

Boroughbridge Primary School and Nursery Governing Board
MINUTE NO. 02/17

BOROUGHBRIDGE PRIMARY SCHOOL AND NURSERY
FULL GOVERNING BOARD

Meeting held at Boroughbridge Primary School.

1st February 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

QUESTIONS FROM GOVERNORS ARE DETAILED IN BOLD

(1) **Present :-**

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

In Attendance :-

S. Loach - Clerk
A. Scott - Deputy Head.
K. Lea – Senior Leadership Team
Nick Mitchell – Carnegie (Leeds Beckett University)
Malcom Dawson and John Heller (Chairman and Vice Chairman of Governors)
Boroughbridge High School

(2) **Apologies**


There were no absences.

(3) **Confidentiality**

There was no business considered to be confidential.

(4) **Declarations of Interest**

Chair of Governors, M. Kelly, declared an interest in respect of her being Chair of Governors at Moorside Infants School and any discussions that took place in relation to that school.


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(5) **Urgent Business**

There was no urgent business to discuss.

(6) **Planned Carnegie MAT – Presentation**

Nick Mitchell – Carnegie (Leeds Beckett University) gave a presentation outlining the development of a Multi Academy Trust through Carnegie and Leeds Beckett University (LBU). The following issues were outlined:-

- Following a recent visit to a MAT development day, attended by the Head and Chair of Governors, Mr Mitchell was invited to present details of their MAT model to Governors.
- Carnegie (LBU) had been working in partnership with a large number of schools for a number of years.
- The development of a MAT had been mooted with some those schools, and the model had been developed in collaboration with them.
- Once a school has become an academy it cannot revert back to its former status, therefore, the MAT had been carefully planned over recent years, to ensure that it is right for all involved.
- Carnegie is already well established, therefore there is an element of reputational risk in moving forward with this venture. Strong negotiations were required with LBU to convince them that this was appropriate, however, the model has now been created and is ready to move forward.

Vision

- Exist to challenge disadvantage
- Be collaborative
- Put outstanding leadership at its heart
- Raise children’s aspirations and equip them for lifelong learning
- Build resilience of children and families
- Build a strong workforce
- Put research at centre of school improvement
- It was noted that the Carnegie model was in a unique position, as it was placed between the coverage for 3 Regional School Commissioners, which also provided a larger range of schools to potentially become part of the MAT.
- Governance was an essential aspect of the leadership development aspect of the model, with strong professional governance being at the forefront of the MATs development.
- A unique aspect of the model was the development of research around school improvement, to ensure that the MAT was sustainable. Details of Higher Education participation rates throughout the region were highlighted (available electronically on ‘Polar HEI participation rates’). The details highlighted the links between deprivation and lower rates of HE participation. A fundamental principle behind the creation of the MAT was to address that situation through:-
- Raising aspirations, widening university aspiration
- Teacher recruitment and development – ITE, NPQ, Masters, Doctorates
- Social Enterprise – eg “Stronger Minds”

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- University infrastructure – finance, legal, HR, ICT
- Research

Structure

- Members – Board of Directors – Hub Boards – Local Governing Boards
- The Hub Boards were in place to co-ordinate and develop regional opportunities. The Hub Boards would consist of Heads and Chairs of Governors from schools within the Mat, from a particular geographical area.
- Funding for school improvement would be obtained through top slicing the budgets of all the schools involved in the MAT.
- The structure of governance for that would provide transparency, accountability and responsibility. The MAT would ensure that the decisions made were by schools, for schools - details of an initial draft of the Scheme of delegation were provided and were available on-line.

Governance Structure

- 5 Members – led by the Vice-Chancellor of LBU
- 7-9 Directors – appointed by the Members — appointed in respect of their skills (CEO, Finance, HR, Legal, etc). Similar to trustees of a charity/non-executive directors but would not have liability of general trust. The aim would be for Directors to be as independent as possible with no ties to areas, regions, schools, etc.
- Hub Boards – Heads plus Chairs of Governors from local Governing Boards. These would be used to determine the needs for particular areas, having received communication from the local boards, and to set out the case for those needs to the Directors. A Director would have a specific responsibility to each Hub and would act as Chair to that Hub.
- Local Governing Boards – ensure that the MAT is responsive to local communities.

Senior Appointments

- The next step would be to appoint a CEO (interim if necessary) – the CEO would support the Board of Directors and would appoint a Chief Finance Officer.
- Responsibilities for other essential aspects of Governance (HR, legal, etc) would be sought through the appointment of Directors with the appropriate skills.
- Details of the management reporting framework and responsibilities were outlined.

School Improvement

- External School Improvement Partners, accountable to the MAT, will be brought in.
- School support will be commissioned by the Hub Boards in collaboration with the MAT Board.

Finance and Delegation

- Budgets would remain with schools.
- A top-slice of budgets would be instigated to pay for shared services such as payroll, HR, legal, insurance, estates, maintenance, ICT, etc – funding would also be delegated to the Hub

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Boards to commission support for School improvement. The amount of top-slicing would depend upon the size of the MAT and that level would have to be reasonable for all the schools involved, therefore, the exact level was not yet known, but was anticipated to be around 5%.

A general discussion of the presentation resulted in the following issues and points being raised:-

- The whole ethos of the structure is to create improvement for the schools involved, therefore some schools may be provided with more of a share of the pot than others, and it would be for the Local Governing Bodies, through the reporting framework, to direct funding to where it is most needed.
- **Would the MAT have to be careful about which schools were invited to take part?** Given that the whole purpose of the MAT is to ensure that improvement is taking place within the schools, there would have to be due diligence carried out to ensure the schools were appropriate for the MAT.
- **Would any forced academies be included in the structure?** It is likely that the Regional Schools' Commission would put pressure on to accept schools classified as 'requires improvement', however, it is also likely that a suitable timeframe would be given to show that improvements were taking place in respect of that classification.
- **How many schools were envisaged to be in the MAT?** It was expected that, within a 3 – 4 year timeframe, this would be around 20, with 4 – 5 schools per hub, based on a geographical/pedagogical scenario. Very good, hardworking Governors would be required to ensure that the system works. Work will continue with visits to various Governing Bodies, the appointment of the Directors and determination of who will be joining the MAT.
- **What convinced LBU to get involved in this project?** The opportunity to develop a better way of working with schools that was of benefit to the teachers and the children and made the position of creating teachers, through the University, more sustainable. Also this provides a chance to improve the school system from within.
- **Many schools are struggling with funding issues, will this impact on how the MAT is developed?** The due diligence process will take account of the financial position of schools, but savings can quickly be made for those that are to be involved through economies of scale.

The Chairman of Governors thanked Mr Mitchell for attending the meeting and for the information provided.

RESOLVED that further discussions on this matter be scheduled into the next meeting of the Governing Board.

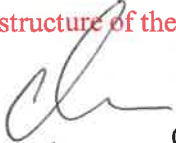
(Nick Mitchell, Katie Lea, Malcom Dawson and John Heller left the meeting)

(7) **Minutes**

RESOLVED that the minutes of the FGB Meeting held on 5th December 2016 were taken as read, and signed by the Chairman as a correct record.

(8) **Review of Current Governor Roles/Responsibilities/Links/Chairman**

The Chair highlighted a number of issues that required a review of the current structure of the Governing Board, including the following:-


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- Pressures of the onset of the MAT and her current role as Chair of Governors at Moorside Infants, together with external pressures, required the Chair to step back from her current role and adopt a position as Strategic Development lead Governor;
- The current Vice-Chair will step down from their position as Governor to the school at the end of the first term of the next school year. JC will step down at the end of the current school year.
- The Governing Board will then have a Parent Governor vacancy in September 2017.

RESOLVED:-

- (i) That C. Brocklesby retains the position as Vice-Chair until the end of the current school year;
- (ii) That Governors retain their areas of responsibility previously allocated except for the areas identified below;
- (iii) That S.Hodgson to work alongside C.Brocklesby for the remainder of this academic year / first term of next academic year with a view to establishing continuity in terms of the responsibility for resources/finance and human resources. If required, C.Brocklesby would remain as an Associate Governor for the first term of the next Academic year to aid this transition;
- (iv) That C. Fenny be appointed Joint Chairman of Governors, alongside M. Kelly, for the remainder of the current school year;
- (v) That R. Simpson would now become the EYFS Link Governor, taking over from M.Kelly and would take on the Pupil Data link from J.Charlesworth from the end of this academic year;
- (vi) That M.Kelly undertake the role of lead on the strategic development of governance, and be tasked with the reconfiguration of Governor's responsibilities, going forward.
- (vii) That the Parent Governor vacancy would be advertised during this academic year, with the view that the appointed Parent Governor would be an Associate Governor for the remainder of this academic year to gain insight into the role before becoming a full Governor in September 2017 .

(9) **Action from previous meeting**

RESOLVED that it be noted that the review of KS2 data – following the Teaching and learning review, as outlined for action at the previous meeting, would be detailed in the Head's interim report later in the meeting.

(10) **Finance – Change to Nursery hourly rate**

The Deputy Head outlined the following:-

- North Yorkshire was to be one of 4 pilot authorities that were to roll out the free childcare and nursery provision for 3 – 4 year olds, for 30 hours per week, from Easter, with this expected to be implemented nationwide from September.
- She set out the guidelines as to who would be eligible for this and how it would be implemented.
- She noted that it was currently optional as to whether the school's Nursery joined in the pilot, but it was emphasised that NYCC would be a pilot area, whether the school were involved or not, therefore, there was a possibility of losing children to others who were providing this.
- A result of the pilot would be a reduction in the Nursery hourly rate from £4.16 to £3.90. The loss to the school would be £148 per child per annum.

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- The advantages and disadvantages to the scheme, for the school, were outlined and discussed. It was noted that as the school's Nursery was based on teaching rather than childcare the ratio of staff per number of children was higher, and a large increase in numbers could see more staff required.
- **Would there be compensation in terms of the reduction in the hourly rate?** This matter is subject to further discussion with the DfE as North Yorkshire, as a whole, is classed as having no deprivation, therefore, no funding would be provided, despite there being obvious pockets of deprivation in the region.
- It was suggested that Governors form a Sub-Committee in respect of this matter to determine a strategy for the school, going forward.
- Governors considered that it would be advisable to opt in to the pilot study from Easter, particularly as the position would be mandatory from September. Parents would be advised accordingly, with applications via the school office, as there was no official system in place as yet.
- It was noted that R. Simpson would be the Governor lead on this matter and monitor how this developed closely, providing feedback to subsequent meetings.

RESOLVED that the school opts in to the pilot study, with appropriate arrangements put in place for this, in line with the details above, with R. Simpson leading on this issue on behalf of the Governing Board.

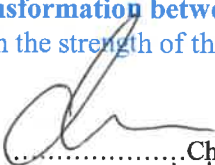
(11) **School Improvement – Interim report of the Head**

The Head had provided Governors with an interim report, prior to the meeting, which highlighted the progress data for KS1 and KS2 up to Christmas 2016. The report highlighted the current tracking system being used, how the data is utilised by teachers and broke the data down into year groups and tracked groups (boys, girls, PP, SEND, EAL) for reading, writing and maths.

The following issues were raised:-

Progress Data

- **How well are the children progressing through the various stages?** The data highlighted the progress that was being made within the year groups. The Head noted that maths was a little behind at this stage, however, the data caught up in line with the teaching of the curriculum, therefore, it was expected that significant progression would begin to emerge later in the year.
- Pupil Progress meetings continued to be developed which had led to Years 4 and 5 being tracked slightly differently to take account of the different issues affecting those cohorts.
- Additional assessments were being included to take account of these differing needs to ensure that these were being addressed effectively.
- **Is the tracking method robust?** Yes, it appears to be effective and the data stands up well against external moderation and comparison against other schools, including those designated as 'outstanding'. Moderation in school was described as strong, with the SLT having an experienced moderator.
- **Does the current data reflect the position in terms of the children that have been taught using the new curriculum and those that were subject to the transformation between the two?** To an extent, yes, however, the data is also dependent upon the strength of that particular cohort and other mitigating factors.


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- When the Teaching and Learning review was carried out some of the cohort data was not very impressive, however, there was evidence, which could be produced where necessary, to show that each individual pupil was making progress, which was reassuring.
- The data showed a marginal improvement on where the school was last year at this time, in terms of reading and writing, with maths expected to catch up later in the year.

Teaching and Learning Review

- The judgement for the Autumn term had not been as good as previously. Around 10% of teaching had been seen as outstanding, with the majority having been good. The head outlined how the assessments took place and the factors that were taken into consideration. The figures provided reflected the whole staff, but feedback was discussed with individual staff members, including any external assessment that had taken place.
- **Why had the performance changed during the Autumn term?** The Head outlined the factors that had led to this, including sickness and poor performance, but considered that these issues had now been resolved and expected improved results over the next term. She also noted that, due to sickness, the SLT had been covering SEND during the Autumn term, which had slightly deflected the focus on performance. Primary School Improvement Adviser, Heather Mensah, would be assisting with the Teaching and Learning review this half term, which would be beneficial,
- The Head emphasised that, despite a very difficult term with a number of issues arising, teaching remained 80% good and the teaching staff continued to work very hard.
- Governors thanked the Head for the report which had been explained clearly and effectively and had indicated how issues that had arisen were to be addressed, going forward.

School Development priorities – Spring term

- Work would continue to develop teaching practices through lesson observation and monitoring. Focus would be on staff development on reading comprehension and spelling, and developing subject and middle leaders particularly in science and computing.

RESOLVED:-

- (i) That the report and issues raised be noted;
- (ii) That Governors place on record their appreciation of the hard work undertaken by the SLT and staff during the difficult initial term for this school year.

(12) **Governor Monitoring/Link**

Governing Board Action Plan

The Chair of Governors outlined the actions taken to date, following on from the last actions review by the Governors in July 2016 from the recommendations from the external review of Governance undertaken in March 2016 and the recommendations that emerged. A report had been circulated prior to the meeting in respect of that.

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Many of the areas of action outlined had been addressed and the remainder continued to be addressed. The SEF, to be completed at the end of the year, would take account of the issues that have been addressed.

When will the Board renew the questionnaire exercise to Parents, Staff and Pupils? This was being reviewed (by the Chair MK) at the present time and the information gleaned from the original questionnaires was being utilised effectively, however, it was noted that gathering information in a timely manner, for the most up to date feedback, would probably be of more benefit. It was considered, therefore, that instant feedback opportunities at school events and parental gatherings would be developed and used accordingly.

Safeguarding

The Safeguarding Audit was underway and was expected to be completed shortly. The Audit was an all-encompassing vehicle which took account of all issues related to health and safety, safeguarding, child safety, etc.

SVFS

This was currently being undertaken.

Health and Safety

It was noted that the gate by Steeping Stones was broken which allowed access to the playground from outside of the school. The Head stated that an order had been placed for this to be fixed as soon as possible. In the meantime it was suggested that this be locked when the children were in the playground to prevent access from outside.

It was noted that a small amount of illegal substances had been discovered on the school grounds, brought in overnight by trespassers. It was noted that the current CCTV was not very effective and the possibility of utilising funding from FoBS, to enhance that, was being explored.

An issue regarding the non-return of articles from the "Buddy Box" was highlighted and it was stated that this would be closely monitored.


On a general note, in relation to the end of break/lunch time, Governors commented on the benefit of ensuring that the children were fully still and calm before re-entering school, and considered that this was working well. This has been witnessed by Governors.

RESOLVED that the reports be noted.

(13) **Other Governor Issues**

Non-Link Governor Visits

There were no reports to consider at this meeting.


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CPD

The Chair of Governors stated that she making arrangements for a Monitoring Workshop to take place at Moorside Infants and suggested that Boroughbridge Governors and SLT attend to make the event cost effective for both schools. The event would take place between 4.30pm and 6.30pm on 8th, 16th or 29th March, depending on availability.

RESOLVED that the details be noted and contact be made with the Chair of Governors to determine availability allowing the necessary arrangements to be made.

(14) **School Security – Out of Hours**

RESOLVED that this issue be considered as confidential and be the subject of a separate, confidential minute.

(19) **Meeting Dates**

It was noted that the Clerk had a number of meetings that clashed with those scheduled for later in the year, therefore, consideration was given to altering the dates of those meetings.

RESOLVED that:-

- (i) the next meeting of the Governing Board would be held on Wednesday 22nd March 2017 at 5.30pm, as scheduled;
- (ii) the meeting scheduled for 3rd May would now take place on Wednesday 10th May 2017 at 5.30pm;
- (iii) the meeting scheduled for 14th June would now take place on Wednesday 21st June 2017 at 5.30pm.

IMPACT OF THE MEETING ON PUPIL ACHEIVEMENT

The Meeting included detailed discussion on:-

- a suitable MAT for this school to join which will further drive school improvement
- data and the outcomes for children
- the review of teaching and learning and its impact on the children
- the monitoring and tracking of pupil progress
- the continued performance management of the teaching staff

