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The Vineyard School Governing Board

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Minutes of School Development & Pupils Committee-focused FGB meeting held on 27<sup>th</sup> November 2019 at 6pm at the school

**Present:** Firas Ali (FA)  
Amy Salem (AS)  
Antony Cook (AC)  
Graham Stewart (GS)  
Kirsty MacEachen (KM)  
Fern Carter (FC) via phone  
Melanie Bywell (MB) via phone  
Lynne Woolley (LW) via video conference  
Ruth Whymark (RW) via video conference

**In Attendance:** Charlotte Axbey (CA)  
Jan Liebmann (JL)  
Tom Charlton (TC)  
Mary Wakefield (MW)  
Anna Mantle (Clerk)

**Absent:** Simon Williams (SW)  
James Lane (JL)  
Chloe Garth (CG)  
Anke Monestel (AM)

Meeting started at 6.07pm.

Item	Action
1. <b><u>Apologies for Absence</u></b> Apologies received and accepted from Simon Williams, James Lane, Chloe Garth and Anke Monestel.	
2. <b><u>Governors' Declaration of Interests</u></b> No direct or indirect pecuniary interests were declared.	
3. <b><u>Minutes of the last meeting and matters arising</u></b> <b>Governors had reviewed the minutes dated 24 October 2019 in advance and agreed they were a true and accurate record. Matters arising had all been dealt with.</b>	
4. <b><u>Data</u></b> Presentation from Directors of Learning (Jan Liebmann, Laura Reilly, Tom Charlton). Books were available for governors to review the impact of the curriculum changes.	

The data under review had been circulated ahead of the meeting and discussed at the previous committee meeting. There were no outstanding questions regarding comprehension from governors. Discussion moved to analysis of the trends highlighted over the last three years. The key themes are that reading in KS2 and writing in KS1 require closer attention. The Directors of Learning outlined the measures being introduced to identify where levels are dropping and the types of intervention being employed to tackle this.

**Governors asked how much the changes can be attributed to the cohort.**

JLiebmann explained that within KS1 where the writing results have dipped significantly, there is a significant level of need within the cohort. She indicated that the current Y2 data is stronger. Governors also discussed the concerns that there had been at a similar time of the year in 2018 regarding Y6 and the significant interventions organised to change this trend. LR commented that early interventions would be put in place throughout the school, since changes in trends cannot be solely impacted through Y6 intervention.

**Governors asked how a focus on understanding each individual child helped.**

JLiebmann explained that regular programme meetings and clear handover between years help to address gaps as children move through the school. CA commented that mixing classes each year helps them to address gaps and take into account new arrivals and their needs.

*Note: Governors had reviewed and approved Class Allocation policy at 24 October 2019 meeting.*

Governors had requested analysis of results by gender. JLiebmann provided the meeting with this information. She outlined that The Vineyard data reflects national averages. Governors noted that boys make significantly greater progress than girls in maths. They asked what interventions the school planned to address this.

There was a discussion about how to encourage girls to be more confident in maths and whether girls and boys should be taught separately. AS commented that a CPD session for staff on avoiding unconscious bias might be beneficial.

**Governors asked what was being done to improve reading and writing.**

They were informed that the whole school phonics training to be undertaken at the start of January will establish consistency and responds to significant changes in the rigour of the Ofsted curriculum framework surrounding this area. As well as this a whole school novel study session has been introduced where each class reads a high quality novel together for the first 30 minutes of the day.

**Governors asked whether there is a way to identify trends in cohorts vs an evolution of teaching progress.**

The Directors of Learning commented that the progress data reflects it. A singular focus on attainment is not a good indicator of self-motivation and self esteem. Governors emphasised their support of the school ethos and values putting each child's needs as an individual learner first.

No further questions. Governors thanked the Directors of Learning for their presentation

6.36pm Jan Liebmann, Laura Reilly and Tom Charlton leave the meeting.

**5. Staff and Pupil Wellbeing**

Mary Wakefield, PSHE lead, presented the results of the recent PASS (pupil attitude to school) and staff surveys. She provided an overview of the PASS survey and the benefits of using a nationally established survey system to measure results and compare them with other schools. Governors had received and reviewed the results in advance.

MW highlighted that in Reception and KS1 areas for development are their response to learning, compared with national results, and also learner self-

worth, which is a potential early indicator of mental health issues. She was keen to emphasise that the difference between scores to push the results into the "red" zone, were one or two pupils and neither areas show significant cause for concern. However, it is important to assist children in a strong school such as The Vineyard, to compensate for comparison with their peers.

The KS2 results are measured against 9 factors. MW took governors through those. Class teachers are provided class by class analysis to facilitate conversations with individuals where concerns are highlighted.

Governors asked how this information is used at parent meetings.

CA explained that the data is used by teachers to enhance teaching and to inform decisions about the cohort as a whole, and it is referred to during progress meetings, however unless there are significant concerns, it would not be shared explicitly with parents.

Governors asked about the gaps between KS1 and KS2, in the context of whether the differences demonstrated the potential for improvements in the transition arrangements between years 2 and 3.

CA commented that there was a lot of emphasis on transition from Reception into Y1 and also a focus on the transition from Y6 to secondary school. She acknowledged that there were perhaps some easy adjustments that could be made to assist with the Y2 to Y3 transition.

Governors commented on the areas for development in the KS2 summary, namely learner self-regard and teacher respect. They asked the staff about their experiences in this regard.

Staff confirmed that they have experienced a lack of respect towards them from the older children in the school. They have also had to deal with some unacceptable behaviour from a small number of parents and governors speculated that children witnessing this behaviour was not setting a good example.

RW commented that there has been a lot of work to embed The Vineyard values and that it is evident these are embedded at lower ends of the school.

Governors asked whether the data had been analysed by gender.

MW will have a look at this.

Discussion moved onto the staff survey. Areas for development here are work life balance, wellbeing and parental engagement.

There was a discussion about what the school could do to improve the situation. RW indicated that with regard parental engagement, she had done some research into what other schools do. It was suggested that a code of conduct for parents might help to establish expected behaviour.

Governors asked whether teachers do feel they can speak up if they are treated badly.

It was generally agreed that a code of conduct for parents would help to provide a back stop and empower staff to speak out. Staff need the tools to take the initiative and feel empowered to respond.

Staff will be equipped with training to have difficult conversations.

With regards wellbeing, there is a renewed Ofsted emphasis on wellbeing. RW explained that in the next academic year all staff members will receive mental health first aid training. MW also explained that she will be running training sessions for staff on wellbeing from January.

No further questions. Governors thanked MW for her time and efforts.

MW leaves the meeting.

6.

**SEND update and policy**

CA had circulated the SEND report, updated with questions from the SIP, as well as the updated policy to governors in advance of the meeting. She explained that the policy had received a few tweaks but in essence it is a statutory document with set headings.

CA outlined the SIP's visit focused highly on SEND. There was positive feedback and attainment is positive. However, there are also some gaps due to a change in provision and in delivery.

Governors asked how the number identified on SEND support at the school compares to similar schools.

CA explained that the SIP is going to provide this information. CA explained to governors the process the school undertakes to check the LA threshold guidance and reassured them that the staff know the children well and are constantly monitoring progress. There was a discussion about the quality of private reports.

CA emphasised the school's flexible approach to supporting children with SEN. The school works hard to review the spectrum of need and to prioritise support within the constraints of what is feasible. There are cases when they work to facilitate the child moving to a more suitable setting and also facilitate therapists (sometimes paid for by the family) coming in to school to work with certain children.

There was a discussion about how the school liaises with parents when it identifies a special educational need and strategies for dealing with this.

There was a discussion about budgets and how funds are allocated for children with SEND. CA talked the lack of advice and support for children without an EHCP. There was a discussion about the support provided by the educational psychologists signposting resources and other help.

Governors asked whether the workload is better this year because there is a smaller EHCP cohort.

CA explained that the biggest pressure at the moment is a child demonstrating challenging behaviour which is stretching the SEND team resources. However, she emphasised this was not something they could not manage.

CA finished by explaining that feedback from the educational psychologist is that the school is very successful in keeping children in mainstream education for longer compared to other schools. This is qualitative feedback that is not measured in the quantitative data.

Governors thanked CA for her report.

7.40pm CA leaves

7.

**SIP and Head Teacher's Report**

SIP report is being finalised and was not completed before the meeting.

RW explained that she was encouraged by the SIP's meeting. The Ofsted framework has changed significantly and although the school is not yet outstanding in all areas, progress is positive. Whole school phonics training in January will help.

GS provided feedback from his recent training on the Ofsted framework.

<p><b>8.</b>     <b><u>Safeguarding</u></b>  AC (safeguarding lead) due to meet Svetlana Sanders (SS), School Business Manager. To arrange this meeting with FC as well.</p> <p>All staff have received Level 2 training and been updated on KCSIE changes. There will be further training on KCSIE at an upcoming twilight CPD session. RW emphasised that safeguarding remains front and centre at school.</p> <p>She also explained that SS is in the process of rescoping the Single Central Record into a new format that is easier to update.</p> <p>Under guidance from the LA, the school is going through the process of reissuing DBS checks for all staff employed before the updated link service was in place.</p>	<p>AC and FC  arrange  safeguarding visit</p>
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7.50pm Fern Carter leaves the call

<p><b>9.</b>     <b><u>Training</u></b>  Governors are requested to send information about training undertaken this term to the Clerk to include on the training record.</p> <p>AS provided feedback from recent training on “asking challenging questions”.</p> <p>Also circulated were details of a Chair of a local school’s governing body who would be interested in attending a meeting in future, if possible.</p>	<p>All - feedback</p>
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<p><b>10.</b>    <b><u>Policies</u></b></p> <p><b>SEND</b>  Governors had reviewed this in advance. Policy signed off.  Review frequency: Annual (statutory)  Review by: FGB (statutory)  Review date: September 2020</p> <p><b>Exclusions</b>  Governors had reviewed in advance. RW explained this was based on a model policy and was now a statutory policy in light of the national conversation surrounding off-rolling. <b>Governors unanimously agreed the policy.</b>  Review frequency: Annual  Review by: FGB (discussed and agreed at this meeting)  Review date: November 2020</p> <p><b>Dignity at work</b>  RW explained that this is a policy some schools introduced in light of the 2010 Equalities Act. Governors checked its overlap with their code of conduct and the staff code. They were also reassured that it is aligned with the complaints and grievance procedures. <b>Governors unanimously agreed the policy.</b>  Review frequency: Every 5 years  Review by: FGB (discussed and agreed at this meeting)  Review date: November 2024</p> <p><b>Admissions Arrangements</b>  Governors had reviewed the admissions arrangements in advance and made themselves aware of the arrangements (set out by the LA). They were pleased to see that there is the same prioritisation of needs as set out in the class assignment policy that was signed off at a previous meeting. <b>Governors unanimously agreed the policy.</b>  Review frequency: Annual (statutory)  Review by: FGB (statutory)  Review date: November 2020</p> <p><b>Supporting Pupils with Medical Conditions</b></p>	<p>Clerk to update  policy cover  sheets</p>
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Governors had reviewed the policy in advance. They asked how the school knew that staff were confident in an emergency and what training they received. RW explained that all staff had completed first aid at work training and that compulsory EpiPen training was due to be carried out by the school nurse in the following week.

There was a discussion about the wide range of medical conditions covered by the policy. RW informed governors that this information is stored in Integris and kept up to date.

Governors also asked about the insurance requirements for staff transporting pupils in case of emergency. RW explained that it is unusual for staff to take their own vehicles on school trips, but if they do, they are informed they need to review their personal insurance cover and she emphasised it is the staff's responsibility to ensure that they have union cover or equivalent.

Discussion moved on to the governing body's responsibilities. RW confirmed that the school has limited liability cover. There was also a discussion regarding the responsibility of parents on school trips. **Resources Committee to review and understand the liability of the school and volunteers in these circumstances.**

There was also a question raised regarding EpiPens. The policy requires updating to include detail that in the case of a threat to life, EpiPens should be administered regardless of consent.

**Governors unanimously approved the policy, with the above changes.**

Review frequency: Every 3 years

Review by: Resources (Same level as Health & Safety)

Review date: November 2022

#### **Pay Policy**

Governors approved the pay policy.

Review frequency: Annual

Review by: FGB

Review date: September 2020

#### **Child Protection**

There was a discussion about the changes to the child protection policy made in light of the KCSIE update and the changing landscape. Governors were reminded that these issues do occur in Richmond and are not confined to deprived areas.

**Governors unanimously approved the policy.**

Review frequency: Annual

Review by: FGB

Review date: November 2020

#### **Staff Code of Conduct**

Clerk to check whether this needs to be approved every year. If not, review in 4 years, since it is a relatively new policy.

**Governors unanimously approved the policy.**

Review frequency: 4 years

Review by: FGB

Review date: November 2023

#### **NQT**

A new policy required by the DfE.

RW to circulate the statutory guidance on the induction of NQTs.

Governors commented that the policy should include a statement about wellbeing in the policy.

**Governors unanimously approved the policy.**

Review frequency: 3 years

Review by: Resources

Review date: November 2023

Governors expressed their thanks to RW for her tireless work on rigorous policies to create a robust framework for the school.

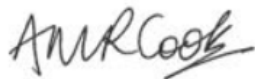
11.	<p><b><u>Review terms of reference</u></b>  Terms of reference for the Pay Committee were reviewed in advance of the meeting.  <b>Governors unanimously agreed the changes.</b>  Pay Committee minutes to be circulated to the FGB.</p>	
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Meeting concluded 8.20pm

**Date of next meeting: 11 March 2020 at 6pm.**

**Summary of action points:**

Action point	Responsibility
AC and FC arrange safeguarding visit	AC
Send details of training courses attended to the Clerk	All
Clerk to update policy cover sheets	Clerk



Signed as a true and accurate reflection by Antony Cook on 13 March 2020