



GATEWAY PRIMARY SCHOOL

Lifelong love of learning

Minutes – meeting of the Full Governing Board 15th December 17.30-19.30 – Online

Governors Present:

- Kevin Moyes (KM) - LA Governor and Chair of Governors
- Rob Leach (RL) - Co-opted Governor
- Mike Caffrey (MC) Co-opted Governor
- Kayleigh Anstee (KA) Co-opted Governor and Interim Headteacher
- Natasha Stone (NS) Staff Governor
- Craig Drew (CD) Co-opted Governor

In attendance:

- Jonathan Smith – OCC Governor Services

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1.	Welcome	KM welcomed all to the meeting.		
2.	Apologies for absence	There were no apologies for absence.		
3.	Urgent Additional Items	There was no urgent additional business.		
4.	Declarations of Interests	There were no new declarations of business.	Declaration of Interest form	
5.	Approval of FGB Minutes	<p>Minutes of FGB meeting held on 3rd November 2020</p> <p>The minutes were approved by Governors; they will be signed, uploaded onto the school website and filed in school.</p> <p>It was noted that outstanding actions in the action log have been included in other agenda items and the log will be updated following this meeting</p>	<p>5.1 Minutes of FGB meeting held on 3rd November</p> <p>5.2 Action Log</p>	
6.	Matters arising not covered on the agenda	There were no additional urgent items		

K. Moyes

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7.	Head teacher Report	<p>KA identified a number of key points in this report:</p> <ul style="list-style-type: none"> • The school has recruited 2.5 Teaching Assistants. These appointments have been financed by the central government Covid-19 catch-up funding. The TAs have been deployed strategically to support specific individuals and groups. (The rationale for this use of the funding was discussed at the previous meeting). • Unfortunately, the school caretaker has been absent and this has created additional work for staff in ensuring that the school continues to be compliant with the COVID-19 regulations. • 2 staff are currently self isolating • One child has received a 2-day fixed-term exclusion, following a behaviour incident – Governors asked for confirmation on the procedure followed and support for the pupil KA was able to confirm that the correct procedures had been followed and that the child is in receipt of a full support package that includes input from external agencies. • One child will follow a reduced timetable for the last few days of term. The child will revert to a full timetable in January. • A child has suffered a broken arm whilst playing in the playground (fell on it). All appropriate procedures at the time of the incident, and thereafter, were followed. • The volume of safeguarding referrals has increased during the pandemic. Two children are subject to Child Protection Planning, three require intervention from a social worker and it has been necessary for the police to engage with two families. • A number of the older children have been accessing inappropriate 'apps' on their mobile 'phones. KA has written to parents and explained that continued exposure to inappropriate on-line material will be regarded by the school as a safeguarding issue • Two online parent-teacher evenings have been undertaken this term. The consultations used a trial piece of software that managed the conversations very efficiently. 'Take up' by parents was 92%. <p><i>A Governor raised that according to the recent Parent View Survey, feedback has suggested that, in the past, the school had not provided parents/carers with accurate information about the progress and attainment of their children. He asked if the parent consultation evenings addressed this issue. KA explained that before the meetings, staff were briefed to focus their comments on the three main areas of reading, writing and maths and to provide clear information about pupil progress in relation to expected levels. The conversation would only progress to embrace other issues, such as attitude to learning, once this had been established and understood by the parents/carers. Feedback was that the format prevented staff and parents becoming distracted from the key issues and resulted in focused, constructive meetings. Governors asked if</i></p>	7.1 HT's Report	



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		<p><i>there had been feedback about the parents evening and KA confirmed that parents had been very positive about it.</i></p> <p>The current attendance rate is 97.57%, which governors noted, is above the national average and higher than the corresponding period in 2019. <i>A Governor asked what the key to this suggest was. KA explained that the school awarded a trophy each week to the ‘attendance class of the week’. This has generated great enthusiasm with children desperate to achieve 100%. In addition, there has been regular messaging on attendance and issues are dealt with swiftly. She added that the school has few persistent absentees and that, thanks to social distancing, there has been a reduction in absence due, for example, to tummy upsets and normal flu. There are no children following reduced timetables.</i></p> <p>The school has recorded 749 Covid-19 related pupil absences since September</p> <p><u>Governors approved the school targets</u></p> <p><i>A Governor noted that there is a difference in the attainment of service and non-service children, with regard to reading. KA felt that any discrepancies observed reflected local non-specific issues. In response to a further question, she explained that at present, she did not feel it necessary to reallocate service premium funds to address problems with reading because early monitoring showed that the interventions were having an impact. .</i></p> <p><i>A Governor asked if KA considered the assessment regime at the school to now be accurate (noting issues raised in the original baseline). KA replied that school leaders had confidence in the vast majority of assessment decisions. However, they were aware of some small inconsistencies which are being dealt with. These inconsistencies have been exacerbated by the absence of published assessment activities for these groups. A Governor asked if KA was confident that staff expectations for pupils are now high enough. KA assured Governors that staff have very high expectations of their children and the inconsistencies are almost certainly related to a desire to ‘err on the side of caution’. She added that teaching staff had undertaken moderation training and that strategies to assure internal consistency through observation and self-evaluation were now happening regularly and are part of the school culture.</i></p> <p><i>Governors asked how does KA know that we now have a more consistent learning and assessment process across the school. KA confirmed that she follows a rigorous monitoring plan, which includes weekly learning walks, provision reviews, observing live marking, pupil progress meetings and the</i></p>	<p>7.2 Attendance summary</p> <p>7.3 School Targets</p>	



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		<i>external visits through the LA and consultants supporting the school. Governors asked if teachers come to pupil progress meetings having reviewed their data and with plans to tackle the issues – KA confirmed that this is the case and teaching staff have taken ownership for their data and actions, which need to be taken.</i>		
8.	Update from the Chair	<p>KM explained that the OCC strategy meeting had taken place on December 3rd. This meeting established that school leaders and Governors have all in place to drive the school improvement agenda at Gateway forward. There is a strong sense of purpose and direction that the OCC school improvement team now support rather than lead.</p> <p>KM reminded governors that the pandemic can be no excuse for a lack of progress and development in school. He feels confident that significant school improvement has been demonstrated at Gateway this year despite the unprecedented internal and external challenges we have faced. In addition, this process has proceeded at remarkable pace and is developing a strong sense of purpose.</p> <p>KM confirmed that following the previous Headteacher leaving the school, the recruitment process would start after the Christmas break. Staff Governors are not able to participate and so a meeting has been arranged with non-staff governors for early January with the LA Adviser to plan the process. Given the need to ensure there is a robust process, the right candidate is found and short-term stability is provided to the school, governors were keen not to rush the process and so it is intended that the successful candidate will take up post in September 2021. KA will continue as the interim Headteacher until then.</p>		
9.	School Self Evaluation Form – updates since last meeting	The SEF document has not been updated since the last meeting		
10.	School Development Plan – updates since last meeting	The SDP document has not been updated since the last meeting		
11.	Governor Updates Since last meeting	The predicted budget carry-forward in April 2021 currently stands at £80,000. This has increased from previous estimates largely as a result of staff cost staffing. Governors were clear that in the New Year this will need to be reviewed to ensure we can release of these funds to support aspects of the School Improvement Plan at the start of 2021 – given our needs it is critical that we use all money available to us to benefit the children. In addition, KA has identified a number of premises issues that urgently need addressing. These include	Finance 11.1 Budget Monitoring LA Response P7, 11.2a P7 Budgets, 11.2b P8 Budgets	



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		<p>external decoration of the school and replacement of rotten fascia boards and cladding, resurfaced and relined playground areas, improved external lighting, modern and fresh signage and internal decoration. These works will be included in a premises development plan that will classify each item as urgent, intermediate or long-term so these can be planned in and tied to the budget</p> <p>The current insurance policies commissioned by the school are fit for purpose and appropriate. Each policy is renewed as it expires, and the Business Manager explores the market for any more favourable arrangements that may be available. Governors are confident that the Business Manager is ensuring value for money.</p> <p>The external finance report suggests that a sum of approximately £4,500 is received by the school from outside sources. Only one group is hiring the school's facilities currently and school leaders feel that there is far greater potential to create income through lettings once the pandemic is over. It was noted that monies are also received from the MOD, from bodies who support EYFS and OCC. Although the school is indebted to those who pursue and win this funding, there is a general feeling that more can be achieved.</p> <p>Staff attendance has been affected directly and indirectly by Covid-19. Staff have tended to be absent on the first day that their own children have been required to self-isolate. Most are then able to organise child-care and return to work the next day. Moreover, there have been fewer absences resulting from traditional winter illnesses, this term. KA and NS feel that teachers are tired, but that their morale remains strong. School leaders have attempted to ensure that staff bathrooms have toiletries, staff are fortified by home-baking and that Christmas cheer is particularly evident.</p> <p>The teacher appraisal process is now complete and the support staff appraisal reviews will start in January 2021.</p> <p>The Pay Committee has met and Governors agreed to adopt the 2020 Teacher Pay recommendations from KA.</p> <p>The Headteacher Appraisal Committee has met and KA now has Interim SMART objectives, which run up to the end of July 2020. 3 review meetings have also been booked in.</p> <p>The <u>Accessibility Plan was approved by Governors</u></p> <p><i>A Governor asked why the attainment of SEND pupils fell persistently below that of non-SEND pupils. He asked if it was necessary for Governors to allocate additional resources to this issue. KA explained that as SEND children suffered from barriers to learning, there would always be a propensity for their attainment to fall below that of their peers. She reassured Governors that SEND children were in receipt of Covid-recovery funding, 1:1 support (even when an EHCP is</i></p>	<p>11.3 Summary of Insurance arrangements for 2021 – policy details</p> <p>11.4 Summary of Insurance costs</p> <p>11.7 Financial Report from HT on external sources of income, fund raising, grants and bursaries</p> <p>11.8 Approval of Accessibility Plan and Policy</p> <p>11.9 Impact Report from SENCo</p>	<p>KA GL</p>



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		<p><i>not in place) and bespoke interventions. Pupil progress meetings carefully consider the progress of SEND children as individuals and as members of a group. KA added that some SEND children at the school were operating at a level where academic targets were no longer appropriate. The school has a number of children who will almost certainly attend specialist secondary settings when they leave Gateway. For such children, social and qualitative targets are more appropriate. For example, children may be set the target to play 'nicely', use the toilet properly or simply follow instructions. In such cases, parents contribute to and support the targets set. A Governor asked if the school had evidence of this qualitative work. KA explained that the Pupil Profiles contain evidence of these targets and that these could be made available for scrutiny if requested.</i></p> <p>The <u>SEND Impact report was approved by Governors</u></p> <p>KA explained that the Quality First Teaching Report presents tangible evidence of progress in relation to this development strand. The key points are:</p> <ul style="list-style-type: none"> • Learning walks clearly indicate a shift in focus from teaching by task to teaching for learning throughout the school. • Working walls are now evident in all classrooms. They currently tend to be more effective when supporting learning in English rather than maths. KS2 learning walls are particularly effective. • There is greater evidence of live marking throughout the school. School leaders understand that the skills of TAs need to be developed in relation to live marking. • The books provide clear evidence of a far more consistent approach to teaching, learning and assessment. • 'Drop-ins' are now an established, non-threatening feature of the Gateway learning and teaching culture. There are formal and informal structures in place to enable staff to share their 'drop-in' experiences and to self-evaluate. <p><i>A Governor asked about the impact in live marking observed. KA confirmed that it has meant that pupils can reflect on the feedback and make changes in the lesson vs. having to wait until the books etc. have been marked. In addition, it has meant that teachers do not need to spend hours at home marking books. KA confirmed that some staff initially struggled to adjust to the change in practice but it is working well and the feedback has been positive.</i></p> <p>KA presented the November pupil progress and attainment data. The key points were:</p>	<p>11.10 Quality First Teaching report</p>	



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		<ul style="list-style-type: none"> The data helps establish the attainment of the children in relation to their performance in March 2020. It helped to identify any regression. The data suggests that current level of attainment reflects a September 2020 expected attainment level. Children have made progress since the beginning of the pandemic (they have not regressed or plateaued) but are not yet at the 'normal' December expected level. As a result of lockdown, children have gaps in their knowledge and understanding and consequently, age-related expectations are lower than normal. Various interventions have already been deployed by the school and these interventions will have a direct, positive, impact on the ARE data. This should be visible in the February progress and attainment data. Writing seems to have been adversely affected by lockdown. It is hard to promote writing through home learning as it requires a coaching style of teaching that is difficult for parents to sustain. It is not a skill that can be learnt independently. A particular group has underachieved in maths. Interventions and plans to address this issue are in place. 	<p>11.11 ASP Report/ discussion (Analyse School Performance - pupil progress and attainment against national) – any significant additional data/information</p> <p>11.12 Data Report at ARE</p> <p>1. 11.13 Data Report – at ARE 2+</p>	
12.	Safe guarding	<p>The 2020 Safeguarding return was approved by Governors and will now be submitted to the LA.</p> <p>KM noted the new, more secure, signing-in arrangements introduced recently at school reception (as observed during his monitoring visits). These involve the production of a photo-identification badge and confirmation on screen of the who the DSL is etc.</p>	12.1 LA Safeguarding Return	KA
13.	Health and Safety	<p>KM and the Business Manager have completed the Health and Safety checklist in preparation for the LA Audit in February. There were only a small number of areas to focus on:</p> <ul style="list-style-type: none"> Business Manager to send KM the staff training records It is not possible to hear the fire alarm when outside the building and the alarms in the two buildings are not synchronised. In addition the alarm system including the panel are very old (1970s). These issues will be included in the 2021 premises development plan. Any solution to the problem is likely to be costly. Although cleaning is generally good, the cleanliness of toilet floors and windows needs to improve. Fallen leaves on paths to be cleared more regularly especially during wet weather A Staff Wellbeing Policy and Lone Working Policy needs to be in place <p>KM confirmed that the Business Manager leads Health and Safety very well for the school and takes a very proactive approach, ensuring all records are up to date.</p>	13.1 Governor Monitoring Report – Health and Safety checklist	KA GL



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		There are no other specific Health and Safety incidents or issues to report to Governors.																		
14.	GDPR	There are no data related incidents to report to Governors.																		
15.	Governor Business and Communications	<p>KA confirmed that the website has been refreshed. The Charging and Remission Policy will be added in due course. The curriculum update will be added after the Christmas break.</p> <p>15.1 The following Governor roles were confirmed</p> <table border="1"> <tr> <td>Safeguarding Governor</td> <td>KM</td> </tr> <tr> <td>Learning and Teaching</td> <td>KM</td> </tr> <tr> <td>Community Engagement</td> <td>KM</td> </tr> <tr> <td>Inclusion (SEND)</td> <td>PP and SP</td> </tr> <tr> <td>Whistleblowing</td> <td>CD</td> </tr> <tr> <td>Finance</td> <td>CD</td> </tr> <tr> <td>Staffing</td> <td>RL</td> </tr> <tr> <td>Premises (with Health and Safety)</td> <td>MC</td> </tr> </table> <p>Governors confirmed that they <u>approve the governor monitoring schedule.</u></p> <p>The Board <u>approved the end-of-term letter to staff and parents drafted by KM.</u> KA asked that the letter to parents be differentiated as some staff are also parents.</p> <p>The progress of the Governor DBS process was discussed. All matters are in hand.</p> <p>Governors discussed a number of strategies to encourage parents to become Parent Governors given we have 3 vacancies and no parent representation. We have advertised the roles twice now with no applications received. KA will discuss with a number of known individuals who are strong supporters of the school to consider this and KM will consider the wording of the invitation letter to allay any misconceptions that may remain from the Federation era. KA assured Governors that 'school gate' communication with parents remains vibrant with parents sharing enthusiastic conversations with staff over a range of issues. There is no sense of apathy.</p> <p>KM thanked KA for her excellent leadership and fortitude over the last few months. KA has found herself school leader through necessity rather than choice, yet her professionalism, energy, leadership and commitment to school improvement has been outstanding. The school has made significant progress under her leadership and the school community is extremely grateful to her and all staff.</p>	Safeguarding Governor	KM	Learning and Teaching	KM	Community Engagement	KM	Inclusion (SEND)	PP and SP	Whistleblowing	CD	Finance	CD	Staffing	RL	Premises (with Health and Safety)	MC	<p>Confirm Website changes from last meeting: Update school results, add curriculum information, add Charging and Remissions Policy remove historical funding documents – PP etc, add Service Premium report, and add SEN funding review and strategy.</p> <p>Governor Roles allocation as per 15.1</p> <p>15.2 Governor Monitoring Schedule (including community engagement) update Communication to Staff and Parents– HT Update 15.11.2020</p> <p>15.3 End of Year Governor Communication</p> <p>15.4 Update on Governor DBS checks</p> <p>15.5 Ideas to recruit parent governors including Governor page update</p>	<p>KA</p> <p>KM</p>
Safeguarding Governor	KM																			
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16.	Governor Training Update	<p>A number of Governors attended the Service Premium Conference held on November 18th 2020. The key discussion points were:</p> <ul style="list-style-type: none"> • Service children are often described as 'resilient' however there is no evidence of the impact that moving between schools has on the emotional health of these children. This 'resilience' may be a coping strategy. • Equally, there has been no consideration of the impact that a posting has on those children who are 'left-behind'. These children lose friends and learning partners who, under normal circumstances would be companions for six years. • The conference introduced attendees to organisations such as SCISS (support for service children in state schools). http://www.sciss.org.uk. <p><i>A Governor asked if the school has the data necessary to access its full, Service Premium entitlement. It was noted that reservists who are deployed, are entitled to Service Premium. KA confirmed that information relating to reservists is available in school.</i></p>	16.1 Governor training tracker	
17	Policies Review/ for approval (as per policy)	There were no new policies to review. The Business Manager is currently updating the policy tracker.		GL
18.	Items for Dec. FGB meeting	<p>January FGB Meeting</p> <ul style="list-style-type: none"> • LA – Headteacher recruitment process • Teacher working hours audit • Consider review of constitution to increase governor numbers (if we cannot recruit parents) • SFVS submission • Termly report to include: School Admin data; attendance; incident reports; review progress of SDP • DATA PACK and GROUPS DATA: review pupil progress and attainment, including reporting on vulnerable groups; agree SDP monitoring actions for the coming term • Review net capacity of the school • Review staff structure • Budget Statement • SMSC - School calendar of events and proposed governor support/involvement • Approve Governor Policy 		
19.	Dates of next meetings	<p>12th January 2021 16th February 2021 - in school holiday 16th March 2021 13th April 2021 (budget setting) – in school holiday 18th May 2021 15th June 2021 20th July 2021</p>		



A handwritten signature in black ink, appearing to read "K. Hooper", with a horizontal line drawn underneath it.

12th January 2021