



**GATEWAY**  
**PRIMARY SCHOOL**  
*Lifelong love of learning*

**Minutes - meeting of the Full Governing Board 8<sup>th</sup> November 2021**

**Governors Present**

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

**Also in Attendance**

- Jonathan Smith (JS) Clerk

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1.	Welcome and overview of year	KM welcomed all to the meeting.  The meeting was quorate and was chaired by Kevin Moyes. This was a hybrid meeting with some colleagues, including Kevin, joining online.		
2.	Apologies for absence	Apologies were received and accepted from Susan Polly and Rob Leach		
3.	Urgent Additional Items	There were no urgent additional items.		
4.	Declarations of Interests	No new interests were declared	4.1 Declarations of Interest forms	
5.	Approval of FGB Minutes	The Minutes from the FGB held on October 11th, 2021, were approved by the Board.  All outstanding actions from the log are included in this agenda.	5.1 Minutes of 11 <sup>th</sup> October FGB meeting 5.2 Action Log, October edit-	



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		<p>variance. A more useful response may be gained from designing a closed question that relates to the perceived impact of homework. KA felt that the relatively large ‘don’t knows’ are more important than the ‘disagrees’. KM felt that it is significant that 42% of parents were unable to say if Governors hold school leaders to account. Parents seem to remain genuinely unaware of the work of the Governing Body and this needs correction.</p> <p>Attendance stands at a healthy 96.86%. Chicks, Toucans and Penguins have dipped slightly below the school average. An attendance trophy is awarded to the class with the ‘best’ attendance each week and this is hugely popular and generates a positive and friendly contest each Friday.</p> <p>Parents are now following the formal authorised absence procedure and are submitting written requests well in advance of the date of the activity. Absence letters are sent home when necessary and the school makes follow-up telephone calls when there are concerns about attendance.</p> <p><b>A Governor asked for an explanation of the 23 unauthorised absences.</b> KA explained that parents often approached school with requests to attend activities that have been rearranged after being cancelled last year. The school says ‘no’ but has little power to prevent parents from withdrawing their children to attend these events. She added that many ‘authorised’ activities relate to cancelled medical appointments that have been rearranged during the school day in attempt by health workers to clear the backlog.</p> <p><b>A Governor noted that SEND attendance is 97% while Pupil Premium is 95%. He wondered why.</b> KA felt that the superior SEND attendance levels relate specifically to the excellent trust-based relationship developed between the SENCO and the parents of these children. This relationship is less strong in the case of non-SEND, Pupil Premium children.</p> <p>KA explained that the school has decided to offer a breakfast and after school club in January. This</p>	<p>7.2 Attendance Summary Any other urgent issues</p> <p>Breakfast club and wrap around care</p>	



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		<p>will be in direct competition with 'Bright Start' who have been made aware of the school's plans. They have been invited to respond to this business idea by adjusting their own provision. However, they have declined. KA was able to demonstrate that several 'new' children had joined other local primary schools because 'Bright Start' had no spaces. The parents desperately needed this pre and post school care. Moreover, 'Bright Start' is the most expensive provision in the town. The service offered by the school will be very different. It will have a lower cost per session, it will be totally flexible, and it will include more school-based activity such as reading interventions and catch-up work if appropriate. The school has the space and the staff (mainly TAs) to grow this business.</p> <p><b>Governors support this development.</b></p>																		
8.	Update from the Chair	There are no new updates to report.	General Oxfordshire Governance issues and any correspondence - verbal update.																	
9.	School Improvement Plan - updates since last meeting	<p>The 2021-2 SEF has been updated. The judgements now are:</p> <table border="1" data-bbox="432 1205 1182 1323"> <tr> <td>Quality Of Education</td> <td>Good</td> </tr> <tr> <td><i>Implementation</i></td> <td><i>Good</i></td> </tr> <tr> <td><i>Impact</i></td> <td><i>RI/Good</i></td> </tr> </table> <table border="1" data-bbox="432 1357 1182 1552"> <tr> <td>Behaviour and Attitude</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>RI/Good</td> </tr> <tr> <td>Overall</td> <td>RI/Good</td> </tr> </table> <p>The SDP has also been updated. The plan identifies those objectives that will be achieved by Dec 2021, by April 2022 and by July 2022. The key priorities are to improve the quality of leadership and management, to strengthen teaching and learning and to develop the whole-school curriculum. The document will need to be further adjusted to accommodate the actions from the OCC school review.</p>	Quality Of Education	Good	<i>Implementation</i>	<i>Good</i>	<i>Impact</i>	<i>RI/Good</i>	Behaviour and Attitude	Good	Personal Development	Good	Leadership and Management	Good	EYFS	RI/Good	Overall	RI/Good	9.1 SEF - Updated 9.2 SDP - Updated SDP objective	
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		<p>Kate Thorne, English subject and KS1 lead, shared a detailed report with Governors. The Board learned that the key actions in 2021-2 are:</p> <ul style="list-style-type: none"> <li>• To encourage high quality writing inspired by rich and appropriate texts. These texts are fully integrated into the learning package, they are not stand-alone items.</li> <li>• To include greater challenge in English lesson planning</li> <li>• To promote a love of reading by, for example, establishing reading corners around the school</li> <li>• To continue to use of 'Bug Club' to teach phonics to year 1 and EYFS</li> <li>• To enable each child in KS1 to take home 2 decodable texts each week.</li> <li>• The use of working walls to describe the learning journey. The journey includes the 'Good for Gateway' expectations and a 'non-negotiable' literacy checklist</li> <li>• The use of 'live assessment'</li> <li>• External advice from the Hants CC literacy improvement team.</li> <li>• The continuation of writing standards and expectations in all subjects. For example, a piece of writing undertaken in history will conform to these same principles.</li> </ul> <p><b>A Governor asked if live assessment has been successful. What has been the impact?</b> KA explained that live assessment gives instant feedback enabling children to change direction mid-course. In the past, children had to wait two or three days to receive feedback. By then, the 'moment' had gone. Live assessment also provides an opportunity for staff to celebrate success and to share this with the class. This is very motivating. Kate felt that the strategy had not reduced staff workload overall. However, it had enabled staff to function in a more strategic fashion and as a result, it has been welcomed.</p> <p><b>A Governor asked what obstacles might be faced in the future. Is there anything that is likely to stop the plan succeeding?</b> Kate felt that the whole process needs time. The skills can be relatively quickly taught and then practised but,</p>	<p>Report and presentation from Kate Thorne</p>	



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		<p>inevitably, it will take time for them to become embedded in the learning culture of the school.</p> <p><b>A Governor asked why staff promote cursive writing.</b> Kate explained that nationally there is some debate about the effectiveness of cursive writing. However, staff at Gateway are convinced that it enables children to recognise and learn letter shapes and the connection between letters and words in a sentence.</p>		
10.	Governor updates since last meeting	<p>MC circulated a budget commentary before this meeting. The key points are:</p> <ul style="list-style-type: none"> <li>• The budget balances.</li> <li>• Pupil numbers have the single largest effect on income. There are plans to scale down the number of personnel serving at the airfield, and this could have an impact on pupil numbers. However, new house building in the town may compensate for this reduction.</li> <li>• Staff pay is the largest debit item.</li> <li>• Covid catch-up funding has ended.</li> <li>• The school will hopefully gain more income from letting the bungalow to community groups in the future.</li> <li>• There are a number of school meal providers active in the market and each offers a slightly different service. A supported in-house arrangement is the option preferred by school leaders, but Gill Locke will explore other alternatives.</li> <li>• The school still has an historic overspend to address. OCC will not seek any repayment until the school is OFSTED 'good'</li> </ul> <p>A TA has resigned. She is to take up a promoted position at a neighbouring school. A KS2 teacher will commence maternity leave in February. Both posts will be filled internally.</p> <p>Staff absence is low and Staff Governors report that morale has been boosted by the successful OCC school review. A member of staff is off work with Covid-19.</p> <p>The Asset Management Log has been circulated to Governors. MC explained that the log would need</p>	<p>Governor Reports/updates, other governor Monitoring Reports/updates, and external notes of Visit (not covered elsewhere on the agenda)</p> <p><b>Finance</b> 1Budget overview</p> <p>report relating to the costs of the three-year plan to reinstall kitchens and provide school meals at Gateway - CD</p> <p>Governor Monitoring Report - Review Community Hall bookings/usage /hire agreement and discuss promotion of hall and community engagement - CD</p> <p><b>Staffing</b> Recruitment, appointments, and any other staffing issues.</p>	



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		<p>to be revised and updated in April or June. At this time, several ICT assets will have reached the end of their useful life. MC asked Governors to be aware that a capital replacement expense will be forthcoming.</p> <p>There are no premises issues to report</p> <p>KA explained the key issues regarding the October progress and assessment data. This information will be expanded and included in the written OCC school review feedback.</p> <p>The reading, writing and mathematics combined scores in October 2022 are:</p> <table border="1" data-bbox="608 786 995 1021"> <tbody> <tr> <td>Year 1</td> <td>64%</td> </tr> <tr> <td>Year 2</td> <td>59%</td> </tr> <tr> <td>Year 3</td> <td>35%</td> </tr> <tr> <td>Year 4</td> <td>37%</td> </tr> <tr> <td>Year 5</td> <td>42%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> </tr> </tbody> </table> <p>Attainment in October 2021 is higher in all year groups and in all subjects than it was in October 2020. For example, 79% of children in year 1 are at or above the expected level in mathematics and 90% of children in Year 5 are at or above the expected standard in reading.</p> <p>Writing is the most significant area of deficit. For example, 48% of children in Year 5 and 46% of the children in year 4 are at or above the expected standard in writing.</p> <p>Year 3 seem to have been the group most significantly affected by Covid</p> <p>The Year 6 targets are realistic and achievable.</p> <p><b>A Governor asked if KA was confident that staff had assessed consistently.</b> KA explained that Pupil Progress meetings held in October with each teacher were particularly thorough and professional. Staff had comprehensive knowledge of the strengths, weaknesses and progress of their students. Consequently, she feels that assessment decisions are secure.</p>	Year 1	64%	Year 2	59%	Year 3	35%	Year 4	37%	Year 5	42%	Year 6	50%	<p>10.3 Updated asset management plan</p> <p><b>Premises</b> Premises issues to report to Governors</p> <p><b>Learning and Teaching and Inclusion</b></p> <p>10.5 Data Pack and Groups Data - including with home grown breakdown, focus on inconsistencies with boys' data (in new format agreed). Review Pupil Progress and attainment (including reporting on vulnerable groups)</p>	
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		<p>A Governor asked why data from previous years had not been included. Why is it not possible to identify trends? KA explained that SATS have not taken place for the last two years and it is therefore difficult to make national comparisons after 2018. Moreover, each year cohort has different characteristics and therefore, year to year comparisons tend to compare unlike entities. KA is confident that the school's July data provides a secure starting point. It will be possible to identify trends in the future using this data as a baseline.</p> <p>The School Accessibility Plan requires some fine-tuning. This is in hand</p>	Review of 10.6 School Accessibility Plan	
11.	Safeguarding	<p>There were no specific issues to bring to the attention of Governors.</p> <p>The school's safeguarding action plan has been distilled from the annual OCC safeguarding audit. All actions are now complete.</p> <p>KA reports a recent increase in safeguarding activity. Staff have recently been required to manage two higher level safeguarding referrals.</p> <p>KA confirmed that the school now has a Neglect Action Plan.</p>	<p>Any safeguarding or bullying and racist incidents to report?</p> <p>Safeguarding issues to bring to the attention of Governors</p> <p>11.1 Safeguarding Action Plan Update</p>	
12.	Health and Safety	<p>There have been no Health and Safety incidents or 'near misses' to log. CD explained that the OCC audit had recommended that the school's wheelie bins be stored in a compound to prevent them being used in an arson attack. CD feels that the provision of new bins with lockable lids will obviate this problem quickly and at less cost. The Board agrees.</p> <p>The Covid-19 Risk Assessment remains 'live'. It is constantly updated.</p>	<p>Any H&amp;S incidents to report to Governors.</p> <p>12.1 OCC Health and Safety Audit Letter</p> <p>12.2 OCC Health and Safety Audit Report</p> <p>12.3 Governor Monitoring Report - H&amp;S Workplace checklist</p> <p>Any issues to report relating to the 12.4 Covid-19 Risk Assessment</p>	
13.	GDPR	<p>There have been no breaches to report. CD asked all Governors to complete the ten-minute introduction to GDPR module on GovernorHub and to pass the resulting certificates to Gill Locke.</p>	<p>Any issues/breaches since the last meeting</p> <p>GDPR</p> <p>1 Governor Monitoring Report</p>	All Govs



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		The monitoring report has been circulated	- GDPR Audit Review	
14.	<b>Governor Business and Communications</b>	<p>A face-to-face parent meeting will be held in the Spring. Governors may wish to set up a Governor station, that can be visited by parents, at this meeting.</p> <p>The Board decided to defer all activity relating to the Community Engagement Working Party until the new year.</p> <p>A number of community activities organised by the school have been poorly attended. KA feels that local families are wrestling with new routines post-pandemic. Carterton is a working town, and the community is busy.</p>	<p>Discuss Community Actions for the year to include overview of parent/carer surveys and proposed focus of parent consultation evenings</p> <p><b>Community</b> Progress with development of Community Engagement working Group</p>	
15	<b>Governor Training Update</b>	<p>KM asked Governors to refer to the training tracker.</p> <ul style="list-style-type: none"> <li>• SK has completed Phonics and Finance training</li> <li>• ES has completed the Introduction to Governance Unit B</li> <li>• SD has completed Introduction to Governance Unit B and safeguarding training.</li> </ul> <p>KM will organise school data training in due course. It is likely to be organised in partnership with a second local primary</p>	<p>Governor training undertaken or planned since last meeting.</p> <p>Reports/knowledge sharing on training undertaken since September 20<sup>th</sup>, 2021</p> <p>16.1 Updated Governor Training Tracker</p> <p><u>Update:</u> LA Data Training for new governors</p> <p>16.2 Skills Audit Analysis</p> <p>LA Data Training for new governors</p>	
16.	<b>Policies Review/for approval (as per policy schedule)</b>	<p>There were no policies to review at this meeting</p> <p>KM reminded KA that policy approval needs to be dispersed over the whole year to avoid a glut in September 2022.</p>	Update Policy Tracker - policy review dates to be staggered	<b>KA</b>
17.	<b>Items for the next FGB Meeting (6<sup>th</sup> December) as per Governor Objectives, Annual Schedule, Policy Planner and Governor</b>	<p><b>Headteacher:</b></p> <p><b>December 2021</b></p> <ul style="list-style-type: none"> <li>• Teacher working hours audit results - HT</li> <li>• Staff stress and wellbeing survey - HT</li> <li>• Annual Safeguarding &amp; Child Protection Report including the anti-bullying appendix; receive annual safeguarding audit form - HT/KM</li> <li>• SEF and SIP update. SIP RAG rated, SEF grades and rationale - HT</li> <li>• Formal HT report - HT</li> </ul>		



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	<b>Monitoring Schedule</b>	<b>January 2021</b> Transport plan - HT																		
18.	<b>Date of next meetings</b>	19.1 Governor FGB Meeting Schedule 2021-22  <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td>Mon 6 Dec 2021</td><td>17:30</td></tr> <tr><td>Mon 10 Jan 2022</td><td>17:30</td></tr> <tr><td>Mon 7 Feb 2022</td><td>17:30</td></tr> <tr><td>Mon 25 Apr 2022</td><td>17:30</td></tr> <tr><td>Tue 17 May 2022</td><td>17:30</td></tr> </table> <table border="1" style="display: inline-table;"> <tr><td>Tue 7 Jun 2022</td><td>17:30</td></tr> <tr><td>Tue 12 Jul 2022</td><td>17:30</td></tr> <tr><td>Wed 20 Jul 2022</td><td>18:30</td></tr> </table>	Mon 6 Dec 2021	17:30	Mon 10 Jan 2022	17:30	Mon 7 Feb 2022	17:30	Mon 25 Apr 2022	17:30	Tue 17 May 2022	17:30	Tue 7 Jun 2022	17:30	Tue 12 Jul 2022	17:30	Wed 20 Jul 2022	18:30		
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