

Aboyne Lodge JMI School

**A Meeting of the Full Governing Body held on
Monday 21 March 2022 at 6 pm
In person**

Minutes

Mr Oliver Milton	COP	Mr Robert Blok	PAR
Mr Dan Smith	COP	Mr Adam Brown	PAR
Mr Thomas Walsh	COP	Ms Alex Farley	PAR
	COP	Ms Clare Sayce	PAR
Mr Keith Smithard	HT	Ms Alex Leech	STF
Ms Tina Shaw	LA		

COP= Co-opted Governor; PAR = Parent Governor; STF = Staff Governor; HT = Headteacher;

LA = Local Authority Governor

In Attendance: Andrew Maher (Clerk)

Key: Questions/challenges to headteacher in **Red**. Action points in **Green**.

- 1. Welcome, apologies for absence**
- 2. Notification of any other business**
- 3. Conflict of interest/declarations.** A 'Four Steps' powerpoint detailing how to declare conflicts is available on Governorhub. **All governors to ensure declarations are up-to-date.**
- 4. Reminder of confidentiality**
From the NGA code of conduct:
 - We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
 - We will not reveal the details of any governing board vote.
 - We will ensure all confidential papers are held and disposed of appropriately.
 - We will maintain confidentiality even after we leave office.

5. Minutes of the last meeting and matters arising

Minutes of the last meeting agreed as a true record

Correction to previous minutes: OM not RB to follow up on Normandy Road options

Governor impact (item 8) covers visits and in-house training.

New parent governor agreed to organise the staff survey

Committee membership and roles to be confirmed: see item 8

Complaints have been added to HT report and discussed in future FGB meetings

New school website now in operation. Documents available conform with statutory requirements

6. Headteacher's report

Discussion of the Headteacher's report covered the following:

Nursery closure/staff restructure

Premises update

Updates on SDP

Disadvantaged children

Admissions/attendance; complaints

Discipline/exclusions

Feedback on pupil progress meetings

Feedback on HIP visit

Questions: **Learning Hubs discussion – where are funds coming from?** Hubs are centrally funded – there is no cost to the school.

How is the new phonics curriculum implemented? Training programme has been developed and implemented by the phonics lead. We are looking for more support from the English Hub and hoping to be a partner school. Monitoring is in place. More books for the programme will have to be purchased so that the children access to books to read at home that match the scheme.

What about curriculum updates in core subjects? Whole school training, leading to development of a Mastery programme is taking place. In other subjects, curriculum updates are in process. History is an example. Some teachers have adopted the revised curriculum, others need encouragement. Vocabulary is identified as an area to develop by most subject leads. While the school aims to provide a broad and balanced curriculum, in the past, some subjects have been squeezed – French and Governor visit for French discussed.

Is there co-ordination between subjects for example in vocabulary and literacy? In process of development. The curriculum is now better sequenced and balanced with one of the next steps being to make clear links between subject areas, especially through understanding of vocabulary in different contexts.

Discussion in difference in progress and attainment between year groups. Gaps in attainment being addressed following Covid, lockdowns and absence due to illness. In general, home support for certain groups of pupils was less effective than with others. Herts catchup materials have been bought. In place only for the last ½ term so too early to assess their effectiveness.

Is the restructure an opportunity to address TA support? That's the plan. Where teachers are part-time with a year group, we intend to allocate a TA across the week, so some level of consistency can be maintained.

HIP visit – Development points: How to develop Children's interest; Adoption of Read, Write, Inc as the phonics preferred system for the school; Quality of Teaching and Learning.

What is the process for Maths development?

School is working towards a system, using The DfE document “Ready to Progress” Maths leads in KS1 and KS2 have experimented with several schemes and are erring towards ‘White Rose’ as the best for the school.

The suggestion of the report is that pupils are not challenged in maths lessons. Is maths too easy?

Different classes had different outcomes. There is a recognition that consistency across the board must be achieved.

Use of the nursery/reception as a polling station discussed.

Is the use of school premises for polling a statutory requirement?

The Returning Officer’s legal right to use schools during the election

Rule 20 of the Local Election Rules gives the returning officer the legal right to use school rooms, free of charge, for the polling stations and for election counts.

The law applies to all schools funded by public money; including foundation schools and academies. Nothing in the coronavirus legislation changes this position.

7. Safeguarding update

Review of procedures and audits takes place.

- ‘safeguarding report to FGB’ (shared with Dec FGB papers but not discussed in any detail)
- annual safeguarding practice audit report (Nov ’21, not previously shared, is the detail behind summary report/actions)
- annual report to GB on safeguarding (also Nov ’21, also not previously shared, gives an overview of cases)
- actions required in December safeguarding report (mainly training & awareness-raising):
- all staff need to sign to confirm their safeguarding training
- staff induction handbook to be put in place
- leaflet for visitors with safeguarding information required
- check if any pupils are Young Carers
- ‘Information Sharing ’and ‘What to do if you are worried about a child ’paperwork to be placed in the staff room.
- Head to renew his Safer Recruitment training
- Head to check whether staff have undergone Steps training
- Head to contact NSPCC re ‘Speak Out Stay Safe ’assembly and workshops
- Childline posters to be placed around the school for children to use if necessary.

What progress on actions?

Staff handbook now completed and issued to staff.

Staff have read and understood “Keeping Children Safe in Education”

Management safer recruitment training has been completed

Visitors leaflet is available in the school office and issued to all who visit the school.

Steps training has not been not done. Alternatives such as early behaviour intervention used instead.

School uses CPOMS (safeguarding software) but is thinking of changing this? CPOMS is being kept and is working. Safeguarding issues may go back to paper reports. There are no specific reports or

concerns, but support staff can report issues as they happen, rather than waiting to the end of the day to report on-line.

What monitoring documents can be completed? It's important that monitoring takes place in order to keep pupils safe, not for the sake of form filling.

Will the HIP carry out a safeguarding review? Next visit

How does the school ensure that children understand safeguarding at appropriate levels/know who to talk to?

Childline posters are posted around the school. Safeguarding newsletter is regularly posted in the staffroom. Regular training takes place.

Is there an active discussion amongst pupils about safeguarding? Whole school opportunities for developing understanding are in process, through the PSHE curriculum.

How do you feel children understand safeguarding?

Children have opportunities to speak about issues in lessons and they know who to go to if they need to discuss or report. **A review of policies regarding children's safety to take place.**

8. Governor Impact

Following items discussed:

Chairs' update

Priorities (Maths)

Visits planning & feedback

Delegation

Recruitment of new governors

Training update

New roles for new governors agreed.

Governors' newsletter format agreed.

Governors agreed to share roles.

9. Policy review

Pupil Attendance: A new Attendance Policy was presented and approved by the meeting.

Accessibility and inclusion policy to be reviewed with consideration to including time-sequenced targets.

10. AOB

Brief discussion of Finance report and Foundation accounts takes place.

Action: Parents who pay via bank transfer to be advised of new bank account, as the old account is now closed.

Discussion of premises development, including Normandy Road site, development of Market Yard and Planning permission.

11. Future dates

This academic year: 16/05; 04/07

Academic year 22-23: 03/10; 05/12; 06/02; 20/03; 15/05; 03/07