**Minutes of the Meeting of the Governors’ Forum**

**Future House and Eastwood Primary School**

**held on 7th/8th November 2016**

**Present at Bradford;**

Shakil Ahmed (Sandy Lane Primary), Joanna Allan (Lillycroft Primary), Nicholas Briggs (Low Ash Primary), Bob Burton (St Columba’s Primary), Roger Butterfield (Holybrook Primary), Steph Clarke (Glenaire Primary), Angela Dobson (Clayton CE Primary), Jean Ellison (St Philips Primary), Gill Evans (St Lukes Primary), Diane Fairfax (Carlton Bolling College), Peter Farley (St Josephs Primary), Rachel Fox (Clayton CE Primary), Ian Grant (Heaton St Barnabas), Emily Harris (Farfield Primary), Jane Holdsworth (St Columba’s RC Primary), Fauzia Jan (Lister Primary), Kevin Jeeps (Wilsden Primary), Imran Khan (Hollingwood Primary), Gareth Logan (Fearnville Primary), Anne Lomas (Grove House Primary), Francis Marslen-Wilson (Glenaire Primary), I Bilal Maynard (Newby Primary), Deborah Mills (Killinghall Primary), Richard Moore (Sandal Primary), Annet Nottingham (Menston Primary), Apeles Onyango (All Saints’ Primary), Alison Richards (Barkerend & Peel Park Primary), Jo Saunders (Thorpe Primary School), Peter Sayers (Atlas Primary), David Servant (Frizinghall Primary), Val Sherred (Hoyle Court Primary), Marie Small (Poplars Farm Primary), Leanda Smith (Stocks Lane Primary), Moira Smith (Fairfield Primary), Claire Spencer (Killinghall Primary), Keith Vickerman (Immanuel College), Marie Walbreen (St Bedes & St Josephs College), Neil Whitaker (Hothfield Primary), Barbara Whitfield (Shipley Primary), Sandra Williams (Carrwood Primary), Ann Worsnop (Stocks Lane Primary)

**Present at Keighley;**

**Alison Teasdale** (Aire View), **Paul Johnson** (Bowling Park), **Lucy Gay** (Eastwood ), **Sally-Ann Dunwell** (Harden Primary Academy)**, Martin Nutter** (Haworth), **David Thompson** (Keighley St Andrews), **Andrew Lambert** (Nessfield), **Claire Kane** (Priestthorpe)**, William Holmes** (Riddlesden St Mary’s), **Raymond Edwards** (Stanbury), **Emma Turner** (Stanbury) **, Christopher Matthews** (Steeton), **Elizabeth Evans** (St Edmunds/ Princeville/St James)**, Suzanne Carter** (Parkside, Cullingworth)**, Brent Fitzpatrick** (Farnham), **P Clarke** (East Morton), **Laura Freakes** (Strong Close Nursery School), **Brian Outlaw** (Hirstwood Nursery School), **Ros Stansfield** (Girlington), **Robert Whitaker** (Oxenhope), **J E Hardman** (Trinity Bingley)**, John Packer** (Holy Family), **Ann Andrew** (High Park), **Peter Lancaster** (Hirstwood Nursery School), **Zafar Ali** (Eastwood), **Jill Gilhome** (Strong Close Nursery School), **B Seth** (All Saints Ilkley), **Sally Birkbeck** (Delius/TRACKS).

**Apologies: Melanie Ratcliffe** (Oldfield), **Joyce Simpson** (St Stephens) **, Stephen Readyhough** (St Winefride’s / Buttershaw)**, Pete Sayers** (Atlas).

**In attendance at Bradford;**

Evelyn Haigh (SGS), Tracy Isherwood (Clerk), Judith Kirk (Head Children’s Services), Richard Lait (AAO), Dr Clive Linnett (SGS), Andrew Redding (School Funding Team), Yasmin Umarji (Strategic Relationship Manager)

**Speakers/ In Attendance: Michael Jameson** (MJ Strategic Director Children’s Services),**Yasmin Umarji** (YU- Bradford Achievement Service), **Richard Lait** (Rl- Bradford Achievement Service), **Julie Ioanna** (JI-Bradford School Governor Service), **Christina Low** (Bradford School Governor Service - notes).

Referenced: [Bradford Schools Online](https://bso.bradford.gov.uk/Schools/Home.aspx) Bradford Schools Online [Finance consultation](https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=212) valid until 28 November 2016. [Regional School Commissioner (RSC)](https://www.gov.uk/government/organisations/schools-commissioners-group/about/our-governance); [DfE website](https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development); [Justine Greening 27 Oct 2016 announcement](http://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Lords/2016-10-27/HLWS224/); [NCOGS](https://www.ncogs.org.uk/) [DfE website](https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development) for list of academy conversions

**Welcome and introduction**

**At Bradford:**

Judith Kirk welcomed governors to the meeting. Following a large number of changes over a short period of time, governors are critical in development across school.

For those considering academisation, Judith Kirk emphasised the need to do what is right for your individual school, community and children, and at your own pace.

**At Keighley:**

Michael Jameson (MJ) welcomed Governors to the meeting and acknowledged the commitment, skills and experience that governors bring to the challenge of school improvement and raising the expectations and life chances of pupils in Bradford District schools. He made mention of the importance of Keighley, Aire Valley and Wharfe Valley schools.

MJ outlined the continuing role for the LA including delivering increase in school places, , coordinating admissions, assessment and support for SEND pupils. MJ advised that the LA is agnostic about the status schools chose and works with most academies and free schools. He advised schools not to rush into academisation, caution is required when looking a the scale, capacity and costs of academisation.

MJ welcomed the role Governors play and invited Governors to question the speakers tonight and give any feedback through Governor Services

**School Outcomes 2016 – Yasmin Umarji**

**At Bradford:**

The outcomes from Early Years to KS5 for 2016 were presented to governors including;

* EYFS GLD (Good Level of Development) – Bradford is still just below National but the gap continues to close. With the GLD boys still need to improve across the board, early structures and provision needs to be in place to address this; a number of projects have been introduced to address this and Lynne Donohue has been working with schools also.

In the league table of LA’s Bradford is now 113/151 instead of 122/151 in 2015.

* 2 Year Old offer – the outcomes are an improvement and the gap is closing but we need to continue to work to provide good quality provision.
* GLD: FSM – the 2016 FSM data is not yet available
* Phonics – there have been some successes with Y1 Phonics with outcomes being 79% (National 81%), we need to be in-line with National. Schools are identified whose Phonics outcomes are 10% or more below National (35 schools last year) and point them to schools who were 10% below last year but this year are in-line with National. Girls are in-line with national and working at the expected standard whilst boys are slightly below. The data for disadvantaged pupils has not yet been released
* KS1 – due to the introduction of the new measures we cannot compare end of KS1 or KS2 results to previous years; comparing this years outcomes with national expectations Writing is broadly in-line; Maths is 3% below national; Science is 6% below national and Reading is 4% less than national. The gap is not as wide as in previous years but we are still below national. The More Able group need to be pushed, governors need to compare data to the starting point and questions can be asked from the child’s GLD scores and previous performance. See hand-out for group data.
* KS2 – KS2 outcomes were similar to national in Writing which was moderated. Combined scores are 7% below national. Reading is 10% below national, GPS 4% below and maths 5% below. We are working together with a number of projects to get Bradford reading. Teacher Assessment outcomes shows we are closer with predictions. We need to challenge the more able as we are not doing well enough in this area we need to offer enough challenge for these children.
* KS4 –

**Q – a governor asked if the team from the LA complete follow-up visits to schools once they have challenged Head teachers with outcomes – to check on impact;**

A – With Priority 3 and 4 schools officers go back and check; Priority 1 and 2 schools have support via BPIP/CSP etc.

The KS4 outcomes are an improving picture, there have been many changes with the progress measures from Y7 to Y11, A\* to C is not a recognised benchmark but we monitor this, the gap has been closing for the last 3 years. Improvements are evident; secondary schools are working hard to understand the information and help parents understand it also.

EBacc – Bradford outcomes were 17.1% against national outcomes of 22.8%.

The data is issued with ‘health warnings’, the January data will be the pure version and include children who are disapplied or late entries etc.

* KS5 – schools are working hard and are outperforming national in some areas.

Overall we can see an improving trend and the EY impact is visible. Regarding Ofsted outcomes in the primary phase, there are a large number of Requires Improvement (RI) schools but a marked increase in the number of schools with judgements moving from RI to Good.

Questions were invited.

**Q. Bradford Primary school end of KS2 outcomes are still below national with around 70% at the old L4 or better; the end of KS4 (GCSE) results do not correlate with this. I would ask what has happened between the end of KS2 and Y7 & Y8 – how can the progress made in primary schools be developed further in KS3?**

A. with transition it is a time for change, projected outcomes depend on where within L4 a child is placed – a level 4b roughly equates to GCSE equivalent. We need to look at the data and produce in-depth analysis for more accurate predictions.

**Q. Is the LA happy with the transition process from primary to secondary phases?**

A. Each school has its own process; a lot of schools work hard with their feeder schools and have effective processes, though transition can always be improved.

**Q. We used to have a KS3 measure in Y9, is there anything else in those years – it is a big gap from Y7 to Y11?**

A. Different assessments are in place in schools throughout those years to monitor progress, as are stringent processes in primary schools.

**Q. Yasmin said to look to KS1 for Y5 & Y6 children; it must be the same for Y7, Y8 & Y9?**

A. it is – they should use data from primary schools to continue to track

**Q. The comment made regarding RI to Good judgements for Ofsted, is there data to say if those improved are maintained schools or academies. It is important to have this information when academisation is something being considered by a number of schools.**

A. they are all Bradford children and no matter what schools we want the best outcomes. Yasmin to send out this information.

**At Keighley:**

Comments from YU included EYFS GLD Bradford improvement in last year by 4%, a greater improvement that National but still below National. Boys level of GLD is still a concern – positive interventions include Dads reading with children.

Rising trend in GLD for children eligible for Free School Meals.

Phonics – working at expected standard – results. Target was 78% , Bradford District achieved 79% (still below National 81%) Governors do you know your phonics score?

KS1 – Track your data if below national ask what are we doing? – don’t wait until year 5 or 6 to take action. Our aim for those achieving a Higher Standard – we need to develop our more able, challenge them more, they are not making the progress they can.

YU showed KS1 Outcomes for selected groups and highlighted the new measure of Average result against expected result.

KS2 national concern about the challenging English paper.

YU invited Governors to establish the Bradford reading Pledge and ‘Let’s get Bradford reading’ – consider having a named governor for Reading. Ensure ethnic minority authors.

KS2 progress measure data not out until Dec 2016.

KS4 no historical data , we know Attainment 8 score is provisionally 4.5(equates to C grade) and Progress 8 is positive. KS 4 Progress data due Dec/January.

KS5 above National.

**The Ofsted Requirements on Governance – Richard Lait**

(see RL’s four handouts: Governance Ofsted’s questionnaire; Ofsted School Inspection Handbook Au2016; ‘Are you Inspection ready?’ ; Changes to Ofsted Inspection requirements form September 2016’.).

**At Bradford:**

There has been quite a lot of success in primary schools in the inspection process, any schools within their inspection window has been called for bespoke training. It was recommended to governors to download the most recent Inspection Handbooks (August 2016) and familiarise yourself with them.

Jane Arundale has put together a book called ‘Are you “inspection ready”?’ – see document. Schools can also receive bespoke training in this area, on the front of the document is a quote from page 57 of the School Inspection handbook (August 2016)

*‘Across almost all year groups and in a wide range of subjects, including English and Mathematics, current pupils make consistently strong progress….considering their different starting points.’*

The inspection includes a lot about current progress data, not just end of KS outcomes but for each class in each year group.

There are 3 initial ‘trip’ hazards for inspection

* Safeguarding – recent changes are included in the documents and it is important that Head teachers and senior leaders are aware of them. Jane Done has taken on the lead for safeguarding and support can be requested via Yasmin or your Area Achievement Officer. If the inspection fails at the beginning with safeguarding the inspection process will still continue.

There have been several issues recently in schools around site safety including physical security, locked gates, fences etc. If an incident does occur in school ensure it is fully recorded and a Health & Safety check or Safeguarding review takes place. Schools must have a named Safeguarding Governor.

* The school website needs checking for compliance – this can be done by governors from home. Governor Services have done some compliance checks. Reminder – Pupil Premium and Sports Premium information needs to be included.
* Attendance – Group data should be reported regularly including vu
* lnerable groups in school. This should be reported at the FGB meeting

Richard informed governors that Ofsted inspectors often complete surveys as part of the inspection for information purposes only

**Q. Looking at the survey document – is it a good thing if schools have a Chair and Vice Chair with a background in education?**

A. This document is to gather information and is not used as part of the judgement.

The booklet helps schools/Governors to prepare for inspection. One of the changes in the new handbook includes the change from stating ‘leaders’ to ‘leaders and governors’. Nominated governors who will speak with inspectors can prepare by having regular meetings (i.e. monthly) to discuss some possible questions.

At the National Governors Conference it was mentioned the possibility of inspectors checking web searches of schools, Head teachers and Chairs.

**At Keighley:**

The same presentation was delivered.

Keighley questions:

**Q. What does category mean?**

A. Ofsted inspection may result in school being categorised as Special Measures or Requires Improvement.

**Action for Governors**

* get August Inspection handbook and see where it refers to ‘leaders and governors’;
* check school website for compliance (check that you have a Pupil Premium Strategy not a statement on the website);
* ensure attendance information is presented and governors are aware of targets and the current situation;
* update single central record to include all details and checks including overseas workers.

**Changes to School Funding – Andrew Redding**

**At Bradford:**

There have been a lot of changes with the National Funding Formula and we are waiting for further information. There is an overview of where we stand regarding the use of funding in 2017/18. The schools forum and decision making process is underway, as is the consultation process, we are recommending we continue with the same structure. On the 28th November we have consultation regarding High Needs funding and Early Years (EY) (2 Year Old (YO), 3 & 4 YO provision and extended 3 & 4 YO provision).

There will be an immediate impact on EY funding with the implementation of a universal base rate and the re-allocation of the national pot of money. Within a couple of years the EY budget will have reduced by £2.4m. We expect the 2YO offer to increase funding in schools but for the 3 & 4 YO offer to reduce. The increase of entitlement for lower funding could cause viability problems for Nursery schools.

The EY NFF (National Funding Formula) seems negatively affected by the proposals, confirmation of these is expected imminently, if predictions are accurate we expect reductions to start in April 2017.

The main NFF for primary, secondary and High Needs may seem inadequately weighted, the first stage of the consultation process took place in March 2016 with Brexit delaying the second stage, this has delayed the second consultation to be in the autumn term. Schools need to discuss these changes and consider them when preparing & projecting budgets. Andrew recommended schools monitor BSO (Bradford Schools Online) regarding the publishing of further information

**At Keighley:**

The same presentation was delivered.

**Q. What changes planned for Nursery Schools?.** A. table as part of consultation , **ACTION:** SGS send link on BSO to LA School Funding Team consultation on Funding changes to Brain Outlaw .

**Q. Carry forward** – will allowance be increased to prepare for the future?

A – currently plan to retain the thresholds. Protocols do allow for budget pressures in future years but schools must provide clear evidence of why required. Threshold now is 6% secondary and 4% primary.

**Q. Budget protection if level of income decreases?** Yes , Early Years minimum funding guaranteed, primary and secondary under a formula.

**Q. Explain academies funding?** A. Government currently sends funding proposals to Schools Forum who then instruct Government how much to give academies influenced by local funding formula, in future the government will not consult Schools Forum and will apply a Nationally agreed formula NFF. New NFF will not take account of LA wish to invest in Early Years.

**Q. Nursery Schools – what is in place to assist when reduction hits?** A. School Funding team are in discussion with schools now. There is some uncertainty. 2 years protected spending with big 10% cut later. Government has said there will be levels of protection for two years and consultation will be undertaken by the Government. School Funding teams are looking at options and potential impact. The way forward for Governors is to engage and discuss financial pressures. There is a level of uncertainty around Nursery School funding – in NFF – will the Government support the Nursery School supplement over next 2 years to a more sustainable footing.

**Latest news concerning Academies and Academy conversion**

**At Bradford: presented by Evelyn Haigh**

See hand out for list of recently converting schools, further schools are considering this process also. There is no information on any plans to change the rules to allow the conversion of Nursery schools.

From 8th November schools classed as Good are able to apply to be Teaching Schools – online applications.

Effective MATs which provide a good education for children have Trust Boards which hold the CEO to account

Schools no longer need to rush to academy conversion. Governors should carefully consider what is the right thing to do for their school in the medium and long term and they now have the time and space to do that.

**Q. Where does the notion of an LGB come?**

A. they are Local Governing Boards, you do not need to have one but need a Scheme of Delegation if there is one. The Trust Board decide the powers that are delegated, if any.

**Q. What is you are already an academy and want to change these?**

A. You would have to get the trust board to change their minds and take the time to review it and change the levels of delegation – there is no way to compel them to do so.

**Q. is there still a drive to convert category schools?**

A. Yes, if you are in danger of being placed into a category you may wish to complete some of the work looking into options and approach a preferred sponsor rather than waiting to be compelled to do so.

**Q. What about coasting schools?**

A. To be a coasting school 3 consecutive years of results are needed which meet the coasting criteria. Governors need to be given this information by their schools. If you have 2 years of meeting the coasting criteria – this should be addressed immediately as coasting schools will have to supply an action plan to the Regional Schools Commissioner (RSC) and satisfy the RSC that they are taking effective action to improve matters. The RSC can compel a coasting school to convert to academy status.

**At Keighley: presentation by Julie Ioanna**

Updates monthly on conversions on BSO.

Recommendations from Governors – find out the level of delegation do you have any accountability at your level.

MJ commented: Governors can take a step back as the Regional Schools Commissioner has no expectation that schools have to become academies. MJ expressed the opinion that schools benefit from collaboration and avoiding isolation. Think carefully before entering into an arrangement – don’t rush. LA will offer objective advice. Look for a strong partnership.

JI confirmed that Nursery schools cannot currently convert to academies.

[Justine Greening announcement on 27 October](http://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Lords/2016-10-27/HLWS224/) that there will be no introduction of legislation this parliament to force schools in underperforming areas to convert.

Q. what is [NCOGS](https://www.ncogs.org.uk/)?

A. National Coordinators of Governor Services

**ACTION**: JI asked Governors to communicate any ideas for future topics to School Governor Service 01274 439400 [school.governor@bradford.gov.uk](mailto:school.governor@bradford.gov.uk)

MJ and JI thanked everyone for attending.

**Meeting closed at 8.05pm**

**At Bradford:**

**Topics for future Governor Forums;**

* Financial update
* Understanding data
* How an experienced governor can continue to develop and evidence this

Those present (at both meetings) were given documents regarding Leadership training for Chairs and Vice Chairs, 2 governors from each school can apply to attend for the price of £80 each.

**Meeting closed at 8pm**