

Minutes of Governing Body Meeting November 7th, 1330, 2023

Present:	C Gilbey (Chair) S Moss (Vice Chair) R Campbell (Head teacher) A Holland B Calvert N Maycock V Sadd N Wiltshire (Staff Governor) K Davies (Staff Governor)
In Attendance:	Clerk to Governors
Apologies:	M Welsh

24/12	Receive Apologies for Absence and Co-Opt New members –
<i>Summary of Discussion</i> (Including questions and responses)	<i>Lead – Chair</i> <i>Purpose - Decision</i> Apologies received in advance for M Welsh N Maycock and V Sadd asked to leave room 1.32pm. Vote result in both proposed Co-Opts to join governing body. N Maycock and V Sadd returned to meeting a 1:36pm

Actions Arising / Resolutions	
The above nominees have been co-opted unanimously. Agreed (All) Abstain None Apologies accepted.	Chair

24/13	New Declarations of Interest and Interests Relevant to this Meeting
<i>Summary of Discussion</i> (Including questions and responses)	<i>Lead – Chair</i> <i>Purpose – Information</i> Nil received form updated for all governors present, along with signing of completion of reading school safeguarding documents.

Actions Arising Resolutions	
N/A	NA

24/14	Agree Minutes of Past Meeting and Consider Matters Arising and CP Question	
<p>Summary of Discussion (Including questions and responses)</p>	<p>Lead – Chair Purpose – Information REF Noted KD missed off minutes, clerk to amend, website is correct.</p> <p>24/04 see notes in monitoring area re key roles. CPD (Continuing Professional Development) for new governors actioned and booked by clerk. Remaining 24/04 actions complete.</p> <p>24/07 - The reason for the anomaly was that the numbers used were from before and after half term which resulted in the figure appearing to be incorrect.</p> <p>CPD Question - How do you monitor attendance and persistent absence figures?</p> <p><i>This was broadly discussed around the table.</i></p> <ul style="list-style-type: none"> • <i>Headteachers reports which have data on overall attendance, and graph At risk of Persistent Absence (ARPA) <95%, Persistent Absence <90%, Severely Absent <50%</i> • <i>Monitoring evidence of leadership/responsibility for this issue (contact with parents re attendance by phone call and letter and log updated every half term with figure in office) – spreadsheet audit and CPOMs</i> • <i>Minutes from governors' meetings when specific attendance outside headteachers report may be brought to your attention like today where headteacher has noted we have a pupil at due to complex medical issues.</i> • <i>Reports from link governors</i> <p>How do we take into consideration strike days and complex medical?</p> <p><i>The office team put a full description each half-term with the reason codes for the child's absence level of which SLT direct the admin team regarding which parents need phone calls or letters regarding attendance. Due to the detailed register notes this assists SLT management of the attendance for children and onward management.</i></p>	
Actions Arising / Resolutions		
	<p>Previous minutes to be amended as KD missed off the attendees for the last meeting, once amended records are a true reflection and governors accepted as such unanimously, to be uploaded to school portal post amendment.</p>	<p>Clerk</p>

24/15	Consider Meeting Focus – School Improvement - SEF (Self Evaluation Framework)	
<p>Summary of Discussion (Including questions and responses)</p>	<p>Lead – CoG - Headteacher Purpose – Information Policy documents tabled in advance to all Governors via portal. SEF – open table for questions.</p> <p>As a new governor could you please give us more information on this document? <i>SEF (Self-Evaluation Framework), it is our view as leaders of the school's strengths and areas for development. It is used to inform our school improvement priorities and is shared with Ofsted. The SEF is based on performance data, monitoring, governor visits, external reports etc. – which all help to build a picture of our school. Part of Ofsted's role is to validate (or challenge) our SEF.</i></p>	

	<p><i>Our format is quite text-heavy, but gives a good overview of the school. It is also supported by the self-evaluation planner which is numeric and colour-coded, enabling us to see our journey and progression at any time within the year. It is subject to ongoing review and presented to the governors at least annually.</i></p> <p>Which governor monitoring visits have taken place thus far? <i>As listed, as part of wider visits (e.g. SEA). Some delayed due to roles being reviewed, but as we now have the roles in place, we would expect quite a few visits within the autumn term. The reminder would be to ensure you use the templates and relate and refer to the SIP (School Improvement Plan) and SEF.</i></p> <p>Why is KS2 progress data missing? <i>This is due to the delivery dates of the ratified data from DfE (Department for Education) which is due end of November/early December. Additionally, the IDSR will also come out with data but not until a third of the way through the academic year. Progress scores are calculated with statistical significance thresholds around a '0' – positive integers representing better than expected progress and negative representing worse. It is to be noted that our data is always skewed by mobility.</i></p> <p><i>Also, to note meetings with our Principle and Senior Education Advisor have advised that we should be looking at considering more 'outstanding' judgements within the SEF and have questioned why we are not doing this. Ultimately this comes down to our decision as SLT that staff well-being takes priority. It is far more beneficial to have a glowing good report than to apply a negative impact on staff wellbeing and burn out. Our data was strong last year when considering the cohort (high SEND (Special Educational Needs or Disabilities)) but still only inline with National. We are outstanding in our curriculum intent which we continue to embed. We are a very strong good school and are proud to continue to work on this and develop as a school supporting pupils and staff alike.</i></p>
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Actions Arising / Resolutions	
<p>Resolutions: All tabled documents carried</p> <p>The above documents (SEF) tabled in advance of the meeting have been adopted unanimously.</p> <p>Agreed (All) Abstain None</p>	NA

24/16	Consider Meeting Focus – School Improvement – SIP
<p><i>Summary of Discussion (Including questions and responses)</i></p>	<p><i>Lead – CofG - Headteacher</i> <i>Purpose – Information</i> Policy documents tabled in advance to all Governors via portal.</p> <p>What are the key foci for the SIP? Key priorities</p> <ol style="list-style-type: none"> 1. Implementation and Pedagogy – What our progression and plan is for good quality teaching for pupils, drawing on the latest research evidence. Live experience of what is delivered and quality of teaching. Through RC and NW involvement with ECF and NPQH this has shown us some innovative training and ways to deliver in class. 2. Implementation and Vocabulary –Vocabulary is linked to this the Education Endowment Foundation is running more development into the vocabulary thread. It is helping us reduce disparity in learning and with much longer S&L

waiting lists and the 2-year check being dropped we are seeing gaps in this area and are concentrating on developing in this area.

3. **Leadership** – Strengthening the governing body, developing middle leadership, how to develop and support this area
4. **SEND** – Constant challenge strategically and fiscally.
5. **Contextual Challenge** – Actions to work towards addressing our military context.

Please give us, as new governors, more information on this?

SIP (School Improvement Plan), this is a roadmap of where the school expects to be by the end of an academic year / cycle and how the school will get there. It identifies the school's objectives for the year based on the areas of improvement identified in the SEF. It is good practice to have milestones based on the wider impression from learning walks, drop ins, etc; governor and SLT monitoring will gather data to continually shape the SIP.

The SIP plan is over a 2-year period, and we re-set the clock on the key actions so they repeat many for a 2nd year to ensure we are embedding and gaining momentum of the plan over the 2 years.

Query date error in para 4 should be April 2024?

Noted, will amend and upload to portal with amendment

Clarify re the vocabulary issues relating to COVID - are these being accepted still?

Yes, to a point, there are national issues within the development of language skills.

How does curriculum delivery interact with vocabulary? What is the Joint Practice Development in vocabulary?

Half termly delivery of some subjects (rather than squeezing all into every school week) now give us a chance to develop deeper learning. Pushback could be how children remember prior learning. We are therefore developing the linking of vocab (tier 2) common features that transect a multitude of subjects to strengthen this area. Currently we have started with a 'RAG list' to teachers regarding some specific words, which will be continually expanded, this will not be used like a spelling test it is to understand and fully use the vocabulary across subject.

- Red – no not within current cohort's understanding - how can we include and develop this intentionally?
- Amber – We can do with contextual work
- Green – Already fully in use

Do you have a connection with NY's sport particularly regarding SEND?

Not directly for SEND, but that would be a great area to develop and explore, DF does work with Jordan NYS, but it would excellent if your connections could be investigated in your PE/Sport role with DF.

We are progressively looking at SEND in specific subjects to support and develop their learning for example art – those students with sensory needs may not like to use glue or paint and teachers are considering this within their lesson planning.

Page 9, 3.4 e Swaledale Alliance we have not had a lot of information from them unlike normally any reason for this?

We will check re the distribution and ensure we are still on the list for CofG networks, CPD etc, with 50 schools in the network it is a good support and networking really helps to develop knowledge.

Point 2 re JPD what do these anacronyms stand for?

Joint Practice Development Sessions.

Actions Arising / Resolutions	
Resolutions: All tabled documents carried The above documents (SIP) tabled in advance of the meeting have been adopted unanimously.	NA
Agreed (All) Abstain None	
Distribution of Swaledale Alliance documents/CPD to check	Clerk

24/17	Policy Update
<i>Summary of Discussion</i> (Including questions and responses)	<p><i>Lead – Chair</i> <i>Purpose - Decision</i> Policy documents all tabled in advance to all governors. Policies to be reviewed:</p> <p>To note we follow NYC (North Yorkshire Council) templates, on pay there are no changes to previous years other than those highlights, there are no choice areas for us to decide on as attendance criteria has been removed.</p> <p>Online safety tightened up and filtering and monitoring added with increased onus on Governors to reflect on filtering and monitoring standards as per KCSiE (Keeping Children Safe in Education) 2023</p> <ul style="list-style-type: none"> a. Pay Policy b. CLA Policy c. Online and E Safety
Actions Arising / Resolutions	
Resolutions: All tabled policies carried The above policies tabled in advance of the meeting have been adopted unanimously.	NA
Agreed (All) Abstain None	

24/18	Receive Monitoring Reports – Update re roles
<i>Summary of Discussion</i> (Including questions and responses)	<p><i>Lead – Chair</i> <i>Purpose – Information</i> <i>Tabled</i></p> <p>Following on from previous meeting and new co-opted today governor leads agreed by all and will be published to Governor portal to ensure monitoring can take place. Some scheduled in already for Autumn 2, EYFS (Early Years Foundation Stage) and safeguarding.</p> <p>NM- PE and Sports</p>

	VS – Humanities MW – Science and computing All other roles remain, but a new full list will be added to the portal for link roles. Additionally agreed by all that no requirement to specify any governors for financial working party as was used temporarily due to budget complexities. Budget and financial will continue to be part of the FGBM.
Actions Arising / Resolutions	
N/A	NA

24/19	Discuss H&S –
Summary of Discussion (Including questions and responses)	Lead – Chair Purpose – Information Nothing to report
Actions Arising / Resolutions	
NA	NA

24/20	Discuss SEND –
Summary of Discussion (Including questions and responses)	Lead – SEND Purpose – Information Tabled document by SEND to portal with key points noting 8 current EHCP (Education, Health, and Care Plans) (5.1% of school) In addition 3 EHCP pending and 1 pupil with an existing EHCP due posting in. Staffing already been reviewed and staff moved to best support need with hours increased. Currently we have 23.7% SEND need in school and national average is 15.3% The governors and SLT would like to pass their thanks to the school team, for their adaptability and determination in support of all pupils but particularly about the increase in SEND pupils which can be when it is late notice for new arrivals or unexpected need drain time, mental health and of course impact wellbeing. As a board we are incredibly grateful to all staff for their professionalism. Do you consider the reason for the high level is due to schools' reputation for support of SEND needs? Yes, to some point we have positive discussions with families who have been informed by other families of our reputation to deliver SEND at such a proficient level. At SEND network however all schools had reported increased % in SEND, and the trends do sit similarly everywhere. The challenge we face is that we have a continuous cycle of restarting provision, need, delivery and support due to mobility which increases the workload and time required to fully support families. Are high levels of Early Help more prevalent for military families? Early help supports families with issues and challenges in the home I.e. parenting support and such like. Military life can indeed magnify this need particularly if one

	<p>parent is OOA, they also alongside us help with signposting and supporting parents with their needs.</p> <p>Does the military not support spouses? Yes, they do they have SSAFA and support within station families' officers and their squadrons, however it also depends on capacity of need and perceived fear of the impact that could have on their spouse's career if they reach out for help. Often military support is more co-ordinated than pastoral.</p> <p>How does high SEND impact other provision in school? We have to avoid disadvantaging more able pupils; inevitably resources a limited. This is partly why we are endeavouring to deliver more adaptive pedagogy where every child gets access to teacher and TA time, in how they work. This is how we are trying to mitigate and recognise all children's strengths and needs, recognising all our children have equal opportunity and equity. The above said, our children recognise that some of their peers need more support than others. When our SLA held a meeting with pupils re pupil voice she asked if 'all pupils are treated the same?' and one of the pupil responses was: "No, but that's ok, because we shouldn't be, should we? Some children find some things really hard, and I may not need support as much as they do, so it's right that they get more help."</p>
Actions Arising / Resolutions	
NA	Clerk

24/221	Discuss AOB –
Summary of Discussion (Including questions and responses)	Lead – Chair/Clerk Purpose – Information None raised
Actions Arising / Resolutions	
NA	Clerk

24/22	Confirm Date of Next Meeting –
Summary of Discussion	December 12th, 2023, 1330, Zone in school.
Actions Arising / Resolutions	
NA	NA