



GATEWAY PRIMARY SCHOOL

Lifelong love of learning

Meeting of the Full Governing Board: Monday March 7th 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	KM welcomed all to the meeting. The meeting was held at school. The meeting was quorate and was chaired by Kevin Moyes.		
2.	Apologies for absence	Apologies were received and accepted from Rob Leach, Sue Polly and Craig Drew.		
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	The Minutes from the FGB held on January 20 th , 2022, were approved by the Board. All outstanding actions from the log are included in this agenda.	5.1 Minutes of FGB Meeting January 20 th 5.2 Action Log - Note all outstanding Actions included in the agenda	
6.	Matters arising not covered on the agenda	No		

Item No	Topic	Minute	Document Reference	Action
7.	Headteacher Written Report	<p>KA circulated her written report to Governors before the meeting. The key issues identified are:</p> <ul style="list-style-type: none"> • There are 246 children on roll • 2 children will soon join the school on a six-week managed move. One of the children has an EHCP and the other has an EHCP pending. The school has a robust plan in place. • It has been necessary to exclude a child for 1.5 days. The child is now back in school and is being closely monitored. • The school closed during Storm Eunice (February 18th). The site is dominated by tall trees, and it was not possible to guarantee safety. Remote learning was made available. • The school is fully staffed. • Staff absence between January and February was relatively high. However, it has reverted to expected levels post half-term. • 120 pupils have 100% attendance. • Staff mid-year appraisals are underway. TA appraisals are also taking place. The pandemic has necessitated an adjustment to some of the targets set in September. • A fire drill has taken place. Full evacuation was achieved in less than 3 minutes. Only a few minor adjustments to the evacuation procedure have been necessary, and these have been shared with all staff. • School trips to Hill End, Cotswold Farm Park, Cogges Farm and Jonathan's Jungle. Planned swimming lessons have restarted. • The Parent Association has organised a very successful and well-attended school disco. • Gateway school will lead a staff training INSET on 'challenge in mathematics' later in the term. Staff from CPS will also attend. <p>A Governor asked if the school would receive financial support for the two children joining Gateway on a managed move. KA explained that she was attempting to secure funding. The host school has received the original support funding associated with these children and has invested it in additional staffing. The host school is unable to transfer this funding, or the staff, to Gateway for six weeks. KA hopes that a solution can be found.</p> <p>A Governor asked if the resignation of the receptionist provided an opportunity to restructure the office. KA explained that she was considering an alternative structure and that the job description of the post, when advertised, is likely to be revised.</p> <p>A Governor asked if TAs have appraisal objectives at the moment. KA explained that they do not. Each TA will be encouraged to negotiate two objectives. One</p>	7.1 Written HT Report to include attendance, incident reports and progress with the School Development Plan - HT	



Item No	Topic	Minute	Document Reference	Action
		<p>objective will relate to career growth and skill development.</p> <p>A Governor asked for further explanation of the comments made by Jane Ratcliffe (OCC School Improvement) regarding topic books. KA and NS explained that Jane had been impressed with the Maths and English books examined during her visit. These were thoroughly assessed, consistently presented and served as a 'shop window' to a vibrant core curriculum. The topic books do not reflect this level of quality. KA explained that the core subjects have been the focus of attention this year and it had been necessary to invest time, energy and resources into mathematics and English. Topics tend to be taught in the afternoon following an intensive morning of core subject teaching and colleagues do not always maintain comparable rigour in these sessions. KA explained that senior staff will now focus on the non-core subjects and staff are aware that 'topics are next on the list'. School leaders feel that History, Geography, Art and PE are ready to move forward to the next stage but that other non-core subjects will require more support. Staff training and INSET is planned, and this will be supported by a thorough programme of monitoring. Governors will be invited to participate in this process.</p> <p>A Governor asked if there had been any developments regarding the admissions consultation initiated by Burford school. KA explained that the Burford entry hierarchy continued to place non-Burford Partnership primary school children at the bottom of the list. As a result, 32 children from primary schools in Carterton, including Gateway, have recently moved to Burford partnership primary schools, to secure a place. Non-partnership schools are campaigning 'en bloc' for this arrangement to change. As Carterton Community College continues to improve, the demand for places at Burford may be reduced.</p> <p>A Governor asked if parent consultations will henceforth be face-to-face. KA confirmed that they will be.</p> <p>A Governor asked what message would be given to parents at these events. KA explained that there will be a consistent message about attainment (how children are performing), progress and any pastoral issues. Parents will be encouraged to look at books and to admire the classroom where their children are taught.</p> <p>A Governor asked KA if she had any concerns should OFSTED visit this term. KA and NS confirmed that the school was 'OFSTED ready'. There is a need to 'polish' non-core subjects so that they shine as</p>		



Item No	Topic	Minute	Document Reference	Action										
		brightly as core subjects. However, senior staff can provide evidence that this work is in-hand and it will, given time, be successful. The work of the SEND department tends to be subsumed into the culture of the school and does not always 'stand up to be counted'. It will be necessary to distil case studies and examples of good practice to illustrate the excellent work of the SEN team. KA added that the OFSTED experience of many of the staff at the school had, in the past, been negative. There was understandable trepidation in some quarters.												
8.	Update from the Chair	KA explained that she still attends the OCC 'Covid Call' on Tuesday mornings. There have been few pandemic related developments to report over the last few weeks. However, the forum is now used by Headteachers to share other issues.	General Oxfordshire Governance issues and any correspondence - verbal update.											
9.	School Improvement	<p>The SEF judgements remain:</p> <table border="1"> <tr> <td>Quality of Education</td> <td>Requires Improvement (on the cusp of 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>Governors approved the latest revisions to SEF</p> <p>The School Improvement 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>Most of the SDP is yellow and green. The red areas relate to enhancing the subject knowledge of teachers, upskilling TAs, ensuring robust classroom assessment, the establishment of coaching partnerships and arranging a mathematics information evening for parents.</p> <p>Governors approved this latest update of the School Improvement Plan</p>	Quality of Education	Requires Improvement (on the cusp of 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	Requires Improvement (on the cusp of Good)													
Behaviour	Good													
Personal Development	Good													
Leadership and Management	Good													
EYFS	Good													
10.	Governor updates since last meeting	<p>A member of staff has recently started maternity leave. A plan to cover this absence is in place. Two TAs are set to leave the school in July.</p> <p>The new senior staff structure proposal features four senior leader posts:</p> <ul style="list-style-type: none"> TLR with responsibility for EYFS and Assessment. Oversight of both EYFS classes TLR with responsibility for English and oversight of three KS1 classes 	<p>Governor Reports/updates, other governor Monitoring Reports/updates, and external notes of Visit (not covered elsewhere on the agenda)</p> <p>Staffing Recruitment, appointments,</p>											



Item No	Topic	Minute	Document Reference	Action
		<ul style="list-style-type: none"> • TLR with responsibility for Curriculum and Assessment and oversight of three lower KS2 classes • TLR with responsibility for mathematics and Assessment and oversight of three upper KS2 classes. <p>The additional cost of the new structure will be £5,646 pa (for both posts). KA feels that the new structure will motivate the post-holders and will result in them having direct accountability for a key school development area. It will create a leadership team with true delegated responsibility. However, KA noted that the budget is ‘tight’ and it may be necessary to defer the implementation of the structure until 2023-4.</p> <p>Governors are very keen to keep this option ‘on the table’. OCC will allow the school to operate with a deficit budget in the short term if it can present a break-even budget within three years. After three years, many variables will change. Staff will leave the school and others will join, new houses in Carterton will be occupied by families with young children, and more service personnel will be deployed to RAF Brize Norton. <i>Governors feel that the proposed staff structure will safeguard many of the school improvements made thus far and should not be dismissed at this stage.</i></p> <p>KA explained that Gill Locke is currently modelling three different budgets based on a 9, 10 or 11 class structure in September 2022. EYFS numbers for September 2022 are yet to be confirmed and will not be known until after Easter. Governors feel that the 11-class structure guarantees the progress made over the last year. Any other model will require mixed year group classes and this arrangement will undermine the improvements made in teaching and learning recently. However, it will be hard to sustain 11 classes if EYFS numbers in September 2022 are low. Governors will ask Gill Locke to present the budget models at a single agenda, FGB meeting to be held at 1pm, at school, on April 25th. <i>KM reminded the Board that it is the responsibility of Governors alone to set and approve the budget</i></p> <p>The SFVS return to OCC has been ratified by the Board</p> <p>The Teacher’s Pay Policy was approved</p> <p>The budget meeting on April 25th will also consider the purchase of OCC traded services in 2022-3</p>	<p>and any other staffing issues. 10.1 Teacher working hours audit feedback - HT 10.2 Costed Leadership Team plan (English and mathematics TLR positions) - HT</p> <p>Finance 10.3 Period 10</p> <p>budget report 10.4 School/class structure review (costed) 10.5 Initial 2022-3 Budget Preparations overview - HT/CD 10.6 SFVS submitted - 31.01.2022 10.7 Review Staff Pay Policy - HT 10.8 Proposal on purchase of External (OCC) Services - CD 10.9 Report on review insurance arrangements and premises costs - MC 10.10 Review Charging and Letting Policy - MC</p>	



Item No	Topic	Minute	Document Reference	Action
		<p>Mike Caffrey has reviewed the insurance services procured. He feels that the school has appropriate cover and enjoys good value for money</p> <p>CD is developing the Finance Working Group</p> <p>MC will meet with Gill Locke on Thursday 10th March to discuss several premises issues including a long-standing broken fence.</p> <p>Neighbours continue to complain about the parking situation around the school in the morning and evening. The local PCSO has been contacted and he/she regularly visits. KA has posted advisory notices on the school Facebook page.</p> <p>There was some minor damage from Storm Eunice but not enough to make an insurance claim</p> <p>KA explained that there are significant Sports Premium Fund monies to allocate (£18,000). The school will invest in the EYFS outdoor learning area and will purchase other outdoor sports, fitness and play equipment.</p> <p>Governors toured the EYFS area before the meeting. Governors confirmed that they support the knock-through building plans proposed. These will create a large, open plan learning area that will facilitate the new EYFS curriculum.</p> <p>Learning and teaching issues are included in item 7</p> <p>NS presented the Effectiveness of Assessment Report. The key points were:</p> <ul style="list-style-type: none"> • An assessment handbook has been produced. This includes an assessment schedule for the year and standardised tests that are to be used at the allotted time by staff. • The school has invested in Classroom Monitor https://www.classroommonitor.co.uk • Classroom Monitor enables staff to process the result of any assessment. It produces a user-friendly report that teachers can activate and print off at regular intervals. Staff are thus able to self-monitor the effectiveness of learning in their classroom. • Pupil Progress meetings are used to dig deeply into the assessment data. The meetings are very thorough and consider all children in danger of falling below the expected level. 	<p>Progress on setting-up of Finance Working Group to review DfES report actions - CD</p> <p>Premises (Excluding Health and Safety) Premises issues to bring to the attention of Governors.</p> <p>0.11 EYFS visual plans Learning and Teaching and Inclusion Issues to bring to the attention of Governors not covered in the Headteacher's Report.</p> <p>10.12 Report on effectiveness of assessment procedures</p>	<p>CD</p> <p>MC</p> <p>KA</p>

Item No	Topic	Minute	Document Reference	Action																				
		<ul style="list-style-type: none"> Moderation exercises involving partner schools are planned. It is likely that the six assessment points currently in use, will be reduced to three per year. <p>A Governor asked if all staff are a confident in the use of Classroom Monitor. NS explained that the platform is used effectively to record mathematics and English assessment decisions but less intensively elsewhere. Staff INSET is planned and specific Classroom Monitor training will be arranged for any individual members of staff who need support. NS has completed an informal survey that identifies staff confidence (or otherwise) in the school’s assessment regime and this information will enable school leaders to develop greater consistency.</p> <p>KA circulated the February Pupil progress and attainment data to Governors before the meeting</p> <table border="1" data-bbox="448 835 1106 1043"> <thead> <tr> <th>Area</th> <th>Working at age related expected level or above (all children) %</th> <th>Working at age related expected level or above (service premium) %</th> <th>Working at age related expected level or above (FSM)%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62</td> <td>66</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>52</td> <td>58</td> <td>17</td> </tr> <tr> <td>Mathematics</td> <td>59</td> <td>59</td> <td>33</td> </tr> <tr> <td>Combined</td> <td>44</td> <td>47</td> <td>13</td> </tr> </tbody> </table> <p>A Governor asked if there was any evidence that the pandemic had negatively affected progress and attainment. KA explained that writing appears to have been the area most affected by the pandemic. During the remainder of this year, teaching staff will focus on pushing all marginal children beyond the age-related expectation threshold in writing.</p> <p>A Governor asked if boys were performing less effectively than girls. KA explained that the raw data suggests that this is the case. However, there are more boys than girls in the school giving greater opportunity for the data to be skewed by extreme results. The data is not weighted and, for example, there are more boys on the special needs register</p> <p>KM circulated several questions relating to the data. KA will include her answers to these questions in her final assessment strategy report.</p> <p>A Governor asked how the February data compared to the Autumn data. KA felt that the data was slightly less favourable. However, the statistical difference is not significant. KA and NS agree that some staff are erring on the side of caution and requiring evidence of absolute comprehensive achievement before awarding an ‘expected level’ verdict. They are concerned that an inflated decision may not be achieved at the following assessment window. This</p>	Area	Working at age related expected level or above (all children) %	Working at age related expected level or above (service premium) %	Working at age related expected level or above (FSM)%	Reading	62	66	25	Writing	52	58	17	Mathematics	59	59	33	Combined	44	47	13	<p>10.13 a-d: Full school data (Agreed Governor Format) including groups breakdown and narrative</p>	<p>KA</p>
Area	Working at age related expected level or above (all children) %	Working at age related expected level or above (service premium) %	Working at age related expected level or above (FSM)%																					
Reading	62	66	25																					
Writing	52	58	17																					
Mathematics	59	59	33																					
Combined	44	47	13																					



Item No	Topic	Minute	Document Reference	Action
		<p>will imply that the children have ‘gone backwards’ on their watch.</p> <p>The proposed revision of the school day will bring it in line with neighbouring schools who all have a longer teaching day. It will give afternoon lessons parity with the morning session and will obviate the tendency for afternoon lessons to have a less rigorous dynamic. However, the proposal will increase staff costs and TAs will be required to work an additional 1hr 15 min each week. Moreover, it will affect break times and lead to a longer teaching day. After school meetings will finish later and this could have an impact on staff well-being and workload. KA feels that it is prudent to delay the introduction of a new school day until September 2023. This will allow time for consultation with staff and families. Governors agree.</p> <p>The visions and values of the school have been developed and strengthened recently and Governors feel that they are clear, relevant, and are embedded in the culture of the school. The Board therefore agreed to defer any further development of the vision and values of the school until the new academic year. Families joining the school for the first time in September 2022 will be able to contribute fresh ideas to the debate. OFSTED may also visit before the end of the year and a revision of the school’s visions and values is likely to be appropriate following this event. By September 2022, the school should be free of the last Covid restrictions, and this will enable the necessary face to face meetings to take place.</p> <p>The previous ‘Hang out at the Hangar’ attracted ten families. The 8.45 am starting time seems more popular. A further Hangar session is planned for Wednesday 16th March at 8.45am.</p>	<p>10.14 Proposal for new school day arrangement (8.45-3.15)</p> <p>10.15 2022.02.07 LA SIP NOV report</p> <p>Mid-year Impact and Budget Reviews: 10.15 PE and Sport Funding Plan 10.16 SEND funding strategic Plan 10.17 Service Premium Funding Strategic Plan -</p> <p>Community Progress with the development of Community Engagement Working Groups to discuss vision and values 10.19 The 2022-23 Transport Plan</p> <p>10.20 2022.01.09 Governor Monitoring Report -Hang out at the Hangar</p>	
11.	Safeguarding	<p>KA explained that the Localities Team was once more accepting no-names consultations.</p> <p>A robust E-safety letter has gone home. There is some evidence that children are visiting adult gaming sites and using Tik Toc inappropriately.</p>	Any anonymised safeguarding issues to report to Governors	
12.	Health and Safety	KA explained that the Covid risk assessment remains a live document. CO2 monitors are in use, rooms are well-ventilated and handwashing routines continue.	Any H&S incidents to report to Governors. Any issues to report relating to the Covid-19 Risk Assessment	
13.	GDPR	<p>There have been no GDPR issues to report.</p> <p>ES confirmed that her GDPR monitoring visit had been successful</p> <p>MC is reviewing several risk assessments</p>	<p>Any issues/breaches since the last meeting 13.1 2022.02.10 Governor Monitoring - GDPR</p>	



Item No	Topic	Minute	Document Reference	Action
				MC
14.	Governor Business and Communications	<p>Governors agree that the message of the next community newsletter will be</p> <ul style="list-style-type: none"> • Positive growth • Upward and improving trends • The reestablishment of enrichment activities post pandemic • Activities in the Hangar and the school's wrap-around care <p>KM will visit school on March 15th to monitor EYFS and topic books amongst other issues</p> <p>ES has volunteered to produce a new Governor induction pack</p> <p>Governors agreed to meet informally between meetings to discuss any general issues and to bond.</p> <p>KM confirmed that an Associate Member is likely to join the Board in April.</p> <p>ES will become lead Governor for staffing and whistleblowing.</p> <p>SD will become lead Governor for safeguarding and inclusion.</p>	<p>Any recent developments Upcoming Governor Monitoring: 10th March 2022 - MC - review actions of previous H&S visit, any outstanding OCC actions, and risk assessments/H&S documentation 15th March 2022 - KM - Governor Learning Walk to include: Safeguarding, Behaviour, Data, EYFS, learning environment and books. Agree Key messages for post FGB communication Ideas for bringing FGB Team together/ensuring we are joined up etc. Agree change of lead governor roles: ES - Staffing and Whistleblowing Governor and SD - Safeguarding and Inclusion Governor</p>	<p>MC</p> <p>KM</p> <p>KM ES All Gov</p> <p>ES SD</p>
15.	Governor Training Update	SD will forward her safeguarding training certificates to KM.	<p>Governor training undertaken or planned since last meeting. Reports/knowledge sharing on training undertaken since last meeting</p> <p>15.1 Updated Governor Training Tracker - check all training including GDPR is up to date</p>	SD
16.	Policies Review/for approval (as per policy schedule)	There were no policies to review at this meeting.	16.1 Updated Policy Tracker	
17.	Items for the next FGB Meeting 25 th	<p>April 25th @ 1.00pm: 2022-3 Budget approval</p> <p>May 25th @ 5.30 pm: Teacher working hours audit feedback</p>	Review final out-turn position and approve budget	



Item No	Topic	Minute	Document Reference	Action
	April and 17 th May 2022	PE and Sport Funding Plan - Mid Year Review SEND funding strategic Plan - Mid Year Review Service Premium Funding Strategic Plan - Mid Year Review The 2022-23 Transport Plan		
18.	Meeting Impact	<p>Governors discussed the effectiveness of this meeting. There was agreement that:</p> <ul style="list-style-type: none"> the tour of the school before the meeting enabled Governors to see classrooms and get a good 'feel' of the school a face-to-face meeting is far more effective than a Zoom meeting. new Governors are gaining confidence and more challenging questions are being asked. <p>KM will contact those Governors who have not attended the last two meetings to check that all is well.</p>	<p>Discuss effectiveness of meeting/impact</p> <p>What worked well?</p> <p>What worked less well?</p> <p>What should be different next time?</p>	KM
	Dates of next meetings - 5.30pm in school	<p>25th April 2022 (Budget Approval Only)</p> <p>17th May 2022 - Written Headteacher Report Required</p> <p>7th June 2022</p> <p>12th July 2022- Written Headteacher Report Required</p>		