

Colburn FGB – Minutes – 25-04-2016

<b>Minutes of a meeting of the Governing Body of Colburn C.P. School held at the school on Monday 25<sup>th</sup> April 2016 at 4pm.</b>		
<p><b>Present:</b> Mrs. A Dale (Chair) Ms. H Grant, Ms. R Leyburn, Mrs. A Pickersgill, D. Miller, Mrs. A Offord, G. Sutterby, Mrs. G Brown and M. Watt (Headteacher).</p> <p><b>In attendance:</b> Ms. P Gale (Clerk to the Governing Body)</p>		
<b>Minute No.</b>		<b>Action</b>
<b>PART 'A' - PROCEDURAL</b>		
<b>GB 41/16</b>	<p><b><u>Welcome:</u></b></p> <p>The Chair welcomed everyone to the meeting and in particular a very warm welcome to Mrs. Gemma Brown, the newly elected Staff Governor.</p>	<b>All</b>
<b>GB 42/16</b>	<p><b><u>To receive apologies for absence and to determine whether any absences should be consented to:</u></b></p> <p>Apologies for absence, due to unforeseen work commitments had been received from Mrs. J Bromfield; no apologies had been received from Mr. Stuart Newman.</p> <p><b>Resolved:</b> <b>The Chair asked the Clerk to write a letter to SN outlining the critical importance of attending meetings.</b></p>	<b>Clerk</b>
<b>GB 43/16</b>	<p><b><u>To remind Governors of the need to declare interests, pecuniary or non-pecuniary:</u></b></p> <p>None declared.</p>	<b>All</b>
<b>GB 44/16</b>	<p><b><u>To determine whether any part of the proceedings should be treated as confidential:</u></b></p> <p>See minute GB 60/16</p>	<b>Chair</b>
<b>GB 45/16</b>	<p><b><u>Notification of urgent other business:</u></b></p> <p>Item 18 an additional item, raised by the Head, on staffing should be treated as confidential.(See minute GB 60/16)</p>	<b>All</b>



<b>PART B – SCHOOL IMPROVEMENT</b>	
<p><b>GB 49/16</b></p>	<p><b><u>Updates from School Subject Leaders:</u></b></p> <p>Governors had been previously circulated with the subject reports for EYFS, SEND, English and Maths; the Chair asked if Governors found the reports useful and whether the subject leads should join the meeting together or separately. It was agreed to invite them as a group and to ask if they wished to highlight any specific issues for their specialist subject area. It was suggested that the reports would benefit from a consistent structure, and that the EYFS report could provide a useful model template. The Head agreed that it could be adopted, although the SEND report would need to be different as it overlapped all the other areas of subject leaders' reports. It was also agreed that a glossary of acronyms would be helpful, particularly for new Governors.</p> <p><b>Resolved:</b></p> <p><b>a) That a common reporting template based on the EYFS report would be developed for all subject areas apart from the SEND report; a glossary of terms would also be developed for use by Governors when reading the reports and preparing for GB meetings.</b></p> <p><b>EYFS</b> – Jen Costello (JC) reported that the judgement for the quality of teaching in EYFS was now broadly 'Good' which had also been recently substantiated by the School Improvement Adviser. This consistent improvement was also recognised in the HMI monitoring letter of December 2015:</p> <p><i>'The early years leader is providing staff training, which is beginning to improve teacher's and teaching assistants' skills. The development of the learning environment and new resources in the early years are improving opportunities for children to become independent of adults and initiate activities themselves. There is work to establish more accurate starting points.'</i></p> <p><i>Q: What are you doing to improve the consistency of the quality of teaching across all staff?</i></p> <p><i>A: A combination of things such as regular team meetings to discuss relevant matters across the EYFS including progress, any concerns about individual children and what needs to be done to move learning forward. I am also actively encouraging staff to be more proactive in coming to me if they want help.</i></p> <p>JC also reported that an EYFS advisory teacher had recently started working with the team to help develop the quality of teaching for all children, through coaching and supporting staff to improve their practice. The LA review in February 2016 also suggested the need to further develop and monitor the adults' role in supporting the development of the Characteristics of Effective Learning.</p> <p><i>Q: What else would you particularly like to emphasise from this very positive</i></p>

Head

	<p>report?</p> <p><i>A: The percentage of children working at or above age related expectations is increasing, and the Good Level of Development (GLD) has shown very good progress, for example, in autumn (term 2) 22% of children were working at or above expected age-related levels, but now in (spring term 2) 66% are working at that level, which really is showing the impact of our changes to teaching arrangements across the Unit.</i></p> <p><i>Q: What about Pupil Premium children?</i></p> <p><i>A: They and summer-born children are performing particularly well which is very pleasing, helped by additional staffing and new approaches.</i></p> <p>The Head noted that before the next LA Review in July that it would be helpful for JB, the Link EYFS Governor to have another monitoring visit with Jen and the team, to see the improvements that have happened since her last visit.</p> <p><b>Resolved:</b></p> <p><b>b) That JC be thanked for a very positive and helpful update on progress and developments in the EYFS.</b></p> <p><b>Resolved:</b></p> <p><b>c) That JB, the link Governor would arrange a monitoring visit with the EYFS team during the summer term.</b></p> <p>(To note: JC left the meeting at 4.45)</p> <p><b>SEND</b> update – the Deputy Head /SENDCo invited Governors to ask any questions about her report dated the 18<sup>th</sup> April 2016, and also wished to thank Governors for their reading support, particularly RL who had consistently supported Year 2 pupils. It was noted that unlike the subject reports, it was not appropriate to report progress for interventions on a termly basis, as interventions were implemented across the year, so the impact would be more measurable at the end of the academic year. It was noted that out of a cohort of 45 pupils on the SEND register there were 14 girls and 31 boys, of which 26 were Pupil Premium children; the primary area of need being cognition and learning. In response to the June 2016 Ofsted inspection judgement about the effective deployment of teaching assistants, we have identified this as a key target for this year.</p> <p><i>Q: How have you been doing this?</i></p> <p><i>A: I and a teaching assistant have taken part in a three day course called MITA, the course focuses on a review and audit of current practice, strategic decision making, developing whole school practices and developing sustainability.</i></p> <p><i>Q: What does MITA stand for?</i></p> <p><i>A: 'Maximising the Impact of Teaching Assistants', and as a result we have developed an action plan to improve communications between teachers and teaching assistants. The initial part of the plan was delivered at the school</i></p>	<p><b>All</b></p> <p><b>JB/ JC</b></p>
--	---	--

	<p><i>training day on the 11<sup>th</sup> April, and we formulated a list of non-negotiables for staff.</i></p> <p><i>Q: How do TAs feedback to teachers?</i></p> <p><i>A: A combination of verbal and written feedback is provided but a formal system is used and this is then reviewed and assessed at our Thursday evening staff meetings. The local authority review in February 2016 recognised that there had been an improvement in the deployment of teaching assistants making a significant contribution to the good quality of teaching and learning.</i></p> <p>Governors noted the impact of interventions on arithmetic between January and March 2016, with 4 children making an average increase of 11.3 months progress. The Target Tracker reports on Reading, Writing and Maths also showed some strong progress particularly in years 1, 3, 4, 5 and 6 but consistently slow progress across all subject areas with Year 2 pupils.</p> <p><i>Q: Why this year 2 group?</i></p> <p><i>A: It relates to weaker teaching which was robustly challenged during the autumn term and revisions made to teacher assessment following the change from 'levels' to the Target Tracker system, we do expect this to improve as the quality of teaching improves.</i></p> <p><i>Q: Are interventions being used?</i></p> <p><i>A: Yes, with some pupils, but the majority of SEND pupils are not eligible for Pupil Premium supported interventions.</i></p> <p><b>Resolved:</b></p> <p><b>d) That the Deputy Headteacher be thanked for a very informative report and the positive developments with teaching assistants.</b></p> <p>(To note: DN left the meeting at 5pm)</p> <p><b>English SEF</b> update – The Chair invited the Assistant Head (CB) to outline the main highlights from her report:</p> <ul style="list-style-type: none"> <li>• Year 1 Foundation Stage pupils achieved more than expected, and that Pupil Premium, service children and summer born were at and above ARE compared with non-Pupil Premium children.</li> <li>• Year 2 pupils are still below national expectations in reading and writing.</li> <li>• Year 6 pupils are still below national expectations in reading and writing.</li> </ul> <p><i>Q: What is being done to address these concerns?</i></p> <p><i>A: Governor reading support is a real help and we have reading booster sessions for Pupil Premium children on Thursday nights. We are also reviewing whether the books that children are reading sufficiently challenging.</i></p> <p>The Head reminded Governors that Ofsted had recently highlighted that they were focusing more on what was happening in the classroom and a review of books; and that this was something that Governors could focus on through their subject monitoring visits.</p>	<p><b>All</b></p>
--	---	-------------------

	<p><i>Q: Year 5 pupils are also slightly below projections for reading and writing, what is being done about this?</i>  <i>A: We think there is still time over this term for them to reach expectations and we have introduced some targeted support and the new spelling scheme.</i></p> <p>CB was pleased to report that the overall quality of teaching and learning was improving, with ‘questioning’ developing well as a result of staff training; both teachers and teaching assistants have been asking more effective questions during classroom observations, but this will continue to be monitored closely in encouraging higher levels of questioning, consistent marking and effective feedback. Governors discussed how support for more consistent marking could be embedded, particularly with Year 6 pupils and AO reported that there was some planned training by the Swaledale Alliance for staff on ‘marking and feedback’ on the 17<sup>th</sup> May 2016, which may help boost this area across the school.</p> <p><b>Resolved:</b>  <b>e) That CB be thanked for a well presented evaluation of English across the school.</b>          (To note: CB left the meeting at 5.10pm)</p> <p><b>Maths</b> – The Chair invited JM to highlight the main features from the Self-Evaluation of Maths across the school. JM highlighted the following:</p> <ul style="list-style-type: none"> <li>• Progress in the Foundation Stage shows a real improvement in the quality of teaching both indoors and outdoors. Pupil Premium and summer-born children are performing particularly well, and Pupil Premium children are out performing their peers.</li> </ul> <p><i>Q: What is this to do with?</i>  <i>A: Probably due to additional spending on staffing in the EYFS unit to support them and improvements in the quality of teaching – including the re-organisation of the various teaching groups in EYFS.</i></p> <ul style="list-style-type: none"> <li>• Marking and feedback given to children is becoming more consistent and pupils are given ‘next steps’ at least once a week with elements of reasoning particularly evident in Years 2,3 and 5.</li> <li>• The presentation within maths books is a strength across the school.</li> <li>• The use of additional adults has been a particular strength in Upper KS2. Mental maths passports are in place across school and are being used effectively in Y2 and Upper KS2.</li> </ul> <p><i>Q: What is a passport?</i>  <i>A: It’s a way of promoting mental maths through a world journey recording various targets that are set for each country. We have a whole-school display which shows when children have reached a country and achieved the set targets.</i></p> <p><i>Q: Are next steps understood by children and is it motivating them?</i>  <i>A: There is increasing evidence that this approach is motivational supported by more consistent marking.</i></p>	<p><b>All</b></p>
--	---	-------------------

	<p><i>Q: Has the Maths Senior Leader of Education been of value to staff?</i>  <i>A: Yes she has greatly helped identify need and given an objective steer in support of our action plan.</i></p> <p>It was reported that pupils were spending longer on specific subjects such as multiplication and division in order to embed the skills and reasoning; however it did mean that not all subject areas had been covered yet. For example statistics. The LTP needs to be reviewed and further opportunities to develop cross-curricular skills are required.</p> <p><b>Resolved:</b>  <b>That JM be thanked for a very informative update demonstrating clarity about strengths and areas for development in maths across the school.</b>          (To note: JM left the meeting at 5.20pm)</p>	<p><b>All</b></p>
<p><b>GB 50/16</b></p>	<p><b><u>The Headteacher’s Report to Governors: (11<sup>th</sup> April 2016)</u></b></p> <p>Governors had been previously circulated with the report from the Headteacher, and were invited to raise any questions or seek clarification. It was noted that the key SEF judgements had changed to reflect progress, with only Teaching and Learning and Outcomes being judged as ‘Requiring Improvement’, judgements that had also been validated by external partners. However, it meant that overall, the school still ‘requires improvement’.</p> <p><i>Q: How can we as Governors contribute to the SEF?</i>  <i>A: You are already contributing through monitoring visits, learning walks, book reviews and data interrogation.</i></p> <p>After some discussion it was agreed that it would be useful if Governors produced a summary SEF or aide memoire around what they needed to know about the school and how they, as Governors, made a demonstrable impact. It was proposed that Governors would meet to develop their SEF that could be used in support of LA reviews and an Ofsted inspection.</p> <p><b>Resolved:</b>  <b>a) That all Governors would meet for a workshop on the 13<sup>th</sup> June 2016 from 4pm to 6pm to develop the SEF and aide memoire.</b></p> <p><i>Q: Can you remind me what Four Steps means?</i>  <i>A: Each Year Group has a Band, so Year 1 equals Band 1 and so on, and each Band has six steps one step each half term. So Four Steps means four half terms.</i></p> <p>Governors were briefed on the proportion of pupils in line with or above ARE from Years 1 to 6 in March 2016, for Reading, Writing and Maths. It showed a proportionate gain over years 3, 4 and 5 in Reading and highlighted the need for additional support for Years 2 and 6 - a characteristic highlighted in the subject leaders’ reports.</p> <p><i>Q: How confident can we be with these projections?</i></p>	

	<p><i>A: Projections for end of year outcomes appear significantly better than the proportion of pupils working in line with ARE in Target Tracker. This is because Target Tracker is an assessment against all curriculum content for each year group, whereas the interim teacher assessments and SATs are assessing specific aspects of the curriculum. The teachers have looked carefully at the interim teacher assessment criteria to make these projections.</i></p> <p><b>Resolved:</b>  <b>b) That the Head be thanked for a detailed but very clear and readable report.</b></p>	<p><b>All</b></p>
<p><b>GB 51/16</b></p>	<p><b><u>Presentation on Ofsted Leadership and Management judgements:</u></b></p> <p>AO introduced this item with a brief video presentation by Belita Scott, a Senior Ofsted HMI and National Lead for Governance. The presentation gave an overview of the type of questions that inspectors might ask when meeting with Governors .It was agreed that the questions would provide the basis of a template for an aide memoire for the GB.A summary of the Ofsted Common Inspection Framework on the effectiveness of leadership and management was also circulated; and it was agreed to consider these statements as part of the workshop in June.</p> <p><b>Resolved:</b>  <b>a) That AO and MW would develop a draft template for consideration and completion by Governors on the 13<sup>th</sup> June 2016.</b></p> <p><b>Resolved:</b>  <b>b) That HG would record notes and actions at the June workshop.</b></p> <p><b>Resolved:</b>  <b>c) That AO be thanked for a very useful presentation.</b></p>	<p><b>AO/ MW</b></p> <p><b>HG</b></p> <p><b>All</b></p>
<p><b>GB 52/16</b></p>	<p><b><u>Update on the Pupil Premium and ‘Achievement Unlocked’ event:</u></b></p> <p>The Head reported that Mark Roland, the AD of the Education Trust heading up, ‘Narrowing The Gap’ had met with him and Pauline Irwin, (Lead School Improvement Advisor for English) to review the school ‘Achievement Unlocked Action Plan’, and had advised to focus on one key aspect of the plan between now and February 2017.He also offered to send contact details of other schools facing similar challenges in London and Sheffield in order to share practical solutions.</p> <p><i>Q: Which area are you going to focus on?</i>  <i>A: The introduction of metacognitive thinking skills, which could potentially involve all staff and pupils focusing on develop behaviour for learning skills.</i></p> <p>HG, AO and RL had attended the Pupil Premium briefing event on the 19<sup>th</sup> April, focusing on the national and local context, closing the gap, effective strategies and tools to support Governors. HG requested that two helpful documents should be circulated to Governors:</p>	

<p><b>GB 53/16</b></p>	<ul style="list-style-type: none"> <li>• Pupil Premium in a Nutshell</li> <li>• Spending the Pupil Premium</li> </ul> <p>An additional event is planned for the 19<sup>th</sup> May 2016 but the detail of the content was not yet known.</p> <p><i>Q: What should we publish on the website?</i>  <i>A: An annual report on how the funding has been used and to what effect and impact, the leaflet could also be highlighted.</i></p> <p><b>Resolved:</b>  <b>That GB would circulate the documents to Governors.</b></p> <p><b><u>Update on the use of the Sports and PE Grant:</u></b></p> <p>The Head reported that the grant was being used to develop the capacity of staff to deliver and monitor sports activities, as well as funding the delivery of additional sport/PE activities such as Dance and gymnastics in order to attract children least engaged with physical activities. It was noted that some clubs were not as well attended as others and some only had 4 or 5 children participating compared with football which was always well supported.</p> <p><i>Q: What is the reason and what can we do about it?</i>  <i>A: I think it is often due to the fact that there is a reliance on parents to come back to school to collect children rather than children not wanting to participate. We have organised several promotional events recently including assemblies and incentive medals/trophies. We will be working with the school council to help shape further work to promote improved attendance at sports clubs.</i> It was noted that an annual report on how the grant had been spent and the outcomes was a mandatory requirement and should be located on the school website.</p>	<p><b>GB</b></p>
<p><b>GB 54/16</b></p>	<p><b><u>Update on safeguarding:</u></b></p> <p>There was nothing to report.</p>	
<p><b>GB 55/16</b></p>	<p><b><u>The Governor Development Plan:</u></b></p> <p>Governors had been circulated with the updated draft Governor’s Development Plan, which has five objectives:</p> <ul style="list-style-type: none"> <li>• Ensure governors challenge and support the school holding senior leaders to account where appropriate.</li> <li>• Provide support to strengthen the capacity of the SLT in order to improve standards of teaching to ‘good’ or ‘outstanding’.</li> <li>• Governors ensure efficient and effective financial resources relating to Pupil Premium.</li> <li>• Provide effective support for establishing high quality provision in EYFS.</li> <li>• Governors provide effective support and challenge regarding the schools spiritual, moral, social and cultural development and the</li> </ul>	

	<p>promotion of British values. The last objective was a new addition, and needed further consideration in the autumn term to be led by AO.</p> <p><b>Resolved:</b> <b>a) That the updated Governor Development Plan be approved and progress reviewed at the next FGB meeting.</b></p> <p>It was noted that apart from a recent Health and Safety Governor visit report (HG), no further monitoring reports had been received. Governors confirmed that further visits were planned for the summer term. AO reported that some induction training for new Governors was being planned by the Swaledale Alliance for the summer term.</p> <p><b>Resolved:</b> <b>b) That Governor Visit Reports should be submitted to the Head before being circulated to all Governors by the Clerk, with copies retained in the Governor Visit File in the office.</b></p>	<p><b>AO/ All</b></p> <p><b>All</b></p>
<b>PART C- RESOURCES</b>		
<p><b>GB 56/16</b></p>	<p><b><u>Verbal Update on Health and Safety:</u></b></p> <p>The Head had included an update in his report to Governors which stated that a Health and Safety premises inspection had taken place on the 2<sup>nd</sup> March 2016 with the HandS Safety Risk Adviser, HG (H&amp;S Governor) and the SBM. The report commended the school for their commitment to Health and Safety and the positive, proactive approach demonstrated by staff. 31 recommendations for action had been observed; 21 recommendations have been completed 6 recommendations will be implemented, when finances permit and the remaining four are in progress and aim to be completed in the required timescale.</p> <p><b>Resolved:</b> <b>That the SBM and HG be thanked for their work in ensuring the school is a safe and healthy place to learn and work.</b></p>	<p><b>All</b></p>
<p><b>GB 57/16</b></p>	<p><b><u>Update on the area plan for meeting additional pupil numbers:</u></b></p> <p>The Head reported that expansion plans were in place, the Consultation was in favour of the Colburn proposal and now just waiting for feedback from the NYCC Executive members in May 2016.</p>	
<p><b>GB 58/16</b></p>	<p><b><u>Staffing Update:</u></b></p> <p>The Head referred Governors to his Report which stated a number of changes:</p> <ul style="list-style-type: none"> <li>• Andrea Smith, EYFS teacher, has tendered her resignation and has requested Governors to allow her to leave at spring half term rather</li> </ul>	

	<p>than at the end of August 2016. The Chair consented to this request and used her emergency powers to provide authorisation, and internal arrangements to cover this vacancy have been made at no additional cost.</p> <ul style="list-style-type: none"> <li>• Beth Parker, EYFS ATA, has tendered her resignation in order to take up a new role with NYCC as a Family Outreach Support Worker. It was a fixed term contract so recruitment to the post is not required.</li> <li>• Sam Donaldson, Y5 teacher and MSL, has provided formal notification that he will commence a period of adoption leave from 25<sup>th</sup> April 2016.</li> <li>• Alex Bellard has been appointed as a full time class teacher from the 11<sup>th</sup> April 2016 and will cover Y5 for the remainder of the summer term.</li> <li>• Emma Kelly has been appointed as a PPA teacher on a part time basis from 1<sup>st</sup> September 2016.</li> </ul> <p><b>Resolved:</b>  <b>a) That the new staff be welcomed to the school and those staff leaving be thanked for their commitment to the school.</b></p> <p>Reference was made to the results of a staff questionnaire carried out in the autumn term, which had been externally analysed by Mike White (NLE); the majority of responses were very positive with staff saying they were 'proud to be members of staff at Colburn'. Some staff felt communications could be improved and as a result technological solutions have been implemented and staff will be consulted regarding 'feeling valued or receiving thanks or praise'.</p> <p><b>Resolved:</b>  <b>b) That the staff be thanked for contributing to the questionnaire.</b></p>	<p>Chair</p> <p>All</p>
<p><b>PART D- OTHER BUSINESS</b></p>		
<p><b>GB 59/16</b></p>	<p><b>A confidential staffing item was raised by the Headteacher-see confidential minute GB 60/16.</b></p> <p>(GB the Staff Governor was asked to leave the meeting at this point- 6.20pm).                  There being no further business the Chair thanked Governors for their contributions to the meeting.                  The meeting closed at 6.35 pm.</p> <p><b>Date of the next meeting confirmed as:                  Monday 16<sup>th</sup> May 2016 4pm - 5.45pm.</b></p>	