# Minutes of Governing Body Meeting, 9th November 2021, Via Zoom.

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| Present: | C Gilbey (Chair)R Campbell (Head teacher)S MossN WiltshireC DitchB Calvert |
| In Attendance: | Y Scott Clerk |
| Apologies: | Katrina Davies – Questions submitted virtuallyKate Davies – Questions submitted virtuallyC Rogers – apologies and resignation |

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| **22/11** | **Receive Apologies for Absence –**  |
| *Summary of Discussion*(includingquestions and responses) | *Lead – Chair**Purpose - Decision*Apologies received in advance via emailG Firth – No apologies informed that he has resigned by other Governor await confirmation from G Firth.C Rogers – Resigned with immediate effect**Agreed by all governors’ apologies received CofG will contact governor re resignation.** |
| **Actions Arising / Resolutions 22/11** |
| Accepted | **Chair** |

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| **22/12** | **New Declarations of Interest and Interests Relevant to this Meeting**  |
| *Summary of Discussion*(includingquestions and responses) | *Lead – Chair**Purpose – Information*Nil received  |
| **Actions Arising Resolutions 22/12** |
| N/A | **NA** |

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| **22/13** | **Agree Minutes of Past Meeting and Consider Matters Arising**  |
| *Summary of Discussion*(includingquestions and responses) | *Lead – Chair**Purpose – Information***REF NA**Non to report |
| **Actions Arising / Resolutions 22/13** |
| Previous minutes a true reflection and accepted as such unanimously | **N/A** |

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| **22/14** | **Consider Meeting Focus – School Improvement Planner** |
| *Summary of Discussion*(includingquestions and responses) | *Lead – CoG - Headteacher**Purpose – Information*Policy documents tabled in advance to all Governors via portal.*School Improvement** Discuss SEF and cross reference with monitoring outcomes from previous year.

**Regarding the scoring is there an independent checker of the scoring you have submitted?**It is primarily the governors’ job to ‘check’ the SEF judgements. This is mainly through your monitoring activities, data and through information from our SEA (independent advisor from NYCC).However, it’s important to note the individual scores in the action plan are not directly evaluated by any external source – these are purely for informing our own School Improvement journey. If you, as governors, feel the evidence you have found does not have parity with the SEF judgements, this should be challenged. **We are not educational experts, can we do this effectively?**CPD for governors is available to build confidence in monitoring. Ultimately, you will never be asked to grade lessons or make judgements about individual teachers etc. – it is about checking that what you are told is happening is, in fact, the reality in school. The SEA reports, plus evidence from partnership work with other schools etc. informs this. **Are we assessing against an Ofsted criterion when we monitor in school and view these documents?**To some extent; monitoring should be primarily against the SIP and SEF. That said, those documents, primarily the SEF, are, themselves, based on the Ofsted framework. For example, governors might want to assess whether there is evidence of a broad and balanced curriculum, or if the curriculum is narrowed. These findings can be delivered back to FGBM and questions should be asked of the monitoring results against SIP and SEF objectives. The SIP priorities match across to the governor who has the responsibility for said subject enabling cross checking of the data and importantly that monitoring is targeted and able to address a challenge to the schools’ procedures and educational delivery. It is very important to follow up and complete the full circle to allow for governance. It needs to be more coherent matching up why and how monitoring is being completed thus ensuring challenges are appropriate. **We also need to be asking for things to be done by set dates to have these items reviewed and sorted for monitoring. These can then be more set to allow a concise time scale to evaluate and deliver challenge and response to meetings - how is this managed?**We will review the timetables we already have for monitoring; then at each meeting, review this and booking in follow up of this with teachers promptly to get the full cycle of governance documented and completed. The importance of recording everything against the SIP is paramount and is where you should be directing your challenge. Best practice is to liaise with the teacher and set your schedule in advance according to the termly guidance that is issued to governors at the beginning of each year alongside the FGB meeting calendar.**(Virtual question from governors unable to attend)****In behaviour and attitudes in actions, it talks about low level disruption and continuing to develop strategies. Regarding, this do you have an overview of when and where these levels of disruption happen and in which lessons?** Yes - though we do not have a week by week lesson by lesson observation, but we do have a sense of which classrooms, teachers, times etc. I do not believe it is a big issue, demonstrated by a very settled atmosphere in school but more HN areas that can cause others to elevate in their behaviour. Our snap shots have shown low level disruption regarding what level we are at, but this was less during Covid.I require clarity regarding the below:“Is it the same lesson for the same child?”It is more across HN areas setting off different children in different lessons so not particular to anyone subject area.**Do you have evidence of frequency?**CPOMS produces an audit of higher level disruption - who and where, and would also track for classes as incidents are logged via this system, so we do indeed have evidence of frequency.**(Virtual question from governors unable to attend)****The abbreviation HN what does it stand for within the leadership and management area?**High Needs, this is relating gaming and off rolling. This is to do with changing areas for Ofsted, the evidence I have provided is the inverse of this as we often have children in our school that are being refused access to other schools. We are evidencing the opposite to highlight how we support SEND and such in our school.**(Virtual question from governors unable to attend)****Regarding the summary evaluation Sept 2021, it is pleasing to note that there is an increase across all figures within the green, particularly regarding the climate of the last 18 months. A positive to be gained from prolonged uncertainty in a difficult term, considering that a student in year 6 has not had a normal year in education since they were a year 4. Also, it is to be noted that the evidence of an increase of 0.1% in leadership and management is pleasing considering the decreased SLT. With the decreased SLT capacity, it is one to watch regarding staff welfare of the whole school team as we move forward with curriculum implementation.**Thank you noted, a good place for governance to be observing. November monitoring is due for staff welfare. However, despite the decrease in staffing within SLT there has been an increase in UPS within school with 7 members of the team within this bracket, this is top heavy. The UPS members of staff have roles appropriate to their UPS with the responsibility to meet their annual targets.**Do we have any staff within UPS that are looking to move up the promotion elsewhere?**We have some members of staff who have looked at promotion outside our school previously, but we could not say at this point if they continue to actively look for promotion. That said having UPS at the volume we have requires them to carry leadership responsibility and their annual targets are set accordingly to cover such areas within school**(Virtual question from governors unable to attend)****In the personal Development, re extending academic curriculum and developing talents, both are measured as a 3. Both, of these would potentially improve with re-introduction of after school activities. When are you re introducing these?** We have already started with choir practice running for years 3-6, and we have volunteers from within schoolteachers and TA staff completing a diary for upcoming clubs across the whole school year. We have a strategy to deliver an even spread across the whole year with diversity being key, not just sport, looking at personal development to cover other pursuits and attention to other less used areas previously for after school provision.**If they are teacher led, can teachers cope with this additional request on top of everything else? Could it be considered to employ the service of instructors to deliver these options to parents?**Hard balance to find, in all schools I have worked all teachers have been expected to carry a club, however the additional work load has greatly changed. With the budget as is, we know from experience that parents do not pay for the clubs and therefore it reduces the ability for these to run. This year I have requested that all teachers offer one after school club, if at all possible making this broader for all pupils. It is not ideal but funding is not at a level for this resource. I haven’t asked support staff as yet but hope that some staff may offer an afterschool sports club that can be funded from the Sports premium.**Question asked of the Governors: to the best of the governors’ current level of school knowledge are you confident that this reflects where we are and does it reflect the school priorities for the coming years?***Yes, but it is the detail in the points and holding ourselves accountable for the visits, monitoring and challenge to the school.* **(Virtual question from governor unable to attend meeting))****The SIP/SEF are extremely thorough, clearly, and realistically explained. Regarding part 4 of the SIP ‘further development and training/development skills/improving standards’, what are the sources of this training, when is it scheduled, is there cost implications and are we prioritising early years?**Headteacher will contact governor directly for more clarity and will report answer at next meeting for the above question.**In early years education page 7, we went from a 2 straight to a 4 in this area from May to December, there is a summer holidays how are this possible?**This was my error apologies on my form I have already amended this to a 3 instead of a 4 due to Covid and the new adopter’s framework. We were different from where we were as the current year 1 are not at the confident level, therefore, saying we are secure on many of our children going to year 1 didn’t fully fit. |
| **Actions Arising / Resolutions 22/14** |
| Resolutions: All tabled documents carried The above documents (SIP/SEF) tabled in advance of the meeting have been adopted unanimously. **Agreed** (All) including 2 virtual votes from KD and KD AbstainNoneHeadteacher to contact governor re virtual question submitted for more clarity and feedback at next FGBM | **NA****Head** |

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| **22/15** | **Policy Update**  |
| *Summary of Discussion*(includingquestions and responses) | *Lead – Chair**Purpose - Decision*Policy documents all tabled in advance to all governors.Already reviewed digitally – to be noted.1. Policies to be reviewed:
2. Child Protection if not previously considered
3. Pay Policy
4. CLA Policy
5. ECT Policy
6. School Exclusions Policy

**The ECT policy notes that the governing body should be satisfied that the school has the capacity to support ECT.****Do we?****How do we know that?**ECT is replacing the NQT program of which we were fully supportive, however ECT is now 2 years rather than 1 and is all virtual work/training 1 morning a week. The ECT will be required to be out of class for this virtual training as well as the normal requirement to be out of class for PPA. So, there is a considerable change to the program and of course it is 12 months longer now running for 24 months and this must be met when you employ an ECT.Yes, we do have the capacity to support, we have an experienced staff team many of which have mentored previously. However, teach first is now the provider of the program and Red Kite is the teaching school alliance and there is a requirement to have a highly structured program for ECT for guidance and delivery. This is about having great induction and development for new ECT staff. If we have an ECT in the team, we will be accessing an approved provider and all training materials are pre-defined. The negative for ECT personnel, is that this could make it harder to develop in the profession, it is very impersonal, very driven to meet online training demands. it is a 2-year program of induction, the first year includes an extra 10% off time table to do this work, the second year is an extra 5% off timetable, so a big cost to schools as well. We need to grow and develop our new teachers and this has potential but with many implications for both the ECT and the employee. |
| **Actions Arising / Resolutions 22/15** |
| Resolutions: All tabled policies carried The above policies tabled in advance of the meeting have been adopted unanimously. **Agreed** (All) including 2 virtual votes from KD and KD AbstainNone | **NA** |
| **22/16** | **SEND**  |
| *Summary of Discussion*(includingquestions and responses) | *Lead – SEND Co-Ordinator**Purpose – Information*Continued ongoing LA issues and more high needs due in January which have no EHCP in place and of course funding per pupil has gone through in September census. The diagnosed need is the tip of the iceberg, and it is a continual fight.**Please explain, is the impact still increased on SEND lead?**Yes, as SEND holds this and Phonics within her remit. The portfolio has been pared back, as an SLT we are shaping and moulding the workload to allow the 2 clear foci for phonics and SEND **Can you explain why we have such a high need that isn’t across our county as a whole?**Yes, service life, moves, changes and not having continuity of care to deliver to their needs, we rarely have children for long periods of time and therefore cannot fully counteract the impact. We endeavour at all times to deliver the support they need without transition or change whilst they are within our school. |
| **Actions Arising / Resolutions 22/16** |
| N/A | **NA** |

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| **22/17** | **Receive Monitoring Reports – 22/17** |
| *Summary of Discussion*(includingquestions and responses) | *Lead – Chair**Purpose – Information**None tabled*Can we create a baseline for each term with what monitoring is required and send out with emails?*Yes, this will be discussed with CofG and head for this Friday to move forward for governance, however to note the annual schedule of meetings has all the monitoring scheduled per term and this is the platform to start from, as a governor managing your time to complete the tasks alongside the teaching staff that have the lead in your monitoring area.* |
| **Actions Arising / Resolutions 22/18** |
| Discussion at CofG/Head meeting to streamline process if required. | **Head****CofG** |

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| **22/18** | **Discuss H&S – 22/18** |
| *Summary of Discussion*(includingquestions and responses) | *Lead – Chair**Purpose – Information*All works completed on external roof issues under MASS scheme. |
| **Actions Arising / Resolutions 22/18** |
| NA | **NA** |

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| **22/19** | **Discuss AOB – 22/19** |
| *Summary of Discussion*(includingquestions and responses) | *Lead – Chair/Clerk**Purpose – Information**NA*Email regarding negative funding for MOD grant funding, what does this mean?*Having applied for repeat funding, this is very unusual and one of the issues was directly allocated to Covid reason, they have responded back and asked why we have done this. I have explained this is hugely due to Covid and lack of internal movement. We have gone back to present our case and see where we go from there.*Point to Note station on holiday for festive period is 17th December to the 9th January which may impact attendance.Also, LA governor noted that he will be standing down at the end of February due to moving away from this post. |
| **Actions Arising / Resolutions 22/19** |
| NA | **Clerk** |

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| **22/20** | **Confirm Date of Next Meeting – 22/20** |
| *Summary of Discussion* |  *7th December 1300 on site unless informed different.* |
| **Actions Arising / Resolutions 22/20** |
| NA | **NA** |