



GOVERNING BODY OF TWINEHAM CE SCHOOL

Minutes of the virtual meeting held on Monday, 8th November 2021

Present:

Mr S Reece, Dr R Coates, Mrs J Dennis, Mr A Chapman Mrs J Pattenden, Mrs L Rydon and Mrs M Smith

In attendance: Mrs C Barker (Clerk)

21/88 Opening Prayer

21/89 Welcome: Mrs Smith welcomed Mrs Pattenden to her first meeting of the governing body.

21/90 Apologies for absence:

Apologies were received from Ms Cotton and Mr Wilson which were accepted by the governing body.

21/91 Declarations of interest: Mrs Dennis declared an interest as a County Councillor for West Sussex.

21/92 Membership

The governors discussed ways of attracting a governor for the co-opted governor post. Although an advert had been placed for a vicar to fill the vacant house for duty post it would not be known until the end of November whether any applications had been received or whether a new incumbent would wish to become a governor. It was agreed that all governors would complete the latest NGA Skills Audit to identify any knowledge gaps in the governing body. An advertisement would be placed on the community website and Mrs Dennis would mention it at the Parish Council meeting this evening.

The committee structure was explained to Mrs Pattenden and it was agreed that she would sit on the Quality and Standards Committee which would benefit from her expertise.

21/93 Election of Vice-Chair

Mrs Smith proposed Dr Coates as vice-chair. The governing body unanimously approved her appointment for a period of one year.

21/94 Appointment of Head's Performance Management Panel:

It was proposed that the panel should be formed by Mrs Smith and Dr Coates. An adviser will be appointed, and a meeting arranged in the near future to review last year's targets and to set new targets for the current year.

21/95 Lead Governor for SEND and Inclusion:

Mrs Rydon volunteered to take on this role in addition to other roles involving CLA, Pupil Premium and Lead Governor for Disadvantaged Pupils.

BUSINESS SECTION

21/96 Approval of the Minutes of the virtual meeting held on 4th October 2021:

The minutes of the meeting of 4th October 2021 were approved by all present by a show of hands. They would be signed by the Chair when the governing body next met in person.

21/97 Matters arising:

21/77 To note that Mrs Rydon is the Lead Governor for Disadvantaged Pupils.

21/78 It is noted that so far there had been no difficulties with the Head carrying out the Premises Manager role.

Actions:

21/25 Governor monitoring forms amended

21/25 Check for most up-to-date version of Skills Audit. Governors to complete and bring to next meeting.

21/54 Draft Governors' Report circulated

21/67 Amended Complaints Procedure on the website.

21/83 Pecuniary and Business Interest Forms – clerk to check with bursar that all have been received.

Tasks:

21/55 No progress to date on IT/Email. Head to re-issue passwords to Mrs Smith and Mrs Rydon.

21/57 SEND Information Report - See Minute 21/104

21/57 Monitoring of RHE – see Minute 21/104

21/58 Dates set for monitoring visits - see Minute 21/104

21/59 Reports on SEND and Disadvantaged Pupils – see Minute 21/104

21/63 Confirmation that approved minutes from the meeting on 19th July 2021 are on the website.

21/64 Early Career Teacher compliance – see Minute 21/104

21/80 Presentation on EYFS – date agreed as 7th February 2022 – clerk to note agenda item.

21/80 Review of 19.7.21. and 4.10.21. minutes – see Minute 21/104

21/80 Governor Impact Evaluation Form – see Minute 21/104

21/98 Urgent Matters:

- *West Sussex Local Funding Consultation*

In answer to a question the Head explained that each school in the NEARS Group had responded individually as there was no common theme.

STRATEGIC SECTION

21/99 Link Adviser – update on visit on 15th October 2021

The Head shared Mr Edwards' report with the governing body. The following were highlighted:

- Key actions: Governor monitoring on curriculum and within that a lens on safeguarding, disadvantaged and SEND pupils.
- School graded as effective
- Follow up actions on SEND
- Actions under SDP: Subject leadership
 - Subject progression
 - SEND – how need for support identified in view of the number of pupils receiving support higher than National average.
 - Identification of stakeholders
 - Quality of education driver
 - Means of identifying evidence

- Reviewing actions: Started work on the targets
 - Review of assessment methods in view of high level of SEND
 - Identification of key priorities and events
 - Alignment of governor monitoring with SDP
 - Why do we do what we do?
 - Asking key questions on concept
 - Safeguarding training recorded
 - Safeguarding Policy reviewed.

The Head invited questions:

Q. Why are the number of pupils on the SEND register so high?

A. The staff need to review the way pupils are identified as needing support – are there children on the register who should not be there? The school has gained a reputation locally for providing for children with special needs. Being a smaller school also attracts pupils whose parents feel they would not settle in a larger school.

It was suggested that the Quality and Standards Committee could carry out benchmarking against schools of a similar size (under 200 pupils) in similar locations.

21/100 Update on School Development Plan:

Following on from the discussion at the last full governing body meeting, the Head reminded governors of the four key areas:

- Wider curriculum:
 - Subject progression
 - Embedding the curriculum
 - Raising standards
 - Inclusion
- Well-being:
 - Outdoor learning
 - RHE
 - PE
 - Intra/inter school experiences
- Diversity:
 - Enrichment of children's experiences
 - Curriculum resources
 - Enrichment opportunities/celebrations
 - Collective worship/Assemblies

- Development of Reading Strategy:
 - Implement improvements from new DfE Reading Strategy Review and adapt phonics approach
 - Update books to matching phonics
 - Improve library

The Head moved on to the Milestones and the targets addressed during the Autumn term.

- Area 1. For performance management all teachers' targets are linked to the SDP.
- Area 2. Pupils are leading sports events and enrichment activities are taking place off-site.
- Area 3. Global diversity - Role models are being taken from all walks of life – subject areas reviewed.
- Area 4. Review of reading scheme – diagnostic assessments. The Recovery Funding is being used to fund a teacher working with SEND pupils. Phonics screening in Year 2.

Q. Could the Head expand on how the school is ensuring that pupils' voices are heard in respect of reviews of SEND support?

A. In the past the process included a box in which the parents could feedback into the review. The review process has been amended to give both the pupil and parents a greater opportunity to ask questions or give comments.

21/101 SENDCO Report:

This item was deferred to the next meeting.

21/102 Safeguarding Update:

The Head reported that all staff have received refresher training this term as no new staff have started at the school. All staff are aware of who to report any concerns to. Staff were also updated on Prevent.

Safeguarding Training (by the Head)

The Head referred to the Safeguarding document, Keeping Children Safe in Education 2021, which is available online, and was circulated to governors. Part I applies to all school staff and Part II relates to governors from Page 24 onwards. The document sets out the legislation and the law.

The Head reminded governors that their responsibilities in safeguarding related to strategic leadership. Mrs Smith, as Chair, is the Lead Governor with the Head as the Designated Lead and Mrs Francis as Deputy.

The governors must ensure that:

- Policies and procedures are in place, including Safeguarding, Child Protection and Safer Recruitment. Each must be reviewed annually and be available on the website. (Page 84)
- A child's feelings are considered. (Page 83)
- All staff receive training on safeguarding and child protection.
- Children are taught about safeguarding, including relationships and peer-on-peer abuse (Page 85/86).
- Guidance on online safety is given to pupils.

Governors noted that:

- MASH is now known as the 'Integrated Front Door' (with one contact number) which deals with both safeguarding and child protection or early help.
- Appropriate action is taken regarding Children Missing in Education.
- Safer recruitment – to deter and detect those at risk to children.
- There is a requirement for more than one contact number to be given for each pupil, although this is beyond the legal requirement.
- In extreme circumstances, if the DSL or the deputy is not available, contact can be made to another school.
- How information is stored and, if necessary, shared, including the process followed where a pupil moves school.
- Processes to be followed should there be an allegation against a member of staff.
- Use of reasonable force is covered in the Safeguarding Policy.
- Procedures for those children whose parents have elected to Home School.
- The Virtual School System is for pupils in foster care. An explanation is included in pages 24 – 46 but no pupils are currently registered with the virtual school.
- Under Point 83 there is a system explained whereby a child could talk to 'a trusted adult'.
- Remote learning policy and filters are in place.
- Peer-on-peer abuse – new this year.

Questions were invited:

Q. Is there much peer-on-peer abuse?

A. Not currently, but the Head had attended a briefing on ways to identify this. If it was suspected, it would be investigated by the Integrated Front Door and not the school.

Neglect is the most common concern at Twineham. However, there are no current referrals and no social care involvement.

Q. Is low level behaviour a problem?

A. There are a small number of pupils with specific behaviour plans.

Q. What happens if there is a concern about the Head?

A. The staff would go directly to the LADO or there is a 'whistle-blowing' line to the NSPCC as well.

Q. Have you had experience of the Integrated Front Door?

A. A good experience so far with appropriate advice given.

Q. Who is the DSL?

A. The Head, but all the staff own it in the school.

21/103 Reporting to the Governing Body:

- Faith Committee
Young Carers Checklist – no update required as there are no young carers currently at the school.

- Resources Committee
 - Budget monitoring:
 - Impact on budget of changes in staff, including premises manager.
 - Reduction in IT support
 - Use of the reserve to balance the budget which means there is unlikely to be any reserves for 2022/23.
 - Uncertainty whether a pay rise for teachers will come into effect.
 - The delegation of financial limits had been approved and remains the same.
 - Solar panels installed and paid for by West Sussex.
 - Travel Plan was discussed. Governors questioned whether car-sharing could be re-introduced whilst giving consideration to Covid protocols.
 - 3 year budgets due in by the end of November.
- Quality and Standards Committee
 - Lack of statutory testing in 2021 – teacher assessments included in school reports.
 - Statutory testing re-instated in 2022.
 - Concerns were expressed for pupils in Year 2 due to the amount of schooling missed during lockdown periods.
 - Governor visits will be resumed in the second half of the Spring term – one governor at a time following a Lateral Flow Test.
 - Visits to be linked to SDP and additions on the visit report form.
 - Off-site visit to Bowles referred to FGB.

The Head outlined the planned visit to Bowles for four days in February. There will be additional risk assessments for Covid. The Head reported that Bowles were particularly strong on procedures and protocols.

The governing body approved the visit.

- Report from Head's Performance Management Panel
No report given as the process needs to be commenced following the appointment of the panel.
- Well-being:
It was reported that staff and children feel supported and that the staff team are in a good place. Staff reported an impact on well-being in some pupils following the first lockdown. The staff are working on restoring pupils' confidence in what they can achieve and are building their independence.

Q. How has home schooling impacted on their learning?

A. For some pupils their standards are better but for some the fear of failure is still present. This is an area of focus for staff, giving the pupils the confidence to make mistakes and build independence to learning.

- Health and Safety:

Three CO2 monitors had been received and put up in the school. If the reading rises above 800 then the classroom is ventilated. Consideration is being given to purchasing a CO2 monitor for Buttercup, in addition to air filters to improve the air quality in classes. There needs to be a balance between keeping a reasonable temperature in class and ventilation.

21/104 Governor Monitoring:

- To set dates for governor monitoring visits:
It was agreed that a learning walk to monitor a review of the curriculum and subject progress would take place in the second half of the Spring term – date to be agreed at the next FGB meeting. Agreement on how RHE will be monitored and a future report on the curriculum were deferred until the Spring term. The governing body are very conscious that any monitoring needs to work for the Head and his team, rather than adding an additional burden and given fluctuating Covid rates.
- Presentation on EYFS by Ms Cotton to be given at the next FGB meeting on 7th February 2022.
- Draft Governors' Report 2020/21 – with the insertion of the date of August 2021 the report was approved.
- SEND Information Report – deferred to next meeting.
- Report on SEND and Disadvantaged pupils – deferred to next meeting.
- Governor Impact Evaluation Form – deferred to the second meeting of the Spring term.
- ECT compliance and submission of the first monitoring forms.
- Ofsted questions: The following common threads were suggested – safeguarding, SCR, whether the curriculum was being met, the quality of education in early years, early reading and diversity.
- Review of minutes for 19th July 2021 and 4th October 2021. The minutes had been reviewed against the four core functions for governors.

For the meeting held in July there was good evidence of governor involvement for Core 2 by questioning and presentations, also questioning of SEND and the impact on other pupils. Also covered were the arrangements for the Autumn term, including any actions needed in respect of Covid and staff safety.

It should be noted that Core function 4 is not mandatory, it was just recommended as a possible 4th core function to consider, by the NGA as good practice, which the governing body have decided to incorporate. Under Core 4 parents and pupils now have a greater opportunity to give comments and ask questions in respect of support given to SEND pupils. Governors should bear in mind that they should be collating evidence in respect of stakeholders.

For Core 3 there was evidence of monitoring of financial information and amendments to the Terms of Reference of the Resources Committee.

In respect of Core 1 although there were no specific references in the minutes it was evident that the function was woven into the meetings.

For the October meeting the following were noted:

- Holding the school to account in respect of educational performance and monitoring of SEND, disadvantaged pupils and inclusion.
- Questioning of the Sports Premium funding and how it is used.
- Discussion of the SDP in depth.

21/105 Covid Update:

The Head reported that there had been four cases of Covid in the school of which the school community had been informed. Governors were made aware that if there are five cases then the school would move to the next tier of the contingency framework which would include the wearing of face coverings and no outside visitors to the school.

It is planned to hold face-to-face consultation meetings with parents but not if the number of cases rises. No decision has yet been made as to whether the Christmas productions will go ahead. A successful firework event had been organised by FOTS. It was well supported with attendees well-spaced. The planned cross-country event is still going ahead.

In answer to a question the Head responded that should the number of Covid cases rise to 5 and above then virtual meetings would be held with the parents.

21/106 Governor Training:

- Training undertaken
Mrs Smith reported attendance at the Diocesan Education Briefing on 19th October 2021.

21/107 What difference have we made?

- Undertaken safeguarding training
- Identification of the core functions in relation to the minutes
- Considered the priorities in the SDP and explored the milestones
- Questioning
- Agreed how monitoring will be carried out in the Spring term.

21/108 Date of next meetings:

FGB 7th February 2022 at 3.30pm
Faith Committee: 25th January 2022 at 3.15pm
Resources Committee: 3rd March 2022 at 10.00am
Quality and Standard Committee: 1st February 2022 at 2.45pm

Minute No.	Task	By whom	When
19/84	Clerk to note dates of LA Adviser's future visits and include an agenda item in the following FGB meeting.	Clerk	As and when
21/12	Website feedback	CS/MS/Head	As and when
21/25	Resources Committee to provide	Chair of	Following

	more detailed financial information to FGB	Committee	Resources meetings
21/25	Governors to complete a Skills Audit and bring to the next meeting	All governors	7.2.22.
21/55	Passwords to be issued to MS and RL	HT/MS/RL	asap
21/63	Continuous task – adding approved FGB minutes to the school’s website	HT	Following FGB meetings
21/80 - 104	Governor Impact Evaluation Proforma to be discussed	GB	28.3.22.
21/83	Emails to be sent to governors who need to complete their Pecuniary and Business Interest forms	Clerk	asap
21/99	Benchmarking to be carried out in respect of the number of pupils receiving SEND support	Q & S Committee	1.2.22.
21/101	SENDCo Report / agenda item	SENDCo/ Clerk	7.2.22.
21/104	Dates to be set for Governor Monitoring visits/agenda item	FGB/Clerk	7.2.22.
	Agreement on how RHE will be monitored.	FGB	Spring term
	Possible presentation on the curriculum to be agreed	FGB	7.2.22.
	Presentation on EYFS/agenda item	LC/Clerk	7.2.22.
	SEND Information Report/agenda item	FGB/Clerk	7.2.22.
	SEND and Disadvantaged Pupil Report/agenda item	FGB/Clerk	7.2.22.