



# Governor Meeting

Reason for Meeting: Full Governing Body	Start: 19/05/2022 16:15:00	End: 19/05/2022 18:15:00
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**Governing Body:** Sean Pond (Chair), Sarah Edwards (Headteacher), Shelagh Morris, Andrew Palmer, Andrew Sudron (*Virtual*), James Mottram, Caitlin Hughes, Edward Lyons (*Virtual*), Si McInerney

## **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**

## **Strategic Objectives**

- **Springwater is open to all children and young adults whose special educational needs require our support**
- **All pupils achieve their maximum potential**
- **Pupils are prepared for adulthood**
- **We Invest in the career development, skills, and wellbeing of our staff**

## **Minutes**

<b>Item</b>	<b>Description</b>	<b>Action</b>
	<b>PROCEDURAL</b>	
FGB.76.22	<b>Welcome</b> SP welcomed everyone to the meeting.	
FGB.77.22	<b>To receive apologies and record the acceptance of apologies</b> None.	
FGB.78.22	<b>To remind Governors to declare any pecuniary or non-pecuniary interests</b> The clerk reminded Governors of the need for confidentiality.	
FGB.79.22	<b>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</b> None.	
FGB.80.22	<b>To declare the notification of any other business to be discussed later in the meeting</b>	

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	<p>Two items:</p> <ol style="list-style-type: none"> <li>1. Chair of Governor role from September 2022 (SP).</li> <li>2. Feedback from Pupil Mental Health Consultation (SMo).</li> </ol>	
FGB.81.22	<p><b>To approve and sign the minutes of the meeting held on 10<sup>th</sup> March 2022</b></p> <p>These were approved and signed.</p>	
FGB.82.22	<p><b>To discuss any matters arising from the minutes</b></p> <ul style="list-style-type: none"> <li>• FGB.39.22: Governor Visit forms to be completed following 'Assessment training' with AS – SP has done, SMo has sent to LE. LE to upload to SharePoint. <b>Complete.</b></li> <li>• FGB.54.22: Governor Skills Audit – SE to find out the login details for 'The Key': SE confirmed that we are members and has arranged for LE to add Governors to the account. <b>Complete.</b></li> <li>• FGB.67.22: Sixth Form Work Placements: EL offered to meet with AM to see how he can help progress this and develop some strategic relationships: EL has been on contact with AM and has supplied a list of 20 organisations with potential work placements within a 20-minute commute of the school. <b>Complete</b></li> <li>• FGB.69.22: Policies: three policies for the next F&amp;R meeting will be Admissions, Staff Disciplinary and SEN, and for the next FGB, Curriculum Overview and Careers. LE to put on agenda. <b>Complete.</b></li> <li>• FGB.71.22: Governor visits update - JM is visiting on 31<sup>st</sup> March to meet with Liz Marsden. SMo &amp; SMc would also like to visit so SE will formulate a plan for the day: this meeting was postponed, and the new date is 7<sup>th</sup> June. JM is attending the meeting and Governors to let SE know if they would like to attend. <b>Complete.</b></li> <li>• FGB.73.22: Notification of School Residentials: SE to check if the School Fund can subsidise any children on Pupil Premium – some of this money was used for the Nell Bank residential. <b>Complete.</b></li> </ul>	
	<b>BUSINESS</b>	
FGB.83.22	<p><b>Headteachers report</b></p> <p>This has been circulated prior to the meeting. SE asked for questions:</p> <p><b>Governor Question: With the Sixth Form consultations, 22 applied and only 10 were approved, why is this?</b>  <b>Mainly because we couldn't meet the needs of the children, but also because there was no progression route using our accreditation pathways.</b></p> <p><b>Behaviour:</b> The figures are improving. SE has looked back to pre-covid figures (the last normal term) and noted that overall, the number of major incidents has reduced. However, the number of challenging behaviour incidents in secondary and Sixth form were still static. Overall, SE is pleased with the figures and noted that the 'Positive</p>	

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	<p>Behaviour/Support Policy' seems to have been effective since its implementation.</p> <p>Governor Question: Has children's behaviour been affected by asking them to stay at home when we have had staffing issues? No – we have only had to ask one or two children to stay at home for one day because of staffing pressures.</p> <p><u>Staff Absences:</u> Governor Question: Can you expand on the four long term staff absences? One member of staff has left, two are now back at work, one is still on long term sick and SE is working with HR on this case. Anyone on long term sick will receive communications weekly from someone in the SLT and Occupational Health referrals are completed.</p> <p>Governor Question: How do we fill the void when staff are off sick? We would look at agency staff, but these are difficult to source at the minute. Otherwise, we will look at adjusting classroom activities and make teaching/support adjustments. SE has also liaised with colleges/universities to advertise our vacancies, as well as some volunteering posts.</p> <p>Governor Question: Do we still have a student teacher in school? Yes, and they have been very valuable.</p> <p>Governor Question: Will you continue to take in student teachers? Yes – we have a strong relationship with Red Kite, York St. John University and York University, however, the teacher training offer for SEN is currently only one day, and it is rare that any colleges do SEN training. We do get an income for having a student teacher.</p> <p>SE asked governors if there is anything else they would like to see in the HT report. AP suggested the report starts with two key tables – one with the KPI's and another showing progress against targets. SE will include in the next HT report.</p>	HT
FGB.84.22	<p><b>Pupil Progress</b></p> <p>AS circulated the report prior to the meeting and shared on screen. AS explained this was produced following the last visit from the SEA, Lis Marsden, as there were action points for curriculum leads and the SLT to monitor pupil progress.</p> <p>The information showed the tracking over short-term outcomes from EHCP's for each pupil. The data showed how many children had achieved outcomes in each of the four areas: Cognition &amp; Learning Needs; Communication &amp; Interaction Needs; Social, Emotional &amp; Mental Health Needs; and Sensory &amp; Physical Needs. AS explained that where children were not achieving outcomes, or were only partly achieved, teachers knew the reasons for this. The document also highlighted the</p>	

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	<p>children in receipt of Pupil Premium, so these can be easily tracked. AS advised the results may point to where long term outcomes can be achieved, and it is a great starting point for conversation with teachers on pupil progress.</p> <p>Governor Question: Are the outcomes binary or can they be exceeded? They are not binary – outcomes are very specific for different children. For example, a target for one child might be to recognise 10 different shapes, this is quantitative, but another child’s target might be about remaining calm out of school, so this is very qualitative.</p> <p>Governor Question: Should we be concerned about the children who are missing their targets? Or if they are very close to reaching their targets, is this satisfactory? Governors need to be able to talk confidently about the quality of education in the school. This is difficult – one target may have three elements to it, but if only two have been achieved, then the target hasn’t been achieved. We need to get used to using new language around progress – developing, secure, exceeding etc.</p> <p>AS advised that this is a working document that was only written in March and is based on the review cycle of EHCP’s. It was noted that the Sensory and Physical area is the weakest but this area involves a lot of multi-disciplinary professionals, so this area needs developing. It was agreed that it would be useful for Governors to see this document every term so data can be compared to the previous term, to see if data is improving and children are making progress. The next stage is to decide on which data is useful (curriculum, by department, pathways, Pupil Premium etc).</p> <p>Governor Question: What is the EHCP cycle? An EHCP is reviewed annually from the day it was awarded, so it is a rolling cycle. We look to do around 5 per week. They are not all reviewed at the same point each year.</p> <p>Governor Question: Is there a target/benchmark for primary, secondary and sixth form? As the document develops as more data will be input, we will be able to see averages and make decisions on benchmarking. We will need to decide on what is a good percentage for achieving e.g., 75/80%, and what does anything lower mean in practice. Outcomes need to be consistent, and we need to look for continuous improvement. We also need to look at the cohort and individual issues.</p> <p>Governor Question: Can this be produced on a termly basis and a summary for the end of the school year? Yes. However, AS advised that EHCP’s are fairly evenly spread through the year but Y14’s all happen in the Autumn term, which may skew the data.</p>	
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	Governors thanked AS for his work on this.	
FGB.85.22	<p><b>Pupil Premium (PP) Strategy</b></p> <p>The report had been circulated prior to the meeting. SE advised it was in a new format provided by the DfE. The report shows the spend, impact of the spend and predicted spend over the next year.</p> <p>SE advised that our pupil premium funding has decreased due to some pupils leaving. This equates to circa. £10k.</p> <p>Expectations are set for improving key areas of EHCP's:</p> <ol style="list-style-type: none"> <li>1. To improve the Cognition and Learning outcomes for disadvantaged pupils.</li> <li>2. To improve the Communication and Interaction outcomes for disadvantaged pupils.</li> <li>3. To improve the Social, Emotional and Mental Health outcomes for disadvantaged pupils.</li> <li>4. To improve the Sensory and Physical outcomes for disadvantaged pupils.</li> <li>5. To improve access to services for disadvantaged pupils. To provide staff with quality training and CPD in order to promote good outcomes for all pupils.</li> </ol> <p>SE advised the point 5 was around services such as translation services, SaLT, Educational Psych etc.</p> <p><b>Governor Question:</b> If targets are set to individual students, is the actual spend more than what is targeted to the 18% in receipt of PP? We had a PP spending review a couple of years ago, and the advice was to spend the money on upskilling staff to improve the quality of education. This will benefit all children, not just those who attract the PP funding.</p> <p><b>Governor Question:</b> Do Adopted children still come under the LAC category? NO – LAC no longer includes post-adoption.</p> <p><b>Governor Question:</b> How often are we expected to report on outcomes? Funding is allocated in the April for spending in the September to July. We will report on progress at some point in 2023 (mid-year).</p> <p>SE advised this report has gone to the SEA for comment/input, but SE has not had a response yet. AP suggested we also include a note regarding the use of the School Fund to enable Pupil Premium children attend school trips.</p>	
FGB.86.22	<p><b>Resources Committee Report</b></p> <p>JM highlighted the following from the F&amp;R meeting:</p> <ul style="list-style-type: none"> <li>• The Staff Insurance Policy has been approved.</li> <li>• SFVS has been submitted.</li> </ul>	

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- YH has produced an Asset register and Governors commended the hard work that had gone into this, thanking YH and the Admin team.
- Building Maintenance programme has been agreed.
- Overhaul in policy reviews, to determine which need to come to the FGB, which can be approved by the HT, and which can be approved by a single Governor.
- Job share between Heads of Departments and teachers has been agreed – this will allow Heads of Department to focus on leadership and share the responsibility for classes with a teacher. This has been costed into the budget.

### Start Budget

We are forecasting a deficit, but this is likely to be reduced once we have confirmation of bandings for some pupils. Since the start budget was submitted to the F&R committee, two more pupils have been accepted for September. Governors 'stress tested' the budget looking at different scenarios. It is hoped there will be an additional income of circa. £50k plus top up funding as there are another 5 consultations planned, with more possible in June/July.

**Governor Question:** What are the maximum numbers across the school?

The new budget is based on 102 pupils. New consultations are reviewed on a case-by-case basis. We are close to our limit but not there yet. One sixth form class will have 12 pupils.

- There is a positive carry forward into the new budget.
- Capital income will be used to repay the capital deficit.

**\*Governors approved the start budget\*** and thanked YH for her hard work on this.

### Speech & Language Therapist

SE explained that we need more hours than what the NHS can provide so would like to renew the contract with the provider. Pupil Premium funding is used to fund this.

**Governor Question:** Since using this service, has the number of children waiting to be seen been reduced?

The service adequately covers everyone who needs it – the contract is helping bridge the gap from what the NHS can provide.

**Governor Question:** Does there need to be a conversation with NYCC about this service?

It would make sense to – only 'Nursing Support' has improved as the need was reviewed, but NYCC should be recognising the increase in numbers of children who need SaLT.

**\*Governors approved the spend on the contract\***

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FGB.87.22	<p><b>Safeguarding</b></p> <p>AS had circulated the termly safeguarding report prior to the meeting and highlighted the following:</p> <ul style="list-style-type: none"> <li>• A table of policies and procedures has been updated and included in the report to reflect a wider range of policies with links to safeguarding. This was a recommendation by the SEA.</li> <li>• A review of the SCR has been carried out at the end of March and actions are being addressed.</li> <li>• Spring term training was focused on Prevent and the Contest Strategy. All staff have completed online Preventing Radicalisation training.</li> <li>• AS is developing the processes for flagging up internet searches have been blocked by the firewall. There needs to be a system in place that alerts staff and support the children if this happens.</li> </ul> <p>Governor Question: If a child does a search that is blocked by the firewall, can you track it to which device/individual?</p> <p>We can for some devices, it depends on which they are using. Some sites will flag up inappropriate content and reports are sent via Schools ICT.</p> <ul style="list-style-type: none"> <li>• BromCom has been purchased as the new information management system for school. It has a module for recording safeguarding concerns, and this will be considered as an alternative to the current SharePoint-based system.</li> </ul> <p>There are no major safeguarding concerns.</p>	
FGB.88.22	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>• Curriculum Overview: Governors agreed this policy, and noted it was a very powerful and well written document.</li> <li>• Children Missing in Education: This is an NYCC policy. Governors agreed this policy.</li> <li>• Pupil &amp; Staff Mental Health Policy: This is for children and staff. Governors approved the policy but noted this should be reviewed annually and should include an appendix on related policies.</li> </ul> <p>It was noted that the Curriculum Overview had come to the FGB but was only meant to have been reviewed by one Governor.</p> <p>It was agreed that any policy that is approved by either a Governor or the Headteacher, will be noted by the FGB for information only, as being approved. Only policies requiring FGB approval will come as a full document to the meeting. Policies for the next FGB are:</p> <ul style="list-style-type: none"> <li>• Admissions</li> <li>• Careers</li> <li>• Child Protection</li> <li>• Data Protection (this is early but there is a lot of work to be done).</li> </ul> <p>Individual policies for Governors are:</p>	

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	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Mental Health</li> </ul> <p>It was noted we are ahead of the schedule with policies.</p>	
FGB.89.22	<p><b>Ofsted Webinar Update</b></p> <p>EL had circulated some notes and slides prior to the webinar he attended in March. The main issues were around:</p> <ul style="list-style-type: none"> <li>• Data points inspectors will be interested in</li> <li>• Effective Governance</li> <li>• Holding Leaders to account and areas for consideration</li> <li>• Safeguarding</li> <li>• Reading</li> <li>• OFSTED Judgements</li> <li>• Pupil Premium Strategy</li> <li>• Leadership and Management</li> <li>• SMSC</li> </ul> <p>SE advised there will be a summary SEF ready soon and it was agreed there needs to be a checklist/talking points, so Governors and staff are all using common language.</p> <p>The website also needs updating and YH is looking into new hosting platforms. In the meantime, SMc offered to undertake a website audit – LE will send SMc a checklist from the DfE. SMc will report back to the first meeting of the FGB in the Autumn term.</p>	Clerk/ SMc
FGB.90.22	<p><b>Governor Training update</b></p> <p><u>Feedback from training undertaken since the last meeting:</u></p> <ul style="list-style-type: none"> <li>• SMO: Hearings &amp; Appeals – SMO will circulate the slides when she receives them. SMO asked if there was a ‘Hearings &amp; Appeals’ policy for school as she was unable to locate one, and Governors need to be aware of the 12-step process for appeals. AP advised that the 12-step process is embedded within other policies (Disciplinary, Capability etc), but it was agreed that there needs to be a clear document with these steps that is easy for governors to access. SE &amp; SMO will look at this and put onto SharePoint into the ‘Governor documentation’ area when it is complete.</li> </ul> <p><u>Recruitment</u></p> <ul style="list-style-type: none"> <li>• SE advised that there haven’t been any volunteers for the parent governor vacancy. SMc will try and speak with parents when he is next at drop off/pick up, to see if he can gauge any interest.</li> <li>• Co-opted Vacancy: SP advised it is difficult to anyone with educational background, but he will write to the larger secondary schools in Harrogate to see if there is any interest.</li> </ul>	HT/SMo  SMc  Chair



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FGB.91.22	<p><b>Governor visits update</b></p> <p><u>Feedback from visits undertaken since the last meeting:</u></p> <ul style="list-style-type: none"> <li>• SMO has been into school to sign some policies and review the SCR. SMO reported there were a couple of gaps in the SCR, but she was able to find all of the information that she needed. It is now being transferred onto the SCR. The SEA recommended there is a record of who has accessed to the SCR, and this has now been done. SMO will send her visit report.</li> <li>• SMO has looked at Therapy Provision: there had been communication from the Head of CYPS (Health) and there was the concern that there would be a change of service regarding moving and handling. SE has been reassured that nothing will change and there will now be more consistency with what is provided in home and school. SE will review this with the M&amp;H co-ordinator and will let SMO know how effective the support is.</li> <li>• SMO has been in to observe the school council who were talking about recycling and sustainability.</li> <li>• SP attended a meeting with Andy Mullane on Sixth Form pupil progress. SP noted it is difficult for teachers in SEN schools to monitor progress against targets, and has given Andy a list of 8 SEN schools who achieved an 'outstanding' Ofsted in 2021. Andy will contact one that has a Sixth form which will help with our benchmarking.</li> </ul>	SMo
FGB.92.22	<p><b>Governor Business</b></p> <ul style="list-style-type: none"> <li>• Governor Health check: SE will check if this is included in the Governance SLA.</li> <li>• Agenda planner: Carried forward to the July FGB.</li> </ul> <p><i>(SMc left the meeting)</i></p> <ul style="list-style-type: none"> <li>• Agree revised Standing Orders: amendments were agreed, and LE will recirculate.</li> <li>• Terms of Reference (F&amp;R Committee): these have been amended to ensure that there are 3 governors in order to be quorate, and any governor standing in for another governor, inherits their voting rights. It was noted that the words 'ex-officio' need removing from point 3b – SP will amend.</li> </ul>	<p>SE</p> <p>Clerk</p> <p>Clerk</p> <p>Chair</p>
FGB.93.22	<p><b>AOB</b></p> <ol style="list-style-type: none"> <li>1. <u>Chair for September 2022</u>: SP reminded governors that he will be stepping down as chair at the end of this year, and someone will need to step up to take on the role. SP advised this could be a Co-Chair arrangement if necessary.</li> </ol>	



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	2. SMO attended the Mental Health consultation and will circulate the report. Jane Sidwell is collating information and will generate an action plan which can be shared with governors. SMO noted it was a good event for pupil voice.	
FGB.94.22	<b>Items for discussion at the next meeting</b> Agenda Planner Pupil Progress (annual report)	
	<b>Date of next meeting</b> <ul style="list-style-type: none"><li>• Finance &amp; Resources – 14<sup>th</sup> June 2022</li><li>• FGB – 14<sup>th</sup> July 2022</li></ul>	

Signed:

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Name  
Governor



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