

# Oswald Road Primary School Governing Body Meeting Minutes

**Quorum: 5 - met at this meeting**

**Acting Chair: Ali Ayub (until Item 4)**

**Chair: Richard Price**

**Date of meeting: 24 November 2016**

**Venue: Oswald Road Primary School**

**Approved as a true and accurate record.**

**Name.....**

**Date.....**

**Chair of Committee / Governing Body**

## Attendees

<b>Name</b>	<b>Governor Designation</b>	<b>Term of Office End Date</b>	<b>Present – P Apologies – Ap Absent - A</b>
Richard Price (RP)*	Co-Opted (Chair)	31/03/18	P
Tom Grimshaw (TG)	Co-Opted	14/07/19	P
Joanna Dennis (JD)*	Co-Opted	14/07/19	P
Simon Bentall (SB)	Parent	23/09/18	P
Ellie Russell (ER)	Co-Opted	31/03/18	P
Ali Ayub (AA)	Parent	05/01/20	P
Sheila Newman (SN)	LA	31/08/18	P
Lisa Cameron (LC)	Staff	20/09/20	P
Richard Fletcher	Co-Opted	13/12/19	Ap
Ann Kerrigan	Co-Opted	08/11/19	Ap

<b>Also Present</b>	<b>Role</b>
Jon Beisly	Acting Headteacher
Liam Trippier	Observer – prospective Associate Member
Gerard McCoy	Clerk - AGM Clerking and Administration Service

*\*joined the meeting late.*

## Agenda Items

<b>Item</b>	<b>Apologies</b>
<b>1</b>	Apologies for non-attendance were submitted by Ann Kerrigan and Richard Fletcher.  There were no issues raised with the above apologies and these were accepted by the Governing Body.

It was noted that the Chair was delayed, but would be attending the meeting later; in addition, the Vice Chair was absent. Therefore, it was agreed that Ali Ayub would perform the duties as Acting Chair until the arrival of the substantive Chair.

The Governing Body welcomed Liam Trippier (LT) to the meeting; it was confirmed that LT had been invited as an observer to this meeting, and was considered as a potential member of the Governing Body – see Item 11.

LT provided an overview of his experience to date and his links with the school. It was recognised that he had extensive educational experience and also a child attending the school.

Lisa Cameron (LC) was welcomed to her first Governing Body meeting as an elected Staff Governor – LC provided an overview of her current role at the school and her previous experience. Due to her particular skillset, it was agreed to appoint LC to the T&L Committee.

The members of the Governing Body introduced themselves.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept apology submitted.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – Ali Ayub appointed as Acting Chair until arrival of Chair.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – LC appointed to T&amp;L Committee.</li> </ul>	Governing Body	

<b>Item 2</b>	<b>Declaration of Pecuniary Interests</b>	
There were no declarations of pecuniary interest submitted by Governors.		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>

<b>Item 3</b>	<b>Minutes of the Previous Meetings (21.09.16) and Matters Arising</b>
<p>Minutes of the Meeting – 21.09.16 Governors reviewed the minutes of the previous meeting and it was noted that the document had been circulated in advance.</p> <p>The following amendments / corrections and clarifications were noted in discussion:</p> <p>Page 1: Attendance – Sheila Newman wanted to confirm that although not available to attend the meeting, she fully supported Richard Price in relation to the complaints review and appointment as Chair.</p> <p>Page 12: Item 9 – Pay Committee It was noted that Ellie Russell should not be included in the membership of the Pay Committee, and Richard Fletcher should be included as a member.</p> <p>Page 12: Item 9 – Teaching and Learning (T&amp;L) Committee. It was noted that Ali Ayub should not be included as a member of the T&amp;L Committee.</p>	

There were no further points noted and the minutes of the previous meeting were approved as a true and accurate record. A signed copy was retained on record.

Matters Arising.

There were no matters arising to address in relation to these minutes.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"><li>Approved – minutes of the previous meeting (21.09.16) as a true record.</li></ul>	Governing Body	

<b>Item 4</b>	<b>Headteacher's Update.</b>
---------------	------------------------------

Jon Beisly presented his report as Acting Headteacher and it was recognised that the main Headteacher's report for the term had been presented at the previous Governing Body meeting. In addition, it was noted that the report was based on a number of documents that had been circulated prior to the meeting. This included the Quality Assurance (QA) report, the RAISE Online report and the analysis and action document. In the process of reviewing these documents the following points were noted in discussion.

JB referred to the contents of the most recent QA report it was noted that the 'requires improvement' (RI) judgment from the school and the QA professional related to the data where the outcomes fell below the national average. This represented the school appreciating the extent of the challenge in some areas that needed to be addressed. However, the judgement from the QA report overall was that the school was 'good'.

*\*RP joined the meeting.*

JB confirmed that he had already met with the Early Years (EY) team in order to address the issues that had been identified – these related to a lack of creativity in EY and the fact that the disadvantaged pupils were not performing as well as their peers.

Q. Was the issue related to the progress or attainment of pupils in the transition from EY to Year 1?

A. It was both the attainment and progress when reviewing the data – however, in some instances the differences related to one / two pupils. In addition, there was an issue where pupils had attained a 'good level of development' (GLD) in EY, but those had not translated into the Key Stage 1 (KS1) outcomes where they would have been expected to reach 'greater depth'.

Q. How does the school determine the demographics of a specific cohort / year group?

A. It was based on the integrated data set (IDS) and the location of the school; Chorlton.

Governors discussed the issue that although the school was based in Chorlton, the catchment area for pupils / families extended well beyond the confines of the Chorlton area.

Q. What was the percentage of children eligible for free school meals (FSM)?

A. 30% - which is slightly above the national average, but does not reflect the expectation for a 'typical' Chorlton school.

JB advised Governors that the current data would create an obvious 'line of enquiry'

for any forthcoming Ofsted inspection team.

Governors were advised that there was an issue with the accuracy of the Key Stage 2 (KS2) assessments – although this was a trend nationally and related to the change in the curriculum and the assessments. The school had still taken action to address this area of concern – there was greater focus on moderation and the school was working with exemplar test papers.

Q. Did the Key Stage 2 (KS2) pupils complete an externally set test paper?

A. Yes – which would support them in their experience of the papers but the main issue would be where the grade boundaries were placed; this remains an uncertainty.

Q. What was the comprehension programme?

A. This was a programme purchased by the school in the previous year called Cracking Comprehension, but was not used effectively at first and was now being fully utilised. The programme allowed the teachers to identify issues and then fine tune lesson planning to address the educational gaps.

There was also an additional teacher allocated to Year 4 – Year 6 designated to provide extra support.

*\*Joanna Dennis arrived.*

JB confirmed that the areas of concern would be addressed in depth through the T&L Committee – the next scheduled meeting was 30 January 2017. The school would also amend the action and analysis document to reflect the changes and provide update reports from the phase leaders.

Q. Did the school schedule assessment tests for the pupils on a half-termly basis?

A. Yes – the school utilised 'GCP' and 'Rising Stars' supported by a range of resources. The school was moving away from 'assertive mentoring' as it was not considered as having as significant impact.

Governors discussed the diagnostic aspects of the assessment tests.

Q. Did the school see evidence of the progress being made through the workbooks?

A. Yes – hence the suggestion that the RI was moving towards good. There was a focus on the outcomes in the workbooks and allowing pupils time to respond to the feedback from marking – this would allow the school to demonstrate progress over time.

Governors discussed the strategies adopted by the school intended to support the teachers in developing these approaches.

Q. Was the school supporting the teaching staff through CPD?

A. Yes there has been additional work to develop the 'pre teach' approach which although in use was not yet used consistently. The school has also provided exemplar work to demonstrate best practice and support the teaching staff to appreciate 'what good looks like'.

JB highlighted the challenge in relation to staffing changes and the impact on the leadership and management of the school. It was noted that the leadership team was supported with additional training and development and also the QA professional would return in February 2017.

Governors appreciated that the leadership and management team was still very new and inexperienced and there was not yet sufficient evidence to demonstrate 'good' although the evidence was clear that progress was being made towards good.

Q. How long would it take to develop the data / evidence to support a judgement of good?

A. That was difficult to determine as the school was currently focused on embedding what was good for the pupils.

Governors considered the data especially in Year 6.

Q. Has the school set the targets high enough to stretch progress?

A. The targets are based on the starting point for the cohort – the baseline was low. The cohort has a large element of low prior attaining pupils and a very large element of middle attaining pupils – hence the allocation of an additional teacher for extra support.

Q. Did the school consider that the middle leadership team (MLT) was progressing?

A. The evidence supported the view that two of the MLT were progressing and two were at the early stages of development. The school recognised the importance of ensuring the workload was spread evenly across the MLT in order to allow the individuals to develop. The intention was to allow the MLT to carry out the next round of book scrutiny exercises as part of their development.

Governors went on to consider the behaviour aspect of the QA report.

Q. Did the school consider there was evidence of improved resilience in pupils following the introduction of 'wild crew' / 'forest crew' in

A. There was no firm evidence that the resilience had transferred to the classroom although there was anecdotal evidence that the children were more resilient in their behaviours while attending the 'wild crew' or 'forest crew'.

The Chair and Governors agreed that the report from JB was an honest view of where the school was positioned currently.

There were no additional points raised or noted in discussion and the Governing Body approved the QA report.

There were no additional points raised in discussion and Governors agreed to accept the Headteacher's report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Action – phase leader presentations to be scheduled next T&amp;L Committee meeting.</li> </ul>	JB	30.01.17
<ul style="list-style-type: none"> <li>Action – phase leader presentations to be agenda item next T&amp;L Committee meeting.</li> </ul>	Chair / JB / Clerk.	30.01.17
<ul style="list-style-type: none"> <li>Ratified – Autumn Term QA report.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – accept Headteacher's update into record of meeting.</li> </ul>	Governing Body	

**Item  
5**

**Behaviour and Safety of Pupils / Safeguarding**

JB presented his report in relation to behaviour and safeguarding and the following points were noted in discussion.

Governors reviewed the context of the school within the safeguarding perspective.

It was noted that the staff had completed the required training provided by the Manchester Safeguarding Children's Board (MSCB) and also the Lunchtime Organisers (LO) had completed the Level 1 safeguarding training. In addition, the school was developing more areas of specialisms as the range of needs increases.

Q. Were there opportunities for whole staff training?

A. Yes – the school currently has five staff trained to Level 3 and they can complete some training; MSCB completed Level 1 online training for all teachers and teaching assistant (TA) staff.

JB provided Governors with an overview of the changes in relation to the Safeguarding Policy, the completion of a safeguarding audit and a review of the protocols for visitors to the school.

Q. Was the school continuing with the Child Protection Online Management System (CPOMS)?

A. Yes it was a very effective tool in tracking all aspects of behaviour.

Q. Have some parents objected to the use of the programme?

A. Yes originally there were objections and the school made an additional effort to explain the system to parents. Currently the objections have stopped, but there were regular requests from parents in the form of information requests.

Q. Were the repeated requests from the same parents?

A. Yes.

Q. Has the school considered mediation?

A. Yes – this was tried but was unsuccessful.

JB confirmed that the staff using the system had received additional support and training to ensure that their reports on the system were completed in a professional and evidential style; there were no personal comments or views.

Q. How was the counselling carried out?

A. This was commissioned through an external provider.

Governors discussed the importance of ensuring that the external provider's safeguarding policy and protocols were aligned with those of the school.

Q. The school has recorded 187 high-level behaviour events?

A. No this was an error – it should read 35. However, many of these were repeat events, but instigated by a core group.

Q. Has the level been decreasing?

A. Yes – there was more structure to the lunchtime play, with additional clubs and targeting pupils with extreme behaviour. There was a core of three / four boys and the school was applying the Behaviour Policy consistently.

Q. Has there been an increase in the number of pupils on the school roll?

A. Yes – across the school; there have been children moving from other schools into Oswald Road. The issue was compounded by the increased mobility of the families due to the spaces in different year groups.

Governors discussed the radius of influence for the school and the current vacancies for places / waiting for places.

Q. Was the school confident that it could continue to manage the situation?

A. Yes - the school would continue to manage these pupils through the appropriate use of the Behaviour Policy and protocols; and it was having the desired effect. There had been no fixed term exclusions and there was a high degree of engagement with the families.

In addition, Governors discussed the pupils who were subject to dual attendance with the school and the local pupil referral unit (PRU). These pupils were progressing and although it was too soon to confirm their return to the school, the intention was for a successful transition at the earliest possible opportunity.

Q. Was there a financial implication for the school?

A. Yes – the cost to the school was £110.00 per day, plus the cost of a TA and taxis transfers for each pupil.

JB provided Governors with an overview of the pastoral work carried out by the school in support of the challenging pupils – the extent and level of the comprehensive approach was commended by the Governing Body.

JB presented his report in relation to the behaviour and safety action plan, with the aim of reducing the number of incidents. In the process of reviewing the action plan it was appreciated that it could be improved with the inclusion of dates to enable Governors to track the incidents and also a breakdown of the targeted groups involved in such incidents.

Governors noted that current attendance was 96% with 6.4% persistent absence (PA) – this was based on the 90% attendance designation; PA was 2.3% based on the 85% designation.

In order to address the issue, the school was working closely with the school nurse and providing workshops for parents – the intention was to inform parents that it was unnecessary to keep children off school for minor cold symptoms.

There were no additional points raised in discussion and the Governing Body agreed to accept the behaviour and safety of pupils report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"><li>Agreed – accept behaviour and safety of pupils report into record of meeting.</li></ul>	Governing Body	

<b>Item 6</b>	<b>Policies for Review and Approval</b>
---------------	---

The Chair presented the following documents and policies for review and approval. Governors recognised that the documents had been circulated prior to the meeting and the following points were raised in discussion.

Complaints Policy.

The Chair confirmed that the Complaints Policy had been aligned with the Rights

Respecting School Award (RRSA) approach adopted by the school. The document had then been finally reviewed and approved by the complaints review working group.

Governors confirmed they had no additional points to raise in relation to the document and the Complaints Policy was ratified.

**Whistleblowing Policy.**

The Chair confirmed that the new version was still unavailable from One Education. Therefore, the Governing Body approved the adoption of the current policy with the proviso that it would be superseded once the new document was made available.

**School Attendance Policy.**

The Chair confirmed that the draft documents for the School Attendance Policy were not available.

Governors agreed to defer the policy to the next scheduled meeting, with review of the initial draft delegated to the T&L Committee for approval.

**Staff Capability Policy.**

The Chair confirmed that the draft documents for the Staff Capability Policy were not available.

Governors agreed to defer the policy to the next scheduled meeting, with review of the initial draft delegated to the Resources Committee for approval.

**Safeguarding Policy.**

The Chair presented the updated Safeguarding Policy; there were no issues raised in relation to the document and it was approved by the Governing Body.

**SEND Policy.**

The Chair presented the updated SEND Policy; there were no issues raised in relation to the document and it was approved by the Governing Body.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Ratified - Complaints Policy.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – adoption of current Whistleblowing Policy with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Agreed – defer School Attendance Policy to next meeting with initial review by T&amp;L Committee.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Action - School Attendance Policy to be agenda item next T&amp;L Committee.</li> </ul>	HT / Chair / Clerk	30.01.17
<ul style="list-style-type: none"> <li>• Action - School Attendance Policy to be presented for ratification at next Governing body meeting.</li> </ul>	HT / Chair / Clerk	16.03.17
<ul style="list-style-type: none"> <li>• Agreed – defer Staff Capability Policy to next meeting with initial review by Resources Committee.</li> </ul>	Governing Body	16.01.17
<ul style="list-style-type: none"> <li>• Action - Staff Capability Policy to be agenda item next Resources Committee.</li> </ul>	HT / Chair / Clerk	16.01.17
<ul style="list-style-type: none"> <li>• Action - Staff Capability Policy to be presented for</li> </ul>	HT / Chair	16.03.17

ratification at next Governing Body meeting.	/ Clerk	
• Approved - Safeguarding Policy.	Governing Body	
• Approved - SEND Policy.	Governing Body	

<b>Item 7</b>	<b>Committee Reports</b>
<p>Pay Committee – 12.10.16 The Chair presented the minutes relating to the recent Pay Committee – Governors noted that the document had been circulated in advance.</p> <p>The Chair provided an overview of the process taken in reviewing the Acting Headteacher’s pay recommendations.</p> <p>Governors reviewed the process and considered the decision made by the Committee to approved the pay recommendations. There were no issues raised and the pay recommendations were ratified by the Governing Body.</p> <p>There were no additional points raised in discussion and the Governing Body agreed to accept the Pay Committee minutes into the record of the meeting.</p> <p>Resources Committee – 17.10.16 Ali Ayub, Acting Chair, for the previous meeting of the Committee presented the minutes which had been circulated in advance of the meeting. The following points were noted in discussion.</p> <p>Governors recognised the high costs associated with the intervention and support mechanisms provided to meet the needs of challenging pupils.</p> <p>Governors reviewed the matters approved by the Committee – the Period 6 Budget Monitoring; the Business Continuity Plan; and the Final Audit Report.</p> <p>There were no issues raised in relation to any of these matters and they were ratified by the Governing Body.</p> <p>In addition, Governors considered the issue of the vacant Assistant Headteacher (AHT) role.</p> <p>Q. What was the current situation in relation to the vacant AHT role? A. The school had advertised the role for commencement in January 2017, but none of the applicants were considered appointable.</p> <p>JB confirmed that the school, had reviewed the current management structure and was proposing that the future format would be based on a headteacher, two deputy headteachers and two assistant headteachers, plus the existing phase leaders. There would be an additional cost as a deputy headteacher role would be more expensive than an assistant headteacher.</p> <p>Q. Was the second DHT role necessary for the school? A. The current structure and capacity is just sufficient for the school’s needs, but there was no contingency. In addition, the expanded capacity would enable the school to progress the rate of improvement.</p>	

Governors discussed if it was necessary for the school to advertise the role externally in January 2017; the discussion extended to whether the role could be advertised internally.

Q. Would the Acting Deputy Headteacher (DHT) be eligible to apply?

A. Yes – her current secondment was due to end 31 August 2017 and there was no reason she could not apply for the role.

Governors agreed to the establishment of a second DHT role and the removal of the vacant AHT role in the staffing structure. In addition, Governors agreed in principle to the internal interview and appointment process with two provisos: one that the process was approved by the HR provider; and two that the budget would be sufficient to maintain the revised staffing structure in terms of the SLT.

There were no additional points raised or noted in discussion and the Governing Body agreed to accept the Resources Committee minutes into the record of the meeting.

Teaching and Learning Committee – 07.11.16

Ellie Russell (ER) as Chair of the T&L Committee presented her report in relation to the minutes of the recent meeting.

Governors noted that the document had been circulated in advance of the meeting.

ER confirmed that the major aspects of the Committee’s discussion had been addressed as part of Item 4 above especially consideration of the pupils;’ progress and attainment and the Committee’s consideration of the most recent QA report.

Governors appreciated that the Committee so reviewed the teaching and learning action plan and the associated report; the phase leader reports; and the target setting. It was also recognised that in addition to the IDS the Committee had reviewed the data and analysis from RAISE Online and the Ofsted data dashboard.

There were no additional points raised and the Governing Body ratified the targets approved by the T&L Committee.

There were no additional points noted in discussion and the Governing Body agreed to accept the T&L Committee minutes into the red of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Ratified – pay recommendations for teaching staff.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Agreed – accept Pay Committee minutes into record of meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Ratified - Period 6 Budget Monitoring.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Ratified - Business Continuity Plan.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Ratified - Final Audit Report.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – revised SLT / staffing structure with</li> </ul>	Governing	

additional DHT with above provisos.	Body	
<ul style="list-style-type: none"> <li>• Agreed – accept Resources Committee minutes into record of meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Ratified – targets approved by T&amp;L Committee.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Agreed – accept T&amp;L Committee minutes into record of meeting.</li> </ul>	Governing Body	

<b>Item 8</b>	<b>Pupil Premium Grant Impact</b>
	<p>JB presented his report in relation to the expenditure and impact of the Pupil Premium Grant (PPG) funding and the following points were noted and discussed.</p> <p>Governors recognised that the school received £149,000 in PPG funding in the 2015-2016 financial year; this was designated to support the disadvantaged pupils and raise their educational outcomes. However, Governors noted that despite the funding the impact on the disadvantaged pupils was limited.</p> <p>JB confirmed that the school was investigating how it could improve the alignment of the support / intervention with the specific needs of the individual pupils. In order to demonstrate how this would be achieved JB presented an exemplar case study of the process that would be followed.</p> <p>Q. What would be the main resource? A. Staffing the focus was on quality first teaching in order to ensure the greatest impact.</p> <p>Q. Do the teachers know who the disadvantaged pupils are in their classes? A. Yes.</p> <p>Q. How many disadvantaged pupils were in Year 6? A. 30% of the year group were in the disadvantaged cohort; with a large proportion in the 'middle attainment' group.</p> <p>Q. Was the school confident in the end of infants' assessments for the current Year 6 group? A. There were indications of weaknesses in the earlier assessments, but the data cannot be amended.</p> <p>Q. The percentage of disadvantaged pupils was significantly higher than in other year groups? A. Yes.</p> <p>JB confirmed that he would provide updates based on the core areas of reading, writing and maths for the disadvantaged pupils at forthcoming T&amp;L Committee meetings – especially the meeting in January 2017.</p> <p>Q. Were pupils supported through the reading recovery programme? A. Yes – a proportion of the disadvantaged pupils were; and the reading recovery teacher was utilised across the school with all classes, lower attaining pupils and other targeted groups.</p>

Q. How did the school ensure that the reading recovery teacher's work was not diluted?

A. The teacher had a specific group of targeted pupils for a 10-week period – this was represented by two extra guided reading sessions. The approach aligned with the focus on improving comprehension amongst pupils and also aligned with the current action plans.

There were no additional points raised and the Governing Body approved the 2015-20-16 PPG Expenditure and Impact Statement.

2016-2017 PPG Statement.

JB confirmed that the statement recognised that the school was in receipt of £156,000 in funding to support disadvantaged pupils for the 2016-2017 financial year. The statement was already uploaded to the school website.

Governors noted that the document identified the barriers to learning for the disadvantaged pupils and the actions taken by the school to address these barriers. In addition, Governors noted the school's application of the 'Boxall Programme'; investigating the four different areas of development in determining / identifying the best support for each child.

Q. How does the school ensure that it the interventions remain effective?

A. The school has established a process of reassessment, again using the Boxall Programme, which was then used to determine whether to continue with the current intervention or move to an alternative approach.

In addition, Governors discussed the use of nurture and the means by which the school managed the transition of pupils back into the main school following time with the nurture group.

There were no additional points raised or noted in discussion and the Governing Body approved the 2016-2017 PPG Statement.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Action – provide updates re disadvantaged pupils in relation to reading, writing and maths at future T&amp;L Committee meetings.</li> </ul>	JB	
<ul style="list-style-type: none"> <li>Action – disadvantaged pupils update to be future agenda item for T&amp;L Committee.</li> </ul>	Chair / HT / Clerk	
<ul style="list-style-type: none"> <li>Approved – 2015-2016 PPG Expenditure and Impact Statement.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Approved – 2016-2017 PPG Statement.</li> </ul>	Governing Body	

<b>Item 9</b>	<b>Sports Premium Grant Impact</b>
-------------------	------------------------------------

JB provided an overview of the school's expenditure in relation to the Sports Premium Funding and the associated impact on pupils. Governors noted the overview and the following points were discussed.

Governors recognised that the school's focus on expenditure was in developing the school's capacity in coaching and ensuring the training of new staff; with a range of staff at Level 5 coaching. In addition, the school was no longer using the 'Commando

## Joe' programme

Governors commented on the school's use of role models with visits for Olympic gymnasts and the Brownlee brothers – Olympic medalists for the triathlon.

Q. Was there evidence of the impact?

A. Yes – 91% of the pupils were at the 'expected' or 'above' stage for their ARE in KS1.

However, it was confirmed by the school that the process of assessment was not yet consistent and this was being developed.

JB confirmed there was an option to increase the extent and scope of the after-school clubs and activities once the floodlighting was completed. The school was also planning to enter 'A' and 'B' teams as part of the strategic growth of sport across the school – this would increase the accessibility of each sporting event irrespective of ability.

Q. What was the main challenge?

A. The school's resources needed to be improved – further investment in equipment was essential.

Governors expressed their concern that on transition to high school ex-Oswald Road pupils were not accessing sports teams due to their lack of 'sporting experience'.

JB confirmed that the evidence was that Sports Premium Funding was now having a positive impact on pupils and improving their prospects for greater involvement at high school.

There were no additional points raised in discussion and the Governing Body approved the Sport Premium Funding statement.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"><li>Approved – Sports Premium Funding Statement.</li></ul>	Governing Body	

<b>Item 10</b>	<b>Finance</b>
----------------	----------------

Owl Club.

JB advised Governors that the Owl Club had now established itself as a non-profit making organisation; the intention was to return money to the school for educational purposes. In addition, the Owl Club had already confirmed their intention to extend the membership to 140 in January 2017.

It was expected that this additional funding stream would support the purchase of the shelters and also floodlighting.

Governors noted the points raised and confirmed their acceptance of the funding from the Owl Club, providing there were no additional commitments from the school in order to secure the funding. It was also appreciated that the additional income could be allocated to the above projects.

Shelter Quotes.

JB confirmed that the school was still attempting to secure firm quotes from a number of providers to determine the actual cost of the project; although none were available in time to submit to Governors at this meeting.

It was proposed that these would be circulated off meeting for initial approval and confirmed at the next schedule Resources Committee meeting – 16.01.17.

#### External Lights Quotes.

JB again confirmed that the school was attempting to secure quotes form a number of providers in order to determine the cost of this project; although none were available in time to submit to Governors at this meeting.

It was proposed that these would be circulated off meeting for initial approval and confirmed at the next schedule Resources Committee meeting – 16.01.17.

There were no issues raised in relation to the above proposals to address the quotes for the shelters and the floodlights as these proposals were approved by Governors.

There were no additional points noted and the Governing Body agreed to accept the finance report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept additional funding from Owl Club with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – shelter quotes circulated and approved off meeting; final approval at next Resources Committee meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Action – shelter quotes to be agenda item next Resources Committee meeting.</li> </ul>	Chair / HT / Clerk	16.01.17
<ul style="list-style-type: none"> <li>Agreed – floodlighting quotes circulated and approved off meeting; final approval at next Resources Committee meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Action – floodlighting quotes to be agenda item next Resources Committee meeting.</li> </ul>	Chair / HT / Clerk	16.01.17

<b>Item 11</b>	<b>Governor Vacancies</b>	
<p>The Chair presented his report in relation to the current vacancies – in relation to one co-opted governor position.</p> <p>Governors recognised that following feedback from the collated skills matrix exercise there was a distinct weakness in relation to finance and resources. This situation was discussed in relation to the potential for LT joining the Governing Body and it was understood that although the immediate need related to finance skills it would be beneficial to have access to the skills and experiences offered by LT.</p> <p>It was proposed that LT could be appointed as an Associate Member to the Governing Body with the limited voting rights permitted to that role. This would allow the Governing Body to then source a Co-Opted Governor with finance skills.</p>		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – appoint LT as Associate Member with limited voting rights recognised in that role.</li> </ul>	Governing Body	

<b>Item 12</b>	<b>AOB</b>	
<p>Parking Concerns          JB advised Governors that local residents had complained about parents parking of cars around the school at the recent parents evening event. In response, the school has contacted the Local Authority (LA) - the school was provided with 'no-parking' cones in designated areas.</p> <p>Q. Why was this more of a challenge than in the previous year?          A. On this occasion the school extended the event over four nights rather than the two nights as in previous years.</p> <p>Governors noted that the school had made every effort to persuade parents to park reasonably / sensibly. However, it was suggested that the school could communicate with residents prior to scheduled events – additional notice may alleviate some of the tensions.</p> <p>There were no additional points noted and the parking issue was noted by the Governing Body.</p>		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Noted – residents parking concerns.</li> </ul>	Governing Body	

<b>Item 13</b>	<b>Date of Next Meeting</b>	
<p>Governors noted that the next meeting was scheduled for Thursday 16 March 2017 at 6.15pm</p>		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – next meeting as above.</li> </ul>	Governing Body	