



Governor Meeting

Reason for Meeting: FGB meeting 18 06 19	Start: 18/06/2019 18:30:00	End: 18/06/2019 20:40:00
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Governing Body: Sean Pond (Chair), Sarah Edwards (Headteacher), Sophie Hartley, Andrew Sudron, Peter Manning, Paul Lewendon, Glenis Redhead, Sarah Daggett

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

Item	Description	Led by
	PROCEDURAL	
	Welcome	Chair
FGB.158.18	To receive apologies and record the acceptance of apologies	Clerk
FGB.159.18	To remind Governors to declare any pecuniary or non-pecuniary interests	Clerk
FGB.160.18	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.161.18	The Governing Body <ul style="list-style-type: none"> To elect Paul Addison as a new co-opted Governor 	
FGB.162.18	To declare the notification of any other business to be discussed later in the meeting	
FGB.163.18	To approve and sign the minutes of the meeting held on Thursday 23 rd May 2019	Chair
FGB.164.18	To discuss any matters arising from the minutes	Chair
	BUSINESS	
FGB.165.18	To Review the quality of teaching	Headteacher



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FGB.166.18	To Discuss the Governors report to parents	Chair
FGB.167.18	To discuss the Safeguarding Audit Review	Headteacher/ Safeguarding Link Gov.
FGB.168.18	To discuss the School Review (June 4 th 2019)	Headteacher
FGB.169.18	To receive and discuss the interim pupil data	Deputy Headteacher
FGB.170.18	To discuss the progress on Equality Objectives	Headteacher
FGB.171.18	To approve the revised 2019/20 Start Budget	Chair
FGB.172.18	To review and approve the following policies <ul style="list-style-type: none"> • Lettings • Pupil Attendance • Visiting professionals • Whistleblowing (NYCC) • Extended Leave (NYCC) • Educational visits • Positive behaviour (S) • ICT • Pool Operating procedure • Science • Policy for Art Display • Modern Foreign Languages 	Headteacher
FGB.173.18	Governor Training update <ul style="list-style-type: none"> • Feedback from training undertaken since the last meeting 	All
FGB.174.18	Governor visits update <ul style="list-style-type: none"> • Feedback from visits undertaken since the last meeting • Future visits 	All
FGB.175.18	AOB	
	Date of next meeting – Tuesday 9th July 2019	



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Minutes

Present: Sean Pond (Chair), Sarah Edwards (Headteacher), Andrew Sudron, Sarah Daggett

Also Present: Sandra Searle (NYCC Clerk, Paul Addison

Item

	PROCEDURAL	
	The Chair welcomed everyone to the meeting and introduced Paul Addison to the governors present.	
FGB.158.18	<p><u>To receive apologies and record the acceptance of apologies</u></p> <p>Governors noted the resignation of Salli Midgeley with effect from 13th June 2019 & acknowledged her offer to provide advice if requested.</p> <p>Apologies had been received from Glenis Redhead, Peter Manning, Paul Lewendon and Sophie Hartley and these were consented to.</p> <p>Governors also noted that due to the number of apologies the meeting was not quorate, and decisions would need to be ratified at the next quorate FGB meeting</p>	
FGB.159.18	<p><u>To remind Governors to declare any pecuniary or non-pecuniary interests</u></p> <p>None were declared</p>	
FGB.160.18	<p><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></p> <p>The Clerk reminded the meeting of the need for confidentiality, items requiring confidential minutes to be agreed during the meeting</p>	
FGB.161.18	<u>To elect a new Co-opted Governor</u>	

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	Paul Addison proposed by Sean Pond and seconded by Sarah Daggett was elected to the FGB as a Co-opted Governor pending ratification at the next FGB meeting	
FGB.162.18	<p><u>To declare the notification of any other business to be discussed later in the meeting</u></p> <ul style="list-style-type: none"> • A flexible working request. • Ofsted prompt sheet • FGB minutes on the school website 	
FGB.163.18	<p><u>To approve and sign the minutes of the meeting held on 23rd May 2019</u></p> <p>The minutes were approved without amendment and signed by the Chair at the end of the meeting.</p>	
FGB.164.18	<p><u>To discuss any matters arising from the minutes</u></p> <p>None</p>	
	BUSINESS	
FGB.165.18	<p><u>To Review the quality of teaching</u></p> <p>An extract on the Quality of Teaching from the Self Evaluation Form (SEF) had been sent round prior to the meeting. The Headteacher took the governors through the paper</p> <ul style="list-style-type: none"> • A recent review by challenge partners provides external support to the findings • The results were as expected, teaching in secondary and 6th form is better than EYFS and primary • EYFS/primary – long term sickness, additional class this year & several new pupils are the main reasons for the difference • Assessment issues were identified and are being addressed • A deep dive into primary had been requested of the review <p>Question: Has the framework used been applied elsewhere and has it been benchmarked?</p> <p>Answer: On a local level, there is robustness in monitoring, teaching is focused on the class and it is clear who is supporting who. Where there is known to be good practise a light touch is used. Quality assurance processes have been developed since last year with more continuous and rigorous monitoring, SLT know in depth what is happening in the classrooms. External challenge comes from the review. Benchmarking would be the Ofsted inspection</p>	

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	<p>Question: In terms of rating, where would you place the school?</p> <p>Answer: A judgement wasn't requested from the review and they didn't comment on it</p> <p>Question: Where would you personally rate the school now</p> <p>Answer: If Ofsted came tomorrow I do not feel we would achieve outstanding as EYFS would be rated as good. We can demonstrate a capacity to improve and there is a robust plan in place to address the concerns.</p> <p>Questions: What are the specifics?</p> <p>Answer: The key focus is progress, enough focus by teachers and accountability for pupil outcomes, an example of this was seen in semi-formal teaching.</p> <p>Question: Is it about the content of teaching?</p> <p>Answer: Partially it is linked, it is about particular focus, challenge in some teaching is not sharp enough</p> <p>Question: How are observations made linked to performance management?</p> <p>Answer: They will inform from September, teachers will be supported and there will be a sharp focus through performance management</p> <p>Question: Does that reflect where they are today?</p> <p>Answer: There has been a sharp focus on progress and the teacher identified as not delivering now has a support plan in place</p> <ul style="list-style-type: none"> • The full review will elaborate on the detail, this has not yet been received. Each teacher is responsible for securing good progress, there were pockets of outstanding teaching, these need to be increased <p>Question: What do governors need to think about in terms of action?</p> <p>A governor said they had met the Head of Primary at a training course and had discussed the use of PIVATs which cannot be used for reporting but can be useful for tracking. It can be difficult to show progress made by pupils at an early age.</p> <p>Answer: The review found we were lacking in some answers. National tools are available, mainstream schools do buy them off the shelf but cohorts in this school are small so it is a struggle to find an appropriate package</p> <p>Question: Is CASPA useful?</p> <p>Answer: EYFS measures are not there, a meeting with the Deputy Headteacher is being set up to look at the data in detail</p> <p>Question: The EY Advisor has been in school, was the visit useful?</p> <p>Answer: Yes, we brought them in and it was useful.</p> <p>Question: What is the timetable for implementation?</p> <p>Answer: This should be looked at in the autumn term, and needs a continuous approach to monitoring and actions to</p>	
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	<p>follow. The evidence base is becoming more secure and will support the quality assurance processes scheduled in the Autumn.</p> <p>Action: EYFS update to be on the agenda for the 2nd meeting of the Autumn term</p>	<p>Clerk</p>
<p>FGB.166.18</p>	<p><u>To Discuss the Governors report to parents</u></p> <p>The Chair had distributed a draft letter to be sent out to parents about the school year prior to the meeting</p> <p>The governors discussed the wording of the letter in light of recent discussions on fixed term contracts in school and the decision not to do anything to ease the budget which would negatively impact on the pupils</p> <p>It was agreed that changes to staffing would be piloted first to test the effect, this would give a safety break</p> <p>Question: How do you generally communicate with the community and what feedback do you get from them?</p> <p>Answer: Parental surveys are completed, there is not always a 100% response but of the ones that do respond there is 100% positive feedback.</p> <p>It was agreed governors should have a presence at parents evenings/meetings</p>	
<p>FGB.167.18</p>	<p><u>To discuss the Safeguarding Audit Review</u></p> <p>The Deputy Headteacher had sent round the spring term safeguarding report to all the governors prior to the meeting. Governors noted the following changes to this report</p> <ul style="list-style-type: none"> • Governors had requested more detail on how safeguarding concerns raised by staff were dealt with if they did not lead to a formal referral. The report now shows a breakdown of this information <ul style="list-style-type: none"> ➤ 21 concerns had been raised of which 2 had led to a referral to social care. Another referral to social care had been made through a different route. <p>Question: There is a big increase from 8 last term to 21 this term, are staff more attuned to raising concerns?</p> <p>Answer: We do not use CPOMS, a Safeguarding and Child Protection software for schools, our system had not been up and running as well at the start of the autumn term as it is now, there is also an increase in school roll numbers, it is also not easy to track patterns for numbers of referrals</p> <p>Question: Can it track individuals?</p> <p>Answer: yes, it generates a document that shows actions</p>	

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	<p>taken which can be added to the pupils safeguarding file. It also keeps a record of the number for each pupil which could flag up further concern</p> <ul style="list-style-type: none"> The review had recommended a breakdown of Section 7 into terms which has now been done <p>Question: Would you consider CPOMS? Answer: Yes, other schools are very positive about it but our system is working and there is confidence in it, that and budget concerns mean there is no reason to change</p> <p>Question: In terms of GDPR, are there any concerns? Answer: All the information is in a part of Springpoint that only the Headteacher and Deputy have access to. Where agencies send information in hard copy this is kept in a locked safeguarding cabinet.</p> <p>Question: Are we confident that all governors update their safeguarding training every year, either in a session or on-line? Answer: Governors are always invited to join safeguarding training run by the school for staff, on-line courses for Safer Recruitment, Prevent etc. are available and encouraged. At the beginning of the year all staff are asked to update their training and governors are included in that. Governors who join during the year need to be caught up.</p> <p>The Clerk reported copies of governors certificates for Safeguarding and Prevent training are kept in the school office staff file and scanned into the governors area of Springpoint</p> <p>Action: Deputy Headteacher to forward on-line training link to the new co-opted governor Action: Deputy Headteacher to liaise with the Training Link Governor about training sessions</p>	<p>Deputy Headteacher Deputy Headteacher</p>
<p>FGB.168.18</p>	<p><u>To discuss the School Review (June 4th, 2019)</u></p> <p>A summary of the Review findings had been sent out prior to the meeting</p> <p>The governors noted that verbal feedback had been given to the Headteacher immediately following the review, the final report had only been received yesterday but this would be shared.</p> <ul style="list-style-type: none"> Feedback on safeguarding & monitoring in relation to governors had been positive. The assessment system which had been said to be confusing at the last review was now felt to be better managed and weaknesses had been addressed 	

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	<ul style="list-style-type: none"> • A 1-hour interview had been held with SLT to discuss personalising outcomes linked to EHCP and how this was being driven down into the classrooms • The Reviewers had felt comparative data should be discussed first which had been taken on board • There was good involvement during the whole day and it had been a very useful exercise • Challenges in primary had been identified with a member of staff being identified twice as Requiring Improvement (RI), an action plan was now in place <p>Question: What surprised you about the two RI observations? Answer: The second RI was surprising, it was felt the teacher overcompensated in the afternoon.</p> <p>Question: What specifically was the concern? Answer: Weak, not sharp enough focus on outcomes. The activity was ill matched with the pupils. The technology task in the afternoon was too challenging. There is confidence in the robust nature of the action plan</p> <p>Question: Middle Leadership area for development – what is that about? Answer: A lot of work has been done on SLT and securing good practise, there is a need in the new Ofsted framework for the impact of middle managers to be shown. It has not been a priority for the school so far, it will be a focus for next year.</p> <p>Question: The Middle Leader for Literacy – are they tasked with lesson observations? Answer: It is now called English and maths, they are broadly tasked with quality assurance, but there is no mechanism or facility to release them from class or remuneration.</p> <p>Question: Are there any teachers with a TLR or on the upper pay scale for teachers. Answer: Some are on the upper pay scale but we expect them to do subject leadership and be linked to an area of responsibility. The English and maths Lead is on the main pay scale and has the skills to deliver. This could be considered in the future.</p> <p>Question: The Lock Down Policy, why is that needed? Answer: It is in case of the need for an In-Evacuation, for example a swarm of bees, terrorist incident, an incident in the locality – something that would require the pupils to be kept in school. We have a raw draft policy so far</p> <p>Action: The Lock Down Policy to be approved at the next FGB meeting</p> <p>Question: Technically speaking – how would this be communicated throughout the building?</p>	<p>Clerk</p>
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	<p>Answer: It would be a sound system but different to the fire alarm, possibly a series of bleeps. The Facilities Manager is looking into it</p>	
<p>FGB.169.18</p>	<p><u>To receive and discuss the interim pupil data</u></p> <p>An anonymised pupil intervention and impact form and a brief interim overview of pupil progress from the end of the Spring term 2019 had been sent out to governors prior to the meeting</p> <p>Question: How easy is it to produce relevant reports and statistics on pupil data? Answer: It is very time consuming, there are 2 elements, the intervention & impact reports for each pupil and the overview of the data. The most important one being the intervention and impact reports. The donuts were shared with the Review team who gave positive feedback on them saying they liked the way they were organised and were clear to read. It is currently done termly as a snapshot across the subjects, they advised us to focus on some of the cohorts on a termly or more frequent basis. The intervention and impact form format is fairly new and being used for termly data capture, this process may get quicker with time.</p> <p>Question: Are the forms monitored by SLT? Answer: Yes, the Heads of Department monitor the forms</p> <p>The Chair summarised the benefits of both the intervention & impact forms and the donuts and the governors discussed the frequency and required detail of future reporting. The following was proposed:</p> <ul style="list-style-type: none"> • Autumn term data - 1st meeting of the Spring term • Spring term data - 1st meeting of the summer term • Summer term data - last meeting of the academic year <p>Action: The Deputy Headteacher to consider the precise timings of the data and feedback based on this years dates, including PP and LAC reporting</p> <p>It was agreed to defer the discussion on the Spring term data to the next meeting when more governors would be present.</p>	<p style="text-align: center;">Deputy Headteacher</p>
<p>FGB.170.18</p>	<p><u>To discuss the progress on Equality Objectives</u></p> <p>The Headteacher reported she had recently updated the whole school objectives in this policy and went through the changes, the reasons for them and the progress made so far this year.</p>	

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	<p><u>Objective 1</u></p> <ul style="list-style-type: none"> • Pupils with SEN may not have the same access to events as other pupils and may need more support to attend them. • Progress includes refugee focus week, receiving a School of Sanctuary award which shows the school is welcoming to all, attendance at sports team & council events, taken part in various services for Christmas, remembrance & Easter (including a sensory event) <p><u>Objective 2</u></p> <ul style="list-style-type: none"> • The focus has been on a pupil with profound hearing loss who has been continually in the red. PP funding has been used for additional S&L therapy and not music therapy this year. A new assessment of primary need is required and despite the involvement of the Hearing Impairment Service & interventions the pupil is still in the red <p>Question: Could technology help? Answer: They already have a radio mic which has led to an increase in vocabulary.</p> <p><u>Objective 3</u></p> <ul style="list-style-type: none"> • Concerns had been raised through the Challenging Behaviour reports about one pupil. Work is ongoing in the classroom with the pupil, it was raised at their EHCP and parents have been informed. There have been no recent incidents of racist outbursts from this pupil 	
FGB.171.18	<p><u>To approve the revised 2019/20 Start Budget</u></p> <p>As the meeting was not quorate and following advice from the Lead Advisor for Governance discussion on this item is deferred to the next meeting.</p> <p>The Chair informed governors he had taken a Chairs Action to allow the budget to be submitted by the due deadline.</p> <p>It was also reported that decisions on fixed time contracts for staff would be left to the Autumn term (pending long term sickness updates), the Bursar had updated the budget to take account of this.</p> <p>Question: When does notice have to be given if fixed term contracts are not being renewed? Answer: Staff are aware at the start of the contract of the finishing date, reminders are given before the end of the contract period, there should be no doubt.</p>	

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FGB.172.18	<p><u>To review and approve the following policies</u></p> <ul style="list-style-type: none"> • Lettings • Pupil Attendance • Visiting professionals • Whistleblowing (NYCC) • Extended Leave (NYCC) • Educational visits • Positive behaviour (S) • ICT • Pool Operating procedure • Science • Policy for Art Display • Modern Foreign Languages <p>These were deferred to the next meeting</p>	
FGB.173.18	<p><u>Governor Training update</u></p> <ul style="list-style-type: none"> • <u>Feedback from training undertaken since the last meeting</u> The Headteacher and the Lead Governor for training had both attended the latest GSINs meeting. The Lead Governor for training had sent an e-mail sharing her feedback with the other governors. The Headteacher gave her feedback, the main areas covered at the GSINs meeting were: - <ul style="list-style-type: none"> ➤ Lock Down policy ➤ The wellbeing of the Headteacher ➤ The SEN strategic Plan 	
FGB.174.18	<p><u>Governor visits update</u></p> <ul style="list-style-type: none"> • <u>Feedback from visits undertaken since the last meeting</u> No visits had been undertaken since the last meeting • <u>Future visits</u> A visit for EYFS and data is planned and a visit by the newly Co-opted governor to look at curriculum pathways <p>The governors agreed to repeat the exit survey undertaken with the parents of students leaving the school this July</p> <p>Action: Clerk to arrange for new survey to be sent out while the Lead Governor is on maternity leave. A report to be given to the next FGB meeting</p>	Clerk
FGB.175.18	<p><u>AOB</u></p> <ul style="list-style-type: none"> • <u>Flexible working request</u> The Headteacher reported the receipt of a request from 	

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	<p>a teacher to reduce their working days from 4 to 3 per week.</p> <p>Question: How many part-time teaching staff are there now? Answer: There is one teacher doing 4 days, two doing 3 days, and this request to go from 4 to 3 days. It is quite a high proportion of the 12 teaching staff.</p> <p>Question: How would you cover this day? Answer: We could use existing skills in school to make classes bigger in 6th form, we would look at different models of working</p> <p>Question: What is the reason given for the request? Answer: Work/life balance as per the Flexible working policy.</p> <p>Question: How would the saving made be used in school? Answer: We could look at the non-taught periods of time in the week, secure one day a week for literacy</p> <p>Question: Do you monitor the HTLAs teaching in school against teaching standards? Answer: Yes, we do</p> <p>Question: Would we be in a better position to decide at the next FGB meeting in July? What does the policy say? Answer: We need to decide the class teachers, we adopted the NYCC policy</p> <p>The governors agreed to defer the decision to the next FGB</p> <ul style="list-style-type: none"> • <u>Ofsted Prompt sheet</u> The Headteacher handed round copies of the prompt sheet to all the governors and explained the reason for it <ul style="list-style-type: none"> ➤ The Ofsted phone call will come at approx. 12.30 pm the day before the inspection. The lines of enquiry will be set in that conversation. ➤ The governors will be expected to meet the inspectors on the day of the inspection, this can be via Skype or phone if not in person. • <u>Papers relating to FGB meetings</u> <p>The governors agreed: -</p> <ul style="list-style-type: none"> ➤ All relevant papers for the meeting should be sent via e-mail prior to the meeting and not just posted to the governors area in Springpoint ➤ No reports or papers will be attached to the agenda and minutes of meetings as these are now uploaded to the school website after approval. <p>Question: Is the collaboration meeting going ahead on the 24th June?</p>	
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	<p>Answer: No, it will now be in September, a date needs to be agreed, it will be discussed at the meeting with Special School Headteachers tomorrow</p> <p>Question: Is there resistance, how much are special schools under pressure?</p> <p>Answer: The issue is capacity, there would need to be 2 meetings due to schools being so widespread across the county. Smaller schools struggle more, the presentation models used were very good. We explored academisation a while ago, but we could achieve something through this route</p> <p>Question: Has a plan or model been shared or discussed?</p> <p>Answer: Not a top down model, NYCC are keen to say they do not want to be dictatorial and they are not pushing. Small schools are not viable in the long term so the push needs to come from them.</p> <p>Question: Do we need to grab the initiative?</p> <p>Answer: NYCC are very hands off about it politically, it should be a GB decision</p> <p>Action: Dates for the September meeting to be submitted to Jane Le Sage and Chairs of other GBs to be approached and encouraged to take part actively</p>	<p>Headteacher/ Chair</p>
	<p>Date of next meeting – tbc</p>	

There being no further business the meeting finished at: - 20.40

Signed:

X

Name
Governor