



## FEDERATION OF STOKE HILL SCHOOLS MINUTES OF THE FULL GOVERNING BODY MEETING 8th December 2022

PRESENT:							
Attendees	Initials			Attendees	Initials		
Yvonne Hammerton Jackson	YHJ	Executive HT					
Jade Earle	JE	LA Governor					
Simon Jones	SJ	Parent Governor		Helen Greenhall	HG	Via Teams	
Amy Bickford	AB			Maria Scholey	MS		
Andy Pheasant	AP			Tom Urwin	TU		
Carla Encinas	CE			Zohal Rohani	ZR		
Emma Marsh	EM						

Apologies	Initials	Reason
Daz Low		
Tina Lawton		
Rhea Beal		

In Attendance	Initials
Dianne Goodwin (Clerk)	DG
Julie Stevens	JS

Item	Description	Owner/ Decision
1	<b>Welcome and Apologies for Absence:</b> AP welcomed everyone to the meeting Apologies received from Daz Lowe, Tina Lawton and Rhea Beal	
2	<b>Declaration of Pecuniary Interests:</b> Advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity. No interests declared	
3	<b>OFSTED Presentation</b> JS gave a brief presentation to Governors about what they could expect to happen when OFSTED visit school. At the moment visits seem to be being made to schools previously rated as Good ahead of those rated as Outstanding NO idea of timescales at present but aim is for all schools to be inspected by end of summer term 2025. All inspections are over 2 days SHJS likely to receive "Upgraded" (formerly Section 8) inspections Inspectors will look at Phonics/Reading and 2 other areas which will be agreed with the school. ~one of these is expected to be area that the school feels is a strength and the other to be an area that the school is working to develop and improve SHINS will probably receive a "Graded inspection. This will involve a deeper look across 4 areas, one of which will be Phonics/Reading In both cases Day 1 will comprise a "Deep Dive" across the chosen areas. At the end of the	



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	<p>day, detailed feedback will be given to the Exec HT and Head of School. After this the Exec HT will need to liaise with governors to make them aware of the areas that the inspectors are focussing on.</p> <p>During Day 2 inspectors will be looking for further evidence and will probably ask to meet with governors. Governors will be expected to know what the strengths of the school are and also what areas of improvement are being worked on.</p> <p>JS referred to a list of questions that had been circulated earlier.</p> <p>She said it was important that governors could demonstrate that they were involved in monitoring and checking what was happening in school. This could take many forms but she encouraged governors to visit school and talk to staff and children about different aspects. Reports from External bodies were also a useful source of verification.</p> <p>Other areas to consider include</p> <p>Curriculum – which subjects are key strengths. How are judgements about these validated? Which are priority curriculum areas and what is being done to drive improvement? What evidence do governors have to support this?</p> <p>What do pupils/staff and parents think about the school?</p> <p>Support for Wellbeing?</p> <p>Safeguarding – is it effective? How do governors know it is secure?</p> <p>SEND - are the needs of pupils with SEND being met?</p> <p>Governance – can governors show confidence in talking about the school. What has been the impact of governor decisions about the leadership structure?</p> <p>TU asked how governors could evidence and measure the benefits of the changes to the Leadership structure</p> <p>JS said that some of the evidence is provided in the SEF</p> <p>E.g., changes to the curriculum so that it now covers all pupils from EYFS to Year 6 rather than each Key Stage having its own curriculum as before. Closer working and cooperation between the two schools</p> <p>New SENCO working across both schools helping draw together key threads</p> <p>TU thanked JS for these examples but said it was difficult to provide a data perspective. JS said that OFSTED would look at data before visiting the school but they would concentrate on processes rather than data.</p> <p>JS said that some schools had put together a folder for governors which contained useful information relevant to OFSTED.</p> <p>JS said that OFSTED would probably ask to speak to at least 3 governors during the course of their inspection. They would then provide feedback to the whole governing body at the end of the second day.</p> <p>What weighting is given to Governance? It will be assessed as part of the section on Leadership and Management.</p> <p>AP thanked JS for her presentation which had provided lots of useful information for governors.</p> <p>JS left the meeting</p> <p>AP welcomed EM to her first FGB meeting</p> <p>AP asked what actions could be taken to help improve OFSTED readiness.</p> <p>Folder for storing useful information would be beneficial</p> <p>Visits – important that governors use the template provided at the end of the policy to compile a report after a visit to school.</p>	



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	<p>DG said that there is a folder on Teams called Governor Visits. This contains a copy of the Policy, a folder of useful information and suggestions for questions etc for Link governors, a folder for reports to be filed.</p> <p>AP said that Link governors should have already arranged visits to look at key areas. He said if there were any problems arranging these visits then to inform him and YHJ.</p> <p>MS asked about reviews of SEND. AP said that VA had given a very useful feedback session at the last T &amp; L meeting and had provided lots of information about the Action Plan. YHJ said it was important that all governors take note of SEND during visits. There had been a change of emphasis and all teachers had to think of themselves as teachers of SEND children. Curriculum leaders are addressing this in their Action Plans but governors need to satisfy themselves that the message is getting through to all teachers.</p> <p>TU asked what governors should be looking for if their role was not to judge teachers. YHJ said that they should try to satisfy themselves that all the children in the class are able to access the curriculum.</p> <p>Pupil/Staff/Parent views of the school. What do we do to obtain opinions?</p> <p>Surveys are done every year. Parents are given the OFSTED survey to complete. Staff are also given a survey but this has lapsed during the lockdowns. AP said he had held Drop-in sessions for staff last year but there had not been a huge uptake from staff.</p> <p>YHJ said that governors could compile a survey of their own to be distributed.</p> <p><b>ACTIONS</b></p> <p>Set up OFSTED folder to include External reports and Governor visit reports</p> <p>Consider holding Drop-in sessions for staff and for parents</p>	
	<p><b>Confirm accuracy of previous minutes and matters arising from the last meeting</b></p> <p>These were agreed</p>	
6	<p><b>Governor vacancies</b></p> <p>1 vacancy for Co-opted Governor</p> <p>Carried forward</p>	
	<p><b>Reports from Committees</b></p> <p><b>Teaching and Learning</b></p> <p>Presentation from VA about SEND. Review of work done during last year and new Action Plan. Main emphasis has been transition from providing 1 to 1 support for every child outside of classroom to providing better access to curriculum in the classroom alongside other children</p> <p>Pupil Wellbeing – presentation from Sarah Padbury – Assistant HT at SHJS. Impact of lockdowns etc has been significant so trying to help support all children and staff. Input from Heads Up charity who are providing 1 to 1 and small group sessions. Also promoting use of Art therapy and Sports therapy.</p> <p>Data – really strong results for last year’s Year 6.</p> <p><b>Resources</b></p> <p>FRS. Healthy underspend from last year but this has been eroded by increasing costs of food and energy. Also, significant amount had to be used back pay from Pay Awards which were higher than originally budgeted for. Not sure if any extra funding will be provided by DfE to cover increased salary costs. When compiling the Budget last March MG had used figures relating to worst case scenario which has helped. Some increase in income this year due to increased numbers of children eligible for PPG funding. Covid Catch up funding extended for another 12 months. Mainly being used to provide extra support for children in Years 1 to 3. Supply budget being kept under control although slight increase recently due to increase in sickness.</p> <p>Personnel – hope to avoid redundancies by using fixed term contracts that are connected to</p>	



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	<p>individual child.  Premises – crack in classroom wall at SHJS being monitored. Does not appear to have deteriorated since September.  H &amp; S – 2 serious incidents reported to governors but not RIDDOR</p>	
	<p><b>Executive HT Report</b>  Report circulated prior to meeting  Attendance  Lot of work is being carried out to try and build up relationships with families to try and improve attendance without having to use enforcement action. SLT meet regularly to discuss attendance issues and. These meetings have also helped to identify other possible issues such as medical issues that the school were not aware of. Emphasis at SHINS is on trying to establish good habits relating to attendance.  Behaviour Trying to get the children to adopt behaviours that helped them to be ready for learning. Changes to playtime routines have helped with this.  What is the next step? INSET sessions planned for next term. Need to ensure consistencies in approach from teachers. What especially around what is “Being calm and safe and ready for learning” Also reviewing the quality of provision from adults at lunchtime.  There has been an increase in high end behaviour issues. These are in part due to some children with complex SEND issues but also influence of social factors at home.  Team Teach training provided for a number of staff which has provided these staff with tools for de-escalating incidents. Would be good to roll out to all staff but insufficient funds available at this time. Some of the strategies that were recommended could be passed on to other staff. There has been an increase in the number of incidents when a member of staff has had to intervene in order to keep a child safe.  AB asked how parents were approached when such an incident had taken place. YHJ said parents would always be informed if a member of staff had used physical restraint.  Safeguarding – Jo McCarthy is now working full time because of the increased workload. She has noted an increase in the number of foodbank referrals.</p>	
	<p><b>School Improvement Plans</b>  AB and AP have met with Clare Farion to discuss EYFS. AP said that a lot of hard work had taken place and it was possible to see progress being made. He asked for thanks to be passed to the EYFS team.  SHJS review carried out by Julie Stevens and Tina Jackson. Report circulated prior to meeting.  Action points from this include a review of QFT at both schools as there appears to be gaps in understanding.  How will this be picked up? During PDMs during January and February. Emphasis needs to be on what difference teachers work is actually making for the children. How can governors know if the teaching is helping to make a difference? By observing lessons and looking at the interaction between the teacher and the children and talking to the children  MS asked if the actions that are being taken now are helping to improve outcomes for the children. YHJ said it was important to make sure that the needs of the children are put first. She said that teacher expectations needed to be higher. She said that this could be helped by encouraging teachers to visit other schools and observe examples of best practice.  ZR asked if there were any plans for improving specific areas such as boys writing, behaviour etc. YHJ said that improving behaviour was included in the SIP. She said that consistent application of the Behaviour Policy should help improve behaviour. This also would be helped by increasing teacher expectations. She suggested governors observe techniques teachers are using to improve behaviour when they visit school.  SIPS have now been shared with all staff who are now fully aware of the areas outlined for improvement. Evaluation will be carried out using internal monitoring, external reviews and</p>	



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	<p>OFSTED criteria.  Risks SHINS – more things need to change here. Emphasis has been on EYFS. SHJS – impact of QFT. More work needs to be done to ensure all teachers are using the QFT principles.</p>	
	<p><b>Reports</b>  <b>PPG Strategy</b>  SJ has met with JS and CM to discuss these. He said that they both have a very good knowledge of PPG. The achievement gap between PPG and non-PPG children appears to have widened since the first lockdown. The Strategy statements acknowledge this and contain action plans to try and overcome these.  The Federation receives £1800 per pupil who is entitled to this. Most of the funding is used for support activities to help bridge the gap but funding is also used for activities for these children. Recent examples include transport to take the children to Killerton to participate in Cross Country challenge and funding participation in the Music Hub.  CE asked about participation in After School Clubs. SJ said that these children were given priority access to clubs. Teachers also tried to identify other children who they thought might benefit from taking part in After School Clubs and tried to ensure that they also were able to access the After School provision.  Sports Premium funding  Annual Report on how the money has been used during the last 12 months  DG explained that this was funding introduced after the 2012 Olympics to try and increase children’s participation in Sports. It was initially paid for 3 years but has continued beyond that. There are strict conditions on its use and it is not certain if it will continue after 2023</p>	
	<p><b>Policies for Approval</b>  Health and Safety Policy  School Emergency and Continuity Plans  Educational Visits  SEND Policy  Children in Care Policy  Complaints Policy  All polices have been reviewed and amendments made where necessary.  DG asked for FGB to approve the H &amp; S policy and the SEND policy. This was agreed</p>	
	<p><b>Dates of next meetings</b>  12<sup>th</sup> Jan 2023 T &amp; L  26<sup>th</sup> Jan Resources  2<sup>nd</sup> Feb FGB  All meetings will be at SHJS</p>	
	<p><b>Actions</b></p>	