

THE GOVERNING BODY OF BIRKBY INFANT AND NURSERY SCHOOL

Minutes of the meeting of the Governing Body held at 6.30pm at the School on Monday, 20 May 2019.

PRESENT

Mrs A Stopher (Chair), Mrs S Hadji-Lary, Mrs J Hinchcliffe, Mrs S Khan, Mr J Morley, Ms C Moscardini, Mrs K Westeman, Dr A Williams, Mrs DZ Wilson.

In Attendance

Ms C Stephen (Minute Clerk), Ms D Todd (Deputy Head Teacher, SEND co-ordinator)

74. STAFF PRESENTATION – MS D TODD, SEND CO-ORDINATOR

Governors welcomed Ms Todd to the meeting. Ms Todd updated governors on the current status of SEN/D within the school. She highlighted the following points:

School had a high percentage (39% of children with special and additional needs, including 13 with EHCPs and several with My Support Plans. The number of EHCPs granted represented a large amount of work from Ms Todd of which governors were appreciative. Many of the children had problems with cognition and learning and communication and interaction; many were on the autistic spectrum.

A team of nine specialist SEN ETAs were employed, as well as classroom ETAs and many external agencies were involved with school, including the SALT who worked with 65 children.

The SEND provision in school had been praised at the recent OFSTED inspection which recognised the “exceptional” progress made by SEN pupils. This was backed up by the school’s data which showed that by Year 2, many previous SEN achieved similarly to those who had never had SEN; those who continued to have SEN had narrowed the gap. This was reflected by there being 40% of pupils in Reception with SEN but only 15% by the end of Year 2.

Groups of SENcos worked together in the Additional Needs Partnership to share good practice and transition planning.

From September 2019, three children with severe SEN would be attending special schools as a result of continued pressure from parents and school. However, there were seven children with significant needs who were potentially joining the school. Work had been done with PVI settings and four of these pupils would come with EHCPs already in place. Each child in receipt of such support could receive up to £6.9k additional funding as well as the notional £6k provided in the school budget, leaving a shortfall in providing full time support of approximately £4.4k per child. (This did not include lunch time and break support.)

This was obviously unsustainable as school budgets were already stretched and a challenge was being made to the Local Authority as school would be unable to provide for the needs of these pupils. One option would be to refuse to take such pupils on the grounds that their needs could not be met. There would be eleven pupils in school with EHCPs from September with five more who had MS Plans which could transfer to EHC Plans.

The lack of availability of places at specialist settings was one of the main problems, resulting in disproportionate pressure on mainstream schools. Ironically, the problem was growing because of the good reputation of the school in providing for SEN pupils' needs. It was felt that some parents saw the school as a "stepping stone" to a special school placement.

Q. Would some of September's intake be better provided for in a specialist setting?

A. At least two of the children would be better provided for in special schools. The parents of one of these children were in the process of applying for a place but it was unlikely that this would be provided for September.

Governors thanked Ms Todd for her presentation and praised the work she and the SEN team did within the school and with outside agencies.

Ms Todd left the meeting at this point.

75. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

Apologies for absence were received from Dr N Ali (Consent), Mr S Saeed (Consent), Dr M Whalley (Consent)

There were no declarations of interest.

76. NOTIFICATION OF ITEMS TO BE BROUGHT UNDER ANY OTHER BUSINESS

The following items were notified to be brought under Any Other Business:

- OFSTED framework
- 20's Plenty

77. MINUTES OF THE MEETING HELD ON 18 MARCH 2019

RESOLVED: That the minutes of the meeting held on 28 March 2019 be approved and signed by the Chair as a correct record.

78. MATTERS ARISING

There were no matters arising.

79. REPRESENTATION

The following matter of representation was noted:

Resignation

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Mr John Morley	Co-opted	21.05.2019

On behalf of the school and the Governing Body, Mrs Stopher thanked Mr Morley for his long years of valued service as a governor.

80. REPORTS FROM COMMITTEES

(a) Standards and Effectiveness Committee

The committee met on 13 May, 2019 and minutes had been circulated to governors. The meeting had concentrated on reviewing the following policies:

(i) Governor Visits Policy

It was felt that the LA model policy needed some amendments to fit with the needs of the school. It was agreed that school should set the focus for possible governor visits which would tie in with the SIP and would fit in with the role of governors as “critical friends”. A balanced schedule could be arranged. There would be a basic pro-forma to assist governors in writing feedback from their visit.

(ii) Complaints Procedure

School amended the Complaints Procedure to provide a specific and realistic time-frame within which the complaints procedure should take place.

(iii) Recruitment and Selection Policy

There were no amendments to this policy. It was advised that more governors complete the Safer Recruitment training available from the LA.

RESOLVED: That the Recruitment and Selection Policy be adopted by the Full Governing Body.

(iv) Whistleblowing Policy

RESOLVED: That the updated Whistle Blowing Policy be approved by the Full Governing Body

The committee also learned that the Safeguarding Audit had been completed online. It would be reviewed in autumn 2019-20.

An update on the teaching of Relationships and Sex Education from September 2020 was received. A parent consultation needed to be done and the LA had provided templates for schools to use. This process would begin in the next academic year. Teaching resources would be available from the LA.

A Mental Health Support Team was being funded to serve the ABC Hub – this would provide four trained practitioners (as well as other resources) to serve eighteen schools. The Hub was also receiving funding to provide a Hungry Families Holiday Club.

School was to take part in the EYFS Baseline Pilot.

A report on data would be provided for the committee.

(b) Resources Committee

The Resources Committee met on 20 May 2019.

The Data Protection Policy was reviewed, along with the role of the GDPR Officer. No changes were made.

RESOLVED: That the Data Protection Policy be adopted by the Full Governing Body.

The committee had examined the school's budget reports. There had been no significant overspend and significant income had been received from various sources which had resulted in there being a sizable carry forward which made for a positive outlook to 2019-20. The B3 had been scrutinised and the committee recommended its approval by the Full Governing Body. This document was shared with the Full Governing Body.

RESOLVED: That the B3 be signed by the Chair of Governors and returned to the LA.

Mrs Stockman had returned from maternity leave and had settled back into her role as Business Manager. Things had run smoothly during her absence, partly as a result of her continued input and careful preparations.

A Health and Safety Audit had been carried out with only minor points for action being noted.

Funding was available for the installation of a Trim Trail near the Nursery unit. It could be installed during half term, other works permitting.

The LA had carried out an internal audit and judged the school to be Outstanding in all areas.

Benchmarking data had been examined. There were no gross deviations from the figures supplied for comparable schools.

81. POLICIES FOR RREVIEW BY THE FULL GOVERNING BODY

Complaints Procedure

- Q. On page 5, it stated that any complaints about the Head Teacher or the Governing Body should be referred to the Clerk to the Governing Body. Elsewhere in the document, it stated that complaints about the Head Teacher should be made to the Chair of Governors. Which was right?**
- A. The Chair of Governors.

The words "Schools' Admissions" were missing from the section headed "Scope of Complaints Procedure".

ACTION: Mrs Wilson to check the final draft of this document and make the suggested amendments.

RESOLVED: That the Complaints Procedure be adopted by the Full Governing Body with the amendments that "The Head Teacher" be removed from the aforementioned section on page 5 and the words "Schools' Admissions" be added as detailed above.

A shortened version of the Complaints Procedure would be uploaded to the school website.

82. HEAD TEACHER'S REPORT AND GOVERNORS' QUESTIONS

The report had been shared with governors prior to the meeting. Questions and comments were invited.

Mrs Stopher commented on the positive KLP visit whilst Mrs Hadji-Lary felt that the range and quality of pupils' activities made for uplifting reading.

The Head Teacher's report was presented using the new Ofsted framework and divided into the four areas mentioned therein: Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management.

Governors again discussed the strain placed on the school by the number and severity of special needs experienced by pupils.

It was felt that the agenda item "Professional Development Training" was covered by the Head Teacher's Report and governors requested that this be removed from the agenda as a standing item.

Ms Moscardini had recently visited Alnwick and Spennymoor to learn about good practice in speech and language development. This had been very useful and links had been forged with a school in Leeds to further develop this area.

Moderation took place with other schools which gave school reassurance that assessments were in line with both similar and non-like schools.

Q. How was the Community Hub developing?

A. Very well. The NHLC worked together as a team along with some other schools and so had already had experience of this way of working. It would be good to foster this way of thinking in the other agencies involved. Mrs Wilson felt that there could be greater sharing of the fact that there were problems within families known about by other agencies, in order to make schools aware of potentially greater needs without breaching confidentiality.

A meeting with the police had been set up for Birkby ward whilst Ashbrow ward was working on communicating with the community – each area worked on different issues according to need.

Mental Health Trail Blazers were working across the NHLC and Salendine Nook Hub.

Mrs Hinchcliffe met with some of the community but some initiatives, for example the Police Intensive Engagement Initiative, were very time consuming and it was not possible to become fully involved. It was felt that any such initiatives engaged with middle class professionals, many of whom did not live in the community. The topic of how to engage the local community more in such projects was to be discussed at the meeting of the NHLC Heads on 21 May 2019.

£250k was available for home improvements and school was helping to facilitate access to this for parents. It was felt that the core funding of services was more important than one off grants which could have no long term impact. Funding was sporadic and had the effect of raising community expectations. Sustained investment was needed.

Governors thanked Mrs Wilson for her report.

83. SAFEGUARDING

Information about Safeguarding was included in the Head Teacher's Report. Information about the Safeguarding Audit was included in Reports from Committees. Minutes 82 and 80(a) refer.

84. GOVERNOR TRAINING AND GOVERNOR VISITS

The Standards and Effectiveness Committee had agreed a simpler protocol should govern these visits. Lists of questions supplied by the LA were deemed inappropriate

for inclusion within the main guidelines as being suitable for governors to ask in school and had been moved to an appendix.

A new feedback pro-forma had been included and examples of completed ones were shared with governors to compare with “free-style” feed-back. It would be up to governors to choose which style of feedback to use and this could depend on the nature of the visit undertaken.

Mrs Westeman pointed out that she did not feel it appropriate that the governor in question should share their report with the members of staff involved. Governors agreed that this should be the responsibility of the Head Teacher and this area of the guidelines should be amended. Teachers were not to be named in the report.

RESOLVED: That the amended Governor Visits Policy be adopted by the Full Governing Body.

Reports were presented to governors about the following visits:

Mrs Westeman had made an informal visit to school on 26 March 2019 and described a parent engagement music session she had observed in Reception as well as her visits to other year groups. She commented on the high level of engagement of pupils.

Mrs Westeman expressed concerns about the amount of personal information required by the government as part of the Single Central Record. This was shared by other governors and school noted their concerns.

Dr Whalley had visited on 8 May 2019 to meet with Ms Moscardini to look at EYFS. Her report mentioned many positive areas but she expressed concern about the school’s participation in the pilot for Baseline Assessment, particularly with regard to Ms Moscardini’s workload and the lack of funding to support the assessment.

Mrs Wilson explained that the school wanted to participate in the pilot as it would help to show the progress that pupils made by being in the school. Many of the children in EYFS had a very low starting point yet many had “caught up” by the time they left the school. Being involved in the pilot would, it was hoped, give the school some input into shaping any future baseline assessment, especially as school had such a large cohort.

Dr Williams had visited on 14 May 2019 to look at the use of metacognition in two numeracy lessons. Whilst both lessons obviously focused on numeracy, he was impressed by the reinforcement of literacy skills and by the way pupils were using metacognition principles to develop their thinking and solve the problems set. Dr Williams planned to return to visit the parents’ group sessions run by the school. Mrs Wilson reiterated that the modelling of metacognition by staff was vitally important as it helped not only to develop thinking processes but also modelled “polite” conversation, personal interactions etc.

85. ATTENDANCE

Mrs Wilson supplied attendance figures for governors to scrutinise. These were broken down by various interest groups as well as giving whole school statistics. The overall attendance figure, excluding Leave of Absence, was 96.16% for the whole school; including Leave of Absence, it was 94.8%. Chicken pox had affected attendance in Year 1. Mrs Wilson felt that the unusually long terms had contributed to the children’s lack of ability to fight off infection. It was believed that school had to follow LA guidelines regarding the main holiday dates but governors agreed that school’s concerns should be raised with the LA.

Q. Could this issue be raised at Primary Heads' meetings to canvass other school's opinions?

A. Yes. It could also be brought up at the Governor Briefing session.

86. SCHOOL WEBSITE

Mrs Westeman had recently looked at the school's website and had found it to be both up to date and full of useful information.

87. EVALUATION AND IMPACT

Governors were requested to evaluate their own impact on the life of the school. Audit tools were available from the LA but in the past, the KLP had assisted governors in this task. It was felt that both OFSTED and the Financial Audit had graded governors highly during the autumn term and that therefore it would be appropriate to carry out a review annually during the autumn. Governors discussed the format that this should have.

ACTION: Dr Williams to bring the evaluation materials to the next meeting of the Full Governing Body.

88. SUCCESSION PLANNING

Mrs Stopher announced that she was planning to step down as Chair and to leave the Governing Body within the next year. She felt that there were many suitable candidates for Chair within the Governing Body and asked governors to consider who they considered would be best suited to the job. Mrs Stopher expressed a willingness to step down in September but was prepared to carry on as Chair until summer 2020 if needed.

89. ANY OTHER BUSINESS

(a) OFSTED Framework

The new OFSTED framework had been published in the document "Inspecting Curriculum". This was shared with governors for their consideration.

(b) 20's plenty

A parent petition had been placed on the school website to garner support for there being a twenty mile an hour speed limit on the roads around the school. It was felt that Kirklees was somewhat recalcitrant at introducing these reduced speed zones.

90. DATES OF FUTURE MEETINGS

RESOLVED: That the next meetings of the Governing Body be held at 6.30 pm at the School on:

Monday, 8 July 2019.
Monday, 7 October 2019.
Monday, 25 November 2019.
Monday, 10 February 2020.
Monday 23 March 2020.
Monday, 18 May 2020.
Monday, 6 July 2020.

RESOLVED: That the dates and times of the next committee meetings be as listed below:

(i) Standards and Effectiveness –
Monday, 8 July, 2019.
Monday, 30 September, 2019.
Monday, 18 November, 2019.
Monday, 3 February, 2020.
Monday, 11 May, 2020, if needed.

(ii) Resources –

Monday, 8 July 2019.
Monday, 7 October 2019.
Monday, 25 November 2019.
Monday, 10 February 2020.
Monday 23 March 2020.
Monday, 18 May 2020.
Monday, 6 July 2020. (Or Standards and Effectiveness as needed.)

91. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.