



# GATEWAY PRIMARY SCHOOL

**Lifelong love of learning**

## Minutes of the Meeting of the Full Governing Board Monday, January 16<sup>th</sup> 2023, 5.30 – 7.30pm

### Gateway Governors are:

- Kayleigh Anstee (KA) - Headteacher
- Gill Locke (GL) - Staff Governor.
- Mike Caffrey (MC) - Co-opted Governor
- Emma Smith (ES) - Co-opted Governor
- Kelly Mahon (KMa) - Co-opted Governor
- Kevin Moyes (KM) – LA Governor

### In Attendance

- Jonathan Smith (JS) - OCC Governor Services

Item No	Topic	Minute	Document Reference	Action
1.	<b>Welcome</b>	<p>KM welcomed all to the meeting. The meeting began at 5.30pm and was quorate. The meeting was online.</p> <p>Gill Locke was formally appointed to the Board as a Staff Governor</p>		
2.	<b>Apologies for absence</b>	Apologies were received and accepted from Mike Caffrey		
3.	<b>Urgent Additional Items</b>	There were no urgent additional items.		
4.	<b>Declarations of Interests</b>	KM is Chair of Governors at Bishopswood School, Sonning Common. Bishopswood is a special school. Kevin is also Chair of Five Acres Primary School in Bicester and Carterton Primary School.		
5.	<b>Approval of FGB Minutes</b>	<p>The minutes of the FGB Meeting held on 12<sup>th</sup> December 2022 were approved.</p> <p>Action Log - all outstanding actions are included in the agenda</p>	<p>5.1 Minutes of FGB Meeting held on 12<sup>th</sup> December 2022</p> <p>5.2 Action Log – Note all outstanding Actions included in the agenda.</p>	
6.	<b>Matters arising not covered on the agenda</b>	There were no additional issues.		
7.	<b>Headteacher Report</b>	<p>KA presented the January Headteacher report. Some of the issues identified were:</p> <ul style="list-style-type: none"> <li>• There are 239 children on roll and 150 belong to service families.</li> <li>• 5 children are in receipt of EHCPs</li> </ul>	7.1 Headteacher Report	

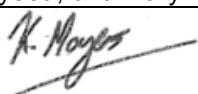
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		<ul style="list-style-type: none"> <li>• A small number of children have left the school recently. This is generally because families are moving elsewhere.</li> <li>• Attendance in the first half of the term was 95.1% and 93% post half term. The national average is 95.1%. The data is skewed by the long-term absence of a child involved in an accident.</li> <li>• A member of staff has returned from maternity leave to undertake a part time contract.</li> <li>• Behaviour continues to be positive. The behaviour plans are used consistently, and children have learnt the 'language' of appropriate behaviour.</li> <li>• The French curriculum will be reviewed and redesigned. This follows a visit by K Baker (MFL lead) to a partner primary. A new scheme, funded by the parent association, will be introduced later in the year</li> <li>• Faringdon Rugby Club will contribute to the after-school enrichment provision later in the term.</li> <li>• Good for Gateway #2 is to be reviewed this term and will become Good for Gateway #3. It will be assumed that many of the good practices identified in #2 will now be embedded and that it is appropriate to move on to more challenging expectations.</li> </ul> <p>KA explained that the AP1 attainment and progress data has been shared with staff</p> <ul style="list-style-type: none"> <li>• The Year 2 phonics resits have taken the pass rate up to 85% (it was 83% last year)</li> <li>• 'Sonar' is a particularly useful internal moderation platform. KA feels that staff 'have a good understanding of the strengths and development needs of the children in their care'.</li> <li>• Staff are wrestling with the 'just at' versus 'securely at' criteria. The assessment coordinator is assembling resources and exemplar materials to help staff develop confidence.</li> <li>• Attainment in writing is generally lower than attainment in reading and mathematics across the school. Writing will remain a focus for the remainder of 2022-3. Staff INSET on writing has already taken place and more is planned.</li> <li>• The INSET session held on January 5<sup>th</sup> provided an opportunity for all staff to have an overview of data for all groups and classes.</li> </ul> <p>A Governor noted that a member of staff had been negatively affected by a pupil behaviour issue. She asked if support was provided for the colleague. KA confirmed that it was. The school has a statutory obligation to support any member of staff involved in such a situation for some time after the event and in extremis, school leaders are required to adjust working practices or offer counselling. A risk assessment is produced after each incident, and this strives to prevent a repetition of the event. KA added that in this situation the 'Gateway family' had immediately rallied to provide support and reassurance to the member of staff. KA confirmed that all procedures had been followed in the aftermath of the incident, including updating the accident log.</p> <p>A Governor noted that teachers were still reluctant to award 'secure' judgements when assessing pupil work, particularly in</p>		



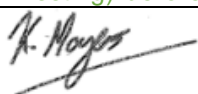
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		<p>Terms 1 and 2. The governor is concerned that 'erring on the side of caution' has become embedded. KA felt that staff reluctance to award 'secure' assessments relates to the removal of working-at grades a few years ago. The new assessment regime is more abstract, and teachers are nervous about 'over-promoting' a child. They fear that any inflated grades may be exposed later in the year, and this will infer poor judgement. Moderation in the new assessment regime is more difficult as each school uses a slightly different system. A Year 6 moderation session with Burford school has established the logistics of a moderation exchange but it was not possible, at this first session, to compare assessment judgements.</p> <p>A Governor asked how the member of staff returning from maternity leave would be supported. The governor noted that the school has 'moved on' since the colleague was last in the classroom. KA confirmed that the member of staff had experienced a carefully planned induction course and additional staffing had been provided to support her transition to her timetable. The school will also arrange for the colleague to attend specialist Year 6 teacher training INSET later in the year.</p> <p>A Governor asked what Good for Gateway Version 3 is likely to look like. KA explained that the key elements will be distilled during the year following consultation with staff. Version 3 is likely to include expectations relating to the use of ICT (particularly alternatives to PowerPoint) and increased use of peer and group feedback. There will be a requirement to set more challenging learning objectives.</p> <p>A Governor noted with approval that the school has strengthened links with the church and parish. However, the governor asked if families, who may not have strong religious views approve of this development. KA explained that Gary Long (children and families worker, St John the Evangelist) is the focal point of this activity at school and church. Gary is well-known locally for his involvement with scouts, cubs and beavers and other community activities. He is sensitive to the fact that his audience may include non-Christians and he delivers a more secular, open ended, message to the children. There have been no complaints from parents.</p> <p>A Governor asked how the School Improvement Plan is kept 'live'. KA explained that she personally uses the SIP as a point of reference and weekly planning aide memoire. The leadership team review all developments activities regularly and any adjustments are shared with colleagues at staff meetings. If appropriate, developments are communicated to families. She reminded Governors that all subject development plans and all individual career appraisal plans, relate directly to the SIP.</p>		
8.	Update from the Chair	<p>The Board has not received any correspondence from OCC. KM informed Governors that he has corresponded with Kim James (OCC Head of Service) regarding the lack of safeguarding support for schools. This relates to his experience as Chair of Governors at several OCC schools. He argues that teachers are being asked to cover post pandemic Social Services deficits without additional support. He adds that</p>	General Governance issues and any correspondence - verbal update.	



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		<p>schools are not receiving appropriate support from OCC external professionals.</p> <p>Gateway Governors support this letter.</p>																		
9.	<b>SEF and School Improvement Plan</b>	<p><b>9.1 SEF</b></p> <p>KA explained that, following advice from Mark Smith, she has adjusted the SEF outcomes and used more purposeful language. She has also included the school's mobility factor (a specific Gateway issue) in the SEF.</p> <p>The SEF judgements remain:</p> <table border="1" data-bbox="517 562 956 835"> <tr> <td>Quality of Education</td> <td>Good</td> </tr> <tr> <td>Behaviour</td> <td>Good</td> </tr> <tr> <td>Personal Development</td> <td>Good</td> </tr> <tr> <td>Leadership and Management</td> <td>Good</td> </tr> <tr> <td>EYFS</td> <td>Good</td> </tr> </table> <p>The updated SEF was approved by Governors</p> <p><b>9.2 The 2022-3 School Improvement Plan priorities remain:</b></p> <table border="1" data-bbox="435 1021 1177 1319"> <tr> <td>Key Priority 1</td> <td>Senior staff and middle leaders to continue to drive improvements in teaching and learning</td> </tr> <tr> <td>Key Priority 2</td> <td>Development of a consistent and robust assessment regime to support learning and raise expectations.</td> </tr> <tr> <td>Key Priority 3</td> <td>Curriculum development to include phonics, reading, writing and mathematics.</td> </tr> </table> <p>The School Improvement Plan has been RAG rated and adjustments have been made to objective 2.4.</p> <p><b>9.3 The performance targets for 2022-3 are:</b></p> <p>Year 1 Phonics = 86%  KS1 Expected standard in reading = 74%  KS1 Expected standard in writing = 64%  KS1 Expected standard in mathematics = 68%  KS2 Expected standard in reading = 84%*  KS2 Expected standard in writing = 80%*  KS2 Expected standard in mathematics = 87%*</p> <p>*2023 SATS targets</p> <p>Whole school expected standard target in combined subjects is 67.9%.</p>	Quality of Education	Good	Behaviour	Good	Personal Development	Good	Leadership and Management	Good	EYFS	Good	Key Priority 1	Senior staff and middle leaders to continue to drive improvements in teaching and learning	Key Priority 2	Development of a consistent and robust assessment regime to support learning and raise expectations.	Key Priority 3	Curriculum development to include phonics, reading, writing and mathematics.	Updates since last meeting?	
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10.	<b>Governor updates since last meeting</b>	KMa met with KA on 12 <sup>th</sup> January to discuss the latest pupil progress and attainment data. All groups and classes were analysed, and Kelly has written a helpful summary of the	Governor Reports/updates, other governor																	



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		<p>strengths and data characteristics of each group. She concludes that Year 6 are 'on track' to achieve their SATS targets and that reading is a strength in all year groups. SONAR is very accurate and 'leaves no stone unturned'. She noted that the data in year 3 is affected by a high level of SEN in this group. Year 4 seem less confident in maths than other groups, but their reading and writing is strong.</p> <p>KA noted that a previously unreported sub-group has been identified. There are several families that receive both forces and pupil premium. It is likely that these children previously belonged to a family with a parent in the forces. However, the family has since divided, and the children now live with the non-forces parent who is in receipt of the pupil premium. This group tends to have high need and will be monitored closely.</p> <p>KA and KMa will meet later in the month to discuss the school's plans for moderation.</p> <p>On January 9<sup>th</sup>, KMa and MC undertook a phonics learning walk. KMa reports that the lessons visited were calm and focused and that working walls and celebratory displays were evident in all classrooms. The lessons were well planned, with clear objectives and challenge. She reports that adults in each classroom worked as a team, and it was impossible to differentiate between the teacher and TAs.</p> <p>KM met with KA on 10<sup>th</sup> January to discuss a number of mid-year leadership issues. The meeting covered a range of ongoing development issues.</p> <p>A staff structure paper was circulated before the meeting. The paper proposes that the current structure of 11 classes in four phases continues. The structure enables capacity to grow to 315 (239 at moment) if necessary, without employing more staff. It also provides the operational flexibility necessary to accommodate new families moving to the school from other areas.</p> <p>Governors have no wish to revert to the large classes of 30 or more. The school needs to expand, and a limited number of large (full) classes is a barrier to growth. Moreover, the capacity of staff to develop and improve, evident during the last two years, will be undermined by the additional pressure of managing a large class.</p> <p>A Governor asked if pupil numbers varied or had they always been close to 240 children. KA explained that they had previously fallen to as low as 230 but that 240 had been a consistent number recently. She is hopeful that EYFS numbers in September will be healthy. 'Brightstart' are confident many children will join the school from the nursery and there are 18 siblings in their current cohort. However, school leaders will not know accurate EYFS numbers before the start of the 2023-4 academic year.</p> <p>Governors supported the continuation of this staff structure in principle but wish to consider the 2023-6 budget (at the next FGB meeting) before giving unreserved support.</p>	<p>Monitoring Reports/updates, and external notes of Visit (not covered elsewhere on the agenda)</p> <p>Teaching and Learning and Inclusion</p> <p>10.1 DATA PACK and GROUPS DATA: review pupil progress and attainment, including reporting on vulnerable groups - HT</p> <p>Staffing Discuss review of net capacity of the school 10.2 Report on review staff structure - HT Recruitment, appointments, and any other staffing issues.</p>	



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		<p>MC and KMa met on 9<sup>th</sup> January 2023 to collate the results of the 2022-3 Parent Survey. The key points are:</p> <ul style="list-style-type: none"> <li>• 43 families responded to the survey</li> <li>• Most responses are positive with families agreeing or strongly agreeing with the statements</li> <li>• There was one fiercely negative response, but this can be considered an outlier</li> <li>• <b>There are a disproportion number of 'don't knows' in response to some of the questions and MC and KM conclude that the school's communication channels (and content) may need to be reviewed.</b> KA added that the regular turnover in pupils and families tends to dilute some of the messages sent home from school. Governors felt that Facebook and KA's newsletter are the most effective forms of direct communication.</li> </ul> <p>GL presented the period 9 budget update, adopting the role of Business Manager rather than Staff Governor during this agenda item.</p> <p>She reports that income is £42,992 more than anticipated, largely due to additional SEN funding received during the year. However, expenditure is significantly more than anticipated due to £13,617 required to fund the latest teacher pay award and £36,990 required to fund the support staff award. The end of year outturn figure is therefore likely to be a deficit of £75,340. GL reminded Governors that the budget accommodates £70,000 of the £90,000 required to settle the historic Carterton Federation budget overspend. However, this settlement will only be met once the school is declared OFSTED 'good'.</p> <p>Consequently, the school can effectively operate with a deficit of £90,000. GL explained that each of the CFR expenses had been thoroughly scrutinised and where possible rationalised. The budget is very lean and benchmarking comparisons with similar schools, place many of the school 's expenditure lines in the lowest quartile. The increase in teacher and support staff pay is, however, unavoidable. Central government may decide to fund partially, or completely, the 2022 pay award and an announcement will be made in February. Moreover, if the school can grow to 270 children, a break-even position will be achieved and sustained over a period of time. Governors were reminded that 2023-4 funding will be based upon a census conducted in October this year (240 children)</p> <p>Governors agree that they do not wish to deliberately construct an overspend budget. However, significant reductions in expenditure will be required to make the budget balance and this will harm the progress made at the school over the last two years. The March FGB meeting will have a budget planning and preparation focus. At this time there should be more clarity about funding in 2023-4.</p> <p>KM and GL confirmed that the SFVS actions from 2022 are now complete. The asset register will be included, and a critical incident plan/aftermath plan is to be added. The SFVS statement includes details of the historic overspend and the school's recovery strategy</p>	<p>10.3 Governor Monitoring Report - Parent Questionnaire analysis – MC and MA</p> <p><b>Finance</b> 10.4 P8 Budget Report Premises (Excluding Health and Safety) Premises issues to report to Governors</p>	<p><b>MC</b></p>



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		<p>Governors agreed to the SFVS actions, and the return will be submitted to OCC in February</p> <p>Key events this term are:</p> <p>1<sup>st</sup> February: Parents Meeting for Year 2 about SATS  8<sup>th</sup> February: Hang at the Hangar  2<sup>nd</sup> February: World Book Day  6<sup>th</sup> February: KS1 Sharing Assembly  7<sup>th</sup> February: Parents Evening  9<sup>th</sup> February: Parents Evening</p>	<p>Community 10.5 Updated Events Calendar up to July 2023 (Governors can attend) – HT</p>																							
11.	<b>Safeguarding</b>	<p>There have been no racist issues to report. One bullying issue has been investigated thoroughly and resolved. Parents have been fully involved in the process and support the outcome.</p> <p>DSL training (two staff) will take place on 16<sup>th</sup> January 2023.</p> <p>The safeguarding team has been busy this term. However, referrals have remained at a constant level since Christmas.</p> <p>An LA safeguarding audit will take place in February</p>	<p>Any Safeguarding, Bullying or racist incidents to support since the last meeting</p> <p>Any Safeguarding issues</p> <p>Progress on actions in Safeguarding Audit (if applicable)</p>																							
12.	<b>Health and Safety</b>	<p>There have been no H&amp;S incidents to report</p> <p>MC has monitored the swimming folder</p>	<p>Any H&amp;S incidents to report to Governors.</p> <p>12.1 Governor Monitoring Report - Risk Assessment check - MC</p> <p>12.2 Governor Monitoring Report – compliance review of swimming folder – MC</p>																							
13.	<b>GDPR</b>	<p>There are no data issues to report.</p>	<p>Any issues/breaches since the last meeting?</p> <p>Update from GDPR Governor</p>																							
14.	<b>Governor Business and Communication</b>	<p>Governor specialisms in 2022-3 remain</p> <table border="1"> <tbody> <tr> <td>Chair</td> <td>Kevin Moyes</td> </tr> <tr> <td>Vice-Chair</td> <td>Mike Caffery</td> </tr> <tr> <td>Community Communication</td> <td>Mike Caffrey</td> </tr> <tr> <td>Finance</td> <td>Kevin Moyes</td> </tr> <tr> <td>GDPR</td> <td>Emma Smith</td> </tr> <tr> <td>Inclusion</td> <td>Sian Doyle</td> </tr> <tr> <td>Learning Teaching and Attendance.</td> <td>Kelly Mahon and Kevin Moyes</td> </tr> <tr> <td>Premises and Health and Safety</td> <td>Mike Caffrey</td> </tr> <tr> <td>Safeguarding</td> <td>Kelly Mahon</td> </tr> <tr> <td>Staffing/HR</td> <td>Emma Smith</td> </tr> <tr> <td>Whistleblowing</td> <td>Kevin Moyes</td> </tr> </tbody> </table> <p>ES has written the terms of reference for the Governor wellbeing link. She will meet with KA on 17<sup>th</sup> January to discuss the wellbeing activities and systems already in place at the school. For example, Governors are keen that staff receive training in Mental Health awareness and a that number gain the mental health first aid qualification. KA and ES are likely to discuss Governor support for Mental Health week and the specialist</p>	Chair	Kevin Moyes	Vice-Chair	Mike Caffery	Community Communication	Mike Caffrey	Finance	Kevin Moyes	GDPR	Emma Smith	Inclusion	Sian Doyle	Learning Teaching and Attendance.	Kelly Mahon and Kevin Moyes	Premises and Health and Safety	Mike Caffrey	Safeguarding	Kelly Mahon	Staffing/HR	Emma Smith	Whistleblowing	Kevin Moyes	<p><b>Governor Vacancies:</b></p> <p>2 Parent Governor Vacancies</p> <p>1 Co-Opted Governor (Previous applicant did not apply)</p> <p>14.1 Governor Monitoring Schedule</p> <p>14.2 OCC Governor Wellbeing Briefing</p> <p>14.3 Wellbeing Link Governor Terms of Reference</p> <p>14.4 Mental Health and Wellbeing Policy - revised</p>	<b>ES</b>
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		<p>wellbeing requirements of service children. ES will report outcomes to Governors at the March FGB meeting</p> <p>KA explained that the May staff INSET session has been allocated to report writing. This will ease workload at a busy time of year.</p> <p>GIAS and GovernorHub are up to date</p> <p>The Board has vacancies for two parent Governors and one Co-opted Governor. KA has advertised the Co-opted position on a Governor recruitment site and school will attempt to engage keen parents in the Parent Governor recruitment process</p>		KA
15	<b>Governor Training Update</b>	<ul style="list-style-type: none"> <li>Kelly Mahon attended level 3 DSL training on November 10<sup>th</sup></li> <li>Emma Smith attended Well-being in Schools on November 17<sup>th</sup> and will attend Holding the School to account on 28<sup>th</sup> February</li> <li>Mike Caffrey will attend Armed Forces' Children: The Board's Role - Network Meetings from 12<sup>th</sup> December</li> <li>Kelly Mahon will attend 'Inclusion - What Does this mean for Governors' in February</li> </ul>	<p>Governor training undertaken or planned since last meeting</p> <p>Reports/knowledge sharing on training undertaken since last meeting</p> <p>15.1 Updated Governor Training Tracker</p>	
16.	<b>Policies Review/for approval (as per policy schedule)</b>	There were no policies to approve at this meeting	17.1 Updated Policy Tracker – HT Any policies for approval -HT	
17.	<b>Community Communication</b>	<p>Ideas for the Chair's letter:</p> <ul style="list-style-type: none"> <li>Parent Governor recruitment</li> <li>Positive learning walks undertaken by Governors</li> <li>Feedback about parent questionnaire with particular reference to 'don't knows.'</li> </ul>	17.1 Community communication – November Agree key messages for November parent communication including parent view link	
18.	<b>Non-Standing items for the next FGB Meeting (as per LA Annual Schedule, Governance Schedule, Governor Monitoring Schedule, and Policy Planner) plus actions from this meeting. Other relevant topics</b>	<ul style="list-style-type: none"> <li>Report on the effectiveness of Assessment Procedures</li> <li>Mid-year review of PE and Sport Funding Plan</li> <li>Equality Plan updated information on meeting objectives under the Equalities Act</li> <li>Mid-year reviews of: <ul style="list-style-type: none"> <li>Effectiveness of Pupil Premium Funding and SEND funding (Strategic Plans) – report on any budget implications</li> </ul> </li> <li><b>Start work on drafting budget for the coming year</b></li> <li>Agree purchase of external service</li> <li>Health &amp; Safety Inspection feedback (taking place 10<sup>th</sup> Feb)</li> <li>Review insurance arrangements and premises costs</li> <li>Review Charging and Letting Policy and Lone Working Policy</li> <li>Wellbeing Policy and strategy ES feedback</li> </ul>		



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	<b>Dates of next meetings – 5.30pm in school</b>	13 <sup>th</sup> March 2023 – <i>Verbal HT Report</i> 17 <sup>th</sup> April 2023 – <i>Written HT Report</i> 15 <sup>th</sup> May 2023 – <i>Verbal HT Report</i> 19 <sup>th</sup> June 2023 – <i>Written HT Report</i> 17 <sup>th</sup> July 2022 - <i>Verbal HT Report</i>		
	<b>Meeting Impact</b>	<ul style="list-style-type: none"> <li>• All papers were presented to the Board for reference before the meeting.</li> <li>• Governors have a preference for face to face rather than online meetings</li> <li>• The Monday 17<sup>th</sup> July meeting may have to change as it falls in the busy last week of term.</li> </ul>	What worked well? What worked less well? What should be different next time?	

