

## The Vineyard School Governing Body

### Minutes of the Full Governing Body held via Zoom on 22 June 2022 at 6 pm

Governors present:

Antony Cook	AC Chair
Frances Bracegirdle	FB
Firas Ali	FA
James Lane	JL
Charlotte Axbey	CA in attendance
Fliss Buckles	FB
Philippe Tapernoux	PT
Kirsty MacEachen	KM
Alice McArdle	AM
Nicola Rossington	NR
Elizabeth (Lizzie) Kelly (Lee)	LK

In attendance:

Cathy Clark	CC	SIP (School Improvement Partner)
Jackie Dutton	Clerk	- via remote

The meeting was quorate.

Item	Action
<b>1. Welcome and apologies for absence</b>  Everyone was welcomed to the meeting. Apologies had been received from Richard Rosewell who was not well – these were agreed. It was noted this would have been his last FGB meeting as he was leaving at the end of August. No apologies had been received from Simon Williams	
<b>2. Declarations of interest</b>  There were no declarations of interest in the agenda items. If there were any changes to the governors' interests they were asked to let the Clerk know.	Govs
<b>3. Presentation/Report from Cathy Clark (CC) – School Improvement Partner</b>  CC noted there were new governors on the Board since she had last visited so explained about the role of the SIP. CC had worked with AfC for 5 years and was previously the Head of a mainstream school. The last Ofsted inspection was in 2013 when the judgement was outstanding – this meant the school had been exempt from inspection but outstanding schools were now being brought into the inspection timeline. The next inspection would be a Section 5 full 2-day inspection and the grade could be changed. As an outstanding school there could have been a shorter Section 8 inspection but this school had not been inspected for many years so it would be a Section 5 inspection. Slides were put up on the screen.  A review had taken place the previous day.  Governors would be part of the Leadership and Management judgement – Ofsted would talk to governors and have a special focus on safeguarding. If the judgement for Leadership and Management was Requires Improvement (RI) then the overall judgement would be RI. The judgement for leadership and Management was nearly always in line with the Quality of Education judgement.	

<p>CC then went through some slides with the governors (she would send a copy to the Clerk). If governors googled the Ofsted School Inspection Handbook they would find the framework there. Amanda Spielman had made several changes – the inspection would look at how good the teaching was, how good the wider provision was. For deep dives, discussions would be held with governors, the SLT, subject leaders to look at the quality of education in those subjects. Other subjects would be looked at too – the teaching of reading would be checked and there would be a focus on the bottom 20% of pupils to see how the school was helping them. This school did not have a high number of PPG (Pupil Premium Grant) pupils but there was a big range in ability. The inspectors would also read with children and look at the phonic teaching. CC asked if reading reports were shared with governors – it was noted that the SIP report was sent to governors and there had been reading and maths reviews.</p> <p>Achieving an Outstanding grade was now a really challenging judgement – the majority of outstanding schools were not being graded as outstanding currently- there were more demands on the quality and design of the curriculum and its implementation. If governors looked at the criteria for a good judgement – all of those criteria would need to be matched to get Good, plus more for Outstanding. CC said she felt the current judgment would not be outstanding yet – the curriculum design was still in progress. She had looked at the geography planner and the plans to develop that but there was still much to consider. It would depend on the timing of the Ofsted inspection. The best judgement so far would be Good but currently the school would not meet all the criteria in Good. AfC kept a list of where schools were on the inspection schedule – this school should not be inspected before June 2023 but there was a lot of work to do.</p> <p><b>Q Which parts would be good?</b></p> <p>A The review had confirmed some things – not all the criteria was ticked for Quality of Education. All children having access to the curriculum was not confirmed in the classroom. It was a major development point for all pupils to have access to the curriculum – class teachers would be held accountable for that. How would a child with little English access English in the class – they should be kept in the class not separated out. Some good work was seen in PE.</p> <p>The overall effectiveness of Quality of Education would need to include what was intended for the curriculum, why you were teaching what you teach and why that was selected to teach within the national curriculum, how the curriculum was designed to teach certain things at certain times. There was a high number of EAL (English as an Additional Language) children and the school would need to be able to articulate that.</p> <p><b>Q Governors had looked at the geography scheme for example why pupils were taught certain areas of the world. Was it about the design, the underpinning of the design or the application of that – or why it was designed like that and that staff could articulate the logic of why it was designed like that. Or was it about evidence?</b></p> <p>A The geography leader had no problems articulating why topics were in the design and the outcomes intended but this took time to get right. History had been reviewed the previous day and that was equally strong. This was not shared yet sufficiently with staff so that they understood all of that. Over time children should know more and remember more. Implementation was varied but intent was there. There was already a curriculum in place and if some subjects had not been updated yet then the original curriculum should stay for those subjects.</p> <p>FB noted that the first pair of topics had been rolled out to trial to start the process – this was done with geography and was now being done with history. Some work was also being done on science. The school did not want to teach the old history curriculum but the new one – it was difficult to fit in the opportunities to review with the time available. Teachers could only work directed hours and to give</p>	<p>FB/CC</p>
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<p>CPD time for 9 subjects would take time – the school was at the beginning of the journey and this had to be planned. This had to be paced to let people understand what this was about. Another school had bought in a curriculum off the shelf but there were dangers with that.</p> <p><b><i>Q Is it OK to stop writing Intents and focus on implementation? It could get to December and only ave those subjects written but they would be embedded.</i></b></p> <p>A CC said the school would still need to know what was happening in the other subjects- the subject leaders could work with the SLT. Work could be done with each subject leader to begin to thrash out what their subject intent looked like. How good was teaching of computing at this time?</p> <p>KM and LK had been asked about vision – this was part way through the work on this and that also had to be rolled out. What was changing with the context of the school and what did staff and governors want this school to be about. Values work needed to be finished and translate into learning principles in the curriculum. Know more and remember more – also to be vocabulary rich. The guiding principles and use them to discuss intent.</p> <p><b><i>Q Could FB manage this – and also have a staffing model from next term to allow more space for development?</i></b></p> <p>A The governors’ role was to understand the thread between all the changes to support the intent and guiding principles. Link governors would need to come in to school to hold the teachers to account. Governors should not just accept what FB reported to them – they needed to be in school to work with the subject leaders too.</p> <p>This year there would be data available – that had not been the case for 3 years so there would be a review of the impact of the curriculum when geography was implemented. Governors could have set questions to ask children to test the know more and remember more element – CC could provide these eg how does the teacher help you to learn. CC was asked to send these questions in. Governors could make sure that what they thought was happening was actually taking place. Governors could then say that this is what was planned, we have been in school and seen this.</p> <p>AC said that the policy on governor visits had been reinvigorated. Governors needed to find time to come into school – this was easier when there was a purpose. Governors would be assigned to subjects at this meeting. They should schedule a visit and could walk round with the SLT- what can I see eg geography link should come in to speak to Amy. It was noted that behaviour in PE was amazing and learning behaviour was a strength. This would feed into the judgement on behaviour and attitudes and leadership and management too.</p> <p>Safeguarding was very important – it had been satisfactory the previous day. Governors could come in termly with an audit on this.</p> <p>KM said that having good SAT results would be important – there was currently no hard data and inspectors would not want to see school data. FB noted that it was expected that the SATs data would be lower this year. Governors might be asked about how pupils were tracked and how assessment was used but school data would not be checked.</p> <p>Governors would also need to oversee the financial performance and ensure that money was well spent as well as oversee the strategic direction of the school. Governors would also hold leaders to account for the quality of education. There were 3 core purposes for the governors:</p> <ul style="list-style-type: none"> <li>• Be robust in challenge and support</li> <li>• Assure yourselves on the performance of the school</li> </ul>	<p>CC (FB)</p> <p>Govs</p>
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<ul style="list-style-type: none"> <li>Fulfil statutory duties on safeguarding.</li> </ul> <p>It would be good to read recent Ofsted reports. Currently governors were not ambitious enough about expectations and were not holding the school to account – they should not rely on what FB said. They should look for external validation eg the SIP report and other external reviews. FB could forward some external reviews to governors.</p>	FB
<p><b>Q When will we get the SIP report for this visit?</b> A CC would try hard to get this ready for the beginning of the following week.</p>	CC
<p>AC noted the lack of development planning at a strategic level – there was a vision and an action plan under that but governors did not monitor this – there was a limited understanding of the quality of education in the school.</p>	
<p>There had been a subject leader presentation and one could be given on history too. The last data report was in 2019. There were regular surveys of parents and staff – staff wellbeing was important too. Did governors talk to staff regularly – how were they feeling? The staff survey came to governors. There were exit interviews and should also be interviews with staff who were staying - PASS – pupil attitudes to learning.</p>	
<p>There should be a focused monitoring learning walk- not to judge but just to monitor how learning was done. A mock Ofsted interview with a governor had been done.</p>	
<p>Re the Head's report, FB had not changed the format from the previous head. There was a pro forma for this from AfC that CC could send to FB. This would cover the curriculum offer, the top layer of intent, how the subject leaders interpreted that, the impact of the curriculum – do they know more and remember more – had it got into the long term memory. Pre Covid there used to be parent engagement days – this would explain why the school was doing what it was doing and how parents could help in the next academic year. FB noted there would be a parent curriculum workshop before the Autumn half term. EAL would inform the content of the curriculum as well as how it was taught.</p>	CC
<p><b>Questions: What were the strengths and areas for development/Is the school inclusive/what is teacher workload like</b></p>	
<p>A Being a teacher was a hard job and all staff had a subject responsibility unless they were an ECT. This was discussed in SD &amp; P committee meetings.</p>	
<p>Q How do you ensure the curriculum is not narrowed – a broad curriculum helps all pupils to learn more/What were the governors' strengths and areas for development. If recruiting governors what skills were they looking for?</p>	
<p>A A skills audit had been done – there was a good coverage but financial expertise/HR experience/legal/safeguarding/ third sector background would be useful</p>	
<p>Governors thanked CC for coming to the meeting – some good discussions had been held. CC would share when there were plans for coming in – some governors could come in to attend too – this would be a good learning opportunity. CC might be able to visit again before the end of term – there would be no charge for the extra SIP visit.</p>	CC, Govs CC
<p>FB would send CC's slides on to the Clerk.</p>	FB
<p>CC left at 6.40 pm</p>	

<p><b>4. Membership of the Governing Board</b></p> <p>a) No governor had been appointed since the last meeting. Simon Williams intended to resign – he was not able to come in for meetings. There were vacancies for 3 or 4 governors – AC had some CVs to look at. More representation from the community would be good. Governors were asked to consider if they knew anyone with connections to different organisations.</p> <p>b) There was no governor whose term of office would end before the end of the academic year</p> <p>c) LA governor vacancy - AfC expected the board to find their own LA governor to propose to them. There was also one co-opted governor vacancy</p>	Govs																		
<p><b>5. Statutory appointments for 2021 -22</b></p> <p>Governor with responsibility for liaison with the LA in the event of a Child Protection allegation against the Head – this was <b>agreed</b> as AC.</p>																			
<p><b>6. Committee structure for academic year 2022 - 23</b></p> <p>It was agreed it would be helpful not to change the Scheme of Delegation or Terms of Reference. Governors needed to get into school more and link governors should make contact with the subject leads. The committee structure worked well. A working group to help prepare for Ofsted would be good. AC would write a governors’ annual statement (a letter to parents) before the end of term (about what governors had done this year). He would discuss this with KM and then send round a draft for review. JL was to think about resources.</p> <p>Self review – effectiveness audit - link governor roles were agreed:</p> <table border="0"> <tr> <td>Health &amp; safety</td><td>James</td></tr> <tr> <td>Reading/phonics/SEND</td><td>Fliss</td></tr> <tr> <td>Wider curriculum science and computing</td><td>Philippe</td></tr> <tr> <td>History/geography/RE/Humanities</td><td>Lizzie</td></tr> <tr> <td>Art and DT/languages -</td><td>gap new governor?</td></tr> <tr> <td>EYFS/Music</td><td>AC</td></tr> <tr> <td>Maths</td><td>James</td></tr> <tr> <td>PSHE and wellbeing/RSE/PE</td><td>Nicola</td></tr> <tr> <td>PPG/Inclusiveness/safeguarding</td><td>Firas</td></tr> </table> <p>Re new governors there was a good blend of skills already so this could be fairly open. Some companies gave volunteering days to their staff so governors were asked to think about their contacts.</p> <p>A regular governor newsletter was discussed.</p>	Health & safety	James	Reading/phonics/SEND	Fliss	Wider curriculum science and computing	Philippe	History/geography/RE/Humanities	Lizzie	Art and DT/languages -	gap new governor?	EYFS/Music	AC	Maths	James	PSHE and wellbeing/RSE/PE	Nicola	PPG/Inclusiveness/safeguarding	Firas	<p>Ofsted working group AC AC, KM JL</p> <p>Govs</p>
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<p><b>8. SEND provision</b></p> <p>There was no hard data but the main headlines were in the Head’s Report. There were some children with very high needs – there was now good support from AfC. One child was being educated off-site and a decision on that was pending. This had a significant impact on other children and staff – there had been several periods of staff absence because of this and the impact on their wellbeing.</p> <p>Access for all to the curriculum was not seen the previous day. There were SEND-focused learning walks and ‘drop-ins’ would be made. The provision was doing what it should. EAL was a gap and there was no designated EAL lead. An HLTA (Higher Level Teaching Assistant) was doing good work on this but it was</p>																			

<p>not her role to be strategic. She was in class every morning supporting children in the early stages of English.</p> <p><b>Q Is there enough capacity in that role ?</b>  A More resources would be helpful.</p> <p>Some EAL children were refugees - there was some trauma there.</p> <p>Teachers needed to be accountable for every child in the class – it was not an easy objective. Half of the children were EAL – they had to be in class so could not be pulled out. It was hard to manage differentiation in the class – there were examples of good practice but more was needed for SEND and for EAL. Stephanie Sanchez would take this on – she was EAL herself. To be a full time class teacher, science lead and EAL lead would be hard. KM said that there were 240 EAL children – some were linguistically challenged but some were bi-lingual – governors needed the data especially for the ones who were not bi-lingual. Around 50% were EAL – this had to inform the engagement in the whole school and the curriculum. CC had not seen consistency in how these children accessed the curriculum in her visit the previous day. It was a hard message for staff and FB did not want to affect staff wellbeing.</p> <p>There was a lack of a structure in governor monitoring – more monitoring of what happened in school was needed. The decision was taken to develop the curriculum but more monitoring by governors/FB/subject leaders was needed. FB had arranged a SIP review to provide feedback on this externally.</p> <p>AC said it was hoped it could all be achieved by the end of the next academic year – priorities would be sequenced. It was hoped this would give a solid Good Ofsted judgement. A shift in culture was needed – some teaching staff could visit other primary schools. The plan would be refined and governors would play more part by coming into school more. All governor meetings would look at where the school was in the plan.</p> <p>In September there would be no teaching and learning lead in the school.</p> <p>A school development plan would be written – priorities would be available by the end of the Summer Term. This would cover what the success criteria would be and give dates for achieving this. It was important not to panic but to follow the planning and work through the timeline. Governors were more strategic in their Leadership and Management but the line managers would be responsible for operational issues. Governors would need to be comfortable that FB had a good plan that involved governors.</p>	<p>FB</p> <p>Gov Mtgs</p> <p>FB</p>
<p><b>9. Minutes of meeting held on 22 March 2022 and matters arising not on the agenda</b></p> <p>Svetlana was thanked for producing minutes. Committee minutes had been sent out for information. These would be approved at their next relevant committee meeting.</p> <p>It was noted that safeguarding was not included in the minutes – RR was to report to governors at this meeting on this but he was sick and not able to attend this meeting. There was a meeting of the S D and P committee on 7 July 2022 and that would include safeguarding. FA hoped to come into school and would liaise with RR. There was also a Resources meeting on 13 July 2022.</p> <p><i>Matters arising not on the agenda</i></p>	<p>SD&amp;P FA</p>

<p>The environmental report had been received and Svetlana had changed it that day. FB would bring this to governors. PT noted there was more certainty now about pupil numbers and teaching staff.</p> <p>The minutes were <b>agreed</b> as an accurate record.</p> <p>7.31 PT left the meeting</p>	FB
<p><b>10 PPG Report</b></p> <p>There was no PPG report to review.</p>	
<p><b>11. Chair's Actions</b></p> <p>There had been no Chair's actions since the last meeting.</p>	
<p><b>12. Headteacher's Update</b></p> <p>All teaching vacancies had been recruited. There were 6 leaving in July – 2 had been on temporary contracts and 4 were leaving to move on to other things, including one moving to Dubai. Two experienced teachers had been recruited and there would be 5 ECTs (Early Career Teachers). A music teacher had been recruited for 4 days a week.</p> <p>Attendance was still low and this was also low in other schools in the borough. A tougher stance would be taken from September and this would be communicated to parents. AC noted that governors supported that strong stance and this was also supported by the law behind this. FB noted there were two children on roll who should not be. FB reported that 26 children had left and 66 joined – there were only 9 spaces across the school.</p> <p>The SDP would be a priority now – an assessment lead had now been recruited. The wider curriculum was also in progress and the vision and values were being reviewed. Work had been done with teachers and discussed in SD &amp; P committee – KM and FB had met with parents and would meet with children – then this would be finalised. Reading across the school was a rolling priority. Phonics screening results were good with 93% passing the first year checks. There would be a priority to develop teaching and learning in the school.</p> <p>There had been some fixed term exclusions with consultation with the LA.</p> <p><b>Q With 66 new families coming in how easy would it be to tighten up on families taking holidays in term time?</b></p> <p>A There would be a new stance from September but it would be challenging as it was a culture thing. There was still an impact from Covid. A letter would be sent out about not over-running the summer holiday break.</p>	FB
<p><b>13. Governor visit reports</b></p> <p>Nothing to report</p>	
<p><b>14. Data Protection Compliance</b></p> <p>Nothing to report</p>	
<p><b>15. School Fund account</b></p>	

Nothing to report	
<b>16. Meeting schedule, visits and training</b>  Governors were keen to fix the dates – dates had been sent out and governors were asked to send in any queries by the end of the week by emailing FB.	Govs
<b>17. Safeguarding</b>  A new Keeping Children Safe in Education would be starting on 1 September 2022. All governors would be asked to record they had read and understood the new version.	Govs
<b>18. Policies</b>  The Behaviour Policy had changed and included reference to mental health provision. The school would not be inspected re mental health for the first three years. This policy was <b>agreed</b> .  Bereavement Policy - changes were agreed at the last meeting.  Charging & Remissions – this would go to the next Resources meeting on 13 July 2022.  Link governors were reminded to arrange to come into school and engage with their subject leader to get into the content. It was helpful to have a focus for the visit - access for all was a suggestion but guidance would be taken from CC's questions that she was going to send in (AC would chase for the questions). AC would also dig out the School Visits Policy from March 2022. The visits policy had been refined and had guidance – there was a form in that for governors to capture their thoughts. FB noted that the staff had had a heavy day the previous day and suggested only one or two governor visits before the end of term. All governors were asked to check their diaries.  The meeting finished at 7.50 pm with no Part 2 items.	Resources  Link govs  AC AC  Govs