



RECORD OF DECISIONS OF THE SCHOOL GOVERNANCE COMMITTEE MEETING HELD ON THURSDAY 4th Dec 2019

<p><u>Present</u></p> <p>Lt Col Peter Stradins (PS) Chair Col Carl Harris (CH) Vice Chair Mrs Rebecca Robinson (RR) Headteacher (HT) Mrs Leanne Wortley (LW) Teacher Rep Mrs Lucy Scott (LS) Co-opted Governor Mrs Ayla McCamphill-Rose (AM-R) Parent Rep Mrs Rebecca Norman (RN) Parent Rep Mrs Nichola Ward (NW) Support Staff Rep Lt Col Vicky Roberts (VR) Unit Rep Lt Col Scott Richardson (SR) Unit Rep Sgt Tracy Wagoner (TW) Unit Rep Mrs Kelly Richardson (KR) Community Rep Mrs Carole Preston (CP) Community Rep</p> <p><u>In Attendance</u></p> <p>Mrs Fiona McKay (FM) Clerk to the SGC</p>		
Ser	Agenda Items and Issues Arising	Actions
1	<p><u>Opening Remarks / Apologies</u></p> <p><u>Apologies received:</u></p> <p>WO2 Matt Anderson (MA) Parent Rep Sgt Luke Lovell (LL) Parent Rep PO James Burrows (JB) Co-opted Governor</p> <p><u>Opening Remarks</u></p> <p>The Chair welcomed all to the meeting and reminded members that this would be his last meeting as he is stepping down and Carl Harris taking over as Chair.</p>	
2	<p><u>Records of Decisions (RoDs) from previous meeting & Matters Arising</u></p> <p><u>From RoDs Serial 3 (1)</u></p> <ul style="list-style-type: none"> TORs have in the main been completed, however, they will need to be reviewed again given the time lapse since some were first produced and forthcoming changes to School management under a new Headteacher and SGC Chair. TORs do not need to slavishly follow SGC TORs in the recent DCYP publication which should be used as a guide. <p><u>From RoDs Serial 3 (9)</u></p> <ul style="list-style-type: none"> Early Years Provision – PS asked for this matter to be carried forward as a point of action for discussion between the Chair and the HT. It was pointed out that FS sessions have changed for the children to start at 0830 to tie in better for parents, especially with those who have children in other classes. The walking bus is on hold for the moment until we have the building survey report to see how we are to go forward. <p><u>From RoDs Serial 4 (6)</u></p> <ul style="list-style-type: none"> Premises update is very limited at the moment as the school have not yet had sight of the report from the building survey. Points to note are that the new tiles for the EYFS outdoor area have now been laid and the children are able to use this space again. Business cases for the shading in EYFS and the main playground have been resent to Siobhan Spence, who is the SO1 MOD Schools Projects & Plans in order to try and get this moving ahead for funding – however, this, due to the building survey, is on hold until we know the outcome. CH and TW to liaise with FM for an update on these issues. 	<p>All WG Leads</p> <p>PS/CH /RR</p> <p>CH/TW /FM and FAIR WG</p>

<p><u>From RoDs Serial 5 (1)</u></p>	<ul style="list-style-type: none"> Newsletters have been found to be very informative and well read. Governors are able to see key dates for events within the school and see updates on class information which provide a good snap shot of activity within the School. Monthly and weekly newsletters were considered to be very valuable. It was discussed that not all will/have read the newsletters, but with the addition of facebook, the school website, information in the school entrance and WhatsApp; information is getting out through this multichannel approach. 	<p>CH/TW and FAIR WG</p>
<p><u>From RoDs Serial 8 (1)</u></p>	<ul style="list-style-type: none"> It was found that trying to forge strong links with MOD Schools was proving difficult, however, this was unsurprising given the recent major restructuring of MOD Schools. PS suggested that the new Chair may wish to generate links with MOD Schools and engage with their hierarchy once things have settled down. Finance was highlighted as an area that has never been managed well by MOD Schools, allocations are often incorrect and always late, and many essential resources that the school has tried to procure through appropriate channels have often failed to materialise. FM explained that against this background, after a DCYP visit in November, the school has been granted some dispensation to source resources locally as the school is in desperate need of essential basic items such as stationary. The school is still required to go through the normal channels for resources, however, for things that they are in desperate need of (furniture, phonics resources, basic stationery) permission has been given to source locally. The process that the school goes through for ordering resources is apparently also being examined as the current process does not work for this location. It is hoped that dispensation will be given to use another company and for the school to process orders themselves without having to go through a 'middle man'. 	<p>CH/TW and FAIR WG</p>
<p><u>From RoDs Serial 8 (1)</u></p>	<ul style="list-style-type: none"> Tours of the school for SGC members has been found very useful. In the New Year, it is proposed that tours of the school are structured with group visits rather than as individuals in order to reduce the burden on the school. VR asked if it would be possible to have a 'back brief' on the SGC induction training that was given as not all could make this training. RR has the powerpoint slides and will share these, together with the DCYP Directive, and a leaflet on DCYP and MOD Schools organisation. The school will look at developing a training package based around these materials for future use. 	<p>All WG Leads</p>
<p>The ROD's from 4th July 2019 were proposed as a true and accurate record of the meeting by VR and second by LS.</p>	<p><u>SGC Pre-Meeting</u></p>	<p>RR RR/LW</p>
<p>The RODs from the SGC pre-meet held on the 11 Nov were discussed. PS reminded members the Headteacher had expressed a concern about not being invited to the pre-meeting and felt this ran contrary to her drive towards openness and transparency. The RODs included reasons why members felt that the meeting was a useful mechanism:</p>	<ul style="list-style-type: none"> It encouraged SGC members to prepare early and well ahead of the main meeting. Matters could be discussed that might not be relevant to the main meeting. The pre-meet provided an effective filter to avoid wasting time at the main meeting. Inviting the Headteacher to the pre-meet would be akin to holding the main meeting twice. 	<p>RR RR/LW</p>

- Without the pre-meeting some things might be left unsaid.
- It was good to get together and have a chance to chat things through rather than go straight into the main meeting

At the pre-meet, SGC members agreed they wished to continue holding this pre-meeting in its current guise. RR countered this view, pointing out that by her not being able to attend this may present a barrier to school staff who were also SGC members attending. This view was supported strongly by NW.

CH advised that the pre-meeting was not a closed discussion and that the RODs from the meeting were discussed with the Headteacher before the main meeting in order to be open and transparent. It gave members of the committee a forum to ask questions and have discussions on issues that they feel may not need to be discussed, or would not want to discuss, in the main SGC meeting. He added that the committee did feel that pre-meets were a useful and informal way of bringing governors together and in no way was intended to give the feeling of a 'barrier'.

AM-R commented that she thought that the pre-meeting was too formal and this was reflected in the RODs that had been produced. PS explained that to his mind the pre-meeting needed to reflect issues coming up for discussion at the main meeting and he needed to follow a similar structure in order for the pre-meeting to provide useful outcomes. RN also felt that the pre-meeting had been too formal. TW had not attended the pre-meeting, but considered the RODs to be too formal.

PS commented that it would have been useful if concerns had been raised prior to the main meeting. He reiterated that the main focus of pre-meetings was to make sure the SGC was as productive as it can be. It also acts as a prompt for committee members to ensure action points from the previous meeting have been carried out. PS suggested that future pre-meetings, if they continued after his tenure, might strike a better balance if WG Leads took turns to host the meeting and record outcomes for discussion with the Headteacher and Chair. Ultimately, the decision on how future pre-meetings are conducted, and whether they continue, will be something for the new Chair to agree with the committee.

CH / All

Afternote: The views of Committee members were explored further following the meeting on 4 Dec. The majority of SGC members have indicated their support for the Head Teacher to attend any future pre-meetings.

From RoDs Serial 4 (b)

- Governor of the month – this has been introduced as a way of improving and enhancing the visibility of the SGC working in support of the school. The first Governor of the month, which was for Nov, was PS. LS had volunteered for Dec, KR for Jan, TW for Feb and SR for Mar. CH will send out a list for volunteers to put their names down for further months. After being Governor of the month, a short piece can be written for the school's newsletter to share with parents how governors have engaged with the school and what they have learnt from the experience. When visiting the school, governors can look at the School's calendar to see what events are happening, identify where they can link in and make arrangements to visit.

CH/LS/
KR/TW/
SR

From RoDs Serial 4 (d)

- School Improvement Plan (SIP) – Due to Katherine Andrews being away on maternity leave, RR and Sophie Corbett (Phase Lead), will take the lead on English – this will be amended on the SIP. There was a slight concern that the HT was taking on too much with developing the new SIP, however, RR explained that this had to be looked at as a priority as the SIP gives the school structure and lets staff know what they need to do to achieve the School's aims for improvement. All areas have been

RR

RR

	<p>looked at and shared with the committee and will be shared with the staff in Jan. This will enable evaluation of where the school is against every action point, and then map out what needs to be done for next year. PS stated that the way in which RR has done this in such a collaborative manner was commendable.</p> <p><u>From RoDs Serial 4 (e)</u></p> <ul style="list-style-type: none"> Policy Tracker – HT and AHT have gone through the policy list together and looked to identify what needs to be updated and will be prioritised to link in to the SIP’s priorities. Statutory policies are a priority to ensure that they are up to date and other policies that are linked to the curriculum but not statutory will come along as the school meets the next steps of the SIP. A list of the policies with dates of review will be provided to the SGC. A point to note is that MOD Schools does not have one single repository for a list of policies. <p><u>From RoDs Serial 4 (f)</u></p> <ul style="list-style-type: none"> The suggestions box is considered to be working well. Next steps are for MA to liaise with RR to look into developing an electronic version for submitting suggestions as well as the manual form in the school foyer. RR requested that the online form is given the same status as the paper forms currently available. <p><u>From RoDs Serial 4 (g)</u></p> <ul style="list-style-type: none"> Budget & Finance – bids are already in for the procurement of more resources for school. The priority is ensuring that we have the essential resources for the children such as new tables and chairs. The whole process does take time but the school is aiming to secure firm decisions from MOD Schools and, hopefully, to obtain resources from a different supplier as a matter of routine. <p><u>From RoDs Serial 5</u></p> <ul style="list-style-type: none"> WGs were reminded to submit their WG Reports to the SBM in good time so that they can be sent out with the SGC pack - the earlier the better. This will also act as a prompt for members to finalise action points before the main meeting. <p><u>From RoDs Serial 9</u></p> <ul style="list-style-type: none"> Italian Lessons – there was a discussion about Italian lessons that are running in school and also at the ICF. RR pointed out that the ICF is completely independent of the School. The School provides lessons for the whole school; this is not a requirement as only KS2 are required to have Italian lessons as part of the curriculum, but the school are lucky to have an Italian LSA (Keila) who can teach the whole school during the week. RR has spoken to the CPO, Mel Giannolo, in order to try and increase Keila’s hours by 10 hours a week in order to teach the children not only the Italian language but also to increase cultural learning. 	<p>RR/LW</p> <p>RR/MA</p> <p>RR/FM</p> <p>ALL WGs</p>
3	<p><u>Headteacher’s Report</u></p> <p>The committee were unanimous in their view that the newly structured Headteacher’s report was far easier to understand and digest. They felt that it was better to receive such comprehensive information beforehand with the SGC pack, instead of receiving it verbally on the day of the meeting. Progress information is not yet part of the HT report as the school are reviewing the format of progress meetings and assessment. Details of training will also be included in the future. A question was asked regarding ‘Speechlink’ and whether this was a tool that could be used at home by parents. This was described as a universal screening tool that can be used in schools to help identify gaps and make recommendations for either a SALT referral or suggested provisions that could be put in school.</p> <p>Percentages for SEN children was discussed as it seemed that BFS has a higher percentage of 2% than that of UK schools. This could be viewed as a positive since it demonstrated that the school can look after families and provide support where needed. There is a screening process so that learning needs can be identified to check if the school</p>	

	<p>can provide for a child with SEN, though it was recognised that sometimes not all information may be given at the time of screening, thus leaving the School to have extra provision put in place. With the school being a small school, it was felt that needs can be identified quickly and support given.</p> <p>The HT was thanked for her report and the new format was favoured by all – this reflects the many positive changes that have been seen within the school.</p>	
4	<p><u>School Improvement Plan (SIP)</u></p> <p>RR explained that the SIP has taken a while to complete as a lot of work had to go into it with the staff in order to create the right targets as a collaborative effort. Details of the School evaluation was also included in the SIP; this was produced from work that was undertaken with teachers on inset days. The evaluation provides a view of all aspects of the School and it will be revisited every term in order to capture progress that is made. This forms the background from where all targets are developed for the SIP.</p> <p>The format of the SIP on the front page highlights Ofsted key actions for improvement which have been lifted straight from the last Ofsted report. The key priorities are listed on the 2nd & 3rd page of the SIP which shows the areas that the school will focus on over the next 2 years and these are linked to the 2 Ofsted areas mentioned on the front page. For this year, BFS will focus on 3 priorities; Curriculum, Challenge and Consistency. These have been from the outcome of work with the SLT and staff who have highlighted the action points. The outcomes will be colour coded to a RAG system (Red, Amber Green). The SIP will be shared with the staff in Jan and each of the outcomes will be looked at and colour coded using the RAG system to see where the school sits, and to plot out monthly progress. RR emphasised that this is a working document and things could move in terms of completion dates. At each meeting, progress will be shared and updates provided to the SGC. All comments are welcomed and all SGC members are welcome to any of the progress meetings with staff.</p> <p>The School house system, mentioned in Outcome 1.4, was discussed as the current system will be restructured. Houses will be renamed and children possibly moved from the set group that they are currently in to ensure there is an even distribution. All staff and governors when in school will be able to reward good behaviour by awarding house points that can be exchanged for coloured marbles relating to the child's particular house. These marbles will be put into jars, and when full, that house will receive a special reward – something that is fun but not too costly. It was suggested that governors could be assigned to houses which seemed to be favoured by most of the committee – the School is looking to do this in Jan.</p> <p>PS stated that it was good to see that on the front of the SIP it was very open and up front on areas for improvement identified from the Ofsted report. He also suggested that the second Ofsted action point for improvement should be included under priority 5. RR agreed with this proposal and would make this amendment.</p>	<p>RR/LW</p> <p>RR/CH</p> <p>RR</p>
5	<p><u>Safeguarding/Health & Safety</u></p> <ul style="list-style-type: none"> • A health & safety walk of the school has been scheduled some time ago, but FM stated that this had never actually happened. PS suggested that the school might approach Mr Hilton who is a Royal Engineers Clerk of Works and thereby qualified in respect of health & safety qualified. FM to arrange. FM to also send CH a copy of the H&S report and also a copy of the action plan. 	<p>FM/CH</p>

Working Group Reports

Safeguarding

- Safeguarding WG – meeting on 27th Nov. There was a review of training as it is important that all need to be SG trained. The school sent out a link to all governors on SG training to have a look at. All
- DBS clearance – all need to ensure that they have a DBS certificate. These are recorded on the school's Single Central Record, which the SG WG should be able to see. FM will ensure that this happens. The record will also show details of SG training and identify any gaps. FM
- TORs have been reviewed and SG issues considered in respect of events in school, for example, FoBFS and school visitors who are not cleared. SG WG TORs will be refined to be supportive of allied groups and reflected in SG procedures. AM-R
- VR opened a discussion about PHSE (Physical, Social, Health, Economic) being included in the SG WG TORs (done).
- Due to the absence of wider welfare support, the school is often (unintentionally) the first point of contact for welfare issues. The BFS Head has been invited to (elements of) the Welfare committee in order to provide this conduit to the wider welfare posts within the community.
- RR has also expressed a desire for the school to be more of a part of the community and asked the SGC to consider how this could be done. RR/LW
All
- My Concern is a new Safeguarding computer programme that the school has purchased. This programme will gather lots of pieces of data to then form a 'bigger picture'. There will be training in the new year for this and it will be tailored to the School's needs. Staff will be trained including the bus monitors. There will also be a training session for governors.
- Road safety was discussed as the road leading to the school is considered to be a significant hazard. Drivers are coming too fast down this road and in some cases have apparently 'clipped' people as they drive past. Many children use this road with their parents to walk to school. The road is a private road and it is unclear as to what can be done to mitigate the risk. SR suggested that children and parents could wear high-viz vests. Seeking replacement speed bumps and warning signs were also proposed. This is a matter for discussion initially with the DIO to see what actions might be possible. PS/CH
/RR

Communications WG

- MA had produced a report ahead of the meeting but it now required further discussion and agreement. MA, CH and RR will meet to go through the latest report and discuss the necessary action points. MA/CH/
RR

Maths WG

- TORs have not been updated recently as there has been no significant change.
- More resources will be available in classrooms instead of the resource room so that they are more accessible for independent learning.
- White Rose Maths – progression has been seen throughout the school since the school has bought into this excellent programme – this is a great resource. There is an opportunity for a trainer to come to school to complete training with staff on this, and a business case has been submitted. There may also be an opportunity for a parent workshop once the training has been done. LS/FM
- Rockstars continues to work really well and improvements have been seen, particularly in year 5/6 times tables.

	<ul style="list-style-type: none"> Maths and calculation policies need to be reviewed and will be done after there has been White Rose training. <p>English WG</p> <ul style="list-style-type: none"> WG meeting has not yet taken place this term, therefore no report to discuss. <p>FAIR WG</p> <ul style="list-style-type: none"> Due to the building survey and the report from this not being available, there has not been a FAIR WG meeting. A point to note was that due to the delay in the report being available, it may be worth advising parents in the schools newsletter that information is not available at this time, but stating that the school will advise parents as soon as they know anything. 	RR/LW
7	<p>Finance Update</p> <ul style="list-style-type: none"> Finance was discussed earlier with regard to funds for resources. 	RR/FM
8	<p>FoBS Update</p> <ul style="list-style-type: none"> The FoBS committee comprises; Milly Notley as Chair, Sarah Lockhart as OIC, Mel Harris as Secretary, Lucy Raymont as Treasurer and Mairi De Landro as President. There have been many activities that FoBFS have been running recently; the half termly cake sales, pizza Wednesday, Halloween Disco and decorating. There are exciting future events coming up: a chocolate raffle to raise money for a chocolate fondant making session on the 16th Dec, filming the Christmas nativity and providing refreshments afterwards and providing refreshments for after the KS2 carol concert. 	
9	<p>Review of School Policies</p> <ul style="list-style-type: none"> <u>Performance Management Policy</u> – it was highlighted that there seemed to be a bit of duplicating on the Target Setting and the Review. RR explained that it needed to be separate due to the presentation of the information and going through the objectives, but that this policy will evolve and be more structured following staff discussions and will be amended as necessary. It seemed that on Appendix 4, there was a heavy emphasis on the reviewer to do a lot for the meetings – if this was a 2 way process, could the reviewee share more of the load. It was explained that this is new to staff and they are not used to this process. To that end, during meetings they will be able to decide what evidence is held on their performance management file, but they will need help from the reviewer for their evidence. It is really a prompt for the reviewer to remind the reviewee what they need to bring to the meetings for their evidence. <u>Monitoring and Evaluation Policy</u> – this policy details what the school does and how it is done. There will be an overview of monitoring activities which will be available in Jan and shared with staff and SGC members. This overview is linked to the policy and the SIP targets and will also highlight who is doing what, and on what dates and times for the SGC to link in with their planned activities. 	
10	<p>AOB</p> <ul style="list-style-type: none"> A topic discussed at the pre-meet was to look at restructuring the SGC working groups to align with the new SIP. On the SIP there are 3 priorities; and under those are the key targets. Also on the front of the SIP are the key Ofsted actions which are woven into the SIP together with key parts of PSHE and SEND Policies. CH pointed out that 8 areas of focus stand out: Maths English FAIR 	CH/MA

	<ul style="list-style-type: none"> • Communications (possible re-branding to Communications & Outreach with a view to refreshing the TORs – CH and MA to talk through) • Curriculum – this is key and underpins all other parts of the SIP • Safeguarding – TORs will need slightly amended to include PSHE • SEND • EYFS <p>CH suggested that a possible restructuring of the committee could reflect all priorities within the SIP, but the committee could also be restructured using a different approach. One idea was to have a member of the SGC in charge of each of the WGs, and for them to energise the community and get them involved by having associate governors, or focus groups, to help with discreet elements of work as part of the WG. Whatever course of action is chosen, the WGs should be reviewed every year to ensure that they are aligned with the SIP. There may be a more fluid structure to meet the priorities for the coming year which will be reviewed and refined as required.</p> <p>RR suggested that before the next meeting it might be worth focussing on 3 main key areas rather than all of the suggested areas above as this may be too much. Perhaps initially focus on Maths, English and the Curriculum and restrict it to that; then setting time aside before the next meeting to decide on the way forward and address what hasn't been covered. The monitoring calendar will be ready in Jan, and from that it will be clear to see what is going on in the school to then inform the WGs groups where they are best to focus their efforts. Not all WGs need to meet and produce a report when there may not be something to report on if there has been nothing specifically for a particular group to focus on in the School plan.</p> <p>VR advised that there is currently no permanent Padre and so if the locum/temporary Chaplain is unable to take the weekly Christian assembly, as Churchwarden she will deputise where possible. VR also suggested that the school's church visit may be better scheduled for Easter for this academic year due to the visit not having taken place at Christmas; this also seemed to be more favourable for the school's schedule.</p> <p>This was the last SGC meeting that CP and PS would attend as they are both leaving. As PS is stepping down as Chair and CH taking over this position, CH stated he had asked previously for members to step forward for the position of Vice Chair and that only MA had volunteered. CH feels that MA has great energy, intellect and emotional engagement with the school. However, this was not opened up to a vote to the committee during the meeting, but members were asked to consider MA as the new Vice Chair and e-mail CH to advise if they were happy with this or had any issues.</p> <p>In conclusion to the meeting, PS stated that he was immensely proud of the achievements of the SGC and it had been great to see how the committee has grown and the work that everyone had undertaken. He thanked all members for their support and commitment during his time as Chair. CH and RR also expressed their thanks to PS on behalf of the committee, staff and school for his work and support.</p>	<p>CH</p> <p>CH/RR</p> <p>VR/RR /LW</p>
11	<p><u>Date of Next Meeting</u></p> <ul style="list-style-type: none"> • Date and time of the next meeting will be at 0845 on Thursday the 12th March 2020 	