

**Meeting of Full Governing Board
9th May 2022
4.30pm in School Library**

MINUTES

Governors Present:	Mick Baker, Philip Brown, Lara Coleman, Jane Dickson, Emma Grose, Les Gunbie, Matt Hillier, Reg Hook, Dick Knight, Millie McDevitt, Catherine Packham, Bronagh Shevlin, Haydn Stride, Derek Swindells (Chair), Bridget Taylor
Officers Present:	Teresa Dee (Clerk)
In Attendance:	Richard Baker, Andrea Cumming, Roshan Dias-Jayasinghe, Paul Watson, Giles Ward, Ian Charlesworth

	<u>Agenda item</u>	<u>Action</u>
1	<p>Introduction</p> <p>a) Welcome - New Parent Governor The Chair opened the meeting with a welcome, particularly to Emma Grose who had recently joined the Board as a parent governor. Introductions were made.</p> <p>b) Apologies for Absence All governors present at the meeting.</p> <p>c) Declarations of Interest The declarations register was included within the papers. No declarations relating to agenda items were made.</p>	
2	<p>Chair's Update</p> <p>The Chair provided a verbal update on business conducted on behalf of governors since the previous meeting.</p> <ul style="list-style-type: none"> • Two meetings attended with Local Authority representatives. • Regular updates with Vice Chair and Headteacher. • One complaint responded to. <p>4.38pm - Dick Knight arrived at the meeting.</p>	
3	<p>Last Meeting Dated 7th March 2022</p> <p>a) Approval of Minutes The Full Governing Body reviewed and approved seven pages of minutes from the meeting held on 7th March 2022.</p> <p>b) Matters Arising Not Included Elsewhere on Agenda</p> <ul style="list-style-type: none"> • Science - department fully staffed from September, work starting on new lab in July. • Policy schedule - Action item carried over. 	

4 Headteacher's Report/Update

The Headteacher presented his report to Governors on an assumed read basis. Highlighting the following points:

- Exam outcomes for 2022 were looking positive on current predictions despite the disrupted learning. Progress 8 predicted at +0.1.
- Ofsted currently more interested in curriculum breadth and progress within departments than exam outcomes.
- Covid absences continuing , adults required to stay at home for 5 days and children for 3 after testing positive.
- First batch of interactive TVs had been installed and were proving a success, one in the library was used for the meeting.
- Challenges with recruitment to computer sciences had led to decision to reduce computing hours taught in key stage 3.
- Student attendance a concern and a limiting factor for progress. Overall, at 90.04% with two years (9 & 11) below 90%.
- Suspension of students in response to behaviour incidents were being replaced by the use of inclusion as the norm on a trial basis.
- Safeguarding incident reporting revealed a spike in the use of racist terminology, further update provided by school safeguarding later in the meeting.
- 106 staff members responded to the staff survey, the answers to the 43 questions had been summarised in a report provided. School leaders had met to discuss outcomes with a governor in attendance, the areas of best practice and for improvement had been identified. The lead governor provided an update later in the meeting.

Student Progress

- **Staff Survey**
- **Safe and Wellbeing Outcome and Safeguarding Update**

Governor comments and questions

- Governors were interest in having more detailed data on absences to gain a better understanding of the reasons behind student non-attendance. understand the reasons.
- A flow diagram showing the triggers for action on non-attendance was requested on the actions.
- How did attendance compare with other schools?
- There was concern that the school were providing data sets to governors without an analysis or summary of what was going to be done to address identified issues.
- Were the staff leavers being replaced? where were the school at with the process?
- Was the reduction in computing in key stage 3 temporary? What impact would it have on GCSE choices?

Response to Governor comment and questions

- The school's attendance was in line with national and local authority data but not currently where the school needed to be to achieve its ambitions for students.
- Members of senior leadership team were available to answer any questions arising from the data provided.
- All the staff positions becoming vacant had been filled or were in process except the computer science position where no applications had been received to date.
- The reduction in computing hours was for a year, with a review after, including the impact on GSCE. The hours would go to either maths or literacy. Some schools did not offer computing in key stage 3 at all.

<p>ACTION - Deep dive report on student attendance at the next meeting including breakdown on reasons for absences and a flow diagram of attendance management systems.</p> <p>a) Staff Survey The lead governor for HR provided a verbal report on activities relating to the staff survey.</p> <ul style="list-style-type: none"> • Met with leadership team to review the responses, a good discussion was held with the key areas identified. • Overall, the result was positive in light of covid disruption to working patterns and relationships. • For the review data had been separated for teaching and non-teaching staff. • Questions were different to previous sets used pre covid, so a direct comparison was difficult. New questions around wellbeing had been included. • Positive responses to a question about what the governing board do were low indicating some work to be done around visibility. <p><u>Comments and questions from governors to the school</u></p> <ul style="list-style-type: none"> • Were there text boxes for qualitative data available? Do school leaders know what was behind some negative responses? • What percentage of staff completed the survey? • What comparative data was available from earlier years and from other schools? • Covid had such an impact that it would be inappropriate to compare current data with previous. The new set of data should be treated as a fresh start. • What was the thinking behind the negative responses about staff involvement in decision making? • It is alarming that that there is no written response from the school to the survey , this should be provided to governors. <p><u>Response to governor comments and questions</u></p> <ul style="list-style-type: none"> • An action from the survey has been to identify a budget for staff wellbeing and to create a group which would engage directly with staff An additional wellbeing survey was planned to inform future initiatives • 106 responses were received, about 50%. • Pre covid , the same set of questions has been used for six years. Although questions had changed the impression was that staff were feeling about the same. Other schools would use their own set of questions making compararisons difficult • During covid some quick decision had to be made and not all went down well with staff , such as the move to teams for online learning. Recently staff had been surveyed on the format for parents evenings with 90% wanting to stay online. • . • A member of the governing board was involved with the staff survey process. <p>b) Safeguarding Update The school's designated safeguarding lead (DSL) provided a verbal update with reference to the safeguarding incidents log.</p> <ul style="list-style-type: none"> • The recording of incidents is completed by staff with a half termly analysis completed to identify any trends. • Many positives coming out of the survey, from students feeling able to report concerns , having an awareness of unacceptable race prejudice based behaviours and a reduction in bullying incidents. 	<p>SLT</p>
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	<ul style="list-style-type: none"> • It was hard to make comparisons with previous years as since CPOMS as a recording tool was introduced. The current year was the first full set of data available. • Actions so far had included focussed assemblies, identification of repeat offenders and tracking of behaviours and the appointment of an ethnicity support mentor. • The antibullying policy was being updated with the help of the junior leadership team (JLT). <p><u>Comments and questions from governors</u></p> <ul style="list-style-type: none"> • Year 9 have recorded higher levels of racist incidents all year. Why is action only being taken now? • The school might wish to consider giving individual members of JLT a lead responsibility to make them feel more engaged. • There had been negative press comments about transgender at the school a few years back, was this an issue still? <p><u>Response to governor comments and questions</u></p> <ul style="list-style-type: none"> • The racism? support service was set up at the beginning of the year, it has however not been well utilised by students. Work was being undertaken to build up trust of the service with pilot student support workshop for key stage 3. • The press attention around transgender followed the publication of school survey (SAWSS) data where a relatively high number of students had identified as trans. This had led to accusations at the time that the school was encouraging students to transition. <p>5.59pm Les Gunbie left the meeting.</p> <p>c) SAWSS Survey Governors received a verbal summary of the outcome from the SAWSS survey. A fuller discussion would take place at the meeting scheduled for June.</p> <p>ACTION - Full SAWSS outcome to be circulated to Governors along with previous survey response.</p> <p>ACTION - Report to Governors in full on SAWSS outcome and strategies implemented as a result.</p> <p>6.14pm to 6.26pm - meeting break during which time Giles Ward left the meeting.</p>	<p>PW</p> <p>PW</p>
5	<p>School Development Plan - Literacy</p> <p>The member of leadership team with responsibility for teaching and learning development presented a PowerPoint on developments in literacy throughout the school.</p> <ul style="list-style-type: none"> • Working in partnership with Durrington School on raising the profile of literacy using seven recommendations from the Education Endowment Foundation. • An example of the key literacy data provided to staff was demonstrated. This showed the scores in reading and spelling for y7 including the current average reading age. • Year 7 tutor group reading programme introduced with six selected books available to students. The text had been chosen to enhance the experience of reading. • Tutors reading tool provided for each of the books to support teachers. Tutors reading aloud to class encouraged. • Whole school approach to reading including parents and carers. 	

	<ul style="list-style-type: none"> • Word of the week changed to a “root” word of the week , example of “migr” as a root word provided. • Vocabulary hierarchy tool used with three tiers from everyday speech to subject specific academic language. • Plans for 2022/23 included literacy data and intervention, reciprocal reading and tutor group reading programme expansion to include year 8. <p><u>Comment and questions from governors</u></p> <ul style="list-style-type: none"> • What interaction was there with year 6 at primary schools? • Where were students with their literacy what was the sense of issues with reading? • Were audio books available to students? • Research on the reading brain found that the experience for digital reading on screen was different to reading from a book. • Use of dyslexia friendly font and background colours recommended for presentations. • What was the school doing about development of writing skills? • How confident were school leaders that the literacy programmes were being rolled out successfully? <p><u>Response to governor comments and questions</u></p> <ul style="list-style-type: none"> • There were plans for a book to be read at year 6 and for the work around it in year 7. This was a small part of the tie up with feeder schools. • The drop off in reading for pleasure was marked, probably due to so many other distractions. There might be a tendency to think that students had implied knowledge that they might not have. The school need to look at how to give them cultural knowledge without dominating the curriculum. • Audio books were not currently available in the school library , links on how to access them had been provided. • It was an increasing challenge to demonstrate what good writing should look like , a shorthand version of writing was part of the development of language. Writing for specific subject areas was being looked at. • School leaders were fairly confident, the heads of department were supporting staff in understanding of data, and it use in planning. <p>ACTION - Report back to governors following Heads of Department feedback on success of the literacy programmes.</p> <p>6.59pm - Ian Charlesworth left the meeting.</p>	IC
6	<p>Business Group</p> <p>The Business Manager presented his report to governors including recommendations arising from the most recent business group meeting.</p> <p>AGREEMENT - The Full Governing Board agreed the proposal to increase meal allowances for free school meals students, 30p to be added for breakfast and £1 to be added to lunch.</p> <p>AGREEMENT - The Full Governing Board agreed an increase in lettings fees by 2% backdated to 1st May 2022.</p> <p>AGREEMENT - The Full Governing Board agreed an allocation of £200k to school development projects to be finalised by the senior leadership team.</p>	

	<p>ACTION - An increase on food items available through the canteen by 5p (2%) as a result if food costs inflation estimated at 10% to be considered at next meeting.</p> <p>a) Budget Monitoring The final budget outturn position from financial year 2021/22 was a carry forward figure of £955,289 including ring fenced expenditure for future years as listed on the report.</p> <p>b) Draft Budget - For Approval Governors were presented with a one year budget for 2022/23 incorporating the carry forward figure as described earlier (£955,289) . Total budget available was £10,320,174 with a budgeted spend of £10,196,098. In year deficit was £831, 213. A three year budget was also presented with an end of year deficit in year two of £98,181 increasing to £754,588 in year 3 .</p> <p>AGREEMENT - The Full Governing Board approved the proposed one year budget for 2022/23 as presented. The three year budget being in deficit was not noted at this stage.</p>	
7	<p>Other Reports & Recommendations</p> <p>a) Climate Education-green initiatives Governors received a verbal update on climate education initiative across the city including attendance by several representatives from Dorothy Stringer at a whole day event held on the surrenden campus.</p> <p>b) Key Stage3 assessment stage1 The contents of a report from a governor following an evaluation of the key stage 3 assessment process was noted, further reports to follow.</p> <p>c) School Uniform - Update A verbal update was provided by the uniform working group. The outcomes from the staff and student engagement had been received, the proposed survey for parents had just been received and the uniform group need to meet to discuss. The Headteacher mentioned adding in both mobile phones and parents' evenings into the survey.</p>	
8	<p>Policies and Other Documents for Approval</p> <p>a) Special Educational Needs & Disability (SEND) Policy The SEND lead governors proposed the rewritten policy for approval.</p> <p>AGREEMENT - The Full Governing Board approved the SEND policy as presented , with the board as approving body with a three year review cycle.</p> <p>7.22pm - Paul Watson left the meeting</p> <p>b) Complaints Procedure Following a governor review of the complaint procedure it was proposed for approval with no amendments.</p> <p>AGREEMENT - The Full Governing Body agreed the existing complaints procedure on a three year review cycle with the board as approver.</p>	

	<p>c) Attendance Policy</p> <p>ACTION - Approval of the attendance policy was postponed until the deep dive on attendance at the next meeting.</p>	RB
9	<p>Governance</p> <p>a) Nominations Panel A procedure for appointment and reappointment of co-opted governors was proposed and included within the governors' standing order document.</p> <p>AGREEMENT - The Full Governing Board approved the addition of section 29 , appointment of Co-opted Governors to the standing orders.</p> <p>b) Election Chair of Governors The Clerk advised that three nominations had been received for Bridget Taylor as Chair of Governors. She left the room whilst a vote was taken, and length of term agreed.</p> <p>AGREEMENT - The Full Governing Body elected Bridget Taylor as Chair of Governors with immediate effect until the end of July 2023.</p>	
10	<p>Any Other Business</p> <p>a) Exams Contingency Plan</p> <p>AGREEMENT - The Full Governing Board approved the exam contingency plan as presented. Date for review October 2022with the board as the approving body.</p> <p>b) Vote of Thanks Derek Swindells was thanked for stepping in as Chair of Governors earlier in the year and for his contribution during the last few months and ongoing support.</p> <p>Meeting ended at 7.38pm Date of next meeting - 20th June 2022</p>	