
SIDEGATE PRIMARY SCHOOL

Local Governing Body

19th March 2019 - 5pm

Key elements of governance:

- With the leadership of the school, establishing and sustaining the culture, climate, ethos and values of the school.
- Taking a clear role in holding the leadership of the school to account with regard to standards, i.e. knowing how the school compares against similar schools and nationally. Particular importance should be placed on levels of progress and attainment for all pupils generally, and vulnerable groups in particular. All governors should be aware of the standards achieved and through appropriate challenge of the leadership of the school, what is being done to continue to improve them.
- Ensuring that the school's financial management is robust, achieves a high level of value for money and complies with all audit requirements. This is public money and governors need to assure themselves that it is being spent appropriately and efficiently.
- Beyond the above, there are further responsibilities that need to be met by the LGB. They include:
 - Ensuring all Health and Safety requirements are adhered to;
 - Safeguarding and child protection;
 - Staff welfare;
 - How special education needs are met, including those of gifted and talented pupils;
 - Contributing to the performance management of the Head/Principal.

Remember: Outstanding governors ensure an appropriate balance between strategic role and the operational role of the head and avoid getting drawn into parochial issues.

Rules for membership: The committee shall consist of a **minimum** of **four** governors which will include the Headteacher.

Quorum: The quorum for a meeting of the Local Governing Body, and any vote on any matter thereat, shall be any three of the members of the Local Governing Body, or, where greater, any one third (rounded up to a whole number) of the total number of persons holding office on the Local Governing Body at the date of the meeting.

Chair of the Committee:	Natasha Moreno-Roberts	Clerk to the Committee:	Toni Cornish
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Attendees

<u>Name</u>	<u>Governor Type - Trust/Parent/Staff/Associate</u>	<u>Present/Apologies/Absent</u>
Natasha Moreno-Roberts	Chair of Governors	Present
Matthew Ferrier	Staff Representative	Present
Danny Howden	Staff Representative	Present
Mary Hallett	Trust	Present
Wendy James	Headteacher	Present
Kevin Lovell	Parent	Present
Matt Moseley	Trust	Apologies
Tim O'Keefe	Parent (Vice-Chair)	Present
Helen Quantrill	Staff Representative	Present
Jack Rich	Trust	Present
Karen Wesley	Trust	Present
Heather Valentine	Staff Representative	Present

Anna Heaven	Observer	Apologies
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Sidegate Primary School Local Governing Body
AGENDA ITEMS / MINUTES / ACTIONS
19th March 2019, 5.00pm (Subject Leader Presentation)

5pm Teri Tanner - SEND presentation (provision map, deployment of human resources, overview of need)

TT shared current [SEND data](#). The data indicated Sidegate are just above national in most areas and 66% of the SEN register are boys.

12 EHCP referrals have been made this year and there are more waiting to be completed. If the referrals are refused by the Local Authority (LA), the school will support parents with their appeal. TT explained the procedure for an EHCP. There is an initial request for an assessment and it takes 6 weeks for the LA to decide to do an assessment. If they decide yes, it takes a further 6 months to produce a plan. Parents are able to state what setting/school they want for their child.

The SEN register contains information on identified need, assessments, plans and reviews. Time to work on need to have an impact. If there is no impact, is it an enduring need that needs identifying and further assessment is required.

Questions raised by Governors included:

- ***Are children underachieving or working at cognitive level?***

TT explained that different Waves of intervention. Wave 1 - needs can be met in the classroom. Wave 2 - require short term interventions for a limited period to catch up. Wave 3 - have enduring significant problems and need constant intervention to meet their needs. Children on the SEN Register should be Wave 3.

WJ spoke about those Wave 2 children who are working below expected, despite their interventions and whether they have an enduring specific need to demonstrate they require wave 3 intervention.

TT expanded by saying if levels are below expected but they are making progress from their starting point, their needs are being met. If they are not making progress, this requires further investigation. Teachers are good at identifying and meeting their needs but children do miss classwork when they are out of the classroom at interventions. Quality first teaching has the most impact and some schools do not even have an SEN register.

- ***Within a class there would be a class teacher using their professional judgement?***

TT spoke about an awareness list but that this is difficult to maintain. TT created an SEN/EHCP/awareness register when she started at Sidegate, for teachers to have an awareness. TT further explained how SEN is more about educational provision than pastoral care. Many children can have their needs met in the classroom through 'Chunking' of lessons across the week. Teachers look at targeting different groups of children.

WJ spoke about Pupil Premium data which identified high levels of support being provided but how children are still not meeting the expected standard. Testing is below standardised tests, indicating low cognitive ability. **Cognitive Abilities Tests (CATs) are assessments** designed to measure **academic** ability over four main subject areas.

MH explained that Northgate are about to start Y7 ARTi tests (Access Reading Tests), which identify strengths and weaknesses in key reading areas as they no longer receive high quality data from primary schools when children transition to high school.

TT confirmed Sidegate use lots of standardised assessment tests and there are good teams delivering support as well as dyslexia support.

TT spoke about the new Government funding system, [High Needs Funding](#). The former system consisted of four bands. The new system has nine bands and any band can be applied for. Under this new system, visually impaired child received more money. Applications have been made for many children but the funding is yet to be received. The LA are now aware that this new system is more money than expected and they are currently re-moderating. A list of the funding expected (£40k) was sent to the LA moderator and they have agreed to provide us with 70% of the autumn term money (£14k).

NMR asked if there was anything Governors could do. WJ explained how the Suffolk Parent Carers Network have been putting a lot of pressure on the LA. The Primary Heads Association meet regularly with the LA about their concerns and how SEN is at the top of the list. Future meetings are planned with Head and Adrian Orr (Assistant Director Education and Learning) which WJ would like to attend. Sidegate are hopeful that the DfE will take over.

TT spoke about a recent application from parent who had taken their child out of mainstream school. The parent was told to name Sidegate as their choice so they would have a place although mainstream school is not appropriate.

KW questioned if SSC's are included in the LA consultation. WJ confirmed they are not and explained how Ofsted recognise there is a need for SSC's and expansion of them. Budgetary constraints are a huge issue and spending on SSC provision versus other staffing posts is an area which needs consideration. NMR agreed to write to MP's etc to raise concern regarding funding in schools.

DH presentation

	Agenda Items	Items Discussed	Actions to be taken
1	Attendees, apologies and welcome to new members All (5:30pm - 5:35pm)	<u>MM and KL to sign Pecuniary Interest forms</u>	TC to forward paper copies after the meeting.
2	Minutes of Last Meeting and Matters Arising All (5:35pm - 5:45pm)	<u>Approval of minutes of previous meetings</u> 22nd January 2019 Governors agreed the minutes provided an accurate record of the meeting and gave their approval. All actions were completed or listed for discussion below or under actions to be taken.	At next SCR audit, KW look at responses as a result of Safer Recruitment training.
3	Pecuniary and other interests All (5:45pm)	<u>Declaration of Pecuniary and Other Interests with regard to items on the agenda</u> No interests were declared	
4	National Professional Qualification for Headship (NPQH) DH (5.50pm - 6.20pm)	<u>Project follow up by DH - Coaching and training</u> DH presented to Governors his NPQH project <i>Increasing capability - developing a culture of high challenge and low threat through coaching.</i>	

DH explained how historically, the Ofsted model of grading teaching of individual lessons is very top down and not helpful in engaging teachers in reflecting on their own practice, strengths and development needs. Embedding a culture of coaching is aimed at increasing teachers' self awareness of the impact they have through the decisions they make. School data shows an increasing positive trend in pupil outcomes which we want to sustain but teachers need to be supported. Every cohort is different and has its own needs and challenges, coaching aims to support / empower teams to take responsibility for meeting the challenging needs of different cohorts.

TOK questioned what has made the difference. DH explained it is the diagnostics of pupils needs (Pixl) and many other aspects of improving quality first teaching.

TOK asked DH if he could tell what a good teacher looks like through monitoring in classroom. DH explained how there is a need to look at lessons over time and take into account work in pupils' books and data analysis to gauge the quality of teaching over time. One of the expectations that staff had before we started the approach was that judgements about the quality of teaching would be made from a range of evidence over time and not from the evaluation of one particular lesson. DH explained that individual lesson observations give senior leaders and teachers (coaches and coachees) the opportunity to talk about the practice seen and discern which areas the teacher would find most helpful in developing that would have the most impact for that cohort of children.

KL questioned if children are asked what they want. WJ confirmed the school does ask those questions and groups of children were asked what teachers do to support them.

Exercise

DH handed out brown envelopes which contained statements about Quality First Teaching (QFT). Governors were asked in pairs to narrow these down to the 9 they feel are the most important and to rank in order of importance.

Governors shared their thoughts. In summary it was acknowledged:-

- Key is making progress from starting point.
- Ensuring children understand expectations of teacher.
- Working hard with children being responsible for their own learning. If they are engaged in learning more about themselves, they are more likely to get better at learning.
- Different approaches change year on year, depending on cohort.

DH spoke about the model overview. At the centre is QFT, raising standards and increasing teacher capability. Appraisal, monitoring/evaluation through coaching and teacher development profiles are an integral part of the process. The Teacher

		<p>Development Profile is a key document to this new way of working. It is completed by teachers and contains a reflection on what's working well and what they could do better. It is a running record of monitoring and evaluation and the CPD / support they have received / engaged in.</p> <p>DH provided an example of a 55 minute lesson observation; A snapshot of What Went Well (WWW) and Even Better If (EBI). This observation was followed by a coaching session. Currently most teachers are on their second cycle. Teachers will draw out strengths from this and it is important that they identify these and that it does not come from Senior or Middle Leadership. It is about having the confidence. A profile is created at the beginning of year. Targets are set using FFT 50 and FFT 20 estimates. Monitoring/evaluation/lesson observations/book looks are ongoing throughout the year. Part of this process is to ask teachers to be proactive.</p> <p>KL asked how examples of good and poor performance are shared. DH explained how strengths are celebrated and all Sidegate teachers are good, we know where strengths are and which strengths need to be developed.</p> <p>NMR asked if there was a buddy system. DH confirmed if required, yes but that support will come from subject leaders.</p> <p>MH asked about coaching and what training there is in place. DH explained how the Middle Leadership Team have received external coaching through CPD and the importance of a consistent approach which is developed through MLT meetings. A coaching handbook has been developed. As part of their self development, coaches observe senior staff members when they feedback to a staff member during supervision. WJ explained this can be very time consuming and there is an aim for this to be completed on a termly basis. Teacher Appraisal Review & Target Setting paperwork is completed and periodically reviewed throughout the academic year.</p> <p>HV asked if MLT were included in the project. DH confirmed they are part of coaching.</p> <p>JR spoke about reverse mentoring, senior people being monitored by junior staff. DH explained there is a degree of this happening, part of 360 degree self-monitoring for a range of staff, from the Headteacher through to teaching staff. Subject leaders also provide mentoring support to their peers.</p> <p>Links to the documents discussed above can be access here. DH NPQH Presentations Documents</p> <p>Governors thanked DH for his presentation.</p>	
5	Update on Staffing and Pupils	Review of Support Staff pay - verbal update on proposed changes to ALT/Suffolk	

	<p>WJ/HQ (6:20pm - 6:30pm)</p>	<p><u>CC scales</u></p> <p>HQ informed Governors of the 2 year pay deal for support staff by the NJC. Suffolk have chosen not to accept this proposal but are merging lower grades and re-grading bands. ALT will be following this process. The proposed pay increase and changes to the scale mainly affect the lower points which have been anticipated. These proposals were factored into the budget last year. Letters will be sent to staff outlining the changes.</p> <p>All new staff recruited join on the ALT scale. Two years ago staff were given the opportunity to migrate from SCC to ALT. The only staff who remain on SCC pay scales are HLTAs and they are all at top of scale.</p> <p>KL questioned if there were any staff on national minimum wage. HQ confirmed if there are, this change will bring them up in line with living wage.</p> <p>Known staffing changes for September 2019, including maternity leave – [REDACTED] [REDACTED] are both pregnant, due during the school summer holidays. It is anticipated that they will return from maternity leave during the summer term 2020.</p> <p>A resignation has been received from [REDACTED] SSC Lead. WJ is to meet with SSC class teachers to discuss moving forward.</p> <p>An EYFS teacher is moving to another school and others are looking for promotion within other settings.</p> <p>MF/WJ met to discuss future plans and a teacher advertisement is almost ready for publication.</p> <p>Potential fixed penalty notice appeal - Y [REDACTED] child - WJ has provided information to the parents on how they can appeal the decision with Governors.</p>	
6	<p>Governors Review All (6.30pm - 6:50pm)</p>	<p><u>Follow up from Review on 1st February 2019.</u></p> <ul style="list-style-type: none"> • Discussion on linking observations to School Improvement Plan targets. <p>The SIP provides a useful framework regarding observations. Governor training should be explored.</p>	<p>SIP training for Governors.</p>

		<ul style="list-style-type: none"> • Agree date for next review. <p>Governors agreed the date of the next review as 3rd July 2019. Programme to follow. MH should be able to attend. Governors felt a review was useful on a termly basis, subject to Governor availability. Governors noted this was also the day of the summer concert.</p>	
7	<p>Finance HQ (6:50pm - 7:00pm)</p>	<p><u>To receive any updates including:</u></p> <ul style="list-style-type: none"> • Month End <ul style="list-style-type: none"> ○ January 2019 HQ reported budgets are on track to achieve and will come in under budget at year end. Sidegate continue to be frugal with spending. Money has been received for 'little extras' (£24k). This has been topped up with PTA money. This additional funding has allowed 11 smart boards to be purchased in total, which are being fitted over Easter and on PD day). The brand chosen was Genie Boards which included free software. These have been sourced through a local provider with a 5 year warranty. Old stock will be re-purposed. Chromebooks will need to be replaced as existing are out of protection. <p>Once aware of staffing expenditure, investment can be made in buildings.</p> <p>Following the damage after the roofing repairs, approval has been provided for the claim for new flooring, as well as lighting, ceiling tiles, furniture etc.</p> <p>KL questioned what the item 'professional services - non-educational' relates to. HQ confirmed these cost are attributable to Sims/Pupil Asset tracker license/accounting software.</p> <p>The figure of £75k was identified as for PHF grant funding represents a proportion of the £150k for the Paul Hamlyn Foundation arts project. This money is being held by Sidegate to allow us to pay other organisations. KL asked when the school start budgeting for the next academic year. HQ confirmed this has already started and the budget needs approving by ALT by 25/05/2019. There is a current five year plan and ALT are looking to change this to a 3 year plan.</p> <p>NMR asked whether a Governing Body representative could be present at the ALT budget meetings, attending by ALT Finance Director (Clive Paskell). It was agreed KL would be the nominated representative and Governors recognised the important function of</p>	<p>Add information to the newsletter on purchases.</p>

		<p>Governors challenging budgets.</p> <ul style="list-style-type: none"> ○ February 2019 - to follow. This is currently with ALT and will be shared with Governors once approved. <ul style="list-style-type: none"> ● Staffing structure - review for 2019/20. The staffing structure will be reviewed during the summer term, once any resignations have been received. 	
8	Safeguarding Audit KW (7:00pm - 7:05pm)	<ul style="list-style-type: none"> ● Audit of SCR by KW and audit of Personnel files by ALT. KW audited the SCR on 4th January 2019. A report was prepared and linked to the SCR. Caroline Driver has been appointed ALT internal audit. She visited Sidegate earlier this month to carry out a personnel file audit. A report was prepared and areas identified. TC is working through the report. <p>Sam Hicks has submitted the self assessment audit to Local Authority.</p> <ul style="list-style-type: none"> ● Safer Employment Champion - KW is the Governor responsible for Safeguarding. It was agreed she would take on the role of Safer Employment Champion. TC to forward further information on the role to KW.. 	TC to forward further information on the role of Safer Employment Champion to KW.
9	Review Asset Register HQ (7:05pm - 7:10pm)	HQ reported that the asset register (building/boilers etc.) is held by the Trust. The school have a register of furniture etc. This is Updated on an annual basis and looked at as part of the end of year process. Reports on disposals are only necessary when they are over £3k.	List as standing agenda item for October meetings.
10	Policies for Review (7:10pm - 7:15pm)	<p>List of statutory and mandatory policies and documents</p> <ul style="list-style-type: none"> ● How can Governors support school in promoting policies? ● Consider a slot in newsletter to reflect Governors' voice. Promoting uniform etc. Consider a blog. <p>It was noted that GDPR requires parents to provide consent to 'opt in' to receiving newsletters etc.</p>	Carry forward for discussion at the next meeting.
11	Governor visit /training reports All (7:15pm - 7:20pm)	<p><u>Governors to complete a visit form each time they visit school or attend an event/activity</u></p> <ul style="list-style-type: none"> ● Master visit form. ● Link to folder to view forms completed 2018/19 	
12	Suffolk County Council SEND Report (7:20pm - 7:25pm)	<p><u>Governors to note contents of report</u></p> <p>https://files.api.ofsted.gov.uk/v1/file/50060068</p>	

		NMR confirmed she had a brief discussion with Karen Jarvis and will report back on what is required from local governing bodies.	
13	ALT Updates (7.25pm - 7.35pm) WJ	ALT Update Document It was noted that there was no recent ALT newsletter sent to Governors.	
15	Any Other Business All (7.35pm - 7.45pm)	AOB Document Skills audit required to identify gaps and training needs as a governing body. TOK spoke about Times Table Rockstars app (for maths) WJ confirmed the school has seen this but currently use Pixl. It is believed the cost is based on pupil numbers.	
16	Date and time of next meeting All	Tuesday 30th April 2019, 5.30pm <ul style="list-style-type: none"> • Data from MF • Results of parent/pupil survey Sidegate Governors Meeting Schedule 2018/2019	

Meeting closed 19:30