

**Minutes of a meeting of the Governing Board of Gillamoor School held
at the school on Tuesday 14th May at 6:30pm**

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

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
1.0524	Welcome and Introductions CV opened the meeting and welcomed governors, leading them in a prayer.	
2.0524	Apologies (with and without acceptance) Apologies from PN (accepted).	
3.0524	Declarations of interest None declared.	
4.0524	Consideration of which items should be confidential Any confidential items will be minuted as such as they arise.	
5.0524	Approval of minutes from the last meeting Governors addressed the minutes of the FGB meeting held 06.02.24 FGB and agreed these are a correct record.	
6.0524	Matters arising from the previous meeting/update on action points None arising.	
7.0524	Safeguarding No update.	
8.0524	Any other urgent business No other urgent business.	
9.0524	Report from the Headteacher Q: What end of year assessments are the children not in Y6 and Y2 going to do? A: There will be Pira and Puma tests. We did these in autumn term and spring term and will do these again to complete the year's cycle. This is the last year we will use these tests as they aren't meeting our needs and don't fit with the style of learning we're doing. Q: Do you have something else in mind? A: We are considering GL assessment, which is online, but not many schools in North Yorkshire use it. Some just use White Rose maths, which is a route we might go down. The GL has the benefit of standardised scores. Q: Will the Pira and Puma be online? A: Yes, which was part of the problem.	

Q: How does the updated curriculum work in practice?

A: As a curriculum, it is thematic, and learning is structured around 4 key themes across subjects. We have adapted it to include Reception and lead into further years, building on previously learned skills [HT provided an example of how this works in an art class and how this differs from previous learning, which was more about the finished outcome than what students learned throughout the year].

Q: How does RE study fit within that framework?

A: We continue to run RE lessons weekly. We picked a unit called 'A World of Difference' for Y3, which explores worldwide religions. Pupils will be studying this as well as the standard RE curriculum.

Q: If this is combining history, geography and science, how often is this happening?

A: There are 3-6 hours of learning a week.

Q: Will the subjects that aren't included in it be incorporated – e.g. French?

A: Some subjects such as French don't fit within the framework.

Q: How have teachers taken to this way of teaching?

A: I think they like the knowledge – teachers have said that they have had to learn things for themselves, and children have been fascinated by it, which is encouraging for them.

Q: As governors, if Ofsted were to ask us how it's going, how can we measure this?

A: By speaking to the children. Also, speaking with teachers or conducting a teacher survey.

LH noted the importance of ensuring children are aware which skills they are learning for a given subject. HT agreed and noted this is something that governors could ask of children during visits.

Q: Do you feel that staff have full, deep, embedded knowledge to answer questions and give information?

A: Not deep enough, yet. I have advised teachers to choose one main subject to focus on. They are also all conducting a monitoring activity into a subject of their choice.

Q: Is there a particular format for their monitoring task?

A: I have requested a look at their golden threads. They will also be using the pupil booklet approach [HT explained how this works].

Q: If Ofsted visit, will they go in all 3 classes?

A: Yes. They may also just want to sit with and interview a subject leader who can let them know what they will see in a given lesson [HT gave an example of what subject leaders would say about science lessons].

HT added that the important thing is the journey that the school is on. Embedding this new framework is a work-in-progress, which Ofsted will hopefully understand.

Q: How is attendance?

A: Frustrating, because there is a pattern of day-to-day attendance moving in the right direction. However, it will take a dip due to holidays around the half-term.

LH noted that unauthorised absence fines will be implemented for the first time this year.

Q: Are you receiving any support or advice regarding managing attendance from NYC?

A: No, though they have emphasised the importance of attendance.

HT provided an overview of how attendance is managed in the school, noting that she does not want parents to feel antagonistic with the school as she has seen happen in other schools in response to attendance communications. The only time that the school is aware that parents have read emails concerning attendance is when they complain or make negative comments about these. Governors discussed this.

Q: Regarding the numbers on roll – if it's 57, will that mean that the classes are the same?

A: We are right on the cusp. As it stands, we are planning to move to a 2.5 classing structure. The impact is on me – my teaching hours will increase with a 3 classing structure. 57 is a good number for classes. No final decision has been made, though.

- Pupil outcome update

There was a general positive upward move in KS2 following the Pira and Puma exams in spring. There were too many technical issues with these assessments in KS1.

Progress is being made – a number of children came from low starting points, and improvement is evident. However, this needs time to embed.

- Pupil and sports premium

There are not many pupil premium children with low academic outcomes. We are looking at other areas such as social and emotional.

Q: What does social and emotional support look like?

A: It's about teaching children to recognise their current emotional state, and how to get it to the place where they are ready to learn most effectively [HT explained how this works in practice and what strategies are put in place].

Q: This is used in early years?

A: Yes, and through to Y6.

Q: Is the money being spent on training?

A: No, the training is free from the SEN Hub. We will be paying for the staffing.

Q: Any update on the outdoor play equipment?

A: Not yet – we are still deciding what equipment to purchase.

Q: Have any educational visits been particularly useful?

A: We don't do a visit if it isn't going to be useful. Some visits such as pantomimes are cultural, and still enriching although they don't link directly to the curriculum.

- Safeguarding update/report

A pupil has been excluded (for 1.5 days) following a spate of bullying incidents. We followed the typical interventions and procedures and eventually had to make this decision.

Q: Do you think the root of the bullying has been addressed?

A: Steps were being taking to keep the two children in question apart and avoid trigger points. Despite putting those steps in place, the other child was still being sought out and targeted by the child in question.

Q: Was it a group of children?

A: No, it was one individual targeting another. Other groups of children witnessed the incidents.

Q: How did the parental consultations go?

A: We only spoke in person with the mother. She didn't feel it was the right choice, and believes the exclusion made it worse, but accepted that the behaviour has happened and requires a response.

Q: Has the exclusion impacted other pupils?

A: On the day of the exclusion, the children asked about it during a lesson, and they are aware of the negative relationship between the two pupils in question.

Q: Where are you in the process of managing the pupil and the situation?

A: We are trying to build a relationship between the pupil and the adults working with them, and encouraging the pupil to be accountable for their actions rather than lying.

- SEND update

CV provided feedback on the SEND report, noting that there is a clear plan in terms of moving forward.

Q: Where do you feel we stand with SEND in the school currently?

	<p>A: We have identified that there have been some subconscious barriers in terms of low expectations from staff which may be limiting for students. Once we acknowledged this, we addressed this with staff and have implemented changes in this vein.</p> <p>Q: How are the student listed as having disabilities getting along?</p> <p>A: Very well.</p> <p>Q: Will any additional thought need to go into the residential for SEND pupils?</p> <p>A: Possibly for one pupil, but it isn't yet relevant this early in the year.</p> <ul style="list-style-type: none"> ● Behaviour update <p>HT shared that her NPQ has highlighted that the school's next focus needs to be low-level behaviour and students taking accountability for their own learning. Pupils are aware of the expectations and have demonstrated that they can conduct themselves appropriately in class. It is a case of redefining what we expect from them: Gillamoor pupils will need to be prepared for the behavioural expectations of Y7 students upon transition to secondary school. Governors discussed the possibility of a fuller transition experience being offered by Ryedale School in this context.</p> <ul style="list-style-type: none"> ● Curriculum update/review <p>The school have adopted a new phonics system recommended by the English Hub.</p>	
10.0524	<p>Start budget for ratification</p> <p>LH gave an overview of the updated start budget circulated to governors and explained how this will affect the classing structure and budget deficit for the following year. If costs can be kept down this year, this will help the school next year. LH summarised the funding that the school will receive and what this will cover, including funding for an EHCP pupil. There should be a reduction in electricity next year.</p> <p>HT added that the afternoon 'chill club' is financially unsustainable. It requires 7 children (and 2 paid members of staff) to be viable. The other option is connecting with Kirkbymoorside's service.</p> <p>Q: Could the taxi service be advertised more?</p> <p>A: Yes, we haven't done a good job of making parents aware this is a service the school offers.</p> <p>Governors discussed this. LH emphasised that this year is about the school saving as much as possible, where possible.</p> <p>Q: Have we looked at all the areas money can be saved – for instance, TAs?</p> <p>A: Yes. We need all of the TAs, especially for phonics.</p> <p>Q: Have we looked at reduction in clerical admin side?</p> <p>A: Yes [HT described how this has been ascertained].</p> <p>Governors ratified the updated start budget.</p>	
11.0524	<p>Health and safety and premises update</p> <p>The extension upstairs has been completed, which has made it a much nicer teaching space. Luckily, the school received a sizeable donation for this, so it has not come out of the school's budget. A grounds manager recently visited to look at outdoor maintenance. There is a health and safety concern regarding a door that needs to be open for ventilation. HT outlined how this has been addressed.</p> <p>Q: Is the council not obligated to provide adequate ventilation?</p> <p>A: That responsibility falls to us.</p>	
12.0524	<p>Governing board update</p> <p>The Foundation Governor nominated by the LA is yet to attend a meeting.</p> <p>CV shared his desire to step down from his roles on the board (by the end of the summer if an Ofsted inspection takes place before then, and by December if it does not).</p>	

	<p>LR shared her intention to step down following the July meeting. LH will also step down from her role when her term of office comes to an end. This will leave the following vacancies: 2 x Parent Governors, 1 x Staff Governor, and a Chair.</p> <p>CV noted that a Vice Chair is now required on governing boards and invited governors to consider putting themselves forward for the role and aid him during his transition from the board.</p>	
13.0524	<p>Governor training and development</p> <p>CV circulated the redrafted governor vision and values statement.</p> <p>SP has undertaken Effective Chairing training and Complaints training.</p> <ul style="list-style-type: none"> • Governor skills audit <p>LW to circulate a skills audit document to governors for them to complete.</p> <ul style="list-style-type: none"> • Maintained governors guide <p>CV referred to the maintained governors guide, which is an online replacement for the Governors' Handbook, and explained how governors can access this resource.</p> <p>Governors to look through the handbook before July's meeting.</p>	LW / GB GB
14.0524	<p>Ofsted Governor preparedness</p> <p>CV referred to a meeting he attended regarding Ofsted governor preparedness. HT circulated a hard copy of Safeguarding information and potential Ofsted questions to governors and provided a brief overview of the documents. LW also shared a NYC resource listing questions that governors should be asking Headteachers during meetings.</p>	
15.0524	<p>Policy review</p> <p>HT to circulate policies to governors for review.</p>	HT
16.0524	<p>Any other business</p> <p>LH raised the issue of staff wellbeing, which HT discussed with governors. Staff have been physically attacked by a pupil to an extent that is affecting morale, and the pupil requires significant additional care.</p> <p>Q: Would an EHCP show that the child's needs can't be met here? A: We would have to produce a written report explaining why these needs can't be met.</p> <p>Governors discussed the situation and potential provision for the pupil. Some staff health and wellbeing sessions have been arranged to address these issues.</p>	
17.0524	<p>How has this meeting impacted on the welfare and progress of our pupils?</p> <p>Governors discussed SEND in depth and reviewed changes to SEND. Information was shared that will make the governing board more knowledgeable, with pupils in mind. Governors also discussed the curriculum at length.</p>	
18.0524	<p>Date of next meeting/s</p> <p>FGB 9th July 2024, 6:30pm.</p>	

Meeting closed 8:40pm.

Actions arising from the meeting held 14th May 2024

Item	Action	Lead
13.0524	<ul style="list-style-type: none"> • LW to circulate a skills audit document to governors for them to complete. • Governors to look through the 'maintained governors guide' before July's meeting. 	LW / Govs Govs
15.0524	HT to circulate policies to governors for review.	HT

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