



GATEWAY PRIMARY SCHOOL

Lifelong love of learning

Meeting of the Full Governing Board: Monday May 23rd 2022, 5.30 to 7.30pm

Governors Present

- Kevin Moyes (KM) - LA Governor and Chair of Governors
- Kayleigh Anstee (KA) Headteacher
- Natasha Stone (NS) Staff Governor.
- Mike Caffrey (MC) Co-opted Governor
- Sian Doyle (SD) Parent Governor
- Sarah King (SK) Parent Governor
- Emma Smith (ES) Co-opted Governor


Also in Attendance

- Jonathan Smith (JS) OCC Governor Services

Item No	Topic	Minute	Document Reference	Action
1.	Welcome	<p>KM welcomed all to the meeting. The meeting was held at school and began at 5.30pm</p> <p>The meeting was quorate and was chaired by Kevin Moyes who joined the meeting online.</p>		
2.	Apologies for absence	<p>Apologies were received and accepted from Mike Caffrey.</p> <p>The Board currently has three vacancies. There are two Parent Governor vacancies and one Co-opted Governor vacancy.</p>		
3.	Urgent Additional Items	There were no urgent additional items.		
4.	Declarations of Interests	KM explained that he has recently become Chair of Governors at Bishopswood School, Sonning Common. Bishopswood is a special school.		
5.	Approval of FGB Minutes	<p>The Minutes from the FGB held on March 8th, 2022, were approved by the Board.</p> <p>The Minutes from the EFGB held on April 26th, 2022, were approved by the Board.</p> <p>All outstanding actions from the log are included in this agenda.</p>	<p>5.1 Minutes of FGB Meeting held on March 8th, 2022</p> <p>5.2 FGB Meeting (Budget approval) held on 26th April 2022</p> <p>5.3 Action Log - Note all outstanding Actions included in the agenda.1</p>	

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			Minutes of FGB Meeting held on March 8 th , 2022 5.2 FGB Meeting (Budget approval) held on 26 th April 2022 5.3 Action Log - Note all outstanding Actions included in the agenda	
6.	Matters arising not covered on the agenda	There were no additional issues.		
7.	Headteacher Verbal Report	<p>KA explained that:</p> <ul style="list-style-type: none"> • Recruitment for the Year 3 and 4 teaching post is underway and interviews will be held this week. The Receptionist vacancy has been readvertised. • A child from outside the county has been welcomed to the school. The pupil has particularly complex needs and a range of external agencies have been mobilised to support him/her through this transition. The pupil is currently following a ‘mornings only’ timetable. Five other children have joined the school since the last meeting. • The budget (with 11 classes) has been approved by OCC • ES and MC visited school in support of the SATS exams. They report that behaviour and attitude were exemplary. • Mike Smith (school improvement partner) has visited to help the school become OFSTED ready. • Kate McGill, the LA mathematics lead has visited school. Kate spent the day supporting Nicki Scovell who will assume the role of mathematics coordinator in September. Kate led a staff INSET session on challenge in mathematics teaching. Staff from Carterton PS joined this event. • Owen Tromans, LA English lead, has also visited. Owen undertook a series of guided reading walks and monitored Year 6 writing. He will return in June. • Premises improvements are underway and these include repairs to the internal fencing, removal of moss from the roof and improvements to The Hangar. • 12 members of staff have recently completed First Aid training. • 38 Year 4 children attended a very successful residential experience at Hill End. <p>A Governor noted that the school had enjoyed much success with complex children in the past. He asked if this experience had established a level of expertise</p>	7.1 Verbal HT Report to include attendance, incident reports and progress with the School Development Plan - HT	


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		<p>that is embedded. KA agreed that it had. Senior staff have developed effective relationships with external agencies and the OCC inclusion team. Gateway staff know how to phrase the wording in their communications to elicit the specific support required.</p> <p>It is important that children treat the SATS exams seriously yet there is no desire for them to be distressed or anxious about the experience. A Governor asked if school had managed to achieve this balance. KA felt that it had. There had been revision sessions before the SATS and borderline children were given some extra coaching and encouragement. However, a supportive and good-humoured approach was adopted and this seems to have avoided any anxiety. ES and MC confirm that this was the case.</p>												
8.	Update from the Chair	KM had no new updates to share with Governors	General Oxfordshire Governance issues and any correspondence - verbal update.											
9.	School Improvement	<p>The SEF judgements remain:</p> <table border="1" data-bbox="448 1003 1026 1211"> <tbody> <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> </tbody> </table> <p>KA has updated all the SEF judgements to good. The written commentary will be used to establish that the school is 'newly good' and that it will endeavour to make this judgement more secure over the next few months. KA has been encouraged by the LA monitoring team to use more positive language. For example, 'has improved' rather than 'could improve'.</p> <p>Governors feel that the document reads well. It is an honest view of the current situation at the school</p> <p>A Governor asked how the 'Good' OFSTED judgement received by Carterton Community College will affect Gateway. KA feels that the judgement had 'lifted' the community. She suspects that parents will be less likely to move their children from Gateway to a Burford Partnership primary to gain a place at Burford School. Burford will continue to benefit from some inertia as Gateway siblings will join their brothers and sisters. However, in time, it is likely that more Year 6 children will attend their local secondary.</p> <p>Governors approved the SEF.</p>	Quality of Education	Good	Behaviour	Good	Personal Development	Good	Leadership and Management	Good	EYFS	Good	9.1 Updated SEF - HT 9.2 Updated SDP - HT	
Quality of Education	Good													
Behaviour	Good													
Personal Development	Good													
Leadership and Management	Good													
EYFS	Good													


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		<p>KM reminded colleagues that OFSTED will expect Governors to be totally au fait with the SEF and be able to reference the school's strengths and development needs. They will be required to identify evidence of impact and answer the question 'how do you know'?</p> <p>The School Development Plan has been updated and RAG coded. The key objectives remain</p> <ul style="list-style-type: none"> • Improvement in leadership and management • Strengthening teaching and learning <p>Development areas include upskilling TAs, ensuring robust classroom assessment, the establishment of coaching partnerships and a refocus on 'good for Gateway'.</p> <p>A Governor asked if there is evidence of staff 'buy in' to the Development Plan. KA explained that all school development planning relates to the school development plan. For example, the SEN development plan mirrors the objectives of the school plan. Consequently, the SDP is constantly referenced and at the forefront of all development throughout the school.</p> <p>Governors approved this latest update of the School Improvement Plan.</p>		
10.	Governor updates since last meeting	<p>KA explained that the PE and Sport Funding Plan had been written by Nikki Scovell, the PE lead. Sport Premium funding has:</p> <ul style="list-style-type: none"> • financed the work of Rachel Mills, the partnership Sports Coordinator. Rachel provides specialist PE input, facilitates staff training, and arranges opportunities for the children to engage in competitive sport. • provided training so that staff can deliver 'Real PE'. This is a PE teaching programme that is underpinned by the belief that healthy active children achieve more https://realpe.co.uk • provided a high-quality sound system in the Hall. This is used to support dance and gymnastics sessions. • repaired some of the broken or unsafe sports equipment • invested in PE equipment such as the new playground activity equipment. • provided 'Bikeability' courses. Bikeability is now organised after school in the evening. This prevents disruption to lessons and enables more children to participate. <p>A Governor asked if PE staff training is embedded. KA felt that it was. For example, the 'Real PE' programme requires teachers to maintain strict</p>	<p>Governor Reports/updates, other governor Monitoring Reports/updates, and external notes of Visit (not covered elsewhere on the agenda)</p> <p>Learning, Teaching, and Inclusion</p> <p>10.1 PE and Sport Funding Plan - Mid Year Review - HT</p>	

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		<p>adherence to a plan. The plan reduces workload, ensures consistency and a provides a shared teaching experience.</p> <p>KA explained that Hannah Mayall will become PE lead next year and she will take the plan forward in September.</p> <p>Governors felt that the PE spending plan had increased the number of children undertaking sporting activity, had engaged those who would not otherwise be active and has provided variety and choice.</p> <p>KA explained that the SEND plan had been written by Sarah Gardner (SENCO). KA reminded colleagues that much of the funding supports Sarah’s work and provides the non-contact time for her to specialise in several activities. It gives her time to provide one-to-one staff training in, for example, the use of pupil profiles and it increases her capacity to deliver interventions in the classroom. It enables her to support Team Around the Family meetings and to write EHCPs.</p> <p>A Governor noted that one of the objectives in the plan was ‘to move closer to national averages. He asked for an explanation. KA explained that the comment reflects a desire, throughout the school, to ‘raise the bar’ for SEN children. As each child has a different need, a group average or a numeric GLD target would be meaningless. This comment might more helpfully read ‘we aim that each SEN child achieves their personal target’.</p> <p>KA explained that there are 92 service families in the school. Much of the Service Premium funding supports the work of Toni Summer, the family support outreach worker. Toni is particularly active in the service community. The school has also invested in Classroom Manager programme. This enables staff to identify any learning deficits that mid-year service arrivals might have. The school has a Buddy Club for the children of deployed parents and the funding has provided bespoke staff mental health training. This training has focused on the challenges faced by service children. KA added that two children have recently won a national service-related poetry competition.</p> <p>A Governor noted that attainment data suggests that service children are out-performing non-service children. He asked if there were any service premium strategies or activities, that could cross-over to non-service children. KA felt that there was a natural exchange of ideas and attitudes between the two</p>	<p>10.2 SEND funding strategic Plan - Mid Year Review</p> <p>10.3 Service Premium Funding Strategic Plan - Mid Year Review</p>	


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		<p>groups of children. Service children often move to different locations and schools, and this tends to make them more resilient. There is qualitative evidence that non-service children have absorbed and now share this increased sense of confidence.</p> <p>There are currently 26 children at the school in receipt of the Pupil Premium. The Pupil Premium plan has been written by Sarah Gardner. Sarah has a strategic oversight of Pupil Premium, attendance, and SEN and is able to bring together these overlapping elements. PP children sometimes have attendance or SEN issues and this 'joined-up' approach to support and care is invaluable. Sarah's work attempts to minimise the barriers that prevent PP children making progress. She meets with families, manages the school attendance strategy and organises, for example, attendance by PP children at summer holiday camps. Sarah is also active in the delivery and monitoring of 'quality first teaching' training.</p> <p>A Parent Governor commented that the community has great confidence in the work of Sarah and her team. Parents know that issues will be resolved quickly, impartially and without fuss.</p> <p>KA confirmed that the school will be fully staffed in September 2022. She is not anticipating any further resignations before May 31st.</p> <p>KM visited school on May 16th. He undertook pupil voice conversations, reviewed pupil workbooks, and examined classroom displays. He reports that the visit was positive. Children spoke enthusiastically about their lessons and the classroom displays all met the requirements of the school policy. He felt that there was a 'buzz about the place'.</p> <p>KA feels that the Teacher Working Hours Audit is inconclusive. Only 9 of the 13 teachers returned the audit and many had omitted sections. Others put their mark on the dividing line between 'agree' and 'disagree'. Teamwork and collegiality received a very positive response whilst work-life balance received a universally negative response. KA feels that the audit merely reinforces the view shared by all teachers that 'there are never enough hours in the day'. KA was able to identify several strategies such as live marking and the purchase of resource rich learning programmes that have significantly reduced staff workload this year. She added that 'little things' like tea and coffee, pleasant toiletries and staff social events seem to have the biggest impact on morale.</p> <p>ES visited school on 24th March to consider the staff well-being survey. The sense of collegiality in this survey was also strong. Responses suggest that there</p>	<p>10.4 Pupil Premium Funding Strategic Plan - Mid Year Review</p> <p>Staffing Recruitment, appointments, and any other staffing issues.</p> <p>10.5 Teacher working hours audit results</p> <p>10.6 Governor Monitoring Report</p>	

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		<p>is a need for ICT training for the less confident and the slowness and unreliability of staff laptops is causing some frustration.</p> <p>The eleven-class budget is operating and live. KA reminded colleagues that the budget allows for the recovery of the historic deficit over the next four years. If there is an unexpected or unplanned expense, school leaders can ask OCC to defer or reduce a payment. This provides some additional flexibility.</p> <p>KM reminded Governors that the Education Skills and Funding SRMA report had proposed fewer classes, increased pupil numbers per class and a reduction in staff hours. The subsequent growth and improvement of the school following this audit vindicates the rejection of these findings.</p> <p>Governors report that the afternoon sessions at The Hangar are increasing in popularity</p>	<p>- 24.03.2022 - Staffing</p> <p>Finance 10.7 Period 1 Budget Monitoring 10.8 School Financial Recovery Plan (submitted to LA)</p> <p>Premises (Excluding Health and Safety) Premises issues to report to Governors 10.9 2022-23 Transport Plan - (Deferred to July meeting)</p> <p>Community 10.10 Governor Monitoring Report - 16.03.2022 - Hang at the Hanger</p> <p>10.11 2022.05.11 - Governor Monitoring Report - SATs (1) 10.12 2022.05.11 - Governor Monitoring Report - SATs (2) 10.13 2022.05.11 - Governor Monitoring Report - SATs (3)</p>	
11.	Safeguarding	<p>KA has needed to report a racially motivated incident to OCC. Staff have followed the formal established procedure and the parents of the child have been supportive throughout this process. The issue is now considered closed.</p> <p>SD undertook a safeguarding monitoring visit in March and will return in June. She reports that the school has an energetic and active safeguarding culture. Staff are vigilant, attentive, and respond to any issue with alacrity.</p> <p>KA confirmed that all actions identified by the annual OCC safeguarding audit are in hand.</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> <p>12.1 Governor Monitoring Report - 24.03.2022 - Safeguarding</p>	
12.	Health and Safety	<p>MC visited school earlier and observed that three different accident books were operating in parenthesis. He asked that this be reviewed.</p>	<p>Any H&S incidents to report to Governors.</p> <p>12.1 Governor Monitoring Report</p>	

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		There were no other Health and Safety issues to report.	- 17.03.2022 Health and Safety	
13.	GDPR	There have been no GDPR issues to report. <i>ES will make a GDPR monitoring visit and meet with Gill Lock on 26th May</i>	Any issues/breaches since the last meeting Update from GDPR Governor	
14.	Governor Business and Communications	The two Parent Governor vacancies have been advertised in school communications. Kelly Mahon was formally appointed to the Board as a Co-opted Governor	Agree key meeting messages for community communication	
15.	Governor Training Update	<ul style="list-style-type: none"> • Kayleigh Anstee has attended school data training (19th April) • Mike Caffrey attended Health and Safety, the role of the lead governor (17th January) • Kelly Mahon has attended Governor Induction A and B (21st May) • Kevin Moyes has attended Advanced Level 3 DSL training (19th May) • Kevin also attended Successful Chairing (8th March) • Emma Smith attended Benchmarking Training (10th March) • Natalie Stone attended GDPR Essentials (13th March) • Jonathan Smith attended the Clerks' Briefing (19th May) • Sian Doyle will attend lead safeguarding governor training (22nd June) • Emma Smith will attend training on the appraisal process (June 29th) • Kelly Mahon will attend safeguarding training in June 	<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> <p>Update Pupil Data training - all Governors with Rachel Caseby</p>	
16.	Policies Review/for approval (as per policy schedule)	<p>KA explained that many of the policies to be reviewed at this meeting are standard OCC policies. She has amended them to bring them up to date. For example, the contact details of named staff have been revised. NS advised that the assessment policy may be further amended in September 2022.</p> <p>The Capability of Staff Policy 2022 The Assessment Policy 2022 The Children with Health Needs who Cannot Attend School Policy 2022 The Inclusion - Children We Care for Policy The NQT (ECT) Policy 2022 The Staff Discipline, Conduct and Grievance Policy 2022 The Primary Relationships and Health Policy 2022</p> <p>Were approved by the Board</p>	<p>16.1 Update Policy Tracker - May policies for review</p> <p>16.2 Capability of Staff Policy 2022 16.3 Assessment Policy 2022 16.4 Children with Health Needs who Cannot Attend School Policy 2022 16.5 Inclusion - Children we Care for Policy 16.6 NQT (ECT) Policy 2022 16.7 Staff Discipline, Conduct and Grievance Policy 2022</p>	

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			16.8 Primary Relationships and Health	
17.	<p>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 and other relevant topics</p>	<p>Several end-of-year self-review and monitoring documents will be presented at the next meeting.</p>	<p>Provisional outline of SDP targets for next year Review Computing Code of Conduct Review and discuss Residential visits and approve planned Residential Visits for the year after next Termly Report on meeting with SENCO -SEND/PP and other vulnerable groups provision effectiveness / includes HT report Report on annual inspection of premises and grounds including reporting on security and on monitoring of energy and utility bills to support sustainability Present draft end of year Community Report - for Governor discussion Conduct self-review of governing body effectiveness: include succession planning, training needs and review of all governance policies if applicable. Consider Governance objectives for the year - SDP Target</p> <p>July Transport Plan</p>	
18.	<p>Governor Communication</p>	<p>Governors feel that the next letter from Governors should include:</p> <ul style="list-style-type: none"> • Changes to the school day proposed for September 2022. The message should reinforce the fact that staff, parents and children support the change. • Parent Governor recruitment • Improvements to the school environment 		

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18.	Meeting Impact	Governors enjoyed meeting in person at school. There was an adjustment to the dates of the last two FGB meetings of the year (see below)		
19.	Dates of next meetings - 5.30pm in school	Monday 13th June 2022 Written Headteacher Report Required Monday 11th July 2022		

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