# Minutes of Governing Body Meeting, 12th July 2022.

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

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| **22/64** | **Receive Apologies for Absence –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance via email  C Lawlor – Out of Country  B Calvert – Informed unable to attend at last meeting, notice given  S Moss and C Buckle to be contacted  **Agreed by all governors** | |
| **Actions Arising / Resolutions 22/64** | | |
| Accepted – CofG will contact governors in non-attendance with no apologies | | **Chair** |

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| **22/65** | **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 22/65** | | |
| N/A | | **NA** |

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| **22/66** | **Agree Minutes of Past Meeting and Consider Matters Arising** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  **REF 22/57 Head completed – no further action**  **REF 22/61 Not held due to manning issues all liaison online and discussions completed**  None to report | |
| **Actions Arising / Resolutions 22/66** | | |
| Previous minutes a true reflection and accepted as such unanimously | | **N/A** |

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| **22/67** | **Consider Meeting Focus – School Improvement** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CofG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  School Improvements   * Receive Verbal Update from Headteacher to review term, including:   + Progress against SIP KPs   + Provisional Data (if available)   + SEND, Finance, Pupil Premium, Sport Premium updates   + Safeguarding Updates   **Please explain the progress made to date against KPIs?** Many ambers and reds this year due to 2-year plan and we are halfway through. Therefore, this is appropriate and encouraging. Key priority 2 most complete which is reflected in our data. Key priority 1 has the longest way to progress but again this is as we would expect on a 2-year plan. Staff absence has keenly impacted on school improvement at times through the year.  **Do you have evidence to back up absence rate and impact?**  Yes, this will be delivered in the Summer headteacher’s report in October and the comparative stats will show this clearly. We have endeavoured to mitigate staff absence through creative deployment.  **If this is impacting staff how then are you managing their wellbeing?**  We need to complete a critical evaluation at the end of next term to see the impact as the proposed staffing model for next year is well placed to manage the whole team's wellbeing. Also, we have HLTA/ATA staff returning to their usual role rather than on 1:1 provision. The end of the year is not as informative as things have shifted therefore a staff wellbeing survey asked in September when staff can see the new year ahead and what is in place is much more appropriate for data gathering for onward mental health and wellbeing support. Ultimately class structure focussed significantly on staff well-being for the next academic year.  **In acknowledging the pressures, the question is what you are doing to make sure the staff know that you know that this is challenging, and they should know you are acknowledging this?**  This will be addressed personally in the staff meeting this week and is addressed in end of week and end of term emails celebrating staff and how the challenge has been met. It has also been addressed in appraisals.  **As governors we are pleased with the clarity of the document and that progression is steady and meets what the 2 years plan aimed to achieve. Have the staff felt that this is appropriate progression, and have we challenged this?**  Yes, pressure has been taken off staff where when we have concluded it is not the best time to roll out some objectives as staff simply cannot take on the additional work with the current circumstance. The simple answer is that we have to role with how the days fall and manage all our responsibilities as we can and indeed meet our planned targets, but to be honest in saying that there are times this cannot be met and we prioritise areas that as a leadership team hold the overall priority for the children, leaving the remainder achievable for the next year.  **Where are we up to with finance?**  Tracking slightly over budget due to the increase of the fuel costs, we have saved a little on staffing, have added in a Cache student for 2 days a week, and we have an additional Cache student who is self-funding which is an additional 2 days a week.  **How has inflation affected provision of school meals?**  Provision and uptake remain on a level, meals have moved from £2.40 to £2.68 for the next academic year and we will we are led to believe loose the requirement to  We should by end of next academic year still be on course.  **How have disadvantaged pupils progressed in statutory assessments?**  No disadvantaged in KS2 and only 1 in EYFS and KS1 but with very little data to give you without breaching anonymity - both have mitigating circumstances, very happy to have this discussion with data governor outside this meeting  *Brief update on PE*  Strategy and financial document submitted. Next year focus on wellbeing within PE not purely competitive. Small improvement in engagement with cluster sports, but only sent appropriate to when learning skills within coordinated time scales for school  *Brief Send Update*  26.3% Send, with 8 with EHCP and 4 who will be leaving in July. Most of this term spent on reviews and transition which includes significant liaison. Also, the development of children with more significant need and those with EHCAR submissions that hopefully will be EHCP by July, and another pending. We also have an EHCAR for a new entrant in EYFS but anticipate we will support through early years. New EHCAR submitted on new digital system apologies for all submissions as not working as planned.  **If someone is noted as needing a specialist placement, do we get the banding that a specialist school would get?**  No, we have challenged this, but as we do not have OT, nurses etc we do not get this income only the normal EHCP. We have 2 children moving to send schools who have achieved their progress academically and met their need within school to a superb level of development thanks to the team's work. We spend our time inputting the care and support needed to ensure that in the long term they get the care and education they need across the English system. We have had some really positive feedback with parent of a previous EHCP pupil contacting school this week stating what their child had in place at this school set them up wonderfully for their high school education that they have finished.  *Brief Safeguarding update*  No section 17 or 47 open cases currently. 2 potential cases which may move up where referrals have been input via external agencies. 39 children monitored from low level services  **How is the connection between safeguarding and early help considering the impacts in the NHS, are challenges being seen with safeguarding reporting and management?**  What we have to do is make those referrals and be tenacious in pursuing any safeguarding referrals, and lobby to either keep cases open or put forward. All we can do is advocate, record and keep advocating for a level of care that we believe is required for pupil and the families, keeping this at the forefront of what we do to continue to monitor on a close level within our capacity as we see the children and families every day. | |
| **Actions Arising / Resolutions 22/** | | |
| N/A | | **N/A** |

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| **22/67b** | **Consider Meeting Focus – School Improvements** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Headteacher*  *Purpose – Information*   * Discuss Self Evaluation and likely Key Priorities to be considered in next year’s SIP * Review stakeholder voice (e.g., Parent Survey, Pupil Conferencing etc.) * Review Pastoral Care Provision (link: SPP) * Review effectiveness of Governance   **How has SEF shown improvement?**  In every main judgement we have seen some progress, but equally some areas may have gone back a little or stayed the same: for example EYFS noting that curriculum sequencing was not easily articulated on the recent monitoring so in reflection of this marks were adapted within evaluation. **Governors note this represents transparency and evidence of governor challenge and impact.**  Secure in the majority of areas across the board, please do come and investigate whether this is how you see the school is on your monitoring visits for scrutiny  **Regarding the pupils ready for the next stage of education or training why is this a lower grade?**  I think we are good at this in core subjects, I think where we still lack some confidence is if I spoke to for example the geography teacher in year 7 in a high school and ask if we correlated across to be ready for this level of education.  Our respect skills have been changed to reflect how these skills are adjusted for each of the children in particular year group levels, to show that we are meeting the child’s need at any stage that they leave our school. To say they are ready for any stage they leave us the new RESPECT grid will need to be embedded as an action point.  **If this is a concern regarding the high schools, do you get feedback relevant to how your cohort moving up have sat within their first few months of transition?**  I have liaised with head at BHS to ask him to release his staff and we release our staff in a meeting to see where we sit and what curriculum we are delivering - does it sit with their entry need, are we duplicating, are we teaching subjects not taught until year 9 etc? This is a great move forward that can evolve going forward. This should really help with transition, and it should underpin the move to high school.  **Can you share statutory outcomes?**  *Please see attached report*  Delivered and ready for this meeting as opposed to normally in October. Pleasing set of results, 82% in reading as opposed to national 75%, writing also outperformed national and this is where we have, over the recent years been working toward these areas, so this is extremely rewarding.  Unusually in maths we have 66%, slightly below national average, historically normally our drop-in writing has been the strength of our science and maths. We are ahead of where we were predicting for this cohort and are truly delighted with the results for the school. Further data will be out in October.  EYFS has been included in this report even though it is not included in ASP. However, it is included for you to view as it stands, please see document for data.  Phonics – Very pleasingly we have seen a rise of 6% over the previous national data. Only a small number did not meet the national standard, and this validates the work as scheduled in the SIP.  KS1 - we do think the national picture shows that the younger children were disproportionally disadvantaged by Covid as from home schooling etc and this is broadly fed into the data as can be seen. Progress is much stronger though across the year which is our targets. We are slightly behind 2019 national at KS1, but latest data unavailable.  Additional document delivered to governors to show pupil case studies for children in reading within school and the ways in which children have been boosted – including impact on progress. This has been made broken down into particular needs, such as SEND, mobility, lowest 20%. Also shows the bigger picture that has been developed and enhanced over particularly the last 3 years and this has been managed so well within school, intervention delivery and staff dedication to this area. | |
| **Actions Arising / Resolutions 22/** | | |
| NA | | NA |

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| **22/68** | **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.  Policies as per review schedule to be reviewed:   1. Staff – Other HR Policies 2. Children with health needs who cannot attend school   **No Questions** | |
| **Actions Arising / Resolutions 22/68** | | |
| Resolutions: All tabled policies carried    The above policies tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) 5 AbstainNone | | **NA** |

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| **22/70** | **Receive Monitoring Reports – 22/70** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  *Monitoring:*  *Maths*  *EYFS*  Impact of monitoring already being triangulated in progression. Any further questions to be sent to CofG | |
| **Actions Arising / Resolutions 22/70** | | |
| NA | | **Clerk** |

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| **22/71** | **Discuss H&S – 22/71** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  **H&S Inspection Wednesday 13th July** | |
| **Actions arising/resolutions 22/71** | | |
| N/A | | **N/A** |

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| **22/72** | **Discuss AOB – 22/72** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*   1. Very little has changed within the White Paper just to note in terms of next steps nothing more happening this term, just looking at how it could shape up. Questions were asked by staff and those answers have been sourced and fed back to staff. Road show this Friday that Head and PP attending from LA. 2. Huge thanks passed to KD for her time served on the board as this is her last meeting after serving superbly as both governor and deputy chair position | |
| **Actions Arising / Resolutions 22/72** | | |
| NA | | **Clerk** |

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| **22/73** | **Confirm Date of Next Meeting – 22/73** | |
| *Summary of Discussion* | *Virtual Zoom TBC - October 2022* | |
| **Actions Arising / Resolutions 22/73** | | |
| NA | |  |