

**Rossett Acre Academy RKL  
Meeting of the Governing Body  
on Monday 13 November 2017: 6.30pm at the School**

**Present:** Dave Betts, Jonathan Davies, Ian Foy (Chair), John Riggs, Liz Matykiewicz, Corrine Penhale (Head), Michelle Williams

**In Attendance:** Cath Wilson (Inclusion); Laura Henry (Learning Mentor); **First item only**, Cat Salisbury (Deputy Head) **First 3 items** and Susan King (Clerk)

- a. Ensuring clarity of vision, ethos and strategic direction;
  - b. Holding the headteacher to account for the educational performance of the school and its pupils;
  - c. Overseeing the financial performance of the school and making sure its money is well spent.
- Agreed by Governors**

Item No	Minutes	Action
1.	<p><b>Presentations</b>  <b>Learning Mentor work:</b> Laura Henry presented on her work as Learning Mentor. The following main points were noted.</p> <ul style="list-style-type: none"> <li>• The job involves providing nurture support for those children who lack fundamental social needs for a wide number of reasons, eg domestic violence, sexual abuse, parental and mental health issues etc. These needs are a barrier to learning which school nurturing helps to alleviate.</li> <li>• Nurturing helps to develop positive and consistent relationships to fill gaps in social and emotional development.</li> <li>• It provides attunement and containment which helps to manage emotions and enable learning.</li> <li>• Dan Hughes’ PACE concept is used: Playfulness, Acceptance, Curiosity, Empathy. Yoga is also used and helps to manage emotions through breathing and being aware of sensations in the body.</li> <li>• Other activities include singing which helps with attunement and mirroring, games such as lego to build group work (builder, supplier, engineer) and drawing/talking about the drawing to process emotions and validate that they are being listened to.</li> <li>• Support to parents is also provided.</li> <li>• <b>Q: How many pupils do you support? A: There are 30 Pupil Premium pupils but not all need nurture. There are also some pupils who are not Pupil Premium who need nurture. There are around 20 requiring some kind of nurture – some every day and some just now and again.</b></li> <li>• <b>Q: How do you measure success? A: The children fill out a questionnaire which is measured in smiley faces and include the areas of Family, School, Everything to gain a sense of how they’re doing. Also, how the child is accessing learning following nurture shows what affect it has.</b></li> <li>• <b>Q: Do you work with home/school outreach? A: Good contact is made with the parents to reinforce behaviours and suggest practical measures at home. We do yoga for siblings and mums to reinforce playfulness and interaction.</b></li> <li>• <b>Q: What background do you bring to the job? A: Psychology degree, youth work, teacher training, yoga, Childline, public health – a wide and varied experience as well as being a parent.</b></li> </ul>	

<ul style="list-style-type: none"> <li>• The role also includes being responsible for attendance by collating data and following up on any perceived issues.</li> <li>• <b>Q: Is there any resistance to the yoga sessions. A: It is a little tricky, not resistance, but there needs to be negotiation with the class teacher and the parents regarding availability and the child's work.</b></li> <li>• <b>Q: Is there anything the governors can do to support your work? A: It is very valuable to have a role like this in school – and that governors see it as valuable.</b></li> </ul> <p><b>Geography:</b> Michelle Williams presented on Geography with the following main points noted.</p> <ul style="list-style-type: none"> <li>• The school aims for geography are that it encourages children's inquisitiveness and excitement to learn about the world around them. It helps them explore different cultures, countries, different landscapes and environments and nurtures tolerance and understanding. Hopefully, it inspires children to travel and explore later in life.</li> <li>• The geography monitoring last year showed that most children are working at secure or secure plus. Early Years are not tracked.</li> <li>• The survey showed that the majority enjoyed the subject and that their preferred method for learning about it was via computers and videos. PP and SEN children in particular liked these methods.</li> <li>• Fieldwork is important and each class will do some at least once in the year either away from the school grounds or within them.</li> </ul> <p>A free google app which is used with children was demonstrated to governors via iPads. This showed the virtual realities by which children can access many parts of the globe. The experience would be enhanced greatly via goggles but these are too expensive at the moment though they remain a dream to have. The demonstration showed how the teacher can direct children's learning and also ensure that all are paying attention and looking at the desired view.</p> <p><b>Q: How many iPads does the school have? A: Each classroom has one and there is a bank of 30.</b></p> <p><b>Q: Is the App aligned to the curriculum? A: No, it is a global app but teachers can use it to easily link to the curriculum, eg Romans – the Colosseum.</b></p> <p><b>Inclusion:</b> Cath Wilson presented on her work as Inclusion Leader. A detailed handout was received which included the vision statement for SEND and a definition of special educational needs. The following main points were noted.</p> <ul style="list-style-type: none"> <li>• A detailed database of SEND children is kept and updated regularly.</li> <li>• The school is inclusive and is very good at the lengthy paperwork required to elicit extra funding for help if required.</li> <li>• Currently there are 33 children in school who appear on the SEND register; this is 8.3% of the school population which compares with 13.5% nationally. 4 children have Education and Health Care Plans (EHCP) which is a legally binding document on the LA and local health services. A further 2 children are awaiting EHCP.</li> <li>• Children come to the school from different starting points therefore it is crucial that staff are well-trained in identifying special needs as early as possible. The SEND action plan reflects the school priority.</li> <li>• SEND children are not necessarily struggling academically.</li> <li>• <b>Q: Are you resourced adequately? A: There is not enough financially but we use the resources we have well. There is a strain on staffing resources. Even if we have no funding we will still put a plan in place.</b></li> <li>• <b>Q: How does 8.3% compare with local statistics? A: We don't know – we will ask the Trust CEO to find out what the figures are for schools in the Trust.</b></li> </ul>	<b>Action Head</b>
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	<ul style="list-style-type: none"> <li>• <b>Q: Is there more of a focus on SEND now than there was historically? A: Yes but provision is less available as many specialist schools have closed. Also parents prefer their children to attend mainstream schools. If there is an EHCP then we will be asked if we can meet that child's needs. If we say no then there could be an appeal and the child will come anyway. We try to be inclusive as possible but the needs of the child are a priority. It is important to get the balance right for the child and the school.</b></li> <li>• <b>Q: Do many parents resist the SEN label? A: Some won't accept it and some are keen to get needs recognised, therefore it takes lots of meetings and discussions with parents to get the plan right for the child.</b></li> </ul> <p>The presenters were thanked for their presentations and Cath and Laura left the meeting.</p>	
2.	<p><b>Finance Update</b> Sharon Day had sent apologies. There was no Finance update available due to teething problems with the new Trust system.</p>	
3.	<p><b>Pupil Premium and data benchmarking headlines</b> The Deputy Head reported on the whole school data snapshot. A handout was received. The following main points were noted.</p> <p><b>Pupil Premium</b></p> <ul style="list-style-type: none"> <li>• These children have made accelerated progress during the academic year 16-17. The gap in attainment is narrowing considerably between them and non-PP children. The school will continue with the successful strategies being used and introduce Talk Boost for speech and language intervention.</li> </ul> <p><b>Data against National Average</b></p> <ul style="list-style-type: none"> <li>• Attainment is above National Average in all areas and has improved.</li> <li>• Progress for all pupils has improved.</li> <li>• KS2 EAL (8 pupils) progress and attainment is high and above National Average.</li> <li>• Progress across the Key Stage is above National Average in Reading and Writing and at National Average in Maths.</li> <li>• PP pupils progress is better than 'other' pupils.</li> <li>• There is a gender gap in Writing at Greater Depth. <b>Q: Why is this; have we failed a group of boys? A: The gap was already there – 3 boys' Reading and Maths are also down so we are targeting these pupils. We will be attending Trust training on getting it right for boys and this will be put on the SDP.</b></li> <li>• Maths progress from KS1-KS2 could be better.</li> <li>• SEN progress was below National and is lower than other pupils across school</li> <li>• A small number of pupils are still not making good progress.</li> <li>• Attainment is predicted to be below 2017 at KS2.</li> <li>• The gender gap in Year 6 is in favour of the boys.</li> <li>• <b>Q: How confident are you with the Year 6 predictions? The figures have come from the teachers and are aspirational targets.</b></li> <li>• <b>Confidential minute</b></li> <li>• <b>Q: Does Greater Depth (GD) map onto Academically More Able (AMA)? Yes broadly</b></li> </ul> <p>The Deputy Head left the meeting.</p>	
4.	<p><b>Apologies</b> Received from Sharon Day.</p>	

5.	<b>Declarations of interest</b> None raised.	
6.	<b>Confidentiality</b> Two items were identified and would be minuted separately and would be kept from the public record.	
7.	<b>Urgent business:</b> None raised	
8.	<b>Register of Business Interests</b> Governors received and signed the updated Business Interests form. The Clerk would collate the data from the forms for publishing on the website in line with requirements.	<b>Action Clerk</b>
9.	<b>Minutes of the meeting on 18 September 2017 including the confidential minutes</b> <b>Approved and signed</b>	
10.	<b>Matters arising from the previous minutes</b> <ul style="list-style-type: none"> <li>• <b>Parent Survey:</b> Dave Betts report on the Parent Survey which had elicited only 68 responses. Responses were mainly positive. He would circulate a written report. Governors questioned the validity given the poor response and <b>it was agreed to look into creating a parent survey online using a free application.</b></li> <li>• <b>MAT Science Fair:</b> The Head reported that the Grammar School were trying to organise this.</li> <li>• <b>New Parent Governor Skills:</b> The Chair reported that the school had circulated the information asking for potential Parent Governors to come forward, but no-one had responded. The letter would be circulated again and it was suggested that it was also highlighted on the Dojo parent app to ensure the message got out to all parents.</li> </ul>	<b>Action DB</b>  <b>Action Head</b>
11	<b>Staff Performance Management:</b> Confidential minute.  The Head's performance management would be carried out following this meeting and reported on at the next full governing body meeting.	<b>Action Chair</b>
12.	<b>Headteacher's Report</b> The Headteacher's Report had been circulated prior to the meeting. The Head highlighted a couple of items on it as follows. <ul style="list-style-type: none"> <li>• There have been a few incidents of challenging behaviour from a pupil. The school is working with outside agencies and the parents as much as possible and the staff are supporting each other during times when the behaviour takes up resources. It was stressed that the school is inclusive but careful thought has to be given to such situations when there is danger of self-harm or harm to others. The situation will continue to be monitored closely and managed.</li> <li>• A serious accident occurred in the playground which involved one child running into another resulting in a fractured skull. All due process was carried out at the time and the fracture did not manifest symptoms until the child was at home soon after the accident happened. The same child had received a smaller bump earlier in the day. As a result and in consultation with the parents, the accident and bump forms had been revised to elicit more details about location on the skull and</li> </ul>	

	<p>symptoms. The procedure had also been revised requiring that staff coming on duty review the day's forms so that they are aware of any incidents which may have a bearing. <b>Q: Does the change to the forms and procedures ensure best practice is implemented? A: The school's practice was already exemplary in comparison with other schools. It was agreed to validate the forms and procedure with an Accident and Emergency clinician if possible.</b></p>	<b>Action Head</b>
13.	<p><b>Three-year strategy</b> The three-year plan had been circulated prior to the meeting. <b>It was agreed that there would be no subject presentations at the next meeting of the full board so that time could be taken to consider the three-year strategy and SDP.</b></p>	
14.	<p><b>Governor links and visits</b> John Riggs agreed to be the Link Governor for SEND.</p>	<b>Action JR</b>
15.	<p><b>MAT Update</b> The Chair reported that at its recent conference it was reported that the MAT was clustering its schools into North Yorkshire, North Leeds, East Leeds and Pudsey areas. A new leadership structure had been proposed in that the Chief Finance Officer duties had been split to create a Chief Operating Officer role. The CEO would not act as Head of Grammar going forward. It was apparent that the Red Kite Learning Trust were very much preparing to expand.  There had been a presentation by the DfE called Closing the Gap at the Conference.</p>	
16.	<p><b>Staffing</b> Confidential minute.</p>	
17.	<p><b>Policies</b> The History and Early Years policies and Emergency Procedures were received for information. These are approved at Trust level.</p>	
18.	<p><b>Risk Register</b> The Head reported that there were no changes to the Risk Register.</p>	
19.	<p><b>Governor Training</b> None reported</p>	
20.	<p><b>To note any governor correspondence received</b> None received.</p>	
21.	<p><b>Any other business</b> None raised.</p>	
22.	<p><b>Date for next meeting</b> Monday 5 February 2018 at 6.30pm in the school</p>	
	<p>The meeting finished at 9.05pm.</p>	
	<p>Signed:  Dated:</p>	