# Minutes of Governing Body Meeting, 18th January 2022, Via Zoom.

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

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| **22/32** | **Receive Apologies for Absence –** | |
| *Summary of Discussion*  (including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance via email  Mr G Weatherhead approached school regarding a Co-Opt position advertised via Governor Finder Charity. He submitted a CV to CofG and Head. Head interviewed Gareth last week, he works in engineering, with military experience, master's degree and has experience as a governor previously. Interview was successful, he has SEND awareness and engaged with school ethos and issues. Available today to include if team agree that this would be an appropriate co-opt.  Also interest from Mrs Buckle await a letter of introduction to then see CofG and Head to go forward to the board as possible addition for another Co-Opt. | |
| **Actions Arising / Resolutions 22/32** | | |
| Accepted all apologies  Agreed by all Governors - G Weatherhead voted in by all in attendance clerk to send out safeguarding paperwork | | **Chair**  **Clerk** |

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| **22/33** | **New Declarations of Interest and Interests Relevant to this Meeting** | |
| *Summary of Discussion*  (including  questions and responses) | *Lead – Chair*  *Purpose – Information*  Nil received | |
| **Actions Arising Resolutions 22/33** | | |
| N/A | | **NA** |

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| **22/34** | **Agree Minutes of Past Meeting and Consider Matters Arising** | |
| *Summary of Discussion*  (including  questions and responses) | *Lead – Chair*  *Purpose – Information*  22/21 Non-Attendance – Complete  22/24 CofG/head SFVS meeting outside FGBM – 10am on the 8th of February  22/30 CofG/Head re meeting or docs moving to Teams – dates TBC  None to report  Kate Davies joined Zoom meeting 13:28  Gareth Weatherhead joined Zoom meeting at 13:29 | |
| **Actions Arising / Resolutions 22/34** | | |
| Previous minutes a true reflection and accepted as such unanimously | | **N/A** |

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| **22/35** | **Consider Meeting Focus – School Improvement** | |
| *Summary of Discussion*  (including  questions and responses) | *Lead – CoG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.   * Discuss Autumn HT report, to include:   + Data Report   + Pupil Premium Progress Updates (including DPP, SP, CuP)   + SEND Updates   + Safeguarding Update   Points to note.  Overall Sip has been reduced to just cover the Autumn actions.  Key priority 5 on the SIP will be completed on the 27th of Jan apologies not been completed before.  **Regarding the HT report stating slight return to normality where are we now as things appear to be different in terms of COVID, staffing levels, attendance etc.?**  Omicron has changed this; at the back end of December, we had had a relative period of consistency. Since our return we have had many more COVID-related issues – e.g. currently have 8 members of staff off. The shortening of the isolation is an advantage on paper however, as there is no guarantee that tests will be negative for staff or pupils on day 5/6 the management of staffing is incredibly difficult.  The costs we would imagine, are going to be much higher for supply but essential to keeping the school open and education running. The team are immensely helpful and resilient.  Attendance is also down, with two classes currently running at 55-60%, all absence related to isolation and COVID. Overall 94.6%.  **What is the funding situation regarding getting supply teachers into school, is there any flexibility or additional funds from Government or do we have to meet financial burden?**  No contingency in place at all from Government unless in extreme circumstances, you are right we must meet these costs from standard funding, especially as we currently have an overall surplus. In addition the supply agencies are also struggling to provide staff.  **Where there are elements of SIP not yet completed (e.g. within KP5) within milestones, how is this being addressed?**  Some ongoing work (e.g. curriculum strategy) slightly behind schedule, but completed as of 27th Jan. Other outstanding items will be rolled on into Spring term if required and will report back.  **Considering the grant funded academic mentor and NTP catch up funding are these parameters extremely strict or can we use the provision differently for staffing etc.?**  There are 3 strands to this: tuition partners, academic mentor and school led tutoring. The latter is a payment that we could use for our own school staff, in delivering COVID catch up. However, this only applies to disadvantaged pupils, the reporting structures are severe, and we would be eligible for approx. £800 in total if we went this route. The reporting is so detailed it would have consumed vast amounts of management time becoming non cost effective to benefit for pupils when talking about such a relatively small sum.  However, we were approached by NTP, saying they would fund 95% of a full-time Academic Mentor for 1 school year which looked a viable option. This has become challenging, we were told this in October, they assured us that they would source the mentor if we signed up, we progressed with this, have received nothing until January, had interview lined up and on the day of the interview, the interviewee took a job with another school.  We are still liaising with NTP to see if we can recruit ourselves but take the mentor grant through them, please ask if you want further detail as we go along this route. We are concerned time is passing and we are losing benefit of this role, but we have been pro-active all along to get this in place. Again, teacher pressures, supply demand which is a higher level of pay than available for the role are impacting the availability of applicants.  **(CONFIDENTIAL item removed) Not available to view via portal held by Head and CofG**  **How are disadvantaged pupils going to be supported, especially in the run up to SATs with changes around return dates etc.?**  Potentially NW would cover to keep the momentum pre Sats, or Academic Mentor if available. Also HLTA staff may be asked to complete some year 5 cover to allow for year 6 boosts by class teachers. However, the aim of the 3-class split was to prevent last minute boosting. This was intended to then assist in more even support across the year due to different areas with gaps across the whole school due to Covid.  **Regarding where you discuss training the next leaders, how is this being managed? The well-being of the SLT must be considered, when currently taking on so much more, for example the NPQLD that the head is delivering, the additional SEND for NW with increased students arriving with demanding needs, how can this possibly be managed whilst supporting their mental health?**  We have mutually agreed that we will not do the February cohort on NPQLD as NW has enough to complete, transition, SEND, EYFS new starters. Having signed up myself for the full year it is challenging, I would feel I would be letting the cohort down if I stepped away so most definitely want to see this through to the end. We do get funding to the school for our engagement in this, but I will be more robust in my pre-engagement discussions if considering taking this on again as it is more demanding than initially implied. So, the SLT are managing and amending schedules going forward and will continue to prioritise time to work from home between each other to ensure that valuable uninterrupted time can be used to progress paperwork demands.  **Surely there must be a tipping point re: staff absences etc., what is your contingency plan and what do you stop to maintain staff well-being and education of pupils? Where are your plans for any other issues that can arise that may not fall in areas that can be addressed as swiftly?**  The short answer is it all depends on which staff and where, previous decisions where we closed the school were for operational reasons - we simply could not function; however, it literally does depend where we have the pinch points as we cannot safely fill all areas of the team with supply as they do not have the depth of knowledges to support our highest needs pupils, equally we cannot back fill with staff that then can also become ill or spread the infection into other cohort.  **I understand the response but how do we communicate this to parents? It is not simple but feel that even though it is dynamic this could be an option to give real clarity of how the school is facing the challenge and assist the parents in testing children, supporting the most children being able to be in education.**  I am happy to create a model for this as a contingency document if required, but it is a complicated mapping process due to the number of variables. For example, if a SEND GTA is absent, but their 1:1 child is also isolating, then there is no cover requirement.  **It is understood that we cannot plan for every contingency, I think CofG and Head could indeed look as for some key notes that may be helpful to both of us and the governors as a to guide going forward.**  ***Questions regarding the data report****.*  **Year 1 results are high with a disparity across the classes, what moderation has happened between the year 1 classes?**  We only have 5 in one class and the remainder of year 1 are in a separate class. I do agree we require moderation in this area for clarity as some of the data does stand out disproportionality. English lead is creating a moderation area within Pobble so we can cross reference with other schools we make collaborate with, we have the DfE exemplars, and this is being built up to support the discrepancies we may find across school and to moderate internally as well as externally.  Other things that will support moderation is the building up our phonics screening with the upcoming resources that will also cross check across the specified classes.  The higher results could also be that we have put a huge amount of investment into the Year 1 area with the Little Wandle product and the staff have been providing this superbly with dedicated time and it is making a significant impact even on our lowest attaining students. This is extremely rewarding. This is an Systematic Synthetic Phonics (SSP) scheme, and as such is standardised and is consistent across the assessments. We also have reading practice groups which do give staff an additional assessment to view to support their assessment of a child.  Also, to note, last year's reception year 1 and 6 all came back earlier and have had more face-to-face teaching than others within school, those in year 3,4,5 have had a term less than other pupils, this is significant regarding our data return.  **Regarding the EYFS results, a lot of the specific strands have lower results, please explain.**  The new framework is more content heavy, particularly in specific areas. We anticipate seeing these gaps closed later in the year once the focus on prime areas has impacted.  **Explain then the disparity in test data to teacher assessment in year 3, is this a concern?**  Year 3 is a vulnerable year: two thirds are summer birthdays, and they have a high % of SEND. This has been fully discussed with the year 3 teacher, she confirms she does not feel she has enough evidence to give firm teacher assessment and that the discrepancy between teacher assessment and that of the test is appropriate and may well come closer, as we know tests can result in good guess work which can then skew results for assessment and the teacher is confident in her assessment of the year 3 class to date. Many HPAs left at the end of last year, making it a weaker cohort at the start.  Equally for some students in this cohort, we cannot make progress judgement only attainment as they have joined us at some point in that term, so it is hard to assess and give an accurate picture for a child that we simply do not have data for.  **In the final table it notes male readers year 6 are making slower progress and being reluctant readers why is this and are you addressing this area?**  There is a struggle in finding diverse and stimulating genres for the children, particularly with some male readers in this year group. This is being addressed with new books being requested to meet and support their learning. Book award etc. encouraging trying new authors by searching for books across a multitude of genres helps encourage further participation in reading. | |
| **Actions Arising / Resolutions 22/35** | | |
| HT to speak to CoG re: developing contingency plan document re: staffing levels | | **HT and CoG** |

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| **22/36** | **Consider Meeting Focus – School Improvement** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Headteacher*  *Purpose – Information*   * Discuss SIP Progress Report, including related monitoring. * Receive Autumn SEA outcomes   One of the actions on the SIP to draw attention to is1.6. b. This has now been completed, the next step is to share the plan that has collectively been created over the last 2 years of work on curriculum.  Regarding SEA, no sea outcomes, no autumn visit, we did have a planning meeting and in February it will be a safeguarding focus.  **What is the current position with safeguarding and child protection?**  We currently have:   * 3 families with social care support * 6 families with early help support * 34 monitored in school for low level safeguarding concerns   This about average for school.  **Safeguarding challenge - reflecting on the 34 pupils are currently being monitored, how will staff absence impact your ability to keep track of these children’s safeguarding concerns and issues?**  Important to note that this category is very broad – many concerns may be very low level and, indeed, historic. Circa 20 of the 34 would related to something that may have been mentioned 4-6 months ago, but as part of our culture of safeguarding, we keep this on our radar rather than risking missing anything else pertinent for those children. Obviously that would leave 10 or more pupils without direct external involvement for whom we have concerns. In terms of staff absence, we have ensured that every single class has staff in it that know the children and what we are monitoring, (so if a supply teacher is in, the TAs are consistent, or vice versa) so from a safeguarding point of view this is managed well. In addition, both DSL and DDSL have live oversight of all cases so there is contingency for absence at top level too.  We have also prioritised pastoral support above academic at for such children, and this includes virtual safeguarding checks via Teams etc. whilst children isolating / absent. | |
| **Actions Arising / Resolutions 22/36** | | |
| NA | | NA |

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| **22/37** | **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:  * SEND Information Report and Policy * Additional, as per Policy Review Schedule * Marking and Feedback Policy * Complaints Procedure   No major changes to SEND policy. Mental health is now formally recognised and is well supported in school - only really subtle changes, I.e., E Niblett as Service Pupil support is additional to our last year.  **Regarding the marking and feedback policy, should there be any comments regarding when HLTA staff mark work when they are on PPA?**  No, this can be managed within teams – ideally the HLTA should mark work they have delivered, but ultimately ownership of learning is by oversight of the teacher as they are responsible to report on that for each individual child for all subjects. | |
| **Actions Arising / Resolutions 22/37** | | |
| Resolutions: All tabled policies carried    The above policies tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone  Check on SEND Governor Visit | | **NA**  **Clerk** |
| **22/38** | **SEND – 22/38** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – SEND Co-Ordinator*  *Purpose – Information*  See data report for SEND progress.  A lot of time has been spent with new starter families for September 22/23 as the deadline for new reception/EYFS pupil applications closed on the 15/01/2022, therefore we have had families liaising with the SEND re need and transition. Also, families have been leaving this month with SEND need and transition support required.  Update re a moved in pupil for end of January, agreed full EHCP on 6th December after place allocated on mainstream application. Robust discussion via LA as application should have been amended and sent via SEND route. This is trying to be ironed out currently with a little traction today after numerous correspondences to support the transition for this child and for their family to ensure the best possible offer, as staffing this child will be hugely complex. Support for this family is required for this transition and for the individual's education going forward but we are meeting many barriers from the LA. | |
| **Actions Arising / Resolutions 22/38** | | |
| N/A | | **NA** |

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| **22/39** | **Receive Monitoring Reports – 22/39** | |
| *Summary of Discussion*  (including  questions and responses) | *Lead – Chair*  *Purpose – Information*  *Possible Monitoring: English, Maths, Science, CP and Safeguarding, Resources, Curriculum, H&S*  **Maths Monitoring -** commended lead in subject particularly regarding having a new role moving from Science to maths, that it was highly informative and the clarity of delivery to the governor monitoring was much appreciated.  **Regarding the Maths report the data is not strong across the board – how does this correlate with the monitoring review?**  This is down to the evaluation and checks that need to be completed by the leads – data raises questions to address. Maths SL will be undertaking some data analysis but this is a new area for them. This does need to be reported back and SLT will see this.  **Safeguarding monitoring** complete but to be sent out to Governors asap via the portal. | |
| **Actions Arising / Resolutions 22/39** | | |
| NA | | **NA** |

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| **22/40** | **Discuss H&S – 22/40** | |
| *Summary of Discussion*  (including  questions and responses) | *Lead – Chair*  *Purpose – Information*  No significant updates. Following last term’s document audit, H&S Policies and RAs will also be placed on Governors’ Portal, for information only. | |
| **Actions Arising / Resolutions 22/40** | | |
| NA | | **NA** |

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| **22/41** | **Discuss AOB – 22/41** | |
| *Summary of Discussion*  (including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*  **In December, the trusteeship of the station nursery changed, this was too much as an additional duty for station personnel, therefore, this has now been taken over by RAFA Kids. Is the wrap around care delivered by the school or nursery?**  Historically for us the wrap around care has been delivered via Stepping Stones and going forward our preference would be to maintain this if it works for station and the community. If we were to incorporate this role into the school the structure and staffing would need to be scaffolded with planning for this and funding to be applied for.  **Did station medical centre contact SEND back?**  Yes, meeting scheduled for next Wednesday.  **Be advised, a few daily taskings to do ambulance, vaccination etc for on station personnel, this may well be impacting families for school, pick up drop off etc**  Please note there will be a gap between CD leaving as Governor and new replacement to station post. Emma Watkins is new replacement and can make aware of this going forward, this is LA position so would need to go via this route for any application process. | |
| **Actions Arising / Resolutions 22/41** | | |
| NA | | **NA** |

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| **22/42** | **Confirm Date of Next Meeting – 22/42** | |
| *Summary of Discussion* | *Virtual Zoom TBC - Tuesday 15th March 2022, 1300* | |
| **Actions Arising / Resolutions 22/42** | | |
| NA | |  |