



Full Governing Board

Minutes

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| Date: 23rd January 2017 | Time: 4:00pm |
| Venue: Community Room, Bennerley Fields School | |

| Governors Present: | | | Apologies: | | |
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| Pauline Wensley | (PW) | Chair – Co-Opted | Josh Baldwin | (JB) | Associate Governor |
| Sarah Menzies | (SM) | Vice Chair – Co-Opted | Linda Willis | (LW) | Parent |
| Ann Harrison | (AH) | Headteacher | Sarah McGarva | (SMG) | Staff |
| Janet Seymour | (JS) | Co-Opted | | | |
| Alex Breene | (AB) | Co-Opted | Attendees: | | |
| Deborah Ratcliffe | (DR) | Parent | Ruth Fowler | (RF) | Clerk |
| Kay Blissett | (KB) | Staff | Alistair Crawford | (AC) | Deputy Head |
| Sedella Hearson | (SH) | Co-Opted | | | |
| Ian Cresswell | (IC) | Associate Governor | | | |

| Pre-Meeting Presentation | | |
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| 23.01.17 | SIRR Review – Chris Greenhough(CG) | Action |
| | <p><i>See additional enclosure.</i></p> <p>CG introduced himself as the Headteacher of Swanwick Special School and explained that DCC no longer have School Improvement Advisors from the council- they now use serving heads.</p> <p>CG explained the Schools Self Evaluation process. The SLT/GB make their own judgements but CG moderates.</p> <p>SIRR is part of the QDD (Quality Development Dialogue) process. The report is based on issues raised from the last Ofsted visit</p> <p>The focus at the moment is the East Midlands Challenge – how well are disadvantaged pupils doing in comparison to non-disadvantaged pupils?</p> <p>Governors discussed the report with CG.</p> <p>The following points were made:</p> <ul style="list-style-type: none"> • What have you done with the now outstanding rating– all about collaborating and sharing knowledge/experience. | |

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| | <ul style="list-style-type: none"> • How do you set targets?? Make sure it is challenging and realistic. How is it moderated? FoDSS Dep Heads are working on moderations. Across the Federation all 10 schools have a different method of assessment without levels. Final measurement – KS4 final attainments. • THRIVE curriculum – social/emotional/independence skills. Staff working very hard on this and bring evidence to show progress. Often parent led – want their children to be as independent as possible. • PSHE curriculum – now been implemented. • The school knows it's strengths and weaknesses – actions are put into place. Vigorous and planned moderation. • Develop GB induction process. • Quality of teaching now moderated very fairly (not based purely on one lesson observation). <p>Conclusion – The School is in a very good position</p> <p>Governors asked if attainment is 100% does that mean targets are too low?</p> <p>Not necessarily – it could be that it was a very successful cohort. Also, the foundation work done from EYFS through gives academically strong pupils for when they get to KS4. The figures can also sometimes be misleading as there is often only a small cohort of pupils.</p> <p>Governors thanked CG for his time.</p> | |
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| | English – Claire Neale (CN) Mick O’Gorman (MOG) Steve Wroe (SW) | Action |
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| | <p><i>Primary</i></p> <p>CN discussed her previously circulated report.</p> <ul style="list-style-type: none"> • Literacy taught on a topic basis (e.g. Recycling this term) • Same topic used across KS1 and KS2 • Different teaching methods are used including one-to-one sessions that meet the needs of the children and their individual learning goals. • Working independently is encouraged. • SPaG is taught to the children who are working at this level. • Targets are set and progress recorded each week. <p>Governors asked what is a Sensory story?</p> <p>Story on a whiteboard or in a big book and then there are lots of interactive things to go with it (that the children can touch and interact with).</p> <p>Governors asked what is CIP?</p> <p>Communicate in Print – pictures to go with written words.</p> | |

Governors **asked** what is PECS?

Children using symbols for communication – it is a picture exchange system.

Governors **asked** how do you decide progression?

B² if working at p levels. Breaks all targets down into small increments.

Assessment without levels – National Curriculum targets are broken down into small increments so we can show the progress of the children. They have to show consistent progress in an area to pass.

Learning ladders are used in class and 'Evidence for Learning' a new App is being trialed in school. It gives lots of photo evidence of progress.

KS3

MOG presented an additional enclosure.

- 1 Teacch class and 2 other classes in KS3
- Lots of assessment in first few terms especially for pupils coming in from mainstream primary.
- Work is focused to ensure pupils are ready for KS4
- There are shared resources for each topic.
- KS3 follow the 2012 curriculum as closely as possible dependent on abilities of pupils.
- Shakespeare is taught through drama.
- Each pupil has individual targets and these are monitored and recorded each lesson.
- Lots of technology is used.
- Lots of work on comprehension – use listening to questions so can measure their comprehension without being held back by reading ability.

KS4

SW presented an additional enclosure.

- Pupils in general reach their targets.
- KS4 have a different time table structure to the rest of the school. Pupils go to lessons in different teaching groups.
- Taught in mixed year groups according to ability. Try and run a two year rolling curriculum. Large range of ability – can be difficult to manage from a staffing perspective and students who are capable of taking GCSE's require a lot of time and support.
- Many time pressures to fit everything in.
- 4 form groups (1 teacch. 1 nurture, 2 other)
- Big change in GCSE – goal posts changed – will prevent students achieving GCSE
- Would like more staffing. Assessment sometimes suffers.

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| | <p>Governors asked what are the changes to the GCSE's? No more coursework or controlled assessment. Now 100% examinations. Entry level qualifications are also changing next year but we do not know what that will be yet.</p> <p>Governors asked what can students achieve? Entry level 1 and 2 (same curriculum) And Functional Skills level 1. These are national qualifications that will stand them in good stead for post 16 study.</p> <p>SM stated that she visited a KS4 Literacy lesson. The students were very keen to learn and read books. They were particularly excited about their current book - The Curious Incident of the Dog in the Night-time. SW added that they also really enjoyed going to watch the play.</p> <p>Governors thanked staff for their time and informative presentations.</p> | |
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| Procedural | | |
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| 23.01.17 | | |
| 1 | Welcome and Apologies | Action |
| 1.1 | Apologies were received and accepted for JB, SMG, LW. | |

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| 2 | Declaration of Interest | Action |
| 2.1 | None. | |

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| 3 | Minutes of meeting held 5th December 2016 | Action |
| 3.1 | The minutes were accepted and agreed as a true and accurate record and signed by the chair. | |

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| 4 | Matters arising from previous minutes 5th December 2016 | Action |
| 4.1 | AP1 – <i>update on running Duke of Edinburgh</i> No further updates yet. | |
| | Page 4 – Review Governor responsibilities – this will be covered in item 17. | |

School Visit Reports

| 5 | Safeguarding | Action |
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| 5.1 | <p>JS presented her previously circulated report.</p> <p>No new issues to report.</p> <p>Discussed online safety and LAC. Everything is in place.</p> <p>New internet filtering system is almost too vigorous as it blocks everything!</p> | |
| 6 | Attendance | Action |
| 6.1 | <p>See previously circulated report.</p> <p>No further questions.</p> <p>AH confirmed that Plans are in place for persistent non-attenders.</p> | |
| 7 | Pupil Premium | Action |
| 7.1 | <p>See previously circulated report.</p> <p>Pupil Premium students make very similar progress as other pupils. Main barriers to learning are overcome by the work of the Family Support Worker.</p> <p>Governors asked what is the difference between Positive Play and Interventions?</p> <p>Positive Play is the work done in the Den- it is a specific method of helping pupils particularly with social/emotional issues. Interventions are for pupils that need particular help with certain aspects of learning.</p> <p>Governors asked is all Positive Play funded by Pupil Premium?</p> <p>No, some is from the school budget.</p> | |
| 8 | Health & Safety | Action |
| 8.1 | <p>The H&S walk has not taken place as yet.</p> <p>SH has now arranged to do the walk 1st Feb. with AE and Paul C (Site Manager).</p> <p>The information will be presented at the next Governors meeting.</p> <p>Governors asked what is involved in the walk?</p> <p>Looking for trip hazards/ safety issues etc. These are then put them into the building improvement plan with a priority code.</p> | |

| 9 | Review School Visits | Action |
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| 9.1 | <p><i>Science Resources</i></p> <p>Governors asked if there has been any progress with sharing facilities with Kirk Hallam?</p> <p>It is still a work in progress. Both sides have been communicating and want to make this work it is just a matter of logistics.</p> | |
| 9.2 | <p><i>Speech and Language</i></p> <p>Clare Mason is running two Blank Level training sessions for new staff. This is now an embedded process that will take place each year.</p> | |

| School Improvement | | |
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| 10 | Head Teacher's Report | Action |
| 10.1 | <p>Governors stated that it is a lovely positive report.</p> <p>Governors asked the following questions:</p> <p><i>Is the College provision not working?</i></p> <p>There is a sizable budget for the KS4 college provision. AH and AC are reviewing the provision to see if this is the best use of the money.</p> <p>AC stated that he went with pupils to the college and questioned if the college is offering meaningful outcomes and the best opportunities. Statistics show that only 5-6% of pupils who attend a Special School end up in employment. We believe more of our pupils could develop the skills for employability / voluntary work given the right opportunities.</p> <p><i>Do the students think it is positive?</i></p> <p>They enjoy going but it is not challenging enough. The college only offers Animal Care and Construction this is not broad enough for all our students.</p> <p><i>Swanwick have people come in to run courses, could we share resources with them?</i></p> <p>It is an option we are looking into. This would also provide excellent socialization opportunities.</p> <p><i>Could we get in touch with local employers as they need to employ these ones?</i></p> <p>Yes, AC is going to give a brief talk at the next Action4Cotmanhay meeting.</p> | |

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| | <p>AH stated that we are not saying we will not go to college we are just looking at other opportunities and will report back once a decision has been made.</p> <p>AC would also like to set up an Alumni so we can find out more about what has happened to past pupils.</p> <p><i>With regards to Assessment – 85% are exceeding targets– are the targets too low?</i></p> <p>No, there is currently insufficient data to tell the difference between expected and above as this is the first year of Assessment Without Levels</p> <p>AC discussed the way levels and targets are set and confirmed that CG had stated that our goals are high.</p> <p>There will be more data as the years progress and this will help.</p> <p><i>What is a Mud Kitchen?</i></p> <p>An outside sensory area – making things outside with natural things.</p> | |
| 10.2 | <p>AH discussed the Visioning Day that took place and the 'Wordles' that were produced. Along with this and further consultation with pupils and staff a new Vision and Logo has been produced. (<i>See enclosures</i>)</p> <p>AH stated that the views from all stakeholders have been taken into consideration.</p> <p>Governors agreed to adopt new vision and logo.</p> <p>Governors asked if there will be a simpler version for the younger ones as before?</p> <p>Yes, we are still working on the simpler version.</p> <p>Governors asked if there will also be new Pupils Values?</p> <p>Yes, these are being reviewed and looked at with the pupils.</p> | |

| 11 | Academy Fact Finding | Action |
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| 11.1 | <p>AH discussed the previously circulated report.</p> <p>AH wanted to make it clear that the meeting with Phil Harrison was not had because we definitely want to become an academy or join the MAT he works for. It was purely about fact finding and knowing the different options that are open to us. AH believes that eventually government</p> | |

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| | <p>will have all schools become academies and we need to be in a position where we have looked at and explored options so we can make informed choices and decisions that have the best interest of all our pupils at heart.</p> <p>Governors discussed the different options:</p> <ul style="list-style-type: none"> • Join an existing MAT • Make the Federation into a MAT • Set up a new MAT with other local schools so there is a mixture of Special and Mainstream. <p>AH reminded Governors of the Stubbin Wood meeting about academies, 8th Feb 2017.</p> <p>AP1 – SH and JS to attend and to report back to Governors at the next meeting</p> <p>AP2 RF to make Academy Fact Finding a standing agenda item.</p> | <p>SH/JS</p> <p>RF</p> |
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| Governor Termly Responsibilities | | |
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| 12 | 20 Questions – Questions 9-11 | Action |
| 12.1 | <i>See Updated 20 Questions enclosure.</i> | |

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| 13 | Curriculum Development | Action |
| 13.1 | <p>What should Governors be doing?</p> <p>Governors discussed the points and the requirements for Governors and how we can fulfil the role.</p> <ul style="list-style-type: none"> • Curriculum is covered in the pre-meeting presentations. • KS Lead Governors look at any issues specific to each Key Stage. <p>AP3 - Next KS visits to be curriculum based from Sept 2017</p> | Govs |

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| 14 | Equality Duty | Action |
| 14.1 | Governors cover this – the information required is published on the website. | |

| 15 | Governor Training | Action |
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| 15.1 | <p><i>Feedback</i></p> <p>See previously circulated report.</p> <p>Points made:</p> <ul style="list-style-type: none"> • Generative thinking – Governors should be given opportunity to generate ideas not just go through the mechanics of a meeting. This does take time and is something we need to work on. • 360 review of chair and Governors – after discussion is was decided that a trial 360 review of the Chair should take place this summer term. <p>AP4 – RF to arrange 360 Review of the Chair. Participants to include Governors, AH, RF, AE and AC.</p> | RF |
| 15.2 | <p><i>Needs</i></p> <p>Finance Training –</p> <p>This is a 2 hour session run by AE. All Governors were keen to attend.</p> <p>AP5 RF/PW to arrange training with AE for 21.02.17 at 4:00pm.</p> <p>New Governors were encouraged to attend Governor Induction training. RF to book IC on 25th Feb one.</p> | RF/PW |

| 16 | Approval of School Trips and Risk Assessments | Action |
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| 16.1 | <p>AH stated that every year a generic risk assessment for school trips is issued. The revised risk assessment for this year has been produced and circulated and signed by staff.</p> <p>Evolve process for all trips is approved by AC and AH.</p> | |

| 17 | Update / Information from Chair / Clerk | Action |
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| 17.1 | <p>PW stated that the LA have still not confirmed her appointment as LA Governor.</p> <p>It was proposed to make IC an Associate Governor until this happens and he can become a Co-Opted Governor.</p> <p>All Governors agreed to appoint IC as an Associate Governor.</p> | |
| 17.2 | <p>AP6 – RF to send list of Governor Roles to all Governors</p> <p>Roles to be re-allocated next meeting to incorporate the new Governors.</p> | RF |

| Close of Meeting | | |
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| 18 | What has this meeting achieved that will benefit our children? | Action |
| 18.1 | <ul style="list-style-type: none"> • SIRR • Literacy presentation. | |

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| 19 | What could have been done to improve the meeting? | Action |
| 19.1 | <p>Governors stated that these questions have become lip service and do not help reflect on the meeting.</p> <p>AP7- RF to reword review questions for each meeting!!</p> | RF |

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| 20 | Dates and times of next meetings | Action |
| 12.1 | <ul style="list-style-type: none"> • Monday 27th February 2017 at 4:00pm - R • Monday 27th March 2017 at 4:00pm - R • Monday 8th May 2017 at 4:00pm - R • Monday 19th June 2017 at 4:00pm – T&L • Monday 17th July 2017 at 4:00pm - Review | |

PW closed the meeting at 6:20pm

Summary of Meeting Action Points

| Teaching and Learning Action Points | | | | |
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| | | Action | Who? | When? |
| 3. | 13.1 | KS visits to be curriculum based from Sept 2017 | Govs | Sept. 2017 |
| 4. | 15.1 | Arrange 360 Review of the Chair. Participants to include Governors, AH, RF, AE and AC. | RF | Summer Term 2017 |
| 5. | 15.2 | Arrange Finance training session with AE for 21.02.17 at 4:00pm. | RF/PW | asap |

| Resources Action Points | | | | |
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| | | Action | Who? | When? |
| 1. | 11.1 | Attend Academy Meeting, 8 th Feb. and report back to Governors at the next meeting | SH JS | 27.02.17 |
| 2. | 11.1 | Make Academy Fact Finding a standing agenda item. | RF | 27.02.17 |
| 6. | 16.2 | Send list of Governor Roles to all Governors Add Governor Roles to agenda next meeting. | RF | asap |
| 7. | 19.1 | Reword review questions for each meeting!! | RF | asap |
| Carried Over | 05.12.16 4.5 | Amend Code of Conduct for Employees policy | AE | asap |