

[Document title]

02 July 2024, 16:00pm-18:00pm
Followed by FGB away day 18:30-20:00
Portland Road

- Present: Anne-Marie Williamson-AW, Ben Massey-BM, Jo Corbett-LC, Lorna Cummings-LC, Louise Wilkinson-LW, Nick Jefferson-NJ (Chair), Barbara Bush-BB, Marcel Amour-MA, David Karp-DK, Lisa Marshall-LM, Sarra Lee-SL, Maddie Southern-MS (EHT)
- Other participants: Abby Hedger-Jones-ABJ, (Associate Member), Niamh O'Shea NoS (DHT Associate Member), Sam Ledger –SL (DHT Associate Member),
- Joined remotely: Emer Gardener-EG
- Clerk to Governors: Jessica Sullivan-Wrenn - JSW
- Apologies: Chelle McCann-CMC, Ella Livingstone-EL
- Quorum: 11 out of 12 governors were present, so the meeting was quorate (at least 50% of governors present)
- Acronyms: SLT=Senior leadership team. SIP = School Improvement Plan. CPOMS = child protection online management system. AOB = any other business

Governor Questions and comment to the SLT are highlighted bold.
Decisions and approvals, in bold CAPITALS

1. Introduction

Welcome – the meeting opened at 16:06. NJ thanked everyone for coming, and welcomed MS and SL.

Apologies – noted and accepted from CMC, EL

Notification of any urgent business – none noted

Declaration of interests – none noted

2. Minutes of last meeting

Approval – the minutes of the previous meeting were circulated and **APPROVED**.

Matters Arising – none noted

(JC/BB arrive at 16:09)

3. Brief verbal EHT update

- All statutory assessments in EYFS, KS1 and KS2 are completed. We will be using Year 2 teacher assessments to inform further assessments for this year and transition into Year 3. Attainment data for KS2 Year 6 will be available at the beginning of July and then shared with FGB once checked. Reported to P/C via the annual school report. The school is extremely proud of all pupils on both sites.

- Inclusion teams, in all sites, have worked hard this academic year, supporting with tailored provisions, adaptations and strategies for the many pupils with significant behavioural and high needs.
- Reception pupils and parents attended parents evening, meeting teachers and exploring classrooms. Positive outcomes and good feedback from parental surveys. Data published on school SEFs and in the newsletter.
- Year 3 parents evening was also attended by pupils, giving an opportunity to meet their teachers. On Friday these pupils will be attending their new classes.
- Year 6 – 7 transitions are supported using the VI (Vulnerability Index) which provides essential information and transition for all Year 6 pupils. Enhanced transition is provided and personalised with the link secondary school and inclusion team as appropriate to need.
- 9 sports days across Federation. Sports leads have been great at organising sports week, with visits and trips in all year groups. Reports in newsletter on school website.
- Whole school arts week was very successful. Curriculum alignment with art and each year group has their own topics, linking with other subjects.
- Curriculum overview is being led by NoS and SL and has had positive external feedback. A new curriculum policy will be published in the autumn term 2024.
- 2 new ECT teachers will start in September across the federation.

Thanks were given to SLT for all their support and hard-work this academic year.

Governors reiterated the thanks for all staff.

4. Finance

Accompanying document: financial recovery plan- **confidential**.

- Budget

Main priority this financial year is to produce; an in-year balanced budget for both schools. 46 schools in the LA have required a deficit budget. Schools are being asked to eliminate the deficit in next 3 years – HLF have been given an allowance of 5 years.

- Licenced deficit application
-£666.000

- Financial recovery plan

The recovery plan includes staffing reductions in all areas. Consultation completion this academic year will result in changes to staffing in September in SLT and support staffing across sites and part of the year 2 cost savings within the budget plan.

Flexible changes will be made to 90 staff contracts and roles, to try to reduce redundancy.

HLF have been advised to have an experienced senior leader and skilled project manager. LA can provide support as well as AAT.

AAT has supported the finance recovery plan and how the work will be managed as part of the partnership memorandum.

Q: Will the project manager be involved in the reduction of staff and how it impacts across the school? Their role will be supporting leaders and will not be facilitating.

Q: A significant reduction in staffing will put capacity pressure on SLT and admin staff, and impact teaching & learning. Job specifications and responsibilities within school need to be considered.

Custom and practice is expected to be the main barrier. With city wide federations this could make staff restructure easier. Plans to move support staff between schools on federated contracts.

More training for staff and governors is required for this to be successful. – Governors agreed. Support has not been robust enough. Unions need to negotiate with LA.

Q: Governors asked about support staff roles and responsibilities? All teaching support staff will receive renewed contracts that will implement the role changes, if it were to go ahead. This would create flexible support staff to utilise where ever needed across the federation. The project manager could support with contract changes.

Some staff would prefer to keep their contract in a specific role and site. Staff are not being replaced when they leave, this creates more flexibility than financial gain.

Q: Could Governors have an impact statement / risk management. As part of the budget recovery plan, there is a monthly tracking process and this data is shared in monitoring visits and committee meetings.

Q: When will re-forecasting occur? What does LA and school want to see? Governors need to clearly demonstrate how they are scrutinising the data including PAN and admissions data to project budget. The recovery plan doesn't include any redundancy figures and this does need to be accounted for.

To help integrate the juniors and reduce costs, AAT proposed a shared office and office restructure. It is unlikely to be funded by LA.

Q: Are pay rises factored in? Yes. Q: Does the Government part fund that? As a big school of 200 staff, we get no funding for support staff, though Unions are helping them to gain a 10% increase. Pension changes need to be factor in, not considering this has a big impact on the budget.

Q: How many contracts have been federated? 60% staff are now on federated contracts.

Q: Are there differences in the terms on the contracts? No. it is only a change in the work sites. There is a misunderstanding from the unions over the responsibilities in contracts.

Governors thanked Sarah and Emma for their hard-work.

5. Strategic priorities 2024-2025

Accompanying document: Draft Governing board strategic priorities were shared and await feedback from all committee leads and the Executive Headteacher.

Still awaiting WHIS OFSTED.

Document due to be updated with committee's key focus' by September 2024. The key priorities 24-25 will be shared with all staff on the inset day in September 2024.

(EG left meeting at 17:03)

6. Updates from committees:

Curriculum and Inclusion

- Committee meeting

Presentation from Carolyn Kemp-Harris on the Anti-racism action plan and building cultural capital – 'love local'. The committee received curriculum updates from NoS/SL on assessment in foundation subjects. Governors are responsible for upholding the obligations in Equality act, those duties will be presented in bullet points for governors. See C and I minutes.

- Pupil voice

All Governors were invited to school sites to talk with school councillors.

Main theme of feedback; pupils expressed a keenness to learn, describing it as 'fun', detailing their favourite subjects.

School Road; some pupils felt that playtimes could be improved and had good ideas for more structured activities. All pupils knew who to speak to if they had any worries. SLT has also identified these issues through pupil voice. A playtime audit is being carried out.

Holland Road; Year 2 and 6. Having infants and juniors together is working well in zones. Reception children reported feeling safe and knew who to talk to, naming specific teachers. Key stage 2 priorities are social, they value friendships and social connections.

Q: When do year groups mix? Only through residential. There could be a more combined culture between sites. **Governors suggested integration could be explored through school councils.**

SIP visit included pupil voice across all sites. Playtimes were highlighted in pupil voice as an area school council could improve. All pupils were clear on keeping safe and knowing what bullying behaviour is. Teachers undertake playtime duties as well as support staff and a member of SLT is always on duty at lunch on all sites. Nurture spaces are provided for individual pupils as appropriate on all sites at lunchtime.

Governors discussed changes for lunchtimes to find solutions to pupil concerns. OPAL practices were suggested from SLT and will be investigated. The school also uses its sports premium to provide structured games and activities from sports leads on a daily basis at lunchtimes across all three sites in the federation.

Safeguarding

- Committee anonymously reviewed children in care, their progress and incidents from CPOMS.
- E-safety incidents have led to the school providing further guidance and support to P/C and working with individual families as appropriate. E-safety policy and the schools bullying policy are used accordingly and incidents are recorded on cpoms.
- Discussed Impact on staff and their welfare. RJ and inclusion team have excellent support in place. Risk assessments are reviewed regularly. A new policy will be implemented.

Q: H&S links with Safeguarding. We have completed a monitoring visit and have talked through the responses from inclusion team and their successes. Health and Safety incidents are recorded and sent to the LA. Individual behaviour plans are in place for identified pupils as appropriate.

7. Leadership update

Governors welcomed back MS as Executive Headteacher Governors thanked LM for her support to MS. BM is leaving this term. LC has been working on the SLT structure and allocating the roles and responsibilities.

8. Governor Monitoring and Reports

Accompanying documents: reports on GVO

Safeguarding visit. Checked single central record. Reviewed questions from recent training.

SEND Monitoring Report. Transition with secondary. Feedback from this year is much more positive and SEND pupils are well prepared with enhanced transition. Case studies were reviewed and these included examples of specific support in place for individual children. Positive feedback from parents about support.

Health and Safety

Finance

Subject Link Reports; Disadvantaged. Pupil premium lead has done well to ensure all disadvantaged pupils are supported in classrooms. This is addressed at termly INSET days, which allows additional time to complete forms. Impact is monitored and interventions are in place for those with high need.

Anti-Racist Schools work. See item 12.

Decolonising work is being shared around certain subjects.

9. Policies

POLICY	COMMENTS – GVO	STATUS
<p>Vexatious complaints</p>	<p>Governors suggested more specific wording to the definition of Vexatious, also stating: Relationship to the schools Complaints policy -is there a specific benefit that this policy sits outside/alongside the complaints policy and not as a subset of the complaints policy? It indicates that complainants would be given a copy of both policies so I wondered if it could be combined for simplicity. I'd also think it would be useful to ensure they are both given up front in the process and it avoids the risk that the vexatious policy is only issued once the school considers the complainant to be vexatious as that could become an escalation in and of itself.</p> <p>Governors suggested adding additional information: 1 Inform the complainant that, except in emergencies, all routine communication with the complainant to the school should be by letter [1] only. [1] Does this include email? If it does include email, then I think it needs to be specified here. If not, does it need clarifying that is a hard copy letter and not electronic?</p> <p>Bullet 1 in the first part, end of p1 says "How and when problems can be explained with the School" - suspect that was meant to be "explored". And the last bullet under "Whi is a persistent complainant" "...when the outcome is not satisfactory to the complainant but cannot be changed". This may leave you open to the argument that it could technically be changed, but full, due process has been followed, and is exhausted. May be safer to word it that way.</p>	<p>Pending approval.</p>
<p>Governors discussed; The vexatious complaint policy being included in the current complaint policy. Advice suggested that the nature and tone of complaints can be extended using an additional policy; it differs in how concerns and complaints are dealt with. Governors considered Using the model complaints policy but clarifying the language used, and identifying contradictions. The policy needs to refer to the conduct of the complainant.</p> <p>DECISION – include both policies for approval on GVO, so Governors can review simultaneously. Pending approval for vexatious policy, changes need to be made to wording and Governors to decide how the policy will be presented, as a stand-alone or subsidiary to the complaints policy.</p>		

10. Governance meeting schedule.

Accompanying document: HLF proposal meeting dates – **APPROVED**

11. AOB

Governors acknowledged and thanked BM for all the hard work and dedication he has provided. An invaluable part of the HLF team. Governors wish BM all the best in his new role. You will be greatly missed and an asset to your new school. BM thanked Governors for their support. BB was thanked for her hard work, challenge and rigor. JC was thanked for her support to Governors throughout federating and the multiple roles as governor. A very special thanks to Chelle for all her hard work over the years and support to Governors and the school.

Date of next meeting:	FGB – 19 September 2024 4pm Holland Road
Meeting to include:	Chair election, declaration of interests, approval: code of conduct and instrument of governance, confirm reading updated KCSiE. INSET feedback
Policies to review:	
Time closed:	17:54

Agreed as a true record and approved for circulation.

ACTIONS LISTED:

ACTION	PERSON	TIMEFRAME
5.1 committees to decide strategic priorities for next academic year	CoC	September
9.1 contact Kate regarding changes to the vexatious policy	JSW	Within one week
10.1 Update selected committee dates (C&I), upload to GVO	JSW	<i>Completed</i>
11.1 create and share a Governor’s newsletter. Detailing impact over the year.	NJ	Before end of term