# Minutes of Governing Body Meeting, 11th October 2022,

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| Present: | C Gilbey (Chair)P Perry (Deputy Chair)B CalvertR Campbell (Head teacher)S MossN Wiltshire |
| In Attendance: | Y Scott Clerk |
| Apologies: | K Davies |

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| **23/01** | **Receive Apologies for Absence – Election of Vice Chair and Co-Opt 23/01** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose - Decision*Apologies received in advance via email K DaviesC Buckle non-attendance Election of Vice – Chair P PerryP Perry left room 1348 returned at 1350Mick Welsh - meeting with Chair and Head presented as new Co-opt member.**Agreed by all governors** |
| **Actions Arising / Resolutions 23/01** |
| Resolutions: Both tabled appointments carried The above appointments tabled in the meeting have been unanimously agreed including remote response from KD. **Agreed** (All) AbstainNoneContact C buckle re attendance | **Chair****Chair** |

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| **23/02** | **New Declarations of Interest and Interests Relevant to this Meeting 23/02** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*Nil received  |
| **Actions Arising Resolutions 23/02** |
| N/A | **NA** |

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| **23/03** | **Agree Minutes of Past Meeting and Consider Matters Arising 23/03** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*No matters arising. |
| **Actions Arising / Resolutions 23/03** |
| Previous minutes a true reflection and accepted as such unanimously | **N/A** |

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| **23/04** | **Consider Meeting Focus – Governance 23/04** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – CoG - Headteacher**Purpose – Information*Policy documents tabled in advance to all Governors via Teams.* *Terms of reference, appointment of key roles and specialisms*

Many governors remain in same roles as developed experience and knowledge within their specialisms, post meeting new document with link roles will be published within Teams, including roles for new co-opt. New OC BSW role no longer wanting to hold a role on governing body (LA position) at present other than being a link to station.* *Outline governor priorities for the year and governor training needs.*
	+ Review vacancies – new co-opt today, parent role to be re advertised again this academic year after no interest in end of summer term.
	+ Induction and mentoring of new governors - induction courses will be addressed and shadow monitoring for the first few months for monitoring training. Ensuring governors are aware of strategic vision, ethos, and school curriculum directions. More training within team regarding governor knowledge and development planned and sessions with SEA.
* *Update register of business interests – completed in session.*
* *Governor monitoring – ideas and discussion, keep shadowing and learning, meetings and training planned with SEA (senior education advisor)*
* *Governor engagement – questions and documents, active participation.*

**What are the priorities for next year?** *Monitoring – especially of non-core subjects. Governors to upskill in particular nuances within each subject. Create some subject specific monitoring forms with subject specific questions applicable to curriculum, this hopes to be completed shortly which would provide a more bespoke monitoring system.* |
| **Actions Arising / Resolutions 23/04** |
| New link roles to be uploaded to sharepointPrepare subject specific monitoring formsArrange Governors CPD with SEA | **RC****RC****RC** |

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| **23/05** | **Consider Meeting Focus – School Improvement 23/05** |
| *Summary of Discussion*(Includingquestions 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

**How effectively is pupil premium being used?***100% DP good or better progress in data report shows that we are prioritising and channelling the funds well.* *Service pupil premium, ethos spend remains unchanged. However, slight change with departure of dedicated individual post pastorally. Dedicated person did indeed safeguard the provision but the part time role (3 days not being there) varied the relationship with the pastoral team**. We have integrated this more into* *ATA times within teams, which is a super use of their time watching them driving learning in groups. It also means they have time to pick up pastoral**. We are aware thought that the risk can be that they are drawn from pillar to post**. We are confident that the delivery will be as good if not superior due to being available on demand, every day and we will monitor the strategic ensuring the planned provision is being managed and delivered.***How can we know SIP KP2 has seen greatest progress?** *Incredibly positive feedback from SEA post audit triangulating what the team drives forward, phonics data also going in the right direction. See separate report.*Questions (some remotely received by Govs sending apologies)**Regarding the SIP how will the departure of a senior middle leader affect the subject area they are managing?***We* *actually have changes to about 65% of subject leadership roles due to 2 staff leaving and 1 parental leave cover. We have sent out to all staff a triplicate choice area of what subject they may like to lead. Going forward to support mental health and development of their subject areas we felt that asking their subject priorities would deliver a positive impact.* *This amending of roles will be completed asap**. Maths will however, in the short term, be covered by NW as a previous holder of this subject which will then be addressed going forward**. In terms of curriculum development those teachers on the ground picking the foundation subjects* *is really encouraging.* **How will workload be managed with all these changes?** *To support staff with mental health pressure (including relating to inspection) we have given each subject and lead and a colleague paired alongside from the opposite key stage (or SLT) to give the full picture and a deeper understanding of more than one subject. There will be gaps and we are trying to mitigate workload.***In priority 4 re extracurricular experience, have the clubs been aimed at specific areas and have they been given to specific children i.e., just sports clubs only, and has there been fair access to all?***Yes, we have had many options and there are no exceptions to who can attend**. The clubs have been varied from sports including tag rugby,* *football, and archery as well as reading, board games, arts and crafts and choir club sessions to promote attendance from the widest range of our school children.* *Practically, to promote attendance and inclusion messages are sent out later in the day so that children can be asked if they want to attend by parents and so parents who work full time can access these messages in their private time. Equally attendance at clubs is monitored and those who have not attended a club previously within this academic year get priority over those who have, however if there is a small uptake on some clubs you may see a pupil attending clubs each term it depends on the popularity of the provision.**From a SEND perspective, no child has been denied the opportunity to attend a club based on their needs, indeed, we have prioritised certain areas (e.g. archery) to support SEND pupils’ access.***What is the percentage attendance of clubs across the school population? How many pupils are accessing extra-curricular offer?***The most recent data shows circa 66% coverage across school.****What assessment is being used for other subjects and how are they assessed across school when there are dual classes across year groups?****This* *links to the data report, and the question presented below. See commentary.* **There are some subjects where you** **do not appear to have enough data and some where no one is working above standards, where do we cross check data this data and how it is assessed?***The missing data is almost solely linked to mobility – the grey bars are indicative of where there has been significant movement into or out of a particular year group.**We have some concerns about the robustness of the foundation subject (and Science) assessments. This is the first time we have assessed in this way and therefore there are variables. Teachers work against a set of criteria, but we need to improve staff understanding of this.***Is there a way to teach and inform the teachers how the data is to be assessed and gathered?***Yes, absolutely this was the first summer we asked for this data. We do not want hours spent completing this, but I do think we need to have a measure of how well we are doing in different subjects. There is a lack of correlation with soft data and other monitoring however.**There are possible reasons for this mismatch - maybe they have considered more coverage, rather than learning. Therefore, feel it is more a lack of staff understanding in Foundation level subject in the assessments and a lack of deep understanding of what Ofsted would class as generative knowledge.**We will be having a staff meeting this week to delve deeper into this issue and should have more robust data at next collection point. This will affect progress indicators however, and we need to be wary of this.* **Considering MFL and its assessments Is there the opportunity to have external MFL specialists come into school?***We do not have budget for in person, but we have bought into more commercial input from Kapow which comes with* *CPD (Continuing Professional Development)- this offers legacy benefits as there is learning for the teachers embedded as well as the delivery to children**. We need to tease our way through to use this scheme of work to the best possible manner to deliver classes that are personalised from the scheme. This may also give more ability to assess how the impact and knowledge of learning is progressing.**We have also contacted BHS to have their subject specialists to meet up with our teachers to mutually benefit both teams in their abilities and seeing what we are providing at primary level and what the level is provided at high school on arrival in year 7. We are doing well in many foundation areas, but it is our development of this area that will help the whole team and benefit the children**. Our staff meeting this week will start with how staff look at the data set they have provided and see this as a learning point. It has given us a vehicle to build our knowledge and understanding though and good place to start for refining the curriculum with steps going forward.***What training has been given for subject leads?***We have had 3 teachers attending specific learning and CPD for their subject and this term we have a teacher out on intensive* *EYFS (Early Years Foundation Stage) excellence in practice, this national training delivery. In addition, two members of staff are engaging with National Professional Qualifications (NPQSL).* **It is noted almost half of children did not reach GLD, how do you explain this? Is this due to baseline on entry?***In part yes, in* *almost every indicator you have 43%+ accelerated progress**, even to achieve the GLD we got. Also, the cohort* *appears to have a little mismatch from uneven profiles across maths and English missing areas in one subject can bring down and impact the overall GLD**. The well below is minimal, and many just below, who in the 2 weeks post data being sent in have* *actually in the writing (which is* *generally our most limiting target) achieved the target with evidence. It is frustrating for the data, but shows robustness in the transparency of what we put forward. The broad message is, I* *do not have a concern for the cohort of children going into KS1, but the data does of course look different to that* *currently.***Explain, year 4 data seem extremely high in reading and maths?***Yes, this seems unusually high, I have been through this with the class teacher, to carefully consider these scores and why they are so high. Justification was this came from tests and in class scores and that was the teacher's submission.* ***Previously we have had explanation regarding our queries on this when the scores were lower, explain then how much do we rely on tests as opposed to teacher knowledge?****In practice, to achieve a more realistic picture, we assess from a combination of teacher knowledge and test data**. Having spoken with the current year 5/6 teachers, they note there is a consideration that this data is higher than the pupils are able, and they are not delivering at this data level in class. So, we would expect some slower progress this year, which will reflect not quality of provision, but of former assessment. We have agreed to use a different assessment tool in maths going forward. We have been using the Rising Star tests and partly* *as a result of this discussion with teachers we are going to use the White Rose tests which follow their scheme of learning and should provide a more accurate data set in the future.****How in year 2 data is reading lower than writing, this is not what we would normally see in this year can you expand, is this an anomaly?****Yes, interestingly it is unusual. We have had a lot of discussion re this, and teachers are* *absolutely correct in their data submission which relates to one child**. For this* *particular child, we could not give the reading due to issues with inference; however their writing documented accurately that they were hitting all the skills required and therefore they did meet that standard.****Regarding your use of Pira and Puma do they correspond with each other to show a consistent tracking of data?****If this is related to year-on-year comparison, as they are all standardised, yes they do correspond* **Explain, 6% missing data in years.***This could be one child missed on data capture or has* *actually moved out of* *area. School will check.* |
| **Actions Arising / Resolutions 23/05** |
| Query question from remote governor and send response to Teams portal and answer directlyMonitor progress in vulnerable year groups and set appraisal targets connected to this | HeadHead |

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| **23/06** | **Policy Update 23/06** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose - Decision*Policy documents all tabled in advance to all governors.Already reviewed digitally – to be noted.* Child Protection and Safeguarding
* Governor Code of Practice
* School exclusion
* ECT (previously NQT) policy (now a 2-year program not 1 year)
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| **Actions Arising / Resolutions 23/06** |
| Resolutions: All tabled policies carried The above policies tabled in advance of the meeting have been adopted unanimously. **Agreed** (All) AbstainNone | **NA** |

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| **23/07** | **SEND – 23/07** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead –* *SEND (Special Educational Needs or Disabilities) Co-Ordinator**Purpose – Information**Written SEND update handed out and uploaded to portal.***How much of the SEND is historic vs inherited?***66% of the SEND pupils in KS2 have been with us for a longer time with 33% being new. New pupils obviously generate additional workload relating to SEND in terms of understanding their needs and developing their support.***Are we still getting support from SEND Hub?***Limited: delays remain in the system, governors will be updated.**The new digital EHCP system is still not going to be rolled out past Hambleton and Richmond until after March 2023, it is a challenging system.***How are we continuing to provide and develop these areas when external support is being reduced?***Moving forward we have new packages for keep up in phonics, which is the same scheme as KS1. We will now use that as a bespoke package in KS2**. Also able to draw on local authority funded projects, with a special needs profile assessing tool and Clicker 8 a recording package to help children (with a licence for 3 years), which is often recommended when children cannot record independently**. Access to these expensive resources has been enabled by RC’s place on Locality Board. Maths has a new intervention package – Number stacks. Will report back on impact and implementation.*  |
| **Actions Arising / Resolutions 23/07** |
| N/A | **N/A** |

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| **23/08** | **Discuss Monitoring – 23/08** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*Request that safeguarding monitoring be completed prior to SEA diary visit |
| **Actions Arising / Resolutions 23/08** |
| Arrange Safeguarding monitoring for after half term | Phil Perry |

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| **23/09** | **Discuss H&S – 23/09** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*Tabled premises inspection report from July 2022 |
| **Actions Arising / Resolutions 23/09** |
| NA |  |

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| **23/10** | **Discuss AOB – 23/10** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair/Clerk**Purpose – Information**NA**MAT update – no* *new current information, we are awaiting the* *DfE (Department for Education) briefing the LA, to allow the system to continue to progress. This will help to inform where we are at as a school**. Governors will be updated asap.* |
| **Actions Arising / Resolutions 23/10** |
| NA | **Clerk** |

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| **23/11** | **Confirm Date of Next Meeting – 23/11** |
| *Summary of Discussion* | *15th November 2022, 1330* |
| **Actions Arising / Resolutions 23/11** |
| NA |  |