

THE GOVERNING BODY OF BIRKBY INFANT AND NURSERY SCHOOL

Minutes of the meeting of the Governing Body held at 6.30 pm at the School on Monday, 8 July 2019.

PRESENT

Mrs A Stopher (Chair), Dr M Ali, Mrs S Hadji-Lary, Mrs J Hinchliffe, Mrs S Khan, Ms C Moscardini, Mr S Saeed, Mrs K Westerman, Dr M Whalley, Dr A Williams, Mrs DZ Wilson.

In Attendance

Ms C Stephen (Minute Clerk)

92. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

Apologies for absence were received from Mrs S Khan (Consent)

There were no declarations of interest.

93. NOTIFICATION OF ITEMS TO BE BROUGHT UNDER ANY OTHER BUSINESS

The following items were notified to be brought under Any Other Business:

- Business Solutions Website
- Staff update

94. REPRESENTATION**(a) End of Term of Office**

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Dr M Whalley	Co-opted	31 July, 2019

Dr Whalley had indicated that she was willing to serve a further term as a co-opted governor. This re-appointment was supported by a unanimous show of hands.

RESOLVED: That Dr M Whalley be invited to serve for a further term as a co-opted governor.

(b) Proposed Appointment of a Co-opted Governor (to replace Mr J Morley)

Mrs P Holderness, a former Kirklees Learning Partner, had been suggested as a Co-opted Governor. This decision was endorsed by a unanimous show of hands.

RESOLVED: That Mrs P Holderness be invited to serve as a Co-opted governor.

Dr Ali had tendered his resignation as Local Authority governor after a period of six years. Governors thanked him for his valued service and presented him with a gift and card as a token of their appreciation.

95. MINUTES OF THE MEETING HELD ON 20 MAY 2019

RESOLVED: That the minutes of the meeting held on 20 May 2019 be approved and signed by the Chair as a correct record, subject to the following amendments:

Mrs Stopher pointed out that the revisions to the draft minutes made by herself and Mrs Wilson and returned to the Clerking Service had not been included in the packs sent out to governors.

Attendance

“Mrs Westerman” should be replaced by “Mrs Westeman”.
“Mrs Moscardini” should be replaced by “Ms Moscardini” throughout the minutes.

Minute 82

The third paragraph was to be replaced by “The Head Teacher’s report was presented using the new Ofsted framework and divided into the four areas mentioned therein: Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management”.

Paragraph seven was to be replaced by “Moderation took place with other schools which gave school reassurance that assessments were in line with both similar and non-like schools.

Minute 84

The words “Reports were presented to governors about the following visits” were to be inserted after the Resolution.

The final sentence of the penultimate paragraph should read “Being involved in the pilot would, it was hoped, give the school some input into shaping any future baseline assessment, especially as school had such a large cohort.”

Dates of Future Meetings – Resources Committee

The date of the meeting of the Resources Committee in March 2020 was the 23rd, not the 26th as written in the minutes.

96. MATTERS ARISING(a) Evaluation and impact – (Minute 87 refers)

Dr Williams shared materials provided by the Local Authority designed to help governors review their performance and impact on the school. These included a flow chart of questions governors needed to ask themselves about how effectively they had monitored the implementation of the school improvement objectives agreed with the Head Teacher, an example from the LA of the type of evidence that could be used to show the impact of governor involvement against the four areas detailed in the old Ofsted Framework on which schools were inspected. Despite being out of date, this provided a useful template for governors to use in order to evaluate their impact on school improvement.

Further guidance was given in the document “How can governors show they are having an impact on school improvement?”

The final document shared was a questionnaire which facilitated a 360 degree review of the Chair of Governors’ performance. Governors felt that the focus of this document on one person was somewhat unfair.

Action: The Governor Review was to be done as part of the Annual General Meeting in October 2019.

(b) SEND Links – (Minute 74 refers)

Q. Had there been further developments in forging links with other schools?

A. Training had taken place and school was planning to deliver the strategies learned in September. Other schools had been visited. Several of these schools had also felt the need to employ Speech and Language specialists in order to provide for pupils’ needs.

(c) Head Teacher’s Report and Governors’ Questions – (Minute 82 refers)

The Police Intensive Engagement Initiative was desirous of greater involvement from members of the local community. This was to be discussed at the next Heads’ Meeting. A representative had met the Inspector leading the initiative and made it clear that the time commitment demanded of schools was too great and that having school staff involved was not necessarily appropriate as many did not live in the area and those who did could not realistically be expected to fulfil two roles where a conflict of interests could arise.

Mrs Hinchliffe had attended part of the meetings so far and would continue to do so in order to maintain the school’s involvement. School would promote community involvement where appropriate but pointed out that parents would need accompanying before feeling confident enough to attend such meetings alone. There was a suggestion that the police did not fully understand the position or needs of many people in the area.

Mrs Wilson felt that the direction and targets of the initiative were still nebulous and school would only be able to help promote involvement if the aims were clear and acceptable.

Q. What had the impact been of the recent T.V. documentary featuring the area?

A. Many Asian families were reluctant to speak about the issues raised in it. The local PCSO and some governors felt that the programme gave an accurate if sensationalised view of the situation. A police “clampdown” had resulted in several people being sent to prison which had ironically led to an upsurge of violence as others vied to take their place. Many of those imprisoned were due to be released in the autumn which could cause further tensions. Those who lived in the area were less shocked by the content of the programme than those who live elsewhere in Huddersfield.

To give an alternative view of the area, the many positive events and actions that took place in school and the community were to be put into the Newsletter in the autumn.

97. REPORTS FROM COMMITTEES(a) Resources Committee Meeting held on 8 July 2019

Mrs Stopher summarised the items discussed:

- The Single Equalities Policy had been reviewed and was recommended for adoption by the Full Governing Body.

RESOLVED: That the Single Equalities Policy be adopted by the Full Governing Body.

- The questionnaire associated with the Single Equalities Policy had been examined and the committee had scrutinised the school's Access Plans, both of which were designed to improve the physical environment in school for all pupils. A rolling programme of improvements to the fabric of the buildings was underway, all of which took into account the needs of the disabled and SEN pupils. Staff were working through the curriculum to improve its accessibility for all pupils.
- A budget update was provided in a new, easier-to-follow format. Spending was on target for this stage in the year when larger amounts were spent to purchase buy-backs which covered a full year. An extra column needed to be added to the document to show how variants worked at the end of the year.
- The proposed Pupil Premium spending for 2019-20 was examined with some queries being made about the way the information was presented. This document explained exactly how the Pupil Premium income was spent – this included class ETA support, one to one support, time for Mrs Hinchliffe to work with parents etc. The committee felt that spending represented good value for money. Until the school's results were validated, the Impact Assessment of Pupil Premium spending could not be shared with governors.
- School had received a grade of "Outstanding" in its Audit Report. Some minor actions resulting from this were being addressed.
- The Attendance Management Policy had been reviewed and was shared with all governors. Some minor amendments had been made – for example, no "fit note" would be required on a return to work. The final paragraph in the main document was clarified by the addition of a separate document which detailed the procedures on managing the absence of the Head Teacher.

RESOLVED: That the amended Attendance Management Policy be adopted by the Full Governing Body.

- Ms Moscardini agreed to undertake responsibility for Health and Safety.

RESOLVED: That Ms Moscardini be appointed as Governor with Special Responsibility for Health and Safety.

98. POLICIES FOR REVIEW BY THE FULL GOVERNING BODY

No further policies were brought for review.

99. HEAD TEACHER'S REPORT AND GOVERNORS' QUESTIONS

In lieu of a separate Standards and Effectiveness Committee meeting, Mrs Wilson shared the school's assessment headlines which had not yet been validated by the DfE.

Mrs Wilson emphasised the negative impact of the high rate of mobility of pupils both into and out of the school. Since September, 61 pupils had arrived and 35 had left, with some pupils appearing on both lists. This caused disruption to the pupils who remained in school as well as extra work for teachers who had to attempt to settle new arrivals and deal with the gaps in their education. The children who joined school late or who had missed several months of education were included in the school's statistics, as were some pupils who had left the school to move area or even country. There was no accommodation of this situation when presenting the data to the DfE nor any sign of understanding from the DfE of the impact this had on teacher workload and the school's results.

Ms Moscardini spoke to the EYFS data:

Of the 145 pupils on roll, three were not assessed as they were late entrants to the school. 73.7% achieved a GLD but this figure was skewed as school had had to include pupils who had left and were no longer in the country as well as very recent arrivals. If these children were not included, school achieved 75.5% at GLD against a National Average of 71% and a Local Authority average of 69.7%. A clear gender gap was evident in the results with girls achieving more highly than boys. This would be addressed from September by the reorganisation of classes so that some groups of pupils who did not work well together would be split up, hopefully to provide more balanced groups in which more progress could be made. The cohort was boy-heavy and this also influenced percentage statistics.

In Phonics in for Year 1, 83.2% passed and five were disapplied. Again, there was a gender imbalance with 87% of girls and 80% of boys achieving the pass mark or above. Mrs Wilson pointed out the impact of movement on these results as 89.6% of children who had remained in the school since Nursery had passed. Figures were given for Free School Meals pupils and for those who had resat the test in Year 2.

A breakdown of results for Reading, Writing and Maths at the end of KS1 was also shared in the report both for the whole cohort and for the cohort excluding recent arrivals from other countries who were in the very early stages of learning English, those for the second group being substantially higher than the first as shown below:

Whole Cohort Results

Subject	Percentage who reached "Expected"
Reading	72.5
Writing	65.1
Maths	70.5
Science	72.25

Results excluding new arrivals from other countries

Subject	Percentage who reached "Expected"
Reading	78
Writing	70
Maths	76
Science	81

Mrs Wilson also discussed the un-validated in-house assessment data in more depth.

Dr Williams pointed out the need to look at pupil progress as well as results against national expectations as this could more accurately show the impact school had made. Governors moved on to look at other issues raised in Mrs Wilson's report.

Governors commented on the many activities provided by school to promote learning and recorded their congratulations and thanks to staff who had coped with recent visits admirably, despite them having to be rearranged because of adverse weather.

Q. Were there any events that governors could attend in the final weeks of term?

A. A "Free and Funky Plastic Workshop" would take place on 11 July, 2019, Sports' Day was due to take place on 12 July, 2019 and the Leavers' Concert would take place at 9.00am and 1.30pm on Wednesday and Thursday, 17 and 18 July, 2019. Governors were welcome to attend any or all of these events.

Mrs Stopher recommended that governors view the video appeal on the school website made by one of the pupils regarding the bins situated at the back of the school.

Q. Where was the ABC Holiday Club taking place?

A. It was to be held in the modular building on Monday-Thursday of the first two weeks of the holiday between 9am and 1pm.

Governors also congratulated pupils on raising £350 0n Community Kindness Day.

The "Small Steps to Peace" initiative had led to pupils who had taken part being awarded certificates.

Governors thanked Mrs Wilson for her detailed and informative report.

100. SAFEGUARDING

85% of pupils had English as an Additional Language.

There was one child who was Looked After.

One child had a Child Protection Order.

Ten children had a "Child in Need" plan.

A full report on Safeguarding had been provided at the last meeting of the Full Governing Body.

Mrs Wilson was currently working with other settings (other Nurseries and the Junior School) to facilitate the exchange of information necessary for transition.

Discussion took place about the introduction of additional information to be included in the Single Central Record about governors and volunteers from overseas in the school. This asked them to provide "Certificates of Good Conduct" in addition to all the statutory information that was already gathered. The reasons why the Local Authority had introduced this measure were discussed but as the "Keeping Children Safe in Education" Act did not require governors or volunteers from overseas to do so, the Governing Body would not ask for Certificates of Good Conduct to be provided by them, though members of staff who had lived abroad would be expected to comply as this was a statutory requirement for them. Governors would comply with all statutory requirements of the Single Central Record.

Q. Was there any feedback from other schools on this topic?

A. Many seemed concerned about being reprimanded for non-compliance. The need to protect pupils was paramount. The inconsistency between different Ofsted inspectors and local authorities on what was good practice was not helpful.

101. GOVERNOR TRAINING AND GOVERNOR VISITS

Dr Whalley had attended the latest Governor Briefing provided by the LA. She brought the following points to the attention of governors:

- Jo-Anne Sanders gave an update on the status of Children's Services in Kirklees. There had been a peer review of SEND provision and the outcome letter and "next steps" were to be shared with schools in the near future. It was anticipated that Kirklees would move from "Inadequate" following a three week ILACS inspection.
- Harkireet Sohal outlined the LA's guidelines regarding the new Sex and Relationships curriculum which Dr Whalley shared with governors. Governors were responsible for checking the school's policy and practice in this area. A single point emergency telephone number was available for concerns around this topic.
- Mr Sohal also outlined the current focus of the Kirklees Learning Strategy which included pupils' mental health and improving outcomes for disadvantaged pupils as well as focusing on literacy, mathematics and Leadership and Management. Case studies from schools would be required.

Governors had been reminded that part of their role was to encourage, support and scrutinise best practice.

It was felt that it would be useful to have a Governor with Special Responsibility for Sex and Relationships Education as some parents would have concerns over some aspects of what was to be taught, despite the changes to the curriculum for this age group being minimal.

Mrs Stopher drew governors' attention to the list of training opportunities for the remainder of this term and the next academic year, available on the Kirklees Business Solutions website.

102. ATTENDANCE

Detailed attendance data was shared with governors. The attendance of 84 children was currently being monitored with one referral to the APSO being currently ongoing. On average, 8 parents a day were in receipt of first day calling.

Whole school attendance was 94.83. Excluding unauthorised holidays, this rose to 96.12. The corresponding figures for KS1 were 95.49 and 96.74 respectively.

Any lateness was always pursued by the school.

Figures for term time holidays was high and two pupils had been referred to Children Missing in Education because of their extended absences. 17.8% of Reception pupils, 12.08% of Year 1 pupils and 11.33% of Year 2 pupils were regarded as persistent absentees. The attendance figures were further broken down by gender, ethnicity and by those in receipt of free school meals.

103. SCHOOL WEBSITE

Mrs Westeman had visited the school's website today and had found it to be easy to follow and informative.

Mrs Stopher again recommended that governors visit it to watch the video about the bins which had been most engaging, as well as to keep themselves up to date with the activities of the school.

104. ANY OTHER BUSINESS(a) New Website

A new Business Solutions website was available in Kirklees. If governors had difficulty gaining access to this, they were advised to contact Laura Talbot in the school office.

(b) Staffing Update

Laura Talbot had obtained a new post. Governors extended their thanks to her and wished her well in her new position.

105. DATES OF FUTURE MEETINGS

RESOLVED: (i) That the next meetings of the Governing Body be held at 6.30 pm at the School on:

Monday, 7 October 2019.
Monday, 25 November 2019.
Monday, 10 February 2020.
Monday 23 March 2020.
Monday, 18 May 2020.
Monday, 6 July 2020.

(ii) That the next meetings of the Standards and Effectiveness Committee be held on:

Monday, 30 September 2019.
Monday, 18 November 2019.
Monday, 3 February 2020.
Monday, 11 May 2020, if needed.

(ii) That the next meetings of the Resources Committee be held on:

Monday, 7 October 2019.
Monday, 25 November 2019.
Monday, 10 February 2020.
Monday 23 March 2020.
Monday, 18 May 2020.
Monday, 6 July 2020. (Or Standards and Effectiveness as needed.)

106. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.

Ala. Stewart
Chair
7/10/19

