



Governor Meeting

Reason for Meeting: FGB meeting	Start: 20/05/2021 16:15:00	End: 20/05/2021 18:15:00
------------------------------------	-------------------------------	-----------------------------

Governing Body: Sean Pond (Chair), Sarah Edwards (Headteacher), Paul Addison, Gemma Cardwell, Sarah Daggett, Emma Gibson, Shelagh Morris, Andrew Palmer, Andrew Sudron

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

- **Provide an excellent educational experience and outcomes for each pupil.**
- **Invest in the career development, skills, and wellbeing of our staff.**
- **Engage closely with the Local Authority.**
- **Strive to achieve financial sustainability without compromising the quality of education.**

Agenda

Item	Description	Led by
	PROCEDURAL	
	Welcome	Chair
FGB.92.20	To receive apologies and record the acceptance of apologies.	Clerk
FGB.93.20	To remind Governors to declare any pecuniary or non-pecuniary interests.	Clerk
FGB.94.20	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.95.20	To declare the notification of any other business to be discussed later in the meeting.	
FGB.96.20	To approve and sign the minutes of the meeting held on the 18 th March 2021 via Teams.	Clerk



Governor Meeting

FGB.97.20	<p>To discuss any matters arising from the minutes</p> <ul style="list-style-type: none"> • All governors to complete a visit form for the events they attended in lieu of visits. • All governors to email the Headteacher with suggestions of what should be included in the Headteachers report and when it should be reported on • The Headteacher to send out a copy of the Ofsted Framework – completed • The parent governor to send the draft questions for the Parents Survey to governors for review and feedback. 	<p>All</p> <p>All</p> <p>Headteacher</p> <p>All</p>
BUSINESS		
FGB.98.20	<p>Finance</p> <ul style="list-style-type: none"> • Report from the Resources Committee meetings on the 22nd April & 18th May • Start Budget ratification • Additional governor • School meal price review 	<p>Chair Res.cttee</p> <p>Headteacher Chair Headteacher</p>
FGB.99.20	<p>Curriculum Review</p> <ul style="list-style-type: none"> • Progress on tracking system 	Headteacher
FGB.100.20	Safeguarding	Dep. Headteacher
FGB.101.20	Pupil Progress	Headteacher
FGB.102.20	Parent View evaluation	Parent Govs.
FGB.103.20	Federation feedback	Chair
FGB.104.20	<p><u>Policies for approval</u></p> <ul style="list-style-type: none"> • Acceptable Use (deferred from last meeting) • Health & Safety • Positive behaviour Policy (deferred from last meeting) • Relationships, RSE, HE Policy (deferred from last meeting) 	Headteacher
FGB.105.20	<p>Governor Training & Recruitment</p> <ul style="list-style-type: none"> • Feedback from training undertaken since the last meeting. • Future training 	All
FGB.106.20	<p>Governor visits update</p> <ul style="list-style-type: none"> • Feedback from visits undertaken since the last meeting. • Future visits 	All
FGB.107.20	AOB	



Governor Meeting

	Date of next meeting - 15th July 2021 (venue to be confirmed)	
--	---	--

Minutes

Present: Sean Pond (Chair), Sarah Edwards (Headteacher), Gemma Cardwell, Emma Gibson, Andrew Palmer, Andrew Sudron

Also present: Sandra Searle (NYCC)

ITEM	PROCEDURAL	ACTION BY
	The Chair welcomed everyone to the meeting.	
FGB.92.20	<p><u>To receive apologies and record the acceptance of apologies.</u></p> <p>Apologies had been received from Paul Addison, Sarah Daggett and Shelagh Morris and they were consented to.</p> <p>Apologies were received from Andrew Sudron who would be late joining the meeting due to training.</p>	
FGB.93.20	<p><u>To remind Governors to declare any pecuniary or non-pecuniary interests.</u></p> <p>None were declared.</p>	
FGB.94.20	<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.</p>	
FGB.95.20	<p><u>To declare the notification of any other business to be discussed later in the meeting.</u></p> <p>None was declared.</p>	
FGB.96.20	<p><u>To approve and sign the minutes of the meeting held on 18th March 2021 via Teams.</u></p> <p>The minutes were approved without amendment and will be signed by the Chair as soon as it is possible.</p>	
FGB.97.20	<p><u>To discuss any matters arising from the minutes</u></p> <ul style="list-style-type: none"> • <u>All governors to complete a visit form for the events they attended in lieu of visits.</u> 	

Governor Meeting

FGB.98.20	<p>Finance</p> <ul style="list-style-type: none"> • <u>Report from the Resources Committee meetings on the 22nd April & 18th May</u> <p>Andrew Sudron joined the meeting during this summary.</p> <p>The Chair of the FGB and the Vice Chair of the Resources committee gave the governors a brief summary of the items discussed and agreed at the last two meetings.</p> <ul style="list-style-type: none"> ➤ Paul Addison had been elected as Chair of the committee and Andrew Palmer as Vice Chair ➤ Premises issues had been discussed: - <ul style="list-style-type: none"> ○ 109 High Street would be available for use by the school from September. ○ There was still no access to Meadowbank and the lack of a proper staffroom was a major concern. ○ Looking at the possibility of having a temporary classroom on the hardstanding in the playground ○ School fund – approx. £17k in the bank, the School Fund committee to be reconvened. ○ A recent H&S report had been discussed, there were no urgent issues but some actions required. <p style="color: red;">Question: Where do we want the school to go in terms of SEN, there is a big demand for autism provision as opposed to PMLD or SLD provision, what do we say if the LA want more autism provision? Some pupils with autism are able to do GCSEs, is that usually in mainstream schools with support?</p> <p style="color: red;">Answer: There is a spectrum of autism and lots of our youngsters have coexisting diagnoses. We do not know what the LA want in terms of provision, it may be 16+ doing GCSEs for which our curriculum could not meet need. We can talk to the LA if they are looking for diversification. Support in mainstream schools may be different and could be pastoral, that would be a big change for here, we could not offer that. Mowbray would offer that type of support and we offer at the other end of the scale, changing this would have implications for staff skills.</p> <ul style="list-style-type: none"> • <u>Start Budget ratification</u> <ul style="list-style-type: none"> ➤ The Start Budget for 2021-22 shows an in-year deficit of £87k leading to a projected deficit of £39k at the end of March 2022 which is a big turnaround.
-----------	---

Governor Meeting

	<ul style="list-style-type: none"> ➤ Pupil numbers of 101 for September had been used in the figures, which is an increase on last September's number of 93. ➤ The Resources committee had challenged the Headteacher and SBM as to where savings could be made, but realistically this could only be achieved through staffing cuts which are not viable, savings in other areas are not likely to be significant enough. ➤ A meeting is being held with the Assistant Director for Inclusion Jane Le Sage next week to discuss funding and capacity in school. If the numbers are to increase to 108 as expected, support from NYCC will be needed to provide the necessary extra space in school for the pupils and staff. <p>The governors ratified the Start Budget approved at the recent Resources Committee.</p> <ul style="list-style-type: none"> • <u>Additional governor</u> <p>It was agreed that the staff governor would join the Resources committee.</p> <ul style="list-style-type: none"> • <u>School meal price review</u> <p>Governors noted that the price charged by NYCC for a school meal was increasing from £3.34 to £3.59 from September</p> <p>It was agreed therefore that the cost to parents should also rise from £3.35 to £3.60 from September.</p>	
<p>FGB.99.20 FGB.101.20</p>	<p><u>Curriculum Review / Pupil Progress</u></p> <p>Two PowerPoint presentations had been prepared and were shared by the Headteacher and Deputy Headteacher who jointly went through them with the governors.</p> <p><u>Curriculum, assessment and pupil progress update presentation</u></p> <ul style="list-style-type: none"> • The recovery curriculum introduced in the Autumn term has now finished. • Unannounced lesson observations with the Heads of Department, the Dep. Headteacher and the non-Teaching member of SLT have been undertaken to check what is happening in classrooms. • Staff had identified a lack of resources & time for planning was hampering the implementation of the new curriculum. This had been acted on and time was now 	

Governor Meeting

	<p>available this term for planning. Budgets for each subject lead are being set up for resources.</p> <ul style="list-style-type: none"> • The restructured curriculum now concentrates on the areas of need in the EHCP and is relevant and pertinent to the whole pupil. • There is a real development at the top end of the 6th form and for those on the employment pathway. • The use of the commercially available Cornerstones curriculum has reduced the teacher workload and allows a cohesive approach to planning for all subject areas. • Lesson observations showed a strong staff to pupil relationship. Staff have adapted support where there have been wellbeing issues for pupils. • Some classroom environments are outstanding, and it is very evident what topic is being taught, there is evidence of developments in pedagogy and sensory learning. Pupils are also able to dip into and learn from sensory resources in the classroom. • The use of a new Active attention approach has been adopted after teachers and HTLAs had training. • The Deputy Headteacher is developing a new leadership structure, subject leaders will be lined up with areas of the curriculum, not just individual subjects and a development plan for years 2 & 3 is being drawn up. • Areas for development are a) the reviewing of the communication approach so it is clear that a total communication approach is at the core of everything and b) discussions with SaLT about resources such as switches. • Assessment – there is no national scheme for assessment any longer, P-levels levels have been removed. Each school must decide which assessment system it wants to use. • In the spring term the SEND assessment statements and an Assessment tracker was introduced. In the summer term there will be a moderation event to check progress, summative assessments for pupils will be in place by half term. • Work with the Dales School is ongoing to look at moderation tools so data can be compared between schools, this will be a priority for the new academic year. • A further priority will be engagement models as these are statutory and may allow for national comparisons. <p><u>Assessing and monitoring pupil Progress presentation</u></p> <ul style="list-style-type: none"> • There are six stages in each area – teachers can use the SEND statements to choose appropriate outcomes for a pupil’s EHCP. Learning intention posters are drawn up for each pupil and displayed on the classroom wall so 	
--	--	--

Governor Meeting

everyone understands what each pupil is working on. Evidence of progress towards these outcomes is recorded in Tapestry. At the end of each term a summative statement is saved and used to describe pupil progress – this summer term is the first time we will be saving these termly statements.

- Tapestry can be used to calculate the percentage of a stage a pupil has achieved. It can also be used to describe whether the pupil is emerging, developing or secure in a stage. The percentage measure can also be used to show progress term on term, which can then form the basis for a discussion with the teaching staff about whether pupils are making acceptable progress.
- This has just been introduced in the EYFS, primary and secondary departments.
- A pilot for moderation will be launched with the Dales school in the autumn term, discussions with the Senior School Adviser and the school have already taken place and another meeting is planned in June.

Question: How will you measure achievement from the EHCP at the beginning of the year, will it identify a percentage as a target at the beginning or just at the end of the year?

Answer: EHCPs are annual documents but happen at different times of the year for different pupils, for example, they may be January to January. At the start of the school year we focus on EHCPs for year 14 pupils so we have all year to work with them and their families to prepare for transition. For reporting in an EHCP, we would look at Tapestry to get the most up to date stage for each pupil at that time or the ASDAN units the student has achieved and is working on for 6th Formers.

Tapestry works on percentages within an academic year and means we can see the progress pupils have made each year. This measure may have limited use for EHCPs because they can happen at any time throughout the year. We have started using Tapestry SEND statements this year and continue to work on how best to use it for measuring and reporting on progress.

The Dep.Headteacher explained in more detail how Tapestry will be used by school staff to assess and monitor pupils at the different stages and levels and how the engagement model will be used to check progress.

Question: Without a target at the start how do you know if progress is as good as should be, how can you see 'value added'? How do we know how we have performed over a period of time and which teachers are doing a good job?

Answer: We used to use a piece of software (CASPA) which generated measures of expected progress depending on the pupil's age, needs and starting point. The comparative data in

Governor Meeting

	<p>CASPA was based on statutory assessments (P Scales and PIVATS) which are no longer statutory. Thousands of assessments were obtained from schools across the country and this data could be used to generate expected levels of progress. The new assessment system focuses on seven key areas of learning and development for most primary and secondary pupils rather than subjects (as was the case with P Scales and PIVATS). This is more appropriate for our pupils but doesn't allow us to generate targets based on expected progress. However, termly measures of progress and annual tracking documents provide a starting point for progress conversations with teachers to see how pupils have progressed over time and whether this progress is adequate.</p> <p>In addition, we will be working with The Dales School in the autumn term to explore comparing and moderating the new statutory assessment systems – the engagement model and pre-key stage indicators.</p> <p>Parent Governor Statement: New targets for measuring against the curriculum are set for the year in the area for development and the new monitoring system shows and monitors quite a lot of progress, but the EHCP outcome may show more progress than this at say walking after following a Physiotherapists plan.</p> <p>The Headteacher and Deputy Headteacher were congratulated on the presentations and the work they had done so far.</p> <p>Governors requested a visit to school when possible to look at anonymised EHCPs and data so they could satisfy themselves how it all comes together and that targets being set are achievable and sufficiently challenging to the pupils.</p> <p>It was agreed the Headteacher would also go through this with the Schools Senior Advisor and ask how other schools were tackling this.</p> <p>Action: The Deputy Headteacher to check advice on governor visits to school and arrange for governors to visit to review anonymised data if allowed.</p> <p>Action: The Headteacher would also go through this with the Schools Senior Advisor and ask how other schools are tackling this</p>	<p style="text-align: center;">Dep. Headteacher</p> <p style="text-align: center;">Headteacher</p>
FGB.100.20	<p><u>Safeguarding</u></p> <p>The Safeguarding reports for the Autumn and Spring terms had been sent out prior to the meeting.</p>	

Governor Meeting

	<p>Question: What were the outcomes of the referrals to LADO/ Social Care, they are not shown? Answer: This report does not go into the outcomes. It is a termly report based on the NYCC annual report.</p> <p>Question: The allegation against the passenger assistant, is that a member of the school staff? Answer: No, not a member of school staff</p> <p>Question: Four members of staff have not submitted their safeguarding certificates, what is happening about them? Answer: It has been discussed with them and they will complete by the half term holiday</p> <p>Question: Has there been a meeting with the Safeguarding Governor? Answer: We have been working on the Safeguarding Audit via email, a visit will be arranged.</p> <p>Action: The Dep. Headteacher to arrange a meeting with the Safeguarding Governor.</p>	Dep. Headteacher
FGB.102.20	<p><u>Parent View evaluation</u></p> <p>This was discussed under item 97, Matters Arising.</p>	
FGB.103.20	<p><u>Federation Feedback</u></p> <p>Governors were reminded that discussions had taken place with Mowbray and The Dales schools around possible federation and work had begun on work streams.</p> <p>The Chair reported the Governors at Mowbray School have decided not to go forward with the discussions due to other priorities within the school.</p> <p>The Chair proposed after the meeting with the Assistant Director for Inclusion next week a half day meeting to be arranged for the Governing Body to discuss and agree a strategy for the school for the next 3-5 years.</p> <p>Question: Mowbray school are the only ones to have pulled out of the discussions, does that mean the other parties are not interested now either? Answer: It would only really leave The Dales school, we were not sure what benefit the PRS would gain from the federation anyway, with just The Dales school it would probably look too weak as a federation.</p> <p>Question: Would we be in a better or worse position with the LA if we were still in talks with The Dales school. Answer: I think we say we are disappointed at the lost opportunity and would be open to any future opportunities</p>	

Governor Meeting

	<p style="color: red;">although I think geography would be an issue. We need the LA to tell us what it is that they want strategically.</p>	
<p>FGB.104.20</p>	<p><u>Policies for approval</u></p> <ul style="list-style-type: none"> • <u>Acceptable Use</u> This was deferred to the next meeting • <u>Health & Safety</u> This has been updated for the changes in staffing and better reflects roles and responsibilities. <p style="color: blue;">Question: The version still shows the H&S Governor that resigned? Answer: This is an error, it will be corrected and added to the next Resources meeting agenda</p> <p>It was agreed further comments should be emailed to the Headteacher.</p> <ul style="list-style-type: none"> • <u>Positive behaviour Policy</u> This was deferred to the next meeting as a team meeting next week will be updating and finalising this policy <p>Governors noted that the school are still waiting for a NYCC review on the use of restricted physical intervention which is well overdue.</p> <p>Action: The policy to be put into the standard format</p> <ul style="list-style-type: none"> • <u>Relationships, RSE, HE Policy</u> An update is to be given at the GSINs meeting next week, the policy was deferred pending that update. 	<p><u>Dep. Headteacher</u></p>
<p>FGB.105.20</p>	<p><u>Governor Training</u></p> <ul style="list-style-type: none"> • <u>Feedback from training undertaken since the last meeting</u> A Governor had attended the Safer Recruitment training Three Governors would be attending the virtual GSINs meeting next week. Governors were actively encouraged by the Headteacher to attend these meetings. 	



Governor Meeting

FGB.106.20	<u>Governor visits update</u> <ul style="list-style-type: none">• <u>Feedback from visits undertaken since the last meeting</u> Two governors had made visits to the school, one to support an interview panel which they found very worthwhile and a valuable experience.	
FGB.107.20	<u>AOB</u> <p>There was none.</p>	
	Date of next meeting – Thursday 15th July 2021 (venue to be confirmed)	

There being no further business the meeting finished at: - 6.20pm

Signed:

X

Name
Governor