



# Everyone is a gift and everyone is gifted

## GOVERNING BODY OF TWINEHAM CE SCHOOL

Minutes of the meeting held on Monday, 5th September 2022

#### Present:

Mrs M Smith, Mrs J Pattenden, Mrs L Cotton, Mr M Wilson, Reverend R Cornish, Mrs L Rydon and Ms L Kelsey

In attendance: Mr A Chapman – Associate Member

Mrs C Barker (Clerk)

Ms Tracey Bennett - Adviser WSCC

The Chair welcomed Ms Bennett to the meeting

# 22/60 Opening Prayer

# 22/61 Apologies for absence:

Apologies had been received from Mrs Dennis and Mrs Coates and were accepted by the governing body.

- 22/62 Declarations of interest: None
- 22/63 Urgent Matters: None

# 22/64 Governor Training:

The training was delivered through Powerpoint, a copy of which had been circulated to governors.

Ms Bennett requested the governors and the clerk to introduce themselves, giving their name, their governor designation and how long they had been a governor.

Ms Kelsey informed governors that the Ofsted inspection would be an ungraded inspection which meant that the current grade could not be altered without a longer inspection.

The aims of the training session were:

- To consider how the governing body articulated its impact on school improvement;
- To consider how the governing body can prepare for an Ofsted inspection;
- To put a plan in place.

The three core strategic functions were given as:

#### • Core 1

Ensuring clarity of vision, ethos and strategic direction

#### Core 2

Holding executive leaders to account for educational performance of the organisation and its pupils and performance management of staff.

#### Core 3

Overseeing the financial performance of the school and making sure money is well spent, including pupil premium.

Ms Bennett expanded on the meaning of each core function.

The next slide referred to the Ofsted Key Judgement Areas namely -

Quality of Education Leadership and Management

Personal Development Behaviour and Attitude

Safeguarding

At this point Ms Kelsey informed governors of the actions which she had put in place in respect of subject leadership. Subject leadership had been arranged across the two schools. Last term the areas addressed had been English, Maths and RHSE. This term the areas to be covered were RE, History and Geography and Art. Three members of staff would receive dedicated time to review their subject(s) and plan staff development.

Referring back to the quality of education, Ms Bennett drew attention to the 3 'I's, Intent, Implementation and Impact.

- Intent knowledge and skills
- Implementation how skills are delivered by staff and the monitoring of progress by governors.
- Impact what has been learnt (assessment), discussion with stakeholders and pupils, and through governor monitoring what difference has it made.

Before splitting into three groups Ms Bennett talked the governors through a spread sheet which she had prepared. On this the governors were asked to identify a priority, the strategic decision(s) taken in respect of this, governor involvement and the impact on the children's learning.

One group were asked to look at SEND, another the curriculum and the third safeguarding.

After thirty minutes the groups fed back their findings. Following this Ms Bennett gave the following recommendations:

#### Safeguarding

To strengthen the governing body's narrative in relation to safeguarding, governors should:

- Build on their knowledge of the school by finding out about the key safeguarding themes in terms of pupil need and how these are being addressed both proactively and reactively.
- Develop further their knowledge of the impact of the school's curriculum on pupils' understanding on how to keep themselves safe.
- Focus on recent developments shared by the headteacher during the session, including recent staff development which has led to the fostering of a more open and transparent safeguarding culture and the strengthening of teaching staff's understanding of harmful sexual behaviour.

## **SEND & Inclusion**

To strengthen the governing body's narrative in relation to SEND & Inclusion governors should:

- Strengthen their knowledge of the school by finding out about the key SEND themes in terms of pupil need and how these are being addressed.
- Develop further knowledge about the inclusive culture and practice that is being developed across the school in relation to all pupils, and how this is benefitting all learners.
- Discuss current assessment information, including internal progress data, statutory assessments, and stakeholder voice, and ask school leaders, 'What does this tell us about the progress of learners with SEND?'.

#### Curriculum

To strengthen the governing body's narrative in relation to the curriculum governors should:

- Develop a sound understanding of the school's current approach to developing the curriculum, through a robust subject leader initiative which harnesses and shares expertise across the two schools. In addition, governors ensure they have a clear plan for monitoring the impact of this initiative over time.
- Ensure the board asks the question(s), "How is the curriculum working for learners with SEND...from disadvantaged background... girls...boys".
- Further strengthen governor knowledge in relation to reading and phonics, and the journey of improvement over time.

Ms Bennett was thanked for her very informative presentation and she left the meeting.

## 22/65 Approval of the Governors' Report 2021-22

The report had been circulated to governors prior to the meeting. It was approved and would be put on the school's website.

## 22/66 Approval of the Welcome Letter to Prospective/New Governors:

The letter had been circulated to governors prior to the meeting. The letter was approved and would be reviewed as and when necessary. The letter would be used when seeking new governors and also given to new governors following appointment.

## 22/67 Setting up of a Working Party:

It was agreed that the following governors would form a working party to consider which of the various options for leadership of the school (as set out in the Part II minutes of the meeting on  $18^{\rm th}$  July 2022) were

preferred. These would be put before governors for further discussion at their meeting on 19<sup>th</sup> September 2022.

Rachel Cornish Julia Pattenden Margaret Smith Andrew Chapman or Lizzie Cotton

# 22/68 Dates of Next Meetings:

**FGB** – 19<sup>th</sup> September 2022 – 3.30pm 10<sup>th</sup> October 2022 – 3.30pm

# **Quality and Standards**

4<sup>th</sup> October 2022 at 3.30pm – **note change of date** 

### **Faith**

31st October 2022 - 3.15pm

## Resources

24th November 2022 at 10.00am

Minute No.	Task	By whom	When
22/65	Governors' Report 2021-22 to be put on website	HT	asap
22/66	Welcome letter for prospective/new governors to be put on website	HT	asap
22/67	Working Party to report back to the FGB	Working Party	19.9.22.