



**Minutes of the Local Governing Body meeting of the Wessex MAT held on Thursday 12 March 2020 at 6pm**

<b>Present</b>	Elected Parent	Sophie Duke SD CHAIR
	Co-opted	Lesley Goldsack LG
	Co-opted	Marian Zvara MZ
	Headteacher	Catherine Smith CS
	Co-opted	Ruth Bettenson RB
	Co-opted	Margaret Moss MM
	Staff	Tom Bracey TB

**Apologies:** Vicky Needham VN, Sandra Scott SS

**Absent:** Tom Amery TA, Joanne Wibley JW

**In attendance:** Rachel Nesbitt (AHT) RN, Moira Bearwish (DHT) MB, Natalie Green NG (Clerk)

Q/C - Question/challenge

**1. Welcome**

SD welcomed all present.

**2. Apologies for Absence**

These were received and accepted from VN and SS.

**3. Minutes of the Last Meeting**

The minutes of the meeting held on 23 January 2020 were approved as an accurate record.

**4. Matters Arising & Action Plan**

1. Complete Skills Audit process - SD thanked those governors who submitted theirs, two were still awaited but SD asked NG to go ahead with collating the results - IN PROGRESS
2. CS to provide report on impact of sickness and absence - in due course
3. TA to make enquiries with Duchy ref development and demographics in Poundbury and google schools to see how Damers appeared. - TA was not present to report back - OUTSTANDING

**5. Declaration of Any Other Urgent Business & Declaration of Interest**

No declarations of interest were declared. Contingencies in the event of school closure was an urgent business item.

**6. Correspondence**

None.

**7. Headteacher's Report**

CS referred to a set of documents in the meeting pack forming her report and highlighted the following:

- *SEF summary* - the document had been updated.

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- *Office Report* - CS referred to the general data provided in the report and noted a concern around Reception numbers. There had been one new starter and 6 leavers. **Q/C Governors asked if this was due to children moving out of the area.** CS replied that this related to two children, but there were some other cases. Some children lived in outlying villages and had moved to schools where they lived. In contrast, the intake for September 2020 was currently full and would be confirmed after the Easter break. The current cohort in Reception could remain small and could have an impact on funding going forward.
- *Current LDP Progress and Impact* - CS noted that the RAG'd LDP was pleasing and SLGs had pushed on the objectives.
- *Safeguarding* - MB reported that she had completed the update for Level 3 and RB had also completed the update for Level 2 for governors. RB had visited school that week to complete the check on the Single Central Record (SCR). MB added that the Keeping Children Safe in Education guidance changes were out for consultation and MB would report on this in due course.
- *Environment Report* - no questions.

**Q/C Governor's had previously raised questions on the main Headteacher's Report, and CS provided verbal responses:**

“Following an INSET day with all TAs in November ‘19 and a further Teacher’s INSET in February ‘20 teaching staff are now in a more confident place to articulate the intent behind our curriculum. We are now in a position to agree a long term overview of the implementation of Harmony principles and a shared understanding of ‘intent’ at a time when teaching staff have had the opportunity to experience the teaching of Harmony principles at a greater depth.” **A governor had asked if it would be possible to receive an input on Harmony principles.** CS replied that Great Works celebrations were coming up, where staff would talk to parents about Harmony and would offer a session to governors during the Summer Term. Governors were also welcome to attend the Great Works celebrations and SD would email them with the dates.

“The twilight on the 10 March should ensure that all teachers have a clear view and understanding of the ‘before’ and ‘after’ curricula content that should underpin their teaching”. **A governor asked if the feedback from this session confirmed that the outcomes had been achieved.** CS replied that it had been a very useful session and MB provided further details on how it had informed future curriculum planning.

“Class Teachers now deliver all targeted provision for ‘non-movers’ and this is proving to be highly effective across the school - both in terms of children’s progress and in relation to the effective design, implementation and evaluation of other IEP activity”. **A governor asked if the level of non-movers compared with similar schools (assuming such data was available).** CS replied that no comparison data was available and in any case was not like for like. School data could be provided for governors to see.

“Teachers are now firmly committed to providing an even wider curriculum offering through extended club provision. EG will be launching a wide menu of clubs led by teachers after the Easter break. It is hoped that these will provide the icing on the cake in terms of our school ethos and what happens in a rich place of learning”. **A governor asked if it was possible to give DPs priority in order to broaden**

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**and enrich their experiences.** CS responded, referring to the exciting transformation in terms of what the school was able to offer, and the variety was noted. The school would assess the balance and how children accessed the clubs. Currently, paper based requests were being sent to parents and places would be allocated on a first come first served basis, but the school would look at specific groups when placing children. A discussion followed on TOIL for staff running clubs. CS noted that this was taken one day at a time. **Q/C Governors asked about the number of places in clubs. CS said that a minimum of 12 places would be offered.** Governors noted that they would like to monitor uptake so would like a report in due course. RN added that governors were very welcome to attend clubs.

“CS has requested a further look at Guided Reading provision in YF and KS1 following lesson visits - EG / LK have been tasked with looking at this and other current effective practice.” **A governor asked if an update could be provided on this in the Summer Term.** CS said that this could be provided in due course. The review team would look at Guided Reading and would talk to the children.

**A governor asked about the term ‘journalling’ in relation to Maths teaching.** TB replied that the journal was more like a traditional exercise book and explained the process used in class.

“Recent PPMs (Dec 19) have shown that teachers are now exhibiting greater confidence in identifying the link between prior attainment , progress and age-related expectations when highlighting ‘drop-ons’, ‘drop-offs’ and children who are at risk of under-achievement but concerns remain about the reported percentage of children meeting ARE in KS2.” **A governor asked if this was across KS2 or specific to a year group? What was the background to this and what was being done to address the issue?** CS said that this was specific to Y3 and two core subject leaders had conducted specific book look sessions with the Year leaders so they were very clear on what was happening in terms of KS2 progress. CS said that there was an indication that the expectation may not be high enough.

“RN and SK led a highly effective INSET for all staff at the beginning of the autumn term 2018 linked with our ‘Steps’ approach to behaviour management and relationships. There is evidence across the school that this training had a significant impact on approaches to challenging behaviour. A further session was delivered for all new staff and those in need of a refresher in September 2019 and a further session is planned for all new staff this term. Training sessions are really well received and support staff who have demonstrated a slight misalignment with this ethos have been encouraged to revisit the training with specific questions / cases in mind.” **A governor asked if it would be possible for governors to have some training/overview into "Steps" behaviour management approach.** RN would offer a short session.

“All newly-appointed TAs are being offered contracts which involve lunchtime as well as classroom support but staffing at this time of day has proved highly challenging this year.” **A governor asked if there was scope to amend the job descriptions of existing TA's to include lunchtime support (aligning TA's across the school).** CS said that this was not possible and explained the background.

“Governors have now appointed a link governor for each SLG and links are copied into agendas and minutes (Inclusion minutes may not be appropriate). Link governors now need to ensure that they meet with SLG leads to discuss actions and impact to enable them to provide high quality feedback to the governing body and to ensure that this is linked with their own monitoring activity.” **SD said that**

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governors had not yet met this target as had not appointed link governors for each SLG. This would be rectified in due course.

*LDP link: L and M objectives – To further develop and strengthen the role of governance in securing improvements in teaching, learning and outcomes for children  
-Ensure that all Governor actions are tightly linked to the evaluation and monitoring of the LDP, the development of the new curriculum and the embedding of the new assessment system*

### **8. Review of High Prior Attaining Pupil Premium Pupils**

LG had provided a Governor Visit Report on her recent visit with RN, which had been included in the meeting pack. She highlighted the following: the recent Pupil Premium course she had attended had been very effective. Following this she had met with RN and they had come up with some initial ideas which would be discussed further around High Prior Attaining Pupil Premium Pupils. **Q/C Governors asked how many Pupil Premium children were also High Prior Attaining Pupils - RN said that this was 15 children at 17%.** LG would continue this work to monitor this and would provide follow up reports.. SD suggested tracking a child which LG said that she intended to do and progress would be examined at the end of the year. In addition, LG would also monitor the progress of Pupil Premium Boys. CS noted that it had been good to see triangulation with governors attending training and then generating challenge in school.

*LDP link: L and M objectives – To further develop and strengthen the role of governance in securing improvements in teaching, learning and outcomes for children  
-Ensure that all Governor actions are tightly linked to the evaluation and monitoring of the LDP, the development of the curriculum and the embedding of the new assessment system*

### **9. Policy Adoption**

*Receive WMAT Policies - Charging & Remissions Policy, Financial Regulations & Scheme of Delegation, Business Continuity Plan, Whistleblowing Policy, Stress Management Policy, Debt Recovery Plan.*

*Subject to some amendments and localising, adoption was agreed.*

The Clerk updated governors on her work with the Clerk to the WMAT Trust Board on policies and noted that this was a work in progress.

### **10. Trust Board Issues**

*Budget Report - a report by Jan McKie (JmK) WMAT Finance Director and narrative had been included in the pack. CS noted the clear guidance from JmK around revenue and capital funding. **Q/C A governor queried the figures in terms of balances, which CS would refer to JmK.***

### **11. Governance Issues**

- A. *Governor Monitoring Activity Update - SD (Maths), MM (Literacy) and LG (Pupil Premium) had provided visit reports, which had been included in the pack. RB's visit to examine the SCR would form part of the Safeguarding Audit. CS added how well the reports read and how much she valued the input from governors. She had sent them to teachers to add comments and would forward any updated versions to NG to share with governors. SD stressed that the LDP should be the reference document to relate back to when meeting with teachers.*

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B. Training and Skills Audit – Latest Training Update. Governors who had recently attended training would update the Clerk with details.

***LDP Link L and M objectives** – To further develop and strengthen the role of governance in securing improvements in teaching, learning and outcomes for children  
-Establish a clearly defined role for all governors in securing accountability across the school*

### **12. DASP**

CS noted that the Schools Partnership Review would take place the following week and would involve the HTs of Broadmayne and Puddletown First and the DHT of The Studio School. **Q/C Governors asked if there was any progress on any other DASP schools joining WMAT.** CS explained that the DASP Executive had changed the rules to allow any new MAT schools from outside the immediate area to join DASP.

***LDP link: L and M objectives** – To further develop and strengthen the role of governance in securing improvements in teaching, learning and outcomes for children*

### **13. Clerk’s Notices**

NG noted the content from the recent Clerk’s Briefing, highlighting a session on Succession Planning. She noted that the LGB was carrying two vacancies and 4 governors were not present at the meeting, meaning that the quorum had barely been achieved. In addition, this placed a disproportionate burden on existing governors. This was an ongoing concern and she would meet with SD and CS to discuss.

She added that she had recently met with the Clerk to the WMAT Trust Board and the Clerk to Governors at St Osmunds to discuss progress with the MAT/School Planner and Policies as well as working towards a broadly consistent approach to governance.

She noted that should there be a need due to self isolation, the Articles of Association allowed for governors to phone/conference call into meetings, provided that they were present throughout to hear discussion and that they could ensure confidentiality.

### **14. Contingencies in event of school closure due to Coronavirus Outbreak**

CS said that the school was following DfE Guidance to the letter in terms of managing the impact of the current pandemic and daily updates were being provided to staff and parents. Children were actively washing their hands and the staff were dealing with some anxious parents. She noted that some parents were keeping children away from school. Staff were being advised about pay and conditions in the event of self isolation/school closure. There was a discussion about the heightened sense of panic within the community being fuelled by the media. CS stressed that she was very keen not to catastrophize, and was maintaining as much normality as possible within school. She had met with Year leaders to think about communication with parents in the event of any closure, and in particular to encourage them to engage with the daily blog. She added that she was confident that if the school did have to close at short notice then it could put plans in place for remote learning quickly. **Q/G Governors asked about safeguarding concerns during a closure which CS said would be difficult to monitor.** It was acknowledged that there may be financial hardship for some families unable to stockpile groceries or to earn an income.

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### 15. Headteacher's Pay Award

There was some uncertainty as to how to process this and NG would email the Clerk to the Trust Board to request the current Pay Policy. CS was meeting with the WMAT CEO the following day and would raise the matter with him in terms of Trust Board involvement and report back to SD and MM.

### 16. Date and time of next meeting: Thursday 22 April 2020 6pm

There being no further business the meeting closed at 7.30pm.

### Action Plan following the Full Governing Body meeting held 12 March 2020

Action to be Taken	Minute No.	Governor/Staff Member Involved	Suggested Completion Date
1. Complete Skills Audit process	4 (4 )(16)	Clerk	ASAP
2. Provide report on impact of sickness and absence	4	CS	In due course
3. Make enquiries with Duchy ref development and demographics in Poundbury and google schools to see how Damers appeared.	4 (7)	TA	ASAP
4. Email governors with dates of 'Great Works' celebrations	7	SD	ASAP
5. Provide report on uptake at Clubs	7	CS	In due course
6. Provide report on Guided Reading	7	CS	In due course
7. Provide short session on 'Steps'	7	RN	ASAP
8. Assign Link Governors to SLGs	7	SD	ASAP
9. Provide reply to governors on finance report queries	10	CS	ASAP
10. Obtain MAT Pay Policy and follow up queries with CEO	15	NG/CS	ASAP

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