

BOROUGHBRIDGE PRIMARY SCHOOL AND NURSERY
FULL GOVERNING BOARD

Meeting held at Boroughbridge Primary School.

11th July 2017

CORE FUNCTIONS OF A GOVERNING BOARD:

- Ensuring Clarity of vision , ethos and strategic direction
- Holding the Headteacher to account for educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent

ISSUES RAISED BY GOVERNORS ARE DETAILED IN BOLD

(1) **Present :-**

C. Brocklesby, J. Charlesworth, C. Fenny (Joint Chairman), S. Godley, M. Kelly (Joint Chairman), G.Lee (Head), R. Simpson (Associate Governor), J. Wade and R. Young.

In Attendance :-

S. Loach - Clerk
A. Scott – Deputy Head
K. Lea – Teacher (English Co-ordinator)
E. Ryan – Teacher (DT Co-ordinator)
J. Evans – Teacher (Science Co-ordinator)

(2) **Apologies**

Apologies for absence were submitted, and accepted, from S. Hodgson.

(3) **Confidentiality**


To be determined during the course of the meeting.

(4) **Declarations of Interest**

There were no declarations of interest.

(5) **Urgent Business**

Issues relating to the operation of 30 hours funded places in Nursery.


.....Chairman
27/9/17.....Date

(6) **Minutes**

It was noted that, whilst not confidential, the issues relating to Stepping Stones, outlined in the minutes, were subject to further discussions/negotiations and were not, at this stage, for public viewing, therefore, they would not be included in the minutes published on the school's website.

RESOLVED that the minutes, and confidential minutes, of the FGB Meeting held on 21st June 2017 were taken as read, and signed by the Chairman as a correct record.

(7) **Middle Leaders - Subject Presentations**



English - July 17.pdf

English – K. Lea

A report was circulated highlighting the actions undertaken in relation to English (copy inserted) and the following issues and points were raised:-

What does the different shading represent? The shading system was explained to Governors with the darker shading representing yet to be completed, the middle shading outlining that this was underway and the lighter shading showing that this was fully incorporated into working practices.

Have other schools been using this and have they improved their results? It was noted that a number of schools in the North Star Alliance had been using this technique for delivering English with noticeable improvements in results, however, each school has developed its own way of using this so it was difficult to compare. The comparison to the development of this in other schools did provide a framework and gave clarity to the direction the school was moving in.

Why are some issues not highlighted? Comments on these areas had yet to be received but will be evaluated when received and included in due course.

Are TAs involved with the monitoring of developments? A large amount of training has taken place, and would continue, with the whole staff, in respect of this.

Computing – J. Wade



Computing - july
17.pdf

A report was circulated highlighting the actions undertaken in relation to Computing (copy inserted) and the following issues and points were raised:-

What are the major issues for the next academic year? Plans were in place to determine where any additional resources may be required. CPD was being developed for all staff, including TAs. Further focus on e-safety, with a view to obtaining more response from parental meetings, would be undertaken.

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Science – J. Evans



Science - july 17.pdf

A report was circulated highlighting the actions undertaken in relation to Science (copy inserted) and the following issues and points were raised:-

The profile of science has been raised throughout the school.

Were the children aware when the issues they were discussing in class were related to science?

Yes they were made fully aware of the scientific aspect of the lessons that they were having and to which scientific strand the issues related to.

What issue had OFSTED highlighted, relating to science, during their inspection? This related to a particular class that had not started a science topic at that time. The position had been addressed and the necessary checks were in place to monitor the issues outlined by OFSTED, going forward.

Had support from the High School, for science, been considered? No this had not been considered but would be worth exploring, particularly for those children at the transition stage as this would give them an idea of what to expect as they moved forward into secondary school.

It was noted that the children appeared particularly enthused by science.

DT – E. Ryan



DT - july 17.pdf

A report was circulated highlighting the actions undertaken in relation to DT (copy inserted) and the following issues and points were raised:-

The children had not been particularly aware of DT as it had not had a high profile previously, but awareness is being raised in line with the curriculum.

Support from the High School for DT would also be worth exploring.

M. Kelly provided details of the M&S scheme being operated for developing DT ideas for Primary Schools through their Heritage Ambassador programme and would seek details as to how the school could be involved.

The need to develop DT so that progression throughout school could be seen was highlighted.

RESOLVED that middle leaders be thanked for their presentations the content of which be noted.

(8) **Appointments and Roles 2017/18**

Governing Board vacancies

It was stated that Sue Hodgson had resigned from the Governing Board, therefore, it was proposed that Associate Governor, Rachel Simpson, be appointed to the vacant Co-opted Governor position.

It was also announced that Jess Wade would be standing down as Staff Governor in view of her forthcoming Maternity Leave. A suitable replacement would be sought for the vacancy.

Claire Brocklesby would remain a Governor for a further academic year but would then step down from the Board. Claire would work closely with S. Godley so that her role could be handed over prior to her resignation.

RESOLVED:-

- (i) That Rachel Simpson be appointed as Co-opted Governor for the four year period to July 2021;
- (ii) That a replacement be sought for the Staff Governor vacancy;
- (iii) That the gratitude of the Governing Board, and all those involved with the school, be placed on record for the service and hard work provided by both Sue Hodgson and Jess Wade in their respective positions as Governors to the school.

Appointment of Chairman and Vice-Chairman for the 2017/18 academic year.

RESOLVED:-

- (i) That Mary Kelly and Colin Fenny be appointed Joint Chairmen of the Governing Board for the 2017/18 academic year;
- (ii) That Julia Charlesworth be appointed Vice-Chairman of the Governing Board for the 2017/18 academic year;

Allocation of Governors to Monitoring / Link roles

RESOLVED that Link/Monitoring roles be allocated as follows for 2017/18:-

C. Fenny – Joint Chairman/Finance/ Headteacher’s Performance and Staff Performance Reviews
M. Kelly – Joint Chairman/MAT/Mentor for C. Fenny
J. Charlesworth – Vice-Chairman/SEND/Pupil Premium/Sports Premium
R. Simpson – Data/EYFS
C. Brocklesby – Human Resources /Headteacher’s Performance and Staff Performance Reviews
S. Godley - Human Resources /Headteacher’s Performance and Staff Performance Reviews/Safeguarding
R. Young – Health and Safety
All Governors – Safeguarding

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Appointment of Panels

RESOLVED that the respective Panels/advisers be appointed as follows:-

Headteacher's and Staff Performance and Pay Performance Panel – S. Godley, C. Brocklesby, C. Fenny

Independent Advisor for Head's Performance Review – Brian Beal – Independent Consultant

Staff Pay Performance Review/Appeals Panel – M. Kelly, J. Charlesworth, R. Simpson

Complaints Panel – 2 Governors – appointed as and when required

(9) **Actions from Last Meeting**

Circulation of Questionnaire re After School Club and results – The questionnaire had been circulated but there had been no time as yet to evaluate the results. Some issues had arisen following the school seeking expressions of interest in relation to providing this resource, relating to other After School provision, which were of concern to parents and would require addressing.

There were also other, significant issues, that would require policies being put in place, to enable the school to operate this facility effectively and appropriately, for example, what would happen should a parent/carer be late picking their child up, after the facility was due to close.

It was noted that there had also been a substantial response from Stepping Stones that would be taken into account and had been replied to.

It was suggested that, should an appropriate, fully functioning provider be able to come in and undertake this service, on behalf of the school, then this could still be available from the beginning of the 2017/18 academic year.

RESOLVED that the Head and Deputy Head move forward with advertising for an After School Club provider for the school, to commence in September 2017, and determine whether that proposition will be feasible from the responses received.

CCTV – The school would benefit from a bid for capital funding, which had been successful, and would allow better quality CCTV equipment to be installed, giving enhanced images and greater coverage, with monitoring provided for £200 per annum.

Access for Stepping Stones – The Head stated that the issue was subject to further consideration in respect of the lease of the building and, therefore, would be discussed at subsequent meetings.

Free School Meals – Applications – this issue would be pursued by the Head and Deputy Head.

Music Club – extending to cluster schools – The Head noted that the provision through the Music Club was to change shortly, therefore, it would be appropriate to determine whether further in-school interest was generated. If numbers did not increase significantly then the feasibility of enabling access to the Club, by cluster schools, would be investigated.

Ceiling Repairs – Moving/storing furniture – This matter had now been addressed and furniture would be moved into storage places by the contractor, however, the walls would still need clearing of displays, etc., and all were invited to assist with that on the afternoon of the 21st July, if available.

(10) **MAT**

The Head, the Deputy Head, M. Kelly, S. Godley and K. Lea (teacher) were to undertake a SWOT analysis in relation to the school joining a MAT. A report would be developed, from that, which would be considered at future meetings.

RESOLVED that this be noted.

(11) **Sports Premium**

Details of how the Sports Premium budget allocation for 2016/17 had been utilised were circulated and are attached below.



sports premium.pdf

RESOLVED that the report be noted.

(12) **Governing Board Evaluation**

Skills Audit/Governor Self Evaluation/CPD requirements

At this stage insufficient numbers of Governors had completed the Skills Audit or the Self Evaluation, therefore, CPD requirements could not be determined. It was asked that Governors complete the Skills Audit and return to the Clerk, and the Self Evaluation and return to the Joint Chairmen, as soon as possible.

Twenty Questions for a Governing Board to ask itself.

The twenty questions scenario had been set by the NGA, and was a tool to allow Governing Boards to undertake self-evaluation. The twenty questions, together with the answers provided by the Board, are highlighted below (the answers are in bold):-

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?

This is in the process of being carried out.

Effectiveness: Are we as effective as we could be?

2. How well do we understand our roles and responsibilities, including what it means to be strategic?

Very well – Inspections and reviews have highlighted this – It had been recognised that in some circumstances there was too much detail in place, which had been addressed.

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3. Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?

Yes.

4. Is the size, composition and committee structure of our governing board conducive to effective working?

Yes – the move to a smaller Governing Board with no Committees has improved the strategic direction of the Board and has made it more effective and efficient.

5. How do we make use of good practice from across the country?

Through the following:-

- **National Benchmarking**
- **NGA – Information and Conferences**
- **National events and meetings**
- **Governor Conferences**
- **Governor SINS**
- **M. Kelly - Local Leader of Governance**

Role of the chair: Does our chair show strong and effective leadership?

6. Do we carry out a regular 360° review of the chair's performance and elect the chair each year?

Usually – changes to the Chairmanship and structure during this year have resulted in this not been undertaken this year.

7. Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?

Yes

8. Does the chair carry out an annual review of each governor's contribution to the board's performance?

Yes – through a self-evaluation submitted to the Chairman

Strategy: Does the school have a clear vision and strategic priorities?

9. Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?

A review of the vision is due and will be refreshed when a decision is made in relation to joining a MAT.

10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?

This is developed through the School Development Plan. The Chair, Head and Assistant Head are developing a strategy to provide greater clarity for this, ensuring that Governors link in appropriately.



.....Chairman

27/9/17.....Date

11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?

Meetings are planned through the strategic planning cycle, however, an improvement in providing appropriate documents to those meetings, especially from Governors, is being developed.

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

12. How well do we listen to, understand and respond to our pupils, parents and staff?

The following are utilised to communicate appropriately and effectively:-

- Questionnaires for pupils, parents and staff
- Parent View
- Pupil View
- Pupil Voice
- Student Council liaison
- Joint events for staff and Governors

Parent information, engagement and liaison meetings regularly held and a more effective way of obtaining feedback from those is being developed.

13. How do we make regular reports on the work of the governing board to our parents and local community?

The Governors publish an Annual Statement that is circulated to parents and the wider community and details of ongoing work, including minutes from meetings, are published on the school's website. Separate Governor communications are also sent out when necessary and at the end of each term and as required.

14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

The following are utilised and are beneficial to the school:-

- NGA
- Cluster Schools
- North Star Alliance
- Local businesses
- Town Council

The school is keen to share expertise from wherever that is available, both from a teaching and Governance perspective, and will be looking to develop that further, going forward.

Effective accountability

Accountability of the executive: Do we hold the school leaders to account?

15. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?

Governors have a good understanding of data presented and are working towards developing excellence in respect of this. It was noted that enhanced communication between Governors and the Head/staff was being developed to contextualise the data more effectively.

16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?

Yes.

17. How well does our policy review schedule work and how do we ensure compliance?

This has improved significantly and compliance with statutory policies is good, with these reviewed regularly, in accordance with the schedule and reported to Governors. Policy details are published on the school's website.

18. Do we know how effective performance management of all staff is within the school?

Regular details are provided by the Head and extensive Governor monitoring is undertaken appropriately and effectively.

19. Are our financial management systems robust so we can ensure best value for money?

Yes

Impact: Are we having an impact on outcomes for pupils?

20. How much has the school improved over the last three years, and what has the governing board's contribution been to this?

- **Governors have discussed, in detail, budget implications for the School Development Plan to determine the educational performance of the pupils and the financial performance of the school – ensuring value for money is delivered.**
- **Pay Performance was discussed in detail to ensure the retention of excellent staff.**
- **School data was analysed in depth to hold the Headteacher to account for the educational performance of pupils.**
- **Policies have been reviewed and approved to maintain the strategic direction of school.**
- **a suitable MAT for this school to join which will further drive school improvement**
- **OFSTED – actions for improvement**

- the review of the staffing and class structure

Governance of the school (from the recent OFSTED report)

Governors receive detailed Headteacher's reports, which keep them well informed about the work of the school. Members of the governing body visit the school themselves to find out if what they are being told is happening in practice. Governors are aware where they have gaps in their own skills because they are committed to reviewing their performance regularly. They act on advice given and have improved the level of challenge and support to school leaders as a result.

Governors recognise the need to improve their monitoring and understanding of outcomes for groups of pupils across the school. The recent skills audit identified this area for development and governors have now secured a new governor who possesses strong skills in this area. Governors inform parents about the work of the governing body through published minutes on the website. Minutes of meetings demonstrate that governors ask searching questions and hold the Headteacher accountable.

(13) **Governor Monitoring/Link**

Link Reports

The following were outlined:-

Headteacher's Performance Review had taken place on the day of this meeting – a report would be submitted to a subsequent meeting;
M. Kelly, R. Young and C. Brocklesby had accompanied an educational visit to Askham Bryan. This had been a very good visit and the behaviour of the children had been excellent.
R. Simpson noted that she had two monitoring reports to submit and would do so to a subsequent meeting.

Draft Annual Statement

This was currently being prepared.

Governing Board Action Plan

This remained under review.

Governors' Training

Governors had recently attended training events in relation to Monitoring and Pupil Premium and feedback on these was provided.

Meeting Cycle 2017/18

The Chairman (M. Kelly) stated that she would circulate a draft meeting timetable for 2017/18 shortly.

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Safeguarding / Health and Safety

There were no issues to report.

RESOLVED that the issues raised be noted.

(14) **Other Business**

30 hours funded places in Nursery

The Deputy Head outlined issues arising in respect of the additional funded nursery places created by recent legislation, highlighting the following:-

- The nursery was no longer able to charge separately for the lunch club
- Session times would not be altered, however, which resulted in a whole day being 6 hours 45 minutes.
- For the 30 hours provision, therefore, this was 4 full days and one morning, following the removal of the separation of the lunch club.
- As a result the school would lose some funding, where parents only took up the funded places, with the loss of an afternoon for some.

RESOLVED that this be noted.

School Trips/Visits/ Swimming – Underfunding

The issue of the budgetary deficit that had arisen due to parents/carers not making a contribution was discussed, and consideration was given as to how to address this. It was noted that the payments were not compulsory, therefore, parents/carers were not obliged to pay, however, every effort was made to ensure that as many contributions as possible were obtained. It was noted that, on occasions, trips would be cancelled if there had been insufficient contributions.

In respect of swimming it was noted a different approach had to be considered as it was acknowledged that, as part of the curriculum, swimming lessons were a required provision. It was suggested that, going forward, there was a potential for providing swimming lessons on the basis of where these were essential, rather than an overall provision.

RESOLVED that the Head and Deputy Head consider alternative swimming lesson provision scenarios, to diminish the funding losses currently experienced, and report back to the Governing Board on these.

(15) **Meeting Dates**

RESOLVED that a timetable for 2017/18 be developed and circulated.

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IMPACT OF THE MEETING ON PUPIL ACHEIVEMENT

The Meeting included detailed discussion on:-

- The developments in the teaching of English, Science, Computing and DT.
- Sports Premium Strategy – how this was benefitting children
- The development of in-house After School facilities
- Strengthening the governance of the school

ACTIONS ARISING FROM THIS MEETING

That a replacement be sought for the Staff Governor vacancy

That the gratitude of the Governing Board, and all those involved with the school, be placed on record for the service and hard work provided by both Sue Hodgson and Jess Wade in their respective positions as Governors to the school

That a suitable Associate Governor be sought to shadow Claire Brocklesby so that her role can be handed over following her resignation at the end of the 2017/18 academic year.

That Governors complete the Skills Audit and return to the Clerk, and the Self Evaluation and return to the Joint Chairmen, as soon as possible.

That the Head and Deputy Head move forward with advertising for an After School Club provider for the school, to commence in September 2017, and determine whether that proposition will be feasible from the responses received.

That a SWOT analysis be undertaken in relation to the school joining a MAT

That the Head and Deputy Head consider alternative swimming lesson provision scenarios, to diminish the funding losses currently experienced, and report back to the Governing Board on these.