

Aboyne Lodge JMI School
A Meeting of the Full Governing Body held on
Monday 05 December 2022 at 6 pm

Minutes

Oliver Milton	COP	Robert Blok	PAR
Thomas Walsh	COP	Adam Brown,	PAR
	COP	Alex Farley	PAR
Dan Smith	COP		PAR
Keith Smithard	HT	Alex Leech	STF
Tina Shaw	LA		visitor

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

LA = Local Authority Governor

In Attendance: Andrew Maher (Clerk) Kirsten Landau (Admin)

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

2. **Welcome, apologies for absence:** Nadine Farrar-Hockley

3. **Notification of any other business:** website

4. **Minutes of the last meeting and matters arising**

Actions from previous meeting taken in each agenda item

5. **Headteacher's report.**

HT report attached.

Cpoms: Is there a risk of something being missed in the period that it was not working? What's the cost difference for the new system?

No – the issue was recording for Reception. Any concerns were still raised and recorded during this period for the majority of the school. Any behaviour or safeguarding concerns were raised directly with me (there were no safeguarding issues raised but a number of behaviour issues that needed dealing with). The cost difference was around £100 off the top of my head but will check the exact figure with Kirsten and update.

Speakers Cup: Have the staff had training on unconscious bias?

No but this could be explored

Class Numbers: Is there anything we can do about the numbers in Year 1?

I think keep doing what we are doing – our name is growing as a quality community school. The gap in Year 1 I am told was due to a low birth rate, but equally it may have been because families were unable to go in and visit the school as we were in a temporary building at the time. We seem to have filled up in other year groups but no movement here unfortunately.

A couple of safeguarding questions prompted by the safeguarding training:

How are children encouraged to stay safe online?

Online safety is woven through the Computing curriculum and the Computing lead does an annual keeping safe online assembly as well as safety week, which is a national event. There is a separate planning document with materials for teachers to use. CL also follows up during pupil voice where she asks children about their experiences of learning online safety. More recently, all children from Y2 up did the NSPCC assemblies – ‘speak up, stay safe’, which included online safety work.

Is there an opportunity here for pupil voice? Do children feel safe and would they know where to go to if not?

Yes – this happened with online safety recently through pupil voice with computing, but perhaps there is a wider point here to check in with pupils about general safeguarding questions – The reasoning behind the recent NSCC assemblies was to keep the idea over speaking in their minds.

Can you talk us through the safer recruit process for new hires e.g. the Y4 mat cover?

At least one member of staff needs to be safer recruitment trained (currently me). There is always a safeguarding question during the interview process to see what a candidate would do in a given situation. CVs are reviewed for gaps in service and if there are any explained. All staff need at least two references, one from the most recent employer, they also have to show proof of identity, an up to date enhanced DBS certificate as well as proof of QTS and qualifications.

What training has been delivered to/for staff and how is this kept front of mind?

Regular safeguarding training takes place throughout the year. At the start of the year, staff are reminded of safeguarding protocols and any changes to the KCSIE document are shared. All staff then have to sign that they have read the KCSIE doc and the updated Safeguarding policy. We subscribe to Educare, so each term I ask the staff to complete two modules over the year to keep them all up to date – these are usually dependent on what is current or I feel needs sharing – most recently staff completed prevent training in Summer 2022 as well as a module on harmful sexual behaviours. Whole school safeguarding training is also updated every three years. Ruth and I recently completed our 2 year refresher too.

Do we identify pupils and families that might need extra help or support? And if so, how?

Families are identified in a number of ways. It really depends. For example, we have had other families reach out with a concern or staff notice something that they are uncomfortable about. Some indications will come through the pupils – for example, attendance, or they are hungry. In other cases we may get advice from the police or children’s services. I regularly put things on the bulletin about financial support e.g access to FSM for example, and how to apply.

There seems to be a relatively high level of pupil absence. What are its causes, what can be done?

A small number of pupils – 19 in total -are responsible for most absence. Our major concern is over the impact this has on the learning of these children. Strategies are in place to ensure absence is challenged and tracked. Parents are contacted by phone, or if not available, support staff visit the home of the family to find out the reason for absence. Most persistent absence is due to 'sickness'. Travel abroad is another major cause.

Section 5: Staffing Update

Can you provide more information on the appointment of the maternity cover? Specifically, around i) the skills and experience of the appointee and ii) how the mid-year transition in a job share will be effectively managed to limit the impact on the class?

Yes we have appointed a Year 4 teacher. She has 10 years plus experience at other St Albans schools, including 8 years at Prae Wood and subject leadership experience. We also watched her teach a creative writing lesson, which focused on poetry from Alice in Wonderland.

The new teacher will be given the opportunity to meet with Cynthia and Kelly so there is an effective handover. We also share the staff handbook and other key information so that she is ready to go in January.

Section 6: Safeguarding, Child protection, Welfare and Behaviour

The data breach in relation to the SEN pupil was unfortunate and handled well. What further steps can be taken in relation to potential 'risk' areas e.g. is there an opportunity for reminders in a coordinated way e.g. checklist for future trips?

We have asked staff not to print out information unless absolutely necessary and keep any info in an opaque folder. Staff will have reminders before trips depart. I will check if Jennie has a checklist for trips and ask that this be added on to it.

Section 10: Quality of Teaching and Learning

Are there any lessons can be learned from the successful roll out of Read Write Inc for the implementation of White Rose (e.g. NN coaching role)? And similarly, what are the lessons learned?

I think the key lessons from Read Write Inc has been the systematic roll out, quality training and buy in from all staff. Nicki's coaching role has also been important to the programme to ensure the fidelity we need for the programme. It has not been without its stresses, with many staff in Key Stage 2 concerned with the use of TAs for the programme.

White Rose is implemented in a different way so the support is direct to the lead teachers rather than with all staff teaching it. The lead teachers then deliver the trained in order to implement the programme. The first inset to all staff is next week. The curriculum is already planned out but the leads want to focus on developing vocabulary and ensuring that plans are adapted to suit the needs of the children.

Deryn and Rachel put an action/change plan together with their link tutor. I have added to GH for your perusal. This is aimed to support accountability and whole school improvement.

What additional amount of staff time would be needed for Tracey to be able to give more time to sports activities? Is there any capacity in sports premium to fund this?

Ideally, 5 afternoons, however we are not supposed to use sports premium for the cost of staffing unless it is used to train others. I would love to action this but with the unfunded pay rise and our current financial position, it is unlikely in the near future.

H&S - update on wall, trees and rubber surface.

- Trees have had a survey done this week with the ones that need removing marked. We are awaiting the report, but he verbally told us that two need to be removed. One by the fence and an apple tree in front of the school.

- Wall – no real updates other than info sent to Daisy Cooper.

- A parent has cleaned the rubber surface. It is still slippery in certain areas. There is a belief that this is caused by sap or leaves falling from the tree although I am not convinced. Next step is to invite a company in to take a look and see what can be done.

Possibility of sourcing a steam cleaner discussed.

Informal plan for behaviour management and work in books - how was this individual identified for additional support?

Book looks identified that there was only limited work in the English books leading to concerns being raised in the pupil progress meetings. This was then followed up through meetings and led to a plan. The behaviour management was highlighted in lesson observations last year. Training was given to support, as it was one of the more challenging classes in the school. It was felt that this should be a focus too.

Further discussion took place on: Complaints from parents; The work of the SENCO, the SEN register and EHCP; Applications for places in Reception; new arrivals to the school.

HT reported that action points on Child protection issues re: ALSA and the collection and review of CP policies had been successfully completed.

6. Policy review

Model policies supplied by HfL have been identified on GH.

Action: TW to review and update Charging policy.

DS to review and update Feedback policy. Changes to be agreed by email.

7. Staff view

Action: Staff survey and wellbeing to be discussed by resources group in January.

8. Safeguarding update

Reports by staff of SG issues show that all staff are involved, as appropriate.

Governors are actively involved in updating SG training.

Governors' outstanding DBS certs have been shown to KL and recorded on the school website.

TS reported back on a successful SG review and audit

9. Governor impact

Governor business schedule to be updated.

Action: all governors to enter dates for their intended visits to enable visits to take place on different days. Reports on visits to be completed and filed on GH.

TS and OM commended for carrying out visits and completing reports.

Visits on Maths & pupil premium discussed. Also, the need to involve the School Council to engage with pupil voice.

Action: RB to visit and talk with School Council.

Recruitment of new governors discussed. Four governors will reach the end of their terms of office in 2023. The need to broaden the intake of governors discussed.

Action: a governor recruitment plan to be developed by AB & AF

10. Ofsted Update

Action: HIP to be invited to rehearse an inspection visit with governors.

11. SIC update

12. Resources update

13. AOB: website update: NFH report on the school website with actions required, available on GH.

14. Future dates:

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