

**KILLINGHALL C. OF E. PRIMARY SCHOOL**

**MINUTES OF A MEETING OF THE  
FULL GOVERNING BODY  
HELD ON MONDAY 17<sup>th</sup> OCTOBER 2016 AT 6 p.m.**

**Core Functions of a Governing Body:**

**Ensuring clarity of vision, ethos and strategic direction**

**Holding the Headteacher to account for the educational performance of the school and its pupils,**

**Overseeing the financial performance of the school and making sure its money is well spent.**

**COMMITTEE MEMBERS:** Helen Potter, Sarah Bassitt, Val Blackburn, Daniel Sutcliffe , Alison Pearce, Rebecca Morrell, Richard Stone and Elouise Foster.

**PRESENT:** Helen Potter, Sarah Bassitt, Val Blackburn, Daniel Sutcliffe , Alison Pearce, Rebecca Morrell, Richard Stone and Elouise Foster + Marion McCormick (Clerk).

| Item | Details  | Action |
|------|--|--------|
|      | <b>The Chair welcomed everyone to the meeting and introduced Richard Stone – new Parent Governor. Governors introduced themselves to Richard.<br/>It was noted that there are still two vacancies - one co-opted and one Foundation.</b>   |        |
| 1.   | <b>Apologies for absence and to determine whether any absences should be consented to:</b><br>All present.   |        |
| 2.   | <b>To remind Governors to declare any pecuniary or non pecuniary interests:</b><br>None declared.  |        |
| 3.   | <b>To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available for public inspection.</b><br>The chair reminded the meeting of the need for confidentiality.   |        |
| 4.   | <b>To approve as correct record the minutes of the meeting held on the 26<sup>th</sup> September 2016.</b><br>Minutes of the meeting held on 26 <sup>th</sup> September 2016 were approved and signed. Governors inspected the Confidential sheet.<br><b>To consider any matters arising from the minutes, and for which there is no separate agenda item:</b><br>No matters arising.  |        |
| 5.   | <b>Notification of urgent other business:</b><br>None declared.  |        |
| 6.   | <b>Data 2016 and Implications:</b><br><b>School Improvement Advisor visit:</b><br>The Headteacher showed Governors a presentation showing data results from 2015 – 2016. This information gives a clear picture of where school is regarding progress and attainment at the current time. Governors were informed that this information will be on the school website soon.<br><br>Governor noted that Year 1 phonics result shows 100% pupils working at the expected standard. Of the year 2 pupils who re-took the phonics test all but |        |

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one achieved their level. It was noted that a very high percentage of KS 1 pupils are working at “greater depth”, but a small group need support and evidence is in place to show this. A great deal of analysis has been done to look at the reasons for this.

**Governor Challenge:** A Governor queried two columns at the end of the spreadsheet and was told that this last column should be the national standardised score. Governors agreed that there are lots of anomalies in the data.

The Headteacher informed Governors that Early Years Foundation Stage (EYFS) is a “stand alone” area for judgement now. Governors need to understand and challenge the data. The criteria were clarified as follows: Emerging – at expected or above expected level, Developing, and Secure.

Governors were told that a baseline assessment was used for the first time during 2015 – 2016, but this was not made statutory. This year (September 2016) School has tried a new system and it is thought that there will be an official base line assessment system in the future.

The Headteacher explained the criteria for a “Good” school (EYFS) and it was noted that “expected progress throughout” is not good enough, and this presents a challenge for school.

**Governor Challenge:** A Governor asked about how progress is measured and the meeting was told that children are gauged by months in order to analyse the baseline assessment. The Headteacher explained that although the birth month will count initially, all pupils will have to get to the same level at the end of Year 6. School will use grids of evidence in order to drill down more to see progress made.

**Governor Challenge:** A Governor asked if a premature birth is taken into account when assessment a child’s level? It was noted that there is currently no criteria for this.

**Governor Observation:** It was noted that many of last year’s Year 6 pupils were young in their year.

**Governor Challenge:** A Governor asked about EAL pupils (English as an Additional Language) and the meeting was told that accelerated progress still has to be shown and once a pupil is deemed to be fluent no account is taken of this.

**Governor Challenge:** A Governor asked when the baseline assessment is completed? The meeting was told that it is done during the first five weeks of school. It was agreed that as this has to be done by a qualified teacher this would put more pressure on a large school.

The Headteacher explained that there are 17 early learning goals in place and all these have to be fulfilled in order for the child to be graded as “Expected”.

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**Governor Challenge:** A Governor asked if pupils are split by gender and the meeting was told that they are not. The Headteacher said that she could “tell the story” around the data - and there are classic examples of boy/girl differences in place.

Governors were shown a spreadsheet colour coded red and green and analysed the information. Governors were told that books have been kept as evidence for this data.

The meeting was told that spelling was an issue on the Grammar paper.

**Governor Challenge:** A Governor asked about actions that have been put in place? The meeting was told that the new White Rose Maths system is beginning to challenge the depth of learning. Governors agreed that the new system needs to be understood by parents in order to support the children at home.

Vocabulary is very important and is being dealt with. It was agreed that there is an issue for the older pupils who have not had the foundation for this knowledge. Governors noted that current Year 3 pupils are the only cohort that data is available from Year 1. The curriculum is changing all the time and we have to raise the bar for expected progress. A new spelling, grammar and punctuation scheme is in place together with interventions.

The Staff Governor explained the new scheme and how it looks at patterns and skills. Spellings are not set in a formal way now and new resources are in place.

**Governor Challenge:** A Governor asked if school can see a difference yet? Governors were told that pupils can explain their work in an in-depth way now, although it is too early to see a big difference. It was agreed that pupils understand more and are changing the way that they think. It was agreed that school has to deal with these changes and put strategies in place. The Headteacher said that actions are already being amended and pupils are being given individual targets.

Learning Objectives and success criteria are linked directly to the new curriculum and higher age-related expectations are in place. There is greater cross-curriculum writing.

Governors discussed a newsletter for each year group and it was agreed to copy this to Governors.

The Headteacher informed Governors that booster classes will be started in the spring term 2017. Tests are in place to ensure that pupils are used to the “test situation” and will feel confident. There will be workshops for parents looking at grammar and maths throughout the year.

ATTAINMENT:

Governors looked at data for the last year 2015 – 2016. The Headteacher

**ACTION  
for school  
please.**

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|    | <p>explained how the data shows the level that pupils are at. Current data for school indicates that the majority of children are al “expected” and the ones that are not can be identified and interventions put in place.</p> <p><u>PROGRESS:</u><br/>It was noted that 100% progress is in place from Year 4 down.</p> <p>The Headteacher informed Governors that changes in the marking policy are in place. She explained that as younger pupils might not be able to read feedback and system of symbols is in place and is effective.</p> <p>Governors thanked the Headteacher for her presentation.</p>   |   |
| 7. | <p><b>Ofsted – Updates, including policies and risk assessments:</b><br/>The Headteacher informed Governors that all Risk Assessments are printed out and signed by staff. All policies are up to date.<br/><b>Governor Challenge:</b> A Governor asked how many risk assessments there are and the meeting was told that there are approximately 15. It was agreed that the Health and Safety Governor (VB) would also see these policies and sign them.</p>   | <b>ACTION for VB please.</b>  |
| 8. | <p><b>Training Updates:</b><br/>Governors were told that HP and DS recently attended a Governors’ SIN meeting. Concern was expressed about the content of this meeting.</p> <p>Governors then looked at a list of courses on Modern Governor and various Governors were nominated for different courses.</p> <p>All Governors were asked to do the Ofsted course and print the certificate for school please.</p> <p>DS would complete the Finance course.</p> <p>HP to look at login for RM please.</p> <p>New Governors would complete the PREVENT training. AGREED</p> <p>It was noted that there is an Introduction to Governance course at the Pavilions on 1<sup>st</sup> March 2017 for new Governors. School would book DS and RS please.</p> | <p><b>ACTION for HP please.</b></p> <p><b>ACTION for school please.</b></p> |
| 9. | <p><b>To deal with any matters agreed for consideration under item 5 above.</b><br/>None noted.</p>   |   |

**There being no other business the meeting closed at 7.08 p.m.**

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LA Clerk  
October 2016

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