

**Rossett Acre Academy RKL  
Meeting of the Governing Body  
on Monday 5 February 2018: 6.30pm at the School**

**Present:** Jonathan Davies, Ian Foy (Chair), John Riggs, Liz Matykiewicz, Corrine Penhale (Head), Michelle Williams, Tom Williams.

**In Attendance:** Sharon Day (SBM) **First two items only**; Claire Dodgson, Mary Riley, Anna Ingle, Ashleigh Christie, Cath Wilson (SLT) **First three items only** and Susan King (Clerk)

- a. Ensuring clarity of vision, ethos and strategic direction;
  - b. Holding the headteacher to account for the educational performance of the school and its pupils;
  - c. Overseeing the financial performance of the school and making sure its money is well spent.
- Agreed by Governors**

Item No	Minutes	Action
1.	<p><b>Welcome, introductions and apologies</b> Welcome was given to the recently-elected Parent Governor, Tom Williams. The governors and Senior Leadership Team (SLT) introduced themselves to him. Apologies were received from Dave Betts. These were consented to.</p>	
2.	<p><b>Finance Update</b> The Management Accounts Report had been circulated prior to the meeting. Sharon Day, School Business Manager (SBM) reported that it had taken a while to get the data into the new Red Kite system, but now there was a system which was future proofed for all the academy schools. Prior to the new system, the forecast had been for a carry forward figure of £63k; following auditing this figure was now £68k. <b>Q: Is there a projected forecast? A: The school has been hit by a drop in numbers which has affected income. We have been doing some costings today for a new Deputy Head.</b> <b>Q: Do we know what funding we'll get yet? A: Not yet – Rossett Acre is one of the worst funded schools in Harrogate. We have always managed before because of full year groups but it will be more difficult with fewer children. There appears to be a lower birth rate at this side of town, possibly because of the higher price of houses here. For an area like this, our funding is average. There are plans for affordable homes to be built in the area so things may improve.</b> <b>Q: Is there anything we're not doing which we should be to help with this issue. A: We're doing lots of marketing and our results were in the local paper which showed how good our school was performing in comparison with other schools.</b> Sharon left the meeting.</p>	
3.	<p><b>School Development Plan (SDP)</b> Three SDP documents had been circulated prior to the meeting and the SLT presented in detail how the plan was created and the key areas for action to governors to achieve its aim of getting the school from Good to Outstanding: Leadership, Challenge for all, Creative Curriculum/teaching – Good to Outstanding. The Subject Leader visions were created as part of this detailed Action Plan. The following questions from governors and the answers were noted: <b>Q: How do you ensure that the 'lesser' subjects, eg Geography are not forgotten? A: Subject Leaders use data from the tracker and feed it into the Subject Leader Reports so that issues can be identified early and addressed.</b></p>	

	<p>Q: Would a subject such as Geography have the same detailed data as Maths?  A: No. but we do track the subjects and subject leaders write an action plan and report each year for the HT. They also engage in monitoring and have subject leadership time for this.</p> <p>Executive Heads across the MAT are looking at tracking in order to feed back to the Trust. Two meetings have taken place and a proforma has been created. Each primary school is currently completing these. Subject leaders usually have a target in their Performance Management documents related to their subject area. The SLT 360<sup>0</sup> surveys have been undertaken. Feedback from these surveys will be reported to governors in the near future.</p> <p>Q: Is monitoring of Maths progress straightforward? A: Yes, through regular progress meetings where issues are identified and the interventions agreed.</p> <p>Q: Does strategic planning extend across all schools in the MAT? A: We have been proactive in collaborating with the other schools and helping with monitoring and observation and sharing good practice. IT across the MAT is being considered so that economies of scale can be taken advantage of.</p> <p>Q: Is there any more informal interaction with the other schools? A: Yes, we watch each other's school performances.</p> <p>Q: Is there peer to peer interaction? A: Yes, there are collaborative learning groups for specific subject areas across the Alliance which currently meet every term but this may be reduced to twice a year due to time constraints and effectiveness. Collaboration is still in the early stages as a Trust so we're still learning about how to make this benefit.</p> <p>Q: How does competition for pupil places impact collaboration with the nearby schools? A: We're all in the same position so it doesn't really.</p> <p>Gov comment: In a mature MAT, the wealth could be spread, but this MAT is not yet that mature. Hopefully, the fall in numbers is just a blip.</p> <p>Gov comment: We need to aspire to our vision of Outstanding and exude it.</p> <p>There is a very positive message being reiterated and parents are very positive about the school.</p> <p>Q: What percentage of pupils have siblings in school? A: This would need to be looked up but it changes from year to year; some years there are high numbers, some not.</p> <p>Q: What actions are there yet to complete this term? A: A lot of things happened in the first term so this term is more about monitoring through peer to peer observations and sharing ideas. We will be holding Subject Leader mock interviews. We are seeing lots of improvements through the plans being implemented – excellent results, improvements in behaviour and good team working across staff.</p> <p>Q: Is the introduction of the new marking policy changing behaviour? A: Yes; there are a few anomalies but these will be monitored to ensure the policy is adhered to.</p> <p>Q: How often do you find that interventions aren't working so you need to change them? A: We usually get it right but sometimes don't – when this happens there are many options such as precision teaching or pre and post teaching which is bespoke to the child.</p> <p>Q: How has pupil behaviour improved? A: Through a consistent approach from all staff, building relationships with children and early intervention/identification of potential issues in Early Years and sometimes even before the child gets to school.</p> <p>Q: How does the List of Champions differ from a Subject Leader? A: A teacher may have an area of specialism or passion which could support another teacher in their work – it creates a learning community.</p>	
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	<p><b>Q: Is there a reluctance to sign up to the list? A: Only because they are too modest about their areas of expertise!</b></p> <p><b>Q: We need to celebrate what we're good at – could the List of Champions be shared with parents? A: This would be a step too far at the moment.</b></p> <p><b>Q: Is there much opportunity to teach together? A: Sometimes two classes are joined together in certain subjects. It would be a valuable thing to do if we could resource it. Because we're a School Centred Initial Teacher Training (SCITT) school, we get to teach with students and this is also beneficial for both teacher and learner.</b></p> <p><b>Q: Are teachers positive about DOJO (school messaging system) – ie does it impinge out of school hours? A: Each teacher sets their expectations but sometimes it can minimise issue escalation because any issue is nipped in the bud the minute a negative message is received.</b></p> <p><b>Q: Is the messaging one or two-way? A: Mixed, different parents use it in different ways.</b></p> <p><b>SLT teacher comment: As a relatively new member of staff to the school, who came from a nice school, it was a big move for me to join Rossett Acre and I'm so pleased I did. Everyone on the staff works so hard and supports each other. I've been made very welcome. It's a great team and a lovely school.</b></p> <p>The governing body thanked the SLT for their incredible hard work. The SLT left the meeting.</p>	
4.	<p><b>Declarations of interest</b> None raised.</p>	
5.	<p><b>Confidentiality</b> No items were considered necessary to be confidentially minuted.</p>	
6.	<p><b>Urgent business:</b> None raised</p>	
7.	<p><b>Minutes of the meeting on 13 November 2017 including the confidential minutes</b> <b>Approved and signed</b></p>	
8.	<p><b>Matters arising from the previous minutes</b></p> <ul style="list-style-type: none"> <li>• <b>Business Interests:</b> The Clerk had sent the information to the school office for the website. The new Parent Governor had filled in the form and the website information would be updated.</li> <li>• <b>Parent Survey:</b> A written report was being awaited. <b>It was agreed following discussion that Tom Williams would look into the recommended online survey (Google Forms). The key points from the last survey would be included in any circulation with the new survey. These would need to be retrieved from DB. The Head would send the questions from the last survey and find a Trust contact who would provide guidance for the content and compilation of the survey.</b> Discussion took place on tracking electronic communications and perhaps using the broadcast channel for news updates from children. The pros and cons of Facebook were also discussed. It was generally agreed that email was probably the most effective form of communicating school news. <b>It was agreed to look into how other schools used social media effectively. The Vice Chair would send example social media policies she had sourced on The Key website.</b> It was generally agreed that it would be desirable to have an effective way of sharing the good news from school but that the school needed to have a clear objective when formulating any social media policy.</li> <li>• <b>Accident procedures validation with medical experts:</b> The Head confirmed that she had discussed the school procedures with Ruth Watson (first aid trainer) who had been happy with them.</li> </ul>	<p><b>Action DB/TW/ Head</b></p> <p><b>Action Vice Chair</b></p>



	<ul style="list-style-type: none"> <li>A meeting due to take place on 6 February regarding the new building had been cancelled so it was unclear what the most current plans are. <b>It was agreed that the Head would get an update from the Trust.</b></li> <li>Discussion took place regarding the drainage plans for the school field area and the types of track most suitable and within the budget of £30k raised by the PTA. <b>It was agreed that the Head would discuss this with the Trust as it was felt that this money should be spent on improving the outside area because that was the premise on which the fundraising event was held.</b></li> <li>The Head reported that there was still a class in the Children's Centre but that there was a possible external agency for the building. This was with the CEO.</li> </ul>	<p>Action Head</p> <p>Action Head</p>
12.	<p><b>Risk Register</b> The Head reported that this had been updated with the risk regarding GDPR compliance.</p>	
13.	<p><b>MAT Update</b> The Head reported that the MAT are considering possible emotional and social provision. This is currently in discussion and may be named: The nest. Other schools are likely to be joining the MAT soon.</p>	
14.	<p><b>Policies</b> There were no policies to ratify. However, the Intimate Care policy would be sent out by email for ratification by governors in the near future.</p>	
15	<p><b>Governor Training</b> None reported. <b>It was agreed that the Clerk would send details of NYCC training for new governors to Tom Williams that the Head would let him know of any Trust training suitable.</b></p>	<p>Action Clerk/ Head</p>
16.	<p><b>To note any governor correspondence received</b> None received.</p>	
17.	<p><b>Head's Performance Management</b> The Head and Staff Governor left the meeting and the Chair and Vice Chair reported to governors on the recent Performance Management which had been carried out.</p>	
18.	<p><b>Any other business</b> None raised.</p>	
19.	<p><b>Date for next meeting</b> Monday 23 April 2018 at 6.30pm in the school</p>	
	<p>The meeting finished at 9.30pm.</p>	
	<p>Signed:</p> <p>Dated:</p>	