong across groups of children or subjects.</p> <p>EYFS: Leadership of EYFS requires improvement. The EYFS Leader will need to develop a better understanding of data and patterns in data in order to clearly identify areas of strength and areas requiring development and provide clear direction and guidance to other colleagues.</p> <p>GLD is improving, but progress is not as quick as school staff believe, as children enter EYFS at better levels than those recorded.</p> <p>Observations of learning over the course of the inspection suggest that progress is not yet good. Teaching and interactions with pupils is not yet consistently good. Recording of evidence in learning journals is very strong. Engagement in learning could be improved by tackling social interaction skills more rigorously on entry.</p> <p>Rules, routines and expectations are still being established and more regular formal teaching, checks on learning are required.</p> <p>There needs to be higher expectations of what children can achieve. Children have a good understanding of risk and safety.</p> <p>Provision needs a greater emphasis on speaking and listening, reading, writing and mathematics. Girls outperform boys and not enough boys are attaining GLD at the end of EYFS.</p>
--

<p>Behaviour and Safety:</p> <p>There are many good examples of effective behaviour for learning and some children demonstrate intense interest in learning, however there were several examples from lesson observations where children were off-task due to teachers not providing sufficient challenge.</p> <p>Where there are some examples of bad behaviour or minor disruption teachers manage this well. This is most effective where teaching and learning is strongest.</p> <p>Children are very receptive to challenge and enjoy creating challenge for themselves.</p> <p>Behaviour around the school is good overall. Children are friendly, polite and proud of their work. Presentation is generally good.</p> <p>Pupils demonstrated that they are respectful and caring and have a good understanding of bullying, homophobic abuse and racism.</p> <p>There are a high number of exclusions, but these are used appropriately.</p> <p>There are a high number of children who are PA and this potentially puts children at risk of harm. However the school has appropriate procedures for managing this.</p> <p>Safeguarding meets requirements and Child Protection training is up to date.</p> <p>Child Protection documentation is well maintained and the SCR is compliant.</p> <p>Parents report that children are safe.</p> <p>Children report that they are safe.</p> <p>Bullying is taken seriously and addressed appropriately.</p> <p>Leadership and Management:</p> <p>Leadership of the HT and governors is strong. Governors systematically challenge the HT, but this aspect of governance has not yet impacted on some middle leaders.</p> <p>A lack of middle leadership since the last inspection has meant that not enough improvement in English, Maths and for children with SEND has been secured.</p> <p>Instability of staffing at a middle leadership level, including where leaders have been rightly held to account, has meant that although there have been some improvements since the last inspection outcomes are still variable.</p> <p>Monitoring of the most senior leaders is strong and sharply focused on outcomes. Other monitoring by middle leaders for English, Maths, EYFS and SEND needs to be more sharply focused on outcomes of specific groups of children.</p> <p>Governors have an accurate picture of teaching. They must monitor more</p>	
--	--

	<p>closely middle leaders for English, Maths, EYFS and SEND to ensure they have a precise understanding of key actions for improvement and their impact to date. Some actions that have been taken to secure improvements are too recent to evaluate their impact on outcomes over time.</p> <p>Teaching has not improved significantly since the last inspection. Self-evaluation overall is accurate and honest.</p> <p>Middle leaders need higher levels of ambition and greater levels of expectation. Progress in literacy is not yet good. Performance Management is clear and systematic.</p> <p>The LA have supported the school and governors and have a good understanding of the strengths and areas for development.</p> <p>Sports funding is well spent. Targeted clubs provide opportunities for children to engage in additional sports activity.</p> <p>Planning around themes and topics is a strength. This is a strength of the school as the school is 'ahead of the game' with implementing the new curriculum.</p> <p>Exemplar writing around the school is wide and varied and of good quality. It is well displayed and shows good opportunities for cross-curricular writing. Handwriting and presentation overall is good.</p> <p>SMSC is strong, Most children are well-behaved and respectful. Teaching of RE supports a good understanding of similarities and differences between faiths, cultures and other religious beliefs.</p> <p>The Chair thanked the Head for very useful verbal feedback and asked for questions from Governors.</p> <p><i>Q: How long has the Early Years Leader been in post?</i> <i>A: Only two weeks, but ultimately they judge on what they see at the time, and she was not in a position to yet know the answers to all the questions.</i> <i>Q: It seems very harsh for the Early Years team.</i> <i>A: Yes and the judgement was also the furthest away from both the LA and School judgements.</i></p> <p>The Head reported that with inconsistencies in teacher marking, staff only in post for a short period of time and one member of staff absent on interview-Ofsted were not seeing the school at its strongest, but the judgement is based on what the data is showing.</p> <p><i>Q: What were their comments on projections?</i> <i>A: They were confident that the projections were realistic</i></p>	
--	--	--

	<p><i>Q: How confident do you feel about the way ahead?</i> <i>A: The outcome is realistic, although disappointed about the EYFS, so I am glad that we stayed with our SEF judgements.</i></p> <p><i>Q: Were you surprised on the comments about the TAs?</i> <i>A: In some areas it is very strong and at the other extreme, some very weak practice, so a clear focus for support; as it was not just about the TAs but how they were directed by the teachers.</i></p> <p>The Head concluded that the inspection had been very thorough and efficient and that the final judgement was not too far from where we thought we were. On a positive note we have things in place, so should be able to demonstrate the required progress in the future.</p> <p><i>Q: As Governors what should our main focus be?</i> <i>A: Developing a sharper level of accountability for middle managers of Maths, English, EYFS and SEND, ensuring the calendar of monitoring visits and reporting is up to date and can demonstrate challenge and impact. Reporting should be cross-referenced to the School and Governor Development Plans.</i></p> <p>Resolved: a) The Governors thanked the Head for his leadership in ensuring the inspection went well and that they should consider how best they could support the school through their monitoring visits with middle managers.</p>	<p>All</p>
<p>GB 31/15</p>	<p><u>Feedback from the School Improvement Committee:(held on the 8th June 2015)</u></p> <p>The minutes of the meeting had been previously circulated and Governors were asked for comments. HG reported that she and LW had met to look at the Pupil Premium Action Plan in more detail, and had agreed to re-draft in words/actions that were more personalised to the school. It was also noted that the intention was that the Action Plan would be reviewed more regularly with updates given to the FGB.</p> <p>Resolved: That HG and LW would regularly review and report back on the Pupil Premium Action Plan to each FGB meeting.</p>	<p>HG/LW</p>
<p>GB 32/15</p>	<p>To ratify the following policies recommended for approval by the Improvement Committee:</p> <ul style="list-style-type: none"> • Teaching and Learning Policy • Feedback and Response Policy-Writing • Nursery Admissions Policy <p>Resolved: That the above policies were ratified by the FGB signed and dated by the Chair</p>	<p>Chair</p>

<p>GB 33/15</p>	<p>To receive an update on safeguarding:</p> <p>AO tabled the most recent safeguarding audit (16th March 2015) and Governors discussed updates for the actions to the key questions.</p> <p>2.3-Child Protection-it was agreed that Governors needed to sign a signature sheet to say they had read the 'NYCC Guidance for safer Working Practice'-at the next meeting.</p> <p>Resolved: a) That a signature sheet would be on the agenda of the next FGB meeting in September 2015.</p> <p>2.5-the DSP duties and responsibilities explicit in a Job Description- The Head is the DSP and currently does not have a JD.</p> <p>Resolved: b) That AD and JB would develop the JD for September 2015.</p> <p>2.12-evidence of staff and volunteers receiving child protection training? It was agreed there should be a central register for logging this training, the Head has to redo training every two years and all staff and volunteers every three years and as part of their induction.</p> <p>Resolved: c) That there should be a central register which summarised when staff and volunteers had completed their training.</p> <p>2.20-Does the governing body ensure that staff and volunteers comply with their safeguarding duties?</p> <p>This had been carried out by the AHT, but will need someone to take on the role in September.</p> <p>Resolved: d) That a member of SLT will take on the role from September.</p> <p>3.1-Does the school provide appropriate behaviour, attendance and anti-bullying training?</p> <p>Resolved: e) Whole school training has been provided, but a number of new staff need to be trained, and that will take place.</p> <p>3.11-Systems in place to capture the perceptions and experiences of pupils? Considerable discussion took place on how</p>	<p>Clerk</p> <p>AD/JB</p> <p>Head</p> <p>Head</p>
----------------------------	---	---

	<p>this could be improved. Ofsted had said there was insufficient information on Parentsview, so additional mechanisms for recording parental feedback was needed. It was suggested that feedback could be obtained at the School Fayre, and AD could canvas parents at ‘Pick Up’ from school.</p> <p><i>Q: What questions need to be asked of parents?</i></p> <p><i>A: We could commission NFER to do the work.</i></p> <p>Resolved: f) That AO and the Head could meet to draw up a survey and NFER could be commissioned to deliver from September.</p> <p>3.12-Absence management?-the responsible person has left, but the DHT and the SBM have taken on this role.</p> <p>Resolved:</p> <p>g) From September, the new administrator and Learning mentor will take on this role.</p> <p>4.1-Risk taking behaviour?-discussion took place on the need for extremist behaviour training and potential adoption of the policy if amended for Primary School purposes.</p> <p>Resolved:</p> <p>h) That AO would forward the policy to the clerk for circulation to Governors.</p> <p>4.4- Governors need to be aware of the data in the ‘Growing Up’ Survey?</p> <p>Resolved:</p> <p>i) That Governors would, through task and finish groups, take responsibility for monitoring and reporting on aspects of the work, such as behaviour and attendance.</p> <p>6.2. Signage?- it was reported that this would be reviewed in the light of the accessibility audit report.</p> <p>Resolved:</p>	<p>AO/ Head</p> <p>Head</p> <p>AO/ Clerk</p> <p>All</p> <p>All</p>
--	---	---

	<p>j) That AO and the Head be thanked for their work on the safeguarding audit and action plan, and the plan would be reviewed again in the autumn term.</p>	
<p>GB 34/15</p>	<p>Update of the Governor Action Plan: After some discussion on progress it was agreed that Governors would update the actions by the end of the 2014/15 academic year and review at the first meeting of the FGB in September 2015 to identify key areas for 2015/16. Resolved: a) That all Governors review their actions against progress and completion and submit to the Chair by the end of the summer term.</p> <p>It was reported that there were the following Governor vacancies:</p> <ul style="list-style-type: none"> • A co-opted Governor • A staff Governor • Two parent governors <p>The school had plans in place to elect a staff governor and two parent governors. <i>Q: Do we need to ask for specific skills we identified in the skills audit?</i> <i>A: We should bear that in mind but we need to attract people who genuinely feel able to commit their time and experience to the role.</i> Resolved: b) That AO would forward the skills audit to the clerk for consideration after the Governor elections.</p> <p>The Chair reported that the school had received an expression of interest in becoming a co-opted Governor from Gareth Sutterby, who a number of Governors knew and felt would make a significant contribution to the governing body. Resolved: c) That AP, HG and JB would arrange a meeting for GS to visit the school and if appropriate invite him to be a co-opted Governor.</p> <p>It was noted that inductions for new governors would be needed for the autumn term, the clerk would arrange for induction packs to be sent to new Governors, and the school would arrange for an induction visit to the school. Resolved: d) That an induction programme would be arranged for new governors in the autumn term.</p>	<p>All/ Chair</p> <p>AO Clerk</p> <p>AP/HG /JB</p> <p>Head/ Chair/ Clerk</p>
<p>GB 35/15</p>	<p>To update the Governor Visits Monitoring Timetable:</p> <p>Governors had been asked to complete the schedule by RAG rating their individual actions for each half term of the 2014/15 academic year and send to the Head by the end of the summer term for review at the first FGB meeting in September. It was noted that hard copies of Governor visits were kept in the Governor folder in the school office, and Ofsted had asked to see the record of visits. Governors felt they needed to take ownership of the plan, and if appropriate the language could be changed to reflect their</p>	

	<p>particular role and focus.</p> <p>Resolved: That Governors update the plan showing where actions had been completed and gaps for further action and send to the Head by the end of the summer term.</p>	All
GB 36/15	<p>To receive the NGA Maintained Governing Body designation planner: Governors felt it was a useful tool for determining the roles and responsibilities of Governors, and at what level the governing body may legally delegate functions, particularly helpful in ensuring the new FGB meetings were compliant in remaining responsible for any decision made under delegation.</p> <p>Resolved: That HG and JB consider the delegation planner and submit to the clerk for wider circulation and agreement at the first FGB of the autumn term.</p>	HG/JB/ Clerk
PART C - RESOURCES		
GB 37/15	<p><u>Report of the Resources Committee:</u> The draft minutes of the meeting held on the 18-05-2015 had been circulated with the papers, so AP gave a brief overview and asked if there were any issues that needed explanation or further discussion. The outturn budget and the Start budget for 2015/16 were ratified by the FGB.No further questions were raised.</p> <p>Resolved: That the Outturn statement for 2014/15 and the Start budget for 2015/16 be ratified by the FGB. That AP be thanked for her work in chairing the Resources Committee.</p>	All
GB 38/15	<p><u>Health and Safety Update:</u> HG reported that she was waiting for confirmation of a visit from the HandS adviser to carry out an annual ‘walkthrough’ and audit policies and documentation.</p> <p>Resolved: That HG be thanked for her work on Health and Safety for the school.</p>	All
PART D – OTHER BUSINESS		
GB 39/15	<p>a)Staffing Update: The Head reported that the interim English and Year 4 Lead had been signed off on sick leave until the end of August 2015, and the intention was to get supply staff to cover her role. The Head would prepare the pupil reports and carry out parent’s evenings.</p> <p>Resolved: a) The Governors expressed concern at the situation the school had been put in and thanked the Head for managing a very difficult situation.</p>	All

	<p>b) Swaledale Alliance Conference: AO informed Governors that a conference for Governors and School Leaders was being held on the 2nd July 2015 at Richmond School, and to let her know if anyone wished to attend.</p> <p>c) Several Governors raised the issue of the currency of the website, which had been the responsibility of the AHT to maintain and update. The Head said he would endeavour to review and update, and HG offered to assist if that would help.</p> <p>c) Resolved: That HG would help to update the website if required.</p> <p>d) Refreshments at future FGB meetings- A request was made for refreshments to be made available at future FGB meetings.</p> <p>Resolved: d) That the Head would arrange for beverages to be available in the staff room for Governors to access.</p> <p>(At 5.45 pm The Head was asked to leave the meeting)</p> <p>The meeting closed at 6pm.</p> <p>Confidential item: Minute FGB 40/15</p> <p>Date of the first meeting of the 2015/16 academic year to be held on:</p> <p>Monday 28th September 2015 at 4pm.</p> <p>Please send any apologies to the Clerk Pat Gale - (Copied to the Headteacher) at least 5 working days before the meeting.</p> <p>Thank You.</p> <p>pat.gale@northyorks.gov.uk;</p> <p>01748 825582 07793 846 441</p> <p>To note post meeting change of date to the 21st September 2015 at 4pm.</p>	<p>HG</p> <p>Head/ Clerk</p>
--	---	--

GB 40/15		
---------------------	--	--