



MEETING OF THE FULL GOVERNING BOARD ON MAY 24TH AT 6PM VIA ZOOM

“We are a community with a lifelong passion for learning.”

Present: Hilary Priest (HP), Head, Mike Waterson (MW), Ian Stewart (IS), Chair, Sam Wilkinson (SW), Rob Hill (RH), Jenny Barker (JB), Samantha Gothard (SG).

In attendance: Debbie Horton (Clerk),

Minutes

1	Welcome & apologies for absence* Joel Mcilven sent his apologies and they were sanctioned. SG arrived at 18.05pm and JB at 18.10pm.
2	Attendance & declaration of Interest* The clerk noted attendance. There was no declaration of interest.
3	Reconstitution of governing board It was noted that from today, May 24 th 2022, the reconstitution of the board had taken effect. The governors had been provided with a copy of the new instrument of governance. Ian Stewart continues as Chair of Governors, and Joel Mcilven continues as Vice-Chair. SG arrived at 18.05pm
4	Approval of minutes of last FGB meeting on 22.3.22 They were approved as a correct record.
4.1	Matters arising from minutes of last meetings including progress made on the actions raised* <ul style="list-style-type: none"> • Staff survey – see item 12 • Inclusion of Children’s voice in Equality objectives – T&L’s remit • Governors’ strategic plan to go on agenda – see item 7
5	Committee Reports The governors had received copies of the draft minutes of the Teaching and Learning Committee meeting of 10.5.22 and the Resources Committee meeting of 17.5.22.
5.1	Q: The Resources committee had reviewed the whistleblowing policy, and RH asked if information about the whistleblowing process was easily accessible to staff. A: HP said that it was built into annual staff training, but agreed to put up some information on the safeguarding notice board. <ul style="list-style-type: none"> • Ian Stewart was appointed the Early Years lead • Mike Waterson was appointed the attendance lead. <p>ACTION: HP to ensure whistleblowing information to go onto safeguarding noticeboard. JB arrived at 18.10pm.</p>
6	School improvement Plan (SIP) For information and for monitoring. Governors had received a new drilled down version of the SIP, which emerged from a visit with the school adviser. There were three main headlines: 1. SEND is a development point to ensure that it is included within the whole curriculum. This cohort is fairly large, with 58/320 children on the SEND register, and 15 EHCPs. HP said it was important to ensure that teachers were planning for all children. All teachers had received SEND training, but some lacked confidence when observed by the school adviser. Q: SG said that it wasn’t surprising that staff lacked confidence as the practice of using TAs for

	<p>interventions with SEND children outside the main classroom was now being replaced by more teacher and classroom integration, which was a huge cultural shift. She asked how that shift was being managed.</p> <p>A: SW said that a few children had particularly complex needs, and some staff lacked confidence in providing for those children. More training was needed here. There was some evidence that there was a perception that the TA assigned to a SEND child was responsible for that child, when the teacher should be. This was being addressed and teachers were planning for more integration of SEND children.</p> <ul style="list-style-type: none"> SG said that she would like to meet with teachers as well as the SENDcos on her next SEND visit. <p>Q: MW asked if there were any examples of good practice in the school which could be shared.</p> <p>A: Good lessons were shared in the key stages.</p> <ul style="list-style-type: none"> RH noted that there appeared to be a slight difference in view between HP and SW, with HP suggesting that teachers' performance on the day of the adviser's visit was lacking in confidence, whereas SW suggested that a cultural change in SEND provision was underway. HP said that the cultural change required was not huge; it was more about catering for the few children with highly complex needs. <p>2. Presentation</p> <p>The school is embarking on a general tidying up, of classrooms, books, and handwriting, for example. De-cluttering classrooms would help prevent SEND children from becoming overwhelmed and small improvements in presentation would support children to feel proud of their work and their environment.</p> <p>3. Curriculum</p> <p>Computing and Spanish are weak areas. Although computing is used in every subject, there is no discreet teaching. The school has bought into a scheme which has been trialled with the younger children, to good effect. Discreet teaching is now being timetabled. In Spanish, a scheme has been bought for teachers who don't speak Spanish, so that both teacher and children are learning together.</p> <ul style="list-style-type: none"> A governor commented that if a subject was outside the skill set of a teacher then they wouldn't be comfortable with that material and he was aware that Spanish teaching, for example, had been outsourced. The Head said that it had, but this hadn't worked in the way the school would have liked, so the new scheme was the new approach. <p>Q: MW asked when the two weak subjects would be taught to a satisfactory standard.</p> <p>A: After half-term. The new schemes were starting this week. The Head suggested that governors take a Computing and Spanish learning walk after half-term.</p>
7	<p>Governors' Strategic Plan 2022-23</p> <p>SEND and Ethos and Vision were identified as two key areas to look at as well as the governors' working practices. IS had met with a school adviser and had taken away ideas about how to re-structure the Head's report, the meetings timetable so that there was more time between meetings than there is currently, and the pattern of meetings as a whole. The way working parties were used needed attention to ensure that they met promptly and reported back quickly. Meetings were to focus on being strategic and repetition, of committee work in the FGB meeting, for example, should be avoided. The strategic plan, SIP, and the Head's report all needed to dovetail together, preferably with the same headings.</p> <ul style="list-style-type: none"> The governors agreed to set up a working party to look into the identified areas and recommend a plan to the FGB. RH agreed to represent the governors on the school working party on ethos and values. A governor said that it would be important not to lose what makes the school distinctive, under the pressure of the curriculum, for example, forest school sessions. SW said that the Forest school is still going, but training is needed so that the underlying principles are not lost to a bushcraft approach.

	<p>Q: MW asked about the staff response to the communication of the adviser's report.</p> <p>A: It was a wake-up call to get back into classrooms to see what was happening there. Staff could see what was easy to do, and all wanted to improve. IS suggested that he feedback the governors' response to the report, when the report is finally received. SG left at 19.00pm.</p> <p>ACTION: A working party to be set up to draft a strategic plan - Chair</p> <p>ACTION: Chair to feedback governors' response to the adviser's latest report to the staff.</p>
8	<p>Budget</p> <p>To monitor</p> <ul style="list-style-type: none"> The FRS had been recommended for approval by the Resources committee. It was approved. Staffing changes next year were not major. Some staff were going on maternity leave and others were returning. More SENDco time had been agreed. One TA was leaving and two new TAs were being sought. Some teachers are moving year groups, but this was yet to be announced.
9	<p>Safeguarding*</p> <p>Update</p> <ul style="list-style-type: none"> There had not been a governor visit this term. One is scheduled for next half-term. Safeguarding training for staff and governors is continuing to be sent out every three weeks
10	<p>Staff and parent survey</p> <ul style="list-style-type: none"> The working party on the parent survey is yet to meet. The staff survey, which was the Ofsted staff survey, has taken place online. There were 21 responses out of a possible 50. There was one response on equality and diversity which will be looked at in more detail; otherwise the responses were positive overall. The governors asked to see the results of the survey. SW will circulate it to the board.
10.1	<p>Parental engagement</p> <ul style="list-style-type: none"> The working party to consider parental engagement is yet to meet. <p>ACTION: Staff survey to be circulated to the board – SW</p> <p>ACTION: Follow- up on parent survey working party and parental engagement working party - Chair</p>
11	<p>Policies*</p> <ul style="list-style-type: none"> None for this meeting.
12	<p>Governor visits</p> <ul style="list-style-type: none"> A Health and Safety walk took place yesterday and will be written up and circulated soon. The school adviser met with several governors. See above item 7 for feedback. Learning walks in Spanish and computing will be scheduled for next half-term, and also visits in the four curriculum areas. <p>ACTION: HP to organise learning walks and curriculum visits.</p> <p>ACTION: Health and Safety visit report - Chair</p>
13	<p>Governor training</p> <ul style="list-style-type: none"> The Chair is attending a training this week on how to visit the school as a governor. He will forward the link to other governors, as it is free. MW noted that there weren't any curriculum trainings until next year. The Chair will contact Babcock and ask for past training presentations. HP said that the staff provided governors with a good training in the curriculum through their videos and the staff /governor curriculum meeting. <p>ACTION: Chair to contact Babcock about past curriculum training presentations.</p>
14	<p>Clerk's report</p> <ul style="list-style-type: none"> The clerk reported that there were new expectations around behaviour, including child- on- child abuse, for example. This will go on the Teaching and Learning agenda. Likewise there was new guidance on attendance, with an emphasis on the governors' part in setting a culture of high expectations. This would also go to the Teaching and Learning Committee. Q cards – there were two new Q-cards. A full, up-to-date set can be found in the Q-card folder on GovernorHub. Governors were provided with a link to the SEND Green paper consultation, which has been extended to July 23rd 2022.

15	Correspondence There was none.
16	Items brought forward by the Chair The Chair asked about well-being of staff and the Head but it was felt that it had been covered in the meeting.
17	Date & time of next meeting FGB meeting 13 th July at 8.30am in the school

- * = standing items

The meeting ended at 19.20pm

Summary of Actions

	To do	By whom	By when
5.1	Whistleblowing information to go onto safeguarding noticeboard.	HP	By end of term
7	A working party to be set up to draft a strategic plan	Chair	By next FGB meeting (13 th July 2022)
7	Feedback to staff about governors' response to the adviser's latest report.	Chair	By next FGB meeting
10.1	Staff survey to be circulated to the board	SW	By end of half-term
10.1	Follow- up on parent survey working party and parental engagement working party	Chair	By next half-term
12	Learning walks and curriculum visits for next half-term	HP	By end of half-term
12	Health and Safety visit report	IS	By end of half-term
13	Contact Babcock about past curriculum training presentations.	Chair	By beginning of next half-term