



## RIVERSIDE PRIMARY SCHOOL LOCAL GOVERNING BOARD (LGB)

### Minutes of the meeting held on Monday 9<sup>th</sup> December 2019 at 6.30pm

**Present:** Mrs Carolyn Walker (Chair), Mr Ian Yapp (Headteacher), Miss Alison Woodward, Prof Andrew Warnes, Mr Ian Butler

**In attendance:** Mr Iain Tessier (Clerk, Governance Advisor)  
Jen McCombe (MFL Lead)

#### 1.0 Curriculum Presentation – MFL

Mrs McCombe (JM) was invited to make a presentation to governors.

1.1 JM began by talking about the MAT curriculum development initiative in this area. The initiative extended to all the Foundation subjects. One of the aims was to develop and then follow a progression framework document, which would outline what skills and knowledge children should have acquired by the end of each year group. This was about developing a consistent offer for pupils across all schools in the Trust. In terms of MFL, this was a good opportunity for the schools to build upon previously successful networking that had been going on for years.

1.2 The scope of the framework would extend from EYFS to end of KS3. Whilst wanting to create a framework that granted each school certain freedoms, it was seen as vital that aspects of the learning covered the National Curriculum requirements. For MFL there were distinct areas to cover: speaking, listening, reading, writing, grammar and culture. The working group had been focussing on the intent (the 'what'), not the implementation (the 'how'). However, over time, the intention was to support schools by looking at some underlying principles when it came to content.

1.3 JM was particularly keen to look at how to better measure progress and implement meaningful interventions. JM was also wanting to make some time to actually check that languages were being taught in the school and not side-lined. In EYFS, it was important to highlight the importance of learning languages and making it fun. This was the way to generate and maintain interest as pupils got older and moved on to secondary school. The Headteacher added that the curriculum development days had been really positive and that staff were genuinely excited about looking at what was possible.

Comments and questions were invited.

1.4 When would LGBs see the full framework being actioned across the MAT? The Headteacher and JM spoke about the timeline, which included necessary quality assurance. The schools needed to be delivering on this from September. In reality, by that point, it was likely that the majority of the framework would be on the ground but some elements, such as further guidance on contents etc, would follow shortly afterwards.

1.5 Would the roll out include dedicated support time for staff through training days? This was a good question. The Headteacher envisaged additional staff meetings, as there would not be time for everything to be covered on training days. This was a big, ambitious exercise. The level of staff training would also depend on how far the schools had to move on from or away from what they were already currently doing. The Headteacher acknowledged the challenge for staff given the various squeezes on staff time.

#### ACTION

1.6 The item ended with a general round table discussion on languages and their importance.

## 2.0 **Welcome, Apologies for Absence and Declarations of Interest**

The Chair welcomed all to the meeting.

2.1 Apologies were received and accepted from Pete Carr, Rick Miles and John O'Callaghan. Charlie Heard was absent. There were no declarations of interest.

## 3.0 **Minutes of the Last Meeting – 9<sup>th</sup> November 2019**

### 3.1 **Resolved:**

Governors agreed that the minutes of the last meeting, held on 9<sup>th</sup> November 2019, were a correct record of that meeting. The Chair was duly authorised to sign the minutes.

## 4.0 **Action Points and Matters Arising (from last meeting)**

4.1	Mr Heard to return his business interest declaration	Not yet received. The annual register had been completed. The Chair to follow up with Mr Heard.
	All governors to confirm they had read the contents of the safeguarding folder	Prof Warnes indicated that he still needed to do this. <i>(Now completed)</i>
	Possibility of incorporating marketing feedback in induction survey	Induction survey on the agenda
	Pupil Premium 3-year strategy statement	Item on the agenda
	Impact from initiatives to address matters raised in Y6 survey	To be reported at the end of Spring Term

## 5.0 **Governor Matters and Board Development**

5.1 Mr Butler had completed complaints training with CYC. This was a quality session and a real eye opener on what governors might face when dealing with challenging complaints. Governors were encouraged to attend this training in the future.

5.2 The Clerk was asked about support with recruitment. The Clerk said that the Trust was taking steps to try to recruit suitable persons and that some quality applications had been received. The Clerk had advised Trustees that the Riverside LGB was in search of a governor to boost capacity. Responding to a query from the Chair, the Clerk acknowledged that everyone was mindful of the need to address gender balance, however, Trustees primary focus was to look at assigning people to LGBs based on the skills and experience they could add to that committee. It had to be noted that the majority of recent applicants had been male.

## 6.0 **Headteacher's Report**

Governors had received the Headteacher's formal autumn term report prior to the meeting. The Headteacher was invited to highlight certain matters.

6.1 The summary SEF had a separate item on the agenda. With regards the summary SDP, the Headteacher said that a full update on progress to date would be delivered at the Spring 1 meeting. RAG rating was currently in progress.

6.2 Referring to attendance figures, the school was in a slightly better position in terms of absence rates. A full attendance report for Autumn would be delivered to governors in the Spring term. Peak weeks for absence were noted. One Y5 class had been more affected by illness.

6.3 Looking at pupil numbers, the nursery was very full. There were spaces in KS1. Y5 was also effectively full. The school was looking at an intake of 40-45 for September. Consideration would need to be given to overall staffing numbers. The aim was to retain 2FE.

- 6.4 A racist incident was reported. The perpetrator had been educated about their actions and parents had been notified.
- 6.5 A 3-day fixed-term exclusion had been necessary for a pupil guilty of assaulting a member of staff.
- 6.6 A complaint that had the potential to move to stage three had been resolved by the fact that the parents had moved their child to another school.
- 6.7 The school was now above the national average for EHCPs. Further applications were still in progress and numbers were expected to grow further.
- 6.8 The SIC visit had taken place the previous week. A learning walk in KS1 was the priority given the recent data. The findings were in line with expectations. The report would be circulated to the Chair of Governors in due course.

Comments and questions were invited. None were submitted.

## **7.0 Pupil Data**

The IDSR report had been circulated to governors prior to the meeting. It was noted that the EYFS and attendance data was still to be included in the national data.

- 7.1 Statements in bold indicated where a school was in the top or bottom 20% for that data set. Greyed out sentences indicated that a school's position was not statistically significant or significant otherwise. Governors' attention was drawn to the current strengths and weaknesses. There was nothing here that the LGB was not already fully aware of. The Headteacher said that, if the school was inspected tomorrow, he would anticipate the HMI doing a deep dive into reading across the school, along with Writing and teaching and learning generally in KS1. They would also likely have an interest in Y2 Maths as this cohort had been strong in EYFS and inspectors would want to know that the school was providing sufficient challenge etc.
- 7.2 The Headteacher went on to talk about the pro-active steps the school and its leadership could take in responding to the data ahead of any inspection. Currently, catch-up in Y3 was very promising but how would the school evidence progress if HMI did not take into consideration internal data. The books would be vitally important. There was an improving trend in Writing and Maths in KS2 but this was not showing as 'significant' in the IDSR. This had to be flagged. Contextually, the data did not reflect the fact that the school had, in recent times, seen higher intakes of FSM, PP, SEND incl. EHCP and LAC children. The school needed to be able to articulate about the change in demographics without it coming across as an excuse. Given what governors had heard earlier in the meeting, the leadership also had a job to do in terms of outlining the curriculum development work and the impact this was having.
- 7.3 The Headteacher concluded by giving a stark assessment. The school's KS1 data had to show as better in summer 2020 otherwise a three-year negative trend would have developed and this would leave the school open challenge about being RI.

## **8.0 Assessment Cycle**

Various assessment data and commentary for the autumn term had been circulated prior to the meeting.

- 8.1 The Headteacher said that staff were actively using data to inform teaching. The data was both more positive and more robust under the new systems. 'No more marking' was going well. There had been some technical challenges to overcome but it was envisaged that things would become easier as the year progressed. The assessment calendar was highlighted.
- 8.2 With regards the further reports circulated, Y2 targets were considered realistic and based on prior attainment (Reading 89%, Writing 80%, Maths 82%, RWM 81%). Achieving FFT50 was a bare minimum. Targets were aimed at achieving FFT 20 or better. Y6 targets were also considered aspirational but achievable and designed to ensure the school was in FFT 20.

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- 8.3 The assessment evaluation for the autumn term was drawn from the teacher assessments and the standardised tests. The English Lead had been through the English results in detail with Mr Butler and the Headteacher had done the same with Maths results alongside Mr Miles. Some interesting patterns in the Maths data had been investigated. Y3 Writing progress was strong. Link governors were encouraged to follow up on these results during their next visits.
- 8.4 Did parents need to meet the school 'half way' as it were when it came to supporting their child's progress? The Headteacher agreed with the sentiment, of course parental involvement in learning was a good thing. However, in terms of KS1 for example, the school had to recognise that it probably hadn't given enough guidance to parents and the issues around quality of teaching meant that they couldn't push that line of attack. What would help was a thorough commitment to investing in the quality of teaching in reading. It was noted that nationally there was every indication that fewer parents read to their children and this needed to be addressed. A general discussion followed.
- 8.5 Referring to his link visit for English, Mr Butler talked about a positive book scrutiny, checking that the focus areas in Writing were coming through. In KS2, there had been some outstanding examples. There were still some areas for development and teachers were picking up on this. The Headteacher confirmed that SLT was following up on and prioritising feedback to staff. It was made clear in recent staff meetings that SLT could not wait until Spring to tackle weak teaching – it would be addressed immediately.

## **9.0 Pupil Premium Statement – 3 Year Strategy**

- 9.1 SLT had used the DfEs recommended template for the three-year strategy report. Light touch monitoring would still occur on a yearly basis and, in terms of progress in this area, there would still be annual expectations. Priorities and actions had been identified. Projected spend therein was also outlined. Targeted support for specific groups or individuals would continue.
- 9.2 A whole school review of PSHE was underway. Strategies and staff CPD to support pupils with SEMH are being further developed. Recent training on Thrive had been well worth it from an impact perspective. Ensuring all needs were understood was the key to making greater strides. The school wanted to have aspirations for all children and targeted academic support for the more vulnerable would underpin this.

### **Resolved:**

Governors approved the 3-year PP strategy as outlined.

## **10.0 Summary SEF**

- 10.1 An interim revision against the new framework had been compiled in the summer. This had been looked at again on the back of the 2019 data and the autumn term position. There was to be an inspection briefing at Trust level for leaders, this would likely inform how to take SEFs forward generally. Would a summary SEF become the accepted norm? Inspectors would no longer look at SEF on day-one, thus one had to assess what impact a well prepared SEF would have on securing a good judgement. If it supported the initial 90 minute phone call with HMI then great. Otherwise, one had to prioritise. Governors felt a SEF was still necessary, even if only for their benefit, however, they were happy for its format to be addressed by SLT.

## **11.0 Site Update**

- 11.1 Mr O'Callaghan had supported a site evaluation. The annual records check report had been circulated. Recommended actions had been identified. There were very few H&S issues to deal with. Indeed, one item was for NYCC to address.
- 11.2 The premises development plan had been updated to show items that had been actioned since September (highlighted in green).

**12.0 Prioritised Spending Plan**

12.1 Item moved to January meeting as Headteacher awaiting monitoring report and visit from MAT COO to look at spending options.

**13.0 Staffing Update**

A staffing report had been circulated.

13.1 One staff member's phased return had been planned in. One staff member was returning to work following surgery.

13.2 The Headteacher had put forward a proposal to have AW out of class from the Spring Term onwards to the MAT. The school needed a full-time non-contact deputy head. The rationale and narrative were conveyed to governors. MAT clearance had been granted. Governors supported the move. Governors directed the Headteacher to ensure that AW had the dedicated space and resources to do the job properly. The Headteacher took on board points raised and would work up solutions to some of the issues.

13.3 The HLTA who was providing PPA cover in KS1 had resigned. The Headteacher was conscious that the school find a solution that did not compromise KS1 provision. There were some good cover options but they would have impact elsewhere in the school. Further evaluation was needed.

**14.0 Safeguarding Update**

14.1 There had been a further referral to social care. The school was described as 'busy' in this area, hence part of the need to create leadership capacity.

**15.0 Policy Review**

15.1 The updated policy tracker had been circulated.

**15.2 Resolved:**

Governors approved the following policies:

- Assessment (amended to reflect new assessment regime and cycle).
- NQT (induction) (from NYCC model).
- Exclusions (new statutory requirement. The Headteacher and Clerk explained the rationale for this. Policy confirmed to statutory guidance on exclusions)

**16.0 Washing Line**

Latest iteration circulated.

16.1 Impact measures had been evaluated and would be sent to governors.

16.2 The Governors' monitoring plan now based on the York Education/School Bus advisory model. Governors were reminded to attend to their monitoring responsibilities.

**17.0 Induction Survey**

17.1 The live data was shown on the screen to governors. Disappointingly, there had been only 22 respondents. All methods had been tried to boost returns. Those that had responded had done so positively. AW took governors through the outcomes.

**18.0 Governor Link Reports**

18.1 Governors had received reports on Maths, Literacy and Pupil Premium. No items were highlighted from the reports and there were no comments or questions.

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**19.0 Any Other Urgent Business**

None.

*The meeting closed at 8.40pm*

**Actions from the Meeting:**

<b>What / Who</b>	<b>When</b>
CW to circulate SIC Report	When ready
Impact measures in Washing Line to be circulated (IY)	ASAP
Attend to monitoring visits (ALL)	Ongoing