



The Vineyard School Governing Board

Minutes of Full Governing Board meeting held on 24th March 2021 at 6pm via Zoom

Governors Present: Firas Ali (FA)
Fern Carter (FC)
Alice McArdle (AM)
Philippe Tapernoux (PT)
Chloe Garth (CG)
Graham Stewart (GS)
Lynne Woolley (LW)
Ruth Whymark (RW) – Head Teacher
James Lane (JL)
Antony Cook (AC) – Chair
Kirsty MacEachen (KM)

In Attendance: Charlotte Axbey (CA)
Matt Collier (MC)
Richard Rosewell (Associate Member) (RR)
Anna Mantle (Clerk)

Absent: Simon Williams (SW)

Meeting started at 6.05pm.

Item	Action
1. <u>Apologies for Absence</u> Apologies received and accepted from Simon Williams	
2. <u>Governors' Declaration of Interests</u> No direct or indirect pecuniary interests were declared.	
3. <u>Board Constitution</u> Anke Monestel (Parent Governor) term of office expired at the start of February. She has decided not to stand again. Governors thanked her for her contribution to the governing board. Graham Stewart (Co-opted Governor) had handed in his resignation from the board, effective 31 March 2021. Governors thanked him for the significant contribution that he has made to the governing board, particularly in his recent roles as Chair and Vice Chair. Philippe Tapernoux introduced himself to the meeting. He has significant experience in financial services and fintech companies. Originally from Geneva, he brings not only finance and board level, strategic corporate experience, he is also in a good position to represent the international diversity amongst The Vineyard school community. He left the meeting while governors voted on	

	<p>whether to co-opt him onto the board. Governors voted unanimously to co-opt Philippe Tapernoux onto the board. Term of office: 4 years. Date of appointment: 24 March 2021 Clerk to organise the induction paperwork. DBS already completed.</p> <p>There are now currently 3 vacancies on the board. 1 Co-opted and 2 parent governors.</p> <p>It was agreed that an advertisement be drawn up to advertise for the co-opted position and parent governor elections to be held in the summer term.</p> <p>Recruitment for a new clerk is also underway. Appointment of a new clerk was delegated to the Chair and Head Teacher who would be interviewing candidates on 25th March 2021. <i>Update – a suitable candidate was not found. Anna Mantle remains in post until the end of the summer term.</i></p>	
4.	<p><u>Committee membership</u> To be discussed and agreed once the other vacancies have been filled. Any preferences amongst existing board to change committees, please let AC know.</p>	
5.	<p><u>Specialist Teaching Model Proposal for Years 4, 5 and 6</u> Matt Collier and Alice McArdle presented a proposal to change the teaching model for Y6 as the first stage and possibly extending to Years 5 and 4 as well. This project is part of their MPQSL (senior leadership qualification). They explained that the revised teaching model would help to develop skills which will mean a confident transition to secondary school. It would involve teachers focusing on two key specialisms and teaching those subjects exclusively across the whole year group. This would benefit the children, since they will be taught by subject experts and learn to adjust to different teaching styles. A draft timetable had been drawn up for Y6 to demonstrate how the model might work. The children would have form time as a class three times a day to maintain a tight bond with their class teacher. The reason for the proposal is so that they can challenge the high achieving cohort at The Vineyard, prepare children for secondary school transition and allow teachers to specialise so that they are better able to address gaps and teach to their strengths.</p> <p>MC and AM outlined the results of a questionnaire that they had undertaken with Y6 where 75% of the respondents indicated that they would like to be taught by more than one teacher and that they would like a better understanding of what secondary school will be like.</p> <p>They have contacted some schools they have identified as having run this model to ask for feedback.</p> <p>Governors asked whether the school had the requisite staff resources to be able to manage this model. MC acknowledged that it was possible that staff might end up teaching a subject that they do not want to, however for the Y6 team who would trial the approach, the breakdown works well. RW said that it would be something to consider when organising the staffing structure. She said they did have a good handle on teacher specialisms.</p> <p>Governors asked whether they had considered the mental health impact of making significant changes and whether there were attachment issues or considerations for children with SEND to address when suggesting these changes. CA explained that for some children with SEND, the opportunity to move around between classes would provide them with more natural movement breaks than are currently available when the class is permanently located in one classroom. With regards attachment, this model would provide an opportunity to practise and understand the demands of secondary school. If the child has a designated</p>	

	<p>LSA, they would move with the child. The class teacher would also remain a presence with three times daily form time.</p> <p>Governors expressed their understanding that the transition to secondary school is daunting and that this would help to make it easier. They also agreed that teacher workload would be reduced by this model and that outcomes should be improved. They wanted reassurance that it was clear how success would be measured and whether there was a plan to review and step back, if the planned model did not work.</p> <p>There was discussion from governors who had experienced a similar model abroad and offers to put staff in touch with international schools. There was also a discussion with regards whether streaming pupils in years 5 and 6 might be appropriate. RW explained that there was pedagogical research to demonstrate that children in mixed prior attainment groups all benefit and make more significant progress, than when they are streamed by ability. The Vineyard takes an inclusive approach.</p> <p>The majority of governors agreed that the model should be established as a pilot in Y6 for the summer term and that a review would happen after this. Governors were keen to ensure that communication of the pilot to parents emphasised that the children's core education would not be affected.</p>	
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7.10pm Matt Collier and Lynne Woolley leave the meeting.

6.	<p><u>Minutes of last meeting</u></p> <p>Governors agreed that the minutes from the last meeting were a true and accurate record. Electronic copy was filed online. Hard copy to be signed and filed at school at the earliest opportunity.</p>	
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7.	<p><u>Head Teacher's report</u></p> <p>RW started by providing an overview of safeguarding information and a summary of data drawn from CPOMS. This term there have been 2 SPA referrals, 2 pupils on the children in need register, 1 on the child protection register and 2 fixed term exclusions.</p> <p>She provided an outline of staff appointments and changes this term, and provided an overview of the recruitment of two associate teachers (paid for through the apprenticeship levy).</p> <p>RW provided an update on staff morale and wellbeing. She explained that it was a time of uncertainty and stress and that support was in place for staff. It is time to re-energise the workforce, recharge and recover after the difficult past months.</p> <p>RW outlined that the focus for the weeks in the lead up to the end of term were focused on rebuilding everyone's physical stamina and rebuilding for learning, and that the summer term would focus on gaps. She said that she was starting to reflect on the lessons learned during the past year and what they had gained. This will help to develop a long term view of the curriculum, staff training etc. She emphasised that the school's focus is on quality first teaching.</p> <p>RW presented an overview of the percentage of children who had accessed assistance/intervention to support their learning. In Years 1 and 2 84.5% have benefited from at least one intervention over the course of the academic year – she said that these were the year groups who had been most affected since they are the least able to work independently.</p> <p>Governors asked her for more detail on who has benefited or lost out during this past year.</p> <p>RW explained that the picture is very mixed. She said that she felt that there was a better understanding between parents and teachers as a result and that staff had benefited from gaining a better understanding of each child's individual context. Some children have been very affected by the lockdowns, however as</p>	
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	<p>a whole, she felt that The Vineyard cohort had weathered the storm well. Some children had benefited from learning to work more independently, some post Looked After Children had benefited from improved attachment. The small groups in school during lockdown had benefited from the targeted assistance. However, the picture was variable from individual to individual. RW expressed her confidence that all children will achieve their potential and the gaps in their learning will be filled. She emphasised that children's learning is never linear.</p> <p>CA provided governors with an overview of the support in place for families reluctant to return their children to school.</p>	
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8.	<p><u>Safeguarding</u> FC has organised to meet RR and Svetlana Sanders with regards the Single Central Record review. She will meet with CA with regards her SEND role as soon as possible in the Summer term.</p>	
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9.	<p><u>Draft budget 2021-22</u> JL updated the meeting that the draft budget had been reviewed in detail at the last Resources committee (draft minutes circulated with the agenda and papers ahead of the meeting). He explained that Svetlana Sanders (School Business Manager) had done a fantastic job managing the budget. The year ends with a surplus due to Covid-19 underspend on a number of areas, however these funds are committed for projects (as set out in the Resources Committee minutes). JL reassured governors that allocated spend was appropriate and the adequate allocations and provisions had been made to cover proposed projects for the forthcoming year.</p> <p>Governors asked about the staffing strategy in relation to budgeted costs.</p> <p>RW explained that the current strategy with Directors of Learning, middle leaders with teaching and learning responsibility, resulted in a high level of experience embedded in classroom and teaching practice with the capacity to support and mentor each other and NQTs and Associate Teachers. She explained that this approach offers career development and challenge for all, and benefits from the cutting edge approaches that NQTs bring, supported by experienced practitioners.</p> <p>Governors thanked SS for her hard work. They approved the budget.</p>	
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7.40pm Fern Carter leaves the meeting.

10.	<p><u>SFVS</u> GS provided an overview of the SFVS, which had been circulated for review ahead of the meeting, and was discussed in detail by the Resources Committee. GS commented that it was the "greenest SFVS that he had ever seen in his time on the governing board" and that it was broadly in line with similar schools.</p> <p>Again governors thanked SS for her hard work.</p> <p>Governors approved the SFVS. Chair to sign.</p>	
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11.	<p><u>Policies</u> <u>SEND policy</u> There was a question for CA with regards the definition of Special Educational Needs. CA explained the process. Policy approved. Review: Annual</p> <p><u>Data protection policy, FOI policy, Data Retention policy</u> Approved. Review: Every two years</p> <p><u>E-Safety Policy</u> Change 8.1 responsibility delegated to James Durham (IT lead).</p>	
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