

**Minutes of the meeting of the Governors of Grewelthorpe
and Fountains CEP Schools Federation
Held on Wednesday 8th February 2017 at Fountains School**

Present:	Karen Butler Sarah Stanley Jacqui Palmer Georgina Wray Anne Collins Alison Lock Katie Barker Sue Thomas	Headteacher Parent Staff Co-opted Co-opted Co-opted Associate Foundation
Attended by:	Margaret Driffield	Clerk
Apologies authorised	Dawn Conrardy – Foundation	Unable to attend due to work training commitment for this and the next two meetings.
Absent	Carl Bailey	Expected to be late for the meeting, but did not attend.

OVERVIEW OF MEETING STRUCTURE

Question	Answer
How long should each item take?	All items were discussed and actioned in an appropriate timescale.
How effective were the decisions made?	Very good. Constructive discussions took place followed by Q&A.
What impact have we had on the pupils?	Set up new Pupil Premium Champion
DID WE:	
Ensure clarity of vision, ethos and strategic direction?	Yes, review of Academy status actioned.
Hold the headteacher to account for the educational performance of the school and its pupils?	Yes, constructive discussion and Q&A's in all relevant areas.
Oversee the financial performance of the federation and make sure its money is spent well?	Yes, Federation finances scrutinised by resources committee followed by Q&A's from all governors.

Item No		ACTIONS
33	Confidential Minutes and Declaration of interest None.	
34	Correspondence None.	
35	Dates of next meeting Resolved to hold the next meeting on 5th April 2017.	
36	Minutes of the last meeting held 30th November 2016	

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	The governing body resolved to accept the minutes as read.			
37	Matters Arising from the minutes None.			
38	<p>Resources Committee Report (copy attached) Governors resolved to ratify the SFVS Documentation, copy to be signed by Chair and sent to Veritau.</p> <p>The aim of this resources committee meeting was to look at medium and long term strategies to address the in-year deficits at each school. All governors came to the meeting with ideas.</p> <p>Actions from the meeting included:</p> <ul style="list-style-type: none"> • Contacting HR to seek advice (meeting arranged for 09/02/17) • Liaising with the LMS officer (meeting arranged for 15/02/17) • Chair contacting parish councils and other contacts to investigate best use of school building facilities • CB to investigate building improvements to reduce running costs • Other ideas inc: <ul style="list-style-type: none"> ○ More effective timetabling. ○ Increasing income by utilising staff skills across the federation eg a memorandum of understanding with the LA. ○ Growing the schools to increase pupil numbers. <p>Governors resolved to bring findings back to next meeting and report back to full GB at the April meeting.</p> <p>Staffing issues (under confidential minutes)</p>			
39	<p>School Improvement Committee Report (copy attached) Governors resolved to ratify all policies with suggested amendments.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Policies ratified:</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Behaviour • Collective Worship • Design & Technology • Disclosure Barring Service (DBS) • Disclosure of Offences • Early Years • Educational Visits (EVS) • Epilepsy • Food • Head Lice • ICT </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Humanities • Medical Conditions • Music • NQT • Physical Education • PHSE • Playground Supervision • Publication Scheme • Religious Education • Staff Reorganisation, Redundancy and Re-deployment • Science • Sex & Relationship Education • Use of Digital & Video Images • Whistleblowing </td> </tr> </table> <p>Q Are the non-joint federation policies now in-line? A There are still a couple of new policies to be amended. The behaviour</p>	<p>Policies ratified:</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Behaviour • Collective Worship • Design & Technology • Disclosure Barring Service (DBS) • Disclosure of Offences • Early Years • Educational Visits (EVS) • Epilepsy • Food • Head Lice • ICT 	<ul style="list-style-type: none"> • Humanities • Medical Conditions • Music • NQT • Physical Education • PHSE • Playground Supervision • Publication Scheme • Religious Education • Staff Reorganisation, Redundancy and Re-deployment • Science • Sex & Relationship Education • Use of Digital & Video Images • Whistleblowing 	
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policy at Grewelthorpe is being reviewed this term and will be ready for the next meeting.

Thanks to JP and KH for all the additional training they are undertaking on maths in order to implement the Singapore maths approach.

KB explained how the Hodder tests now have diagnostic elements as well as national benchmarks for each term. The Hodder tests show cohort averages compared to national and at both schools this is a positive picture. (See minutes for specific figures).

Q Are key issues identified being addressed?

A Our rigorous assessment has highlighted specific pupils with specific issues or needs. We monitor children very closely and have interventions in place. The pupil progress meetings enable us to hold professional conversations and plan actions, however, we also have regular discussions about pupils and how to break down their barriers throughout the term. The subject leader meetings staff attend also enable us to keep up to date with relevant changes and school improvement issues. We assess the impact of interventions by assessing pupils at the start and end and then we evaluate children's progress.

Q How are we improving writing?

A Our school improvement plan has clear actions for reading and writing in place. This will be adapted throughout the year depending on the impact we see each term. We are working through these actions staff new to specific year groups have received training on English, all staff have received marking training and we are investigating other ways. (See School Improvement Plan)

Q At Fountains in Y1 we only have 58% on track in reading, do we need more reading volunteers?

A Reading help is always appreciated and we have seen the value of one-to-one reading. We have some regular support, but we are always looking to promote more helpers. We have increased the 1:1 reading by school staff considerably since January and we are utilising the support staff time better.

Q Would it be an idea to ask playgroup mums and advertise in the Parish magazine?

A We already advertise in the Parish magazine and KB will contact the playgroup leaders.

Q Has the recent maths monitoring highlighted any issues as this was taking place the week we had the school improvement committee meeting?

A The maths observations highlighted some effective teaching across the federation. Maths language at Grewelthorpe in classes 1 & 2 was a particularly strong feature. Subject knowledge from the majority of teaching staff was of a high standard. It has highlighted the need to ensure all support staff have some additional training.

Q How effective do you think the training has been for Singapore maths?

KB to contact playgroup

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	<p>A The on-line training has been really beneficial and there has been great improvements in the pedagogy of the staff who have undertaken this. We have decided this training would be beneficial to all staff and are trying to arrange this with the “Maths No Problem” company. Due to costings we are trying to arrange this with cluster schools.</p> <p>Q How effective do you think we are utilizing the PP and SEN funding that the schools receive?</p> <p>A We have small numbers of children eligible for PP and those with SEN, as you see from the data (attached) some are making greater progress than others. We have a clear plan for children in receipt of PP and have tried interventions with support staff and with qualified teachers as well as other approaches as outlined in the PP strategy. We are constantly striving to try new approaches to address individual specific needs and we also recognise the need to further develop the role of the pupil premium champion ensuring they carry out focused monitoring on specific pupils.</p> <p>Q Have any outside assessments been carried out on the highlighted pupils?</p> <p>A We have had support from the Enhanced Mainstream Service, Educational Psychologists, Speech & Language Service and Autism Specialist Teachers so far this year. We are pro active in obtaining support where we can for children with specific needs. We are trying out the advice provided.</p> <p>Q Can the PP funding be used to work with parents?</p> <p>A We have used the funding to focus on the pupils in school. The Growth Mind-set Consultant will be working with parents and we hope this will improve attitudes and aspirations of parents for their children. KB will research other ways to use PP funding with parents.</p> <p>Governors expressed how invaluable the subject leader reports have been, these are available to all governors on the website.</p> <p>We have completed one action research project with the HART Alliance on Bansho. This has many similarities to the Maths No Problem teaching. JP compiled a report for the Alliance and we have received £2,000 for this project. We have now begun a new project with the Alliance on reading and writing. This will focus on providing evidence for each year group on expectations at each term as the DFE exemplifications are only available for the end of Y2 and Y6.</p> <p>Q Does the Bansho facilitate children using different approaches?</p> <p>A Yes, all children are given the same problem and they work in groups to find the solution using whatever methods they are comfortable with.</p> <p>ST and AC requested visiting Grewelthorpe to watch a Singapore maths lesson, it was agreed that they could visit on the 16th February.</p>	<p>KB to research</p>
<p>40</p>	<p>Any other notified business None.</p>	

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<p>41</p>	<p>Headteacher's Report inc School Development Plan and SEF</p> <p>KB talked about cohort concerns, interventions are very intensive some children are being withdrawn up to three times per week. We are monitoring the impact of these interventions.</p> <p>The developments in the Hodder assessments were discussed, they are extremely useful and the national comparisons enable us to see a wider picture. The diagnostic elements of the assessment also provide additional information for all staff on pupil's strengths and areas for development. This supports our thorough teacher assessment based on the Harrogate Teaching Alliance materials.</p> <p>Q Is there a North Yorkshire equivalent to match the National benchmark? A Not at the moment though there are a considerable number of North Yorkshire schools using this Hodder (PUMA/PIRA) assessment as it provides standardised scores but as yet there is no group data for North Yorkshire.</p> <p>Assessment is a school priority now and will remain ongoing as there will be further changes next academic year. There are anomalies between the National curriculum and the interim assessment statements but hopefully over the next couple of years there should be further improvements to align the assessment criteria. Our Teaching Alliance materials are very detailed and provide clear progression including mastery at each year group these combined with the standardised tests we use do give us a comprehensive picture of each child.</p> <p>We have completed some research on the effective use of PP funding including looking at other school OFSTED reports – we are using many of the suggested approaches for example raising the expectations for example through growth mind-set, using qualified teachers to teach interventions including 1:1 in some cases. There is however, as previously mentioned scope to further develop our pupil premium champion role.</p> <p>Q Is all the information on the website? A Yes we have a PP strategy in place which outlines all expenditure and impact.</p> <p>K Barker is currently the PP champion and monitors the progress of these pupils through data and discussions, we need to develop this role further and include some specific monitoring on individual children.</p> <p>Q Could the SEN coordinator do this? A Yes however, we would need to monitor the workload.</p> <p>Q Did K Barker find the role over both schools feasible? A It could be difficult being out of class to do the monitoring so perhaps sharing the role could be a possibility in the future.</p> <p>Q What will we do with the information gained from the monitoring? A It will highlight the impact particularly of interventions that are based on</p>	
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social and emotional support that are less quantifiable, monitoring specific pupils may also highlight barriers we have not yet considered which will provide us with further evidence to address their needs.

Q The PP pupils are not always the children in need are we supporting these pupils?
A Yes, we are providing a range of support and this includes some funding for social activities to develop social and emotional skills.

Q Have you considered the use of music lessons, as research indicates the link between music and academic achievement?
A We currently don't use the PP funding for this but will consider this option for the future.

Q Have you had discussions with parents?
A Yes we have frequent discussions with parents of children in receipt of PP funding looking at best way to benefit the children and we consider all suggestions.

Discussions around staffing issues:
Q Can we consider an NQT for the Maternity leave post currently advertised for Fountains School?
A There are issues with mentoring, PPA and NQT time. Every class has different issues. There is a lot of pressure on the Y6 teacher which is why we advertised for an experienced teacher.

LC is not looking to return in her TA role.

The global awareness scheme is currently being promoted. and going well.

The H & S inspection visit at both school went well with generally minor issues. The toilet ratio and floor space in the cloakroom at Fountains School was reported to be inadequate. The NYCC health and safety advisor has recommended a survey.

The Safeguarding audits for both schools have been carried out and the governors resolved to accept the reports.

The new ruling on nursery funding with 30 hours wrap around care was discussed. KB is attending briefing with playgroup leader at Fountains and will look at breakfast club and playgroup afterschool facilities at Fountains and looking at nursery aspect at Grewelthorpe.

Q Will the funding cut impact school?
A Yes definitely there will be an impact as there will be increased hours at a lower rate.

Q Will we be looking at out of catchment?
A Yes as Grewelthorpe can provide for all day provision we will look out of catchment for pupils, however, we are working with a range of providers and will work to find the best locality solution.

KB to organise a survey.

42	<p>SIAMS Nothing to report.</p>	
43	<p>Safeguarding (covered under confidential items)</p>	
44	<p>Governor Issues Academies Governors agreed to take part in multi academy discussions with Ripon rural and Ripon City schools, this is now moving at a pace.</p> <p>Q Do the schools in the cluster feel they are moving because they are being left behind or because they want to become Academies? A Each school has specific issues and different reasons for looking into the academy agenda.</p> <p>Q If we proceed at this time what is our federation's commitment? A we are not committed until we actually sign the documents.</p> <p>Q Has anything come of the LA setting up academies? A The Diocese have said Church schools cannot go with LA, they have to stay within the Church status. We are investigating "sister academies".</p> <p>Q Why does the Church want academies? A We are unable to answer directly for the Diocese, however, from our meetings it appears that the Diocese feel that the move is inevitable and we need to ensure we have a clear strategic plan.</p> <p>Resolved to move to next stage, KB, SS, JP, ST and AC volunteered for the working party.</p> <p>Governors resolved to put "Academies" on future agendas as a set item and to move to the next stage. KB, SS, JP, ST and AC volunteered for the working party group.</p> <p>Governor training It was decided that it would be more beneficial for ST & CB to attend a full day induction training instead of MB doing twilight sessions with governors.</p> <p>SS attended SIN's meeting.</p> <p>Govs looked at governor handbook and competency framework these are also available on the website and Ofsted information has also been distributed to governors.</p> <p>SS has been liaising with other schools who have received "outstanding" results for their governing bodies, and the recommendation was to organise a governor health check. SS to investigate further.</p> <p>ST and JP have had their first mentoring meeting.</p>	<p>MD to book training</p> <p>SS to investigate</p>

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The meeting closed at 7.15 pm

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