



Upper Nidderdale Primary Federation

Glasshouses Community Primary School  
St Cuthbert's CE Primary School

Minutes of the Meeting of the Governing Board

Wednesday 18 September 2024 at 6.00pm at St Cuthbert's CE Primary School

### **Governing Body Core Functions**

**Ensure the vision, ethos and strategic direction of the school is clearly defined**

**Ensure the Headteacher performs her responsibilities for the educational performance of the school**

**Ensure the sound, proper and effective use of the school's financial resources**

### **Mission, Vision and Values**

#### **Mission**

To create a school Community who work and learn together to improve and create an aspirational experience and knowledge rich curriculum for our pupils today. It lays out a vision for an educational approach that enables all pupils and adults to be nurtured, thrive and succeed, growing potential and achieving high performance - creating confident and knowledgeable thinkers – **CHAMPS**.

#### **This is achieved through our CHAMPS VISION AND VALUES.**

At Upper Nidderdale Primary Federation, we are 'Busy Being CHAMPS'. This means that when you visit us at our schools, you will see all of our children and staff using our CHAMPS values in everything we do. We know that to be successful in all that we do we need to;

- Be able to **CHOOSE** the right way and take responsibility for our own actions
- Be **HONEST** in everything we do and show compassion for others
- Be able to develop our talents and talents to **ACHIEVE** our very best in everything we do
- Be respectful to everyone and show excellent **MANNERS**
- Be courageous when faced with challenges and **PERSEVERE** when situations are difficult and shows courage when they are challenged
- Be able to keep our self and other **SAFE**

This shows the special relationship we have with each other, where as a community, we look after each other and ensure we all act in the **CHAMPS WAY – Koinonia**

**Present:** H Allison, C Caswell, S Edwards, K Harris, Z Jackson, A Neal, J Smail, N Thornber & N Wilkinson (Associate Member)

**In Attendance:** A Lumley (Clerk), R Thomas (BL at STC) & J Fearnley (CAPSO)

**Meeting opened at: 6.00pm**

<b>Number</b>	<b>Item</b>	<b>Action</b>
<b>1a</b>	<p><b>Welcome, Introductions and Opening Remarks</b></p> <p>Core Functions:</p> <ul style="list-style-type: none"><li>• Ensure the vision, ethos and strategic direction of the school is clearly defined</li><li>• Support and ensure the Headteacher performs her responsibilities for the educational performance of the school</li><li>• Ensure the sound, proper and effective use of the school’s financial resources</li></ul> <p><b>CofG:</b> Reminder to governors of the core functions. The Chair thanked those for attending.</p> <p>We are setting the strategic direction, and the federation works as the CHAMPS model. These values also work the same for the governing board.</p> <p><b>CofG:</b> Welcome back – reminder to stick to the agenda and subject to be discussed.</p> <p>CPD is looking good – I can see that lots has been taking place.</p> <p>Mission, Vision and Values, and CHAMPS read out as a reminder.</p> <p>The CofG informed the FGB that following his meetings with the EHT there will be a change going forward to how the meetings are run. Once a term, the EHT will submit a written report re: SDP (3 x year). The other meeting will be focussed on the governor feedback and QA.</p> <p>The CofG advised the FGB that there were some 3 min reads on The Key about Ofsted changes. (all governors were sent an activation email for this last year)</p> <p>Governor visits and monitoring will be different and information will be sent out regarding this.</p> <p>Reminder given to FGB to send all monitoring direct to EHT when completed. Not to the Clerk or other staff members.</p>	

2	<p><b>Apologies for absence</b>  G Lewis – apologies given  J Smith – apologies given  Theses apologies were all accepted.</p>	
3	<p><b>Reminder about the essential need for confidentiality and declaration of interests:</b> Pecuniary or non-pecuniary and at appropriate times.  Governors were reminded of the need for confidentiality around discussions during meetings.</p> <p>There were no Business Interests to declare.</p>	
4	<p><b>To identify any confidential items to be excluded from the publicly available minutes.</b>  Will be excluded from public minutes if necessary.</p>	
<b>School Improvement</b>		
7	<p><b>Update of School Improvement and Self Evaluation by Executive Headteacher. To include Safeguarding information.</b></p> <p><u>GH</u>  <b>HT:</b> Gave a report on last years data headlines. The details will be discussed in line with SDP by area leads/ staff and link governors.</p> <p><b>Action:</b> Comparative Data will be added to teams after the meeting.</p> <p>GH comparative data was shown to governors.</p> <p><b>EHT:</b> It is difficult as small schools with lower pupil numbers as one child is a high percentage. When looking at data, this must be taken into account along with the number and % of SEND pupils, children who have joined mid-year etc.</p> <p>Early Learning Goals were discussed as seen on the comparative data sheet. One child did not meet ELG</p> <p><b>Governor question:</b> Have they made any further progress?  <b>NW:</b> There is a baseline for 17 areas of learning, and we measure the progress through each term. This one child had a low baseline and progress has been made in phonics. They have made good progress since summer to now, there is lots of evidence of progress and the Early Years governor will be able to pick that up.</p> <p><b>Governor question:</b> Has that child been tracked on Boxall?  <b>NW:</b> Yes, and we are satisfied.</p>	<b>Clerk</b>

**EHT:** SEMH/SEN tracking will be looked at.

**NT:** Boxall is a tool to measure Emotional, Social and Personal progress.

**EHT:** We have revised the long-term plan for all the Early Years areas and there is a revised baseline assessment.

There is a new EYS staff team,

The Early Years consultant has been appointed by the EHT to work with the federation.

Year 1 phonics – is below national and a decline from last year. 2 out of 6 did not achieve.

Some info in confidential minutes as it would identify the child.

We will continue with Little Wandle. We are part of the English Hub and they have been QA by the DfE.

We are working with Burley Woodhead and a phonics programme.

**Governor question:** Do you find them engaging and effective?

**EHT:** We have not yet started with them.

Any questions?

**Governor questions:** Are actions taking place this year?

**EHT:** Yes, they are, we have interventions in place.

**EHT:** Year 6 data – it is important to remember that Early Years is just as important as Year 6. As year 6 Sats is now a measure of children that have left us.

We have small cohorts (as discussed above)

We are solid with Reading and Writing and are above national. We are above national for SPAG.

We worked with Philip Webb last year and this has had an impact.

Maths – we are below national. Being part of a Maths hub who are advocates of White Rose Maths hasn't helped our federation.

We have appointed a Maths consultant who has had very good results at other schools. We have revised the Maths intent completely and the long-term plans.

All staff were very excited about the Maths after they spent time with the consultant on our training day.

We have completed sessions with each year group and then she will come back. This will be monitored.

**Governor question:** GLD for writing is 43%/20% but in reading we haven't achieved? Why didn't they achieve GD in writing?

**NW:** There was a section that was very hard in the paper. It was a 3-point question summarizing and comparing and this is something that they were not strong on.

**Governor question:** With the Phillip Webb programme did you concentrate on writing rather than reading?

**EHT:** Yes, SPAG was the focus for writing.

**NW:** We completely changed how we taught writing.

**Governor question:** After 3 years of Little Wandle would you have expected improvement? Are you seeing a better progression with Little Wandle?

**EHT:** LWandle is KS1 programme. There have been good results. Interventions are in place to ensure that all children reach a good level.

We will be continuing with Phillip Webb this year.

**Governor comment:** We are using the best English and Maths consultants that there are available at the moment.

**Governor question:** Are you able to track and target for these children?

**EHT:** Yes, we are, the target trackers are very accurate. There can be reasons behind why a child does not reach target.

**Governor question:** Are these numbers what you predicted?

**EHT:** Yes, there are always anomalies due to other background issues with the child/ family situations. A

number of children develop SEMH needs due to traumas which are not accounted for in predictions.

**Governor question:** Are there areas where it has been captured into a development plan?

**EHT:** Children have plans, SEN, SEMH, or individual behaviour plans.

Whilst these children have now moved on to High School we can learn from it. We have revised the long-term plans to ensure opportunities to embed and refine.

**Governor question:** Is it a specific test?

**EHT: Sought clarity around the question.** Yes, it is. We have a QA calendar and set a baseline which is checked 6 weekly every half term. SATs are always conducted on the same date nationally.

We are looking at the trajectory for pupil trends such as boys/girls etc.

#### GH Attendance

**EHT:** J Fearnley and N Wilkinson are part of the attendance team. K Harris (CofG) and I have met with the assistant director of Education and our SIP advisor for the annual meeting and discussed attendance and the Local Authority's input and support.

We have good attendance, and we involve Early Help and other agencies when required.

Glasshouses attendance data was given as per data sheet

**Governor question:** Do we expect this to change with the new mandate for attendance?

**EHT:** We do have good attendance. There is a drive nationally to improve attendance and this has not stopped parents sending in requests. There will be an increase in unauthorised absence.

**Governor comment:** It is important to have that nuance in data.

**JF:** Systems are in place and Early Help are there to support. We already have an Early Help referral for attendance.

There were no further questions.

STC

**EHT:** Our Early Years Goals are 38%, Well below GLD last academic year, as well as nationally and locally.

Some info in confidential minutes.

We have a new EYFS staff member and the EHT has appointed an EYFS consultant for the academic year. We have revised subject responsibility for EYFS subjects and revised baseline for Reception to inform planning – SLT quality assurance of baseline.

EYFS is a focus on SDP – key area of QA calendar. ELG planning (and interventions for Y1) to focus on writing and fine motor skills. Phonics intervention for Y1 pupils are led by teacher.

You can see that it is not just about year 6 data/children – we must ensure the impact of Early Years is right.

**Governor question:** What will the Early Years consultant do?

**EHT:** Support the staff (new) and develop the staff knowledge/ provision.

**Governor question:** When they join school do you get information from previous school? Do you reassess baseline?

**EHT:** We always have conversations from other schools and re assess. When children transfer and move schools, they are automatically put in to a vulnerable category.

**Governor question:** If they are below baseline do you put provision in?

**EHT:** Catch-up provision is always put in place and pupil progress meetings take place every 6 weeks. There are reasons why it is 38%.

**Governor question:** When they move in to Year 1 you would expect good progress with the correct provision in place?

**EHT:** Yes, if there are children with SEN needs that will impact academic achievement, the SEN team will devise specific support plans.

Year 1

There has been a decline on previous year.

Some info in confidential minutes.

Year 6

A small cohort of 4 pupils.

**Governor comment:** No child got Greater Depth.

**EHT:** No, but our vulnerable pupils are making good progress. Greater Depth and more able pupils can also be vulnerable.

**Governor question:** Do you see the level of GD low across all year groups.

**EHT:** Fischer Family Trust – some of our groups are predicted GD. There are two pupils that will need interventions. We are comfortable that we have made progress.

The 'Just Under' group was discussed. Phillip Webb has created CPD for this for the UNPF

**Governor question:** Currently with a small number of children reaching GD, are you secure that the quality of teaching is good enough for all pupils?

**EHT:** Yes. We have revised the intents. It is challenging for teaching staff in small schools with 3-year group classes. The skills required of mainstream teachers have changed with the increase of SEND pupils in mainstream schools. The EHT has met with the C&I SEN team at NYCC re: CPD for staff.

The changes that have been needed have been implemented.

STC Attendance

We have the same systems, strategy and policy. We are below national and have persistent high absence which can be seen on the data sheet. Parents are taking children out regardless of us making parents aware of the consequences.

**Governor comment:** There is a higher level of deprivation at STC. This could be a likely cause of taking holidays in school time.

**EHT:** Children that have higher persistent absence due to holidays has had an impact on education.

Actions can be seen on the data sheet.



	<p><b>EHT:</b> The new data will drill down into the background information. This data has been affected by a few children. We also have pupils on part time timetables.</p> <p><b>Governor question:</b> How do the LA respond to the data? Do they come back to you for the details?</p> <p><b>EHT:</b> Yes, they do. If it was deemed necessary they would allocate an advisor to help. We do our own 1<sup>st</sup> month checks on attendance.</p> <p><b>Governor question:</b> Are you able to compare to local schools, North Yorkshire as well as national?</p> <p><b>EHT:</b> Yes. This is on the shared data.</p> <p><b>Governor question:</b> Do North Yorkshire give the data for NY?</p> <p><b>EHT:</b> Yes, we need to compare against National figures.</p> <p><b>Governor question:</b> We have discussed the enforcement officer – does a PACE referral work?</p> <p><b>EHT:</b> They go to panel but wasn't effective in change.</p> <p><b>CofG:</b> There have been some good questions – thank you.</p> <p><b>Action:</b> The calendar dates for governor monitoring will be uploaded on to teams.</p> <p><u>Positive Regard</u> Ten schools in the LA have been chosen are our schools are part of the program.</p> <p>It is through the Wellspring Academy Trust. Reports indicate that we have positive systems and approaches that are effective.</p> <p>Some information in confidential minutes.</p> <p><b>Action:</b> The SDP will be uploaded to teams.</p> <p><b>CofG:</b> Thank you – this has been very comprehensive.</p>	<p><b>HT/Clerk</b></p> <p><b>HT</b></p>
<b>Standing Items</b>		
<p><b>18</b></p>	<p><b>What impact have we had today on the achievement of pupils in our school? Ethos/Vision/Rights Respecting?</b></p>	

	<p>Not taking data at full value – curiosity around what the numbers mean and what is needed to make it better.</p> <p>Seeing if we can do something different.</p> <p>It was agreed that the value of this meeting has worked really well and underpins the commitment to SEN and our SEN children.</p> <p><b>GOV:</b> Are parents, children’s views sought?</p> <p><b>EHT:</b> The QA and MER (Monitoring &amp; Evaluation) is planned. Stakeholder questionnaires will go out at a particular time. We need to ensure that this is used for SDP, not as a mechanism for parents to air their own personal issues.</p>	
<b>19</b>	<p><b>Close of Meeting: 7:30pm</b></p> <p><b>Next meeting 16 October 2024</b></p>	
<b>Summary of Actions</b>		
<b>7</b>	<b>Action:</b> Comparative Data will be added to teams after the meeting	<b>Clerk</b>
	<b>Action:</b> The calendar dates for governor monitoring will be uploaded on to teams	<b>HT/Clerk</b>
	<b>Action:</b> The SDP/SEF will be uploaded to teams	<b>HT</b>

Appendix 1

STC -

The year 6 data was a real success story. The individual children, whilst not achieving GDS in writing, were working at GDS in other areas and made huge progress against their targets and starting points in year 6.

The standardised scores for each pupil were high.

Maths at also saw an upward trajectory.