

Darell Primary and Nursery School

Minutes of the Meeting of the Governing Body held at the School on
Tuesday 10 December at 6.30 pm

Constitution and Membership

Membership Category	Appointed By	Name	End of Term of Office
LA (1)	LA	Peter Hewer	Sept 23
Parent (2)	Election	Vacancy Alan Hamilton	- Mar 21
Headteacher		Joe Porter	N/A
Staff (1)	Staff Elected	Ravi Shankar	Dec 23
Co-opted (9)	Governing Body	Janet Deboo Luke Martyr Jenny Mikkelsen Joanne Winship Fiona Booth Jane Spencer Wendy Pitt Vacancy Vacancy	Dec 22 Dec 21 Dec 23 Dec 22 Feb 22 Nov 22 Mar 23 - -
Associate Members	Governing Body	Susanna Zotov	

bold = absent

Also present: Emma Claridge (Assistant Headteacher), Paul Gilbert (Acting Headteacher and Assistant Headteacher), Rebecca Herle (School Business Manager), Jan Hopkins (Acting Clerk)

		ACTION
1.	Welcome, apologies for absence and declarations of interest	
1.1	Governors were welcomed to the meeting and thanked for their hard work over the last year, particularly the last term.	
1.2	Apologies for absence were received from Susanna Z, whose appointment was approved by email and will be formally voted onto the governing board as an Associate Member later in the meeting. Joanne Winship was due to arrive imminently.	
1.3	There were no declarations of personal or pecuniary interest other than those declared at the beginning of the year.	
1.4	The meeting congratulated Joe P, Deputy Headteacher at King Athelstan Primary School in Kingston, on having been appointed Headteacher at Darell and welcomed him to his first meeting in this role. He thanked the governing board for their support during the whole recruitment process and for making it both enjoyable and challenging,	

	adding that it was important to make it robust and transparent so that the successful candidate is given the role on merit.	
2	GB membership updates	
2.1	Susanna Z has agreed to rejoin the governing board as an Associate Member with the sole responsibility of working with Luke M, Joe P and Rebecca H on health and safety matters. Susanna Z will attend full governing board meetings and will give input to health and safety via Wendy P if unable to attend Resource Committee meetings.	
2.2	Regarding the Parent Governor vacancy, a potential candidate had decided not to apply as she was a single parent and was concerned about attending early morning and evening meetings. Governors agreed to give the matter further consideration. It was considered that the Senior Leadership Team might provide an outline of the role and approach potential candidates directly. Fiona B and Wendy P would be willing to talk to any prospective candidates about the role in more detail this might result in more potential candidates coming forward.	
2.3	Regarding the Staff Governor vacancy, there had been two candidates, the successful candidate after election was Ravi S, teacher of Y4 Darwin class, he will be joining governing board meetings, although there was insufficient notice for him to join this meeting. He was congratulated on his appointment and had indicated that he looked forward to joining the governing board. There was consideration as to what committees he could join, or possibly dip in and out of committees when appropriate but the full governing board meeting was a good starting point. He has a wide background with lots of expertise and enthusiasm and has been very useful in staff meetings.	
3.	Minutes of meetings	
3.1	The draft minutes of the full governing board meeting held on 24/9/19 had been circulated to all governors prior to the meeting. There being no comments, Jane S signed them, and they will be filed.	
3.2	<u>Matters arising:</u>	
3.2.1	<u>SEF (27/3/18: 4.4)</u> Working alongside Joe P, Mark Hartley (Education Consultant) is going to provide a suggested format. This should be ready for review next term at the next full governing board meeting to be held on 24/3/20. ACTION: To take to 24/3/20 FGB meeting	Joe P
3.2.2	<u>Lockdown (10/12/18: 3)</u>	
3.2.2.1	A date to carry this out was needed. It was good practice to see what it means for the school. Quotes had been received to correct the locks on all doors which would be c.£2295. Q: How are we going to notify in the short term that the procedure is taking place? By using a siren or loud hailer. The date earmarked for this is 21/1/20. Joe P advised that he had carried out this procedure before, once having been just a practice but another time it had been real because of a suspected bomb. The meeting acknowledged that telling children to hide under tables is scary and needs to be explained and practiced. The lock situation needs to be resolved so Joe P will discuss the financial implications with Rebecca H. ACTION: Report to January 2020 Resources Committee meeting	Joe P

3.2.2.2	Joe P advised that he was in negotiation with the headteacher and governing board at King Athelstan and hoped to take up the role of Headteacher at Darell in a full-time role from the spring half term. It had been suggested that he reduce his current time at Darell in order to ensure he is able to take up the role full time earlier. Clarification is needed before the end of this year as training needs to be planned and Joe P wants to get the matter settled for the good of all concerned. He added that it was important to have support from King Athelstan. Joe P wants both the health & safety audit, and the safeguarding audit, to take place when he is in post full time as Headteacher. This matter will, therefore, be put on the agenda for the next meeting of the Resources Committee in January 2020.	
3.2.3	<p><u>New Headteacher Data Report Template (28/3/19: 3.1.1)</u> It was agreed to cover this item next term and the meeting acknowledged that it was required by March 2020 for the next FGB. Mark H has some thoughts on it.</p> <p>ACTION: To be agreed between Joe P and Mark Hartley</p>	Joe P
3.2.4	<p><u>EYFS Policy (28/3/19: 7.1)</u> This had not been done this term but is required by January 2020 when a policy review would be needed. Joe P, as Headteacher, would need to be involved. The meeting noted that it was important to be careful not to duplicate effort as it needed to be split between committees. It was noted that the Standards Committee had not met this term but will meet in January 2020.</p> <p>ACTION: To go to Standards Committee meeting in January 2020</p>	
3.2.5	<p><u>Equality Information on Website (28/3/19: 7.2)</u> This has not been done but over the Christmas holidays some wording will be drafted. The template was very well recognised but needs to be personalised. The meeting agreed that this needed to be on the school website by 6/1/20.</p> <p>ACTION: Joe P to word by 6/1/20</p>	Joe P
3.2.6	<p><u>Behaviour Data (25/6/19: 3.2)</u> Wendy P will report to the next full governing board meeting in June.</p> <p>ACTION: To report to 23/6/20 FGB meeting</p>	Wendy P
3.2.7	<p><u>Membership Records Update (24/9/19: 1)</u> Jane S will check if this has been actioned.</p> <p>ACTION: Jane S to check</p>	Jane S
3.2.8	<p><u>AfC Guidelines for Staff Governor Election (24/9/19: 1.2)</u> The clerk had actioned this.</p> <p>ACTION: This had been done</p>	
3.2.9	<p><u>AfC Guidelines for Parent Governor Election (24/9/19: 1.3)</u> The Parent Governor election will hopefully be undertaken next term and a new parent governor attend the next full governing board meeting on 24/3/20.</p> <p>ACTION: To be actioned next term</p>	Alan H
3.2.10	<p><u>Headteacher's Report (24/9/19: 3.2.3)</u> As above, this item will be covered next term.</p>	

3.2.11	<p>ACTION: To be agreed between Joe P and Mark Hartley</p> <p><u>EYFS Review - Link Governors (24/9/19: 5.1)</u> Link governors were not invited to feedback on the EYFS Review held on 11/10/19. It was agreed that if an external review takes place then the appropriate governor should be invited to the feedback meeting and subsequently report to the full governing board. It is important for governors to be party to external reviews.</p>	Joe P
3.2.12	<p>ACTION: SLT to ensure appropriate governor(s) invited in future</p> <p><u>Reception 2020 Admissions (24/9/19: 5.3.2)</u> Matthew Paul (AfC Head of School Place Planning) had advised that the number would remain at 60, ie the number would not be reduced for the application deadline on January 15th. It was acknowledged that achieving 60 in September 2020 would be very desirable but its achievability was questioned. It was agreed to try and set up a meeting with Matthew P, Charis Penfold (AfC Director of Education Services), Jane S and Joe P in order to discuss the issue of admissions. Jane S was seeing Charis P this coming Thursday and would mention it then.</p>	SLT
3.2.13	<p>ACTION: Joe P and Jane S to meet with Matthew P and Charis P</p> <p><u>'Financial Sustainability' Priority Wording (24/9/19: 5.3.4)</u> This item will be dealt with in January 2020.</p>	Joe P/ Jane S
3.2.14	<p>ACTION: To be dealt with in January 2020</p> <p><u>School Newsletter (24/9/19: 5.3.5)</u> This will be followed up so that all governors receive a copy. Alice Barnes (Senior School Administrator) has set up a distribution list for this.</p>	Joe P
3.2.15	<p>ACTION: This had been done</p> <p><u>Safeguarding and Child Protection Policy (24/9/19: 6)</u> This has been done.</p> <p>ACTION: This had been done</p>	
3.2.16	<p><u>Governing Board Committees (24/9/19: 7.2)</u> This has been done.</p> <p>ACTION: This had been done</p>	
3.2.17	<p><u>2017-18 Committee Terms of References (24/9/19: 7.2)</u> This has been done.</p> <p>ACTION: This had been done</p>	
3.2.18	<p><u>Monitoring Schedule (24/9/19: 7.2)</u> Joe P will publish this before the end of term.</p> <p>ACTION: Joe P to published before the end of term</p>	Joe P
3.2.19	<p><u>GovernorHub (24/9/19: 7.4)</u> Governors were reminded of the usefulness of signing up to GovernorHub although not all governors had done so yet.</p>	

<p>3.2.20</p> <p>3.3</p>	<p>ACTION: All governors invited to sign up</p> <p>Parent Survey (24/9/19: 8) This has been done.</p> <p>ACTION: This had been done</p> <p>Extraordinary Full Governing Board meeting 28/11/19 The draft minutes of the full governing board meeting held on 28/11/19 had been circulated to all governors prior to the meeting. There being no comments, Jane S signed them, and they will be filed.</p>	<p>ALL</p>
<p>4.</p> <p>4.1.1</p> <p>4.1.2</p> <p>4.1.3</p>	<p>School Development Plan (SDP)</p> <p><u>Curriculum</u> The Curriculum section of the SDP had been circulated to all governors prior to the meeting.</p> <p>This was not just a focus but right across the landscape because of the changes in the new Ofsted Framework. The meeting noted that, following a recent Ofsted Inspection, a school in the borough had dropped from 'Outstanding' to 'RI' even though their data was good but purely because their curriculum offer which was scrutinised in detail was not good enough. On inspection day, Ofsted will meet with the Headteacher but will then go off and focus on the school's middle leadership, ie subject leads, spending time with them doing 'deep dives'. The key issues they will look at are progression, and the teacher's knowledge of their curriculum, eg what's happening when children move from EYFS to Y1? What knowledge is staying with them and 'sticking' with them?</p> <p><i>(Joanne W joined the meeting at this point)</i></p> <p>The school was not alone in needing to develop middle leaders, grow them and improve practice in all subject areas. The plan for the SDP was to have some key drivers, ie knowledge, relevance, vocabulary development etc. However, timescales were also important, ie it is not possible to just enhance the curriculum in two Inset days and a staff meeting; it is a process. Teachers were also looking at medium term plans, moving the SDP into subject leads looking at their subjects across the year groups, defining knowledge and progress, all of which had been scrutinised at a staff meeting. There is a definite 'buy in' to a developmental culture. Resource is needed in order to develop subject leaders, cover is required to allow leads adequate planning time and this was vital in order to put the school in the correct place, the last Ofsted inspection was nearly two years ago. There had been discussion about using the cookery area daily, also creative arts and music involving parents, all of which were very exciting projects but will involve a lot of work.</p> <p>Q: As there is no specific maths in the SDP, is it being taught the same? There has been a big push on maths this academic year but it is still important to look at progression. The strapline for maths is "everyone can", with our provision being led by Georgia Brown (Reception Packham Class) and there will be an opportunity to rejoin the maths hub next year.</p> <p>Q: How much freedom is there in what you teach in the subject? You follow the National Curriculum but there is freedom, eg for geography, there are nine different statements to cover but you are free in how you do it. There is a lot of opportunity to make it individual to the cohort. The school's place in London gives great opportunity it is also important to work with other schools on this. The school has linked up with Roehampton</p>	

<p>4.2</p> <p>4.2.1</p> <p>4.2.2</p> <p>4.2.3</p>	<p>University and is taking students from there, which offers the opportunity to get their guidance for curriculum leaders. Ofsted is allowing schools a year to get the curriculum organised.</p> <p>Q: If the results are bad, or something like a parental complaint triggers an Ofsted inspection, where would the school be? In a good place. All leads would be clear about their subjects, the medium-term plans would be good, so the school could show good evidence of being on a journey. If it happened this year then the school would need to show a robust plan. It was agreed to link up with the January A&C meeting to follow this through.</p> <p>ACTION: To link up with the January Achievement & Curriculum Committee meeting</p> <p>Q: Is it implicit in the SDP to produce better results, as it is not in there, ie is it an objective? Yes, it should be stated. The focus has been on curriculum development, but progress should also be stated.</p> <p>Q: To what extent are you playing 'catch up' rather than taking the lead? The National Professional Qualification for Headship training is around development expertise, and an area of interest for Joe P is curriculum development so he is very keen to drive this.</p> <p>Q: Are you looking to do something different to other schools. Yes, we are trying to be better.</p> <p><u>Marketing</u></p> <p>The Marketing section of the SDP had been circulated to all governors prior to the meeting.</p> <p>The immediate focus was on Reception, prospective parents, open days, looking at local nurseries and looking at forming a working party with parents.</p> <p>Q: If you increase the roll by 10% won't that give problems with teacher numbers? Y2 has two half classes and still has two teachers but children don't just come into Y2 as in-year admissions are closed off in certain year groups. Increasing Y5 by 10% would create a different problem but increasing Reception intake is good however we need to keep the other year group classes at 30 each. All of this directly impacts on staffing and budgets. For example an additional Y5 child might necessitate providing a further Y5 class and the school can't refuse to take the child. The school is very convenient for Richmond, as there are usually spaces in all year groups but it could impact on the children already here, if class sizes increase.</p> <p>There have been several open mornings which have been well attended, but it is harder to target families moving into the area. Joe P had a family on a tour today from Holy Trinity who were thinking of moving. There are good foundations in terms of marketing and Joe P has kept the email addresses from all the attendees at the open days to follow up on a personal basis. The Facebook page had 96 hits which was a cheap way of reaching thousands locally. Currently there were 36 preferences so far for Reception, 11 of whom were first choice. The closing date is 15/1/20. It is also important to recognise that things do not happen overnight but require relentless pushing. Joe P had met someone who lives at 16 Niton Road whose company works with the school and he gave him the school tour because he wants him talking about the school to everyone he meets. Joe P wants to publicise all the amazing things about the school but it's not going to be sudden, it will be a relatively slow process, but things are moving in the right direction and it is important to not lose sight of the current cohort.</p>	<p>Joe P</p>
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<p>4.2.4</p> <p>4.3</p> <p>4.3.1</p> <p>4.3.2</p>	<p>Regarding working parents, the school offers very good wrap-around care, but some parents don't realise that they can drop their children at school at 7.30am and pick them up at 6.00pm. This is a good marketing point, even if parents do not utilise it every day. The children certainly enjoy it so perhaps this needs to be brought more into focus. Also, there is a lot of work needed to be done on the website. It was important to look at competitor websites, for example Joe P suggested governors look at the Lowther School website which he thinks is excellent.</p> <p><u>Teaching and Learning</u></p> <p>The Teaching and Learning section of the SDP had been circulated to all governors prior to the meeting.</p> <p>Paul G had done a lot of work this term. It was useful to have Mark H's input, as working together informed the plan, giving natural and clear links between the SDP and curriculum. There was a lot of work around pupil oracy. Outstanding teaching has been filmed initially a year 6 class taught by Sarah James and was being used by Mark H in other schools. A former colleague had been in contact to say that they had seen this. It was acknowledged that it was exciting to build up and see what best practice is, and Ravi S had also been filmed teaching. Looking ahead to the spring and summer terms it was all about staff taking ownership and showing that they too are learners. A lot of CPD had been led by Joe P and Mark H and Joe P will take the lead, he will be filmed next term and pairings will be set up in order to facilitate better dialogue between teachers. Embedding the development culture was for all staff and the overriding objective is for consistent teaching so that there is a mechanism in place to rapidly develop. It was important to see what you are talking about; it is good for our learning to see what you consider to be 'Outstanding'. Mark H has done a lot of teaching and one job is how do we cascade down. It was also useful to see the oracy action plan in action, modelling writing and then analysing what you mean about it. There was a need to embed this as a key part of the class culture. Part of monitoring and learning is looking at how pupils talk, using talk scaffolds and frames, and dropping "like" for example, which is a big bugbear. Curriculum, and Teaching & Learning, fall into the same category when monitoring the SDP which means there is a lot of monitoring. It would be good to start next term seeing how we collect evidence as there is a need to input this into the SEF, so it will be a good opportunity to get in and see practice.</p> <p>Q: In the medium term, is there going to become a Darell way of teaching? Individual teachers can deliver with their own idiosyncrasies, but the key parameters need to be worked within, eg talk scaffolds and frames, however there must be a degree of scope for teachers to be flexible rather than stick to a strict regime. A new teacher could say this is how they love to do something, and then see how experienced teachers do it, so getting an NQT to observe a colleague is a good strategy.</p> <p>Q: Can the school be paid for the videos of the school that Mark H is using elsewhere? This was discussed but no conclusion reached. St Richards have emailed the school as it had been recommended as somewhere to come and look at EYFS. It was considered that maybe the school should copyright some material.</p>	
<p>5.</p> <p>5.1</p> <p>5.1.1</p> <p>5.1.2</p>	<p>Committee and Working Group Updates</p> <p><u>Resources Committee</u></p> <p>The minutes of the Resources Committee meeting held on 15/10/19 had been circulated to all governors prior to the meeting.</p> <p>At that meeting, the end of year finances had been considered and they looked favourable although an in-year deficit was probable, there should be a good amount of money to carry forward over the next few years.</p>	

<p>5.2</p> <p>5.3</p>	<p>Q: What is the latest update on the hall painting? The decorator is injured so unable to paint over the Christmas holidays. Hopefully it will be something that can be planned at Easter or half term, otherwise another contractor might have to be considered. It had also been considered whether to get together a door painting working party of parents. At the SLT meeting tomorrow phase 2 – the doors, hallways, displays and PPA space - would be considered, as phase 1 was complete.</p> <p>Q: Does this include the junior playground or is there still a cap on the budget? This has been discussed over the last month or so. There was a need to get quotes for carpeting upstairs as the noise from the ground floor of classes pushing chairs back on the first floor is very disruptive. Three quotes will be needed, and the cost will be considerable.</p> <p><u>Achievement and Curriculum Committee</u> The Achievement and Curriculum Committee meeting had simply been about data. There was a need to reformulate what we do next year, which has been reviewing the data retrospectively and then looking at the SDP to consider what we do. At the January Achievement and Curriculum Committee meeting a plan will be devised for the remainder of the year. The data is also in the Headteacher's report, and obviously we need to know if there is an issue with it but it will also be looked at in the PPG working party and by the SEND group of governors. It was important to spend time looking at the SEF to decide key priorities for the SDP and then determine the elements that require scrutiny and should be monitored. It was good to get more staff involved and have more presentations to governors, but this will happen naturally, maybe in spring 2/summer 1, which will be good for governors to see. In summer 2 the governing board will look at how to be involved in formulating the SDP. Governor input is essential.</p> <p><u>Pupils and Community Committee</u> No appendices had been circulated as there had been no formal meeting, the committee choosing to concentrate on marketing and encouraging visitors into the school. Some policies needed to be reviewed so these will be looked at next term. In time, the committee were keen to have the Staff Governor join the committee. It was not sure who has ownership of the website, but it work needs to begin on a new website ready for September 2020. Governors will support through a working group. Three companies need to be asked to quote.</p> <p>Q: Where are we with publicising Joe P's appointment as Headteacher? Clarification is needed on when Joe P becomes full time, which might not be until summer 2020. Ideally something would go out in the local press before the end of term, and certainly before the application deadline of 15/1/20. It would also be good to have something about his vision regarding the curriculum on the website.</p> <p>Q: Should the school consider a newspaper announcement? The Richmond and Twickenham Times is our main local paper, but it is acknowledged that it is very difficult to get them to do an article. They no longer have journalists, instead printing only what people send them. The marketing group will take this forward. Joe P will write an initial draft.</p> <p>Q: How do we get a physical announcement seen by most people? A Facebook announcement would be good to see.</p> <p>Q: If the SDP is going to be discussed, what does "oracy" mean? A governor felt that "oracy" does not speak to, or engage, the parents.</p> <p>Q: Is "speaking and listening skills" a better way of putting it? "Oracy" is an ugly word, maybe "oration" is a better word.</p>	<p>Joe P Alan H Peter H</p>
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	<p>Q: How do we target an announcement at the beginning of next term? Joe P will write something, ie how I am going to add value to the school, etc.</p> <p>Q: Do you want a draft? Joe P will do this himself then circulate. The deadline will be the end of next week, using what he put in the newsletter as a start. It would be a balance between selling the school today, the teachers, and how we plan to get to the next level.</p> <p>Q: Who is responsible for updating the website? Paul has done the Twitter role since the beginning of term, building up c130 followers in a short space of time. It was noted that it was important to keep the momentum going, following others etc, and that the SLT should provide input which would become evident in terms of tone, coverage, etc.</p> <p>5.4 <u>PPG Working Group</u></p> <p>5.4.1 The Pupil Premium Strategy Statement 2019-20 had been circulated to all governors prior to the meeting.</p> <p>5.4.2 This statement was required to be published annually, illustrating barriers to attainment and then desired outcomes, including interventions. There was a lot of focus on reading and teaching interventions, including holiday packs, and a lot about nurture. There had been an advert for a full-time Nurture Lead, but this had not yielded any applicants, even though it had been attractive in terms of salary, which was very disappointing. It was acknowledged that it was a bad time of year to advertise and that it might only appeal to a certain person with a specific skill set.</p> <p>Q: Are qualifications essential? No essential qualifications so a Teaching Assistant type person was sought but they would need to know what they were doing, and the interview would ascertain their suitability.</p> <p>Q: Where will the role be advertised? Charitable organisations such as Place2Be were mentioned. It will be re-advertised next term and the net widened. Also £8000 RPL funding had been approved for the nurture room, this will be spent once the recruitment has been successful with the lead making the decisions.</p> <p>Q: Is Nurture Lead a recognised job title? Yes.</p> <p>Q: Who do you want? Not a teacher but someone to work with children specifically SEND</p> <p>Q: Are there any internal TA's? This has been looked at but there are none that are quite the right fit. It was acknowledged that there might be applicants if the role was part time, ie a parent that would work 9.30am-2.30pm but it would need to be looked at what we need as a school. It was felt that a presence in the playground at the start and end of the day is essential and so reduced hours may not be appropriate.</p>	Joe P
<p>6.</p> <p>6.1</p> <p>6.1.1</p> <p>6.1.2</p>	<p>Headteacher's Report</p> <p><u>Teaching and Learning</u></p> <p>The Teaching and Learning Report for autumn 2019 had been circulated to all governors prior to the meeting.</p> <p>The teaching observations were done by Joe P and Mark H and have been a very useful benchmark for Joe P. He said there were definite areas of expertise that tie in with Teaching and Learning. One lesson received an "RI" from MH but after feedback and on returning it was a very strong "Good" and that teacher also agreed to be filmed. In the arena of teaching and learning it is about being very focused with professional development and what we want to improve across the school. We don't want "RI",</p>	

	<p>some were low and some high in the 'good' category, improvement is needed. The feeling was that the school had a hold on it now, and Mark H had been very helpful.</p> <p>Q: Do you tie lesson observations into book scrutinies? A full triangulation is essential. It is old fashioned to have lesson gradings and evidence is to be found in the books and data across the school. We didn't give grades to teachers, only strengths and development and this has already had an impact on one teacher, with more to be done with another teacher. We want teachers to be excellent; outstanding is different. We want them to be consistently good. Embedded learning is the culture but teaching an 'Outstanding' lesson is hard to pull out of the bag; there are outstanding teachers but not always 'Outstanding' lessons. It is a good starting point that the raw materials are there. Relationships are good, fundamental and established with the children, but there are areas to work on.</p> <p>6.2 <u>Safeguarding</u></p> <p>6.2.1 The Safeguarding Report had been circulated to all governors prior to the meeting.</p> <p>6.2.2 There were some good case studies and Paul G's written safeguarding report is a good cross-pollination of reports. Janet D and Jenny M had checked feedback based on the format that Andrew Hall proposes in his safeguarding briefings. It was acknowledged that two new members of staff need to have Level 2 safeguarding training, and Jenny M and Janet D would be doing the Single Central Record check with Rebecca H in the spring term. Regarding the total areas for concern, they need to be shown by year group. An audit is required of who needs a DBS update, and how often, ie in terms of what is good practice and what is a legal requirement.</p> <p>6.3 <u>Attendance</u></p> <p>6.3.1 The Attendance Report had been circulated to all governors prior to the meeting.</p> <p>6.3.2 Persistent absence is much lower than last year. However, there has been a sickness bug which impacts attendance figures. EAL children are doing well. Some children are new and have only been here two weeks. It is all about building up relationships with vulnerable families who need to know they are being watched, eg a new family to the school did not realise it was a problem for the children to be persistently late arriving at school. There was a noticeable level of professional conversations taken place. Emma C was fantastic will all the parents, and Rachel Barnes (EWO) was also very good.</p> <p>6.4 <u>Behaviour</u></p> <p>6.4.1 The Behaviour Report had been circulated to all governors prior to the meeting.</p> <p>6.4.2 The numbers looked high, but a report was being prepared including a narrative against the incidence log. 267 incidences had been reported.</p> <p>Q: What can we do that others can't? Pupil A is not correctly placed. It will be some time before he can be moved to a more suitable provision. We are judged on how we care for the most vulnerable pupils. Joe P worked for five years in a Pupil Referral Unit and noted that the work and provision for the child is excellent, but the amount of work and resource given to him means it is not being given to others.</p> <p>Q: What are we trying to achieve with the LA? We have spent £4000 getting supply cover etc and we are trying to claw back the money. It has also had a huge emotional impact on staff, the school is very lucky with the staff member, who has been most affected by the child's behaviour, especially after the recent incident, but she comes back into work the next day and is wonderful with them.</p>	
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	<p>Q: How do we support staff like that? It is very important as working with some pupils with significant difficulties is relentless. We are working on how we deal with the emotional wellbeing of staff. The culture here is that the staff member feels supported, she was briefed and thanked all for the support she had received.</p>	
<p>7. 7.1</p> <p>SEND Report The Send Update for Governors had been circulated to all governors prior to the meeting.</p> <p>7.2</p>	<p>Q: If a child is defined as SEND, is that indefinite, or is it reviewed termly? Most likely annually. When IEPs are reviewed, progress made against target, some interventions may not be needed again and the amount of support can be stepped down. A child is not on the SEND register for life.</p> <p>Q: Do we have to accept it? Assessment is required to progress to an EHCP. If the school is given a new pupil on an assessment place governors would expect the LA to provide the financial support needed to do this. We don't want to be a stand-alone unit the children need to be integrated and have their needs met.</p>	
<p>8. 8.1</p> <p>Open Discussion The governing board going forward will now have a fresh start, with a substantive Headteacher in place. Jane S suggested that it might be a good time for someone else to consider taking on the position of Chair. The governing board wants to make a big contribution without getting in the way. They have a role to hold the leadership to account, to challenge and provide support, it would be useful to begin the discussion with how the new Headteacher wants to see the governing board work, ie what would be the most useful thing. The Headteacher sees a governing board with a range of skills and expertise, and the opportunity to make the school the best it can be. He is personally focused on the SDP, driving the school, and how we monitor progress throughout the year, and how at the end of the year these feed into the next SDP, so it becomes organic.</p> <p>8.2</p> <p>8.3</p> <p>8.4</p>	<p>Working parties sitting outside committees have a very focused agenda and are very successful in terms of getting people around a table who have a shared knowledge and interest.</p> <p>Part of the process is the governing board holding the school to account, but the process should be strategic. There should also be an opportunity for staff to feed into that discussion. Everyone brings such varied expertise. The governing board's role is to challenge when they see something. It is not about being judged but about being challenged. Joe P does not want governors to just rubber stamp. The SDP can be focused in on more detail, with smaller groups reporting back. In an ideal world the business part of the meeting would take a maximum of half an hour or less so that an hour and a half could be looking at more strategic issues which we can discuss. It is not a bad discipline to produce reports, but it is also important to have time to have substantial and meaningful discussions.</p> <p>The summer term meeting on 23/6/20 will be looking at the strategy for next year. It would be good to work through and report back actions a week before the meeting and for everyone to read all reports which must be circulated in good time. Also, to have a good amount of time to put questions ahead of the meeting and cover answering these in half an hour in order to have a proper discussion.</p>	

9.	Any Other Business	
9.1	The Critical Incident Plan needs to be tested. Luke M has raised this issue, Joe P agreed that this needed to be practiced next term if possible.	Joe P
9.2	Regarding dates for committee meetings, individual committee chairs will circulate these. The Chair and Headteacher will meet separately and decide how often, eg fortnightly.	Jane S/ Joe P
10.	Date of next Full Governing Board Meetings	
10.1	24 March 2020 at 6.30pm 23 June 2020 at 6.30pm	

The meeting ended at 8:35pm

Signed by the Chair _____ Date _____

Full Governing Body Actions Updated as of 10 December 2019

Meeting/ Minute	Action	Assigned to	Update	Target date or DONE?
27/03/18 4.4	Propose a streamlined SEF format which is based on the new Ofsted framework.	JP/PG	To come to FGB meeting in March 2020	24/3/20
10/12/18 3	Liaise with the H&S group (Luke, Susanna, Rebecca) about plans for 'lock-down' training and report back to FGB.	JP/LM	Report to January 2020 Resources Committee meeting	1/20
28.03.19 3.1.1	Discuss the new HT data report template.	JP/JS	To be agreed between Joe P and Mark Hartley	1/20
28.03.19 7.1	EYFS Policy to come to A&C Committee in September for approval.	FB	To go to A&C Committee in January	1/20
28.03.19 7.2	Update equalities information on website.	JP/PG	JP to word. Required by 6/1/20	6/1/20
25.06.19 3.2	Wendy P will work with Paul G to compare like behavior data from next term in order to report to governors at their December FGB.	WP/PG	Report to 23/6/20 FGB meeting	23/6/20
24.09.19 1.1	Update membership records to include Peter Hewer as LA governor	Clerk	Jane S will check if this has been actioned	1/20
24.09.19 1.2	Follow AfC recommendations for a staff governor election.	PG/Clerk	DONE	26.10.19

	Clerk to share the latest AfC guidelines.			
24.09.19 1.3	Follow AfC recommendations for parent governor election. Clerk to share the latest AfC guidelines	AH/Clerk	Jane S to put on 24/3/20 FGB meeting agenda	24/3/20
24.09.19 3.2.3	Agree the list of subject headings in the Head Teacher's report with Jane S.	JP/JS	To be agreed between Joe P and Mark Hartley	24/3/20
24.09.19 5.1	Link governors Janet D and Jenny M should be invited to feedback meeting on the EYFS review.	PG/JP	DONE	26.10.19
24.09.19 5.3.2	Contact Matthew Paul to discuss admissions to Reception 2020.	JP/JS	Meeting to be set up between Joe P, Jane S, Matthew Paul and Charis Penfold	1/20
24.09.19 5.3.4	Consider the wording for a new 'financial sustainability' priority.	PG/JP		1/20
24.09.19 5.3.5	Arrange for school newsletters to be emailed to all governors.	JP	DONE	01.10.19
24.09.19 6	Update the Safeguarding and Child Protection Policy on the website.	PG	DONE	01.10.19
24.09.19 7.2	All governors to let Jane S know which committee they would like to join.	ALL	DONE	26.10.19
24.09.19 7.2	Send 2017-2018 committee terms of reference to new committee chairs as word docs for review/use this year.	Clerk	DONE	01.10.19
24.09.19 7.2	Share a monitoring schedule so that governors can sign up.	JP	JP will publish before the end of term	20/12/19
24.09.19 7.4	Set up GovHub option for document sharing (liaise with JS).	Clerk	Governors to sign up	1/20
24.09.19 8	Send parent survey summary to Clerk to send out with minutes	AH	DONE	01.10.19
10/12/19 4.1.3	Link up with January Curriculum Committee meeting to show plan for potential Ofsted Inspection	JP	Take to January A&C committee meeting	1/20
10/12/19 9.2	Set committee meeting dates and frequency	Committee Chairs, JP, JS	Meet to discuss	1/20