

SCALBY SCHOOL  
Interim Executive Board Meeting 26  
Interim Executive Board and Shadow Governing Body Meeting 4  
Wednesday 23<sup>rd</sup> June 2010 at 6.30 pm

Item	Minute	Action
09/311	<p><u>Attendance.</u> <b>Individuals present shown in bold type. Interim Executive Board members underlined.</b></p> <p>Local Authority Governors <b><u>Mr J Scoble (JS) (Chair)</u></b>, Mr R Cannon (RC) Vice Chair),</p> <p>Community Governors <b><u>Mr M Goode (MG), Mrs S Williamson (SW), Mr D Graham (DG).</u></b></p> <p>Parent Governors <b><u>Mrs S Hartley (SH)</u></b>, Mr G Casper (GC), <b><u>Mr A Newton (AN), Mr A Robson (AR)</u></b>, Mrs A Unsworth (AU).</p> <p>Staff Governors <b><u>Miss L Eddery (LE), Mr J Morgan (JM).</u></b></p> <p>School staff <b><u>Mr P Tarn (PT) (Principal), Mr A Wappat (AW) (Vice Principal), Mr B Evans (BE) (Assistant Principal), Mr M McCluskie (MM) (Assistant Principal),</u></b></p> <p>Local Authority Officers <b><u>Mrs D Sutherland (School Improvement Partner),</u></b></p> <p>Others present <b><u>Mr. R Hobson (RH)</u></b></p> <p>Clerk</p>	
09/312	<p><u>Apologies for absence</u> Apologies had been received from Mr Cannon, Mr G Casper, Mrs Unsworth, Mr Wilkins and Mr Read.</p>	
09/313	<p><u>Declaration of interest</u> To invite members to declare any interest in matters which are the subject of, or are connected with, any item of business on the agenda. No declarations were made.</p>	
09/314	<p><u>Confidential agenda items</u> To consider if an agenda item needs to be treated as confidential and excluded from the published minutes. None selected.</p>	
09/315	<p><u>Minutes of the last meeting.</u> (Previously distributed) The minutes of the meetings of the Interim Executive Board held on Thursday 10<sup>th</sup> June were <b>agreed</b> as a correct record and signed by the Chair.</p>	
09/316	<p><u>Matters arising from the minutes not otherwise covered on this agenda.</u> 09/306 <i>Governors recognised that a key feature of the remaining presentations, should be to identify the key issues, and appropriate questions, that should be used to hold the Senior Leadership Team to account in the future.</i> The Vice Principal now distributed a document "Questions to ask- Curriculum led Financial Plan".</p>	
09/317	<p><u>School Development Plan 10/11</u> Presented by the Vice Principal.</p> <ol style="list-style-type: none"> <li>1. Governors had previously received a document outlining the strategic plan for 2010/11. It had been agreed at a weekend conference attended by the Senior Leadership Team and led by the Principal Designate. It lists the tasks to be tackled to take the school from the Ofsted grade of "Good", to "Outstanding". The target time is for it to be achieved in 18 months.</li> <li>2. Governors asked how it can be confirmed if Ofsted do not re-inspect at the appropriate time? The procedure now is for schools to grade themselves using the Self Evaluation Form. Ofsted use this as the starting point for their assessment. An honest self assessment of outstanding would have to do if Ofsted do not visit. However, a school not long out of special measures is likely to be re-inspected to confirm sustainability of the improvement.</li> </ol>	

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	<ol style="list-style-type: none"> <li>3. The Vice Principal now distributed a document showing the grade descriptors used by Ofsted to determine good and outstanding ratings under the many areas of school work to be inspected. It is a starting point for the strategic plan, but the plan will also be informed by the needs of learners in the school.</li> <li>4. Governors may find the Ofsted document useful for their own future assessments of the school. The Principal commented that there is a significant difference between quantitative and qualitative judgements. The former is a simple measure and cannot be disputed. The later has room for interpretation and can be the subject of some discussion.</li> <li>5. Although the descriptors look extremely challenging, it is likely that in some areas the school is already at, or very near to, the level of outstanding. Information on Ofsted reports for outstanding schools, and schools with outstanding features can be found through new document recently sent to schools. It is attached to these minutes as appendix 1. This may prove useful as the work progresses.</li> <li>6. Action plans for the delivery of the strategic plan will follow for governors to review. The Vice Principal hi-lighted one area that the Senior Leadership Team have identified as a key priority. No Student Left Behind has become an acronym to describe the initiative, which aims to ensure a whole school strategy for developing functional skills. <b>All</b> staff share a responsibility for developing English and maths skills, which address barriers to attainment. It is not simply a matter of departmental responsibility. The Assistant Principal for DEEP Support has been very involved in this and recently made a presentation on the plans to staff from a group of schools. A very experienced educationalist recognised the plan as “an extremely well thought out strategic approach to literacy across the curriculum”. Governors welcomed this.</li> <li>7. Governors recognised the value of the outline strategic plan and looked forward to monitoring developments. The Chair thanked the Vice Principal for his presentation.</li> </ol>	
09/318	<p><u>Developing Performance</u> Assistant Principal Mr Michael McCluskie</p> <ol style="list-style-type: none"> <li>1. The Assistant Principal shared with governors the developing performance policy previously approved by the Interim Executive Board in June 2009. It is not used in isolation. Heads of Departments and members of the Senior Leadership Team regularly monitor professional performance. Governors asked how this is managed without compromising the performance management process, which restricts formal observations to 3 times per year? Drop in visits lasting a short time are used. Notes are not taken and only short feedback is provided. Particularly good work may trigger a written note of congratulations from the Principal. Heads of Department are accountable to the Senior Leadership Team for the monitoring they carry out. The results of the monitoring are fed into a database for analysis.</li> <li>2. The developing performance policy is used when a pattern of individual under performance has been identified. It applies to all categories of staff. The process begins with a formal interview. The member of staff may choose to be accompanied by a union rep or supportive friend. A support package is agreed and a mentor provided. The mentor plays the role of critical friend and acts in confidence. The mentor does not play a part in the monitoring of performance. Other colleagues are involved with clearly defined support roles. Good practice is shared.</li> <li>3. The full cycle last 6 weeks with an interim review meeting at the mid point. This may result in alterations to the package of support.</li> <li>4. The Assistant Principal carries out formal observations. This is no longer</li> </ol>	

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	<p>subject to the restrictions of the performance management process. During the last week of the process the Assistant Principal makes 2 formal observations, one with notice and one without. The process ends with a formal review meeting where 3 decisions are possible: -</p> <ul style="list-style-type: none"> <li>○ End procedure and continue with normal performance management</li> <li>○ Review Support Plan and continue for further time-limited period</li> <li>○ Transfer to Capability Procedure</li> </ul> <p>5. If the capability procedure is implemented a similar program takes place. However, this is a formal procedure that must be recorded on the staff members record and notified to future employers</p> <p>6. Governors asked how many times the developing performance policy had been used this academic year? It has been used 3 times. Once with considerable success leading to a colleague making excellent progress towards becoming a good teacher. The other 2 resulted in staff members changing career paths.</p> <p>7. Governors recognised the importance of the process in ensuring a fair deal for the students. Principal recommended that the future Governing Body should support this process, and delegate the power of dismissal to the new Principal. They would then have a review and decision role, if a staff member appealed against the action taken by the Principal.</p> <p>8. The Assistant Principal suggested that the Governing Body should receive reports each term on teaching and learning. The database analysis will provide information on progress towards the target of 50% of lessons being outstanding, 50% being good, and no unsatisfactory lessons at all. Governors welcomed this suggestion.</p> <p>9. The Chair thanked the Assistant Principal for his presentation.</p>	Clerk
09/319	<p><u>Technology Specialism</u> Assistant Principal Mr Barry Evans</p> <p>1. The Assistant Principal distributed a document outlining a proposal for the school to apply to have the specialism re-designated as Technology and Arts. The normal cycle requires the school to apply for re re-designation in the autumn term 2010. The procedure has now changed and the responsibility for re-designating the school has passed to the School Improvement Partner. She will make her judgements against strict criteria, and with guidance from the Local Authority and Department for Children Schools and Families.</p> <p>2. The school is currently designated as a Technology College with the 3 required subjects of Technology, Maths and Science. If the re-designation is successful one of the 3 would be dropped and re-placed with drama or music.</p> <p>3. Food technology, graphics, textiles, science, maths, drama and music are some of the highest achieving departments in the school. Scalby school drama productions are a significant strength of the school. They achieve this with the considerable support of other departments.</p> <p>4. Governors asked about funding? Dual specialism will only attract the same funds as single specialism.</p> <p>5. Governors recognised the logic and value of the proposal for the school. They thanked the assistant Principal for his explanation of the proposal.</p> <p>6. Governors watched a very moving tribute to Ellie, her family, and her friends. A perfect example of co-operation between departments, and a reflection of the values of the school.</p>	
09/320	<p><u>Parents consultative group.</u></p> <p>1. A small group of parents met on 15<sup>th</sup> June. Several items were raised. They</p>	

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	<p>were: -</p> <ul style="list-style-type: none"> <li>○ Transport for students attending afternoon extension activities.</li> <li>○ School dress code</li> <li>○ Availability of drinking water fountains</li> <li>○ Feedback on the world challenge</li> </ul> <p>2. The Principal had approached the Local Authority and the bus companies about the transport, without being able to resolve the problem. This has been a long-term problem, now exacerbated by the wider range of activities available. A way forward maybe co-operation between families in specific localities.</p> <p>3. The school dress code will be a matter for the new Principal and Shadow Governing Body.</p> <p>4. The last 2 were passed to the Principal for consideration.</p> <p>5. Governors recognised that a review of the role of the parents consultative group would be undertaken as part of the work towards achieving the Parental Engagement Quality Standard. This is listed as a target in the outline strategic plan for 2010-11.</p>	
09/321	<p><u>Policy Reviews</u> Educational visits The policy on residential visits requires organisers to follow County procedures to make the appropriate risk assessments. It is also a requirement that County approve these assessments before the visits take place. Submissions are made on-line. County officers make spot checks during visits to ensure the assessments are being acted upon. A governor with expertise in Health and Safety will meet with the Assistant Principal with responsibility for visits to ensure the policy adequately addresses these matters.</p>	DG MM
09/322	<p><u>Urgent Items agreed by the Chair.</u></p> <ol style="list-style-type: none"> <li>1. The Clerk was asked to make contact with Local Authority officers with regard to the Shadow Governing Body taking over from the Interim Executive Board in the new term</li> <li>2. The Chair asked governors to take and display a poster advertising the school's open day.</li> <li>3. Governors received the audited accounts of the school fund, and the Financial Management Standard in Schools guide to financial competencies required by the Governing Body. Governors were asked to review these prior to the next meeting.</li> <li>4. Governors received the North Yorkshire County Council booklet of training courses for governors in the next academic year. Governors were encouraged to book early to ensure courses are viable. Bookings can be made through the school office.</li> </ol>	Clerk
09/323	<p><u>Dates of future meetings</u> The Interim Executive Board and Shadow Governing Body will meet together at 6.30 pm on Thursday 8<sup>th</sup> July.</p>	