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| **Attendee** | **Initials** | **Arrival / Departure** | **Attendee** | **Initials** | **Arrival / Departure** |
| **Amanda Burrows** | **AB** | **4.45pm/7.38pm** | **Ben Mitchell** | **BM** | **5.00pm/7.38pm** |
| **Jennie Harvey** | **JH** | **5.02pm/7.38pm** | **Jo Worsley** | **JW** | **5.27pm/7.30pm** |
| **Lorraine Ovey** | **LO** | **5.05pm/7.38pm** | **Jamie Allen** | **JA** | **5.15pm/7.38pm** |
| **Martin Bevan** | **MB** | **5.00pm/7.38pm** |  |  |  |
| **Apologies** | **Initials** | **Reason** | **Apologies** | **Initials** | **Reason** |
|  |  |  | **Craig Banyard** | **CB** | **Work commitment** |

**MEETING 129 – PART 1 - MINUTES of Full Governing Board Meeting 27th of February 2025 at 5:15pm**

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| **FOCUS** | | * Ensuring clarity of vision, ethos, and strategic direction * Holding the Headteacher to account for educational performance of the school and its students * Overseeing the financial performance of the school and making sure its money is well spent | |
|  | 129.354 | **Apologies** | Apologies from CB due to work commitments (received post meeting - missed email by Chair) |
|  | 129.355 | **Declaration** Pecuniary/non- pecuniary interest | No declarations of interest  MB notified the Board that he has resigned from his other school as a governor. This is just for the Board’s information. He remains a Governor at the third school for now.  **Action** – LH to remove this duty from MB’s governor record. |
|  | 129.356 | **Minutes**  January 2025 minutes | BM – one amendment – please note 125.317 content is not matched to the agenda item.  **Action – LH to match please (agenda time does not match minutes content). Also, the numbers do not match up**  **Content agreed as a reflection of the meeting.** |
|  | 129.357 | **GDPR** | Nothing to Report |
|  | 129.358 | **Premises, Health & Safety**  **Spot Checks Premises Updates** | A TeamTeach check was not completed this time.  Last week, MB visited the school with the DCC H&S Adviser to the school to audit the Motor Vehicle Shed. PS was also present.  There is no agreed DCC Guidance for a MV Shed such as this – so the visit was an audit where no issues were identified and DCC will visit again in a year under the curriculum area of DT. This will mean all of the associated DT documentation can be used as an evaluative tool.  An external audit will offer better credibility and perspective for the school.  The DCC Adviser loved the new STEM room and the resources and arrangements therein.  MB acknowledged PS has done a great job rejuvenating this area.  The sewing machines present an additional first aid challenge (needle stick injuries). LO explained that the safety and use of machines is very carefully taught and assessed prior to students using them. There is adult oversight always. The machines are not industrial.  MB recommended further training and the school ensuring they are covered from all angles.  The DCC Adviser will pick up the sewing machines again next time and we can then act upon advice given.  Premises update – NTR and no issues. Final snagging issues are almost finished. |
|  | 129.359 | **Finance** | AR updated the Governors  Prior to half term AR posted 2 projects which the school wish to fund:  **First, an outdoor classroom**:  AR stated we have the funds (carry forward) and we do not wish to carry forward funding as we join SPT wherever possible.  The classroom will include electrics which can also be used for the MV shed.  The school have also asked for funding from DCC for another classroom, (a third). This is due to students with high anxiety needing places. DCC are keen for Lampard to accommodate. JH has stated it is a possibility but the funding will be entirely down to DCC to fund.   * JA asked whether more students equals more funding into school. JH stated yes. * AB asked if the use of these buildings will impact on outdoor play space. JH stated no because the field is unusable anyway due to terrain and weather. The students do not use it for play/games/free space. * BM asked about staff using this space and JH stated that the existing farm lead is most likely to use it whilst staff have PPA and it will be the farm-base teaching space. BM asked where the classroom would be and JH stated right beside the goats in the animal hub.   **Secondly, the expansion of the lower school area.** Making 3 larger classrooms with an outdoor area of their own, plus toilet upgrades. The three classrooms have now been created, but within the area there are some toilets which are not fit for purpose. AR showed the Board photographs. Privacy is compromised and some children need changing (intimate care) and this currently has to happen on the floor. Next door to the toilets, there is a small kitchen which is also not fit for purpose.  So the architect is looking at merging the toilets/kitchen and creating a wet room/toilets with privacy and changing facilities.  Also within Project 2 is the outside area. There are outside canopies for 2 of the classrooms. The footings for a third are there and a quote to complete and make a third canopy, and enclose the entire space, has been sought. This will mean every classroom is fit for purpose with their own outside area, plus refurbished toilets/changing and retaining a kitchen.   * BM asked how many extra students this will accommodate, and JH stated potentially 7 more within the existing structure. * JW asked about windows and the heat in that space. It retains heat and gets very hot. AR confirmed the windows would be sliding and we would consider applying UV film if required. * MB recommended AR speaks with PS about glass fronted spaces and paint/film which cools (over the glass).   **Project 3** – with the saved money from Project 2, the school wish to refurbish the middle school toilets. This was requested when the area was originally refurbed by DCC in 2020. The cleaners struggle to keep them hygienic and clean. There are pipes that stick out, urinals which cause issues with pipes snapping. When this happens, the water goes through into Otters class, below.  The school wish to install individual cubicles at a cost quoted at £58 000   * AB asked if this was the only quote and AR stated yes at the moment but there will be more in due course if governors agree the project in principle. * JA asked about the carry forward and what it means. AR explained it and why we have it. Also, the deficit and reasons for it. * JA asked if the funds available are more than the carry forward? AR responded yes, but that is because we are over PAN, (admission number). * BM asked if spending on these projects would carry any risk. AR responded that we will still carry money over.   Governors voted on each project:  Project 1 Unanimous  Project 2 Unanimous  Project 3 Unanimous  **Action**: AR/JH to ensure there are 3 quotes which are evaluated and agreed |
|  | 129.360 | **Children’s Wellbeing and School Bill** | NK unable to attend to this and will be presenting this at a future meeting, along with a safeguarding update. |
|  | 129.361 | **Thrive assessment examples** | LO presented to Governors a student-anonymised Powerpoint detailing the assessment process of students accessing Thrive. All tutors use it and it is a school-wide approach. The approach and access to it is the same but it will look different in each class/tutor group.  A series of questions are presented for teachers to evaluate as a team and build a profile for each child, (rarely, emerging, developing, secure). Thrive builds a best fit picture for the class. Although the Thrive assessment is non-academic, we know that the aspects affect readiness and ability to learn academically.  Thrive gives the red and amber scores for teachers to work on. Teachers can select the most pertinent points to teach. Some aspects are taught through subjects such as Computing and PSHE. So the targets for each term are selected and an action plan drawn up to address.  Teachers are given time to update and review their Thrive provision and assessments.  Thrive has resources to use to teach to the targets set and activity cards.  LO explained how the 2 Thrive trained practitioners work with individuals where needed across the school.  Each class Thrive plan is reviewed termly in class.  Questions from Governors:   * AB - How often are the questions completed/reviewed. LO stated termly * JA asks what the action plan does. LO states it builds upon the original assessment. * AB asked how Thrive is timetabled. LO answered it might be part of a personal programme. These are timetabled in. Sometimes they form something such as a PSHE starter activity or tutor time. * BM asked, ‘do you find you get the time?’ LO explained it is an ongoing thing all the time rather than a slot booked in each day or week. It really depends on the target and input needed, e.g. a daily check-in will look very different to a structured groupwork session on sharing or boundaries. * MB stated how important it is that all adults know the programme and understand what each pupil needs. LO stated that teachers and TAs all participate. * AB – how long has it been in place and what is the impact of Thrive? BM has also raised a question prior to the meeting on this question. LO – it has been in place since summer 2023. In terms of impact it makes expectations in a relational approach clearer to staff and progress towards PLG targets are increased. Dysregulatory behaviours are reduced. It is reasonable to assume that the range of ‘tools’ including Thrive in place all contribute to student success. |
|  | 1295.362 | **Policies**  Work Experience Policy-BM (Already checked)  Charging and Remissions- AB  Disclosure & Barring Service Checks-JW  Adoption Support-AB Employee Code of Conduct, Employee code of Ethical Conduct (Combine) AB  Maternity and Adoption Support policy-AB | **ACTION:** Safeguarding Policy and update for March meeting please  Work Experience – approved  Charging Remissions – approved  Disclosure & Barring Service Checks- approved  Adoption Support and the Maternity and Adoption Support – approved but we noted that the paternity aspect of this was lacking in the title of the Maternity policy  Employee Code of Conduct, Employee code of Ethical Conduct (Combine) - approved  The Online Safety Policy – there were questions from JW about staff training which NK reported was put into staff Comms. BM stated there is a section in the policy section 3 which states that online safety logs will be checked by Governors. NK answered yes and JW noted that it is on the visit agenda for next time. |
|  | 129.363 | **Governors Business** | **SPT update:**  There is a timeline of activity until September  Governors will have an opportunity to meet Trustees at the next meeting (March) and GC/AB will circulate frequently asked questions beforehand.  The Regional Director’s Panel sat on the 24th Feb and approved our transition to SPT.  There are now 3 key pieces of work:   1. A 4-6 week period of formal consultation which will involve stakeholder meetings. This will run from now until the Easter break. 2. A discussion and agreement about what transition to SPT will look like (our Trustee meeting will help with this) 3. An understanding that it’s ‘business as usual’ and the priorities already in place for the school and governors, remain.   AB will now also write to SENtient to inform them of our intention and approval through the RD Panel.  The funding release for academisation has been signed off and sent within the timeframe.  BM asked how flexible the consultation period is. And how we know the consultation feedback has been successful/accepted or not. JH explained that there will be forums for stakeholders to access. There will be a range of access opportunities.  BM wanted to know how governors will meet to make decisions going along. AB stated that it is a standing agenda item, and that there may be a need for extra-ordinary meetings at certain stages or at the end of the formal consultation.  **Vote on formal consultation and proceeding with joining SPT – Unanimous vote**  **Portfolio Visits**  AB drew governors’ attention to ensuring a termly visit is carried out and submitted as a brief report to the Board, via JH for approval.  **Spring Governance Checklist**  Please peruse and book to attend events of interest as your own CPD |
|  | 129.364 | **Effective Governance** | * In terms of premises and vision, use of funding and improvement for learners is super * We have ensured that pupils are provided for their emotional needs through Thrive. * We have worked to ensure the SPT process is going to be a benefit for the school. * We have approved funds to make site provision and health & safety (toilets) better for students. * There have been some great questions today from Governors |