# Minutes of Governing Body Meeting, 17th January 2023, 1330.

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| Present: | P Perry (Vice Chair)R Campbell (Head teacher)K Davies (Staff Governor) (Remote Attendance)S MossN WiltshireM WelshB Calvert |
| In Attendance: | Y Scott Clerk |
| Apologies: | C GilbeyC Lawlor |

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| **23/24** | **Receive Apologies for Absence –**  |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose - Decision*Apologies received in advance via email**Agreed by all governors** |
| **Actions Arising / Resolutions 23/24** |
| Accepted | **Chair** |

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| **23/25** | **New Declarations of Interest and Interests Relevant to this Meeting**  |
| *Summary of Discussion*(Includingquestions and responses) | Lead – ChairPurpose – InformationNil received  |
| **Actions Arising Resolutions 23/25** |
| N/A | **NA** |

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| **23/26** | **Agree Minutes of Past Meeting and Consider Matters Arising**  |
| *Summary of Discussion*(Includingquestions and responses) | Lead – ChairPurpose – Information**REF 23/17 - Complete**None to report |
| **Actions Arising / Resolutions 23/26** |
| Previous minutes a true reflection and accepted as such unanimously | **N/A** |

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| **23/27** | **Consider Meeting Focus – School Improvement** |
| *Summary of Discussion*(Includingquestions and responses) | Lead – CoG - HeadteacherPurpose – InformationPolicy documents tabled in advance to all Governors via portal.**Headteachers Report - General****Considering the report highlights a considerable change in staff/staff roles, please clarify how the less experienced staff are being supported and how is this impacting the pull on SLT?***We may have different staff in roles and new staff on the team, but we do not have inexperienced staff. Our main change being that of very experienced staff taking roles in leadership. As SLT we are concentrating on subject knowledge, leadership capacity (for example leading staff meetings) and the right amount of time as our model to support staff in their leadership areas. The recent subject leader audit has teased out other areas that we will need to consider for support, and we are taking about 1 meeting per week with a subject leader to support their learning and guide if the role is new, equally this relates to those who already held roles, and their support is on enhancing their leadership qualities.***Noting considerable training for staff, explain impact of training schedule on staff regarding time management and expectations to attend, considering their workload and capacity across the full team?***Some training takes place in school day whereby staff are released to attend, and cover provided for their role, this is easier with many online courses available to access post COVID, it also decreases the travel time staff need out of role to attend. When after school training is required, attendance is logged with administrator and head which will offset the 2 teacher training days at the end of term, for those who have completed their training hours in twilight or personal time this will be reflected in them not attending on those days.**Also, opportunities have been given to staff for career development, which is in their own time and a personal choice to attend training understanding that some may not choose this at the current time which includes the NPQSL training.**Additionally, when integral to improvement and for the mental well-being off staff SLT are managing and supporting additional subject leadership time via use of supply cover, (not taking away from HLTA time with interventions or any other overarching support in place). An upcoming session is in place for the English and PE lead to allow him time for continual development of these areas.***The report also informs that after school clubs are being run by school staff, another pull on their time, are you no longer providing after school clubs from outside providers?***All teaching staff have been asked to provide one half term of cover in an afterschool club of their choice and their choice of year group, being conscious of staff wellbeing and time this is all we request. We are aware provision may appear to be more at other local schools, but we are fortunate to have RAFA KIDZ club which offers wrap around care supporting learning and parents can use military funding for this provision within our community. We do still consider external providers but try to incorporate this into our daytime provision to allow more children to engage with our chosen provider.***Regarding the new curriculum design the governors would like to request training sessions so they can have real clarity of implementation alongside the extensive documentation they have received. Can this be arranged?***Yes, I have a meeting in place as well with Donna Makepeace on the 28th of January where we will also discuss further CPD (Continuing Professional Development) and support for governors especially around curriculum and governance of.***Being back in the Ofsted window and a new governor to the board could you explain how we are made aware of the visit, and what is expected of us on such an occasion?***The initial contact is via a phone call to the school with normally a 90-minute approx. discussion/interview with the headteacher which is the start of the Ofsted inspection, they will have already viewed website details. After the phone call they will be on site the next day. Our next inspection is due to be an ungraded inspection which takes place over 2 days whatever the inspection team require. The conclusion of this visit will result in a letter and information on what the next process will be for our school dependent on the letter contents, this could be a further visit in 18 months.**As a governor it is important to show that you receive consistent and transparent information from the school in which as a governing body which you challenge, investigate, observe through triangulation of data to hold the school to account.* |
| **Actions Arising / Resolutions 23/27** |
| Governors to become fully confident in discussing curriculum, including developing CPD.  | **Govs / RC /SEA** |

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| **23/27b** | **Consider Meeting Focus – School Improvement** |
| *Summary of Discussion*(Includingquestions and responses) | **Student Data****Could the current data trigger an earlier Ofsted inspection? How far is it affected by new pupils?***This is internal data. External validated SATs results can indeed trigger an Ofsted visit, and as you have already highlighted and are aware we are currently back in our Ofsted window for inspection. That said data reflects one moment in time and our mobility. Other factors are listed in the commentary – e.g. test fear for pupils as they are at the start of their practice testing. We always aim for* *really good teaching and learning no matter what time in the school year and feel there is more to the data than the here and now result.* **Regarding the SEN challenge we are aware of and the movement - surely the data is showing progress - if not explain why this is?***There is more concern in upper KS2 this year particularly year 5 maths not maintaining previous levels of attainment. Previous year 4 data were as you are aware discussed at the last meeting. Also, in addition the year 5 and 6 teachers observe and assess differently to how year 4 teaching was assessed – we are working on improving this via moderation etc. There has been robust discussion re this data drop and SLT fully feel this is not due to the current year group or poor teaching - they are also more cautious in their security of assessment than previous year 4 marks. Observation of assessment will continue to be managed throughout school, SLT are confident the data will improve - difficult questions have been asked of the team and the data has been thoroughly investigated for us to get to this judgement.* **Please explain why there is insufficient data in certain measures?***Where there is grey/insufficient data for progress determinations, this is new pupils who we have no data for. For clarity, the data is dependent on the understanding of ‘so what’. We are always looking at how issues are being tackled, what progress will then be made - then you have the full picture. So, with new children they will be being observed and assessed but at the point of data collection we had insufficient data.***There is an emphasis on generative knowledge in the curriculum how are you planning and assessing this?***This is being unpicked as a staff team in what you define as generative, in short, this is essential and transferable knowledge to have in a subject to move on as opposed to additional knowledge that will develop. We are continuing to discuss this within CPD/staff meetings to be aware how to plan and assess this. This varies from subject to subject; we do not want to add to staff assessment burdens by long exhaustive tick lists of generative knowledge however.***Expand on this please then, which domains have the biggest impact in generative knowledge?***This is being developed with all subject leaders currently, it is a key part of the progression documents and what is secure. Teachers have been informed that areas in planning need to be rooted in this generative knowledge to help support this.* *We are monitoring regularly in shorter bursts – this aims to capture the learning and generative knowledge in class - not ‘observing the teacher’.. Teachers are also collaborative working, being enabled to monitor their own subject lead areas garnering a better knowledge of learning across key stages. Visually then seeing what good data is driven by, allowing them to plan, monitor and deliver their subject lead areas with a clearer picture of learning.***Have you addressed the poorer progress in the disadvantaged pupils, what are the reasons, is this for current students or do we have new students in this bracket?***We have 9 DP’s and 3 are new for which we only have raw data which has* *definitely brought these scores down. For current DPs in year 5/6 the transitional impact into their new year groups has already been discussed with teachers to continue to address. All teachers are required to complete a proforma for all DPs re what support is in place be it technical, pastoral etc, which must be continually updated. They must clearly document what extra and additional support our DP pupils are receiving and with what strategy, which can include SEND, pastoral and academic. So, it is continually addressed and has been directly addressed regarding this data capture.***What strategy is in place for students in EYFS (Early Years Foundation Stage) if they are just below?***These are a focus group, as, ultimately, GLD is Yes/No (no ‘nearly there’). The strategy to do this is through an enhanced level of staffing with an additional GTA in both am and pm sessions, the deputy head is also teaching within EYFS every am so that the cohort is split in 2 enhancing the adult to child ratio. The provision is required to be tailored, with interactions, knowledge of children, focus on where they are at via review, monitoring and observation by staff with keep up sessions included.***How are you monitoring all that delivery with enhanced staff coverage within the EYFS area?***We are aware of target areas for the cohort, PSED, high level of summer birthdays, social interaction impacted by COVID so there is a good level of targeting in the prime areas to support development seen in planning and delivery.**We have 2 student teachers which also increases capacity (one second year student and one final year student placement). The larger staff team however, requires more stewarding as people alone do not create the development for children. The teacher is required to manage what is being delivered and the larger team. The key stage lead is being supported and coached in leading a larger team and is enhancing the provision for the cohort through honest communication, support strategy discussion and constant dialogue with SLT enabling provision to be continually tweaked and developed to provide the best possible learning.***Year 5/6 had 3 teachers last year how has the COVID catch up been monitored?***Strong progress was evidenced last year with that enhanced staffing. Now we are back to ‘normal’ staffing, we are using COVID catch up to support ATA work in these areas.*  |
| **Actions Arising / Resolutions 23/27b** |
| NA | NA |

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| **23/27c** | **Consider Meeting Focus – School Improvement** |
| *Summary of Discussion*(Includingquestions and responses) | **Attendance and Pupil Premium Progress*** Attendance broadly in line with the National Attendance Percentage, results have been slightly skewed due to previous staff errors in the registration increasing the percentage of absence over the Autumn period. Rectified.
* Pupils for safeguarding reasons kept on role with absence codes until confirmation of arrival at new school, this supports CME guidance but does impact attendance data.
* Use of context and military implications when explaining our school is complex – cannot be an ‘excuse’, but can give reasons (e.g. pre/post deployment authorised absences). However, every school has a context, and we believe it is what we do as a school team within our context that makes us special and therefore it is important to note our differences and how we support, welcome and work with them for the pupils.

**Considering pupil premium progress and the full HT report does the financial plan still fund needs?***See confidential response.*Acknowledged that DPP pupil progress is down and this is a focus for the Spring term to close this gap. Governors pass thanks to full staff team for no exclusions during this report period understanding the level of time invested to support pupils needs. |
| **Actions Arising / Resolutions 23/27c** |
| NA | NA |

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| **23/28** | **Consider Meeting Focus – School Improvement** |
| *Summary of Discussion*(Includingquestions and responses) | **School Improvement****Discuss SIP Progress Report, including related monitoring.****Please given an overview of progress against the SIP?*** This can be seen in the attached - actions listed are ones that were not green already
* There is some movement on reds changing to ambers – see enclosure
* Broadly on track nothing behind within the SIP timescale, some actions to complete which will be finished shortly i.e. upload curriculum to website
* Regarding the action 1.3b BC volunteered to complete governor monitoring on RESPECT with pupil's representative of the personal development area of the curriculum. KS2 pupils do vote on peers and expectations, and they are aware of challenges for all pupils and how to support each other and are inclusive in votes.
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| **Actions Arising / Resolutions 23/28** |
| Governor monitoring of RESPECT skills to take place | **BC** |

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| **23/29** | **Policy Update**  |
| *Summary of Discussion*(Includingquestions and responses) | Lead – ChairPurpose - DecisionPolicy documents all tabled in advance to all governors.Already reviewed digitally – to be noted.Policies to be reviewed as per policy schedule: * SEND Information report and Policy
* Governors Allowances
* Complaints Procedures

**No Questions** |
| **Actions Arising / Resolutions 23/29** |
| Resolutions: All tabled policies carried The above policies tabled in advance of the meeting have been adopted unanimously. **Agreed** (All) 8 (including digital votes from 2 governors) AbstainNone | **NA** |

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| **23/30** | **SEND – 23/30** |
| *Summary of Discussion*(Includingquestions and responses) | Lead – SEND and ChairPurpose – InformationFull update from SEND co-ordinator uploaded to portal**We have seen SEND progress data already, but please can you give an overall picture of the current makeup and support for SEND?*** *6 EHCP (Education, Health, and Care Plans) currently on roll*
* *New LA procedure will not release Banding information until schools confirm they can meet need, which is unimaginable as how can schools confirm they can meet need if they do not know the funding structure that is being offered? i.e., if 1:1 TA support needed, and school needs to recruit. Very difficult for moved in children as the school would not have the data to make the judgement.*
* *1 pending family for EHCP application missed deadline to complete their part and therefore this request now must start from the beginning of the consultation period.*
* *To give perspective of SEND delivery, since May 2020 we have checked our archives and we have 78 pupils who are no longer pupils having left on in year transfers who have benefited from SEND work, behind every yellow folder there is a huge amount of send co-ordination work, staff input, administration, and full dedication to give the pupils the best possible opportunities in education. This contextualises our % SEND figure further.*
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| **Actions Arising / Resolutions 23/30** |
| NA | NA |

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| **23/31** | **Receive Monitoring Reports – 23/31** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*Monitoring received: PSHCE – No questionsPoint to Note – 15 March 2023, 1530 –1700 governor subject lead meeting. All available governors to meet with their subject leads to complete monitoring, with a Q&A after to support new governors in their roles and support discussion.Is there a date for the Safeguarding monitoring in place.*No, HT to action with PP* |
| **Actions Arising / Resolutions 23/31** |
| HT arrange date for PP to attend for safeguarding monitoring | **HT** |

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| **23/32** | **Discuss H&S – 23/32** |
| *Summary of Discussion*(Includingquestions and responses) | Lead – ChairPurpose – Information**What capital spends are planned for?***Government announced energy efficiency funding for schools with a financial grant of between £13,000 to £16,000 for specific use, we are looking at whether this can support the roof light issues and will continue to look at energy efficiencies within school.* |
| **Actions Arising / Resolutions 23/** |
| N/A | **N/A** |

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| **23/33** | **Discuss AOB – 23/33** |
| *Summary of Discussion*(Includingquestions and responses) | Lead – Chair/ClerkPurpose – InformationNA* Governor recruitment – Paperwork has been sent out to all families regarding parent governor post with an end date for application at 0900 on Wednesday 25th January 2023. If this is filled, we will still have a co-opt vacancy.

**With national reports regarding ballots and possible strike action how will this affect school and be managed?***Staff have been asked if they will strike (they have no legal obligation to inform me), approximately 4 possibilities. The pressure on school to cover strikes without any interruption to working practices is now huge with permission to use supply and TA cover. Headteachers duty is to minimise impact and will as always work closely with CofG to achieve this. It is expected that priority is given to vulnerable pupils much in line with how COVID policy was implemented if the school did need to close classes. There is minimal financial impact as any staff who follow strike action are unpaid.***Is there an update on the school bill re academies?***The bill has been pulled and is on pause. DfE wish to proceed with the essence of the White Paper but there is no legislation attached to this wish. We will remain pro-active with the family of schools rather than an academy at this stage to maintain our contact and partnership at a lower level.* |
| **Actions Arising / Resolutions 23/33** |
| NA | **NA** |

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| **23/34** | **Confirm Date of Next Meeting – 23/34** |
| *Summary of Discussion* | *14th March 2023 1330hrs* |
| **Actions Arising / Resolutions 23/34** |
| NA |  |