



# Governor Meeting

Reason for Meeting: FGB meeting	Start: 11/02/2019 18:30:00	End: 11/02/2019 20:30:00
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**Governing Body:** Sean Pond (Chair), Sarah Edwards (Headteacher), Andrew Sudron, Paul Lewendon, Glenis Redhead, Sophie Hartley, Peter Manning, Michelle Farr, Salli Midgley

*Our mission is "to strive to create an exciting and challenging curriculum tailored to each pupil in a safe learning environment with the use of specialised facilities. Where teaching and learning focuses on gaining key academic and life skills and our expert staff work in close partnership with pupils and their families to help pupils achieve their greatest potential".*

## **Core Functions of the Governing Body:**

**Ensuring clarity of vision, ethos and strategic direction**

**Holding the Headteacher to account for the educational performance of the school and its pupils**

**Overseeing the financial performance of the school and making sure its money is well spent**

## **Agenda**

<b>Item</b>	<b>Description</b>	<b>Led by</b>
	<b>PROCEDURAL</b>	
	Welcome	Chair
FGB.93.18	To receive apologies and record acceptance of apologies	Clerk
FGB.94.18	To remind governors to declare any pecuniary or non-pecuniary interests	Clerk
FGB.95.18	To remind governors of the need for confidentiality and to determine if any part of the minutes needs to be a confidential item and excluded from the minutes to be made available for public inspection	Clerk
FGB.96.18	To declare the notification of any other business to be discussed later in the meeting	
FGB.97.18	To approve and sign the minutes of the meeting held on the 25 <sup>th</sup> January 2019	Chair
FGB.98.18	To discuss any matters arising from the minutes: -	

## Governor Meeting

	<ul style="list-style-type: none"> <li>• The Deputy Headteacher and the Bursar to test the link from home and the Headteacher to e-mail the address and the password.</li> <li>• A process for business cases for items over £1,000 to be submitted and considered to be set up. Details to be made available to the governors if requested</li> <li>• An agreed list of write offs to be prepared for governors to write off</li> <li>• SH to forward copy of a strategic reviewing template to the Headteacher</li> <li>• The 3 Lead Objectives from the SIP to be shown under the Development tab on the school website</li> <li>• The Clerk to investigate the use of sub folders within Springpoint</li> <li>• Governors to send a list of questions about the use of Springpoint to the Clerk for the Facilities Manager to look at and respond to</li> <li>• The Headteacher to arrange for actions identified in the website review to be actioned</li> <li>• Headteacher to request SM to review the Behaviour Policy</li> <li>• SH to liaise with the Bursar to submit a bid to fund the gap in the Youth Club funding</li> </ul>	<p>Dep HT/ Bursar/ HT</p> <p>Headteacher</p> <p>Headteacher</p> <p>SH</p> <p>Headteacher/ Clerk</p> <p>Clerk</p> <p>All</p> <p>Headteacher/ Clerk</p> <p>Headteacher/ SM</p> <p>SH/ Bursar</p>
	<b>BUSINESS</b>	
FGB.99.18	To receive an update on SIP progress	Headteacher
FGB.100.18	To review the Quality of Teaching	Headteacher
FGB.101.18	To review the Accessibility Plan	Headteacher
FGB.102.18	To discuss Capital funding	Headteacher
FGB.103.18	To discuss the response to the NYCC plan for SEN	Chair
FGB.104.18	To approve the following Policies <ul style="list-style-type: none"> <li>• Resolving Issues at work</li> <li>• Staff leave</li> <li>• Extended leave</li> </ul>	Headteacher



## Governor Meeting

	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• SEN</li> <li>• Intensive Interaction</li> </ul>	
FGB.105.18	Governing Body Business <ul style="list-style-type: none"> <li>• Update on governor vacancies</li> <li>• Dates of future meetings</li> </ul>	Chair
FGB.106.18	Governor Training update <ul style="list-style-type: none"> <li>• Feedback from training undertaken since the last meeting</li> </ul>	All
FGB.107.18	Governor visits update <ul style="list-style-type: none"> <li>• Planned visits for the Spring term</li> <li>• Feedback on visits undertaken since last meeting</li> </ul>	All
FGB.108.18	AOB	
	Date of next meeting – <b>Monday 11<sup>th</sup> March 2019 6.30 pm – 8.30 pm</b>	

### Minutes of the FGB meeting held on the 11<sup>th</sup> February 2019

**Present:** Sean Pond (Chair), Sarah Edwards (Headteacher), Paul Lewendon, Glenis Redhead, Andrew Sudron, Salli Midgley

Also present: Sandra Searle (NYCC Clerk)

### Minutes

Item	Action
	<b>PROCEDURAL</b>
	<b>Welcome</b>
	The Chair welcomed everyone to the meeting
FGB.93.18	<b><u>To receive apologies and record acceptance of apologies</u></b>  The Clerk reported the resignation of Jillian Shaw, a parent governor with effect from 7 <sup>th</sup> February 2019  Apologies had been received from Peter Manning, Michelle Farr and Sophie Hartley and these were consented to
FGB.94.18	<b><u>To remind governors to declare any pecuniary or non-pecuniary interests</u></b>

## Governor Meeting

	None were declared	
FGB.95.18	<p><b><u>To remind governors of the need for confidentiality and to determine if any part of the minutes needs to be a confidential item and excluded from the minutes to be made available for public inspection</u></b></p> <p>The Clerk reminded the meeting of the need for confidentiality, items requiring confidential minutes would be agreed during the meeting</p>	
FGB.96.18	<p><b><u>To declare the notification of any other business to be discussed later in the meeting</u></b></p> <ul style="list-style-type: none"> <li>• Extended leave application</li> <li>• Flexible working request</li> <li>• Residential Trip</li> </ul>	
FGB.97.18	<p><b><u>To approve and sign the minutes of the meeting held on the 25<sup>th</sup> January 2019</u></b></p> <p>This was deferred to the next meeting due to technical difficulties on Springpoint and governor access to the previous minutes</p>	
FGB.98.18	<p><b><u>To discuss any matters arising from the minutes: -</u></b></p> <ul style="list-style-type: none"> <li>• <u>The Deputy Headteacher and the Bursar to test the link from home and the Headteacher to e-mail the address and the password.</u> It was agreed Salli Midgley and Peter Manning would now test the link</li> </ul> <p><b>Action: SM and PM to test the link</b></p> <ul style="list-style-type: none"> <li>• <u>A process for business cases for items over £1,000 to be submitted and considered to be set up. Details to be made available to the governors if requested</u> The Headteacher reported that the electronic Planner was now being used by staff to make purchase requests, these requests were then considered by herself and the Bursar</li> <li>• <u>An agreed list of write offs to be prepared for governors to write off</u> The Headteacher reminded the governors that the ICT write offs had been shown in red on the document discussed at the previous meeting.</li> </ul> <p>Question: When will the Asset Register be available for discussion? Answer: The Facilities Manager is working on it and it will be available for the next meeting Question: Is there a baseline for recording items on the Asset</p>	SM/PM

## Governor Meeting

	<p>Register          Answer: I am not sure of the exact criteria, I will check with the Facilities Manager and report back to the next meeting  <b>Action: Headteacher to check criteria for entries on the Asset Register</b></p> <ul style="list-style-type: none"> <li>• <u>SH to forward copy of a strategic reviewing template to the Headteacher</u> This has been completed</li> <li>• <u>The 3 Lead Objectives from the SIP to be shown under the Development tab on the school website</u> This has been completed</li> <li>• <u>The Clerk to investigate the use of sub folders within Springpoint</u> The Clerk reported she had spoken with the Facilities Manager and folders could no longer be set up on Springpoint. Date filters had been added to enable documents to be found more easily</li> <li>• <u>Governors to send a list of questions about the use of Springpoint to the Clerk for the Facilities Manager to look at and respond to</u> The Clerk reported questions had been received from one governor, any further questions were to be sent as soon as possible</li> <li>• <u>The Headteacher to arrange for actions identified in the website review to be actioned</u> The Headteacher and Clerk reported that many of the actions had been completed, the rest were being worked on and would be completed very soon.</li> <li>• <u>Headteacher to request SM to review the Behaviour Policy</u> A Learning Walk had taken place that day to look at the implementation of the policy. The Governor said they had found the walk very helpful and reassuring to see how it translates and to verbalise how the behaviour is managed.          Question: Would changing any of the wording in the policy help?          Answer: It depends on who is looking; we have already discussed changing some of the wording.  <b>Action:</b> Further feedback to be given at the next meeting</li> <li>• <u>SH to liaise with the Bursar to submit a bid to fund the gap in the Youth Club funding</u> As the Governor is not present at the meeting it was agreed to defer this item to the next meeting</li> </ul>	Headteacher
	<b>BUSINESS</b>	



## Governor Meeting

FGB.99.18	<p><u>To receive an update on SIP progress</u></p> <p>The governors discussed in detail the most effective method of reviewing progress on the SIP. It was agreed</p> <ul style="list-style-type: none"> <li>○ The SIP would be formally reviewed in its entirety, on the last meeting of each Term.</li> <li>○ The monitoring and assessment schedule produced by the Headteacher for SLT discussion could be shared with the GB.</li> <li>○ Governors should be aware of SIP objectives when visiting and comment when relevant observations are made</li> <li>○ any issues and/or delays should be reported as soon as possible to the GB and governors should feedback on their visits regularly through Visit Forms and as the standing agenda reflects, at each Governors Meeting. This quality assurance process would feed into the school evidence base.</li> </ul> <p><b>Action: Chair to compile a programme for review over the next meetings and distribute to all governors</b> <b>Action: Headteacher to share the schedule with governor at the next meeting</b></p>	<p>Chair</p> <p>Headteacher</p>
FGB.100.18	<p><u>To review the Quality of Teaching</u></p> <p>An extract from the January 2019 SEF on The Quality of Teaching and Learning had been sent out prior to the meeting.</p> <p>The Headteacher reported this was reviewed at least once a term, the overall judgement was good and this could be evidenced. All teaching is rated as good or outstanding. Where there were single examples of improvement required colleagues had consistently been supported to develop through lesson observation and coaching.</p> <p>Question: How many observations took place? Answer: All teachers are observed, some several times if there are concerns. The observations can vary, they can be drop-ins or planned with or without a particular focus.</p> <p>Question: What does the number in brackets signify? Answer: They are the number of people observed.</p> <p>Question: How do you get teaching from good to outstanding? Answer: With support, and targeting what would make them outstanding. No one can be outstanding all the time and we do not grade lessons so an average view is taken.</p> <p>The Lead Governor for Leadership and Management confirmed that the SLT meeting she had recently attended had included a lot of discussion on lesson observations</p>	

## Governor Meeting

	<p>Question: What differentiates good from outstanding?          Answer: One aspect would be nailing down completely individual pupil achievement and bringing back the pupil to learning if they drift away. Behaviour should not disrupt learning. For certain pathways evidence is more challenging and it is difficult to demonstrate incremental improvement.</p> <p>The Deputy Headteacher told governors that an observation sheet is used which is based on teaching standards which include individual pupil achievement and a shared understanding between the teachers and their support staff of what outcomes they are trying to achieve.</p> <p>Question: To what extent does creativity come in?          Answer: Within the teaching standards under motivational engagement and outcome – how you match the two themes and teach in an exciting way.</p> <p>The Deputy Headteacher reported feedback received from 2 TAs who had recently visited the school from another college to develop their own CPD, they had commented on the amazing manners and positive behaviour they had observed in class.</p>	
FGB.101.18	<p><b><u>To review the Accessibility Plan</u></b></p> <p>Governors noted that this was now available in the policies area of Springpoint but there had been insufficient time for them to review and it would be discussed at the next meeting. Governors were asked to send any comments to the Headteacher prior to the meeting</p> <p><b>Action: Governors to review the plan and feedback to the Headteacher</b></p>	All
FGB.102.18	<p><b><u>To discuss Capital funding</u></b></p> <p>The Headteacher reminded governors that NYCC had been awarded £500k and handed round copies of the consultation paper.</p> <ul style="list-style-type: none"> <li>• It was agreed the Chair and the Headteacher would look through the conditions in details.</li> <li>• The paper proposes the funding is split between the four schools with Forest school receiving the majority share &amp; £40k being proposed to this school. Questions had been asked if this was a consultation or had already been decided.</li> <li>• The Chair confirmed a response to the consultation had been submitted and he had added his name so they would come back to him.</li> </ul>	

## Governor Meeting

	<ul style="list-style-type: none"> <li>£40k had helped to increase pupil numbers but more funding would be needed in the longer term and there were constraints due to the school site</li> </ul> <p>It was agreed feedback on the outcomes of the consultation would be given at a later meeting</p> <p><b>Question: Where will the feedback from NYCC be given?</b>  <b>Answer: On the NYCC consultation site, it tells you when the consultation closes but covers all areas not just education</b></p>	
FGB.103.18	<p><b><u>To discuss the response to the NYCC plan for SEN</u></b></p> <p>The plan had been sent out by the Headteacher prior to the meeting.</p> <ul style="list-style-type: none"> <li>The governors noted that the consultation was only about the reallocation of existing funding and it proposed a cut of 10% to Springwater school budget (5% in the first year)</li> <li>The new allocations take into account SEMH children who have never been described before or had funding allocated to them. This new plan is intended to ensure these children get the right resources to support them in school</li> <li>It was also noted that the funding would not be ring fenced to the relevant children and would just form part of the whole school budget</li> </ul> <p>The governors discussed the plan and its implications in detail.</p> <p>It was agreed:</p> <ul style="list-style-type: none"> <li>To contact the other four losing schools and see if a common stance can be agreed</li> <li>A form of words to acknowledge the ethical argument of providing for these children while making clear the impact of these changes on schools that will lose funding was needed.</li> <li>Safeguarding may be affected and a quality impact assessment would be important</li> <li>Admissions criteria may be distorted as schools would want to attract the pupils who bring in more income, this could lead to lesser needs pupils being left out.</li> </ul> <p>The Headteacher reported the Bursar had sent an e-mail laying out the proposal and options</p> <ol style="list-style-type: none"> <li>60% protection for 1 year</li> <li>60% for one term (to August)</li> <li>Assess as each EHCP takes place, look at and apply for funding, this would stagger the effect.</li> </ol> <p><b>Action: The Chair to put together the form of words, adding in the figures and circulate to all governors</b></p>	Chair



## Governor Meeting

	<p><b>Action: The Headteacher to contact the other 4 Headteachers for their opinions with a view to a joint stance which would include the potential loss of funding and combined deficit balances</b></p> <p><b>Action: The Bursars email to be forwarded onto all governors</b></p> <p>The Deputy Headteacher reminded governors that the Cando assessments are no longer used to allocate funding per pupil and that the only record of need in the future will be the EHCP. He felt the school needed to start changing the way it described need on the EHCP and be more realistic about the needs of the pupils and describe in more detail what the school actually does for the pupil and not be overly positive where this is not appropriate.</p> <p>Question: Is there a formal review of the bandings?          Answer: No, if we feel we need more funding we complete forms to apply for more</p>	<p>Headteacher Chair</p>
FGB.104.18	<p><b><u>To approve the following Policies</u></b></p> <ul style="list-style-type: none"> <li>• Resolving Issues at work (RIAW)</li> <li>• Staff leave</li> <li>• Extended leave</li> <li>• Accessibility</li> <li>• SEN</li> <li>• Intensive Interaction</li> </ul> <p>It has not been possible for the governors to review these policies before the meeting due to technical difficulties.</p> <p>The Headteacher informed the governors that the top 3 policies were NYCC HR policies which previously could be read on the council website. Due to new security arrangements the site was now password protected. She had therefore downloaded the policies into Springpoint and personalised them for the school</p> <p>Question: What do we need to do?          Answer: These are not all statutory policies but you do need to adopt them. There would be governor involvement at stage 2 of the RIAW policy, you need to be aware of the content of the others.</p> <p>Question: Are they on the school website yet?          Answer: No, as they have not been approved yet</p> <p>It was agreed to defer these to the next meeting</p>	
FGB.105.18	<p><b><u>Governing Body Business</u></b></p> <ul style="list-style-type: none"> <li>• <u>Update on governor vacancies</u></li> </ul>	



## Governor Meeting

	<ul style="list-style-type: none"> <li>○ The Safeguarding Lead Governor and the Deputy Headteacher have a meeting planned to discuss safeguarding</li> <li>○ The Leadership and Management Lead Governor will arrange to discuss the office review now taking place</li> </ul> <ul style="list-style-type: none"> <li>● <u>Feedback on visits undertaken since last meeting</u> <ul style="list-style-type: none"> <li>○ The Chair had spent half a day in school looking at pre-formal primary and 6<sup>th</sup> form, he said the extended length had proved useful in seeing how everything fitted together and it had been very instructive.</li> </ul> </li> </ul> <p>Question: A primary teacher had asked for a ballet bar in the sensory area to provide extra help to pupils.          Answer: This is already being looked into</p> <p>Question: Do we know if every parent has access to the internet and school website?          Answer: No, we do not know this</p> <p>The Chair explained this had arisen as the school was now using Tapestry and it would be useful if parents could use it and send evidence back to the school</p> <p>Question: Do 6<sup>th</sup> form parents know they could use this the tapestry app. on their own devices?          Answer: Not currently, it is only in-house, we are close to opening it up to parents but still getting used to the system and ensuring quality of comments before sharing to a wider audience.</p> <p>It was confirmed parents would only be able to view and not review, although once access was given they would be able to reply.</p> <p>Question: Where is the ownership of the storage, is it secure?          Answer: With the company that own tapestry</p> <p>It was agreed the Headteacher and Deputy Headteacher would continue to look at it and report back to a future meeting</p>	
FGB.108.18	<p><b><u>AOB</u></b></p> <ul style="list-style-type: none"> <li>● <u>Extended leave</u>              The Headteacher reported a member of staff had requested an unpaid year out of school to qualify as a teacher, their job as an HTLA to remain open.              Question: Would this set a precedent?              Answer: We would continue to deal with these requests on a case by case basis</li> </ul> <p>The governors approved the extended leave</p> <ul style="list-style-type: none"> <li>● <u>Flexible working</u></li> </ul>	

## Governor Meeting

	<p>The Headteacher reported a member of staff had requested a reduction in the number of days worked in school to 3 days a week</p> <p><b>Question:</b> How will you cover the other two days?</p> <p><b>Answer:</b> I will offer additional hours to part-timers or permanency to others to cover</p> <p>The governors approved the reduction to 3 days a week.</p> <ul style="list-style-type: none"> <li>• <u>Residential Trip</u> The Deputy Headteacher informed the governors of a residential trip for 6 KS4 pupils to Brewerley Park on the 1<sup>st</sup>-3<sup>rd</sup> May – the main focus being on personal development</li> </ul> <p><b>Question:</b> have they been there before?</p> <p><b>Answer:</b> It is an annual trip to the NYCC Residential Centre so it has been assessed.</p> <p>Governors were also informed of a trip to East Barmby which is also a NYCC Residential Centre from the 15<sup>th</sup> – 17<sup>th</sup> May for pupils at the end of 6<sup>th</sup> form</p>	
	<p>Date of next meeting – <b>Monday 11<sup>th</sup> March 2019 6.30 pm – 8.30 pm</b></p>	

There being no further business the meeting finished at 8.20pm

Signed:

  
  

X

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Name  
Governor

# Governor Meeting

## Attachment 1 – Quality of Teaching 2019

### Quality of teaching, learning and assessment: [Good]

- Teaching is at least good, and in many examples is outstanding. Teachers engage in reflective practice and demonstrate that they act on feedback to provide outstanding educational experiences which prepare all pupils very well for the next stage of their education.

[QA – Secondary Dec 18]

- Very close monitoring and support is provided to new teachers and those who are recently qualified. Where there are concerns about the performance of a teacher or other staff, senior leaders take rapid action to secure improvement. As a result, a newly appointed teacher and identified as causing concern has had relevant support and development opportunities and is now securing Good.

[QA/lesson observation notes]

- The school has engaged proactively to develop a curriculum model in pathways, which reflects the recommendations of the Rochford Review. As a result the curriculum is engaging and relevant whatever the age and stage of the learner. The school considers itself 'Rochford Ready' and developed its practice during the DfE pilot to implement the Seven Areas of Engagement. As a result, pupils' needs are met effectively and there are no examples this year of pupil placements breaking down due to an inappropriate curriculum offer.
- Lessons are personalized (differentiated) according to the priorities for the pupils – these will related to accredited courses of study, EHCP outcomes or linear progression through the P-Scales. Teachers and the wider staff team have a sharp focus on these and demonstrate this through their planning and recording.
- Staff engage in daily assessment processes, which have been refined to be relevant according to the needs of pupils. For those in the pre-formal learning pathway – for example – pupils' achievements are recorded on Tapestry, an online tool. In Sixth Form, a pupil may be asked to reflect on their learning through accreditation evidence or work related learning journals.
- Teachers systematically reflect on pupil learning within their teams and departments. Senior Leaders plan and support standardisation meetings and moderation, as a result the school is confident about the assessment judgements staff make.

[QA – Dec 18 moderation evidence]

- Assessment processes are explicitly identified in the separate learning pathways guidance booklets. School leaders scrutinize the effectiveness of assessment processes on a regular basis. Where there are issues about consistency, school leaders take action.

[Tapestry QA led to Tapestry staff meeting Jan 19 & MAPP QA led to staff meeting to re-set expectations for use of MAPP to record pupil progress]

- A broad and balanced curriculum is offered, there is close attention to ensuring that the curriculum is relevant and pupils thrive on the opportunities provided. The school plans opportunities for pupils to engage in a wide range of educational visits, a range of therapies – such as rebound and regular swimming, amongst other activities – parents, staff and Governors feel that the curriculum meets the needs of all pupils effectively.



## Governor Meeting

[Feedback from new starters parents, leavers and during parents evenings, Governor visit records, QA MTP's termly]

- School reports annually to parents and they also provide comprehensive input into the pupils EHCP review process. Staff and Chairs of these meetings ensure that the outcomes set are connected to the outcomes in teachers planning and in pupil targets.
- Parents (where they return a response to the survey) are 100% satisfied that they are fully involved in setting priorities, and are invited to do so on a termly basis.

[Parent feedback forms & parents evening record sheets]

- There is a sharp focus on 'disadvantaged' pupils who may receive additional funding.

[Pupil Premium review Feb 19 will form the evidence base for this assertion]

Overview of Teaching September 2018 – February 2019

Department	Autumn 1	Autumn 2	Spring 1 to date	Overall
EYFS	Good (1)	Good (1)	To be arranged (2)	Good
Primary	Good (3)	Good (3)	UQT and one other	Good and support in place for UQT
Secondary	Outstanding (2)	Outstanding (2)	NQT	Outstanding and mentoring in place for NQT
Sixth Form	Good (3)	Good (3)	Outstanding (2) RQT	Outstanding and support in place for RQT

### **Attachment 2 – Consultation into Transitional Funding arrangements for Special Schools 2019-20**

**To be added**



# Governor Meeting