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| **Meeting of Full Governing Body** | | | |
| **Date** | Monday 10 July 2023 at 6 pm | **Location** | Aboyne Lodge School |

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| **Governing Board** |  | | |
| Robert Blok | PAR | Charlotte Scanlon | COP |
| Adam Brown | PAR Co-Chair | Tina Shaw | LA |
| Alexandra Farley | PAR Co-Chair | Dan Smith | COP |
| Nadine Farrar-Hockley | PAR | Keith Smithard | Headteacher |
| Alex Leech | STF | Tom Walsh | COP |
| Oliver Milton | COP | Flavio Tozzi | COP |

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

In attendance: Kirsten Landau and Anna Thomas (Clerk)

Key: Questions/challenges to headteacher in italics.

Welcome and apologies for absence: Robert Blok, Dan Smith, Oliver Milton and Alex Leech

Apologies for absence accepted by the board. AT confirmed the meeting is quorate.

Notification of any other urgent business:

None

Conflict of interest/declarations:

None

Minutes of the last meeting and matters arising

Actions from previous meeting taken in each agenda item. Approval of minutes as an accurate record of the meeting.

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| **Topic/Title** | **Action** |
| SDP timetable | To be discussed in the summer term. Ongoing. See Headteacher’s report, KS to share with staff before the end of term. |
| Skills Audit | All governors to complete and send to AB and AF. Ongoing. |
| Governor Newsletter | Summer term newsletter.  GB member changes to be added then can be sent out before the end of term. |
| SWOT Analysis | AB completed and will circulate to board. Complete.  Added to GovHub. |
| Behaviour Policy | To be amended and reposted on GovHub for approval.  Completed and published. |
| CPOMS | Old incidents to be closed off, review incident groupings.  Ongoing. FT and TS have been working through the incidents. |
| ALSA ALS Foundation | Discussions with both and financial implications looked at. Ongoing for Resources Committee. |
| Ofsted | New committee set up, meeting date to be confirmed. Ongoing AF to co-ordinate.  AT has added an Ofsted Update to GovHub. |
| Parent and Teacher Surveys | To be sent before the end of term. |

Headteacher’s report

Governor's comments and questions.

1. *Lack of evidence is a bit of a concerning theme (ref Yr2 moderation and SEN evidence to go with EHCPs/SpLD).* *Is there any training / checks on how and when the teachers collect evidence now that the children's work isn't being individually marked?*

Marking in books and evidence for moderation or for EHCPs are different things. Books in Year 1 and 2 have never been heavily marked largely due to the content of work and the age of the pupils - verbal feedback has always been used more significantly in this context. The marking changes are more visible higher up the school where teachers would have been more detailed in their written responses. Pupils voice suggests that this is happening as the children were able to talk about teachers giving feedback at the start of lessons. To do this, teachers must check books and look for strengths and weaknesses which are then recorded on whole class sheets. This is not linked to moderation, although staff should be aware of what steps children need to take to improve.

Evidence for an EHCP is a very different process again. In Herts 1 in 5 were refused in 2021, I don’t know what the current stat is, but since then applications have gone up a further 23%. Since I have been here we have applied for seven EHCPs, with three being turned down – we currently have five at the school. These have been for various reasons that are quite wide ranging, although they are generally refused when they think SEN support in school is enough to meet the need. There are occasions where they ask for more evidence, or say something along the lines of ‘turned down due to not enough evidence’ in a specific area.

Evidence for moderation in Year 2 and 6 is based upon a specific marking criteria called the Teacher Assessment Frameworks (TAF). Given the experience of the Year 2 teachers, having been previously in Year 6 for a number of years before moving to Year 2, and their experience, they should be fully aware of the expectation and have been looking for evidence right from the start of the year. They should then be working from there to support any gaps in the children’s learning – this is certainly the case in Year 6.

I believe that the team were overly reliant on the test scores and as a result only started collecting the data/evidence from the end of the Spring term, which explains why there wasn’t enough evidence for each of the TAFs for the children. Checks in place and training included:

- Years R, 2, 3 and 5 have all attended the HFL moderation clusters within the last year.

- We conduct pupil progress meetings each term. The Spring data mirrored the end of Year 1 data, we discussed the children and where they were in terms of reaching end of year expectations. We did not take in the TAFs to look at each individual child but there is an element of trust here and professionalism.

- We also regularly look at books to see progress and quality – the English advisor said that she sees a lot of books and stated that ours looked good.

- One of the Year 2 team worked with the English advisor last May (22.5.2022) looking at Year 2 assessment. This included the sharing of exemplifications and work on assessing reading.

- We held a staff moderation meeting where we looked at samples. All staff used the TAFs to agree the children’s levels. We looked at around 10 children. At this stage, it was not made clear that so many of the children were not going to reach expectation.

- RWI training for the whole school

This is an isolated issue within one specific year group – however steps will go in across the school.

So what next?

- The staff to share the TAFs with us directly in the pupil progress meetings.

- All staff to access Herts moderation clusters next year.

- More CPD opportunities to support moderation.

- Termly writing moderation.

KS talked through the mark book analysis provided on GovHub for the board and explained what moderation and the fluency project were. Governors felt the HT report was an honest reflection of the situation and were keen to know how these results can be improved for the future. The board thanked KS for his thorough explanation and steps already planned for the future. Governors interested to see the results from other local schools.

1. *What is the plan to improve the writing scores in KS1?*

- Training is in place for the September INSET - swift identification of gaps and interventions identified similar to RWI reading interventions.

- Meetings have already taken place with feedback given from teachers teaching RWI and in Year 2. Weekly unaided writing session alongside extra grammar and sentence sessions to be developed.

- Staff changes to sure up KS1– MC to move into Year 2 and KS when she returns.

- Support plan in place for specific staff to manage underperformance. Including CPD and mentoring.

- English Advisory team working with the school.

- RWI in place for Reception and Year 1 so children get off to a good start.

- Extra focus on Year 3 to support these children coming up – experienced TA in Year 3 to support interventions.

- Review of roles and responsibilities – e.g.Subject leaders, KS leaders.

1. *The CPoms bullying figure for 'currently monitored' seems high for a small school. Is there an explanation for this?*

All incidents are classed as monitored – this includes all data from before I started at the school. I have looked through all of the current cases. Some are fairly innocuous – for example younger age groups where a child wouldn’t let another child play but some are more serious. Some I have changed because they are incorrectly categorised. Bullying is a strong term. Where there are incidents of concern they are swiftly dealt with and monitored.

1. *I have a question about Aboyne Lodge's 'values' of Creative, Curious and Caring. How are these embedded and valued in the school? When I asked my* *son he thought the values were 'Ready, Respectful, Safe'!*

I talk about them in school assemblies – ready, respectful safe is probably on his mind as I have been talking about this a lot. These are the school rules, so he has probably been mixed up. I will do some further work in assembly and reiterate this to staff.

In addition – general thoughts feedback for discussion:

“*I've just been through the HT report and while I don't have loads of questions as we have discussed lots of it, one thing on my mind is data and measuring progress.*

*It's great to see you've included the section on staff performance on an anonymised basis. I think some further context around lesson observations in terms of the frequency you attend would be helpful for example. We need to find a way of seeing / measuring progress.*

*Also, in the context of the KS1 data I think it might be helpful to have more formal reviews/discussions of the pupil progress data if that can be summarised / anonymised somehow. Does this happen termly? I think sessions happened recently? This is food for thought really but might be worth a conversation.*

- I have shared the anonymised pupil progress data from the meeting alongside the spring data.

- Lesson observations are part of the appraisal process – they used to be graded but this isn’t seen as good practice anymore. I also go in lessons with the HIP every term plus general drop ins and walk arounds. Unions say there should be a maximum of three per year – this used to be an agreed number although I think from a statutory perspective this was dropped. Lesson observations will take place again early in September.

*What are the reception numbers in other local schools?*  
Reception class numbers are low across the area. The reasons for children leaving the school this year are varied, all related to circumstance and not issues with the school. After the census in October the headcount will be reflected in the financial plan for the following year. The GB discussed ideas on how to market the school to increase numbers across all year groups (Facebook, Instagram, local paper).

Policy review

The GB were asked to approve the Behaviour Policy.

AGREEMENT: The GB approved the Behaviour Policy as presented. KS to introduce to all staff at Inset in September.

Governor Impact

The Co-Chairs thanked TS for her commitment and work over the last eight years.

Governors will be able to vote on a new Co-Opted governor (Frederica) at the next meeting. AF gave a background to the reasons for her appointment and explained how Frederika will bring her previous teaching experience to the role.

Clerk to advise on reelection of AF as Co-Chair and LA governor space on committee.

The Co-Chairs thanked AL for representing the staff at the school and her useful perspective at meetings. One member of staff has shown interest in joining the GB, KS to invite her to the next meeting. GB thought it would also be useful to invite the Deputy Headteacher to meetings.

Governor Week was very successful with great feedback from the governors. It was decided that the format should continue with a two-day visit twice a year. Governors fed back on their individual visits (FT on Maths, NFH on SEN, AF on EYFS) and write ups are now on Gov Hub.

Safeguarding Update

See headteachers report.

TS has handed over to FT who will is taking over as the Safeguarding Governor. FT to complete a SCR check with KL in the autumn term before the school audit.

No further concerns to report.

Resources Committee Update

See minutes from meeting on GovHub.

KL spoke about the SFVS audit which is now complete. Report to follow with recommendations. The school is shown to be compliant. The financial plan should include HfL advice, but the date of this visit is still unknown.

A meeting with a potential user of the Nursery space is taking place before the end of term. The school are keeping all options open on the future use of the building.

School Improvement Committee Update

See minutes from meeting on GovHub.

Years 3 and 4 will be the focus for next year.

AOB

TS shared the idea of having a Strawberry Tea for teachers and staff on Wednesday 12th July. The GB thought this was a lovely idea to thank everyone.

Future FGB date:

To be decided and shared with GB as soon as possible.

Summary of action points

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| **Topic/Title** | **Action** | **Owner(s)** | **Target Date** |
| KS1 Results | SIC to produce a report to summarise future actions. (interventions for children, HIP review, moderation clusters, termly sampling and spot checks) See HT report. | SIC | October half term |
| KS2 Results | KS to send results to GB. | KS | 12 July |
| Marketing | Ideas to increase pupil numbers, Facebook, Instagram, media. | All | Ongoing |
| CPOMS | Categories to be reviewed followed by teacher training. | KS FT | Autumn Term |
| Health & Safety | Fire drill and Lock Down drill to be carried out. | KS  KL | Autumn Term |
| Governor Business Schedule | Annual plan for 2023-24 to be shared and added to GovHub. | AF  AB | 1st Sept |
| Governor Week | Any outstanding write ups to be added to GovHub.  Dates for 2023/24 to be set. | All KS | 1st Sept Next FGB |

Signed:

Date: