# Minutes of Governing Body Meeting, 26th September 2023, 1330

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| Present: | C Gilbey (Chair)S Moss (Vice Chair)B CalvertR Campbell (Head teacher)A HollandN WiltshireK Davies |
| In Attendance: | Y Scott Clerk |
| Apologies: | C Gilbey, M Welsh |

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| **24/01** | **Receive Apologies for Absence – Election of Vice Chair and Co-Opt 24/01** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose - Decision*Apologies received in advance via email C Gilbey and M WelshClerk opened meeting S Moss stepped out for vote for Vice Chair. Returned at 1335**Agreed by all governors**Two potential Co-Opts will be interviewed prior to November meeting, with a potential third associate governor. |
| **Actions Arising / Resolutions 24/01** |
| Resolutions: Tabled appointments carried The above appointments tabled in the meeting have been unanimously agreed including remote response from CG. **Agreed** (All) AbstainNone |  |

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| **24/02** | **New Declarations of Interest and Interests Relevant to this Meeting 24/02** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*Nil received, all to sign 2023-2024 declaration and update of safeguarding at November meeting. |
| **Actions Arising Resolutions 24/02** |
| N/A | **NA** |

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| **24/03** | **Agree Minutes of Past Meeting and Consider Matters Arising 24/03** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*No matters arising. |
| **Actions Arising / Resolutions 24/03** |
| Previous minutes a true reflection and accepted as such unanimously | **N/A** |

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| **24/04** | **Consider Meeting Focus – Governance 24/04** |
| *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*
* *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 (Senior Education Advisor).
* *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.*

Broad discussion re terms of reference and key roles. Key priority is to strengthen the governing body, majority remain on same subjects as previous academic year, key roles and specialisms will be update by CofG and Head and uploaded to portal.Noted re discussion that historically some parent governors have not fully understood the role and have completed very small period of service due to this, to ensure going forward we are robust in the clarity of the role.Gaps requiring attention within the governing body are experience in HR and finance. Current governors bar one all completed training and shadowing on contemporaries.**Questions**Is there a possibility to visit any local schools who have a governing body with longevity and possibly having recently completed an Ofsted as a further learning experience for the board?*Yes, we do have relationships with numerous local schools that will make this possible, Burneston would be ideal if we can co-ordinate times.*Considering the sharing of practice with other schools and recent attendance at training course, suggest that we create a prep/prompt sheet bespoke to our school that all governors can scaffold within their own specialisms. Such work could be a good legacy to strengthen board when people move on?*Clerk volunteered to assist SM in developing this document for individual governors to adapt to support their roles and specialisms.* |
| **Actions Arising / Resolutions 24/04** |
| Add key roles with vacancies to portal.Source dates for NGA basic course send out to remaining governor.Liaise with head at Burneston re reaching out to their governing body to share good practiceLiaise with SM to arrange dates over coming academic year to complete this task | **Head****Clerk****Head****Clerk** |

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| **24/05** | **Consider Meeting Focus – School Improvement 24/05** |
| *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

**Headteachers Report****Questions**How do you propose to extend extra-curricular activities without overloading the staff?*We have already stepped up our extra-curricular offers with a 150% increase from previous academic year. This includes teachers and TA’s offering one club within the whole school year (not compulsory) if they can. This has included Young Voices Choir, numerous sports, arts, reading and poetry clubs to name a few. Also, via the school newsletter we have asked if any parents wish to volunteer to provide any clubs. Additionally, we now have the military wrap round care provision which has seen more children attending local after school clubs. We can only offer concise clubs according to what our staff are happy to provide. To support staff wellbeing, we have external providers currently providing tag rugby and we will continue to source externally, however we find a lot of children already have evenings filled with swimming, cheer, martial arts etc which are provided widely locally.*How do we compare to other schools locally with the extra-curricular offers?*We provide* *similar to some schools locally however of course demographics and cost impacts provision for delivery and taking up events. We are conscious of our staffs work life balance and therefore this is a priority.*Does the new EYFS (Early Years Foundation Stage) cohort present any particular challenges?*On paper it appears an easier cohort due to smaller class size however, we have 2 high needs pupils within the cohort which requires a high adult to pupil ratio. One pupil has an EHCP (Education, Health, and Care Plans), and the other pupil is probable for an EHCP, therefore support in this area has been increased and may look excessive aligned with the class numbers of 20. We are also awaiting information re a third SEND request.*Considering the numbers and the PAN we have signed off how did we have 31 in EYFS last year?*PAN is 4o however this would generally be 2 classes, classes start at 30 however any requests after deadline, or due to military move are exception to the rule, we then monitored and ensured our class structure gave us the ability to split classes further into the year if we had more EYFS starters which we didn’t without having leavers.*Given that, historically, maths is a strength of the school have you identified any particular barrier to DP’s?*We had 4 new in year DP’s, we have moved away from separate bespoke interventions, with more pre and post teaching to keep alongside peer groups. Number stats has been trialled which is more responsive to gaps you observe, and it is more practical reflecting manipulatives and resources being used in class. A lot of investment is on day-to-day provision in class which is best in ensuring scaffolds are in place.*Is pastoral care proactive as well as reactive and what does this look like?*In year 6 the whole class receive workshops for anxiety/transition from the service pupil champion. We have daily check ins for pupils led by our experienced HLTA team, which is a balance between proactive and reactive, an opportunity to gain valuable information on how children are on arrival and any issues that may impact their day. Zones of regulation has also been trialled led by Mrs Holland with behaviour, care and well-being be the language around this.**At the end of each day in class we have mental wellbeing for all, we have our feelings written within our KBF as well for guidance.**Historically where we move/lose staff has impacted our pastoral care, having a HLTA in each key stage as the pastoral contact has really enhanced the provision with knowledge and continuity for the pupils engaged in those areas.**The Haven still provides lunchtime access for those children who wish to* *drop in to chat or have quiet space, nurture time, new students joining also use this facility.*Considering your response, can you please create and send a questionnaire to the HLTA team to ask what they find is working within reactive to prevent escalation and proactive techniques?*Of course, we will ask questions such as what we have working to prevent a child locking down, do we reinforce activities, how do you look after yourselves, is behaviour driven by need and other questions we can then feed back to you.* |
| **Actions Arising / Resolutions 24/05** |
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| **24/05b** | **SEND – 24/05b** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Headteacher**Purpose – Information*Documents tabled in advance to all Governors via portal.* Final SIP progress update (previous year)
* Data summary (no statutory data available)
* Pupil premium update
* Receive outline SEF/SIP KPIs

**SIP**We will be carrying over a couple of actions and threads from the previous SIP to the new one.**Questions**Why is it 3% well below on reception stats, when EYFS stats state none below?*Unsure, apologies will re check data, there was one child well below, it should be 31 pupils not 27, I will come back to the board with this answer as cannot see it currently.*Can you explain the year 3 SEND data impact as discussed previously re concerns?*The difference may well be that our discussion for SEND within this group covers broad ranging SEND need not simply* *academic impacts. Also, there are several moved in pupils within the cohort.**Also NOTE on progress we have 36% missing data with our highest mobility of 36%, and a higher number of Ever6. Attention has been given in great depth to move children up to classes where they will best thrive.***SEA Outcomes**CofG and BC received full report from SEA which has great detail within it. Noted lots of great practice in EYFS, clear from wider evidence that all is in place just to ensure that we deliver what we normally deliver and articulate despite visitors observing. EYFS Governor aware of areas to concentrate on moving forward.**SIP moving forward**Below is a brief overview of where the SIP is looking to move which will be presented at next meeting. There has been excellent progress on our intent over the last 2 years, implementation will be further developed going forward. We will have a focus on CPD (Continuing Professional Development) and concentrate on revisiting with staff how we tailor great teaching here appropriate to the pupils in front of them.* *Curriculum – Implementation*
* *SEND - Actions for SEND and staff interwoven*
* *Leadership – Succession planning, middle leader development, support and wellbeing, support HLTA to mentor TA team*
* *Vocabulary – Look at what gets in the way of deep learning with vocabulary I.e., history uses one term geography uses another, working to maintain knowledge and what vocabulary can be applied to both tier 2 vocals.*
* *Contextual Challenges – Pastoral, finance, mobility*
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| **Actions Arising / Resolutions 24/07** |
| Investigate accuracy of reception/EYFS percentage and respond to all governors | Head |

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| **24/06** | **Policy Update 24/06** |
| *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 Policy
* ECT (previously NQT) policy (now a 2-year program not 1 year)
* Uniform Policy (to be published to website)
* Positive Mental Health
* Sex and Relationships Education Policy

**Questions**What are the main changes in the CP and Safeguarding Policy?*The main changes are relevant to the new KCSiE (Keeping Children Safe in Education) regarding filtering and monitoring standards.*Considering the uniform policy should we be stricter in the terminology regarding jewellery and hair colouring?*No, we do like to have flexibility within the policy as we understand changing times and family dynamics and manage appropriately.* |
| **Actions Arising / Resolutions 24/06** |
| 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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| **24/07** | **SEND – 24/07** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – SEND (Special Educational Needs or Disabilities) Co-Ordinator**Purpose – Information****SEND***Still the same message, currently at 24.4%, 8 x EHCP’s (and increase on last year). The level of support required for both parents and children are higher this year, and we have a higher percentage of SEND this year.Recent SCAN that was originally refused by NYC (North Yorkshire Council), (despite being part of the military covenant on which a SCAN is meant to convert to a EHCP on moving to UK), has now with our chasing been converted.We have sent a further complaint to the assistant head on inclusion re various pupil cases, pupil needs will not change what we positively deliver in school, but the lack of funding or lower banding impact is huge. We have had no response from the email we sent however we have just had 2 of the cases we queried approved as SEND.Staff have been doing an amazing job with children settling in so well across the whole school. There are more open discussions with parents this time which is impacting my time and stretching the capacity of what I am supporting within school. We also manage and address when competing SEND needs may collide in children. This is a particular challenge as all families advocate for their own child however all children have rights, needs and confidentiality is essential. Our high level of SEN continues to highlight challenges.We have had 2 external visits with very positive interactions and have commented on how settled our pupils are and commented on our culture that reflects our KBF.***Questions***Regarding EHCP’s do parents apply for these themselves?*I have had one completed via this route however it is very rare, and we would advise not to as they rarely get approved and equally the team at NYC then contact ourselves to complete the document*Once a child has an EHCP what support is then given to parents from the local authority?Nothing unfortunately, they get us as a school and normally maybe 1 appointment with a team member which is where a plan is written for the child followed by a discharge for us as a school to deliver the plan. We would then have to re-refer as SEND if required. The LA high needs budget currently has £40 million pound deficit there is a huge hole, and it is broken right from the top.How does mobility in school impact SEND provision?*We continue to make the send team aware of our mobility and the fact it is incredibly hard to succession plan therefore we are mainly frontloading, and we do not see the momentum in the way other schools do with their pupils. We continue to refer to an overloaded system, yet overall, we continue to do an outstanding job and that is ultimately down to our team of professionals in school, and it should be celebrated what we manage to achieve.* |
| **Actions Arising / Resolutions 24/07** |
| N/A | **N/A** |

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| **24/08** | **Discuss Monitoring – 24/08** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information*EYFS monitoring ongoing post SEA with governor/teacher liaisonAutumn Term monitoring required; PE, EYFS, SEND, Personal Development, Phonics and Reading, Staff Wellbeing, Safeguarding |
| **Actions Arising / Resolutions 24/08** |
|  | **N/A** |

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| **24/09** | **Discuss H&S – 24/09** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair**Purpose – Information** We continue with 1 working boiler.
* Legionella awaited checks and tasks by LA are in process as required by the government with the final task of all dead leg piping being removed on the 9th October.
* Whole school training for fire safety, working t heights and manual handling is booked in for 4th October.
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| **Actions Arising / Resolutions 24/09** |
|  | **N/A** |

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| **24/10** | **Discuss AOB – 24/10** |
| *Summary of Discussion*(Includingquestions and responses) | *Lead – Chair/Clerk**Purpose – Information*1. *Concerns raised again regarding parents both driving into and walking through the full car park. To look at new signs or gate being locked with intercom through school day.*
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| **Actions Arising / Resolutions 24/10** |
| NA | **Clerk** |

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| **24/11** | **Confirm Date of Next Meeting – 24/11** |
| *Summary of Discussion* |  *November 7th 2023, 1330* |
| **Actions Arising / Resolutions 24/11** |
| NA |  |