

**Minutes of a meeting of the Governing Board of Gillamoor School
held at the school on Tuesday 9th July at 6:30pm**

Present:	
Christopher Vowles (CV)	(Chair) Parent Governor
Tamsin Elsey (HT)	Headteacher
Lorraine Hugill (LH)	Staff Governor
Stuart Patterson (SP)	Co-opted Governor
Aniko Sheppard (AS)	Foundation Governor
Lindsey Roberts (LR)	Parent Governor
Paul Normandale (PN)	Co-opted Governor
In attendance:	
Lydia Waites (LW)	NYC Clerk
Charlotte Pope (CP)	SENCO
Apologies:	
Paul Sunderland (PS)	LA Governor
Vacancies:	1 x Co-opted, 1 x Parent

Colour coding Key – Highlighting Governor Core Functions

- Red – Strategy Challenge/question
- Blue – Approval/Decision taken
- Green – Performance Challenge/Question
- Purple – Financial Challenge/Question

Item	Minute	Lead
1.0724	Welcome and Introductions CV opened the meeting and welcomed governors.	
2.0724	Apologies (with and without acceptance) PS did not attend (accepted).	
3.0724	Declarations of interest None declared.	
4.0724	Consideration of which items should be confidential Any confidential items will be minuted as such as they arise.	
5.0724	Approval of minutes from the previous meeting Governors addressed the minutes of the FGB meeting held 14.05.24 and agreed these are a correct record.	
6.0724	Matters arising from the previous meeting/update on action points CV addressed the actions arising from the previous meeting, which it was agreed have been actioned. LW to compile skills audit responses received so far and share with CV.	LW
7.0724	Any other urgent business No other urgent business.	
8.0724	SEND update – Charlotte Pope (Senco) CP gave a SEND PowerPoint presentation to the board. This provided an overview of SEND broadly and SEND at Gillamoor School, covering the following: <ul style="list-style-type: none"> - What is SEND? - Overview of North Yorkshire (current SEND support backlog) - Ofsted (adaption and inclusion) - What have we done this year? (reviewed and created lists; increased communication with parents; up-levelled paperwork; sensory areas; trained staff; built on inclusive community; paperwork) 	

	<ul style="list-style-type: none"> - SEND at Gillamoor (SEND pupil numbers; data compared to national; high percentage at the low need stage and what this means) - Gillamoor documents - Gillamoor's "ordinarily available" (NYC are releasing their own "ordinarily available" with which all NY schools must comply) - What is the process when SEN is identified? - What reasonable adjustments are in every classroom? - Day-to-day life in school (TA support; funding; impact; brain breaks/sensory time) - What does the school still need to do? - What can governors do? <p>Governors were invited to pose any questions about the presentation.</p> <p>Q: Has the training that you've had been helpful? A: Yes, it's been very eye-opening.</p> <p>Q: What can be done about the one-to-one support required? A: Work to source support is ongoing. Until that is in place, we need to continue the support that is in place.</p> <p>Q: What has been the impact of implementing this training in school? A: The sensory areas are one of the biggest impacts [CP elaborated on this]. It has helped understand sensory needs and help children understand their own sensory needs.</p>	
9.0724	<p>Report from the Headteacher <i>Governors were invited to pose any questions about the circulated Headteacher's report:</i></p> <p>Q: What have been the strengths of your first year? A: Getting to know and understand the systems in place and finding some quick wins for things that could be tightened up or improved. It has been a year of change.</p> <p>Q: How do you think your first year has gone and been received? A: Feedback from people within the community has been positive. I feel like we are moving in the right direction, towards where we need to be.</p> <p>Q: Looking back, is there anything you would have done differently? A: Push NYC for a set of dates for when things need to happen. I was also wary of making changes too quickly after starting. I've learned this year that there is not enough time to do what you want to do.</p> <p>Q: What are the areas of development for next year? A: Maths is going to be a focus. Unfortunately, Mrs. Teasdale is leaving us; however, White Rose has new resources which will be used next year. I will take over as Maths subject lead next year. We also need to look at the little things: homework; spelling; handwriting; other areas to tighten up.</p> <p>Q: Regarding Claire leaving, have you thought about replacements? A: Yes, we have since advertised and recruited an ECT for next year. [HT explained the financial and time-sensitive considerations behind this decision].</p> <p>LR noted that the mentoring training has been useful. HT added that it will be good for the school to have an ECT and new face at the school.</p> <p>Q: What kind of schools has the ECT trained in? A: NY schools, many with higher levels of need. She has also had experience in an early years and nursery setting.</p> <p>Governors discussed short- and long-term plans surrounding a staff absence.</p>	

	<p>HT shared SATS results with governors. National average is 20.1% and Gillamoor achieved 20.7%. At 40%, overall results are below the national average, which is not a surprise. The story behind the data is key to understanding these results. Reading is at 60% which is a good score, factoring in the SEND pupils. The children have made progress due to the hard work that staff have put in, though not enough progress to exceed expectations or national averages. Writing is green, suggesting that the new literacy curriculum has had a positive impact. LH acknowledged the impact of the significant number of new starters throughout the school year.</p> <p>Q: Do you think the tests were fair? A: The reading paper was very hard this year. Some pupils found the pressure very challenging.</p> <p>Q: Do you think there might be any changes for how the SEND journey might help pupils achieve attainments? A: It is about doing something specific for each child, so it's difficult to answer broadly. We are personalising what we put in place for each pupil and timetabling support.</p> <p>Q: Is this going to be a mastery approach? A: We will use precision teaching. During timetabled slots, children will work on their individual areas of ideas we identify. This will happen at the start of the day, during collective worship. If we find that the same children are constantly on this list, we will look at another approach.</p> <p>HT referred to Y2's optional SATS results. 50% did not achieve expectations for the reading SAT – Y2 are not taught in the same way they are tested on SATS papers; their learning is more about instilling a love of reading. The remaining data is more reflective of the school. The Y1 and Y2 phonics test scores are good – the 50% score in Y2 is due to pupils resitting the test. HT summarised the comparative data across year groups.</p> <p>Q: Would your judgement of the teachers be that their teaching is good? A: Yes. They think in advance about their focus, what they are delivering, and progression.</p> <p>Q: How has attendance been? A: The newly implemented 8:55am gate closing and lateness logging has been very successful, and persistent absentees have lessened.</p> <p>Q: How is the excluded child coping now they are back in school? A: We are monitoring them. There are ups and downs. The parent is now more involved and additional help has been sought.</p> <p>Q: How has behaviour been this term? A: There are some behaviour issues among certain Y6 children who feel the year is done. [HT explained how this is being addressed].</p> <p>Q: Do you have any significant changes to the curriculum in mind? A: No. Although, we will be teaching Japanese rather than French for modern languages. We are also subscribing to Complete PE.</p> <p>Q: How will Mrs. Teasdale's responsibilities be redistributed when she leaves? A: I am taking on Maths. We have reduced my teaching load and I'm also taking on History and Geography. Over the year we will hand over bits to the new ECT.</p> <p>LH shared that the ECT appointment has made a positive difference to finance. Pupil numbers are fairly steady. With the addition of a new pupil, the school's PAN has been reached.</p>	
10.0724	<p>Safeguarding PN and HT will be meeting to discuss the mudslide incident that happened on a school residential trip in the news, and how Gillamoor can safeguard against similar incidents during the upcoming residential trip.</p>	

11.0724	Health and safety and premises update A fire safety check has been completed and nothing major was flagged.	
12.0724	Governing board update There is 1 Parent Governor vacancy in which two parents have expressed an interest. Another parent of a future pupil has also approached HT to express an interest, which is promising news. Governors were reminded that a Vice Chair still needs to be elected.	
13.0724	Governor training and development CV will analyse the collated skills audit responses and consider what skills are needed from new governors.	
14.0724	Policy review None for review. The school needs an ECT Policy drafting. Q: Is there an update regarding staff performance monitoring? A: Teachers have identified points that they want to include in their next year cycle or not. I am happy that everyone is meeting the teacher standards. [Governors discussed this]. Teachers are now in charge of performance management for one TA they work with to enhance mentoring.	HT / CV
15.0724	Any other business CV raised an issue with school meals. He has been approached regarding school meal food running out during lunch. HT was unaware of this and explained that she is only aware of one instance with a child not receiving a sausage roll; however they still received lunch from a staff member. There is normally more food than necessary in case children leave their lunch at home. Governors thanked LR and LH for their time on the governing board.	
16.0724	How has this meeting impacted on the welfare and progress of our pupils? Governors addressed SEND at length, which deepened the understanding with SEND and provision within the school; analysed SATS results in relation to this; reflected on the changes and progression during the school year.	
17.0724	Date of next meeting/s - 17 th September - 26 th November To arrange the meeting dates for 2025 in September's meeting.	

Meeting closed 8:20pm.

Actions arising from the meeting held 14th May 2024

Item	Action	Lead
6.0724	LW to compile skills audit responses received so far and share with CV.	LW
14.0724	The school needs an ECT Policy drafting.	HT / CV
17.0724	To arrange the meeting dates for 2025 in September's meeting.	GB

Minutes produced by Lydia Waites – Clerk
Signed (Chair) Date