**Baguley Hall Primary School**

**Governing Body Meeting Minutes**

**School: Baguley Hall Primary School**

**Quorum: 6 (Met at this meeting)**

**Chair: Carol Steedman**

**Clerk: Colette Garner**

**Date of meeting: 10 February 2020**

**Venue: Baguley Hall Primary School**

**Attendance**

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| **Name** | **Designate**  **Governor type** | **‘End of Term of Office’ date** | **Present (P)/apologies (Ap)/absent (A)** |
| Kate Bulman | Headteacher (HT) | N/A | P |
| Carol Steedman | Partnership (Chair) | 23/03/2023 | P |
| Quasim Zafar | Co-opted | 20/05/2023 | P |
| Victoria Cook | Staff | 12/12/2020 | P |
| Mike Allison | Partnership | 15/07/2023 | P |
| Laura Lodge | Co-opted | 01/09/2022 | P |
| \*Claire Goulding | Associate | 22/03/2023 | P |
|  |  |  |  |
| Katie McDwyer | LA governor | 30/11/2021 | Ap |
| Donna Cunneen | Co-Opted | 31/08/2020 | Ap |
| Peter Renshaw | Co-opted | 26/03/2022 | Ap |

*\*Left the meeting early – see item 6*

**Others present**

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| **Name** | **Role** |
| Colette Garner | Clerk (One Education) |
| Anne-Marie Dorsey | School Business Manager (SBM) |

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| The Chair welcomed everyone to the meeting.  Apologies were received and accepted from Peter Renshaw, Katie McDwyer and Donna Cunneen. | | | |
|  | **Action decisions** | **Owner** | **Timescale** |
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| **2** | **Declaration of Pecuniary Interests** | | |
| There were no declarations of pecuniary interest expressed in connection with any item on the agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **3** | **Minutes of the Previous Meeting (18/11/19) and Matters Arising** | | |
| The minutes of the meeting held on 18/11/19 were approved as an accurate record and a signed copy was retained on file.  Matters Arising  Page 10. The Working Group met on 2 occasions to discuss budget savings which have now been identified. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the meeting held on 18/11/19 approved | Governing Body |  |

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| **4** | **Headteacher’s Report** | | |
| The HT’s Report was presented through a number of documents circulated in advance of the meeting and a presentation of the school website. The following points/issues were raised:  Vision and Ethos  Following a request from the Chair of Governors (CoG), the HT presented the school’s Vision and Ethos Statement, containing the School Aims and the Mission Statement.  Baguley Hall Primary School Curriculum Statement  The statement provides a clear overview and rationale for the school’s curriculum based on the Early Years Foundation Stage (EYFS) and National Curriculum (NC), emphasising a knowledge led curriculum underpinned by specific skills pertaining to subject areas.  The teaching and enjoyment of reading is prioritised.  In addition to the NC, there are many other opportunities provided including sport, music and skills and experiences that the children might not otherwise be exposed to outside of school.  Independence, personal responsibility, tolerance and respect are taught through the school’s Rights Respecting and Peacemala ethos.  Cultural Capital is built through a carefully planned programme of visits, visitors and residential trips within and beyond the local area.  *Q. The school can demonstrate attainment and progress in Reading and Writing. How does the school demonstrate the acquisition of Cultural Capital?*  The issue is seen particularly in the children’s very limited vocabulary prior to starting school. Research suggests that there is a 30 million word gap between disadvantaged children and those from more affluent, professional backgrounds. The school prioritises the development of vocabulary from entry into the Nursery.  *Q. Is the development of vocabulary supported by Read Write Inc (RWI)?*  Yes.  The HT explained that children’s understanding cannot be taken for granted and gave the example of reciting nursery rhymes, such as Mary had a Little Lamb. Children may be able to say the rhyme but when questioned did not know what a lamb or fleece were. The school now reads the same story to the young children in EYFS and Year 1 up to 5 times a day for a week, exploring the vocabulary and developing real understanding and comprehension.  Children in the EYFS learn through a thematic curriculum which provides contextual learning focussing on early literacy skills and the introduction and exploration of the vocabulary which will underpin subject specific learning in Key Stage (KS)1 and KS2.  EYFS themes have been reviewed and are now much more specific. For example, Superheroes and Pirates have gone, replaced by Seasons, Materials, Animals and Growing, providing more direct and clearer subject specific links with the National curriculum.  The School Website  The HT presented the school website and led governors through the curriculum section which is in the process of being updated as the curriculum transitions and develops over the coming year.  The website contains a great deal of useful information about the curriculum, with long term plans for every year group in place, including detailed information about the school’s 2 year curriculum cycle in KS1 and KS2, to accommodate mixed age group classes.  More detailed information about the content of subjects is provided on the individual subject pages.  The History Subject page is more developed than other areas, due to the work of the Subject Leader, who will be working alongside other subject leaders in the school to support them with their curriculum development and to help bring all subjects up to the same standard.  *Q. How does the Subject Leader decide on the content of their curriculum?*  The NC itemises what children should know. It is now up to schools to decide the most important aspects of the curriculum, depending on school context, and which areas are most relevant and need to be emphasised.  Quality Assurance (QA) Report, Spring Term 2020  The focus of the QA Report 3.2.20 was Behaviour and Attitudes and History.  The Report is very positive recognising the considerable amount of work undertaken on the curriculum and the updated website.  The Report supports the school’s self-evaluation judgements of good for the quality of the curriculum and leadership and management.  *Q. The school’s current judgement of overall effectiveness is RI. What does RI mean?*  Requires Improvement. The current published data from 2018-19 does not support a judgement of Good. The school needs better external data showing improved end of year outcomes which need to be closer to or above the national average, to support a judgement of Good.  *Q. Can the Special Educational Needs and Disabilities (SEND) children and / or the demographic of children be taken into account when making a judgement of the overall effectiveness of the school?*  No. The percentage of SEND children does not fully account for the low outcomes.  Attendance  Autumn Term 2019 school absence, 5.4%, compared to 3.7% national Autumn Term 2018.  Autumn Term 2019 school Persistent Absence (PA), 2.9%, compared to 9.2% national 2018 19  *Q. Are the absence figures good or bad?*  The figures are not as high as the school would wish. The school’s attendance target is 97%. School attendance has been close to 95% for the last 3 years. PA drags the school’s attendance figure down.  *Q. Does that mean that in spite of the school’s best efforts, attendance remains about 95%?*  Yes. Absence figures include any child who arrives at school after 9.30am. Children arriving after 9.30am are recorded as absent for the morning session. School refusers and individual children and families also have an adverse effect on attendance figures. There are many strategies in place and school works with individual families, but some families are very difficult to engage with and very little impact is seen.  Behaviour  2018/19 Fixed Term Exclusions, 2.43%. There were no permanent exclusions.  Currently there is one child in alternative provision and two children being supported 1-1 in school.  The CoG commended the school on the care and support offered to children, including the efforts taken to ensure that children remain in school.  Safeguarding  There are currently 9 children on Child Protection who are closely monitored by Children’s Services and 4 children in who are in care.  There is a very strong pastoral system and care within the school.  Data Sheets  EYFS, end of year outcomes at the end of 2019 was 64%, which was a considerable improvement on 2018. Currently the school is on track to be at or around 64% again at the end of the 2020 academic year. The positive impact of the RWI programme is being seen in the outcomes.  Year 2 Data is based on Teacher Assessment and the outcomes of the Progress In Reading Assessments (PIRA) and Progress and Understanding in Maths Assessment (PUMA) tests during week 3 of Autumn Term 2.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 school | 2019 National | Target | Current Projection | | Reading | 67% | 75% | 75% | 65% | | Writing | 60% | 69% | 70% | (65%) | | Maths | 69% | 76% | 70% | 65% |   Individuals and the curriculum will be targeted over the next few weeks to influence outcomes.  All children in Y2 are still working through the RWI programme with a focus on basic skills required to become a fluent writer, which should mean that towards Easter and beyond children will be writing with increasing confidence and accuracy across the curriculum and will be able to demonstrate working at Age Related Expectation (ARE) in sufficient pieces to provide enough evidence. The basics are being taught so well that children will move into Year 3 very secure in their writing ability, with knowledge being retained.  Year 1 Phonics. In 2019, 75% met the required standard in phonics. Currently 61% of children would meet the standard today and 82% are expected to meet the standard by the time of the screening in June, with a possibility of 92% meeting the standard.  *Q. Are the current Year 1 children a more able cohort than last year?*  No. The children did do better at the end of Reception due to curriculum changes and phonic teaching introduced last year. The improvements in the teaching of phonics should have a very positive impact going forward.  Year 2 Phonics. In 2019, 84% of children had passed the phonics screening. Currently 88% are likely to pass, with a possibility of 94% meeting the standard.  Year 6 Data is based on results from children being tested using previous Sats papers.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 School | 2019 Nat | Target | Current Position | | Reading | 59% | 73% | 70% | 69% | | Writing | 71% | 78% | 75% | (Autumn) | | Maths | 66% | 76% | 76% | 65% | | Spag | 63% | 78% | 73% | 80% | | RWM | 49% | 65% | 65% | 52% |   Work between now and the end of year will improve outcomes.  Children are grouped by ability for boosters which have already started in maths with further boosters planned for reading.  The school will be focussing on children reading at speed to improve fluency and understanding and to give children the best chance of succeeding in the end of year tests.  Children are being tracked individually against their KS1 scores to ensure optimum progress scores.  *Q. Would a target based on the national average be too demanding?*  Children need a scaled score of 100 to meet the Age Related Expectation and marks gained in test papers do not always respond exactly to the scaled score. In the past, the subject matter of the Reading Tests has not suited the children at the school. The development of Cultural Capital and the changes being made to the school’s curriculum will address some of the issues. The focus on foundation subjects and the development of children’s vocabulary will have an impact on the Reading paper, which has to be viewed as a curriculum test as well as a reading test. The outcomes in reading will depend on the children’s knowledge in other subject areas.  School Improvement Plan 2019/20 Review  The HT presented a copy of the plan, with highlighted updates, additions and developments since the last full GB meeting on 18/11/19. There have been no further changes since the update given to governors at the Standards and Curriculum Committee meeting 13/1/20.  *Q. Is there a mechanism for gathering feedback from parents, children and staff and sharing that feedback with governors?*  The HT Report to governors was previously presented through the Balanced Score Card and included feedback from surveys. The outcome of the surveys will be brought to the next Governing Body (GB) meeting.  *Q. Are there any specific questions that governors would like to include in the survey questionnaires?*  The governors will look at the outcomes of the surveys conducted by the HT.  *Q. If governors conducted the surveys, would that be considered operational and not strategic?*  No. Governors would not actually send the questionnaires out themselves.  In the past governors have made themselves available at parents’ evenings to ascertain the views of parents and to be visible and approachable. Governors have asked parents about their views on the school, what they like and their opinion of what could be improved.  *Q. Do governors have a page on the school website?*  Yes. The information needs updating.  The Chair thanked the HT for her report. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Share the outcome of Parent, Pupil and Staff surveys at the next GB meeting. * Send date of next Parents’ Evening to governors with a view to governors attending to ascertain parental views. | HT  HT | 13/07/20 |

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| **5** | **2020/21 School Calendar** | | |
| The HT presented the School Calendar for 2020/21 which also included the dates of planned Governor Meetings in 2020/21.  *Q. Do governors want to keep to 3 Full GB Meetings a year, or revert back to 4 meetings a year which was the pattern in 2018/19 and before?*  Governors agreed to the 2019/20 practice of 3 GB meetings a year with one meeting each term.  No further issues were raised and the calendar was approved | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * 2020-21 School Calendar approved | Governing Body |  |

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| **6** | **Committee Meetings – Feedback and Updates** | | |
| Draft minutes from meetings were circulated with papers for the meeting.  Standards & Curriculum Committee meeting 13/01/20  The Chair presented a brief overview to governors.  Resources Committee meeting 27/01/20  The SBM provided an overview of the meeting. A number of items were reviewed and approved. These require Governing Body ratification.  *Q. What is the up to date position regarding Health and Safety?*  The SBM reported that a model Health and Safety Policy has recently been sourced from Manchester City Council. The school is currently investigating buying in Health and Safety support to take on the role of the Responsible Person because the SBM, HT and Site Manager do not feel that they have the relevant skills or expertise.  Period 9 Budget Monitoring  Revenue Income £ 3,179,967  Revenue Expenditure £ 3,240,575  Revenue In Year balance £ 60.608 deficit  B/f from 2018/19 £ 161,409 surplus  Cumulative c/f £ 100,801 surplus  Capital Income - £ 16,060  Capital Expenditure - £ 32,329  Capital In Year balance £ 16,269 deficit  B/f from 2018/19 £ 32,972surplus  Cumulative c/f £ 16,703 surplus  In Year Balances  Revenue £ 60,608 deficit  Capital £ 16,269 deficit  Total £ 76,877 deficit  Projected year end cumulative balances – including brought forward amounts from 2018/19  Revenue £ 100,801 surplus  Capital £ 16,703 surplus  Total Cumulative Balance £ 117,505 surplus  No issues were raised and the Period 9 monitoring was ratified.  Budget Changes  The changes made to 31st December 2019 amount to savings of £63,081 on the school’s Financial Monitoring System (FMS).  No further issues were raised and the budget changes were ratified.  Cashflow forecast  The cashflow forecast has been reconciled up to the end of December 2019. The school is able to meet its liabilities throughout the year.  No further issues were raised and the cashflow forecast was ratified.  Schools Financial Value Standard (SFVS)  Amendments suggested by governors at the Resources Committee meeting are included in the SFVS. The amended SFVS was sent to governors in advance of today’s meeting.  No further issues were raised the SFVS was ratified.  *\*Clair Goulding left the meeting.* | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Appraisal Policy ratified * Capability Policy Ratified * SEND Policy ratified * Period 9 Monitoring ratified * Budget changes ratified * Cashflow forecast ratified * SFVS ratified | Governing Body  Governing Body  Governing Body  Governing Body  Governing Body  Governing Body  Governing Body |  |

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| **7** | **Finance Update** | | |
| The SBM provided a verbal financial update on the budget position supported by an up to date CFR report which was colour coded showing budget savings in green and increases in red.  *Q. When will the support staff pay increases be announced?*  The school is expecting the information before the 1st April.  *Q. Does the school pay exam fees?*  No. They are included on the CFR because some schools do have Exam Fees as an expenditure.  *Q. Has staff morale been affected by budget savings?*  No. Staff are aware that savings have to be made. We are hoping, given some indications from teachers about their plans, there will be no difficult decisions to be made regarding teacher jobs this year. The school is still considering changes to the way support staff are deployed, especially in relation to grouping children with SEND. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **8.** | **Policies** | | |
| The HT presented the Designated Teacher for Looked After Children (LAC) and previous LAC Policy.  There were no further questions and the policy was approved. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Designated Teacher for LAC and previous LAC Policy approved. | Governing Body |  |

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| **9.** | **Governing Board Housekeeping** | | |
| Governor Vacancies  There is one Co-opted Governor vacancy following the resignation of David Boyle on 13.1.20  A new Parent Governor (Emma Small) has recently been recruited and has yet to meet with the Chair and complete her induction process.  There is one further Parent Governor vacancy.  Carol Steedman reminded governors at the 23 rd November FGB meeting. that it is her intention to step down from Chair of Governors at the end of the academic year. Carol will be conducting 1-1 conversations with all governors over the next few months and is hoping that an existing governor might be willing to put themselves forward for the position of Chair.  Governor Visits  Mike Allison visited 27/11/19 to monitor the effectiveness of pupil premium spending in diminishing the gap between children receiving the Pupil Premium Gap and other pupils. A written report was provided.  Governor Training  The SBM regularly emails governors details about training opportunities offered by Manchester Governors Association. Spring Term 2020 training includes Governance and Finance; General Data Protection Regulations (GDPR); Headteachers Performance Management and Safeguarding Updates  Training on ‘How Governors can Help Maximise Pupil Progress’ was provided by OneEducation for all Governors prior to the start of today’s meeting. The training was attended by Kate Bulman, Carol Steedman, Laura Lodge, Mike Allison, Qasim Zafar, Clair Goulding and Vicky Cook. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **10.** | **Any other business** | | |
| Analyse School Performance (ASP) and Inspection Data Summary Report (IDSR)  The HT shared the reports with governors, pointing out that the content is historical relating to the previous academic year and before. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **Date and time of next meeting:** | Monday 13th July 2020 at 4.30pm |