

Minutes of Governing Body Meeting, 28th January 2019

Present:	P Perry (Co-vice Chair)- Chair of Meeting Today P Thompson (Co-vice Chair) R Campbell (Head teacher) B Calvert Kate Davies P Thompson D Askew
In Attendance:	A Clarkson Bursar Y Scott Clerk C Gilbey (Prospective Governor) T Chesworth (Prospective Governor)
Apologies:	J Stewart (Chair) Katrina Davies

19/01	Receive Apologies for Absence
<i>Summary of Discussion</i> (including questions and responses)	<i>Lead – Chair</i> <i>Purpose - Decision</i> Apologies received J Stewart Katrina Davies Agreed by all governors
Actions Arising / Resolutions	
N/A	

19/02	New Declarations of Interest
<i>Summary of Discussion</i> (including questions and responses)	<i>Lead – Chair</i> <i>Purpose – Information</i> No new declarations
Actions Arising / Resolutions	
Update website and governor list	Clerk

19/03	Agree Minutes of Past Meeting and Consider Matters Arising	
<p>Summary of Discussion (including questions and responses)</p>	<p>Lead – Chair Purpose – Information</p> <p>Draft minutes agreed to be an accurate record of meeting to be filed as appropriate.</p> <p>18/72a - Complete 18/73 – Complete 18/75 – Complete 18/77 - Complete</p> <p>Matters arising; Proposed new governor C Gilbey and T Chesworth (post meeting with Chair and Headteacher. Proposal sent out in advance to all governors). C Gilbey and T Chesworth asked to leave room for vote to take place.</p> <p>T Chesworth and C Gilbey left room at 1245 T Chesworth and C Gilbey invited back into room at 1248</p>	
Actions Arising / Resolutions		
	<p>Resolution; The FGB is in agreement with C Gilbey being offered Co-Opted Governor position subject to reference and safeguarding checks.</p> <p>Agreed (8) Against (0) Abstain (0)</p> <p>Resolution; The FGB is in agreement with T Chesworth being offered Co-Opted Governor position subject to reference and safeguarding checks.</p> <p>Agreed (8) Against (0) Abstain (0)</p> <p>Induction pack ups issued via Clerk, all data required to be returned to school office for safeguarding checks.</p> <p>Mentors to be nominated by CofG to support and guide</p> <p>Introduction to Governance training to be sourced.</p>	<p>CG, TC</p> <p>JS/PP/PT</p> <p>Clerk</p>

19/04	Continual Training Check Delivered by Clerk	
<p>Summary of Discussion (including questions and responses)</p>	<p>Lead – K Davies Purpose -For discussion and on-going training</p> <p>Two unknown questions delivered to governors for ongoing board development. Discussion re Self Evaluation form (SEF), who puts it together (head and SLT then presented to FGB for monitoring and approval that SEF is accurate reflection), how it was completed, how you monitor and prove this is strategic and challenged and that its presentation reflects the school and that the external information we receive from external verification is valid and relevant. SEN working from baselines, how to show improvement and development. Remember that you need to maintain working notes to support your governance.</p>	
Actions Arising / Resolutions		
N/A		

19/05	Consider Meeting Focus – Headteachers Report
<p>Summary of Discussion (including questions and responses)</p>	<p><i>Lead – Headteacher</i> <i>Purpose - Information</i></p> <p>Document tabled in advance of meeting to all governors.</p> <p>A Clarkson joined meeting 1250 A Clarkson left meeting at 1255 A Clarkson re-joined meeting at 1257</p> <p>National performance data already shared in advance of meeting.</p> <p>Question Judgements we have on early years and how we assess when they come in, can we have some clarity on this process?</p> <p><i>EYFS on entry note is a new section added from the governor actions previously as we didn't have this included and equally the information is very hard to track. However, it is added now to give the overview required. Stats added on entry baseline checks normally within 3rd or 4th week in school. They are across different areas and are worked to correlate across to the set guidelines that are a collective judgment at the end of the academic year for EYFS. We pool the data from multiple sources on baseline and then establish their on-entry data.</i></p> <p>How do we make those judgements? <i>Process feeds in via parent views and previous settings and practitioner observations over the first few weeks. We also liaised with other schools to have the process monitored and evaluated to give a more robust dataset.</i></p> <p><i>As with any numbers and data it is totally dependent on the cohort at the time in how it presents in the statistics.</i></p> <p>Attainment and Progress splits the next area. Looking at year 6 are we concerned that we are not meeting their educational need?</p> <p><i>There has been much mobility in this area over the time period and additionally this cohort has 46% SEND, with only 1 child that has been within our school throughout their whole primary education. Additional challenge our longest serving pupils often have SEND needs as military mobility can be reduced if your child has further needs that are supported by stable provision. SATs results will have challenges in this academic year due to data and the knowledge we have regarding our pupils and their needs.</i></p> <p>Are we addressing all the children's needs then in this cohort? <i>Yes, we accommodate all our needs with interventions crossing all educational capabilities to allow all children to grow and develop.</i></p> <p>What is rational under the large amount of staff absence? <i>Majority of our staff absence has impacted school as unfortunately the job roles that staff have been absent from this year are not fully covered under the staff absence scheme. Equally harder to cover absence with such expertise in areas of 1:1 cover. Absence has all been followed up and reviewed - all cases legitimate and we are now in a much-improved situation. Significantly higher than previous years and the</i></p>

	<p>significant impact being all absences were in the same band/role.</p> <p>Does the cause and effect impact our data from this absence? Ultimately yes, as planned interventions did not take place this is all logged, notes are added, further enhanced provision given within class however the same level of experience and expertise has not been able to be delivered in these areas. Constant mobility of staff also impacts experience.</p> <p>School Improvement Plan Update (SIP) updated, 3.5a would we presume that this is relevant to the impact we have just discussed? Yes, we aim to close the gaps particularly in year 1 phonics, but we are observant across all provision. We also have monitored and found there is one class that has a different level of phonics to the other equivalent KS. We will of course be adding support and interventions.</p> <p>SIP actions re: leadership development. Development of our middle leaders use of data has been addressed as full-time classroom teachers it is harder to go into the data as easily as it may be for SLT, we have started CPD and coaching with the assistance of Lis Marsden our external advisor. We hope that when overseeing a strategic view of the data across their key stage they will be able to improve their confidence and impact. Middle leaders are having CPD to be able to articulate where gaps and intervention maybe needed and apply their knowledge accordingly to strengthen their KS.</p> <p>The data is a living thing; how does the delayed release of statutory data impact strategy? In one breath we are constantly behind as the national data comes through later, also the impact is the mobility and which children come and go. Ultimately it is what we see now in termly pupil data points using all sources of data, and with internal data we are very current. External data however is due to how the national data system works running behind where we may be at this place in time.</p> <p>Strategy is adapted in accordance with the SIP to continue to deliver where the need is or where we see trends. What we validated from the recent national data is mirrored from the internal data by which we have been working to.</p>
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Actions Arising / Resolutions	
N/A	

19/05b	Consider Meeting Focus – SEN Vulnerable Pupils Report and Provision
Summary of Discussion (including questions and responses)	<p>Lead – SEND/Chair Purpose - Information</p> <p>Document tabled in advance of meeting to all governors.</p> <p>We have another pending EHCP at the 20-week process which may equate to top up funding, we have been successful with all we have applied for so far. There are 3 new categories where we can apply for funding quickly: trauma, significant change of circumstance or medical needs that change. This is a pilot project that we hope will continue with the LA as it has been invaluable, as normally we have 6 months funding provision to deliver without funding prior to any top up which isn't reimbursed. We are fortunate to have a fantastic team of TAs that deliver inclusive education.</p>

	<p>Year 3 now has 29% SEND, and year 1 also has 20% - further challenges for results.</p> <p>What is the national average SEND percentages overall? Currently 14.7%, so we have a higher than average SEND cohort (20%). Noted that we have a high threshold for how we classify SEND - context can be key. Sometimes learning needs can be regarding many moves, or for example lack of early intervention.</p> <p>It can be very different for each individual school. Clearly ones with plans and top level of need are within the data but how other schools calculate SEN Support need can differ greatly – we are highly robust in this process as noted by other professionals.</p> <p>As a comparative what does the collective SEN cover? We have SEN Support which is met by notional support and EHCP at the top level. We also have a school focus group for lower lever interventions. There is an expectation that you would deliver a full term of interventions and support before the picture of SEND is added, and equally it is fluid and children come off and, on the register, regularly.</p> <p>We are currently sitting on a 3-year increase on our data results which includes the SEND children we had on role at the time impact can also clearly differ.</p> <p>K Davies left meeting 1.30</p>
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Actions Arising / Resolutions	
N/A	

19/05c	Consider Meeting Focus – Receive Autumn SIA Outcomes
<p><i>Summary of Discussion</i> (including questions and responses)</p>	<p><i>Lead – Headteacher</i> <i>Purpose – Information</i></p> <p>Document tabled in advance of meeting to all governors</p> <p>Across range of schools, the external assessment was validated with judgement delivered as good, not as RI following the PSR – this has already been discussed at length. Judgements validated.</p>

Actions Arising / Resolutions	
N/A	

19/05d	Consider Meeting Focus – Receive Safeguarding Report
<p><i>Summary of Discussion</i> (including questions and responses)</p>	<p><i>Lead – Headteacher</i> <i>Purpose – Information</i></p> <p><i>Embedded within Headteacher report. 12 currently.</i></p> <p><i>Detailed report tabled to show the safeguarding within school.</i></p>

	<p>Question – Noted that there is a lot of data to deal with – is this higher than other schools?</p> <p>A full safeguarding audit will be completed by the end of Spring 2 with safeguarding governor challenging and validating any resulting data. Safeguarding covers a wide range of activities: including initial employment/volunteering/induction in school. All schools will have the same areas to cover but may not have as many direct safeguarding items within their cohorts.</p>
Actions Arising / Resolutions	
N/A	

19/05e	Consider Meeting Focus – Sports Premium Report
<p><i>Summary of Discussion (including questions and responses)</i></p>	<p><i>Lead – Headteacher</i> <i>Purpose – Information</i></p> <p>New key indicators whereby chief medical officer advises where money is spent from the premium. We are trying to cover sport from many angles that engage the broad range of pupils in school and enables them to develop different skills. Also, a strong emphasis on those that have particular skills to allow them to enhance these.</p> <p>Question – Can you use any of the sport premium money at all to support educational needs relating to physical issues in other subjects?</p> <p>We have in the last fortnight purchased maths of the day that uses physical activities to teach children via the maths curriculum. Also use funding to support work across mental health, obesity and the benefits of teamwork etc. Maths of the Day gives a dedicated learning objective that is closely linked to the curriculum area and covers all the year groups in school. There are teaching packages and lessons within the system that is cross curriculum and easily accessible for teachers to deliver via a different platform.</p>
Actions Arising / Resolutions	
N/A	

19/06	Policy Update
<p><i>Summary of Discussion (including questions and responses)</i></p>	<p><i>Lead – Chair</i> <i>Purpose - Decision</i></p> <p>Policy documents all tabled in advance to all governors.</p> <ul style="list-style-type: none"> a) Behaviour – Statement of Behaviour Principles Agreed (all present) b) Governors' Allowances Agreed (all present) c) SEN Policy and Offer Agreed (all present)

	<p>Questions – When we are sent the policy as governors can we send it back with proposed amendments that we feel would be appropriate to the policy?</p> <p>Of course, or they can be tabled at the meeting on the day or sent directly to the CofG for inclusion. Documents are tabled in advance for this very reason, to be challenged and addressed with the same rigour as all items presented to governors.</p> <p>How far do you go with information sharing re: vulnerable children in regard to what knowledge staff have to make good decisions (behaviour policy) as a TA or teacher? We have brought in CPOMS this last term to disseminate information to staff, via different alert groups, they can be alerted immediately reference live information which maybe confidential, and at the same time we add in an information sharing log that different staff may be made aware of. It is an easy phased way to share the information around staff which is safe and directed that allows the child to be fully supported.</p> <p>There are also subtle messages that are sent throughout the system that does not break confidentiality but does add the extra level of care and support. If any other school is using this system, it also supports the information being passed through a safe channel with what we have built in - being electronically transferred and vice versa adding an additional level of appropriate sharing of information to support the needs and development of the child.</p> <p>One additional passage that Katrina Davies and NW would like to have added after mental health training via Compass Buzz, the requirement to have an explicit documented offer under the SEN Policy and Offer as per below (Shown within meeting and will be added to additional documents digitally filed within this meeting)</p> <p>Training also talked about vulnerabilities with mental health and that military and SEND were key areas that may suffer from mental health issues dependent on differing factors.</p> <p>Was anything regarding suicide discussed or developed within the Compass Buzz training considering recent coverage in media? Yes, we came away very reassured that our wellbeing and holistic approach does target this area and the ongoing care of children and families is paramount. SSAFA also liaise with the Headteacher within school and ongoing awareness of mental health needs. We will be further addressing such topics in an appropriate manner within school in the upcoming mental health week.</p>
<p>Actions Arising / Resolutions</p>	
<p>Resolutions: The above policies adopted unanimously and are to be published as such.</p> <p>a) Agreed (9) Against (0) Abstain (0) b) Agreed (9) Against (0) Abstain (0) c) Agreed (9) Against (0) Abstain (0)</p>	<p>Headteacher Headteacher Headteacher</p>

19/07	Receive Relevant Safeguarding Updates	
Summary of Discussion (including questions and responses)	Lead – Chair/Headteacher Purpose – Information Covered and contained in Headteacher report.	
Actions Arising / Resolutions		
N/A		

19/08	CONFIDENTIAL – Financial Briefing Papers	
Summary of Discussion (including questions and responses)	Lead - Bursar/Headteacher/Chair Purpose – Information/Decision Please see additional addendum with confidential item for Non-Staff governors only.	
Actions Arising / Resolutions		
Resolutions: The confidential Item – Financial Plan – has been agreed by FGB (non-staff governors) Agreed (6) Against (0) Abstained (1 staff governor)		Bursar to incorporate in financial planning

19/09	Receive Monitoring Reports –	
Summary of Discussion (including questions and responses)	Lead – Chair Purpose - Information Tabled to all governors pre-meeting, received with thanks no questions received.	
Actions Arising / Resolutions		
Maths will be in later this week SEN being actioned 30 th January 2019		DA PT

19/10	Discuss AOB	
<i>Summary of Discussion</i> (including questions and responses)	Lead – Chair/Clerk Purpose - Information <ul style="list-style-type: none"> a) Online safety training – link given to all governors to complete and forward certificates to school administrator b) Online safeguarding children training- governors reminded to complete this online training if not already actioned and send copy of completion and certificate to school administrator. c) Thanks to passed to D Askew who steps down from the governing body at this meeting, in regard to all his time dedicated to the governing board and the school, we wish you well in your move. 	
Actions Arising / Resolutions		
Governors to complete training and pass certificates to School Office		All, as required.

19/11	Confirm Date of Next Meeting	
<i>Summary of Discussion</i> (including questions and responses)	March 4th, 2019 1230 in the Zone	
Actions Arising / Resolutions		
NA		