# Minutes of Governing Body Meeting November 12th, 1330, 2024

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| Present: | S Moss (Vice Chair) Digitally  R Campbell (Head teacher)  B Calvert  N Maycock  V Sadd (chaired meeting due to digital connections)  N Wiltshire (Staff Governor) |
| In Attendance: | Clerk to Governors |
| Apologies: | A Holland, C Gilbey, M Welsh, H Halliwell |

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| **25/12** | **Receive Apologies for Absence and Co-Opt New members –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance for all noted absences and accepted.  New member co-opt discusses with agreement confirmed to co-opt. | |
| **Actions Arising / Resolutions** | | |
| All agreed re new member co -opt K Russell  **Agreed** (All) AbstainNone  Apologies accepted. | | **Chair** |

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| **25/13** | **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** | | |
| N/A | | **NA** |

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| **25/14** | **Agree Minutes of Past Meeting and Consider Matters Arising and CP Question** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  25/02 – digital forms still to be sent out by admin for 2024-2025 declarations but nil returns verbally  25/04 – all three actions completed  Regarding the Armed forces Covenant nothing explicit regarding attendance although it does say that due regard is to be given to service personnel and their families regarding attendance. Therefore, the new changes within the attendance policy from DfE still note that it is at headteachers’ discretion within the parameters, but it no longer holds examples of these which the previous document did, and that included service personnel and their unique circumstances.  **For clarity though do parents do not have to submit a written request for any time off for pupils within the academic year that does not fall in the holidays.**  *Yes, they do, and our form is very descriptive with categories to choose and evidence to be provided particularly if the request is regarding not having been able to take any holidays during the academic holiday calendar. It requires a signing off by a manager position for validity of evidence being provided.*  **Can we then amend our attendance policy to reflect the changes to ensure clarity for parents requesting time and understanding the DfE and national attendance targets?**  *We want to remain both fair to our community and its unique needs as well as ensuring we are appropriate to the guidelines that govern attendance. We have a good steer on this, but I agree it would be appropriate to add to the policy particularly regarding taking the time off for example post military needs within a half term of the arrival or departure.*  **Do we have requests that request time for any other anomalies that are not fully covered on the current form?**  *We can receive requests around a particular SEN need that are categorised within the ‘one off’ area of the request, however these are also challenging within the new attendance framework.*  Discussion was undertaken re: whether ‘travelling at quieter times’ should be included as a reason for authorising absence for SEND pupils. It was agreed that this would not fall into DfE’s categories of exceptional circumstances.  **We would suggest an information sheet to be provided to any family with this request maybe signposting to all the great services provided within the travel industry (sunflower lanyards as one such example), to support families whilst also adhering to the guidelines.**  *Thanks, you, the admin, and SEN team will look at creating this document to go with the request for absence form.* | |
| **Actions Arising / Resolutions** | | |
| Previous minutes a true reflection and accepted as such unanimously.  Look at creating an information sheet supporting travel for SEN/Hidden needs. | | **Clerk**  **Admin** |

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| **25/15** | **Consider Meeting Focus – School Improvement - SEF (Self Evaluation Framework)** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CoG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  *S*EF –   * Our Summary of the School * Minimal change * Year on year it is assessed and amended. * 2-year life cycle * Data live every year. * KS1 statutory data removed as no longer an area of academic assessment.   **Open table for questions.**  **As governors reading the SEF this still looks representative is that an accurate judgement.**  *Yes, it is, also having had our Ofsted in March 2024 which viewed the SEF within the rolling program it has met and continues to meet need.*  **So, the SEF still has the individual area of judgement and the overall assessment considering the Ofsted changes should this be in the document?**  *Yes, particularly from our Ofsted we were assessed as good, however the single word judgement is as you correctly say being removed therefore this is currently fluid within the document, the concern remains now though that schools will be assessed more numerically and not with the narrative end of assessment review as we had hoped for which would give better overall information on schools.*  **We do not have many governor monitoring reports have visits taken place yet?**  *With roles being reviewed, this is appropriate and with the schedule for monitoring in place and in the governor portal we expect this to continue as programmed. We would advise check in for the new PE lead, who is also new in post and has just led the residential visit at Marrick Priory, and for all governors within a new subject to introduce and check in with their lead. No major changes in roles for governors, However the safeguarding lead remains working abroad over the safeguarding audit and we would request another governor to be involved in this process. SM and BC volunteered to support this audit responsibility.*  Evaluation and Action plan document supports the SEF which enable us to   * Track trends over time. * Allows us to make judgements within the Ofsted framework. * This is a rough working document to cross reference and guide us within the SEF. * Real change within curriculum continues to embed.   Headlines   * Most areas have been steady or have seen an increase. * One or two areas have been reduced back where needed e.g. tier 2 vocabs. * Not being fully embedded is current. * Change across the board in behaviour scores, some have been reduced despite being secure in most areas - this is being rigorous as not confident we are in the same place as we were last year.   **Why, if you have not changed policy explain the reason why we are not in the same place as last year?**  *Combination of factors: increase in high needs pupils, concentrated in 6 classes; new moved in children, and pupil perceptions. Some longstanding pupils can also be impacted by new entrants with SEN as it also changes the availability of the staff in the classroom for their needs.*  **Do you have enough staff in the classes to cover need?**  *We have increased staffing and placement is successful, we also have 2 TA trainees via the Swaledale Alliance on Level 3 CACHE courses, who also have additional paid hours to support almost to full time hours with their training included. We have had a reduction of EHCP need imminent with a departure with a child who required 1:1 support, but we have not reduced staffing. So yes, we do have cover to support need however to note, morale in the team is quite challenged, staff absence is higher than normal (although not related to the challenge and morale) which also has an impact on the team’s wellbeing.*  **How is staff wellbeing being supported if this is a challenging time for all?**  *Need is different for all individuals, movement of staff within areas and viewing need of child and need of team is reviewed constantly. We seek to support teachers even with adjustments to manage this protocol with children with SEN. We have increased staffing as mentioned above. We have Team meetings for both teachers and Tas within our program that has given a bigger angle of voice to share and reflect back to continue to both support and develop the team, and we continue to have an open-door policy as SLT out with these meetings.*  *We have flagged with all staff our membership of health assured where there is confidential support and counselling and we have also invited our 2 station padres to join the staff for lunch regularly, obviously with the understanding of confidentiality but also to build relationships within our community that are available for confidential support whether it be work or home related to give our staff another route, if this fits for their needs.*  **How is the behaviour policy being implemented consistently in school, alongside adaptations around SEND needs?**  *The impact of the doubling of our EHCP and the reduction of class sizes has been difficult, but this has been considered and we continue to monitor across school. Behaviour is managed within school and continually assessed despite the challenges of high levels of anxiety over deployment with numerous families not able to know where their family is, lack of communication from deployed family to home can all drive into the school space. Also, the number of transitions for high needs children be it moving in, moving away with no set dates or times all adds to anxiety and detachment issues despite the child very possibly remaining here for months to come. All these challenges face the team, families and children and they bring with them break outs of behaviour that are managed in school. It is a fine balance between putting in place reasonable adjustments for SEND and the flexibility each pupil needs, whilst also protecting all children’s learning and wellbeing.*  **Do you see the building of the new specialist SEN school in Northallerton as helpful going forward?**  *Over the county yes, but not so much for ourselves as it is for SEMH pupils, and we find our pupils often have dual needs so may not be eligible for places.*  **How is all this flux and challenge impacting the SLT?**  *It’s hard for the whole team, and ultimately it is about the whole team being valued and understanding we are all working towards the same goals to support the education of children but also each other and that is our focus. Staff do come back and advise if strategies are working and we pull together as the team we are to adapt, and move forward despite the perfect storm of challenges at this current time.* | |
| **Actions Arising / Resolutions** | | |
| Resolutions: All tabled documents carried    The above documents (SEF and Action Plan) tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone | | **NA** |

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| **25/16** | **Consider Meeting Focus – School Improvement – SIP** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CofG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  Both the SIP and the SEF document dovetail together to work for the school with the overall key priorities from last year remaining unchanged as below,  Key priorities   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.   Explaining the actions they blend over green, amber, and red to show progression within the action. Actions are.   * Finite actions from last year, they remain from last year to view. * Ongoing actions remain and continue to be addressed. * New actions which include. * GTT – Great Teaching Toolkit, has a pathway of options, CPD via funding locality board, the years CPD program is built around this to support the individual teacher’s needs.   **SIP – Open table for questions.**  **Does the GTT support welfare of staff within the CPD need?**  *Yes, it’s about engaging the staff as they choose and build their own program, which supports the development of their skills in areas that they feel they need CPD additionally they have bite size training that is not intensive over hours so it can be managed, is rewarding and productive.*  **Does the GTT also have areas that TA staff could use and is it open to them?**  *Yes and no, we only have the program for teachers they all have their own log ins, however there are CPD units in there that very likely could enhance HLTA training and skill sets, and they can of course view this with teachers if they are in school together.*  **Clarify re the how additional CPD supports staff welfare?**  *There is a workload reduction as fewer staff meetings that need delivery by subject leads as training is completed through the GTT. GTT is evidence led and externally validated and was created by Cambridge University, therefore the quality is still there. In supporting TA team we have half termly meetings, protected time for CPD and development within the team as part of the meeting time and also Verbo platform - able to address any different or new challenges - this is a new framework to support the TA team.*  *Of note: head has completed the NPQ Executive Leaders adding to his qualifications, we also have staff who have successfully applied to start NPQ programs this academic year which run for 18 months with NW on NPQ Headship, LH on NPQSEN and LW on NPQLPM. The NPQ program was open to all teaching staff, you must apply and be selected it is not a guaranteed place from applying.* | |
| **Actions Arising / Resolutions** | | |
| Resolutions: All tabled documents carried  The above documents (SIP) tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone | | **NA** |

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| **25/17** | **Policy Update** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Policy documents all tabled in advance to all governors.  Policies to be reviewed:  To note we follow NYC (North Yorkshire Council) templates, on pay there is a substantial change to previous years with the performance related pay area being amended, this is a choice area for schools to decide independently.   1. Pay Policy 2. CLA Policy 3. H&S 4. H&S Premises Management (collection of policies reviewed by LA, for information)   **Governor discussion on performance related pay around.**   * Noted widely used in industry as long as SMART target applied during appraisal and agreed between parties. * If a staff member on capability PRP not available to them on both previous years and this new pay policy * System needs to be rigorous, with SMART targets easily measurable, collaborative, appropriately within scope for individual to achieve according to current role/status. * Absence due to sickness not a barrier to PRP – therefore not tied to absence now.   **What, if any, unintended consequences could there be if PRP removed?**  *If someone is not performing very well for any number of reasons and we have PRP in place we can explain and reason why targets have not been met and approach fairly and accordingly. Without PRP leaders would have to decide whether to move colleagues more rapidly into capability processes to manage underperformance, which can impact a career going forward.*  **What are the benefits and pitfalls of PRP?**  *SLT must be fair and rigorous in their application for all staff. Taking into account all you have discussed, SMART, relate to core roles, collaborate re development with individual, performance not breaching teaching standards, successful completion of 3 appraisal targets, except where mitigating circumstances can be considered that prevented meeting such a target. Ultimately to be clear and transparent. It is for the board to decide if they feel confident in the application of PRP.*  **Would it be able to be reviewed in 3 months?**  *No, it is an annual*  *Vote held – All agreed to retain PRP but not with sickness absence as a limiting factor to progression.* | |
| **Actions Arising / Resolutions** | | |
| 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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| **25/18** | **Receive Monitoring Reports – Update re roles** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  Discussed within meeting already. | |
| **Actions Arising / Resolutions** | | |
| N/A | | **NA** |

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| **25/19** | **Discuss H&S –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*   1. Next bank of windows to be replaced with new roofing due to be checked and costed for repair this coming week, last bank removed has resulted in no leaks and no lack of light for children learning in those areas. 2. Boiler replacement on NYC schedule for summer 2025 – wait and see on this. | |
| **Actions Arising / Resolutions** | | |
| NA | | **NA** |

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| **25/20** | **Discuss SEND –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – SEND*  *Purpose – Information*  **Update**   * Part of SEND GAP project. Attended first meeting re embedding this project funded by AFCT. * Four plans pending * One at mediation * Two staff attending funded adaptive teaching training. | |
| **Actions Arising / Resolutions** | | |
| NA | | **Clerk** |

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| **25/21** | **Discuss AOB –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*   1. CONFIDENTIAL 2. Due to FOS still in process of arranging their bank account fundraising has recently been processed through school accounts with funds added as parent donations to Friends of the School. To note one event was the purchase of Masons Gin with School names on the bottle, there has been no refund of any VAT on these items they have been purchased via the ParentPay system to allow clarity in orders and delivery to individuals. | |
| **Actions Arising / Resolutions** | | |
| NA | | **Clerk** |

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| **25/22** | **Confirm Date of Next Meeting –** | |
| *Summary of Discussion* | *December 10th, 2024, 1330, Zone in school.* | |
| **Actions Arising / Resolutions** | | |
| NA | | **NA** |