# Minutes of Governing Body Meeting, 1st October 2024, 1330

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| Present: | S Moss (Vice Chair)  R Campbell (Head teacher)  V Sadd  N Wiltshire  K Davies |
| In Attendance: | Y Scott Clerk |
| Apologies: | B Calvert, M Welsh, N Maycock, A Holland |

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| **25/01** | **Receive Apologies for Absence – 25/01** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance via email A Holland, N Maycock, no contact from M Welsh and B Calvert  Staff election concluded for staff governor position with H Halliwell elected for this role going forward.  Governors and SLT register thanks to a job well done to K Davies for over 9 years of governor service, for understanding and continually delivering on the complexities of the strategic and conflicting needs of a staff governor role, and the successful contribution to the school community over this period of time and encompassing 3 Ofsted inspections. | |
| **Actions Arising / Resolutions 25/01** | | |
| Resolutions: Tabled appointments carried by staff election    The above appointments tabled in the meeting have been unanimously agreed.  **Agreed** (All) AbstainNone  Vice Chair to contact governors re no apologies. | | **Vice Chair** |

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| **25/02** | **New Declarations of Interest and Interests Relevant to this Meeting 25/02** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  Nil received, all to sign 2024-2025 declaration and update of safeguarding at November meeting or prior via forms in teams. | |
| **Actions Arising Resolutions 25/02** | | |
| Admin to create and send out forms digitally | | **YS** |

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| **25/03** | **Agree Minutes of Past Meeting and Consider Matters Arising 25/03** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  No matters arising. | |
| **Actions Arising / Resolutions 25/03** | | |
| Previous minutes a true reflection and accepted as such unanimously | | **N/A** |

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| **25/04** | **Consider Meeting Focus – Governance 25/04** | |
| *Summary of Discussion*  (Including  questions 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 – minimal change all documents in Teams, CofG added into safeguarding.* * *Outline governor priorities for the year and governor training needs.*   + Review vacancies – new co-opt possible interest VS will follow up, also still no LA will follow up via RC interaction with station for OCA to complete as previously   + Considerable flex in governing body – due to work commitments/postings essential that those governors that are here attend meetings to be quorant, as there are 3 governors away with work of which 2 overlap continually. * *Update register of business interests – nothing to declare all governors* * *Governor monitoring – To complete following update of link governors on the portal please follow the schedule which is on the Governing Boday Annual Cycle of Meetings within your Teams portal* * *Governor engagement – as every year please continue to question and challenge with active participation.*   Discussion re CofG and absence of both CofG and Vice chair and similar times, discussion re extending this role and confirmed that this may well be needed, Vice chair will liaise with members of governing body re this.  Key priority going forward is to consolidate and train governors as required to maintain governor resilience, including new induction to governance training, CofG annual conference and any other appropriate training to be monitored by admin. Continue to build the team and support via SEA. | |
| **Actions Arising / Resolutions 25/04** | | |
| Add key roles with vacancies to portal.  Source details for possible new co-opt | | **Head**  **VS** |

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| **25/05** | **Consider Meeting Focus – School Improvement 25/05** | |
| *Summary of Discussion*  (Including  questions 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) * Statutory Data/Internal Data Update * Pupil premium update * Safeguarding Updates * Consider and discuss SIP priorities for year ahead.   **Headteachers Report received.**  **Questions on all areas of School Improvement**  Can you clarify the colour coding - direction you are heading forward with into the new academic year?  *SIP is a 2-year continual commentary plan, regarding the colour coding and how we will progress into the updated version I can explain some as the full new plan has not been finalised within SLT;*  *Red or Amber – immediate review, if still relevant for example KPI2-will continue into the next cycle if deemed necessary*  *Green – Finite being completed. Please note though even though some are green they are long-term and may well continue with a re-set into the next cycle as previously we have discovered we can need more than one cycle to ensure that even though green that embedding is in place.*  Will there be additions you are already considering?  *We may include mastery of number for KS2, as maths hub and experience has shown this could be especially useful in gaps of learning management within maths. Also, loose discussion regarding KS1 writing, but as always, we will review, assess, and add as required to support learning.*  Regarding 4.2 why is whole school provision map re SEN red?  T*his is due to the review not being fully completed due to time required for SEN lead to action this which has unfortunately had to be prioritised lower than all the additional SEN that has arrived within school with not only EHCP collation and data being submitted for assessment but also tackling mediation with NYC re said EHCP submissions. This will be continued and will be ring fenced within the spring term for time out with school for SEN lead to complete and explicitly will address how communication and expectations with our wider team and parents are met aiming for a 24-hour turnaround response. CPOMs has vastly improved staff being tagged to needs and a record for SEN however as always, the hardest balance is the emotional impact not necessarily the admin and communication of SEN.*  Regarding your response do you have a policy on response and communication for staff and the wider community to be aware of?  *No, and this is worth considering with a communication strategy that clearly outlines our targets, strength in communication and response times etc. We will add to tasks for headteacher, however* other major jobs need addressing prior to this.  Considering the impact again this year on SEN time and the changes to processes continuing to create time deficits should funding be allocated for external support for SEN lead?  *Currently SEN lead has some external coaching via a colleague who is training within this area which has been encouraging and supportive of NW and her role needs and pressures. This could well be most helpful to continue going forward outside the free provision that we have benefitted from, and we will look at extending the coaching/counselling provision for NW.*  Given that her capacity is not just filled with SEN can you not consider reducing the load in other areas?  *This is discussed and addressed within SLT and there are areas of the roles she currently has that going forward will be removed with staff completing NPQPML, and mastering maths this lead is one area that can be addressed to widen capacity going forward.*  Is Gap Plus alongside Service Pupil Premium being effective?  *Yes, it includes a QA from Matt Blyton with staff and pupil voice sessions, external verification of how we are spending PP and whether delivery of this within school is effective is also part of this therefore we are confident this is and effective enhancement from the gap Plus project.*  Is pastoral care proactive as well as reactive and what does this look like?  Can you explain why despite the broadly very strong statutory data, that EYFS were behind nationally but had made timely progress from the beginning of their cohort?  *On the data dig it was quite a patchy profile for EYFS with pockets in the cohort not all sitting in one area, therefore they did really well as a team working so well together to get the children to a particularly good profile with minor blips that were very varied across the cohort.*  Noted we are ahead of national in phonics how has this been effective?  *This is a really encouraging result considering the upheaval this cohort had and really does come down to the work from phonics lead, TA team input and support of all the children and the impact of an onboard supply teacher with continuity for the team and children to really push forward for their development in the latter stages of the year.*  MTC slightly below average plans to target this area are?  *We have looked at mastering numbers project in KS2 on an average school are delivering a 10% on average increase to results, so we will be running this in our KS2 going forward, we already have this in place in EYFS/KS1*  *SATs results are strong looking at this new cohort do you expect this to continue?*  Yes, we were in top quarter of national results however co-horts change year on year and with our mobility monthly therefore we continue to work and provide the best platform to develop our children and that is our priority.  Non statutory appears mixed what detail can you add to explain this for year 1?  *Year one across the board has been challenging, everything we could* *possibly do was implemented to mitigate and support learning despite the lack of consistency available due to staffing issues. Reading did get plugged the* *real challenge was the writing/comprehension as without continuity this really was impacted and despite our best efforts particularly from our TA team and supply provision it was not enough to boost attainment at that point. We are moving forward for this cohort and there are determined processes in place to support and advance their attainment.*  *Also, of note at the most recent headteachers alliance meeting it has been queried regarding the criteria for writing is so broad, as by the time of year 5 TAFF they are not lacking. So, a piece of work is taking place across the alliance schools to look at page 2 of teacher assessments.*  Has the sharing of the new POBBLE system with schools been useful?  *Exemplification is useful* *and also the audinable marking* *possibly this gives a more consistent effect, worse to best, which we could also use Pobble for if not through an alliance project we will do this internally. Writing is continually a challenge, increased reading improvement, we will continue to check if the data is accurate and collaborative working, we are doing across schools does indeed support. LH our English lead is KS1 whereas previously our English leads (last 10 years) have been within KS2 so this change will also we believe bring interesting times ahead regarding delivery and progress with different skills approaching the lead role.*  ***Additional points to note;***  Vulnerable – outperforming peers, effective use of PP.  Intensity of SEN – change of 7 classes to 6, rooms are more of a challenge due to less personal space, triggers, and challenges, 3 new families arrived post arrangement change and decisions with governing body for long term fiscal management.  Finance – Receipt of funding grant applied for via MOD with a grant of £67k awarded over a 2-year period which includes sharing expertise across local schools via our SLT/teacher support and guidance as needed and with additional planned sharing. Bursar adding this to financial plan. This allows us to continue the teamwork built within school to provide and nurture our children's development with the support available.  Attendance – New guidance and changes to attendance, Dfe link into school MIS to collect data and provide platform for overview. Changes are strict to enable students to have the best educational impact from attending. However new guidance no longer includes a military example relating to possible absence and with no examples within the guidance this is a much tighter policy and school policy will need to reflect this. Hopefully, this will be able to be looked at next meeting if a model policy has been created. Suggested by governing body that a check of the armed forces covenant is used to compliment the amending of this policy.  **Further Questions**  What if numbers in classes increase what is the ceiling?  *30 is the ceiling in KS1 classes and no ceiling in KS2, continual management required, appropriate placing of children in forms for year group and class size however this continues to be a monitoring process with information sharing to governors.* | |
| **Actions Arising / Resolutions 25/05** | | |
| Check Armed Forces Covenant Policy re attendance | | YS |

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| **25/06** | **Policy Update 25/06** | |
| *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.   * Child Protection and Safeguarding * Governor Code of Practice * School Exclusion Policy * ECT policy * Uniform Policy (to be published to website) * Positive Mental Health * Staff – HR policies * Behaviour Management Policy   **Questions** | |
| **Actions Arising / Resolutions 25/06** | | |
| Resolutions: All tabled policies carried    The above policies tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone  All updated policies to be added to portal | | **NA**  **YS** |

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| **25/07** | **SEND and Safeguarding Updates – 25/07** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – SEND (Special Educational Needs or Disabilities) Co-Ordinator*  *Purpose – Information*  ***SEND***  Currently sit at 7.5% for EHCP pupils with 17.5% SEN support. This is not a drop in the level of SEN it is a drop in the overall numbers within school. 11 pupils in EHCP and 4 EHCP pending/at mediation.  Our current level of Sen is diverse and complex around the needs, a lot of SEMH and very few that sit within similar need and provision, staff are managing this sudden increase (new arrivals have had a greater need than expected from previous school contact) with great aplomb and supporting need within larger classes and learning continually what works for their individual charges within classes and adapting provision to meet and support need.  ***Questions***  Regarding EHCP’s how long is the turnaround for those waiting on, and has the this improved from NYC?  *No real time improvement, out of 4 we are awaiting 2 were submitted in the normal way which have a finish date expected at end of October.*  *One of these we have heard from EP regarding assessment the other we have heard nothing and am continually chasing.*  *Approximately half are completed in the 20-week window.*  *Regarding the other 2 which were sent the ‘new’ way both were refused and have now gone to mediation. This is very unusual as both children have already had element 3 funding from NYC for their need.*  *Therefore, this area continues to be an area of challenge which is evident as it sits in KPI 5 as a contextual challenge in the SIP, it is a key strategic priority.*  Confidential points held by Headteacher for viewing.  We also have 2 children who need key specific provision, of which LA state they cannot meet need so both ourselves and parents continue to battle on for the required provision for these children. | |
| **Actions Arising / Resolutions 25/07** | | |
| N/A | | **N/A** |

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| **25/08** | **Discuss Monitoring – 25/08** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  No Questions or Submissions  Autumn Term monitoring required; PE, EYFS, SEND, Personal Development, Phonics and Reading, Staff Wellbeing, Safeguarding | |
| **Actions Arising / Resolutions 25/08** | | |
| NA | | **N/A** |

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| **25/09** | **Discuss H&S – 25/09** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*   * First tranche of windows removed and roofed, followed by full re paint between Nightingales and Skylarks resulting in no leaks at the most severe weather we have had which is a real bonus, money recovered by NYC from annual capital allocation. * We continue with 1 working boiler however it is on the planned maintenance schedule for 2025 so a possibility it may be completed then. * New asbestos survey advised post roof changes and confirmed after annual review, quote accepted to bring this to current legislative demands and will be completed in half term holidays. | |
| **Actions Arising / Resolutions 25/09** | | |
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| **25/10** | **Discuss AOB – 25/10** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*   1. *Due to training commitments SM gives apologies in advance for meetings in November and December but will send all questions in digitally for presenting at meetings.* | |
| **Actions Arising / Resolutions 25/10** | | |
| NA | | **Clerk** |

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| **25/11** | **Confirm Date of Next Meeting – 25/11** | |
| *Summary of Discussion* | *November 5 th 2024, 1330* | |
| **Actions Arising / Resolutions 25/11** | | |
| NA | |  |