

## MEETING OF THE GOVERNING BODY

**DATE:** Tuesday 21<sup>st</sup> January 2020

**TIME:** 5.30 p.m.

### PRESENT:

Ms Jane Pepper (Chair)

Mr. Garry Johnson (Headteacher)

Mrs. Helen Halliday

Mr. Ray Williamson

Mr. Peter Southward

Mrs. Helen Kindness

Mrs. Sarah Dowey

Mrs. Maria Machin

Mr. Teddy Sulman

Ms Cheryl Govan

Mr. Tim Drake

Mrs. Jane McLeod

Mrs. Linda Bull

Mr. Rainer Brearley

Miss V Lewis (Clerk)

### Additionally: -

Mrs. C. Sarney – School Business Manager

Mrs. T. Jenkinson – Assistant Headteacher

Miss. V. Gill – Assistant Headteacher

Mrs. S. Boddy – Assistant Headteacher

## MINUTES

### 1. Welcome from the Chair (2 minutes)

JP welcomed governors to the meeting, and in particular, new parent governor Maria Machin who is attending her first meeting. Earlier 5.30pm start time seems to be ok for most people – run with it and see how it goes. This meeting will hopefully carry on some of the conversations from the last SI meeting.

**Action: None Required.**

### 2. Apologies for absence; consider acceptance of apologies / Vacancies Update (10 minutes)

Apologies received from: -

Kate Hill – has a doctor's apt.

All apologies were considered and accepted.

Wayne Thickett has resigned from the governing body due to work and home commitments. He has enjoyed his time on the governing body and thanked everyone for being so welcoming. He will continue to support the school as our H&S Adviser.

WT was a co-opted governor so we can look to appoint a member of our own choosing to fit with the needs of the GB. Clerk is undertaking the governor skills audit at present.

SD has a contact from Scalby School who is very keen. She is currently the librarian but has also been a primary Headteacher and has significant experience. JP to make contact and feed back.

**Action: None Required.**

### 3. Confidentiality (2 minutes)

No items were identified as confidential.

**Action: None Required.**

4. Declaration of Interest in any Agenda item (2 minutes)

No declarations of interest made.

**Action: None Required.**

5. Minutes of previous meeting 01.10.2019 (10 minutes)

The Minutes from the meeting on 01.10.19 were presented. Proposed by JM and RW. Minutes were signed by the Chair and returned to the Clerk for filing as per procedure.

**Action: Minutes from meeting 01.10.19 to be filed as per procedure** **By: Clerk**

6. Matters Arising (5 minutes)

No matters arising.

**Action: None Required.**

7. To receive Minutes of Resources Committee meeting 19.11.19 (5 minutes)

The Minutes from the meeting on 19.11.19 were presented. Key points and actions considered.

There were several apologies for the meeting so appointing a Committee Chair was deferred until this meeting. After discussion RW was nominated and accepted. Proposed and seconded by PS and RB respectively.

**Action: Update records as per procedure.** **By: Clerk**

8. To receive Minutes of School Improvement Committee meeting 14.01.2020 (5 minutes)

The Minutes from the meeting on 14.1.2020 were presented. Key points and actions considered.

10d) RB was confirmed as the Deep Dive Link Governor for Y5/6.

JM was confirmed as the Deep Dive Link Governor for Health & Safety

CG was confirmed as the Deep Dive Link Governor for Safeguarding

JP has a holiday scheduled for the next SI Committee meeting (30.3.20) therefore it was decided to reschedule the meeting to after Easter, to Tuesday 28<sup>th</sup> April 2020.

**Action: Update meeting dates schedule.** **By: Clerk**

9. PSHE Report (10 minutes)

Current practice is that the PSHE curriculum includes information about relationships and is taught age appropriately throughout school. In Y6 puberty, reproduction and physiological changes are covered in Science. Also features at the Crucial Crew visit Y6's attend in the Summer Term.

From September 2020 Sex & Relationship Education (SRE) will be a statutory component for all schools, and whilst it will not be compulsory for primary aged children to receive sex education it is best practice.

The subject leads, Nicol Broughton and Siobhan Pashby, would like governors to consider whether they would like to include the following lesson objective in the planning from September 2020. And if so, how and what will be shared with parents prior to this inclusion.

### **I know about human reproduction including conception**

TD: leads were wanting the GB to either adopt or not this objective to allow them to plan and prepare the curriculum for the September 2020 date.

GJ: perhaps it would be wise to hold a preliminary parent meeting to get initial views before further planning takes place?

SD: need to look at it from children's views too – not all children get age appropriate and/or accurate information at home.

CG: very valid and relevant in Scarborough where teenage pregnancy statistics remain high.

GJ: HH and I will look to hold a parental meeting and feed back at the next meeting. JM involvement.

**Action: Plan and deliver a parental meeting re SRE**

**By: GJ/HH/JM**

#### 10. Headteacher's Report (5 minutes)

GJ advised that this meeting's report will be more of a verbal one, with much being related to updating on what we have done since last week's SI meeting before moving on to action planning.. In the long term the intention is to look to change the format and actually call it a Leadership Report so that aspects are covered by the appropriate SLT members and written by the people actually doing the work.

#### **VG – Early Years**

- Yorkshire Endeavour Academy Trust (YEAT) English Hub visited to undertake a full review of EYFS and Phonics.
- Consistency is key.
- Focus on the bottom 20% in EYFS to hopefully allow pupils to achieve the phonics test target and therefore get school closer to the national standard.
- EYFS phase staff have lots of good practice, not fully realised due to ordinary pressures. Drive and ideas are there but ability to put into effect are affected by adult ratios. 1 TA per class plus any high need assistants.
- To develop language and use the opportunities we need more highly skilled adults. Maximise spoken language provision.
- Plenty of technology in EYFS, but is this too much? Do we need to redistribute? Long term to see benefits, we are going to have to use staff more effectively.
- EYFS GLD is different to KS1 and not directly transferable but other schools manage it so this needs to be addressed and not used as a reason for poor attainment.
- JP: age related issues – spoken language feeds into the broader and later curriculum. Staff to work alongside with very clear understanding and direction.

CG to meet with VG and team.

#### **SB – KS1**

- YEAT Hub visited to do Phonics review. Comes back to consistency – some good practice.
- Looked at assessment and resourcing to ensure consistency.
- Looked at Writing in Y1

Meeting with SD on Friday to action plan.

### **GJ – Y34**

- Y3 phase leaders met with staff to differentiate work and planning.
- Teachers were observed last week with a coaching view – professional dialogue.
- Action planning from feedback.
- Y4 – there are still 3 out of 4 classes being covered by long term supply, though some staff are on phased returns now.
- Youngest Y4 teacher is taking more responsibility in staff absence and is growing – supporting her with that.
- Reading fluency – interventions and catch up plan in place.
- Behaviour – issues during transitions and free time working on raising the profile – SLT very visible. Using hi-vis vests. Does feel much calmer so far.

### **HH – Y5/6**

- Had staff meeting, discussed differentiation particularly for those not on track to achieve expected and/or to make expected progress.
- Staff had lots of strategies and methods to share.
- Kate Hill and HH have planned lesson and planning observations for later this week.
- Existing planning not always showing the differentiation so it is important to ensure it does.
- Will be able to get a good feel of impact and planning requirements from speaking to the children.

HH and KH to meet with RB asap.

JP and HH to catch up for overview meeting in due course.

### **TJ – SEND**

- had first staff meeting tonight for teachers to look at their class registers: look at those on track, and those who are not.
- unpick good practice and what is making the difference. Very useful.
- look at those not making progress, what can we do?
- this then feeds into pupil progress meetings for SEND pupils which will take place in the coming weeks. Shared format of the PP meetings with staff.
- very positive and useful meeting.
- after half term drop in on those not making progress and seeing where we can go from there. Then look at additional and above as appropriate.
- Audit of status quo, needs and action planning.
- Changes to spelling programme from streams to classes.
- Those who require phonics input will do reading and phonics in a withdrawal group with SENDCO in the mornings.
- Fluency sessions weekly for those needing that support.

HK and TJ have liaised. By the end of term we will have a better grasp on what needs to happen next.

**Action: None required.**

## 11. Feedback from Governors – actions and next steps (15 minutes)

GJ: throughout doing all this deep dive work it is important to ensure we can record, track and evidence what we are doing, the challenges and the successes. With that in mind we have drawn up a proforma template that will mean all reporting is consistent.

Governors looked at a model template and also at one already completed by GJ and JP following her visit last week. These include the next steps JP will look at and focus her future visits / input on.

Features of the template include:

Actions – completed by SLT Phase Deep Dive Lead with input from the Governor after the visit into school and opportunity to ask questions, interrogate data etc. Any specific questions the governor poses will be noted, and answered by appropriate staff (even if this is after the visit takes place).

Impact – completed by SLT member and governor in unison.

Link Governor Quality Assurance – governor to comment re thoughts on the visit – genuine individual's thoughts and impressions.

Points for discussion – the focus of discussions at committee meetings and planning for next steps.

Once agreed this can then be circulated to governors as a whole.

*MM left at 6.30pm*

**Action: None required.**

12. Health & Safety, Premises and Finance Updates – C. Sarney (10 minutes)

Support staff appraisals being rolled out in the next few weeks. The local authority model Appraisal Policy on this agenda to be reviewed and adopted.

No significant health and safety issues currently. Fire and Lockdown drills for this term to be held shortly.

Staff attendance improvements will have been negatively affected by recent significant staff absences.

Premises need some attention – a review of the buildings and works to be undertaken and a schedule of refurbishments will follow.

Minibuses – it is rare that both minibuses are used at the same time. Propose to look into reducing to one minibus which would be a saving of approx. £5k per annum (lease reduction). There are now less staff qualified to drive them following the restructure and it is costly to undertake MIDAS training. The savings are significant, particularly due to the low usage. RW proposed – **all agreed.**

Devolved Capital allocation had been used to upgrade whiteboards but we have just been charged by county for a contribution towards the boiler works undertaken in the Summer. This means we are approx £13k worse off but all in all happy as it. Start budget to be discussed at next Resources Committee.

Saving money on photocopying.

Income from support plan for GJ's liaison time in Autumn not yet received (£2500). CS will follow up.

*PS left at 6.45pm*

**Action: Look to reduce to 1 x minibus**

**By: CS**

**Action: Chase up income from LA re GJ's visits in Autumn 2019**

**By: CS**

13. Correspondence (2 minutes)

Letter received from ATA to request retrospective leave 29.11.19 – 6.12.19 due to her son being ill.

Under the Leave Policy staff are allowed up to 2 days dependents leave to give them chance to put in place emergency cover if their child is unwell. The days are not intended to be used to actually care for the child. There have been a significant amount of work days lost through people taking time off to look

after poorly children. Broadly speaking, tends to be the same staff. There are approx. 8 staff who have taken 10 days+ since September. Need to change the culture. There is an impact on provision for the children, particularly if the absentee is a 1:1 support assistant – children with high needs cannot always adjust to changes to staffing as readily. Causes a huge impact on delivery of service. There is also a time cost due to staffing reorganisation. It has always been taken as a given that it would be ok to stay off with your ill child, and obviously they won't be forced to come in but there needs to be some sort of tracking and consequences in place. Staff were all explicitly told in September that due to the reduced number of staff the leave policy would be applied more directly.

SD: some circumstances are different such as chronic issues but this is more of a 'husband was ill at the same time and so I needed to stay off'.

CS: Chronic issues covered under equalities act and there would be different guidelines.

VG: sometimes lack of effort to try to get childcare.

CS: perhaps we need to be a bit stricter to make a point.

HH: when it's the same members of staff, those that don't take time and do find alternative childcare resent it and this affects morale.

Governors discussed and agreed to send a letter stating that the leave policy is being applied so the day that her child was in hospital would be authorised (29.11.19) but the following days 30.11.19 – 06.12.19 would be unauthorised. The whole absence will be unpaid.

Same member of staff requested leave related to her mother, however she has not written a letter to governors regarding this. CS will pick this up when she meets with her to discuss the absence in November/December.

**Action: Respond to staff member's letters re LOA**

**By: Clerk/JP**

14. Governor Training / Reports of Visits (5 minutes)

Covered under (11).

**Action: None required.**

15. Marketing Strategy – set up working group (10 minutes)

Important to promote the school and raise its profile in the local area. Look to have a working group to take a more strategic lead in marketing the school.

TS: online marketing more effective?

JP: absolutely.

Who would be interested?

RW, RB. Email MM and see if she would be interested.

CG: the SJT has a marketing team – would a representative be useful? Yes.

TS: ask parents if they would be interested in being involved in the working party.

SD: husband may be useful – has social media company.

RW, RB, HH, MM to have a preliminary meeting to plan some next steps. Scheduled for Monday 3<sup>rd</sup> February at 5pm.

**Action: Contact MM to invite to working park meeting**

**By: Clerk**

16. Consider, approve and adopt: (10 minutes)

HR024 Appraisal Policy  
SW003 Behaviour Policy  
CUR007 Sex & Relationships Policy

**HR024 Appraisal Policy**

Model Policy – LA and unions agreed. Proposed by TD and JM. **All agreed.**

**SW003 Behaviour Policy**

Updated following the staffing restructure. Changes to more challenging behaviour strategies and procedures in light of the reduction to Behaviour Team. More emphasis on teacher input and responsibility. Behaviour management is everybody's responsibility – not just a small team. Updating mindset.

JP: does it represent what is actually happening?

TJ: yes.

JP: big change and important to monitor.

TJ De-escalation training next week. Whole school culture.

VG: now using CPOMs for behaviour also. More shared field of information.

JM: Highlights non action.

VG: parents are getting more information and more relevant and immediate communication. This term we feel we are getting to the basis of issues which were a problem in Autumn. Proposed by TD and JM. **All agreed.**

**CUR007 Sex & Relationships Policy**

This Policy is correct as it stands but will need to be updated and adopted to include the changes relating to SRE (see 9.) in Autumn 2020. **All agreed.**

**Action: File and publish policies as per procedure**

**By: Clerk**

19. A.O.B. (3 minutes)

**Shrove Tuesday Arrangements:** last year, pupils were allowed to leave school after lunch if they were collected by an adult to allow them to take part in skipping and other activities on the sea front. Governors have no problem with this in principle, but perhaps look at staggering the collection times and/or possibly moving lunchtime to an earlier time on this day.

**Action: Prepare and circulate letter to parents re Shrove Tuesday**

**By: GJ/VL**

**Meeting Closed at: 7.20pm**

**Signed (Chair)** \_\_\_\_\_ **Date** \_\_\_\_\_