

**Riverside Community Primary School
Governors Meeting 3 February 2014 6.30 p.m**

Present I. Butler, D. Hastie, S. Needham, M.Copley, I. Yapp, C. Heard, J. Rodwell, C. Wyatt, N. Brown, M. Dunkerley, A. Lee, P. Carr, A. Woodward(Ass Gov) , J. Haslam, C. Rose,.

Minute No.		Action
1/14	<p>Apologies: S. Borradaile, P. Elmy Agreed and accepted</p>	
2/14	<p>Invitation to Declare Financial Interest No req'd as four year term not expired.</p>	
03/14	<p>Confidentiality Agenda Items None</p>	
04/14	<p>Minutes of Previous Meeting (7/10/13) The minutes were a true record of the meeting and were duly signed , but the date needed changing in the heading.</p>	
05/14	<p>Matters arising. Knaresborough partnership. Not a viable otion.</p>	
06/14	<p>Notification of any other urgent business None</p>	
07/14	<p>Date and Time of next meeting Monday 19/5/14 @ 6.30.p.m</p>	
08/14	<p>Headteachers Report As read and presented Update on staffing changes Notification of strike action likely to be before Easter Discussed forecast for school in September Work on making sure nursery is full Attendance in autumn term saw substantial change – very few holiday applications. Attendance at annual parents evening was low “Learning walk” with Shan Brough-Jones in March School development plan cycle starts again – designed around outstanding at end of next three-year plan Free school meals for 5-7 year-olds. 250-300 meals a day instead of 125-150. Probably start high and will taper. Might peak at 350, taper at 250.</p>	
09/14	<p>Alliance Various joint working in the past – Tadcaster primaries and Sherburn schools – eg, Olympic torch, able writers, etc. Tadcaster learning partnership – schools that feed into Tad Grammar, Tockwith, Long Marsden – maths work, enterprise – but mainly TGS agenda. Year ago, Tad and Sherburn cluster looking at better way of modelling. Trust status? Eg, Brigshaw Trust. Co-operative Trust presentation, which looked good. Trusts = Riverside and other schools would be full partners, but not church schools/academies. Therefore looking at other models – Riverside more interested. Other schools</p>	

	<p>more interested – TGS, Tockwith, York feeders. Aims – continuum for children, capacity (esp. for small schools), better outcomes for children (staff skills, training) List of activities – reality of what it might look like Sharing rather than bringing in external help. Eg, skills, resources, problems, moderation, etc Economies of scale, eg, use of pupil premium, for schools with small numbers. Eliminate vulnerability What about NYCC? Move from top-down to school-sector led. NYCC is good at reacting but not predicting. Come up with a three-prong strategy – nurturing school groups, geographic commissioning groups (fund holding, but school led) and an expanded education partnership in the middle (strategic data, but sector-led, rather than LA officers). Alliance report suggests</p> <ul style="list-style-type: none"> • Collaborative planning • Sharing and analysing data • Professional development • Commissioning services • Frameworks for quality and accountability <p>Challenges</p> <ul style="list-style-type: none"> • Involving everyone v bureaucracy • Management costs v value for money • Alliance v autonomy • Collective identity v individual identity • Competition v co-operation • Security of status v making a difference • Partnership rather than a trust <p>But important to buy in to it. Agree in principle, then lan to negotiate details. Decide not to and lan will stop going to meeting. Does it have to be 16? Need two high schools to have challenge for high schools. Bring high schools and you will bring their primaries. Therefore 16 or so schools. Why not an informal structure? May not have leverage. Alliance manager? Manager or academic. Feeling it might need to be an academic. Head teacher? Similar model for sectors, where head teacher is freed for one day a week. Different agendas... Working closely with some but not others. Not every strategy for all schools. Challenge v autonomy. Two sub-clusters? Two groups of 8, but then could be TGS being domineering. TGS have said that they don't want to be. Two camps... Evolve so that things work naturally – may be separate, may be combined. Accountability remains individual rather than corporate. Board. How would it be created? Separate to agreement in principle is agreement in detail. Why are headteachers and governors on the same layer of the organisation chart but not communicating with each other? Decision – are you happy that as a school we move towards the feasibility of a school alliance? Agreement in principle. Headteacher time. One day/one day a week – how is the time created? And make sure that it's the right person,</p>	
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	<p>rather than the available person. Governor time. Additional time. Again, don't just want someone who is available. Want the right person. Board – to be in governance, do you have to be a governor? Next step – draft an email stating our position and queries. Off to alliance as soon as possible. Aim is to get it started in April. John O'Callaghan – Concern is about locking us into firm structure. But don't need governors there. As this develops, shape may change. Worth commissioning someone to develop the structure further. Maybe looking at probing data across 16 schools. Lot of headteacher time Specific priorities/quick wins. Visiting other schools. Challenge partners. Looking at data of others helps to criticise. Head teachers to create six-month/12-month targets that can build confidence. Three people for four days to achieve early goals. Will now become standing agenda item.</p> <p>10/14 School strapline We learn to live and we live to learn.</p> <p>11/14 Code of Conduct & Guidelines Parents and carers behaviour policy Need a consultation in place. A month for parents to respond. Then publish the policy. Staff have their own policy. Non-parents can be excluded at all times. Also agreed for clubs using the site. There for when you need to use it. Go ahead with consultation.</p> <p>12/14 Parents Survey 42% return is very good. Most issues about homework and pupil progress. Homework – both too much, too little, and inconsistent. Child's progress – improved, but not by much. Don't knows are more frequent in early years (eg, bullying,, homework, responds to concerns, well led and managed) Homework concern grows in Key Stage 2 Progress concern grows in Key Stage 1 and 2</p> <p>13/14 Learning Mentor Update Presented report. Anyone who's had any support from Caroline has positive things to say.</p> <p>14/14 AOB Staffing – Pay progression. UPS1 went through process to get to UPS2. Ratify process to go to UPS2. OK.</p> <p>Meeting closed @ 8.40 p.m.</p> <p>SignedDate.....</p>	