**Governing Board Meeting Minutes**

**School: Baguley Hall Primary School**

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

**Chair: Carol Steedman**

**Clerk: Colette Garner**

**Date of meeting: 15 July 2019**

**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 |
| Peter Renshaw | Co-opted | 26/03/2022 | P |
| Laura Lodge | Co-opted | 01/09/22 | P |
| Saffy Blackmore | Parent governor | 20/05/23 | P |
| Claire Goulding (DHT) | Associate | 22/03/23 | P |
| Mike Allison | Partnership | 15/07/23 | P |
| Victoria Cook | Staff | 12/12/20 | P |
| Qasim Zafar | Co-opted | 20/05/23 | P |
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| Katie Fram | LA governor | 30/11/2021 | Ap |
| David Boyle | Co-opted | 22/05/2020 | Ap |
| Jack Footman | Co-opted | 25/09/21 | Ap |
| Lynn Daly | Parent governor | 20/05/23 | Ap |
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**Others present**

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

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| The Chair welcomed everyone to the meeting and introductions were made.  Apologies were received and accepted from David Boyle, Katie Fram, Jack Footman and Lynn Daly. | | | |
|  | **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 (11/02/19) and Matters Arising** | | |
| The minutes of the meeting held on 11/02/19 were approved as an accurate record and a signed copy was retained on file.  Matters Arising  Page 10, actions from item 9 – Peter Renshaw has not yet attended in-school financial monitoring. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the meeting held on 11/02/19 approved | Governing Board |  |

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| **4** | **Headteacher’s Report** |

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| The HT presented her report and the following points/issues were raised:  The HT shared the balanced scorecard with Governors.  The scorecard gives information on attainment and progress to the end of year as well as sections on attendance, children (including vulnerable children), staff, parents and governors.  The school is reasonably pleased with the end of year data, although there are areas of concern that are being addressed.  Reception. 64% of children achieved a Good Level of Development (GLD) which was 12% higher than the 2018 figure of 52%.  Year 1 Phonics. 73% achieved the standard compared to 66% in 2018  Key Stage 1 (KS1) data is lower than in 2018, however there are a number of cohort issues which have to be considered. 5 children, all on track to meet the Age Related Expectation (ARE) left the school during the year. 2 children, working below ARE joined the school in May and are included in the school’s data.  The school’s analysis shows a positive progress measure from the end of the reception year to the end of KS1 for reading, writing and maths, so although the attainment measures are low, the progress measures are positive.  *Q. Does the school keep a note of particular cohort issues that have had a direct effect on outcomes?*  Yes. The school has individual case studies and keeps a record of issues such as SEND, mobility, medical issues and anything that the school thinks has impacted outcomes.  *Q. There is quite a difference between the Year 1 targets and the end of year outcomes. Are the targets outlined on the Score Card, appropriate?*  The targets are set at the beginning of the year and based on the cohort results from the previous year. 52% of the current Y1 achieved a GLD at the end of Reception. The school set targets to reflect accelerated progress and to add value.  *Q. What does GLD stand for?*  Good Level of Development. There are 17 areas of learning that children are assessed against at the end of the Early Years Foundation Stage (EYFS). Children have to achieve at least the expected level in the Early Learning Goals in all aspects of Personal, Emotional and Social (PSE), Physical development, Communication and language, Literacy and Mathematics to achieve GLD..  Year 6 outcomes. The school had 5 children who were disapplied because of their level of need and who are moving out of mainstream into specialist provision. The school has therefore provided two sets of figures, including and excluding the disapplied pupils.  66% of children who actually took the reading test met Age Related Expectation (ARE). 58% of all children in Year 6 met ARE in reading.  71% met ARE in writing. The school adapts the Y6 curriculum in the summer term, with a focus on reading, grammar and maths prior to the SATs and a focus on writing, which is teacher assessed, following the SATs. Children who are absent from school do not have the range of evidence needed to meet ARE in writing. Writing from earlier in the school year does not reflect what children can do by the end of the school year.  The HT commented on the school’s delight at the improvement in maths which has risen from 49% ARE in 2018 to 65% (70% excluding the children who did not take the test) in 2019. The improvement is a result of the work of the Deputy and the Y6 and Maths teams over the last few years, the impact of which is now being seen. The curriculum has been revised and teachers have been trained and supported leading to children making greater progress and gaps in their learning closing.  *Q. What year group does the school start to focus on gaps in the children’s understanding?*  All the way through school. Sometimes a class may have an unsettled year, for example when the class teacher is absent. The school conducts pupil progress meetings every half term for every pupil. The maths curriculum changed a few years ago and is now more demanding and challenging. The school is now better equipped to effectively deliver that curriculum.  The combined Reading, Writing and Maths (RWM) is 49%, an improvement on 39% in 2018. The figure rises to 53% excluding the disapplied children.  *Q. Can you confirm that the combined RWM was 39% in 2018, and not 34%?*  Yes, 39% in 2018.  The Chair thanked the teachers for the extra work undertaken to secure the improvements. The non-teaching Deputy has been teaching in Y6 for much of the year as well as continuing with her leadership responsibilities.  *Q. Are the targets and ARE set by the school or by the government?*  The ARE is set by the government. The statutory assessments take place at the end of Reception, Year 1 (phonics), Y2 and Y6, which produces a national average figure, although individual school’s data does vary considerably, often depending on the context of the school. Schools often have a target to meet or exceed the national average standard, however every cohort is different, and school targets reflect that.  *Q. The Y3 data looks concerning. Why?*  There has been staffing instability in Y3 this year. The school is hopeful that the new literacy scheme, Read Write Inc (RWI) which is starting in September, along with the continuing work of the maths team will improve outcomes. The school always aims to do extra the following year when a class has had a disrupted year.  *Q. My child is in Y3 and parents are concerned. Can the school offer reassurance that there are plans in place to deal with the effects of the instability from last year?*  The new Read, Write Inc (RWI) Literacy scheme and all the associated Continuing Professional Development (CPD) should have a really good impact on attainment and achievement. Every child will be assessed and placed in teaching groups which exactly match their individual needs.  Staff stability is absolutely essential and 2018-19 was unsettled. The school was not able to use staff to coach and support teachers as much as planned, because of the need to cover classes which found themselves without permanent teachers.  *Q. Teacher stability and teacher experience are both essential. How does the school support inexperienced teachers?*  Teachers learn to be teachers by doing the job. The leadership team work alongside the teachers and provide individual support and development. The school intends to preserve the Deputy’s out of class time next year so that she can work alongside and develop teachers. The RWI scheme comes with a lot of staff development and uses an in school coaching model of Learning Leads, to develop all teachers.  *Q. When will school set targets for the current Y3 going into Y4? Will their results from this year be used to set next year’s targets?*  The Y3 result is the outcome of the test taken at the end of the year. Next year, the school wants the children to make accelerated progress and do much better than the Y3 outcomes.  *Q. Can the school confirm the Y4 writing and combined RWM percentages?*  The writing is 33%. Apologies for not yet having the RWM figure.  *Q. Writing is an issue in Y4. What are the plans to improve writing?*  The writing outcomes in Y4 came down following school moderation. RWI and the Language and Literacy schemes will support teachers and address this issue next year. The children have such a range of needs that it is often difficult to support all in a class setting. The new scheme groups children by the stage they are at and focusses on often small gaps in their subject knowledge, returning the children back to their class group when the learning has been embedded.  *Q. Are the same staff going to be in Y4?*  Yes. A consideration this year is that Y4 have had large classes of 32, compared to 22 / 23 in other classes and this is one of the reasons why school has re-structured the classes to give more equal class sizes across the school.  *Q. Are the figures in brackets targets and how do you set those targets?*  Yes. The targets are based on the end of the previous year’s results but school is also working towards the national average. Only 2 years ago the results were at national. Each cohort is very different.  A governor commented on the importance of progress.  *Q. Is school confident that the current Y5 are more ready for Y6 than was the case this time last year?*  Yes, there has been a real focus on maths this year. The DHT explained that she had been in Y5 and seen the impact of the work in maths.  The school is confident in the reliability of the test results which have been taken under strict test conditions this year.  Progress  The school uses its own measures of progress in nursery in the prime areas of Personal Development (PD), Communication and Language (CL) and Personal, Social and Emotional (PSE). Expected and better than expected progress is extremely positive in nursery.  The end of Reception progress measures are very high. Expected progress in 2019 is 97% in Reading, 97% in Writing and 89% in Maths with better than expected progress being 88% Reading, 79% Writing and 76% Maths.  The school is particularly pleased with the progress measures in Reading and Maths in Year 1, which are considerably higher than in 2018. Reading progress 66% (33% in 2018) and Maths progress 56% (38% in 2018). Reading is double the progress measure compared to last year and is an indication of the impact of the work already started to develop reading and maths across the school. The impact is greater for the younger children because they have less to catch up compared to the older children in school.  Y2 statutory end of year outcomes shows very positive progress data. The children benefit from smaller classes and some intensive intervention. Expected progress is 92% Reading and 90% Maths. Better than expected progress is 83% Reading and 84% Maths, which is particularly pleasing.  The HT commented that Y3 and Y4 progress measures are disappointing which governors are aware of, however the progress measures in maths are better than in reading, which reflects the impact of the work of the maths team.  *Q. What is the school intending to do about the disappointing progress figures in Y3 and Y4?*  The school needs to work hard to ensure that the children get back on track with their progress based on their prior attainment. There is still work to do to get children up to age related expectations.  Y5 reflects the improvements in maths with 81% expected and 70% better than expected progress, compared to 47% expected and 41% better than expected progress in reading.  Y6 staff have worked very hard to boost progress, including delivering before and after school booster lessons and an Easter Revision School.  The KS1 to KS2 school progress measure depends on the national data based on prior attainment groups and the figures will not be available until the Autumn term. The school has looked at working out the measure based on last year’s prior attainment groups. Disapplied children are included in school progress measures. The school is anticipating an improvement from last year in maths and writing and a marginal improvement in reading.  Behaviour, Safety Welfare and Development  Overall absence figures are 5%, compared to 5.79% last year, with Persistent Absence (PA) 13%, compared to 18.82% last year and a national figure of 9%. The school attendance target is 97%, in the hope that 95% is obtained. PA children are those that are in school for less than 90% of the time, which has a very detrimental impact on their outcomes.  The school works hard to address issues around attendance, including first day phone calls, evidence for medical absence, home visits, sending taxis to bring children into school, meetings, attendance panels and fines.  *Q. How effective are the measures to improve attendance?*  It is on ongoing battle and it does sometimes appear that the measures are not effective, however there has been an improvement on last year which is pleasing.  A table giving the breakdown PA groups was provided for governors. The current Free School Meal (FSM) pupils have the highest percentage PA at 17.5%.  *Q. How many PA children are there in the school?*  54. The numbers do not represent discreet groups because some children will be FSM and, for example, SEN.  There have been no permanent exclusions this year.  There have been 21 fixed term exclusions for 8 children.  *Q. Can you explain that figure?*  21 sessions, with each session being half a day’s exclusion. The exclusions relate to 8 pupils, which is low compared to the 528 on roll  The HT went through the numbers of children within various categories of child protection and special needs as outlined in the Score Card, and apologised for not having the up to date data for vulnerable and Parent Support Adviser (PSA) self-referrals. There has been a recent problem with the school emails.  The school has been without a Caritas Social Worker since the Autumn Term, because of difficulties Caritas have had with replacing the previous worker who was excellent. The only issue has been cover over the school holidays for vulnerable families, but the support provided from within the school during term time has been so effective and there is always the risk of future inconsistency with the Caritas service that school has made the decision not to use Caritas in future.  *Q. What is CPOMS?*  Child Protection Online Monitoring Service. Serious safeguarding goes straight to the Designated Lead. Other concerns are all logged on the system which aids information sharing and can highlight any escalation of concerns.  *Q. Is CPOMS secure?*  Yes. The information is passed on at transition. Many schools locally use CPOMS.  Staff  Staff appraisals are taking place this week and next. Mid-Year reviews have taken place. Teachers are appraised on a number of targets including achievement of children in their class.  *Q. Will governors receive a report on the teacher appraisal?*  A report will go to the pay committee.  *Q. It needs to go to the full governing body as well, doesn’t it?*  Yes, this will be after the pay committee  The average staff absence for teaching staff is 6.82 days, however since April that has reduced to 1.28 days.  *Q. Are the staff absence figures for the whole year?*  Yes, 6.28 for teachers and 5.36 for support staff.  There is a recent staff survey relating to the Rights Respecting Award which the school is being assessed for next Wednesday, however the information is not presented this evening because the survey has only just been undertaken.  Parent attendance figures at Consultation Evenings are included for the Autumn and Spring terms. The summer term consultation has just taken place and the figures will be up dated in the next report.  Self Evaluation and School Development Plan  The plan has been updated since the last meeting to include a review of each of the targets and an outline of the priorities for the 2019-20 plan have been included at the end of the document. A more detailed action plan will follow. The categories are being changed to reflect the new ofsted framework.  *Q. Is someone likely to volunteer to do the school and eco council?*  The staff have not yet been asked. The school is reviewing some of the leadership areas and will ensure that these areas are covered.  The School Council, managed by Maria Hayward who is retiring, has been extremely active.  The school’s updated key priorities for 2019-20 will focus on:   * Continuous professional development to introduce RWI, and its associated programmes. * Further development of staff confidence in the delivery of maths. * Guided reading. * Quality of Education – Develop structured schemes of work in foundation subjects. * Promoting good attendance and behaviour * Staff and pupil well-being * Implementation of a new PSHE scheme of work   The Chair thanked the HT for her report. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **5** | **QA Report** | | |
| The governors discussed the report which had been circulated in advance of the meeting.  The report is the third report from the school’s QA professional, Angela Westington, who is a retired Senior Her Majesty Inspector (HMI). The report recognises the work that is being undertaken to make rapid improvements.  The school has received 2 phone calls this year from Adrian Hallett, the Senior QA Professional to congratulate the school on work being done as outlined in the QA Report.  *Q. Has Adrian Hallett phoned since the end of year data has been produced?*  No  *Q. Do you think the data would take us out of Require Improvement (RI)?*  The school is hopeful that enough has been done to retain good, providing that what the inspectors see when they come in, reflects the positive changes and planned improvements. These include the successful implementation of RWI, the continuation of the improvements in maths and the revision of areas of curriculum knowledge and skills content as well as reinforcing vocabulary through the topics.  *Q. Is the school expecting an inspection?*  No, but sometimes when a school’s data goes down, which the school’s has, ofsted may call earlier than anticipated. The school’s progress data is hopefully good enough to not trigger an early inspection.  School Improvement Professional – End of Year Analysis Report  The Report was written by Brian Holmes, the school’s previous QA partner and now the School Improvement Partner. The report gives a summary and overview of the end of year outcomes. The report will be considered more fully at the Standards Committee meeting in the Autumn term  Angela Westington, the school QA partner and Brian Holmes, the school’s previous QA partner and now the school’s School Improvement Partner (SIP) have agreed with the school’s own self-evaluation. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * SIP End of Year Report to be an agenda item at the next Standards Committee | Clerk | Autumn 2019 |

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| **7** | **Committee Meetings – Feedback and Updates** | | |
| Draft minutes and papers from meetings were circulated in advance of the meeting.  7.1 Standards & Curriculum Committee meeting 01/04/19  No issues were raised and the minutes were noted.  7.2 Resources Committee meetings 13/05/19 and 24/06/19  An overview was provided of the meetings. A number of items were reviewed and approved by the committee and require Governing Body ratification.  The SBM highlighted a correction in the minutes from 13/05/19 regarding staff absence costs of £21,200 (not £12,500) sickness supply cover. The cost to the school for sickness insurance would be £21,000 (not £12,000) and the decision had been made not to purchase staff sickness absence insurance  *Q. What does paragraph 2 in item 6 of the Resources Minutes 24/06/19 mean?*  Some children with SEND have an Educational Health Care and Support Plan (EHCP) which means that there is often an additional adult within the class supporting that child. Other children with SEND, but without a EHCP, will often benefit from having more than one adult within the classroom setting.  2018/19 Budget Closedown   |  |  |  | | --- | --- | --- | | Revenue Income | £ 3,031,469 |  | | Revenue Expenditure | £ 3,063,988 |  | | In Year | £ 32,519 | Deficit | | B/f from 2017/18 | £ 193,928 | Surplus | | Cumulative c/f | £ 161,409 | Surplus |  |  |  |  | | --- | --- | --- | | Capital Income | £ 27,643 |  | | Capital Expenditure | £ zero |  | | In Year | £ 27,643 | Surplus | | B/f from 2017/18 | £ 5,329 | Surplus | | Cumulative c/f | £ 32,972 | Surplus |   Year end cumulative balances, to be carried forward to 2019/20   |  |  |  | | --- | --- | --- | | Revenue | £ 161,409 | Surplus | | Capital | £ 32,972 | Surplus | | Total cumulative Balance | £ 194,382 | Surplus | |  |  |  |   No further issues were raised and 2018/19 budget closedown was ratified.  2019- 20 budget  2019/20 In Year:  Revenue Income £ 3,148,648  Revenue Expenditure £ 3,222,998  In Year £ 74,350 deficit  B/f from 2018/19 £ 161,409 surplus  Cumulative Revenue total c/f £ 87,059 surplus  Capital Income £ 9,357  Total Expenditure £ 42,329  Capital In Year balance £ 32,972 deficit  Capital b/fwd from 2018/19 £ 32,972 surplus  Capital Cumulative balance £ NIL  In Year Balances  Revenue £ 74,350 deficit  Capital £ 32,972 deficit  Total £ 107,322 deficit  Cumulative Balances – including b/fwds from 2018/19  Revenue – £ 87,059 surplus  Capital – £ NIL  Total Cumulative Balance - £ 87,059 surplus  The SBM explained that the CFR provides an overview of the 2019-20 budget with income and expenditure headings which she explained to governors.  The need for the school to make savings was highlighted.  *Q. What is driving the deficit?*  Staffing costs mainly in the last few years.  *Q. Did school get additional funding to meet the increases in staffing costs?*  Not for the support staff. The school did receive a small grant to cover increases in teacher salaries and pensions this year but it is not known if that funding will continue.  *Q. Has the school made any particular savings plans?*  The school sets a very basic budget and tries to cut back and make savings throughout the year whenever possible.  The Chair commented that budget savings is to become a regular agenda item at the Resources Committee  No further issues were raised and the 2019-20 budget was ratified.  Staffing structure 2019-20  No issues were raised and the Staffing Structure 2019-20 was ratified.  Scheme of Financial Delegation  No issues were raised and the Scheme of Financial Delegation was ratified.  Financial Procedures Manual  No issues were raised and the Financial Procedures Manual was ratified.  School Fund final Audit Statement  No issues were raised and the School Fund final audit statement was ratified.  Friends of Baguley Hall final Audit Statement  No issues were raised and the Friends of Baguley Hall final audit statement was ratified. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * 2018/19 budget closedown ratified * 2019/20 budget ratified * Staffing Structure 2019-20 ratified * Scheme of Financial Delegation ratified * Financial Procedures Manual ratified * School Fund Audit Statement ratified * Friends of Baguley Hall final audit statement ratified | Governing Board  Governing Board  Governing Board  Governing Board  Governing Board |  |

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| **8.** | **Policies** | | |
| No policies were presented for review.  The Complaints Policy had been added to the agenda in error and is not due for a review. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **9.** | **Governing Board Housekeeping** | | |
| Assignment of link governor roles  There have been a number of changes to the Governing Board (GB) and there is a need to reassign link governor roles, using the skills that governors bring to the GB. Link governors need to be able to do a school visit about 3 times a year, in addition to committee and full GB board meetings. Link visits should also, wherever possible, be targeted towards areas on the School Improvement Plan.  Literacy -Laura Lodge  Maths -  SEND – Donna Cunneen  Pupil and Sports Premium – Mike Allison  Safeguarding – Carol Steedman  Finance – Qasim Zafar  Health & Safety – Saffy Blackmore  GDPR - Peter Renshaw  Curriculum  Website  Evaluation of Governing Body impact  Governors, in line with good practice, discussed the impact they have had this year.  Governors have held in mind the ethos and values of the school, to ensure that every child receives a good education and is well cared for, and have;   * held the leadership to account by providing appropriate challenge and support as evidenced in many of the questions within the minutes * approved and regularly monitored the school budget, ensuring that appropriate funding is available to fulfil the school priorities and maintain the premises in good repair * approved all necessary school policies * used the three committees effectively, reporting back to the full governing body * approved and regularly monitored the School Improvement Plan * considered information from third parties such as QA reports and Analysing School Performance (ASP), as well as reports directly from school. * visited school in their roles as link governors and reported back to the governing body * had meetings regularly between the Chair and the HT * had two full governing body training sessions and in addition some governors have attended additional training, briefings and conferences * completed a skills audit, identifying gaps to inform governor recruitment and recruited governors to fill those gaps * engaged with parents by attending parents’ evenings and parent questionnaires * engaged with children via questionnaires and school visits   *Q. Have governors read the School Governance Newsletter Summer Term 2019 from MCC?*  It contains some very useful information especially around the new ofsted framework and it might be worth governors finding time to discuss the contents at a later date.  A governor (Mike Allison) has suggested the use of an information sharing platform (SLACK) as a way that governors can communicate outside of meetings and share information and ideas such as articles or governor papers, considered useful to the work of the GB. Mike has set up a trial should governors wish to have a look at this.  Governors agreed to trial the SLACK platform.  Governor Training  The Chair asked governors to let her know if they have any ideas about any training which they think would be useful.  *Q. Can the school provide safeguarding refresher training for governors?*  Yes.  Governor Vacancies  There are no governor vacancies.  Mike Allison has been appointed as a Partnership Governor.  Jack Footman has requested a year’s leave of absence because he is due to become a father of twins in August.  Donna Cunneen, who was a parent governor at the school, will take Jack’s place as a co-opted governor for the academic year 2019-20. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Governors to trial the SLACK platform * School to provide safeguarding refresher training for governors * Inform the Chair of any training needs * Jack Footman’s year of absence approved * Donna Cunneen to replace Jack Footman approved | Mike Allison  HT  Governors  Governing Board  Governing Board |  |

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| **10.** | **Any other business** | | |
| Carol Steedman will attend the Leavers’ assembly to present the Governor Award to the child who has made the most progress between KS1 and KS2.  The Chair shared a letter of thanks and appreciation from Maria Heywood, a retiring teacher who has worked at the school for 30 years and will be very much missed. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **Date and time of next meeting:** | Monday 18th November 2019 @ 4.30pm |