Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 7th June 2023
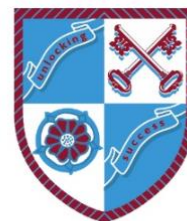
Date	Start Time	End Time
7th June 2023	4:00pm	5:35pm

Present	Apologies for Absence	In Attendance
Colin Swettenham *(Chair of Governors)*	Michelle Dennis	Gemma Harvey *(LA Clerk)*
	Louise Elvy *(Staff)*	Fran Lansley
Mike Hartnell *(Headteacher)*		Jane Fletcher
Kelly Duncan		David James
Cher Jeffrey		Jane Burrows
Stephan Muller		**Absent**
Andrew Chapman		Kate McInnes
Mark Goulty		

Item	Subject	Action Lead
1.	**Welcome and apologies for absence** All Governors and staff were welcomed to the meeting being held in school. Apologies were received and accepted from Michelle. Kate was noted as absent and has resigned from her term as a governor. David James and Jane Burrows had joined the meeting as prospective co-opted Governors, they were introduced to the group. It would be a shortened meeting due to whole Governing body training being held at 17.30.	
2.	**Declaration of conflict/interest**	

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	There were no declarations of pecuniary interest relating to items on the agenda.	
4.	**Review minutes of meeting held 2nd May 2023** The minutes of the FGB meeting held on 2nd May 2023 had been circulated and were approved. **Actions** Governors to make use of free online safeguarding quizzes, as these can tailor training based on responses. Fran to share. These have been sent to the Governors and include quizzes which require in depth knowledge so are effective tests. CLOSED	
5.	**Governance** Report on Children in Care Postponed Subject connections update Reports from visits Postponed Safeguarding Stakeholder views Postponed Governor Training update Andrew has been tracking courses completed and will contact Governors with suggestions for training.	
6.	**Headteachers report** Some points would be updated including Pupil Premium spending and the Curriculum in this verbal update: - A booklet is provided to the Governors which bullet points the how, the why and how to fill the gaps in learning. - Roadmaps are formed for all years 7-11 which are in accordance with the KS3 national curriculum, they also consider the local environment and prepare students for life post-16 education so they learn a good breadth and knowledge of education. - The roadmaps demonstrate the well-designed curriculum which meets the student's needs, will be linked to earlier learning and are not haphazard but are a curriculum journey which flows and is full trackable in years 7-9.	

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- A good example to view would be English as this has undergone many HIAS reviews and is linked to schemes of work whose criteria has also been reviewed in depth.
- There is a 5-year plan which is a balance of curriculum and builds to the option process required from year 9.
- Some subjects are harder to define into KS3 or KS4 while others can easily be identified between the stages and are better staggered.
- It is aimed KS3 learning will be complete by Easter of year 9 as it has been agreed the national curriculum can't be achieved in two years but studying for three full years is more than required.

Q – Has the theory and approach been tested in other schools?

A – I have checked, and the approach varies in other local schools, including some which do the 2 and 3 year approaches with success, not many do the change at Easter but this does work well at our school as feel by choosing options sooner and starting them there are less occasions of students dropping out of options through year 10 and 11 as they have the trial months in year 9.

Q – Can we continue to cross reference this impact against other schools?

A – There is a blog which reviews the national curriculum, and this change to start in year 9 does appear to be increasing for the extended transition. At our school we also always offer a humanities choice and a modern foreign language choice which does not happen at all schools.

Governors comment it should be considered the benefit to a student of receiving a wide choice of different subjects for their ability, as well as subjects they will achieve high grades in.

Q – Does the Ebac need further choices?

A – School can see this is required but this has not yet been offered nationally, more accessible subjects should be included like offered in school as we want pupils to learn useful skills while remaining motivated.

- In school we spend more on enrichment time and in rotation will teach subjects including sex-education, diversity & inclusion and will add mental health for the next academic year. It is approximately 6-7 weeks given for each subject and this is strength as highlighted during external visits to school as the positive impact can be seen.
- We can evidence the careers education and what is learnt.
- There is less evidence available for safeguarding but by speaking to students you would be able to see they are very aware of the process and understand what is right and how to protect themselves and their friends.
- We are offering a balanced curriculum which meets the needs of the different students at school.

Q – At a recent informative curriculum training for Governors, we were asked how to check pupils understanding situations and did they understand across

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disciplines and why they are completing certain actions for example in science do they know why they are completing an experiment and testing a hypothesis?

A – This had been missing in science but now the key knowledge is being understood and learnt, pupil are remembering their learning better. They are also seeing how subjects link and skills or knowledge can be transferred so we will demonstrate this in other subjects as well, some starting points may be lower base points but at higher levels the growth in language has already been seen.

Q – Do students know about cross disciplines and how subjects link and how skills may be useful for future roles or jobs?

A – Maths and geography have recently worked together and this also helps teachers as they are also upskilling their subject knowledge and strengths, similar can be said for physics especially with showing data or charts and the link with maths again.

Q – How would this be tracked so Governors can show the evidence if challenged?

A – For now it is low level discussions but the next stage will include subject leads developing links.

Action – Review progress of this at a later point in the year.

<u>Ofsted visit feedback</u>

Next an update is provided from a fellow Chair of Governors at The Key and their experience of meeting Ofsted at an inspection.

- Previously a local education centre merged with The Key centre from Gosport to make a dual site in Havant, these sites have the same group of Governors, the areas enquired are discussed:
1. How has the board made use of their skills and knowledge?
- It is different in a referral school as governors will be from an educational background, but they still will bring key skills such as finance or safeguarding, so how the governors interact as a board and as individuals was provided.
2. What are the strengths and weaknesses of the school?
- This is an important area to align with SLT so the direction of their intentions for the visit stays on track.
3. How are leaders held to account?
- By checking and challenging, by using the same consistent language, and training sessions. We also took a folder of example of this to the meeting.

Action – When there is a full board of governors, roles will be reallocated and training can be provided.

4. Safeguarding

- Good to have a plan of what will be discussed, what to highlight and how to show the impact made.

This raises conversation on how midyear joiners will know about the safeguarding of the school, and if they should have a safeguarding induction like staff do. This is even more significant with the increase for in-year transition over the last year.

Q – Could we ask when a new joiner starts mid-year?

A - It is agreed we should not presume what students know before a transition.

Q – Should we also check understanding with the children?

A – Yes, similar to staff and adults.

- Attendance, plans and the confidence in the often reduced timetable at an education centre was discussed.
5. Finance
- Including the staffing structure, costs, performance management, and funding for special needs.
6. Others
- An opportunity to share the positive points, passion and pride of your establishment.
- To demonstrate you understand the culture of the school and SLT.
- To describe the changes made in the school over time and the journey it has been through.

Action – Plan school SLT and Governor responses as per this guidance.

Pupil Premium strategy

The strategy has to be published on the school website and is created on a DfE template, this will be a document always reviewed by Ofsted as shows how the income has been used. It includes allocations for children receiving free school meals, looked after children, those with additional educational needs. The strategy shows how attainment will be increased to ensure children in this group are not disadvantaged.

- One of the main challenges is attendance, and the effect this has on behaviour and learning.
- Safeguarding is another highlighted area as concerns will increase for these groups.
- Accessing technology is an issue for some pupils in these groups.
- Levels of reading are often less than peers.
- Attainment can be lower in maths.
- How to raise student aspirations.
- A lot of budget is spent on stationary including exam material and equipment including calculators.
- Uniform is a cost which can be controlled as donated items are used and uniform can be swapped.

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	- Trips and visits may be funded, - IT costs will also include licenses and software. Q – Can laptops access broadband? A – A lot of laptops were provided over the Covid closures but now the software and licenses need funding, access to the school systems are monitored and usage is logged. - Extra-curricular activities such as school production s is encourages in pupil premium groups. - Resources like ingredients for cooking or materials for art. - Intervention for reading so costs cover staff and books so pupils can read age related material.. - CPD for adaptive teaching and passport of needs. - Extra roles, wellbeing and inclusion, attendance officer, the careers team and ELSA. - Work experience placements - Checking the impact and success of keeping children attending school through years 7-11. - There are high levels of students with SEND but not EHCP's as may be late entries with missed evidence.	
7.	**Business cycle** Budget update **Postponed**	
8.	**Policies** None	
9.	**Future events** A link has been provided to the online school calendar.	
10.	**Next meeting** FGB 4th July 2023 Provisional agenda	

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11.	**Effective Governance**
	
	What have we done in this meeting that shows effective governance and improved outcomes for our pupils?
	
	   1. Strategic leadership: *Agenda Items: 3, 4, 5,7 ,9*
	
	   2. Accountability: *Agenda Items: 3, 4, 5, 7, 9*
	
	   3. People: *Agenda Items: 3, 4, 5, 6, 9*
	
	   4. Structures: *Agenda Items: 3, 4, 5, 6, 9*
	
	   5. Compliance: *Agenda Items: 3, 4, 5, 6, 7, 9*
	
	   6. Evaluation: *Agenda Items: 5, 10*	

12.	**Close** The new Governors were welcomed to the body, they will be added to the school Office 365 and GovernorHub. The Chair of Governors closed the meeting at 5.35pm	

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A. Excellent quality of Education	B. High expectation learning culture	C. Exemplary Ethos	D. High Expectation Leadership
A1	**B1**	**C1** 01.03.22	**D1** 01.03.22
A2 01.03.22	**B2** 23.11.21	**C2** 25.01.22	**D2**
A3	**B3** 25.01.22		**D3** 23.11.21
A4 25.01.22	**B4**		
A5 23.11.21			

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Effective governance

Effective governance is based on six key features:
1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.
3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.

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