# Minutes of Governing Body Meeting, 9th May 1330 2023,

|  |  |
| --- | --- |
| Present: | C Gilbey (Chair)  P Perry (Vice Chair)  R Campbell (Head teacher)  K Davies (Staff Governor)  S Moss  N Wiltshire  B Calvert  A Holland |
| In Attendance: | A Clarkson Bursar, Y Scott Clerk |
| Apologies: | M Welsh, C Lawlor |

|  |  |  |
| --- | --- | --- |
| **23/45** | **Receive Apologies for Absence –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance via email  **Agreed by all governors** | |
| **Actions Arising / Resolutions 23/45** | | |
| Accepted | | **Chair** |

|  |  |  |
| --- | --- | --- |
| **23/46** | **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 23/46** | | |
| N/A | | **NA** |

|  |  |  |
| --- | --- | --- |
| **23/47** | **Agree Minutes of Past Meeting and Consider Matters Arising** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  **REF – 23/39** Safer Recruitment training completed, closed  None to report | |
| **Actions Arising / Resolutions 23/47** | | |
| Previous minutes a true reflection and accepted as such unanimously | | **N/A** |

|  |  |  |
| --- | --- | --- |
| **23/48** | **Consider Meeting Focus – School Improvement and Finance** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CoG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  *School Improvement*   * Discuss Spring HT report, to include:   + Data Report   + Pupil Premium Progress Updates (including DPP, SP, CuP)   + SEND (Special Educational Needs or Disabilities) Updates   + Safeguarding Updates * Discuss SIP Progress Report, including related monitoring. * Receive Spring SEA (Senior Education Advisor) outcomes   **During monitoring reports, the new curriculum seems to** **bedding in and widening the students' knowledge, are you seeing evidence of this?**  *Yes, in monitoring, pupil voice etc. we are finding children are really talking about their learning and having a deeper understanding of what they learn - with use of language being appropriate to the wider vision. Different classes are still in various places on the route our new curriculum has set, however, we are well on our way within our schedule for the curriculum intent to be fully in place by mid-September 2023.*  **Explain how you are coaching mid leaders and new subject leads with direct reference to the new curriculum?**  *Page 2 of the HT report reference this broader detail being:*   * + Liaison with subject leaders regarding their KBF’s, supporting them in the coherence and delivery of their subjects.   + Subject Leader ownership of KBF with the Heads assistance through discussion and support with both gaining more voice and knowledge throughout the process across, giving the SLT more interaction with SL throughout the process of development both of document and of SL as individuals.   + In using this method, it has helped staff supporting their learning in their subject, delivery and on-ramp of knowledge, how it maps and interacts with other areas etc. - which in turn supports and shapes delivery. This allows commercial schemes to be ‘customised’ and adapted to each class, and for teacher time to be spent on this rather than resourcing everything from scratch.   + Creating KBF’s acts as a lens to view schemes to make them our own, supporting staff wellbeing and time management, improving teaching time spent with a child with input that is appropriate and bespoke.   **Regarding your response that you are including commercial schemes to support staff wellbeing, how are these verified, and quality assured to ensure that they are on point with delivery of the National Curriculum?**  *SLT or SL have cross referenced the commercial scheme with the NC and how its broad view relates to what the scheme delivers.* [Example was shown to governors in the meeting, live] *e.g. Computing – here is how the scheme is linked across to the NC via the taxonomy map. Also importantly, schemes offer trial periods, SL will trial more than one product, we are also firm in the belief that packages may well not meet out need at all as we found with a trial of Jigsaw for PSHCE (Personal, Social, Health and Citizenship Education), which we will not be using.*  *We also find that some schemes we choose to use very often go well beyond what is required such as Developing Experts and Kapow - they are ambitious. Teachers are aware to monitor for key learning, however, this also allows for aspirational learning and further depth to subject knowledge where appropriate for children's learning.*  **Is there a concern with aspirational learning, or expanding within the NC that when transitioning to other school/secondary school that there is a ‘drop back’?**  *We are continually developing our links and relationship with secondary schools, Bedale High School have their SLs coming to meet with ours to discuss where they will be front loading their curriculum in September and similarly where they may see any deficit in our teaching scheme that we should address to solidify learning and transition. This should tackle exactly the issue you’re articulating.*  **Longevity of the schemes, long term how can you give this considering budgetary impact?**  *It really depends on the platform and its pricing, Kapow for example costs £780, however it covers 4 subjects. Set this against teacher hours and their mental wellbeing this is excellent value for money and is a justifiable cost within our budgets. If a teacher is off for 4 days with stress, that would cost more than a year’s subscription. What we are diligent about is the continual checking of costs, especially those that are per pupil cost, ensuring every year the renewal is appropriate to current numbers. We also have committed to these schemes as a priority balancing mental health and impact of chopping and changing to teachers and their wellbeing and continuity of teaching platforms we use. The schemes we have chosen are also well established which should protect us from sudden changes. As noted, we are balancing the teacher hours saved to the cost and this remains a priority.*  **Considering continual change in computing technology how are you expecting to stay on point with teaching and developments in this area?**  *The NC for computing was last updated in 2014, and as we are all aware technology changes at pace, it is a very specialist area. However, we do cover the NC areas but feel in having schemes alongside our provision it supports the continued development and advances that are within the subject area, keeping us and our pupils up to date. We also continue to invest in technology with new android tablets, a new 2023 system of BeeBots and the codable micro:bits are all investing in pupil knowledge. The Teach Computing scheme we follow is developed by National Centre for Computing Education, which is continually evolving their units and ensures we stay current.*  **On the top of page 3 of the headteacher report, EYFS (Early Years Foundation Stage) best practice, KP 5, has this progressed?**  *Yes, as noted at the previous meeting the new documents (KBF) have really supported the closing of the gap in terms of curriculum mapping in EYFS. The impact as noted of Governor monitoring was positive in this area and led to coaching, external CPD and support all of which has had a considerable positive impact.*  **Explain the disadvantaged premium in regard how CPOMS (Child Protection Online Management System) is supporting this and the pastoral area of need within school?**  *CPOMS (Child Protection Online Management System) is a reporting system. Many schools only use a fraction of this system’s potential. We use this system to its full advantage supporting not only protection, but also vulnerability, pastoral, SEND, attendance, behaviour etc.. It is an essential communication school throughout the team in school and builds individual pictures of children to help support and develop the need areas they and their family may have. It is funded via the school pupil premium and also supports transition to other schools with a bigger picture of the child. Staff are currently logging each individual pastoral check in required for children so we can monitor demand on staff time across key stages enabling further tracking and support on the ground in peak areas of need.*  **Could the rough data you are collecting be transposed for governor evidence and oversight?**  [Evidence shared in meeting of frequency of pastoral work, RAG rated.] *Important for Governors to be assured by documents such as this that there is real ‘evidence’ of the impact of pastoral work, not just ‘assurances’ from staff. We will continue to feed back in meetings and the HT report. Studies of CPOMs by governors are most likely source and these can be anonymised easily for confidentiality.*  **We note really positive outcomes from the recent SEND visit by the LA. How has this been achieved?**  *The QA visit and subsequent report for SEND in school was personal to our school and highlighted the outstanding qualities and commitment of Mrs. Wiltshire as SENCO – it was a superb compliment to the whole team of invested time and hard work.* **Well done from the governors to all staff.**  **Why has the format of the attendance data in the HT report been changed, with new graphs, had we been missing data previously?**  *No, we have improved the data delivery regarding attendance to you by breaking it down further and including comparative graphs. This is considering the attendance concerns post pandemic nationally in that attendance has not uplifted as quickly as would be expected, with 92% attendance last year. A new statutory document starts regarding attendance in the new academic year (of which we already complete all bar one of the requests). ARPA is the new at risk of persistent absenteeism we are required to overview, so we have implemented this now, so we have comparatives as we continue to collate data on termly monitoring.*  **We already closely track PA below 90% - what is the new ARPA if we are already tracking below 90?**  *New APAR is to track between those under 95% at risk of dropping into PA at below 90%. The office run a report for PA that gives attendance data for the current and previous report to see if there is a positive improvement, they add data reason for absence (for example we have children with long term health concerns which are cross checked with NHS/health teams), then this report is forwarded for HT action. Once HT response added the office staff call parents or send letters as requested to update parents regarding attendance concerns and we are very observant for any red flags. In addition, teaching staff (and Admin team) have ongoing monitoring for trends which are discussed as needed and at least termly (e.g. Mon / Fri absences, or unusually frequent ‘illnesses’.*  **At what point would LA (Local Authority) then become involved in attendance?**  *This would to some extent vary according to case (e.g. a child with 3 weeks of hospital absence is different to a school refuser or a child protection concern. Always we would expect that to be at a point of severe absenteeism (under 50%). Above this we would contact Early Help and LA if we had ongoing concerns for a family.*  **Regarding behaviour how do you continually track such incidents?**  *Again, this is tagged and tracked in CPOMS. Bullying for example, may be reported by a parent as bullying but we collate data across the CPOMS platform from all sources and investigate to get a true picture of events. Current issues have involved allegations of cyber bullying – we conducted a full investigation including staff, pupil and parental engagement from interviews and evidence provided resulting in the query being solved quickly and not actually being a case of bullying.*  *Social media creates many issues particularly in upper KS2. We continue to educate our students re use of such platforms (since parents allow them access to them), and we were pleased on this occasion that some students followed guidelines and immediately stepped ‘out of the group’ and reported this to parents when unhappy with the chat. We do our upmost to support what impacts pupils in school and this most recent event was an issue that had arisen fully outside of school, nevertheless we continued our support of families to a resolution for all.*  **Are actions in place to raise attainment or progress levels where needed (e.g. writing)?**  *Yes – pupil progress meetings have led to planned interventions and support. We are also confident that writing is the ‘last’ subject to be consolidated, especially in statutory years groups where schools are gathering secure evidence bases for moderation. We anticipate more positive results in Summer and are monitoring this closely.* | |
| **Actions Arising / Resolutions 23/48** | | |
| Continue to monitor attendance closely – HT and Admin Team  Report progress in data next term – to inform new SIP if required – HT | |  |

|  |  |  |
| --- | --- | --- |
| **23/49** | **Consider Meeting Focus – School Improvement and Finance** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Headteacher*  *Purpose – Information*  *Finance*   * Receive Year End Reports * Finalise Start Budget (previously discussed) * Review Contract Schedule (unless previously considered)   **Key Points**   * Slightly better report than expected at this time * Mainly due to MOD Grant * 3-year plan shows our prudence, for staffing and continual flexibility which will still use all funds and more throughout the plan * Biggest impact is drop in student numbers * Other major impact is pay awards, incremental pay awards across all spheres of school, from staffing to cost of services we buy into * Cost of Living continues to heavily impact budgets   Ultimately, we must balance the budget with the children we have now as they are our priority and at the forefront of all decisions we make, so funding will as always be used with that priority.  **Regarding the pay awards with lack of clarity from government, on-going strikes how accurate is the budget forecast?**  *Put simply, it is the best assessment of what we ‘expect’ the pay awards to be. We continue to second guess what we may need to pay as it is not only the pay award, but it is the employer on-costs that sit with this as well. We continue to do our best to cover off what is a substantial impact on the budget and can do no more than this in current times.*  **Is this a bigger issue with the services we buy into, grounds maintenance, catering etc?**  *As touched on in the key points yes, the cost-of-living increases have increased the cost from outsourced services particularly those roles that were on lowest pay bands as they have had the bigger uplift and therefore those costs are indeed passed onto us as the purchaser of the service. We have again done our best to anticipate the cost increase going forward into the forecast and planner.*  **In the start budget detail final - should we have a project line detailing capital spend contribution to boiler?**  *Bursar will adjust -£5867 for boiler from report*  **Going forward are we going to see a change in the school meal price considering we have discussed increases in traded services prices?**  *We have been informed that school meals will now be £3.20 per pupil for the next academic year, and this will be reflected once the EOY is completed within the admin department.*  CoG left meeting at 1430 deputy chair took over.  Bursar left meeting at 1430 | |
| **Actions Arising / Resolutions 23/49** | | |
| Resolutions: All tabled financial documents carried    The above finance documents tabled in advance of the meeting have been adopted with amendment for capital allocation - unanimously.  **Agreed** (All) AbstainNone | | NA |

|  |  |  |
| --- | --- | --- |
| **23/50** | **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 paper review schedule to be reviewed:  * Anti-Bullying * Behaviour * Behaviour Statement of Principles   **Please note**  *Insertion on page 4 of 6 re bullying outside of school hours, this is a new addition for safeguarding oversight. Discussed to ensure safeguarding duties are met whilst balancing parental responsibilities.* | |
| **Actions Arising / Resolutions 23/50** | | |
| Resolutions: All tabled policies carried    The above policies tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone | | **NA** |

|  |  |  |
| --- | --- | --- |
| **23/51** | **SEND – 23/51** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/SEND*  *Purpose – Information*  *Full update in HT report*  ***Additional Point of Note***  Awaiting meeting with LA SEND lead re EHCP which they told us to apply for, and they are now informing us that they are refusing to assess. A formal complaint was submitted re this 3 weeks ago, sharing the case study etc. | |
| **Actions Arising / Resolutions 23/51** | | |
| NA | | **Clerk** |

|  |  |  |
| --- | --- | --- |
| **23/52** | **Receive Monitoring Reports – 23/52** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*  *Monitoring: EYFS, SEND, Pupil Premium, English, Maths, Science, PE and Sport Premium, Art and Music, DT and Computing, PHSCE, RE, RSE*  Summer term outstanding PE, Safeguarding training, EYFS, Maths will all be monitored prior to next meeting.  **Not sure that the new monitoring form is really beneficial after completing history monitoring, was it useful to governing body and SLT?**  *Acknowledge that this is a more detailed form, but it helps to see depth of considerations. This a long-term implementation and it will adapt and detail added over time. It is a basis to start, giving things to ask and consider, it is useful and SLT see that you can ask a great range of data on the new curriculum being able to reflect to the last visit and really dive better into the subject you monitor.* | |
| **Actions Arising / Resolutions 23/52** | | |
| NA | | **Clerk** |

|  |  |  |
| --- | --- | --- |
| **23/53** | **Discuss H&S – 23/53** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  **No updates** | |
| **Actions Arising / Resolutions 23/53** | | |
| Boiler replacement to be followed up – Admin team | |  |

|  |  |  |
| --- | --- | --- |
| **23/54** | **Discuss AOB – 23/54** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*   1. *Upcoming training with ESEA 26/06 due to apologies we will try to change this training and updates will be emailed out.* 2. *Governor audit completion – many thanks* 3. *Reminder to all governors not just new to the board that all induction documents are in the portal, from details of role of a governor, what to expect with Ofsted, and many more useful documents. Please do take the time to refresh your knowledge from this area.* | |
| **Actions Arising / Resolutions 23/54** | | |
| NA | | **Clerk** |

|  |  |  |
| --- | --- | --- |
| **23/55** | **Confirm Date of Next Meeting – 23/55** | |
| *Summary of Discussion* | *Virtual Zoom TBC – 11th July 1330hrs* | |
| **Actions Arising / Resolutions 23/55** | | |
| NA | |  |