

Archway School: Full Governing Body Meeting

Minutes of Meeting held on 3rd July 2019 at 4.30pm in A8

Present: Colin Belford (CB), Nigel Cooper (NC), Anne-Marie Delrosa (AD), Natasha Rolls (NR), Sarah Warner (SW), Pam Swindell (PS), Martin Ansell (MA), Gavin Townsend, Alan Potter, Barnes Clutterbuck, Christopher Berry, George James, Julie Brindle, Nicola Farrow.

For item 3: Julian Young (JY)

For item 4: Lee Johnson (LJ)

Apologies: Suzanne Ryder, Anna Ellis, Georgia Boon.

1. **Apologies**

Apologies were received and accepted from Suzanne Ryder, Georgia Boon and Anna Ellis

2. **Declarations of Prejudicial Interest**

There were none.

3. **Disruption Free Learning Presentation**

JY gave the context and background to the new Disruption Free Learning approach which is to be introduced across the whole school in September. He explained that it will replace the existing BfL system which, whilst fit for purpose when it was introduced fifteen years ago, is not trusted by staff, parents or students because of the lack of consistency in its application.

The SLT recently visited a number of schools in the Greenshaw Academy Trust which have been operating a disruption free learning process successfully and have seen rapid progress in raising standards of teaching, learning and pupil attainment. Their experience has been that it significantly reduces the number of 'low level' disruptive pupils.

JY outlined the main features of Disruption Free Learning, which include rigorous expectations, a clear escalation process, a restorative approach with students who are sent out of lessons to the isolation room and new rules regarding mobile phones, smoking, uniform and behaviour around the school site. Special arrangements will be put in place for certain SEND students for whom the new expectations may be particularly demanding.

JY gave the following responses to governor queries:

- Inappropriate language will be dealt with firmly as it is important to change student perceptions of what sort of language is acceptable/unacceptable. He reminded governors that swearing at staff already receives a fixed term exclusion sanction.
- Dominic Salmon (deputy head) is working on systems for praising positive behaviour.
- Where there are legitimate issues with students staying behind after school for a restorative conversation following their time in the isolation room, it may be necessary for the relevant member of staff to contact the parent(s) by telephone.
- Arrangements are in place to ensure staff, students and parents are fully aware of the new Disruption Free Learning system before the start of the new school year.
- The definition of 'persistent' when used with reference to repeated individual student behaviour will vary depending on individual circumstances.
- Success measures to judge the effectiveness of the new approach will include a reduction in the number of students in the isolation room; academic improvement; an improved progress 8 measure and stakeholder feedback.
- It was agreed that the SLT would look again at the length and aspects of the organisation of the draft Disruption Free Learning handbook in order to address governor criticisms that

in its current form it is too wordy and there is a lack of clarity about the audience. A shorter version for the website is to be considered.

4. **Presentation by Lee Johnson, the school's SENDCO (Special Educational Needs Coordinator)**

LJ began by defining SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. SEND categories are:

- **Communication and Interaction** – ASD (Asperger's)
- **Cognition and Learning** –
MLD (difficulty acquiring literacy/ numeracy skills. Ability/ attainment below 2nd percentile) *mild learning disabilities*
SLD (difficulties with speech, learning new skills, support with daily activities/ lifelong support) *severe learning difficulties*
PMLD – multiple, complex difficulties – motor functioning, speech etc *profound and multiple learning disabilities*
SpLD (Dyslexia, Dyspraxia, Dyscalculia) *specific learning difficulty*
Social, Emotional and Mental Health difficulties – ADD, ADHD, anxiety, depression, eating disorders, self harm
Sensory and/ or Physical Needs *visual impairment; hearing impairment; cerebral palsy*

At Archway, EAL (English as an additional language) students are also regarded as having special needs.

LJ then presented data to show the current situation in terms of numbers of SEND students at Archway. The school has a higher than average SEND cohort.

- Y7 32/ 164 pupils (19.5%)
 - Y8 32/ 174 pupils (18.3%)
 - Y9 37/ 163 pupils (22.6%)
 - Y10 32/ 203 pupils (15.7%)
 - (Y11 37/183 pupils) (20.2%)
- National 12.2%
Gloucestershire 11.7%

The SENDCO's role covers the following responsibilities:

- Identification of SEN needs
- Co-ordinating provision
- Liaising with parents
- Liaising with other providers – O/T, Physio, EdPsych, Paed, GP, School Nurse, Social Workers, Early Help, etc
- SEN record keeping
- Tracking & Monitoring progress of SEN learners
- Development of SEN provision
- Facilitating High Quality teaching & Intervention

LJ explained that key issues were funding constraints and the consequent pressures on resources for in-class support as well as literacy and numeracy interventions. LJ's SENDCO workload has to be combined with his teaching commitments, which inevitably puts pressure on how much he can undertake. Other pressures include the growing number of challenges facing the SEND department, including the increase in mental health issues amongst students and the expanding number of students requiring EAA (exam access arrangements) testing, a time-consuming and expensive process.

Action: it was agreed that the SENDCO's role/ resourcing SEND should be discussed by both the Chairs Group and the Welfare & Discipline Committee at the start of the new school year.

FUTURE AGENDA ITEM

LJ was thanked for his presentation, which governors had found extremely informative.

5. **Minutes from previous FGB Meeting and Matters Arising**

The minutes of the previous FGB meeting held on 22nd May were accepted as a true and accurate record and signed by the Chair.

Matters Arising

The following actions are to be carried forward:

Action: the strategies used to support Heads of Department in their leadership role are to be an agenda item at a future FGB meeting . FUTURE AGENDA ITEM

Action; AL is to arrange an autumn date for the in-house Exclusions training.

6. **Headteacher's Report**

The Headteacher's Report had been circulated prior to the meeting. At the meeting, the following points were also made:

CB gave details of the new Tutor Reading programme which is to be introduced in September. In response to a governor query, he explained that current tutor activities are to be continued in other ways. Where really necessary and unavoidable, the twenty minute reading time 'slot' may be used for other purposes.

Another major change next year will be the introduction of the two week timetable.

Action: the reading list for the tutor reading programme and the changes to the school day are to be emailed to governors for information.

AD emphasised that the governing body will have an important task in fully supporting the changes being introduced in September (Disruption Free Learning; new two week timetable; reading programme) as well as rigorously monitoring their impact.

CB was asked whether the balance of students leaving/joining the school roll was about normal. He replied that the number of parents electing to educate their children at home has increased and explained that this is sometimes a way of avoiding prosecution for non-attendance.

7. **Strategic Planning**

A second meeting to explore ideas for a new vision statement for the school and identify key objectives for the three year School Development Plan is to be held on 16th July and will be facilitated by Vicki Redding (local authority consultant).

AD asked governors to consider the support/challenge quadrant which had been used last year in order to reflect whether their position had changed. It was agreed that the ideal balance for a governing body is one of high support and high challenge.

8. **Succession Planning**

Nomination forms for the election of Chair and Vice Chair will be emailed to governors in September. **AD** stated that she is happy to be considered for re-election. She thanked **SW** for her support as Vice Chair. **SW** will not be putting herself forward for re-election. **AD** emphasised that whoever puts themselves forward for Vice Chair needs to be prepared to eventually take on the role of Chair, possibly after a couple of years.

New Chairs will be needed for the Curriculum and Finance & Staffing committees as **PS** and **NC**, whilst continuing as governors, will be standing down from their Chair roles. A new Premises Lead will also need to be elected for the Finance & Staffing committee.

9. **Committee Reports**

(Minutes of all the recent committee meetings had been circulated prior to the FGB meeting: key points below)

Chairs' Group

- The meeting had reviewed the work of the governing body and the issues around succession planning.

Finance & Staffing Committee

- The committee had reviewed music tuition fees and the following policies: Charging & Remissions; Lettings; Anti-fraud and Corruption; Code of Conduct and Confidential Reporting; Health & Safety. Only minor changes had been required.

Action: AL will email the Code of Conduct policy to governors to ensure they are aware of the requirements which apply to the governing body.

Curriculum Committee

- The committee had discussed the new Tutor Reading Programme and the impact of CPD (continuing professional development) on the quality of teaching and learning. It had reviewed the following policies: Assessment, Sex Education and Relationships; Internet and Computer usage. Only minor changes had been required.
- **CB** had requested that the Collective Worship policy should be removed from the school's list of policies as it was no longer relevant. Governors had felt that the school's statutory responsibilities regarding the collective act of worship ought to be discussed at a future Curriculum Committee meeting. **FUTURE COMMITTEE AGENDA ITEM**

Welfare & Discipline Committee

- The Behaviour Policy had been reviewed with minor changes agreed to reflect the introduction of the new Disruption Free Learning approach. The committee had requested that the Equalities policy should be reviewed again at the start of the new school year in order to take into account the requirements of the Equalities Act and cultural shifts within society.

10. **Review of Committee membership, Meeting Schedule and Subject Governors**

AD reminded governors that the annual Governance Workshop will be held on 11th September. Details to follow during the summer.

Action: all members of staff will be invited to meet a few governors at the end of the school day on 9th October (date of first FGB meeting of the year).

AD reminded governors that subject visits should ideally involve a face to face meeting with the Head of Department.

Action: AD will provide deadline dates for the submission of Subject Visit reports. These will be agreed at the Chairs /group meeting on 18th September.

11. **Review Calls**

AD outlined the key issues that had arisen from her end of year review calls with governors. These included:

- Where possible papers for meetings to be numbered according to the agenda item – particularly relevant for Finance & Staffing

- Getting everyone to contribute – Chairs to proactively seek input from committee members
- September workshop
 - Reminder of governor activities eg meeting attendance, subject visits, panels, training etc
 - Reinforce role of governor and how we should be monitoring and challenging – examples of how / when governors have made a difference
 - Set priorities for the year and how we will be monitoring them
 - Opportunity for reflection on how we've operated in the last year
- SENDCO – how does the role work in other schools
- Ensuring that non-parent governors understand some of the people / issues being discussed – also how to make sure non-parent governors get a good understanding of the school
- Better understanding of school finances
- Programme of learning walks for governors – specific dates / times during the year
- How can we be sure we are adopting best practice - can we get an external review of our governance
- Can we share committee agendas in advance with whole of governing body so that if other governors wish to go to a committee then they can
- Staff performance – how much involvement should we as governors have – what sight of this should we have?

Action: AL will contact Governor Services to explore how the governing body could undertake a review of its governance.

Action: Dates for governor 'learning walks' will be arranged for Term 1/Term 2.

Action: AD will explore governor involvement in reviewing the outcomes of staff performance

12. **Pupil Premium**

Nothing to report at this meeting.

13. **Government Policy Update**

The new Ofsted framework will be in place in September. The expectation that schools will ensure a challenging academic curriculum for all, with the EBacc suite of subjects being seen as desirable at KS4, will potentially have implications for the delivery of Modern Foreign Languages at Archway.

Action: during the next school year, the Curriculum Committee is to monitor how Archway's curriculum meets the new Ofsted Framework expectations.

14. **Health & Safety**

The recent county council audit of Archway's health & safety arrangements resulted in a satisfactory report which will be reviewed at the Finance & Staffing Committee's first meeting of the new school year. **FUTURE COMMITTEE AGENDA ITEM.**

15. **Training**

See agenda item 5 above re Exclusions training. New Governor training has been booked.

Action: CB will contact NR to let her know the date for the school's Safeguarding training session.

16. **Election of New Governor**

Nicola Farrow was elected as a new co-opted governor. Her election was proposed by **NR**, seconded by **PS** and agreed by all present.

17. **AOB**

- Governors were reminded of the dates for the School Concert and Art Show.
- **AD** asked for a 100% return regarding the governor audit forms.
- **MA** informed the meeting the county council has secured £5million to improve mental health support for children in Gloucestershire and will be launching a programme of mental health support teams in a number of schools across the county. It was agreed that **MA** should suggest Archway as a base for one of the teams.

The meeting ended at 7.10pm. The date of the next FGB meeting is 9th October 2019.

Actions

Item 4:

Action: it was agreed that the SENDCO's role/ resourcing SEND should be discussed by both the Chairs Group and the Welfare & Discipline Committee at the start of the new school year.

Item 5:

Action: the strategies used to support Heads of Department in their leadership role are to be an agenda item at a future FGB meeting.

Action; AL is to arrange an autumn date for the in-house Exclusions training.

Item 6:

Action: the reading list for the tutor reading programme and the changes to the school day are to be emailed to governors for information.

Item 9:

Action: AL will email the Code of Conduct policy to governors to ensure they are aware of the requirements which apply to the governing body.

Item 10:

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Item 13:

Action: during the next school year, the Curriculum Committee is to monitor how Archway's curriculum meets the new Ofsted Framework expectations.

Item 15:

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AL Clerk to Governors