

Please forward any matters relating to the Minutes below to:
THE CLERK TO THE GOVERNORS

Stoke Bishop Church of England Primary School
FULL GOVERNING BODY MEETING – TERM 3
Held on Monday 24th January 2022 at 4.30pm via TEAMS

Minutes

PRESENT:

FOUNDATION

Rachel Powlesland (RP)
Jema Ball (JB)
Helena Richards (HRi)

MEMBER APPOINTED

Paul Wake (PW)
Cynthia Treharne (CT)

PARENT GOVERNORS

Bridget Davies (BD) (Chair)
Helen Rowe (HR)
Jamie Pirie (JP)
Sophie Summers (SS)
James Wiggins (JW)
Michael Barnes (MB)

STAFF

David Forrester (DF) Head Teacher
Ann Smith (AS)
Darren Hunt (DH) Deputy Head

Clerk to Governors

Sarah Richardson (SR)

ITEM	MINUTE	ACTION
154	<p>Welcome</p> <p>154.1 Welcome, Apologies for Absence and Opening Prayer Apologies received from Beverly Richardson (BR). Apologies accepted by the Governing Board.</p> <p>JB led the opening prayer.</p> <p>154.2 Declaration of Pecuniary Interests The Attendance Register and Declaration of Pecuniary Interests was agreed online on GovernorHub. Nothing was noted.</p>	
155	<p>Minutes from last meeting (FGB 6th December 2021)</p> <p>155.1 Approval of Minutes Minutes approved. Now available on the school website.</p> <p>155.2 Matters Arising & Review of Action Points BD read through action points and gave an update on each point. HWJ action will be addressed in T6. AS will report on GDPR in the March Governor meeting. Governor Recruitment – this can be included in the church Messenger magazine (JB). E&D item for FGB in May.</p> <p>All items had been completed or would be covered under the agenda for this meeting.</p>	HR/AS JB/BD CT/VM
156	<p>Safeguarding</p> <p>Online safety at school. Presentation and Q&A – Brin Attewell</p> <p>Governor comments/questions: <i>What are we doing to educate parents about online safety so that in turn they can support the learning on online safety that their children receive in school?</i> Aim is to encourage open conversations between children and parents. Developing useful workshops within school time to enable conversations to happen with children. Governors agreed that the conversation is necessary with child and parent to help understanding and consistency on both fronts. More areas to consider are engagement and encouragement of open conversations.</p> <p><i>Do we cover WhatsApp and Snapchat in KS2 safety/appropriate use as it seems that these start to be used when children get their own phones and often seem to cause significant issues. Do we ask the older pupils what social media/apps that they use to ensure that safety is covered?</i></p>	

<p>Yes but apps not mentioned specifically. Discussions are had about group chats and areas that may come up, look at the language used and how that can make people feel. This area develops so quickly conversations are kept open to include many different platforms the children may be using for example, online gaming.</p> <p><i>Have we considered (or is there already) a way of pupils/parents reporting concerns anonymously as sometimes parents feel that they don't want to be seen reporting inappropriate use if it is about another child?</i> Worry boxes are already in place and can be used if needed.</p> <p><i>Does our behaviour policy incorporate online behaviour? Does our child protection policy have a clear process for reporting online incidents or concerns? Does our anti-bullying policy make clear what's acceptable online behaviour and include sanctions for unacceptable behaviour?</i> They are covered but not explicitly mentioned within the behaviour policy, but is in the other policies. The Anti-Bullying Policy identifies Cyber bullying as a specific form of bullying behaviour. It does don't specify beyond this as it merely seeks to recognise it. The Behaviour Policy does not currently contain reference to Cyber bullying or Online behaviour so this can be added at the next review (Oct 2022).</p> <p><i>Are our pupils clear what's expected of them both online and offline? How are pupils made aware of these expectations?</i> Teaching and learning about expectations is clear and consistent in school for all children, but there is a question around how that carries over to home situations. As covid eases we can re-introduce face to face workshops to help ensure parents also understand expectations and can support children at home.</p> <p><i>Is online safety part of staff safeguarding training? Does anyone have a higher level of training (eg DSL's, ICT lead)? How often do staff undergo updated training that includes online safety? How are staff are encouraged to share knowledge and expertise?</i> Yes. VM is now Designated Safeguarding Lead with DF/IH also responding and backed up by DH. There is specific online safety content in KCSIE and safeguarding training for all staff as well as more detailed content for the DSL's. School have invested in a platform that will update you when new sites are launched and highlight potential safeguarding issues, VM manages with support from HC & BA.</p> <p><i>Is this just for schools?</i> As far as I can ascertain, this APP is supported by our insurers Zurich Municipal and as such comes free to schools. It has an 'organisational structure' that means it is not directly available to individuals / parents. We could potentially look at how we share some of the content to increase impact.</p> <p><i>Are we taking consistent action when a pupil Reports unacceptable online behaviour, including cyber-bullying? Or expresses concern about something they've seen online?</i> See safeguarding procedures.</p> <p><i>How is online safety integrated into our curriculum?</i> This was included in the presentation from BA.</p> <p><i>How do we meet the needs of the more vulnerable pupils, who may be at more risk from, some online behaviours?</i> Aware of vulnerable pupils and particular needs so it is covered between teaching staff, then carried through to conversations with parents.</p>	<p>DF</p>
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Headteacher report

157.1 Headteacher report

Questions from Governors

Safeguarding. Are we on top of all aspects in the 'course for concern section'?

The increase in numbers is partly due to the way we now categorise. The more significant question is which 'concerns' don't get closed because there's something to follow up – sometimes this is because they are still recent.

There are a lot of cause for concern children at the moment – have we got enough staff/staff experience to support? How are the staff coping with increased load resulting from the number of cases? Do we have enough qualified / experienced staff?

Yes. School has clarified understanding of CPOMS amongst staff and as a result, more recording is happening. VM is now DSL with DF/IH also responding and backed up by DH. Most cases are wrapped up in 2 days unless the case is being referred by other agencies involved.

The increased load is due mostly to training in CPOMS at the beginning of the year and improved on-going practice.

H&S - VENTILATION

There has been a great deal in the media about ventilation in schools and government help towards that.

We don't qualify for ventilation support. We have received CO2 monitors and these have been used effectively to ensure classrooms are appropriately ventilated.

PUPIL DATA

Can school identify any overlap? For instance, How many children in the disadvantaged group are from EAL or BME backgrounds?

Disadvantaged (of whom) BaME (of whom) = EAL (of whom) SEN

DF showed the Board a breakdown of these numbers.

School are comfortable with where numbers are but keeping an eye on it. Parental involvement for all these groups is key and very much focus of work for CWS & HWJ within inclusion and family link work.

1:1 provision

The expansion of the SEN 1-1 team sounds really positive and can only strengthen the skills/knowledge base of all staff working with children in SEN group.

Do we have a policy / understanding on how these extra staff are used in class so teachers understand how to make the most of the extra resource whilst also allowing the extra TA's to meet the needs of the pupil they are supporting?

The principle is that the TA's are first and foremost there to support 'additional needs' – SEN /PP/ EAL. That funding is a large part of the costs of their 30 hrs / week which is the 'indicative SEN funding and the PP funding for the school. The benefit of the TA's being available across the Hub to support different T&L strategies is about ways that we develop Inclusive practice. 1-1 work is directed through the support plans, training and support from the SENCO.

Do the 1:1 TA's have sufficient training and support in place to enable them to be effective?

Yes, through support plans and HWJ guidance & support. In the first instance, the focus of 1-1 TAs is on building a relationship with the child. Some more experienced people in the role would naturally be able to respond to certain aspects of the child's needs more readily. With newer staff it takes time to develop those skills and they do so alongside the learning of the child. This is why the most important factor when appointing them is about their ability to 'connect' with children, to show initiative and to have a creative attitude to learning scenarios.

Recruitment

What channels are we using to find TA's to fill the vacancies? FB pages, other Social Media?

Local publications, NW24 Heads.

Is the difficulty in recruiting specific to SB?

DF has spoken to members of NW24 group and this is a problem for several, with far fewer applicants for each post. BD - it appears to be a common issue across all schools from recent conversations with governors from other schools.

DATA

What do the numbers mean on the Whole School Targets?

The numbers are %. Each year group has targets to aim at in respect of children achieving the expected level for their age (EXP) or above expected for their age – known as Greater Depth (GD) in each of the areas Reading, Writing and Maths and also combined.

Spanish wasn't on the list of subject leaders' reports.

The MfL Report was a little late and has now been added to the folder.

The targets are taken from Fisher Family Trust (FFT) (?). Do you consider them achievable / stretching?

Extremely challenging. As per Heads report there seems to be very little consideration of the journey these cohorts have been on. Whilst we will definitely be aiming for them, to be anywhere near them (within 10%) would be a credit to the work of the teaching staff over the past two years – and of course to the Y6 team.

When do we hear about numbers for EYFS for September 2022?

School receives initial numbers in April 2022.

ORACY

Regarding Oracy, as the government are pushing this post-C19, is there anything that can we benefit from by joining up with other schools in Bristol, NW24 etc?

There will be other schools participating in NW24 and we would aim to collaborate with others where possible – to be covered in NW24 meeting 25.1.22.

How are we developing Oracy in relation to SEN children?

Yes it is an important part. We are in fact only at the very beginning of this aspect of this approach to learning – and there is a long way to go. The Inclusion team are part of that journey and will be contributing to the conversation – because of course for some SEN children this will be a big, positive shift, whereas for others it will be hugely intimidating and challenging.

Hub reviews

General comment from Governors they found the Hub review really encouraging.

There are many actions on the Hub reviews with really good ideas for classroom practice. How are they going to be implemented and monitored? Do we have champions or best practice?

Teaching and Learning (T&L) covered, utilise teaching staff across hubs.

This is done through Ext SLT – into PPA – into classroom practice – monitored at Hub Review 2.

How is best practice found in the reviews going to be shared and implemented/monitored?

Once we are able we utilise team teaching / mentoring far more widely. It is the prime method for developing skills and embedding strategies.

Platinum anniversary

What governor input would you like / need for the planning and running the anniversary events?

How can we leverage the publicity opportunities of the platinum events?

Fun not stressful, start with children. Then PTA and parents. Focus around just having a good time! Celebrating and enjoying on a low level.

We will be starting in school – staff and children / then PTA & parents. Gobs will hopefully be able to facilitate (?) and participate

- Framework Planning complete by end of T3

- Detailed planning T4

- Preparation T4/5

Using any leverage we have to promote what is happening – BS9 / The Shire / Evening Post.

The Governors thanked all school staff for their continued hard work.

	<p>SR to file acronyms document on GH.</p> <p>158.1 SDG on 7.2.22 at 4.30pm. All invited to attend. Group consists of chairs of committees and safeguarding lead. Agenda includes:</p> <ul style="list-style-type: none"> • draft complaints policy, DF sent to SS/PW. To be approved by L&M and then passed to SDG. • Staff and parent surveys – to agree when and how they run. • Strategic aspects of falling numbers – decision points and actions for short and medium term plan. <p>Please keep SR updated re attendance</p> <p>158.2 Governor Day – Thursday 17th March 2022. Draft agenda has been put together. Please attend for as much of the day as possible. The hope is to get a feel for school life especially for those that aren't often in school. Please keep SR updated re attendance.</p> <p>Feedback to BD/DF to input further.</p>	<p>SR</p> <p>ALL</p>
<p>159</p>	<p>Policies</p> <p>159.1 Health, Safety & Wellbeing Policy AS summarised the changes to the two documents – the main one being the list of members of staff responsible for aspects of the policy. FGB agreed to adopt the new Policy.</p>	
<p>160</p>	<p>Committee Reports</p> <p>160.1 Finance No items.</p> <p>160.2 Quality of Education A Data meeting was held on Tuesday 14th December. It covered Data Point 1 key messages and actions. A Curriculum meeting was held on 18th January. It included subject lead presentations and was considered very positive. SL's showed the key concepts and key skills for their subjects and explained enquiry based topic work. DH & SR to make the key documents presented available to all governors. HR will add comments to SDP to show progress against this objective. Work happening in school to prepare subject leader reports ready for T4. Please could all governors make sure they have met their SL's at least one this year and plan to meet them again by end of T4.</p> <p><u>Thank you to all Governors and staff for work on subject lead visits.</u></p> <p>160.3 Leadership & Management No items.</p> <p>160.4 Personal Development No items.</p>	<p>DH/SR</p> <p>HR</p> <p>ALL</p>
<p>161</p>	<p>Link Governor Reports/updates</p> <p>161.1 Equality & Diversity CT to meet with VM next week. DF will feedback NW24 training session to CT.</p> <p>161.2 Health & Safety No items.</p> <p>161.3 EYFS</p>	<p>CT</p> <p>DF</p>

	<p>HR met with VM this term, The EYFS report is in progress and HR will add to Governor folder when this is finalised. HR highlighted the introduction of the Nelly intervention package in EYFS, which has positive feedback so far.</p> <p>161.4 Church Links Collective worship going well. The Easter trail will take place this year enabling all children to visit St Mary's for the first time in two years. . School is also hoping to hold an Easter service in church.</p> <p>161.5 Inclusion HRi outlined progress is a number of areas:</p> <ul style="list-style-type: none"> • Launch of the Inclusion Padlet – this is a one stop shop for advice / links for SEN parents and children available via SZApp. . Feedback will be gathered from parents. . • School information report for the website – HWJ met with SEN parents to develop this collaboratively. • CWS met with local family link workers. She has set up a series of EAL teaching sessions for parents. • All staff have been trained in the Trauma informed approach to supporting children. . • HRi will meet with HWJ next week for an Inclusion Learning Walk. . <p>161.6 Safeguarding The safeguarding team is a strong team, promoting a 'we care' attitude. There is resilience - as in should a member need to deal with a safeguarding issue, there is capacity in the staff to cover their 'normal' duties, e.g. class teaching. VM has taken over as Designated Safeguarding Lead (DSL) and has lots of ideas of how to promote safeguarding at school. She is also pastoral lead and there is a big overlap between DSL work and pastoral work. She shares an office with HWJ and CWS which provides benefits all round. Staff safeguarding training is sounding healthy. The safeguarding team is reviewing and adding to the student curriculum, taking a strategic view. They are looking at opportunities to engage parents about online safety. The team is also considering the option of covering FGM in year 6, that will be in consultation with parents and an opt out. They've reviewed the Child Protection Online Management System (CPOMS) and have had a 'check in' with staff to ensure it is used consistently. SS checked Single Central Record (SCR) on 21st Jan.</p> <p>161.7 GDPR (March meeting)</p>	HR
162	<p>Correspondence No items.</p>	
163	<p>AOB Nothing noted.</p>	

The meeting closed at 6.16pm

Date of the next meeting: **Governor Day** Thursday 17th March 2022

SIGNED: DATE: