



Governing Body Agenda

Cononley Primary School: Meeting of the Full Governing Body

Date and Time:	11 July 2023 (6:00 pm):	In School
Present:	Mrs Harriet Brewer Mrs Julie Cawood Mrs Catherine Dresser Mrs Jaki Fraser Mrs Katie Mason (CHAIR) Mrs Catherine Pickles Mrs Rachel Price-Waite (V-CHAIR) Dr Richard Wheelhouse	(Parent Governor) <i>left at 8.13pm</i> (Co-opted Governor) (Co-opted Governor) (Staff Governor) (Co-opted Governor) (Headteacher) (Parent Governor) (LA Governor)
Clerk:	Ms Sarah Williamson	(NYCC Clerking Service)

A	Procedural
58/22	Welcome The Chair welcomed governors to the meeting.
59/22	Apologies Governors consented to apologies for absence received in advance from Mrs Breare (Co-opted Governor). Mr Müller (Co-opted Governor) was absent. The meeting was quorate.
60/22	Declarations of Interest None
61/22	Any Other Urgent Business None
62/22	Confidential Items None
63/22	Minutes of the last meeting The minutes of the meeting of the Governing Body held on 21 March 2023 were circulated to all governors in advance of the meeting. Mrs Price-Waite proposed, and Mrs Dresser seconded they be approved as an accurate record. Governors agreed and the Chair duly signed a copy to be filed in school. A copy will be posted on the school's website. ACTION Clerk and Headteacher
64/22	Matters arising from the Minutes of the last meeting <ol style="list-style-type: none"> (46/22) Contact with LA re: reparation for outstanding EHCP funding Further information should have been received by 23 May but there is a significant backlog in processing applications. (55/22) Subject overviews circulated to all governors Governors confirmed they have been received.



Governing Body Agenda

65/22	<p>Minutes from Committee Meetings held since 06 December 2022</p> <p>a) Resources Committee (16 May 2023)</p> <p>A copy of the minutes were circulated with papers for the meeting. Mrs Price-Waite summarised key points from the meeting. Governors noted:</p> <ul style="list-style-type: none"> The budget is not in a strong position. The most significant impact on costs is the cost of provision for High Needs children. The cost of the SENCO consultancy is a significant impact. <p>What is the cost of the consultancy? £8k; however, governors believe there is insufficient capacity for this role to be filled within school. A member of staff would have to be trained. The cost of consultancy is therefore good value for money.</p> <p>What is the EHCP funding likely to be? Two are likely to be apx £4k; however, this is unlikely to be sufficient for one child. The EHCP may be put back for review when it is received. Governors noted the cost for 1:1 provision is not matched by funding. The HT and Chair have been invited to a finance meeting with NYC because of the projected deficit in Year 3. The draft budget was late being drawn up and £13.5k was sitting in an energy saving grant of which the board was unaware. <p>Governors agreed further discussion of this item is recorded in a separate confidential minute not available for public inspection.</p> <ul style="list-style-type: none"> The Bursar has set up the School Administrator so that budget monitoring can be kept up to date. The only way to reduce expenditure would be to reduce support staff; however, all support staff are deployed to work 1:1; without them it would not be possible to meet the needs of children currently in school. <p>Is there any further information around the cost of cover, supply and agency staffing, which rose to £67k? The HT explained what is in place to try to reduce these costs next year. An HLTA is being employed who will be able to support cover arrangements. Some staff will also be directly employed to provide cover to save agency fees, which are high.</p> Fundraising: Mrs Cawood has produced an action plan for fund raising, including contacting local businesses and grant sources etc. <p>How much is left in the energy funding grant post expenditure on replacement fire doors to improve insulation? £5.5k.</p> <p>What is the school's priority? IT spending.</p> <p>Are you using SP funding? Yes, for iPads for filming sporting activities. There will be nothing left of SP grant.</p> <ul style="list-style-type: none"> Updated quotations for work on the mezzanine floor are to be obtained by the School Administrator. ACTION: Headteacher Friends of Cononley School (FOCS) are funding £2k towards new books. Governors agreed to explore gift aid on donations by parents. </p>
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Governing Body Agenda

	<p>What is the balance of outstanding contributions towards school trips? Approximately £300 but the HT will check. Governors suggested putting together a longer-term payment system for the Y6 residential trip, starting earlier to help parents spread costs. ACTION: Headteacher</p> <p>b) Standards & Achievement Committee (27 June 2023) Mrs Mason summarised key points from the meeting:</p> <ul style="list-style-type: none"> • The focus was on SEN provision. • There is significant impact of the phonics scheme on reading and phonics results. • Action points from the OFSTED report have all been addressed. • Governors have received many external advisor reports to assure them of the progress that has been made. The content of these reports has been upheld by test results.
B	School Improvement
66/22	<p>Headteacher's Report to include SEF: Copies of the reports were circulated in advance of the meeting.</p> <p>a) Update on pupil numbers, school context and attendance For attendance, please see discussion at 68/22e below.</p> <p>b) Behaviour report An action plan has been completed for each term showing how any behavioural matters have been addressed. Governors noted football has been banned for the last 2 weeks of term because of behaviour whilst playing.</p> <p>Was there any feedback in the parent survey linked to behaviour? Governors discussed responses regarding bullying behaviour. Governors agreed a similar question regarding bullying should be asked of children for comparison. Governors noted outcomes in the parent survey do not match the children's responses in the <i>Growing Up In North Yorkshire Survey</i> (GINY): 86% of children responded they had never been bullied in or near school. ACTION: Headteacher</p> <p>c) Personal Development Governors noted the monitoring report of the LA Advisor. The school has adopted the <i>Kapow</i> scheme of work (SoW). It now needs to be cut down and tailored to the school's context. The PSHE Advisor has helped to adapt the SoW in response to the GINY survey so the PSHE curriculum is contextualised for the school.</p> <p>Are children responding differently to the new scheme? Not particularly. The RSE curriculum went to parent consultation. There were 2 responses. Some parents attended the meeting.</p> <p>The personal development report has been updated to show what pupils have done that supports health, wellbeing and personal development. A governor suggested parents should be made aware of all the school does to support personal development.</p> <p>d) SEF, including Quality of Education, Leadership & Management, & EYFS</p>



Governing Body Agenda

	<p>A copy of the updated SEF was circulated in advance of the meeting. Governors noted all the completed actions. All strengths were updated in April. Evidence is included as an embedded link within the SEF.</p> <p>Governors noted the progress this term and the associated monitoring and training that has taken place. This is identified in the report in green.</p> <p>How do we know how the provision for SEN has improved? SLs have monitored it, using a standardised monitoring proforma, identifying things such as use of assistive technology, scaffolding etc. In addition, the SENCO and LA SENCO Advisor have monitored the Pupil Overview of Provision (POPS), speaking to the children. Everything has been monitored and checked against what the POP says the school should be doing.</p> <p>The Chair asked governors whether they had seen evidence of this during visits? Governors have seen scaffolded work, specific adaptations for children and evidence in books. The HT has also collated a file of evidence of adaptations.</p> <p>Do you use a lower age group book for the White Rose Maths (WRM) scheme? No resources are adapted. Challenge books are used, and there are also deliberate practice exercise books for children who need more practice. Governors noted there will be a renewed focus on Maths next year.</p> <p>Were you able to purchase the specific intervention scheme for Maths discussed at the Standards & Achievement committee? The cost of training a teacher and 5 TAs (£3k) was prohibitive. The school has found an alternative more creative way to implement a fluency programme.</p> <p>Is scaffolding in place for higher achievers? Yes, additional challenge materials. These were discussed in detail at the June Standards & Achievement Committee meeting (see minutes).</p> <p>The SEF outlines what has been achieved but the school knows it must continue to work to sustain these strengths e.g. by keeping all members of staff up to date with latest training. To add greater depth to training and continue to monitor implementation.</p> <p>Do you think the extra work that has gone into SEND provision is sustainable? Yes; there has been a significant investment in reviewing and setting up but provision is now in place.</p> <p>Governors noted the effectiveness of lessons, phonics and SEND:</p> <ul style="list-style-type: none"> • The phonics scheme has been successful and is regularly monitored internally (HT and SL) and externally (by advisors). • There has been a significant amount of working setting up systems for SEND, including an overview of every child in school. Each child is assessed half termly and groups are re-arranged. Children are taken off, or added to, intervention. • There has been significant impact from the training that has taken place. • Monitoring continues to ensure teaching structures are effective and all children are receiving a high-quality education and making the progress they should do. • Lessons have been monitored to ensure the research-based Education Endowment Foundation (EEF) 'Five a Day' principles for teaching effective lessons are being used e.g. scaffolding, use of flexible groups, using ICT etc • Moderation has taken place to assure results. • Learning walks have continued with external partners (with LA and HART).
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Governing Body Agenda

- Improvements have continued e.g. implementation of EEF 5 a day to support all including SEND now routine.
- Staff have moderated with other schools: EYFS (with Lothersdale and Kildwick); Writing Y1-Y6 with Kildwick; Science SL has worked with other schools as part of the Ogden Trust; external LA moderation has taken place – all judgements were agreed.
- Phonics refresher training has taken place for all staff led by the Reading lead.
- SEND monitoring, including pupil voice, has taken place to ensure POPS match provision in the classroom.
- The extra-curricular tracker showing how children with SEND participate fully in all aspects of school life was circulated in advance of the meeting. Governors commented this clearly shows that in most areas, perhaps with the exception of School Council, there is a good balance of pupil participation, and that there is good extra-curricular provision for all children including those with SEND.
- SEND governor completed monitoring with the SENCO and Advisor.

Next steps:

- Training will be revisited for: planning small steps; assessment for learning; and EEF *Five a Day* in September to ensure these strategies continue to be used effectively by staff.
- Phonics monitoring will continue to ensure fidelity to the programme.
- SENCo to continue monitoring progress of SEND compared with non-SEND pupils- Monitoring underway by SENCO and Headteacher and will be completed when all assessment data has been completed for Term 3. Data will be presented to governors at the Autumn Standards & Achievement Committee meeting. **ACTION: Clerk**

Are you satisfied with all that has gone on this year? Yes; staff could not have done any more. Implementation is there which gives time to focus on teaching.

Have you met all OFSTED targets for improvement? Yes – these formed the basis for all areas of focus this year and governors have the evidence both internally and externally of the action taken and its effectiveness.

Are there any other weak links? No, these have all been the school's priorities.

Has anything been sacrificed? Work-life balance has been hard to achieve for staff.

In Standards & Achievement governors discussed provision for the more able. **Do you subscribe to the OFSTED mantra that if it is right for SEND children it is right for everyone?** Yes; it makes things universally accessible. Staff are putting in adjustments routinely, not as an exception. Governors noted the recording of practice, which is now embedded, can be burdensome.

e) (45/22d) Pupil and parent survey summary

Governors considered the summary of comments in the parent survey and noted the positive feedback on how well the HT had handled an issue relating to use of social media that occurred outside school in upper KS2.

Governors agreed parents should be provided with feedback from the survey, thanking those who responded and explaining how the school is responding to any matters raised.

ACTION: Headteacher



Governing Body Agenda

	<p>f) Early Years</p> <p>The Early Years report from the Subject Leader was circulated in advance. Governors noted the significant amount of work that has taken place to ensure provision is going well. All strengths and supporting evidence are listed. All next steps for EYFS prime areas are listed. Governors noted the positive picture presented in the report.</p> <p>How do we know that phonics has been implemented effectively? External monitoring by the Phonics hub, plus findings of HART lesson observations. Staff have worked with teachers from another local school to share best practice. The Early Years Governor has monitored alongside the LA Advisor and outcomes of the Foundation Stage all provide evidence that phonics has been implemented well.</p> <p>Governors noted all Subject Leader monitoring reports are available on the governor section of the website.</p>
67/22	<p>Attainment and Progress</p> <p>a) Data reports for KS1, KS2, Phonics and Multiplication Checks</p> <p>Copies of the data reports discussed in depth at the Standards & Achievement Committee were circulated to all governors. The HT agreed to adjust the commentary to reflect the size of the cohort.</p> <p>b) (47/22f) Analysis of Greater Depth</p> <p>The KS2 SATS data was tabled at the meeting. This included analysis of groups. Governors noted the significant improvement at Greater Depth (GD) in Reading 40% (+15%).</p> <p>Combined Reading, Writing, and Maths is 68% (above the national average of 59%). A child was disapplied for Reading; this may make a difference to the scaled score averages available in October.</p> <p>Are you happy with these outcomes? Yes, they are representative of the children. What will be of further interest is the comparative scores. The children have worked very hard and were not fazed by the difficulty of the tests.</p> <p>c) SEND Report</p> <p>Governors noted the report shows how SEND is being addressed in school in a useful single document. Key areas of need are summarised. The most significant needs in school are Cognition & Learning, followed by Social, Emotional and Mental Health.</p> <p>Governors noted the positive feedback in the SEND link governor monitoring report.</p>
68/22	<p>Safeguarding</p> <p>a) Issues or incidents</p> <p>None to report</p> <p>b) Safeguarding Report</p> <p>Governors noted the very detailed report circulated in advance of the meeting:</p> <ul style="list-style-type: none"> No children are subject to a Child Protection order or Child in Need plan. A small number of children are open to Early Help. The HT gave a summary of categories for cause for concern that have been logged.



Governing Body Agenda

	<ul style="list-style-type: none"> • A new section has been added to the report relating to breaches of online monitoring and filtering systems. The HT explained how the <i>Smoothwall</i> filtering system works. Results are monitored daily by the HT. There have been only 4 instances this term. • One bullying incident has been reported and recorded. The likelihood of online bullying is greater. • 4 instances of sexual harassment behaviour have been recorded this year. The HT explained the nature of the 4 incidents in outline. • One racist incident has been recorded because of behaviour outside school. <p>Governors noted in the last week there has been an increase in some of the statistics relating to a small number of children with highly challenging behaviour.</p> <p>There is a significant waiting list for CAMHS (apx 2.5 years). Increasingly children are having to access private services.</p> <p>Governors asked:</p> <p>What do you class as an 'assault'? A hit/kick with force; targeted aggression.</p> <p>There has been a fixed term exclusion; how long was this for? A half day. Why was it not longer? The HT wanted to see if a short exclusion had impact.</p> <p>Do all the children feel safe, notwithstanding the challenging behaviour? Yes. Are they coping with it? In addition to the question about bullying, the HT will ask children if they feel safe in school. ACTION: Headteacher</p> <p>How do you continue to monitor pupils' well-being? By continuing to do check-ins with children so they have the opportunity to explain how they are feeling. This validates how children are feeling so they do not have to communicate their feelings through behaviour towards other children.</p> <p>Do you use restorative practice? Yes. This gives children an opportunity to see other children's points of view and consider whether their actions made the situation worse or better; it gives an opportunity for reflection. This is part of the co-operative learning strategy. Children are provided with a sentence stem to explain how they feel.</p> <p>c) Single Central Record of Appointments and Safeguarding Training</p> <p>The Chair has quality assured the SCR and safeguarding training records for all staff. The safeguarding bulletin shared with all staff is available in the governor area.</p> <p>How do we know the school is getting safer all the time? Through the Safeguarding Report. The HT creates safeguarding action plans, which include staff training, for each term.</p> <p>d) First Aid</p> <p>Governors noted the detailed First Aid Report and had no further questions.</p> <p>e) Attendance</p> <p>Attendance rates are not back to pre-pandemic levels. There is some persistent absence and unauthorised holidays being taken in term time.</p>
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Governing Body Agenda

	<p>What has been your plan to address this? Governors noted the useful commentary contained in the report. Authorised absence has decreased throughout the year. Persistent absence has decreased, but is still greater than last year.</p> <p>What are the actions for children with persistent absence? The HT shared anonymised data and associated actions with governors. Are these actions resulting in improvement? Yes; most children are absent because they are ill.</p> <p>A concern for the school is lateness which is recorded as unauthorised absence. A small number of children are late, but this is not improving. The school has sent letters home and is using Early Help to support. Governors noted the use of PP to support attendance at Before School Club has been effective.</p>
69/22	<p>Health and Safety / Premises</p> <p>a) Issues or incidents</p> <p>None</p> <p>b) Accessibility</p> <p>Governors have considered accessibility and the necessity of installing a ramp. Governors know the building is accessible to wheelchair users and is compliant. Governors looked at costs for a ramp at the front and are considering this for the future.</p> <p>c) (51/22a) Update on the LA H&S Advisor's visit with consideration of the fire doors</p> <p>The energy saving fire doors have been ordered.</p> <p>d) (51/22c) Confirmation checks on locks on toilet doors is included in the termly premises walk round</p> <p>Checks are included. The lock has not been fixed yet. There is no caretaker at present.</p> <p>e) Condition Data Report from DfE</p> <p>The report was circulated in advance of the meeting. School has received differing advice from the DfE and LA. HT to investigate. ACTION: Headteacher</p> <p>f) Annual H&S report</p> <p>This has been completed and will be circulated. ACTION: Headteacher</p> <p>Governors agreed the report will be an agenda item in September. ACTION: Clerk</p>
70/22	<p>School Policies</p> <p>a) Behaviour policy</p> <p>Governors noted some changes to reporting that must now be included. The report has been brought up to date to ensure it is compliant. Parents have been consulted over the changes to the policy – one comment has been received.</p> <p>Changes include: the school's approach to reasonable force; and a definition of prohibited items, which the HT itemised. Governors agreed ammunition should be added to this list. ACTION: Headteacher</p> <p>Child on Child abuse must also be added to the behaviour policy. It is already included in detail in the antibullying policy and therefore signposted from the behaviour policy.</p>



Governing Body Agenda

	<p>Governors unanimously approved the policy subject to this amendment.</p> <p>b) Other policies</p> <p>Copies of the following policies were circulated in advance of the meeting:</p> <ul style="list-style-type: none"> • EYFS policy • Home Learning policy • Mental Health and Well-being strategy <p>Governors approved all three policies.</p>
C	Other Business
71/22	<p>Governance and Governor Training</p> <p>a) Terms of Office</p> <p>Governors noted terms of office expiring in the next 12 months:</p> <ul style="list-style-type: none"> • Dr Wheelhouse (LA Governor) 9 December 2023 • Mrs Mason (Co-opted Governor) 4 May 2024 <p>The Clerk informed governors that subject to board approval, the LA has written to re-nominate Dr Wheelhouse to serve a second term of office as LA Governor at Cononley School when his current term of office expires.</p> <p>Governors unanimously approved Dr Wheelhouse's re-appointment as LA Governor to 9 December 2027. The Clerk will notify the LA. ACTION: Clerk</p> <p>Governors noted nominations will be required for the roles of Chair and Vice-Chair to be elected at the September FGB meeting.</p> <p>b) Online Safety Updates</p> <p>Governors confirmed they have accessed the Online Safety briefing updates from the Headteacher which are available via the website.</p> <p>c) Prevent training (54/22b)</p> <p>The HT confirmed certificates of updated Prevent training have been received from all governors.</p> <p>d) Governance Health Check</p> <p>A strategic plan for governance will be discussed by the HT and Chair at the termly expectations meeting with the Clerk in September – date to be confirmed. ACTION: Clerk</p> <p>A governor supporting another school with complaints handling, <i>advised all governors should have an auto-reply message on their email accounts stating: This email is not monitored regularly, if this matter is urgent, please contact admin@cononley.n-yorks.sch.uk.</i> ACTION: all governors</p>
72/22	<p>Governor Monitoring Visits</p> <p>Copies of the following reports were circulated with papers for the meeting. The findings were discussed at the Standards & Achievement Committee meeting:</p> <ul style="list-style-type: none"> • Art (Feb 2023) Mrs Cawood • Computing (Feb 2023) Mrs Dresser



Governing Body Agenda

	<ul style="list-style-type: none"> • SEND (Mar 2023) Mrs Brewer • EYFS (April 2023) Mrs Breare • Early Reading & Phonics (Jan 2023) Mrs Breare • Pupil Premium (April 2023) Mrs Dresser • PP Pupil Voice (May 2023) Mrs Dresser
73/22	<p>Any Other Urgent Business</p> <p>A governor enquired how the new School Administrator is settling in. The HT explained an enhanced DBS disclosure is still awaited but it has still been possible for some handover meetings to take place.</p>
74/22	<p>Consideration of the Impact of the meeting on the children at the school</p> <p>Governors:</p> <ul style="list-style-type: none"> • Are assured that all items, particularly those relating to SEND identified in OFSTED report, have been addressed in their entirety and continue to be monitored to ensure the best quality of education is provided for all children and those with SEND and that provision is sustainable. • Noted the impact of this provision has a significant effect on budget. • Are aware of the backlog of processing EHCPs and will fulfil their role to challenge the LA where required. • Discussed data in depth and know areas identified for focus next year. • External advisor (HART alliance & LA) reports have assured governors the school has ensured teachers have been trained appropriately. • Know regular Subject Leader monitoring has taken place and governors have come to school to monitor with staff. • Are aware of the continuous review of curriculum and content and that Subject Leaders are ensuring it is being adapted to meet the needs of children with SEND. Pupil voice on SEND is gathered every term through POPS. • Know different tracking systems are used throughout school to track pupil needs. • Are aware of the level of staff training and that its impact is seen in classroom. • Know Phonics data shows implementation of the new phonics scheme has had impact. • Understand the EYFS curriculum is progressive; throughout the school children are taught well and curriculum meets need. • Are aware of strategies being implemented to improve attendance and lateness. • Know the school's priorities for next year, especially Maths.
75/22	<p>Dates of future FGB meetings</p> <p>A copy of the draft dates will be considered by the HT against the school calendar. Approval will be carried forward to the September meeting: ACTION: Headteacher and Chair</p> <p>Governors agreed the first meeting would take place on Tuesday 19 September at 6.00pm. Mrs Dresser gave apologies for late arrival.</p>
Close	<p>The meeting closed at 8.25 pm. The Chair thanked all governors for their contributions.</p>

APPROVED



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Governing Body Agenda

	SIGNED: DATE: CHAIR
Clerk	Sarah Williamson



Governing Body Agenda

Item	Action	Person	Date
65/22b	Updated quotations for work on the mezzanine floor are to be obtained by the School Administrator.	Headteacher	Sept 2023
65/22b	HT to consider putting together a longer-term payment system for the Y6 residential trip to help parents spread costs.	Headteacher	Sept 2023
66/22b	HT to include a question regarding bullying in a pupil survey for triangulation.	Headteacher	ASAP
66/22e	Parents to be provided with feedback from the recent survey, thanking those who responded and explaining how the school is responding to any matters raised.	Headteacher	Summer 2023
68/22b	HT to also include a question regarding whether pupils feel safe in school in a pupil survey.	Headteacher	ASAP
69/22e	The HT to query the differing advice from the DfE and LA relating to the Condition Data Report from DfE.	Headteacher	Sept 2023
69/22f	DfE Condition Data Report to be circulated and agenda item at next FGB	HT & Clerk	Sept FGB
69/22f	Annual H&S report to be circulated to all governors and to be an agenda item for the next FGB.	HT & Clerk	Sept LGB
70/22a	Ammunition to be added to the list of prohibited items in the Behaviour policy, along with a reference to Child on Child abuse contained in the Antibullying policy.	Headteacher	ASAP
71/22a	Clerk to notify LA of FGB's approval of Dr Wheelhouse's nomination for a second term as LA Governor	Clerk	Complete
71/22a	Governors to consider nominations for the roles of Chair and Vice-Chair to be elected at the September FGB meeting.	Governors	Pre Sept 2023
71/22d	Governors to add <i>an auto-reply message to their school email accounts stating: This email is not monitored regularly, if this matter is urgent, please contact admin@cononley.n-yorks.sch.uk.</i>	Governors	ASAP
71/22d	Termly Expectations meeting to be arranged between HT, Chair and Clerk.	Clerk	Sept 2023