

**Minutes of a meeting of the Governing Board of Crayke School
held at the school on Monday 18th March 2024, at 6pm**

Present:	
Judi Jackson (HT)	Headteacher
Vicki Griffin (VG)	Co-opted Governor
Claire Walsh (CW)	Staff Governor
Pete Wilson (PW)	Parent Governor
James Champion (JCh)	Parent Governor (Vice Chair)
Barbara Lunn (BL)	Co-opted Governor
Andrea Hayes (AH)	Co-opted Governor (Co-Chair)
Julie Cater (JC)	Foundation Governor
Edgar Seligman (ES)	LA Governor
Elly Dawson (ED)	Associate Governor
Lucy Willshaw (LW)	Foundation Governor
Hugh Porter (HP)	Co-opted Governor (Co-Chair)
In attendance:	
Lydia Waites (LWa)	NYC Clerk
Apologies:	None
Vacancies:	1 x Co-opted

Colour coding Key – Highlighting Governor Core Functions

Red – Strategy Challenge/question

Blue – Approval/Decision taken

Green – Performance Challenge/Question

Purple – Financial Challenge/Question

Item	Minute	Lead
1.0324	Opening prayer LW led the opening prayer.	
2.0324	Welcome and apologies for absence HP opened the meeting and welcomed governors. No apologies. HP shared that TR has stepped down from her role as Co-opted Governor so there is now a vacancy.	
3.0324	Training – good questions for governors to be asking AH circulated a document detailing examples of questions governors might ask the Headteacher during governing board meetings, elucidating on these questions and the necessity of posing questions to the Headteacher – doing so demonstrates to Ofsted that governors are challenging the Headteacher and maintaining governor core functions. Governors were also reminded to share their questions about the Headteacher's report with HT or LWa prior to the meeting to allow for a more focused and streamlined discussion. Q: Do you still use the Key as the basis for the policies we have? A: Yes, those ones are fine-tuned. HP thanked AH for sharing the guidance and added that all governors are encouraged to ask any questions they might have as HT is looking continuously for suggestions and ways to improve the school. He praised HT for her approach and attitude, noting that the school is at the forefront of good practice.	

4.0324	<p>Declarations of interests None declared.</p>	
5.0324	<p>Confidential items Any confidential items will be minuted as such as they arise.</p>	
6.0324	<p>Minutes of the previous meeting and matters arising Governors addressed the minutes of the FGB held 15.01.24 and agreed these are a correct record.</p> <p>One governor noted that, in future, they would like to be kept updated about decisions made at the school, such as the newly appointed Pets as Therapy dog. Governors discussed this. It was agreed that the board will be updated on any strategic actions going forwards, with the acknowledgement that operational actions within the school are a separate matter.</p> <p>Referring to the actions arising from the confidential set of minutes, HT gave an update on the new fencing and gate planned for the school. This work is still in process with quotes being obtained.</p>	
7.0324	<p>Committee reports</p> <ul style="list-style-type: none"> • PP&F, 16.11 (Julie Cater – JC): A summary was shared. We had some recent emergency costs with the leak in the kitchen. There was a discussion about wrap-around care, which has an impact on the budget (HP added here that wrap-around care was running at a loss, and hours have been reduced since learning this. There will need to be discussions, during the next consideration of the budget, about whether the wrap-around care will continue and if so, in what form). The catering contract will be reviewed in Autumn. <p>Q: When does the catering contract end? A: A while in advance, but to change the contract we would need to give notice before the end of March.</p> <p>The PP&F group also discussed the committee meeting and timings and decided that finance will be discussed as an additional item during FGB meetings. LWA to add Finance as a regular agenda item?</p> <p>Q: Have we received any money for the solar panels yet? A: No, I'm lost in the intricacies of EDF. Q: And the smart meter? A: It still isn't working. I keep getting referred to other departments about the issue. Q: Do we have to stick with EDF? A: Yes, we're in North Yorkshire's contract which goes on until 2028.</p>	
8.0324	<p>Subject link reports HP reminded governors to book their link visits for the summer term in a timely manner.</p> <ul style="list-style-type: none"> • Maths (Andrea Hayes – AH): It [the Maths visit] was a positive visit. There was an atmosphere of learning within the school, which seemed calm and supportive. We were looking at the school values and children were able to talk about what they do that reflects the values. Areas for development: we could not always see the learning objectives displayed throughout the lesson because it was on a previous slide, so children could not always tell you what the objective was, though this was quite early on in a new topic, so it was a bit difficult to judge. 	

	<p>Staff Governors noted that the impact of the actions raised by visit reports are evident within the classroom and school.</p> <p>Q: What are the main ways we learn the impact that the school values are having on learning? A: By talking to the children during link visits and asking those questions, so you're getting that directly from the pupils.</p> <p>HT added that a Headteacher from Lincolnshire visited last week to do his case study for his NPQEL. He did a tour of the school with pupil ambassadors and talked with pupils about values. Children talk about the values and how they show the values all the time. Two children came to the office recently and shared that they had not shown the values on that day and were able to reflect on this.</p> <p>Q: Does the 'star of the week' help with foregrounding the values? A: Yes. And the 'Crayke citizen' initiative we will be implementing will too.</p> <p>AH noted that she has also noticed pupils demonstrating the school values outside of the school, such as during swimming lessons and when catching the bus.</p>	
9.0324	<p>Designated Governor reports AH has taken over from VG as Safeguarding Governor.</p> <p>Michele Hattersley (SEA) has provided a safeguarding report. HT shared that Michele suggested that the school reflect on and explore its self-evaluation of Personal Development. During his review, the visitor from Lincolnshire summarised that what the school has to offer is so much more than the core curriculum, was pleased to note that pupils could name governors from the board.</p> <p>The outcome of this is that the school's self-evaluation have changed the personal development section from 'good' to 'outstanding.'</p> <p>Q: Do Ofsted see the school's self-evaluation? A: Yes.</p> <p>HT explained why it is important that the self-evaluation is an accurate and objective judgement. Governors discussed this and complimented staff on their hard work to reach this 'outstanding' standard.</p>	
10.0324	<p>Governor training reports HP summarised the key points arising from the NYC service update meeting. The North Yorkshire Council has set up a professional governance service. One section deals with clerking, another with governor support. There is support for Headteachers. They also said that they can provide support with the Ofsted complaints procedure. They have undertaken a health and wellbeing survey for staff [HT explained here that staff have undertaken a separate health and wellbeing survey as the NYC survey is an additional expense]. HR can provide for Headteachers and with panel hearings, etc. They also explained the Headteacher recruitment service they provide.</p> <p>HP noted the importance of governors updating their Safer Recruitment training and ensuring that this is shared with Mrs Bacon to be added to training schedules.</p> <ul style="list-style-type: none"> • LW and AH are in the process of doing Safer Recruitment training. • AH completed Effective Chair training in January. • ES has completed Mediation and Negotiation training. 	

	<ul style="list-style-type: none"> • VG has completed UK General Data Protection, Prevent, and Respect training. • JS has also completed Prevent training. 	
11.0324	<p>Headteacher's report Governors were invited to pose any questions about the circulated report.</p> <ul style="list-style-type: none"> • Successes since the last meeting. <p>Q: Are the knowledge organisers published to parents? It would be nice for parents to know what their children are learning. A: They could be shared via Google pages. [Governors discussed how the knowledge organisers, etc., could be shared with parents and acknowledged that there could be an impact on staff workload]. Q: Do you have any way of measuring engagement [with what is shared]? As teacher's time is precious. A: Pupils are engaging with them in school; I don't know that they would engage massively with them at home. We can see how many people engage with the school newsletter. The highest rate of engagement is in response to text messages. Q: Can you explain the filtering and monitoring report? A: We get a weekly monitoring report. There were 18k captures last week. These are rated on a severity scale. [HT explained how sensitive content is flagged by the system and gave an example of this in practice]. Q: Is it just you looking at the alerts? How long does it take you? A: It only takes about ten minutes each week. Mrs Rayner also receives the reports as Computing Subject Leader.</p> <ul style="list-style-type: none"> • Challenges since the last report <p>Q: Is there anything we as a governing board can do to help you with the challenges caused by parental expectations? A: The communication policies helped give the staff the confidence to say that they don't need to deal with things immediately or be communicating with parents at night, outside of school hours.</p> <p>HT explained how she addressed a recent challenge in which a parent stated their intention to not attend parent's evenings. This has since been resolved.</p> <p>Q: What proportion of parents are not on board with behaviour and conduct expectations? A: One parent, but I think they may have turned around.</p> <ul style="list-style-type: none"> • Staffing update <p>Q: What can we offer to encourage applications for vacancies and staff retention? Paid training? Staff discount schemes, school holiday accommodation offers (e.g. discounted or free holiday cottages), offer to be self-employed? A: Staff get most of these benefits by virtue of working for North Yorkshire. North Yorkshire Education Service have also developed a new website where there is a North Yorkshire resourcing section and there is a feed of jobs on there. I've mentioned that to Mrs.Bacon so we can get on board with that.</p> <p>HT is interviewing a TA candidate tomorrow who has no experience working within a school. She and AH noted that there is the potential to train up staff who have no prior experience.</p> <p>Q: Could you put qualification (or equivalent) requirements on the job advert?</p>	

A: That information is on the job specification.

Q: What's the impact when we can't recruit for those positions? How are you mitigating this?

A: We use agency supply. We have been able to keep fairly consistent supply staff from October.

HT shared that one staff member is going on maternity leave which will require cover. Her suggestion is to advertise for 5-day-week maternity cover and a full-time TA in Reception to give Mrs Helfferich the consistency of an additional adult which is important. That leaves Miss Walker's teaching hours to be covered. We could use an agency for this.

Q: Do you have evidence of the effectiveness of the Learning Mentor?

A: Absolutely [HT gave an example of the Learning Mentor's work with students and the additional support her presence provides for staff].

HP added that Mrs Shirley is leaving the school after 19 years – governors reflected on and congratulated everything she has done for the school during her tenure.

- Admissions

Q: Have you already indicated to admissions that we may be able to admit up to 17 pupils into Reception this year given the high number of applications?

A: Yes; this may need to go to appeal.

- SEND

A mediation is happening tomorrow. This is conducted online between HT, representatives from the LA, and a local mediator. The latter address the appeal for an EHCP and then decide whether to approve the EHCP. If it is not approved, this would then move to a formal tribunal.

Q: Who/what determines if a child has social, emotional or mental health needs and how frequently is this assessed for changes?

A: The code of practice tells you everything, including definitions of SEMH. HT gave an overview of what is in the code of practice. We look at documents like that to assess whether a child is struggling with their mental health. The assessment for changes fits in with our cycle for reviewing provision maps – October, February and June each year.

The SEND Hub contacted HT last week to discuss trialing a similar process that the school has with Michele (as our named Senior Education Adviser) with SEND – a named Inclusion Partner who will be a key contact with allocated time in school to support a variety of SEND related issues.

- Pupil progress

HT will share pupil progress data at the school improvement committee meeting.

- Attendance

Two severely persistent absentees are lowering the overall attendance figures.

The persistent absentee's attendance is improving, which is a positive achievement and demonstrates the importance of inclusion.

	<ul style="list-style-type: none"> • Pupil survey <p>Q: Following the pupil survey, I wondered what the follow-up plan will be A: The survey was anonymous, so a follow-up plan is difficult to implement.</p> <p>HT has tasked the class teachers with formulating an action plan in response to this and shared the teachers' responses to the pupil survey. HT also referred to the invaluable work that Chasa has been doing in the school, which governors discussed and praised.</p> <ul style="list-style-type: none"> • Additional questions from governors <p>Q: What determines or leads the structure for the content of the Headteacher's report? A: I started with what the previous HT left me as a template and draw things from The Key and share examples of good practice with other Headteachers.</p>	
12.0324	<p>SIP update Governors were invited to pose any questions about HT's SIP termly review. It was suggested that the review could be colour coded in order to demonstrate progress more effectively.</p>	
13.0324	<p>Health and safety update Covered in the Headteacher's report under item 11.0324.</p>	
14.0324	<p>Policy review</p> <ul style="list-style-type: none"> • Behaviour Policy • Governor Scheme of Delegation • SEN Policy <p>HP summarised the updates made to the scheme of delegation. Governors agreed to ratify the circulated policies above.</p>	
15.0324	<p>Strategic plan 2024-27 It was agreed that the strategic plan will be reviewed and rolled forward for the following year, depending on the timing and outcomes of the school inspection.</p>	
16.0324	<p>Governing body composition HP shared that some parents are interested in joining the governing board. Governors discussed what this would mean in terms of the board constitution being primarily Parent Governors and the necessity of considering the skill sets when appointing new board members and recruiting for the Co-opted Governor vacancy. CW's term of office ends on the 19th of April. HP thanked her for her work on the board and shared that he hopes she will sign up for another term.</p>	
17.0324	<p>Any other business Governors suggested sharing meeting papers on a shared drive prior to meetings so that governors can access rather than individually download the documents.</p>	
18.0324	<p>How has this meeting impacted on the welfare and progress of our pupils? Governors discussed staff and student welfare at length, adopted updated policies, and posed strategic questions to the Headteacher.</p>	
19.0324	<p>Date of next meetings 17th June.</p>	

Meeting closed 8.40pm.