

Full Governing Board

Minutes of Meeting



Date 13 July 2023	Time 7.00pm	Location Online via Zoom
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<p>Member Present</p> <p>Fiona Ashworth Karen Callow Christine Dale Paul Davies, Headteacher Yordanka Kavalova Christopher McGowan Andrew McLaughlin Stephen Waite, Meeting Chair Jonathan Walters Nicola Weeks</p> <p>In Attendance</p> <p>Kathryn Knapp (Deputy Headteacher) Jonathan Strefford Radhia Tarafder (LA Cover Clerk)</p>	<p>Apologies</p> <p>Abbie Dando Gemma Duff Sarah Rolls, FGB Chair</p> <p>Quorate</p> <p>Yes (10/13)</p>
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TOPIC	NOTES
1. Welcome & Apologies	<ul style="list-style-type: none"> The chair opened the meeting at 6.0pm. Apologies were noted and accepted from PD and CD. The chair introduced the Cover Clerk and shared the agenda on the screen. He made governors aware of
2. Pecuniary interests	There are no changes to the register of interest or conflicts against items on the agenda declared.
3. Minutes from previous meeting and Matters arising	<ul style="list-style-type: none"> Governors approved the minutes of the 18th of May 2023 meeting as a true and accurate record with minor amendments to spelling of names: Fiona Ashworth and Jonathan Strefford. There were no matters arising from the minutes that were not to be addressed within this agenda or elsewhere.
4. Headteachers verbal report	The Headteacher, PD provided a verbal update. I. Data KS1 & KS2 Results

Commented [RT1]: I don't have (or have not found) the minutes to the last FGB - 18th May. I believe the spelling of some names needs to be amended before they can be signed.



<p>Suggestion for KC</p>	<ul style="list-style-type: none"> • The strongest subject is reading, reflecting the focus on phonics teaching and the teaching of guided reading. • Writing and Maths had been recognised as needing interventions as set out in the Federation Improvement Plan (FIP). Each will have half a year of focus. He went on to outline the various ways in which these will be done. <p>Governor Comment: The SATS reading paper had been a challenge nationally in addition to the impact of COVID.</p> <p>PD: The result for combined (reading, writing and maths) having dropped significantly during COVID has not yet recovered from its impact.</p> <p>Comment: SEN – Data generally does not identify results impacted by those with a specific block that could be reasonably overcome with the right interventions and adaptations, and those with a significant global delay, including those who are yet to receive an EHCP. This would provide better understanding of the data.</p> <p>Q: There are increasing SEN amongst children and if children could be identified sooner and interventions run for longer, how would that impact data results?</p> <p>PD: Agreed, the high level of complex needs need to be understood and reflected within the data as well as realistic expectations of what can be achieved. However, PD wished to highlight the significant progress made for all of those children due to the range of measures taken such as boosters, SATs Clubs, Pupil Progress Meetings, and interventions. The reasons for low attainment are not within Quality of Teaching but rather the high level of need. Considerations of ensuring interventions in earlier school years are being made.</p> <p>Deputy Headteacher and SENCO, KC: This cohort are higher than the national number but all four children with EHCPs have made progress. KC agreed with the governor comment as although the rates of progress have been positive, earlier interventions would have helped close the gap.</p>
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<p>ACTION for PD</p>	<p>Q: Yrs1 and 3 “combined” is not as high as other years. PD: Went on to explain how the combined process works resulting in the data. Summary – there is a small number of pupils affecting that data</p> <p>Q: Looking at the comparative group, our demographics are not similar, so how useful is it to look at that group? PD: Fischer Family Trust collate data for similar schools which will give us that comparative data in the summer.</p> <p>Governor Comment: Phonics results – ONS referred to some interesting statistics; Birth months make a bigger difference to results than ESL. Measures are partly attributed to maturity. Q: I would like to know the school’s result and the national figure alongside the profile of those that did not achieve ARE.</p> <p>PD: The national figure is 75% and another year of running the phonics programme and away from COVID will see improvements ahead. Amongst the measures to be taken:</p> <ul style="list-style-type: none"> - Practice of alien words - Phonics scheme for the infant school <p>Q: The KS2 data analysis outlined a number of contributors to need such as EHCP, educated off site etc. How does that add to this context? PD: Some are in multiple groups. He went on to speak anonymously of individual cases.</p> <p>Q: And in the context of healthcare needs? KC: EHCP could be addressing a more complex, higher level of need within the SEND grouping.</p> <p>Q: Would it be useful to see the Yr6 data without the SEND data? PD: Yes, these can be prepared for September.</p> <p>Governor reiterated looking at the profile of SEN, potentially high achievers, and the way they are asked to learn in school and present their knowledge may not best suit their needs.</p>
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	<p>Q: 74% achieved good level of development in Early Years. What was the national figure?</p> <p>A: 65.2%</p> <p>KK/Governor Comment: Positive news and successes, e.g., child with EHCP plan scored reading at a Yr3 level earlier in the school year and achieved a Yr6 ARE for reading on testing at the end of the year. Many have made good progress.</p> <p>PD: Every child's progress is tracked and monitored. One child had doubled their score from 45 to 90.</p> <p><i>The meeting covered the item below after Item 7</i></p> <p><u>II. Federation Improvement Plan (FIP)</u></p> <p>PD: Parental engagement plan will be crucial (to six strands etc), and to this end two members of existing staff have been appointed as Family Support Workers dedicated to support families. A key role will be to support families in improving attendance.</p> <p>A 2023-2024 calendar of parental workshops is being compiled and will be shared at the start of the new academic year, creating regular opportunities for parents to come into school and engage with their children's learning, including:</p> <ul style="list-style-type: none"> - Parent-teacher events - Phonics Workshops - Six Strands - Parent Forum - SEN <p>In addition to these PD will hold HT Surgeries to give parents the opportunity to drop into school without an appointment.</p> <p>Q: Will there be any impact on budget for these roles?</p> <p>PD: This will be managed by re-allocating staffing and facilitating the role. Governors were enthused to hear of these roles.</p> <p><u>III. Class structure, resourcing plans, and planned numbers on roll for Sept 23.</u></p>
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<p>Suggestion for PD</p>	<p>PD: An excellent team are in place for September. Gaps were identified and filled accordingly including:</p> <ul style="list-style-type: none"> - Yr5/6 teacher recruitment - Maths Manager from Junior to Infant school - Appointment of Donna McGregor, an outstanding teacher making a significant addition already to the Federation. <p><i>The meeting returned its attention to agenda item 8.</i></p> <p>Q: Could you give us an update on mobility within Number on Roll (NOR)?</p> <p>PD: 28 for YrR, 33 leaving at Yr6; Shortfall of 4 pupils which is being reported across all schools. Additionally, 3 children from Yr2 will leave for private school.</p> <p>NOR Infants: 102 <u>NOR Juniors: 127</u> Total = 229 out of a potential 237</p> <p>The current numbers on mobility since the last HT written report, was not to hand. Governors would like to see the information more regularly and had agreed previously that the data was needed for the minutes however the creation of the dashboard already takes place 3 times a year and PD did not wish to increase the production of this document due to time constraints on his workload, he would of course highlight changes by exception. Governors considered whether the decision regarding the level and frequency of information coming to governors was a governor decision.</p> <p>The clerk confirmed with governors that it was usual for the dashboard information to come to governors termly.</p> <p>Governor Comment: Tracking of the information is what the governors need to be able to assess.</p> <p>PD confirmed the presentation of information allows for this.</p> <p>Governor Suggestion: It would be useful also to have information about the flow of children and reasons for leaving gleaned from exit conversations. Particularly if they are</p>
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	<p>joining/leaving for reasons other than geographic mobility due to jobs.</p> <p>PD continued: Exclusions of 4 children for 6 incidents for a total of 8 days which is unusually high in one term involving persistent disruptive behaviour and physical assaults.</p> <p>Q: Is there a pattern?</p> <p>PD: There has been a lack of routine due to a loss of class teacher, and the usual end of school year distractions and transitions. A referral for one of the children has led to external support.</p> <p>KC: Historically, there have been few exclusions, so this high number is disappointing. SENCO, KC went on to detail anonymously the background behind those individual cases.</p> <p>Comment: Lack of routine is significant for children. What is the Year group of these children?</p> <p>KC: One from Yr3, and rest from upper school.</p> <p>PD: PTAs of both schools have been communicated with to encourage a joined-up approach and to take a federation approach. The joint approach for events that are common to both will address certain efficiencies.</p> <p>Governor Reminder: It was clear that the two schools would maintain their identities so this should be considered within the expectations and the processes in place would ensure equity. Separate charities. Governors discussed the logistics of managing the structure, finances, and a committee of such.</p> <p>PD: Consultation is yet to be arranged.</p> <p>IV. <u>Health & Safety (standing item)</u></p>
5. Committee Updates	<p><u>Safeguarding</u></p> <ul style="list-style-type: none"> • Child Protection and Safeguarding Policies will come to governors in September. • The audit has been completed and overseen by the Safeguarding Governor. Action Points:

<p>ACTION for PD</p>	<ul style="list-style-type: none"> o Additional refresher training and updates scheduled within the monitoring schedule o Governors' awareness and responsibilities around GDPR to be covered at the Safeguarding Training on INSET day on the 1st September, 9-10.30am. <p>Copy of the report to be shared with governors.</p> <p><u>Compliance</u> There were no policies to be considered at this meeting.</p> <p><u>Teaching & Learning</u> The Committee meeting will take place next week to ensure the Yr6 results can be considered.</p> <p><u>Resourcing</u> No update</p> <p><u>Strategy & Comms</u> The actions from the communication plan are underway and in line with deadlines.</p> <ul style="list-style-type: none"> • A parent version of the FIP has now been published on the website and now considering how to increase more views. • Open Day Leaflet to be dropped at key community points to advertise the event more widely. • Website feedback is still being garnered which will help guide its future development <p>Governor Feedback: The website is being well received according to feedback received from parents and others.</p>
<p>6. Effective Governance</p>	<p><u>Governor Roles / Committee Membership</u> The new GB will be structured during the first FGB meeting of the next academic year. Current position holders offered informal chats and handover support.</p> <p><u>Roles to Consider:</u> Chair Vice Chair Resources Committee - Chair</p>

	<p>Teaching and Learning Committee – Chair Compliance Committee – Chair</p> <p>Governor sought confirmation that there were enough governors amongst the body eligible to take up these roles. The Chair confirmed that this was so.</p>
<p>7. Governor Visit Feedback</p> <p>ACTION for FA</p> <p>Suggestion for All</p>	<p><u>Six Strands</u> The meeting was informative, insightful, and positive. A selection of 6 children spoke of their understanding of the six strands and a visit to classrooms was made to see the strands in action.</p> <p>There was a good level of enthusiasm and understanding of the programme; Additionally, the teachers and children adapted to the visit and demonstrated confidence.</p> <p>Another Governor went on to explain the programme to the rest of the governors who had not attended the meeting. An informative booklet will be linked within the report to help understanding.</p> <p>At the core it is about helping children manage their own emotions, relationships and resolve conflict. Monitoring of behavioural incidents will give governors a good understanding of its effect. There will be workshops with the parents and involvement of the PTAs.</p> <p>KC: Getting harder to reach parents engaged is very important. The governors were told of PBS facilitating a workshop at which 18 parents attended. This had been possible after engaging a targeted outreach approach and providing a creche. This and similar approaches will be used to ensure best engagement from parents. Governors were urged to attend events and speak widely to raise awareness of them.</p> <p>The meeting turned to item 4II.</p>
8. AOB	Q: What is the Clerking situation?

<p>ACTIONS for All to consider</p>	<p>PD: We have not been successful in recruiting a permanent Clerk from HGS but may be able to add clerking to an existing administrative role within the school office.</p> <p>Q: Could you tell me how monitoring is allocated amongst governors?</p> <p>PD – An example; There will be a focus on writing for which a couple of governors will attend the relevant training <i>and monitor the development and progress in this area. The monitoring will then be fed back to governors via a report and FGB meetings to triangulate information shared by the SLT (Senior Leadership Team) at FGBs. (Clerk advice)</i></p> <p>The whole GB will share the load and contribute to the monitoring report which will ensure all the governors have a shared understanding of their strategic responsibility and strategic understanding of the school.</p> <p>Actions for September – Governor participation at the INSET days: 1st September for Safeguarding training, 9-10.30am 4th September for Monitoring, 9 – 12midday including lunch Governor to return and monitor the impact of the 4th Sept training day.</p> <p>Q: Have the current Chairs worked with the HT to agree focus of the monitoring report?</p> <p>Chair: Yes, this has been shared and agreed with Chairs and can be added to according to need.</p> <p>PD: The schedule is a start to help governors but is very much a governor document and will work closely with the Teaching and Learning Committee to ensure the correct focus.</p> <p>Governors asked scheduling and clarification questions.</p> <p>The Headteacher and Chair wished to thank the outgoing governors, Yordanka and Andy for seeing the Federation through the major transition as well as their long history in service. They were urged and welcome to join the handover meeting. Other governors shared their appreciation.</p>
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	Governors wished each other a good summer break and asked for their wishes to be extended to staff.
9. Next Meeting Dates ACTION for PD	First FGB - In person FGB to take place with a social opportunity built in, to welcome new governors and the new academic year. Meeting date for the next FGB will be arrived at through a doodle poll (or other).
Meeting Closed	There being no other business, the meeting closed at 8.34pm.