



Cliffe (V.C.) Primary School  
 Main Street  
 Cliffe  
 SELBY  
 YO8 6NN



Tel/Fax: 01757 638426  
[headteacher@cliffe.n-yorks.sch.uk](mailto:headteacher@cliffe.n-yorks.sch.uk)  
[www.cliffe.n-yorks.sch.uk](http://www.cliffe.n-yorks.sch.uk)  
 Head teacher: Mrs S Hay

<b>Minutes of Governors Rapid Improvement Group meeting held on Monday 8<sup>th</sup> December 2014 at 6.00pm</b>	
<b>Present:</b> Mrs C Middleton, Mr P Hopkins, Mr A Jackques, Mr J Dunwell, Mr R Abbott, Mrs C Capewell, Mrs S Hay (Headteacher), Mrs B Kelly	
<b>In Attendance:</b> Mrs L Richardson (Clerk to the Governing Body)	
	<b>Action</b>
1.	<p><b><u>Welcome &amp; Apologies</u></b></p> <ul style="list-style-type: none"> <li>Mrs Kelly has informed Governors that she would be arriving late to this meeting</li> </ul> <p><b><u>No Attendance</u></b></p> <p>Mrs K McSherry</p>
2.	<p><b><u>Appointment of Chair &amp; Vice Chair of Committee</u></b></p> <ul style="list-style-type: none"> <li>Governors agree to appoint Chair &amp; Vice Chair once Mrs Kelly has arrived. Governors agree that Mrs Middleton as Chair of Governors should Chair the meeting until this is completed</li> </ul>
3.	<p><b><u>Confidentiality &amp; Declaration of Business Interests</u></b></p> <ul style="list-style-type: none"> <li>Confidentiality reiterated, Governors informed that particularly at this meeting any information should be kept confidential as they will be discussing children's progress and it will be possible to identify some of these children due to this being a small school</li> <li>Governors discuss whether these minutes should be included on the school website. It was agreed that the school action plan should be included on the website, this will include information discussed at this meeting            Q – Should the action plan be edited so as not to include any individual child's information            A – Yes any confidential information will be removed before</li> </ul>

	<p>including on website SDP already on school website and will include costings. Governors agree this will show parents what we are doing as a Governing body</p> <ul style="list-style-type: none"> <li>No new business interests</li> </ul> <p>4. <b><u>Terms of Reference for Committee</u></b></p> <ul style="list-style-type: none"> <li>Terms of reference to include same information as Achievement Committee. Terms of reference agreed</li> </ul> <p>5. <b><u>Ofsted Action Plan</u></b></p> <ul style="list-style-type: none"> <li>Copy of plan sent to Governors prior to meeting</li> <li>This is a key document for HMI visits</li> </ul> <p>Q – Could Governors have some information re: definitions and jargon buster A – Yes that can be arranged</p> <p>1.1 Q – How would we review, measure and show what impact A – Termly observations, PPMs and book scrutinises</p> <p>Q – Do we need an appendices to show if measures on target and remedial action to be taken if we are not on target A – Some of the measures will be shown in the impact box.</p> <p>1.1 Point 2 Q – Where are the teachers targets set from A - These are set from the feedback from lesson observations. Feedback will be given to staff and over time there should be an improvement in teaching</p> <p>Governor states that we hope to be an outstanding school when Ofsted next visit us and so need to know the steps we need to take to get there and these steps need to be set over a period of time, therefore milestones need to be added to the action plan.</p> <p>Governors states that the plan should show actions and the objectives should show impact. Timescales show first phase of what we need to do. We now need a document showing long term stages, Governors agree this should be a separate document and should be in the form of a spreadsheet.</p> <p>Governors agree that goals/objectives may be moveable</p> <p>Q – If we use the action plan to pick up objectives do we need a measure to define if we achieving them A - Yes this will be discussed when reviewing action plan</p> <p>If Challenged Governors feel that they could not answer questions on how school measures goals. This would be part of the teacher’s appraisal and targets are set during the appraisal meeting and consider what is happening in the classroom; Governors informed that we need to be careful as the appraisal targets are confidential and so could not be discussed with</p>	<p>School</p> <p>Headteacher</p> <p>Headteacher</p>
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	<p>Governors</p> <p>Mrs Kelly arrives</p> <p><b><u>Appointment of Chair and Vice Chair of Committee</u></b></p> <ul style="list-style-type: none"> <li>• Mrs Kelly agrees to be nominated as Chair of Committee. Governors agree. Nominated by Mr Dunwell, seconded by Mrs Middleton, duly appointed as Chair of Committee</li> <li>• Mrs Middleton agrees to be nominated as Vice Chair of Committee. Governors agree. Nominated by Mrs Kelly, seconded by Mr Dunwell, duly appointed as Vice Chair of Committee</li> </ul> <p><b>Resolved: Mrs Kelly appointed as Chair of this Committee and Mrs Middleton appointed as Vice Chair of this Committee.</b></p> <p>Mrs Kelly now chairs the meeting</p> <p><b><u>Ofsted Action Plan continued</u></b></p> <p>1.1 Point 4</p> <p>Information of where the children are is included in the Home School Journal</p> <p>Q – Now there are no levels how do we assess children</p> <p>A – We use stages: Emerging, Developing, Secure and Next stage ready. School assesses the children each half term</p> <p>Q – Could a copy of the information be sent to parents or would that be too big a task</p> <p>A – Parents could be sent a copy of what the children have in school showing what stage they are at</p> <p>Q – How can school track the stages without levels</p> <p>A – We use % to show overall tracking ie: % of children below expectations, % of children at expectations and % of children above expectations</p> <p>Q – How does school know that the children have progressed</p> <p>A – School counts specific criteria ie: 1 – 8 completed criteria = emerging etc, Headteacher informs Governors that it is very complicated</p> <p>Q – Does it relate to APS</p> <p>A – No, Raise on Line no longer shows levels. Years 2 and 6 still have levels and will be tested against these in May 2015. Old levels are not comparable with new NC, therefore we needed some way of assessing the children and something that can be comparable.</p> <p>Work has been up graded such as some work done by Year 3 last year will now be completed by Year 2 this year and so on</p> <p>Q – Is this new way of assessing something that the Government have developed</p>	<p>School</p>
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	<p>A – No the Government have not given any information as to how schools should assess therefore schools have needed to devise ways themselves. This means that different school will be using different methods</p> <p>1.1 Point 5</p> <p>Q – The action does not make sense should there be quotation marks</p> <p>A – Yes it should read ‘working with the most able pupils in English’ as this was the title of a course attended</p> <p>Q – what does HAP stand for</p> <p>A – Higher Ability Pupils</p> <p>We need to look at Raise on Line benchmarking national figures to see what we should be aiming for, this would then be our target. Governors informed that progress is more important than attainment. If children end KS1 with good results then they should end KS2 with better than good results.</p> <p>Q – Are targets set for each individual child</p> <p>A – Yes and the children know their own targets</p> <p>Q – do we assess the children to see if they have achieved their target</p> <p>A – Yes we do</p> <p>1.1 Point 6</p> <p>Some teachers are already observing outstanding practice</p> <p>Q – Is there a CPD plan for each teacher</p> <p>A – Yes and this includes targeting specific CPD for specific teachers</p> <p>Q – Is CPD provision being monitored</p> <p>A – No it is given on a need basis</p> <p>Governor suggest an interim review where the staff can be asked about the provision they have been given and explain any further needs</p> <p>1.1 Point 7</p> <p>Q – Are there any outstanding schools in our cluster who our staff could visit to see outstanding practice in action</p> <p>A – Escrick was an outstanding school but this was under the old Ofsted criteria</p> <p>Q – Could we find a school who have been given outstanding in respect of the new criteria in the area and organise for us to moderate and visit their school</p> <p>A – School will check with other schools</p> <p>1.1Point 8</p> <p>TA’s already attend the TA network meetings</p> <p>1.2 Point 2</p> <p>Q – Who praised EW for good standard</p> <p>A – The Leading Teacher involved</p> <p>1.2 Point 3</p> <p>Q – How often is EYFS profile training to be attended</p> <p>A – it is termly, next one is booked for February/March</p>	<p>School</p> <p>Headteacher</p>
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	<p>Q – Would it be more useful to have a sheet showing long term timescales then such things as the EYFS training can be shown for the full year or for 2 years A – Yes that can be done as a spreadsheet</p> <p>1.2 Point 4 Governors informed that the new to EYFS training is LA training for all teachers new to that year group Q – Timescale for this is January 2015 what will be the next step for progression A – As this teacher is a NQT and she has been in this class since April she will finish her training in April 2015, it is unusual to start part way through the year</p> <p>1.2 Point 5 Q – How does the moderation with Hemingbrough work A – Year 3 from our school moderates with Year 3 from their school and so on. They look at high, low and middle abilities on different occasions and also look at how we assess the children Q – Why did we choose Hemingbrough school to moderate with A – They are a local school who have good practice, we will be looking to do this with other schools in our cluster too</p> <p>Q – Would it be possible to number each action ie: 1.1.1, 1.1.2 etc so the action plan is easier to follow A – Yes that can be done</p> <p>1.2 Point 6 Q – Who is the Science leader A – Mrs Fogg Q – Could Governors be given a list of subject leaders A – Yes one can be emailed out to Governors</p> <p>1.2 Point 7 Q – Where it says SZ cover is there any cost to that A – No Mrs Zach will cover for Mr Price when he attends cluster meetings</p> <p>1.2 Point 8 PPM's are now taking place half termly from September, we need to show progress</p> <p>1.2 Point 9 Governor states that we need a measure as to what are the milestones and what corrective action is needed</p> <p>1.2 Point 10 Q – Who will be delivering the KS2 Assessment training A – This is a NYCC course Q – Is this for SATS assessment rather than pupil assessments A – Yes it is and it will include SATs wording</p> <p>2.1 Point 1 Q – Is Big write sessions carried out same time each fortnight A – It takes place once during a fortnight period Writing is not currently applied across the whole of curriculum,</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>
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	<p>this will be applied</p> <p>2.1 Point 3 There needs to be a separate sheet for monitoring writing stating what we are looking for, that it is being done and showing that it has been completed Governor states that there is no uniformed approach to maths/writing across the curriculum. We need a common benchmark so that presentation is uniformed</p> <p>2.1 Point 6 Using and applying table/activity challenge is newly introduced to our school</p> <p>2.1 Point 7 Q – What is numicon A - It is a maths based resource, which can be used for teaching to give a better understanding especially of place values. The pieces fit together on a base board. They can be used for addition, subtraction, multiplication and division and clearly show number bonds. Training will be free. Initially we were going to buy a basic pack and build the resources slowly but it has been agreed that we need a basic pack for each class at a cost of £1498, which is significantly lower than the initial estimated cost of £2500. The return for our investment will be the impact to the children’s maths in general Q – Could what is expected and when it is expected by be included on the action plan A – Yes it can Q – How will we demonstrate that Numicom has been instrumental in improving maths throughout the school A – Statement from Numicom states that there will be good progress in maths after using this product, that along with the overall improvement in maths should suffice</p> <p>2.1 Point 8 This should read SLE to train staff in use of Numicon</p> <p>2.2 Point 1 Q – Will this policy be unique to our school A – Yes it will be. The policy will need to be agreed by LA as well as Governors</p> <p>2.2 Point 4 Q – What is SPAG A – Spelling, Punctuation and Grammar Action plan will derive from policy, objectives will be measured Against policy</p> <p>2.3 Autumn 1 refers to the first half term, this data has been shared with Achievement Committee. Autumn 2 refers to this half term and data will be shared with this Committee at the next meeting. A copy of this data will be sent to Governors before Christmas holidays. Governors are asked to review the data</p>	<p>Headteacher</p> <p>Headteacher</p>
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	<p>prior to the next meeting</p> <p>2.4 Point 3  KS2 progress is good. Mr Jubb is unavailable to continue working with groups of pupils in January. Mrs Fogg, who works part time, has been asked to do this instead  Q – Will she be employed extra hours to do this  A – Yes an extra day in addition to her existing hours  Q – What is the costing based on  A - What was offered to Mr Jubb on a 2 term basis. This needs to be re-considered and a plan B needs to be in place, Headteacher to consider  Q – Could we extend the Hot Chocolate Club or have more clubs  A – We already have 3 ongoing clubs</p> <p>2.5 Point 2  No costings have been included as yet, Governors agree it will be expensive. Finance Governors to consider Capital budget. The area cannot be used all the time due to it be a grassed area. Governor suggests getting a sponsor. Governor suggests contacting Groundworks, a local group who manage charitable working groups, may be able to help. Mr Dunwell to contact Pete Murphy</p> <p>2.5 Point 3  Closing the Gap meeting was already booked before Ofsted visit</p> <p>Mrs Capewell leaves the meeting at 7.10pm</p> <p>3.1 Point 1  Governor suggests all actions linked to this be listed. Book scrutinies now take place weekly at the end of staff meetings, with different groups of books each week. This was taking place before Ofsted but we did not have enough evidence at the time. Governors to meet with pupils with objective questions. Questions to be derived from progress and monitoring completed in school. The more that is done the more evidence we will have.  All Governors to see completed Governor visit forms. Existing form format is too structured therefore too restrictive. Governors agree that a quick email giving details of visit to be sent directly to all Governors and copy to be kept in school. This method to be reviewed at a later date and changed if it is not working  Q – Did the maths evening go ahead  A – Yes but only 1 parent attended  Q – In future could a reminder be sent out by text rather than letter  A – It was included on the monthly newsletter which is sent out via email  Q – Was it included on calendar of events</p>	<p>Governors</p> <p>Headteacher</p> <p>Finance Governors</p> <p>Mr Dunwell</p> <p>Governors</p> <p>Governors</p>
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	<p>We are still tracking using APS except for Maths, using Assertive mentoring system.</p> <p>This year we have tested Year 3 using the last Year 2 test during the first week of term, then tested them with the first Year 3 test during the 6<sup>th</sup> week of term.</p> <p>Year 6 have been tested using a previous Year 6 paper during the first 6 weeks of term, they will take another test before the end of this term.</p> <p>Governors informed that it is difficult in respect of Reading comprehension, therefore progress is not showing as yet.</p> <p>Q – Does this mean that we are setting high standards if we are expecting the children to sit tests that would normally be given to them during the Summer term</p> <p>A – Yes we are</p> <p>Next RIG meeting Governors will review the progress. It is sometimes difficult to measure some things. The spreadsheet with milestones will need to show when we need to measure specific things, so that we measure at the right times.</p> <p>Governor states that the Staff CPD needs to be included in long term plan and needs to show how it benefits school.</p> <p><b>6. <u>Raise on Line</u></b></p> <ul style="list-style-type: none"> <li>• Report has been sent to Governors prior to meeting</li> </ul> <p><b>7. <u>EDA Report</u></b></p> <ul style="list-style-type: none"> <li>• The report shows that we have no consistency in school. Key Stage 1 shows an improving trend along with Phonics, but Key Stage 2 does not. This is why we were judged to be Requires Improvement by Ofsted</li> <li>• We need to look at progress for all children</li> <li>• KS2 data is historic, so is KS1 data but these children are still in our school</li> <li>• There is an upward trend in Level 3's. This means that we need to focus on these children doing very well in Year 6 – the High Ability children</li> <li>• Benchmarking against LA/National our data is very similar to others. Excluding 2B in maths we are generally ahead nationally</li> <li>• Phonics is moving upwards but needs to be higher although we have the evidence to support this</li> <li>• We need to be aiming higher, this is due to being so low previously</li> </ul> <p>Q – Does the Headteacher challenge targets set by the teachers</p> <p>A – Yes, targets are set in September. Some children may exceed their target but then may plateau</p> <p>Q – Could Governors have an idea of the % a cohort is expecting/looking for</p>	<p>Governors</p> <p>Headteacher</p>
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	<p>A – It could be anonymized</p> <p>Q – We need to know that the targets being set are being achieved and that every child is making progress</p> <p>A – Tracking is available without seeing individual pupils</p> <p>Q – It is important that we know more details</p> <p>A – Any individual information would need to be confidential and must go no further than the meeting.</p> <p>Headteacher to give Governors sheets without names but with numbers</p> <ul style="list-style-type: none"> <li>• EYFS to be given external support to help with developing the outdoor provision. We visited Wistow Primary School and their Headteacher has agreed to help us in this matter. LA will pay for supply to cover her visits to our school. LA will probably also pay for a Maths leader to help us improve maths throughout school</li> </ul> <p>Q – Where in the Action plan does it address the inconsistency of teaching especially in mixed ability classes</p> <p>A – This will be included in Section 1, Improve the quality of teaching throughout the school</p> <p>Q – Could there be a column on the action plan where we can cross reference to the Ofsted report</p> <p>A – Yes this will then acknowledge that we are addressing the specific issues</p>	<p>Headteacher</p> <p>Headteacher</p>
8.	<p><b><u>Current Progress</u></b></p> <ul style="list-style-type: none"> <li>• Discussed previously during meeting</li> </ul>	
9.	<p><b><u>Health &amp; Safety issues</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	
10.	<p><b><u>Correspondence</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	
11.	<p><b><u>Any other business accepted by Chair</u></b></p> <ul style="list-style-type: none"> <li>• Governors informed that we have had someone show an interest in becoming a Governor at our school. This person is an ex Headteacher and has worked in a school that was judged as Requires Improvement. As we are in the process of reconstituting, Governors agree that this person should be asked to become an Associate Governor, this position can then be reviewed once reconstitution has been completed</li> <li>• Clerk to email minutes of Achievement Committee to all Governors</li> <li>• Dates of meetings to be emailed to new Associate Governor</li> </ul>	<p>Clerk</p> <p>Clerk</p>

	<p>Meeting ends at 8pm</p> <p>Next Rapid Improvement Group meeting to be held on Tuesday 6<sup>th</sup> January at 6pm</p>	
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