



# GATEWAY PRIMARY SCHOOL

Lifelong love of learning

Meeting of the Full Governing Board Thursday 20<sup>th</sup> January 2022 17.30 to 19.30

## Governors Present

- Kevin Moyes (KM) - LA Governor and Chair of Governors
- Kayleigh Anstee (KA) Headteacher
- Emma Smith (ES) Co-opted Governor
- Craig Drew (CD) Co-opted Governor
- Natasha Stone (NS) Staff Governor.

## Also in Attendance

- Jonathan Smith (JS) OCC Governor Services

Item No	Topic	Minute	Document Reference	Action
1.	<b>Welcome</b>	KM welcomed all to the meeting. The meeting was online.  The meeting was quorate and was chaired by Kevin Moyes.		
2.	<b>Apologies for absence</b>	Apologies were received and accepted from Mike Caffrey, Sian Doyle and Sarah King		
3.	<b>Urgent Additional Items</b>	There were no urgent additional items.		
4.	<b>Declarations of Interests</b>	No new interests were declared		
5.	<b>Approval of FGB Minutes</b>	The Minutes from the FGB held on December 6 <sup>th</sup> , 2021, were approved by the Board.  All outstanding actions from the log are included in this agenda.	5.1 Minutes of FGB Meeting 6 <sup>th</sup> December 2021 5.2 Action Log - Note all outstanding Actions included in the agenda	
6.	<b>Matters arising not covered on the agenda</b>	KA explained that Burford School had recently opened an Admission Policy consultation window. All schools are required to undertake this task every seven years and the Burford policy will become effective in September 2023. The proposed policy includes the categories of children entitled to join the secondary school in year seven. Children who attend Burford Partnership schools have a 'first pick' if they wish to		

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		<p>take a place. Consequently, Gateway parents have in the past withdrawn their children and re-enrolled them at a Burford Partnership school in Year 5, to assure a place at the secondary school (19 children last year). Moreover, the new primary school to be built on Brize Meadows in Carterton, will be a Burford Partnership school. Carterton headteachers feel that this arrangement is unfair as it mitigates against parental free choice. Gateway parents will effectively have no choice as alternative secondaries, other than CCC, are too far away. Mark Smith (St John's) has written a letter on behalf of all the Carterton primaries and the Mayor and Town Council have also responded.</p>		
7.	Headteacher Verbal Report	<p>KA explained that</p> <ul style="list-style-type: none"> <li>• Year 6 are currently on a residential trip to Yeworthy. The children were Covid tested before departure and tests continue whilst in Wales. There are currently 35 children and 5 staff absent with Covid related illness. One class has only 85% attendance. Teachers have been asked to sacrifice their PPA time this week and have demonstrated great fortitude and commitment. The Board thanks them.</li> <li>• There has been one alleged bullying incident. Most of the alleged issues seem to have taken place out of school and involved mobile phone messages. Parents have been invited into school and KA is personally monitoring the situation.</li> <li>• Sadly a 15-year-old student at the CCC has died. This desperately sad news has shocked the whole Carterton community and children at Gateway have been affected</li> <li>• The school has recruited a TA and a member of the teaching staff will start her maternity leave in February.</li> <li>• The pandemic has created unparalleled pressures for Social Services. Referrals are now moving almost immediately from initial assessment to the TAF stage and school is being asked to lead these TAFs. This has increased the workload faced by the SENCO.</li> <li>• There will be 247 children on roll in February</li> <li>• The development of the SEND area is 'on hold'. OCC have asked for architect drawings to be completed (£2,700)</li> <li>• KA has initiated initial conversations about the length of the school day. The Gateway school day is shorter than other local schools. KA is considering 8.45 to 3.15 (currently 8.55 to 3.00) KA will present a more formal plan at the next FGB and she aims to share the proposal with staff in April.</li> </ul>	Verbal HT Report to include attendance, incident reports and progress with the School Development Plan	KA



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		<ul style="list-style-type: none"> <li>Kate McGill (Advisor) will visit school and complete a mathematics book scrutiny. She will lead a 'maths challenge' INSET in term 4.</li> <li>The Bug Club phonics programmes has started. The feedback from parents has been positive and most families have logged on to (and are using) the interactive, phonics at home, section.</li> <li>The English consultant will visit in April to undertake a guided reading walk.</li> <li>The January staff INSET focused on 'Commander Joe' training.</li> <li>Governor monitoring visits this term will include: behaviour for learning, EYFS and general environment (KM), GDPR (MC and ES), cross curricular pupil workbooks (KM) finance (CD)</li> </ul>		
8.	Update from the Chair	The OCC SEND consultation is currently live and will close on March 10 <sup>th</sup> 2022. KA explained that the Carterton Partnership schools are responding en bloc.	General Oxfordshire Governance issues and any correspondence - verbal update.	
9.	School Improvement	KM explained that there had been no changes to either the SEF or the School Improvement and Development Plan since the December FGB meeting.	Agree School Improvement Plan monitoring actions for Spring Term 2022 (as per 9.1 Governor Monitoring Schedule)	
10.	Governor updates since last meeting	<p>KA circulated a 2022 staff restructure proposal to Governors before the meeting. KA explained the leadership team hope to increase the number of classes from 10 to 11 in September. There are currently two classes of 35 children (the norm is 30) and the pressure felt by these class teachers is unsustainable. For example, a parent evening requires an additional two and a half hours of input. KA also explained that she has been forced to turn prospective recruits away.</p> <p>The structure proposes four middle leader posts:</p> <ul style="list-style-type: none"> <li>TLR with responsibility for EYFS and Assessment. Oversight of both EYFS classes</li> <li>TLR with responsibility for English and oversight of three KS1 classes</li> <li>TLR with responsibility for Curriculum and Assessment and oversight of three lower KS2 classes</li> <li>TLR with responsibility for mathematics and Assessment and oversight of three upper KS2 classes.</li> </ul> <p>The mathematics and English leadership roles are new. KA explained that the award of a TLR will motivate the post holders and it will also provide</p>	<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, and any other staffing issues. 10.1 Current staff structure 10.2 Proposed staff structure 2022-2023</p>	



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		<p>direct accountability for leadership of these critical areas.</p> <p>A Governor asked how this new structure will affect the budget. KA explained that the school has several temporary posts and some of these colleagues will probably leave at the end of the year. She will be in a better position to formally cost the plan when the staffing situation is more settled, later in the term.</p> <p>CD added that this new staffing structure would support the view shared by Governors, that the school should 'trade itself' into a stronger position. As the reputation of the school improves and OFSTED 'good' is realised, more students will be recruited, and income will grow. The school needs the extra capacity now, to allow this growth to happen in the future.</p> <p>However, the recent SRMA report reaches a different conclusion <a href="https://isbl.org.uk/school-business-member-services/srma.aspx">https://isbl.org.uk/school-business-member-services/srma.aspx</a> It claims that:</p> <ul style="list-style-type: none"> <li>• Budget calculations based on future increases in pupil numbers are overambitious</li> <li>• That school leaders should use the ICFP tool to identify the optimum feasible curriculum for the number of pupils on roll <a href="https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp">https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp</a></li> <li>• The school should reduce staffing levels to a number more appropriate to a modest increase in pupil numbers.</li> <li>• The number of classes should be reduced to 9.</li> </ul> <p>KA's immediate response to these conclusions are:</p> <ul style="list-style-type: none"> <li>• The school curriculum should be based on the needs of the children not its delivery cost</li> <li>• A reduction in classes would require a blend of one year and mixed year classes creating a discombobulated curriculum offer and a level of complexity that would result in staffing decisions being based on operational rather than learning issues</li> <li>• The physical capacity of the school is 315 children and very recently it has had 290 on roll.</li> <li>• There are several new housing developments under construction in Carterton, with more planned.</li> <li>• There is already evidence that the school's positive reputation is growing.</li> </ul> <p>The Board accepts these arguments but feels it is necessary to 'show its workings'. It has an obligation to explore these issues. The report cannot simply be ignored. KA will work on an outline plan explaining how a nine-class structure might work. The plan will</p>	<p>Finance Review net capacity of the school 10.3 Budget overview - CD 10.4 Dfe External Finance Audit Report 10.5 Dfe External Finance Audit Report Costings 10.6 3 Year Costed Plan for School Meals - CD</p>	<p>KA</p>



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		<p>identify the key problems that could make it untenable. KA will share her thoughts with Governors at the March FGB meeting.</p> <p>CD explained that the budget is balanced but very 'tight'. There is no capacity to fund capital projects and the recent, unavoidable, repairs to the boiler (£7,000) were funded from the revenue budget. The bungalow is underutilised, and it may be necessary to invest in advertising to increase lettings.</p> <p>CD explained that the Catering plan is currently 'on hold' due to the shortage of capital funding. The kitchen building works can only be commissioned if other building projects are postponed. Governors are likely to have diverging opinions about this. This issue can be discussed at subsequent FGB meetings.</p> <p>A Governor asked how Covid had affected the financial position of the school. KA explained that lettings had not been affected and that the Hall was fully booked all week. Covid-related staff cover expenditure has been low. Cover has tended to be organised in-house and the school has also been able to make insurance claims for Coronavirus related absence. It has, however, been necessary to reduce the range of after-school clubs available.</p> <p>KM reminded colleagues that the annual SFVS audit will be forwarded to OCC at the end of January. The draft audit will be circulated to Governors for comment in due course.</p> <p>KA presented the December 2021 pupil attainment and progress data. The headlines are:</p> <table border="1" data-bbox="448 1312 1102 1503"> <thead> <tr> <th></th> <th>Boys (ARE plus)</th> <th>Girls (ARE plus)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>49%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>57%</td> </tr> </tbody> </table> <p>6% of SEN children are working at (or above) their age-related expectation in writing, 11% are ARE+ in reading and 19% are ARE+ in mathematics.</p> <p>65% of service children are working at age-related expectations (or above) in mathematics. 47% of non-service children are working at this level.</p> <p>63% of service children are working at age-related expectations (or above) in reading. 48% of non-service children are working at this level.</p> <p>47% of service children are working at age-related expectations (or above) in writing. 40% of non-service children are working at this level.</p>		Boys (ARE plus)	Girls (ARE plus)	Reading	51%	67%	Writing	41%	49%	Maths	60%	57%	<p>Premises (Excluding Health and Safety) 10.7 Long-term Premises and Maintenance Plan - HT</p> <p>Learning and Teaching and Inclusion 10.8 ASP Report and discussion. Pupil Progress and attainment against national performance. To include significant variances and the performance of pupil groups (SEN, PP Forces Premium) - HT</p>	<p>All Gov</p>
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		<p>A Governor asked if KA had any concerns about the data. She commented that the levels of progress had been greater in September and October than those recorded in November and December. She explained that the entry level activities in most curriculum areas (especially mathematics) are less rigorous than those faced later. Moreover, staff assessing work may have erred on the side of caution, thinking that the reduced levels of progress at Christmas implied that their earlier assessments had been too generous. She expected progress levels to even out by February. However, she accepts that the turbulence created by Covid will have had some impact.</p> <p>KA feels that six data points a year may be too many.</p> <p>The re-established Parent Association is meeting on 20<sup>th</sup> January.</p> <p>A parent survey was completed in October and a staff survey was undertaken in November. As the Student Council is functioning again, a pupil survey can take place in March or April. KA will circulate the staff working hours survey later in the term.</p>	<p>Community Progress with the development of Community Engagement Working Groups to discuss vision and values</p> <p>Agree Community Engagement Plan: timing of Parent, Pupil and Staff Surveys Governor Involvement?</p>	KA
11.	Safeguarding	There are no issues to report to Governors	Any Safeguarding issues to report to Governors	
12.	Health and Safety	The Covid risk assessment is a live document, and it has been updated to include this week's Government advice.	Any H&S incidents to report to Governors. Any issues to report relating to the Covid-19 Risk Assessment	
13.	GDPR	There have been no GDPR issues to report	Any issues/breaches since the last meeting	
14.	Governor Business and Communications	<p>The skills audit (minus KM) has been completed. The key areas of deficit are:</p> <ul style="list-style-type: none"> <li>Understanding pupil data and being able to challenge progress and attainment information</li> <li>The operational mechanics of Governor evaluation and monitoring</li> <li>Specialisation and the role of lead Governors</li> </ul> <p>KM added that most of these skills will develop with experience. However, he advised colleagues to seize any relevant training opportunities.</p> <p>The schedule of school events has been shared with Governors. KA invited Governors to attend the weekly awards assembly as this is a great opportunity</p>	<p>14.1 Post KM Skills Audit</p> <p>14.2 Post FGB Governor Community Communication</p> <p>14.3 Calendar of School Events Governors can attend - HT</p>	



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		to see the children at their best and mingle with parents.		
15.	<b>Governor Training Update</b>	<ul style="list-style-type: none"> <li>Sian Doyle has attended GDPR Essentials (7<sup>th</sup> December) and Governor Induction B (6<sup>th</sup> December)</li> <li>Sarah King has attended Early Years Governance (23<sup>rd</sup> November) and Holding the School to Account (17<sup>th</sup> November)</li> <li>Emma Smith attended Governor Monitoring Visits (2<sup>nd</sup> December)</li> <li>Jonathan Smith attended the OCC Clerk's briefing (11<sup>th</sup> January)</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 - check all training including GDPR is up to date</p>	
16.	<b>Policies Review/for approval (as per policy schedule)</b>	The CCTV policy can be approved by KA, it does not have to be agreed by the Board.	16.1 Updated Policy Tracker	
17.	<b>Items for the next FGB Meeting 7<sup>th</sup> February 2022</b>	<p>Teacher working hours audit feedback - <b>HT</b></p> <p>The Transport Plan 2022 - <b>HT</b></p> <p>Headteacher Written Report - <b>HT</b></p> <p>Report on the effectiveness of Assessment Procedure - <b>HT</b></p> <p><b>Mid-year reviews: - HT</b></p> <p>PE &amp; Sport Funding Plan</p> <p>Pupil Premium Funding</p> <p>SEND funding (Strategic Plans), report on any budget implications</p> <p>Equality Plan updated information on meeting objective under the Equalities Act</p> <p>Start work on drafting budget for the coming year;</p> <p>Review Staff Pay Policy (Annual requirement); Agree purchase of external service - <b>CD</b></p> <p>Review insurance arrangements and premises cost</p> <p>Review Charging and Letting Policy - <b>MC</b></p> <p>New school day plan (KA)</p> <p>Costed new LT structure (KA)</p>		
18.	<b>Meeting Impact</b>	<p>In reference to the best practice requirement of 'getting the right people around the table', CD made colleagues aware of a potential new Governor. The prospective appointee is an ex primary teacher and a STEM ambassador for the RAF. KM will contact if possible.</p> <p>Colleagues felt that a postponement of the February meeting will enable senior staff to focus on the operational challenges of this latest phase of the pandemic. Fresh pupil data will be available for the March meeting. Thus, the next meeting will be on March 7<sup>th</sup> at 5.30.</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>	



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	<b>Dates of next meetings - 5.30pm in school</b>	<ul style="list-style-type: none"> <li>• 7th March 2022 <b>Written Headteacher Report Required</b></li> <li>• 25th April 2022 <b>(Budget Approval Only)</b></li> <li>• 17th May 2022 - <b>Written Headteacher Report Required</b></li> <li>• 7th June 2022</li> <li>• 12th July 2022- <b>Written Headteacher Report Required</b></li> </ul>		

