

THE GOVERNING BODY OF HEADLANDS JUNIOR, INFANT AND NURSERY SCHOOL

Minutes of a meeting of the Governing Body held at 6.30 pm at the School on Tuesday, 26 November 2019.

PRESENT

Mr D Cloughton (Chair), Mrs R N Afzaal-Khan, Mr T Cross, Mrs L Drummond, Mr C Looker, Mrs G Wright, Reverend K Young.

In Attendance

Miss A Walker (Minute Clerk)

Agenda Item	Discussion and Decisions	Action
2972.	<p><u>APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST</u></p> <p>Apologies for absence had been received from Mrs P Cocker, Mrs K Dickinson (consent) and Miss S Greenwood (no consent).</p> <p>There were no declarations of interest.</p>	
2973.	<p><u>NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS</u></p> <p>The following items were notified to be brought up under Any Other Business:</p> <ul style="list-style-type: none"> • Keeping Children Safe in Education • Safeguarding Policy • Data Protection Policy 	
2974.	<p><u>REPRESENTATION</u></p> <p>(a) <u>Appointment of Co-opted Governors</u></p> <p>Governors noted they had received an application from a prospective Co-opted Governor and a pen portrait had been circulated, which provided an overview of the prospective governor's skills and experience. Governors agreed these skills would complement those of existing governors and that they would like to co-opt the new governor with immediate effect. Governors acknowledged they had made efforts to seek a non-parent governor with appropriate skills, however, as this had not been possible, they were comfortable to make an appointment from the parent community.</p>	

	<p>RESOLVED: That Ms S Marshall be appointed with immediate effect, subject to DBS disclosure.</p> <p>The Head Teacher would be asked to check if an additional DBS is required as the new governor has one in their capacity as a volunteer within the school.</p> <p>The Chair would contact the new governor to inform them of the appointment.</p> <p>The action from the minutes of the previous meeting for the Head Teacher to make enquiries about a potential new governor with an education background was carried forward.</p> <p>(b) <u>Appointment of Foundation Governors</u></p> <p>Governors noted there continued to be a vacancy for a Foundation Governor. Reverend Young noted that she had discussed this with the Parochial Church Council (PCC) as the appointment would be made on the PCC's recommendation. The PCC would only make a recommendation for a practising Christian (any denomination). Reverend Young had contacted other ministers in the area but many parishioners are already governors or unable to take on the commitment.</p> <p>Reverend Young said she would welcome suggestions from governors if they were aware of anyone who would meet the Foundation Governor criteria. Mrs Drummond noted that she would follow up with one of her contacts.</p>	<p>Head Teacher/Mrs Drummond</p> <p>Chair</p> <p>Head Teacher</p> <p>All</p> <p>Mrs Drummond</p>
2975.	<p><u>RESUBMITTED MINUTES OF THE ANNUAL MEETING HELD ON 10 JULY 2019</u></p> <p>RESOLVED: That the minutes of the meeting held on 10 July 2019 be approved and signed by the Chair as a correct record.</p>	
2976.	<p><u>MATTERS ARISING</u></p> <p>There were no matters arising.</p>	
2977.	<p><u>MINUTES OF THE MEETING HELD ON 2 OCTOBER 2019</u></p> <p>RESOLVED: That the minutes of the meeting held on 2 October 2019 be approved and signed by the Chair as a correct record.</p>	

2978.	<p><u>MATTERS ARISING</u></p> <p><u>Governor attendance at staff meetings (Minute 2968 refers)</u></p> <p>Governors would carry forward the action for the Head Teacher to consult staff to see if they would like Governors to attend future staff meetings (one per term). Mrs Wright to investigate options with the Head Teacher.</p>	<p>Head Teacher/ Mrs Wright</p>
2979.	<p><u>REPORTS FROM COMMITTEES</u></p> <p>(a) <u>Finance, Resources and Staffing Committee – 12 September 2019</u></p> <p>Mr Looker noted that there had also been a meeting of the committee on 20 November 2019 and he provided an update on the key agenda items:</p> <ul style="list-style-type: none"> • Staffing update - the committee had noted the recent staffing resource challenges. The committee had asked if there had been any negative comments from parents because of this, and governors were pleased to hear there had not. Governors thought this was reflective of how well the school had managed the challenges. • Budget monitoring - governors had access to the financial budget monitoring reports via the governors' online system and had the opportunity to review these ahead of the Full Governing Body meeting and committee. Governors were informed of the increase in the forecasted carry forward to £78,000. The budget position reflected the increase in grant funding and maternity leave/maternity cover for the year. • 2019 Internal Audit Report and Outcomes and Recommendations – there were three minor action points from the audit, which had all been completed. Governors thanked the School Business Manager for their diligence, which was reflected in the outcome of the audit. • Pay and Appraisal Policy – governors recommended the policy for approval and were given detail of the appraisal process. All teachers achieved their objectives and progressed to the next increment point. There were two teachers who successfully applied for the upper pay scale increment by completing the necessary evidence file. School would be reviewing the appraisal process and would bring this back to governors. 	

- Nursery and hall building proposals – there had been a partial response from Kirklees on the building works, which outlined the significant cost involved in replacing the nursery building (even with a temporary structure). There would also be a meeting with the Kirklees Education Department in January 2020.

All to note

(b) Achievement and Curriculum Committee – 8 October 2019

The Chair provided an update on the key agenda items of the meeting:

- Carry My Story Project – governors received an interesting presentation that provided insight into the school. Governors were reminded that committee presentations are open to all governors.
- Assessment schedule – data cuts would reduce from four to three and this was in response to the School Improvement Partner's suggestion to help alleviate workload pressures. The change would also free up additional teaching time. The Chair noted that there would be a review of the data presented to governors with the aim of making this more insightful.

Q: The committee minutes refer to the decrease in Year 1 performance and accelerated expectations throughout the year, what does this mean?

A: The committee's discussion was about the rate of progress by Year 1 pupils. Over the year, pupils are expected to make six steps of progress. The pupil assessments are based on teacher observations and these are ongoing throughout the year. The assessments also consider whether a child can apply the skills at a later date, ie that the learning is embedded and the child can use skills which were gained earlier in the year. Towards the end of the year, judgements are more secure and a faster rate of progress might be recorded once learning is embedded. The school has always followed a cautious approach to assessment, which can result in the data showing greater progress at the end of the year. This pattern might not be as prevalent this year due to the reduced data requirements, with longer gaps between data capture.

	<p>(c) <u>Children, Families and Community Committee – 11 November 2019</u></p> <p>The Chair provided an update on the key agenda items of the meeting:</p> <ul style="list-style-type: none"> • Pupil Premium (PP) – governors clarified the remit of the committees in looking at PP. Finance, Resources and Staffing would consider PP strategy and value for money. The impact of PP initiatives would be assessed at Children, Families and Community Committee. A governor commented that the Pupil Premium case studies had been useful to illustrate the impact. • Ofsted – the committee reviewed feedback from Ofsted. Absence was one area the committee would continue to monitor in the context of the feedback from Ofsted. • SIAMs – this was due next year and the committee would pick this up in future agendas. The committee had asked about the involvement of governors in the SIAMs process and the expectations of this. This question would be put to Head Teacher by Mrs Drummond, to be reported to governors. 	<p>Mrs Drummond/ Head Teacher</p>
2980.	<p><u>2019 INTERNAL AUDIT – REPORT ON OUTCOMES AND RECOMMENDATIONS</u></p> <p>Governors referred to the update under Minute 2979 (a) which noted the minor actions resulting from the internal audit, and that these had all been completed.</p>	
2981.	<p><u>HEAD TEACHER'S REPORT AND GOVERNORS' QUESTIONS</u></p> <p>The Head Teacher's report had been circulated in advance of the meeting. The Chair noted the report would be discussed by exception, with governor questions taken. The report also included the School Improvement Partner's report. In the Head Teacher's absence, Mrs Drummond answered questions:</p> <p>Q: The report makes reference to one midday supervisor resigning but two being appointed. What was the reason for the increase?</p> <p>A: There was an existing vacancy in addition to the recent resignation. Due to the calibre of candidates, school took the opportunity to fill both positions.</p>	

<p>Q: Looking at the detail in the report about cohort characteristics, for example, the number of vulnerable, SEN, child protection, children in need, could this data be presented in a visual form and in a way that shows the variation in numbers between one report and the next?</p> <p>A: Yes, this will be done in future reports, with a summary of the changes provided. The vulnerable register, as reported to the last meeting, had 117 pupils on and there are 102 on the current report. The difference in the numbers relates to the Year 6 leavers. The SEN numbers for reception are still to be determined. At this early stage in the year, staff are getting to know the children and assessing whether pupil needs are developmental or if they represent a more significant learning issue.</p> <p>Q: The data presented to governors should provide governors with appropriate insight, could further thought be given to the cohort characteristics report? It would be helpful for governors to receive additional context about what each category means and the level of severity, for example, the distinction between child in need and child protection.</p> <p>A: This will be incorporated into future reports.</p> <p>Q: Can pupils be in more than one category within the cohort characteristics?</p> <p>A: Yes.</p> <p>Q: Could governors have an acronym buster to refer to?</p> <p>A: This will be uploaded to the governor online files by Mr Looker.</p> <p>Q: The report references the Alex Timpson training. Did the outcomes of the training meet the objectives and what was done to evaluate this?</p> <p>A: The training included a before and after questionnaire for staff. All staff completed an evaluation form and the outputs were then considered by key stage teams. SLT then looked at these to identify the priorities to take forward.</p> <p>Q: The training itself was done in different workshops, how will the training from each workshop be shared with staff?</p> <p>A: The training consisted of 10 workshops, with SLT and staff being represented across all workshops. At the end of the training, each school went into one group to feedback on the different workshops and share the learning with all staff.</p> <p>Q: The report references a pupil admission appeal into Year 5, which takes the year group over PAN. Are there any restrictions on the school going over PAN?</p> <p>A: No.</p>	<p>Mrs Drummond/ Head Teacher</p> <p>Mrs Drummond/Head Teacher</p> <p>Mr Looker</p>
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	<p>Q: What impact will there be in Year 5 as a result of going over PAN?</p> <p>A: The needs of the individual pupil will not be known until they start.</p> <p>Q: Does going over PAN in Year 5 change the staffing ratios required?</p> <p>A: No.</p> <p>Q: There have been some school closures locally due to outbreaks of sickness, what is the school's policy on this?</p> <p>A: There is no specific policy but SLT would take these decisions in liaison with the LA and taking the LA's advice.</p> <p>Q: The report references two fixed term pupil exclusions, what is in place to support these pupils?</p> <p>A: There are behaviour plans for each pupil. There are regular meetings to review behaviour plans, which are attended by support staff, teachers and SLT. The parents of the two pupils are supportive and working with school. The pupils have 1:1 support in place.</p> <p>Q: The School Improvement Partner's report refers to Ofsted feedback on teaching and learning; is the new Ofsted framework in place?</p> <p>A: Yes. Teaching observations do not result in a judgement for individual teachers (which is in line with the Ofsted approach) and feedback is provided in terms of strengths and areas for development.</p> <p>Q: How are lessons observed with the School Improvement Partner?</p> <p>A: This is done in pairs; the Head Teacher observes with the School Improvement Partner and then Mrs Drummond observes with them. In the most recent round of observations, the Head Teacher was present for all the new teachers and NQTs, and Mrs Drummond did the others. In the next round of observations, this will be reversed.</p> <p>Q: The report indicates that all NQT teaching was good, is this right?</p> <p>A: Yes. Within the good judgement, there is allowance for some variation.</p> <p>Q: Good teaching across NQT staff has not been reported previously at this point in the school year. What factors have resulted in this?</p> <p>A: The induction programme has continued to evolve which has had a positive impact. The judgements also reflect the calibre of the NQTs recruited this year.</p>	
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	<p>Q: The report on quality of teaching refers to the need for appropriate challenge for the more able pupils. What steps will be taken to do this?</p> <p>A: The lesson observations showed that there is a high level of challenge for the more able and lesson planning takes into account differentiation. The feedback in the report relates to the pace at which more able pupils need to move onto more challenging work. The observations showed that work of an appropriate level is being set but that there could be more of it.</p> <p>Q: The report suggests moving away from the ‘hands up’ approach to answering teacher questions, why was this suggested?</p> <p>A: This is a suggestion at this stage and this needs to be discussed further with the School Improvement Partner and SLT, and it is likely any change in approach will be trialled first. The purpose of introducing such a system is to keep pupils engaged in the lesson and it is not being suggested in response to any issue. There are different ways to move away from the ‘hands up’ approach, for example, random selection of pupils, however, this does not allow for targeted questioning.</p> <p>Q: The report references changes in the level of parent support; what has changed and in what way has this manifested?</p> <p>A: The school demographic is changing and it is more challenging to engage parents in pupil learning. There has also been a reduction in support for the Friends of Headlands who are struggling to recruit volunteers. The reduction in engagement correlates with the increase in vulnerabilities within the school community.</p>	
2982.	<p><u>CONTINUOUS IMPROVEMENT</u></p> <p>This item was taken at the end of the meeting (Minute 2994).</p>	
2983.	<p><u>SIP REVIEW</u></p> <p>Mrs Drummond confirmed the SIP continued to be developed and when complete would be circulated to governors (outside of the meeting cycle).</p>	<p>Head Teacher/ Mrs Drummond</p>
2984.	<p><u>ALLOCATION OF KEY AREAS OF THE SIP TO GOVERNORS FOR MONITORING</u></p> <p>RESOLVED: That the following areas of governor responsibility be agreed:</p> <ul style="list-style-type: none"> • Distinct Christian Vision – Mrs Dickinson. • Raise attainment in writing – Mr Cross. • Emotional wellbeing – Mrs Wright. • Curriculum – Mr Looker. 	

2985.	<p><u>SAFEGUARDING</u></p> <p>The safeguarding governor provided an update, noting that she had held a meeting with the Designated Safeguarding Lead on 23 November 2019 and the record of the meeting had been shared with governors. The SCR was checked and assurances sought that the approach to maintaining this is thorough.</p> <p>The Chair noted that the e-safety incident log is reviewed by the Children, Families and Community Committee and the committee had agreed this would be done on an exceptions basis. The committee agreed that the Safeguarding Governor would include a review of the e-safety incident log in their termly safeguarding visit.</p> <p>The Chair asked the Safeguarding Governor to check if all governor safeguarding training is up to date and whether there are any additional training requirements for the Safeguarding Governor. Mr Looker would support Mrs Afzaal-Khan with this action.</p>	<p>Mrs Afzaal-Khan</p> <p>Mrs Afzaal-Khan/ Mr Looker</p>
2986.	<p><u>FINANCIAL MANAGEMENT AND MONITORING</u></p> <p>Governors noted the update provided under the Reports from Committees (Minute 2979 (a)) and that all governors had access to appropriate financial reports.</p>	
2987.	<p><u>TEACHER APPRAISAL POLICY AND TEACHER PAY POLICY</u></p> <p>Governors noted the update provided under Reports from Committees (Minute 2979 (a)), that the Teacher Appraisal Policy and Teacher Pay Policy had both been approved by the Resources Committee.</p>	
2988.	<p><u>TO APPROVE THE WHISTLEBLOWING POLICY (Minute 2961 refers)</u></p> <p>Governors noted their discussion at the previous meeting about the wording of the policy and their preference to remove the word 'genuine' to describe complaints.</p> <p>RESOLVED: That, subject to the above amendment, the Whistleblowing Policy be approved.</p>	
2989.	<p><u>DEDICATED HEADSHIP TIME</u></p> <p>As the Head Teacher was not in attendance this item was not covered.</p>	
2990.	<p><u>SPEN VALLEY TRUST UPDATE</u></p> <p>Mrs Afzaal-Khan provided an update on the trust meeting, which she attended as a new trustee. One of the key items at the meeting was the 25 October 2019 joint training day.</p>	

2991.	<p><u>GOVERNOR TRAINING AND GOVERNOR VISITS</u></p> <p>Governors had attended the following training:</p> <ul style="list-style-type: none"> • Mr Cross – Appraisal and governor monitoring visit training. Mr Cross would provide feedback to the training team on the monitoring training. • Mr Looker – Appraisal training • Mrs Wright – Role of the Chair training. • Chair – Role of the Chair training. <p>Mr Looker was working on a governor training matrix so that gaps could be addressed and he would be working with the Chair on this.</p> <p>Governors were reminded about the list of online training courses, which had recently been circulated.</p>	<p>Mr Cross</p> <p>Mr Looker/ Chair</p> <p>All</p>
2992.	<p><u>CORRESPONDENCE AND REPORT ON CHAIR'S ACTIONS SINCE THE LAST MEETING</u></p> <p>The Chair noted his contact with the new Co-opted Governor.</p> <p>As discussed at the last meeting, The Chair had written an introductory letter to parents.</p> <p>The Chair had held a meeting with the Head Teacher and this would be done on a half-termly basis, in line with the recommendation from the Role of the Chair training.</p>	
2993.	<p><u>ANY OTHER BUSINESS</u></p> <p>(a) <u>Keeping Children Safe in Education</u></p> <p>Mrs Drummond noted that governors had already received the Safeguarding Policy and that they would also read the statutory guidance Keeping Children Safe in Education (sections 1 and 2). All governors were asked to sign to say they had read and understood this.</p> <p>Q: Do staff undertake a Keeping Children Safe in Education quiz as part of their training?</p> <p>A: All staff do face to face and e-learning safeguarding training. There are regular safeguarding quizzes at staff meetings.</p> <p>Mrs Drummond would look into the potential to include a Keeping Children Safe in Education quiz.</p> <p>(b) <u>Safeguarding Policy</u></p> <p>Governors noted that the Safeguarding Policy had received approval at committee level but, due to the significance of the policy, this should be approved by all governors.</p>	<p>Mrs Drummond</p>

	<p>RESOLVED: That the Safeguarding Policy be approved.</p> <p>(c) <u>Data Protection Policy</u></p> <p>The policy was available on the governor online system. All governors were asked to review this ahead of the next meeting and this would be added to the agenda for the next Full Governing Body meeting.</p>	<p>All/ Kirklees Governor Clerking Service</p>
2994.	<p><u>CONTINUOUS IMPROVEMENT</u></p> <p>Mrs Wright presented this item, referring to the discussions at previous meetings about continuous improvement and how governors could explore this further. Mrs Wright presented potential areas for development, which were grouped into broader themes, including governor role and visibility; governor development; and vision and objectives.</p> <p>One of the ideas for improvement was the agreement of an impact statement at the end of each Full Governing Body meeting. This practice would be adopted immediately and covered in each meeting as a standing agenda item. The impact statement would outline what impact each governor meeting has had on teaching and learning, and the experience of pupils.</p> <p>Governors had a comprehensive discussion about the continuous improvement area of focus and each outlined their top three priorities. Governors agreed three overall priorities for the governing body to focus on this year:</p> <ul style="list-style-type: none"> • Monitoring - Mr Looker to develop a draft monitoring plan and develop a new monitoring form. • Vision setting and Annual Meeting – governors would discuss this on the Spring 2 agenda and agree how to take this forward. The intention was to make this a separate agenda from a business agenda, focussing on vision/procedural agenda items. The Chair would develop a schedule of key agenda items for the year and upload this to the governor online system. • Parent/Staff Engagement and governor visibility. Children, Families and Community Committee would also look at social media as part of this. <p>Governors agreed that induction and sign posting for new governors is very important. Mr Looker agreed to mentor the new Co-opted Governor and use the experience to develop an indicative governor induction checklist.</p>	<p>Chair/ Kirklees Governor Clerking Service</p> <p>Mr Looker</p> <p>Kirklees Governor Clerking Service</p> <p>Chair</p> <p>Mr Looker</p>

2995.	<p><u>DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS</u></p> <p>RESOLVED: That the next meeting of the Governing Body be held at 6.30pm at the School on:</p> <p>Tuesday, 4 February 2020 Tuesday, 24 March 2020 Tuesday, 19 May 2020 Wednesday, 8 July 2020</p>	
2996.	<p><u>AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY</u></p> <p>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.</p>	

The meeting closed at 8.45 pm

CALDER
CHAIR
17/11/20