# Minutes of Governing Body Meeting, 13th October 2021, Via Zoom.

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| Present: | C Gilbey (Chair)  R Campbell (Head teacher)  K Davies (Staff Governor)  S Moss  C Rogers  N Wiltshire |
| In Attendance: | Y Scott Clerk |
| Apologies: | Katrina Davies (Vice Chair)  C Ditch  B Calvert |

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| **22/01** | **Receive Apologies for Absence –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance via email  K Davies  C Ditch  B Calvert  No apologies from G Firth  **Agreed by all governors** | |
| **Actions Arising / Resolutions 22/01** | | |
| Accepted | | **Chair** |

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| **22/02** | **New Declarations of Interest and Interests Relevant to this Meeting** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  New year, Nil received | |
| **Actions Arising Resolutions 22/03** | | |
| N/A | | **NA** |

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| **22/04** | **Agree Minutes of Past Meeting and Consider Matters Arising** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  **REF**  Non to report | |
| **Actions Arising / Resolutions 22/04** | | |
| Previous minutes a true reflection and accepted as such unanimously | | **N/A** |

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| **22/05** | **Consider Meeting Focus – Governance** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CoG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.   * *Terms of reference, appointment of key roles and specialisms* * *Outline governor priorities for the year and governor training needs.*   + Review vacancies   + Induction and mentoring of new governors * *Update register of business interests* * *Governor monitoring – ideas and discussion* * *Governor engagement – questions and documents*   Terms of reference remain the same, Science will be a key role for CR, DT remains empty. New updated sheet will be shared with governors via portal for confirmation.   * 2 co-opted vacancies, leaving team at 10 out of 12 governors. Actively review if any request or applications that have an interest for Co-Opt with skills required by board. * Induction pack for governors will be uploaded to portal for all governors use. * Upcoming new governor training for CR and mentor to support on monitoring visit   **What are the priorities for next year?**   * To anchor monitoring to school improvement plan. * To show exactly where the school is in relation to the categories and criteria * Ensuring that the governance is met regarding monitoring and the essential duties required of governors. * To push and continue to challenge the school to uphold the standards required. * To meet your own targets without being reminded taking ownership of your role.   **Induction and mentoring of new governors is this up to date?**   * Small number of documents outstanding this will be updated and logged on SCR this next week by clerk/admin   **What are the different activities that a governor can use in their scope of monitoring?**   * It is about having a balance of discussions with the subject leaders alongside visits that are focussed on for example observing the teacher completing monitoring of the produced work or with student engagement to allow for a broader in-depth perspective. Monitoring would expect to bring up actions, i.e., what a leader is saying will be managed and provided in their subject is the start of your next meeting showing the development and following a strategic plan. * Additionally, CofG noted sharing best practice is key amongst governors as well as with outside support agencies from development of governors through feedback from A Winning Team Training.   **What level of engagement is required in questions set?**   * To read the reposts and to challenge content, ask regarding how things will be delivered, what challenges arise from it, staff welfare the possibilities are endless | |
| **Actions Arising / Resolutions 22/05** | | |
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| **22/05b** | **Consider Meeting Focus – School Improvement** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Headteacher*  *Purpose – Information*  Documents tabled in advance to all Governors via portal.   * Receive finalised Summer HT’s report (if not already discussed); to include. * Final SIP progress update (previous year) * Data summary (no statutory data available) * Pupil premium update * Receive outline SEF/SIP KPIs   **Regarding the SIP, which areas will be carried over from the previous SIP?**   * Small areas but main area is key priority 2 as this was least successfully developed as this was additional extra that all teachers deliver, where I felt that during Covid this was not something that could be asked of staff.   **Is this going to impact other areas you had planned to do to ‘catch up with this from last year**  All it has probably done is delay the progress through the 3 ‘i’s, intent, implementation and impact. Our original hope was that that the first year was intent, with last year on implementation and this year would have been the impact. This has not been possible the implementation has not been in the depth we expected, not having a full year of our new curriculum we need a full year to monitor this.  **On a teacher level there has been essential focus on reading writing maths, and this has been difficult to invest in whilst narrowing gaps from home learning/Covid issues**. Some children have improved their gaps, but the added mobility factor has also impacted our design to meet the mobile community we are trying to fit in gaps from Covid, layering on complexity from different schools' protocols and eLearning environments who have joined us. It is particularly frustrating as we had really rolled forward on and now, we feel we have gone backwards  **When the children came back initially, we discussed how some pupils had regressed in learning, do you still feel at this point they are as far behind or has there been surprise in where they are at?**  It is such a varied picture that it is so hard to answer that. Our staff are extremely skilled at assessing children and moving them forward, but each lock down has been so different for all the children that the pressures on what we set increased, live lessons implemented, but the emphasis on what we needed to do was impacted by parents returning to work. I was harsh to say we have moved backwards, we are just not where we hoped to be at, and we must evolve and adapt and that is not just Covid it is current pupil numbers. Some areas are not functioning as planned due to class numbers.  **Are there any other subjects that will be impacted due to having to concentrate on the core subjects?**  As we previously noted the new Ofsted framework was to try and avoid the scenario whereby great data is held in core subjects, that a broad and deep curriculum is essential to learning. However, what covid has impacted is that the pendulum has swung back at a national level as the core subjects need to be brought on to give children the best possible chances as they progress through education. We are not stopping any subjects, but we are trimming within these subject areas as we think access to these such topics will enhance their engagement in their general studies within school  **Do you envisage this will continue into next year or more long term?**  I think we will have to monitor this as we go, the difference is between hierarchical and cumulative knowledge. Hierarchical must build up progressively, cumulative knowledge is for example you can study one thing without studying another without impacting a future year's learning. Hopefully, we will this way mitigate the impact over the longer term.  **What do we anticipate for the future year for the curriculum enrichment program, particularly regarding staffing.**  My hope is a progressive schedule to the curriculum enrichment, we have started planning in this area, we will not be up to strength immediately as it will take time, we have had some visitors in, and we have residential ahead but being realistic in this term we are not going to uplift this immediately it will be over the full year.  **What is the difference in the data seen from last year to where we are now?**  I cannot answer that as we have not had a full data dump, from soft information from teachers we have not had any major concerns raised with us directly, although attainment is not where we want it to be. Numerical data is available in phonics, and we have been quite pleased that several our year 1 students are not as far back as we expected. The investment we made at the latter end of last year with additional teaching and input we are further ahead, we are not far off where we would normally be at this point so I am immensely proud of the team as it is testament to how hard staff worked throughout school in the summer term to fill gaps for their pupils during this time to move their pupils on and deliver quality impact, alongside a holistic view to maintain the welfare and happiness of the children in school. There is a much better kinder social interaction without the restrictions and pastorally it is a good reflection on the children  **Is there still a concern regarding the concern re many children not having the opportunity to read at home, is this still that case?**  I do not think it has gone away for sure, through the new phonics program there is slightly less concentration on the home support and to use this in a unique way to support learning at home. We also look at the lowest 20% and target readers in school so definitely still ongoing. The new phonics scheme will allow more training and top tips for parents is all available via video content, and our historic engagement within our community is that their response is so much better via this mode of support.  A note regarding reception data from last year EYFS GLD is a combination of core levels of reception learning, 30% is an extremely low level for this, and would be a concern in a normal year, this is not a lack of work or skills from our team, children had been delivered a third less education at this point and they also had 27% mobility more than a quarter had moved in or out of that year which has an impact. Also, there was a significant percentage of children that were just below, but the figure had to be accurate, with another term of learning they would have been where they should have been at that point. Our current year 1 teacher is working exceptionally hard to close this gap with additional learning styles being added in an early year's friendly way to support their learning and enjoyment.  Also, as we see the high percentage of SEN that were last year's 4/5 are now this year's 5/6, this a cohort with a large area of special educational need and to be aware that this is moving across school  **The reading attainment data for year 6 does not correlate 40% above with reading and 57% below,**  Yes, that is exactly the point last year's year 6 did not have greater depth in writing but in reading 73% would have probably passed, this is a good area to show that core skills within the learning time were the things we were promoting to enhance reading comprehension using products like reading eggs. This shows these ideas and plans have delivered results in the gap from reading, and if we had longer it would translate over into the greater depth of writing. It takes time and time was precious over the last academic year, but as Send what we put in place to boost reading has had a massive impact and that is great to see. | |
| **Actions Arising / Resolutions 22/05b** | | |
| NA | | NA |

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| **22/06** | **Policy Update** | |
| *Summary of Discussion*  (Including  questions 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:  * Staff pay policy (if available) Not available delayed due to cabinet re-shuffle with unions currently, due to deadline for teacher pay this will be forwarded to CofG for his approval and distributed via the portal to all governors when available from NYCC * Child looked after * School exclusion * ECT (previously NQT) policy (now a 2-year program not 1 year)   **No Questions** | |
| **Actions Arising / Resolutions 22/06** | | |
| Resolutions: All tabled policies carried    The above policies tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone  Forward Staff Pay Policy to CofG when available from NYCC | | **NA**  **Head** |
| **22/07** | **SEND – 22/07** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – SEND Co-Ordinator*  *Purpose – Information*  *We have had a drop in pupil numbers however our SEN has climbed at 23.4% and national is 14.7%. Within that we have 9 children with an EHCP, effectively children with more complex needs and support requirement, and unfortunately these may not be banded particularly high, therefore for example it is not factored in that a child may need support over lunch time which then impacts as the top up does not cover the front loading. It is putting pressure or meeting and managing their need across school and integration into school Additionally we can only staff one child part time, as we were not made aware by NYCC until the end of the summer, so a tricky start of the year managing expectations for staff and parents alike. The team do their absolute best and the children do appear to enjoy being at school, so this is a positive as a lot of their daily provision is dependent on stability.*  *This does not include children with pastoral needs either long or short term, we still have all the traditional Leeming we have with the mobility impacting. TA support is a real need, alongside budgetary impact, professional support is delayed for many, OT, speech, and language etc all due to Covid.*  **Did we get a response from the Hub regarding the lack of support for schools?**  No, they met with us, and she kept using the phrase I hear you, but unfortunately not listening, the lack of support is still an issue. We continue to follow a robust route to manage and support our children and staffs needs but it is indeed particularly challenging,  **How do we fulfil need within an EHCP**  Informed to liaise with SEN Hub and complete their documents, we are being very assertive as you cannot complete a report on a child you have not met who needs EHCP support and has needs that must be met, not ideal but we continue challenge and move forward as we can. | |
| **Actions Arising / Resolutions 22/07** | | |
| N/A | | **NA** |

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| **22/08** | **Discuss H&S – 22/08** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*   * Updates re Airey building work and roof issues: * Noted by H&S governor that the Airey building work is now complete and returns to the 5-year cyclical checks of structure * Roof ridge repairs have been put on hold, post annual school survey by Jeremy Manley on 14/07/2021 where report returned stated asbestos in all roof ridge areas and within the Airey building columns encapsulated within walls. * Repairs booked for first week of school holidays cancelled by Jeremy Manley via MASS at NYCC * Staff continuing to rigorously chase via Maintenance and Property Service Manager at NYCC | |
| **Actions Arising / Resolutions 22/08** | | |
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| **22/09** | **Discuss AOB – 22/09** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*  *NA* | |
| **Actions Arising / Resolutions 22/09** | | |
| NA | | **Clerk** |

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| **22/10** | **Confirm Date of Next Meeting – 22/10** | |
| *Summary of Discussion* | *Virtual Zoom TBC - 9th November 2021, 1300* | |
| **Actions Arising / Resolutions 22/10** | | |
| NA | |  |