

**Ryarsh Primary School**  
**Minutes of the Full Governing Body Meeting**  
held at the school on Thursday 7 July 2016 at 7pm

**Present:** Ruth Austin (Headteacher), Iona Bell, Daniel Childs (Deputy Headteacher), Claire Crome, Steve Hughes, John Macnab, Jon Naylor, Rachel Rowland (Chair), Daniel Sproul, Carmel Sutton

**In attendance:** Vanessa Stevens (KCC Clerking Service)

*Although some items were discussed out of sequence, minutes reflect the agenda running order.*

		<b>Action</b>
1	<p><b>Welcome and apologies</b></p> <p>The Chair had advised that she would arrive after the start of the meeting due to a prior commitment. The Vice Chair chaired the first part of the meeting. Governors accepted apologies from Steve Hill (family commitment) and Stewart Speake (work). Iona Bell said that she would need to leave the meeting at 8.30pm (work). The meeting was quorate throughout.</p>	
2	<p><b>Business interests</b></p> <p>No business interests were declared against agenda items.</p>	
3	<p><b>Governing Body (GB) matters</b></p> <p>John Macnab's term of office as a Parent Governor was due to expire on 23 September 2016.</p> <p><b>Action: The Head to arrange a Parent Governor election in due course.</b></p>	Head
4	<p><b>Minutes of previous meeting</b></p> <p><i>The Chair arrived at 7.10pm.</i></p> <p>4.1 Governors approved, and the Chair signed, minutes of the Full Governing Body (FGB) meeting held on 12 May 2016.</p> <p>4.2 Governors shared updates on agreed actions:</p> <ul style="list-style-type: none"> <li>• The Head and the Vice Chair had met for in-house safeguarding training.</li> <li>• Most Governors had applied for enhanced DBS checks. The Head explained that the procedure required completion of an online application form and provision of ID documents.</li> </ul> <p><b>Action: Steve Hill and Steve Hughes to complete online DBS form and provide ID documents to school office by 22 July 2016.</b></p> <p><b>Action: Iona Bell to provide ID documentation to school office by 22 July 2016.</b></p> <ul style="list-style-type: none"> <li>• Daniel Sproul, Daniel Childs and Claire Crome had completed the online Prevent training.</li> </ul> <p><b>Action: The Head to recirculate the Prevent training link; all remaining Governors to complete the online Prevent training by 1 September 2016.</b></p> <p><b>Action: The Clerk to circulate an email reminder regarding DBS checks and Prevent training during w/c 11 July 2016.</b></p> <ul style="list-style-type: none"> <li>• The working group had met to consider different models of monitoring and reporting.</li> <li>• The planning application for the hall had been submitted before the flood risk assessment information had been received.</li> <li>• Daniel Sproul and Carmel Sutton's monitoring report on learning behaviour and diversity had been sent to the Chair for circulation.</li> <li>• Steve Hughes had sent the attainment monitoring report to the Chair for circulation.</li> </ul> <p><b>Action carried forward: Steve Hughes to obtain contact details for Redrow; thereafter the Chair to write to request early receipt of grant.</b></p> <ul style="list-style-type: none"> <li>• No update re. the school field was available as Stewart Speake and Steve Hill were absent.</li> </ul>	<p>S.Hi &amp; S.Hu IB</p> <p>Head, Govs Clerk</p> <p>S.Hu &amp; Chair</p>

<p>5</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>	<p><b>Headteacher's Report</b></p> <p>Overview – Governors had received for pre-reading the Headteacher's Report (filed with minutes). Governors discussed the Report as follows:</p> <p>School data summary – Confidential discussion recorded in Part 2 Confidential Minutes. A <b>Governor asked why the attendance rate for disadvantaged children was lower than for all children (93.9% versus 96.7%)</b>. The Head advised that some disadvantaged children had higher rates of illness absence and noted that some disadvantaged families placed lower value on education than other families. <b>A Governor asked what professional support was available to address attendance issues</b>. The Head identified the School Liaison Officers (SLOs) to whom referrals could be made in cases where SLO input would make a difference to attendance. <b>A Governor asked what other measures the school could take to improve attendance</b>. The Head identified scope for targeted action plans to include increased engagement with families and the use of reward systems to incentivise attendance. <b>A Governor asked whether the frequency of unauthorised absences had increased since a widely reported court case</b>. The Head confirmed that unauthorised holidays had increased. <b>A Governor asked about the use of fining to disincentivize unauthorised absence</b>. The Head said that KCC had revised its policy and that a change of criteria regarding the frequency of unauthorised absence had made it more difficult to issue fines. <b>A Governor asked whether any fines had recently been issued to parents of children at the school</b>. The Head advised that none had been issued since January.</p> <p>Staffing structure – <b>A Governor asked about the split of teaching time in classes with two Teachers</b>. The Head advised that both Penguin and Koala classes operated a two-day/three-day split. <b>A Governor asked whether a Higher Level Teaching Assistant (HLTA) could be tasked with teaching a class</b>. The Head explained that HLTAs were qualified to cover, rather than to teach, classes.</p> <p>Confidential discussion recorded in Part 2 Confidential Minutes.</p>	
<p>6</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p>	<p><b>Standards and Achievement Report</b></p> <p>Overview – Governors had received for pre-reading the Standards and Achievement Report (copy filed with minutes). Governors discussed the report as follows:</p> <p>Key Stage (KS) 2 – <b>Governors commended the school on excellent results, which compared favourably with national and local datasets, and asked about contributing factors</b>. The Head noted the positive impact of two successive years of very strong teaching received by the current Year 6. That cohort had experienced low mobility since enrolment.</p> <p>Key Stage 1 – <b>A Governor asked how the school's results compared with other local schools' results</b>. The Head believed the scores were broadly similar, although no actual comparative figures were available. The Head explained the new 'complete fit' checklist against which Writing was assessed; the criteria were more stringent than the 'best fit' model used with the previous levelling system. Full data, including RAISE online, would follow in the autumn.</p> <p>Year 1 phonics check – The Head advised that the current cohort was lower attaining than previous cohorts. This was corroborated by the decrease in percentage achieving a good level of development (GLD) compared to previous cohorts. <b>A Governor asked about the anticipated performance of the current Year R in their Year 1 phonics screen</b>. The Head advised that achievement of GLD in that cohort was 87%; it was therefore anticipated that a higher proportion would pass the phonics screen.</p> <p><b>A Governor asked whether there was any persistent absence in Year 1 which might have impacted phonics learning</b>. The Head said there was not, although there was a relatively high proportion of summer born children. Progress by the cohort was good although attainment was not. <b>A Governor asked what support would be provided in order for children who had not passed the phonics screen to achieve the required standard</b>. The Head said that the children would continue with the phonics programme in Year 2 and that phonics would be taught discretely from Reading and Writing in order to ensure clear focus on it.</p> <p><b>A Governor asked whether, in hindsight, any additional measures could have been put in place to further support children's learning</b>. The Head said no, noting a high level of illness in that Year and the fact that the Teacher had been away for 2.5 weeks at a crucial time. The school was committed to clearer targeting of support for future cohorts, with a focus on ensuring that lower attainers were taught by a Teacher rather than a Teaching Assistant (TA).</p>	

6.5	<p>Teaching cover – <b>A Governor asked how the school minimised the detrimental impacts of Teachers’ absence on children’s learning.</b> The Head advised that a Teacher had continued to do planning while absent through sickness and that the coincidental absence of three staff members at the same time had been unforeseen and unavoidable. The small size of the school meant that options for in-house cover had been limited and that the two part time Teachers had been unable to cover additional hours. The Head had covered a class for three days. Governors understood that, to cover short absences by Teachers, the use of TAs who knew the children was preferable to the use of external supply staff. The Chair highlighted the school’s preference for setting aside contingency funds for supply cover rather than purchasing insurance cover. Governors noted the need to ensure sufficient funds were set aside for this purpose.</p>	
6.6	<p>Early Years Foundation Stage (EYFS) – The Head said that the key issue for future focus was Writing.</p>	
6.7	<p>Progress tracking – <b>A Governor asked how the school could track progress as children moved between old and new assessment systems.</b> The Head said that progress would be tracked back to Key Stage 1, using the government’s conversion system.</p>	
6.8	<p>In-year assessment – With reference to end of term 6 data for Year 3, the Head reported that assessments by a former Teacher had been deemed unreliable. A year previously, 87% of that cohort had been graded as ‘expected’ in Writing; the figure was now 66%. <b>A Governor asked what the school had done to address the situation.</b> The Head highlighted Team Teaching between Year 3 and 4 staff; the Deputy Headteacher (DHT) cited the provision of extra support with planning; also, the school had used external tests as validation. <b>A Governor asked whether any additional measures could have been implemented to raise attainment for the cohort.</b> The Head advised that all possible measures had been considered in the context of children’s need. Those put in place had had a marked positive impact, albeit not enough to further raise attainment. It would not have been suitable to split the class by bringing in external provision. The DHT advised that the majority of children in the cohort had made five out of a possible six steps progress. The Head noted that time was needed in which to remediate the legacy of historically weak teaching and to instil in pupils a positive new approach to learning.</p> <p><b>A Governor asked whether any other factors had affected children who had made four or fewer steps progress out of the possible six.</b> The Head said that one child had been persistently absent and another had suffered illness. <b>A Governor asked when during the academic year the school had first recognised a (now-resolved) problem with teaching.</b> The DHT said it had been picked up during term 3 data analysis. <b>A Governor asked whether the school had considered all possible avenues for addressing the issue.</b> The Head confirmed that it had. <b>A Governor asked whether it would have been feasible for two Teachers to work together in a classroom.</b> The Head advised that it would not due to disruption to class dynamics and the prohibitively small size of the classroom. <b>A Governor asked how the school would support the cohort going forward.</b> The Head and DHT said there would be a consistent staff approach to behaviour for learning and work would be undertaken to improve children’s concentration.</p> <p><b>Action: The Head to report on current Year 3 progress at the term 2 FGB meeting.</b></p>	Head
7	<p><b>School Plan and SEF</b></p> <p>The Chair reported on the meeting of the School Plan Working Group and explained the new format for the School Plan document i.e. inclusion of information from monitoring visits, rather than having separate reports. It was agreed to retain designated monitoring pairs for each Ofsted criteria. Visits would take place after the key milestone dates to enable monitoring of progress against targets. Planning for the visits would be done at an informal meeting to be held in September. Governors reviewed and agreed the draft School Plan priorities (summary sheet filed with minutes) which linked with the SEF, subject to specification within priority 1 of a statement regarding the management of the school hall project.</p> <p><i>At 8.30pm Iona Bell left the meeting.</i></p> <p><b>Action: The Head to update the School Plan Priority 1 descriptor to include reference to management of the school hall building project.</b></p> <p><i>At 9.10pm Claire Crome left the meeting.</i></p>	Head
8	<p><b>Policies</b></p> <p>Governors approved the Teaching and Learning Policy and the Drug and Substance Misuse</p>	

	Policy.	
9	<b>Monitoring and reporting</b> Covered above.	
10	<b>Governor visit reports</b> <b>Action: Monitoring reports to be circulated as follows: Quality of provision (IB &amp; CS); Assessment (JM &amp; JN); Attainment (S Hughes &amp; SS).</b>	IB/CS; JM/JN; S.Hu/ S.Hi
11	<b>Child protection and safeguarding</b> The Head presented the Annual Safeguarding Report (copy filed with minutes). The Vice Chair had monitored to ensure that correct procedures were being used for referrals. <b>Action: The Chair and the Vice Chair to book to attend safeguarding training once further dates were available via CPD online.</b>	Chair & CS
12	<b>Finance</b> The budget had been submitted to the local authority.	
13	<b>Health &amp; safety and premises</b> The Head reported that the new fire alarm system was operational. <b>Action: Steve Hill and Stewart Speake to circulate the health and safety monitoring report.</b>	S.Hi & SS
14	<b>School trip</b> No report available as Steve Hill was absent.	
15	<b>Chair's report</b> The Chair said that the School Improvement Adviser's (SIA's) recent visit had been very positive. The SIA would return on 27 September 2016 to conduct an Ofsted-style review, to be attended by the Chair and the Vice Chair.	
16	<b>Any other urgent business</b> <b>Action: The Vice Chair and Iona Bell to provide pen portraits to Steve Hughes. Steve Hill to provide a photo.</b>	CS, IB S.Hi
17	<b>Confidentiality</b> Items 5.2 (part) and 5.4 were deemed to be confidential; see Part 2 Confidential Minutes. <i>At 9.15pm John Macnab left the meeting.</i>	
18	<b>Meeting date</b> 8 September 2016 at 7pm – Pre-meeting for all Governors; hosted by the Chair. 29 September 2016 at 7pm – FGB meeting.	

*The meeting closed at 9.25pm.*

Signed (Chair) \_\_\_\_\_

Date \_\_\_\_\_

### Action Summary

i.	Arrange Parent Governor election. .	Head	23-09-16
ii.	Complete online DBS form and provide ID documents to school office.	S.Hu & S.Hi	22-07-16
iii.	Provide ID documentation to school office.	IB	22-07-16

iv.	Recirculate Prevent training link; remaining Governors to complete.	Head & Govs	01-09-16
v.	Circulate an email reminder regarding DBS checks and Prevent.	Clerk	w/c 11-07-16
vi.	Obtain Redrow contact details; Chair to request early receipt of grant.	S.Hu & Chair	
vii.	Report on current Year 3 progress at the term 2 FGB meeting.	Head	
viii.	Update School Plan Priority 1 descriptor to reference hall project.	Head	
ix.	Circulate monitoring reports: Quality of provision (IB & CS); Assessment (JM & JN); Attainment (S Hughes & SS).	IB/CS; JM/JN; S.Hu/S.Hi	
x.	Book to attend safeguarding training via CPD online.	Chair & CS	
xi.	Circulate health and safety monitoring report.	S.Hi & SS	
xii.	Vice Chair and Iona Bell to provide pen portraits to Steve Hughes. Steve Hill to provide a photo.	CS & IB; S.Hi	

Approved