

Minutes for Meeting of the Governing Body of Ladysmith Federation					
Date / Time	18 th October 2022 17:30		Location	Ladysmith Infant School	
Attendees	Initials		Attendees	Initials	
Tom Butcher Co-Chair	TB	Co-opted Governor	Annie Fletcher Co-Chair	AF	Co-opted Governor
Mark Wilkinson	MW	Executive Headteacher	Jill Green	JG	LA Governor
Sarah Melhuish	SM	Co-opted Governor	Andy Thornhill	AT	Co-opted Governor
Greg Hawkins (Vice Chair)	GH	Co-opted Governor			
Richard Goodchild	RG	Parent Governor	Kate DeBurgh	KDB	Parent Governor
James Lee	JL	Co-Opt	Justine Brooker	JB	Co-Opt
			Karen Bates	KB	Co-opted Governor
Present					
Neil Williams	NW	LJS Head of School	Lorraine Carter	LC	SBM
David Broad	DB	Head of School LINS			
Apologies	Initials				
James Hewlett	JH				

The Meeting was quorate.

Ref	Discussion, Action or Decision
	Governor Safeguarding Training Governor safeguarding training was led by Dave Broad. Governors present were as above.
1.	Apologies for Absence James Hewlett – work Approved: Absences approved by Governors
2.	Declaration of Pecuniary Interests invited and declared No interests declared
3.	FGB Minutes from meeting 21.9.22 Minutes were agreed by FGB and signed by co-chair.
4.	New governors and current governing body overview New governors were voted onto the governing board as follows: Kate De Burgh Parent Governor Justine Brooker Co-Opt James Lee Co-Opt Richard Goodchild Parent Governor Karen Bates was also co-opted for another term of office.

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5.	Finance and Resources
	<p>Documents shared:</p> <ul style="list-style-type: none"> • FRS report • Income and Expenditure report • Budget dashboard without potential pay increases • Budget dashboard with pay increases • Capital expenditure <p>Budget questions recorded in headteacher questions section.</p>
6.	Governors' Individual Roles
	<p>Governor(s) to be assigned areas of responsibility in accordance with proposed ToRs; Lead governor roles already agreed:</p> <ul style="list-style-type: none"> • Lead Safeguarding Governor – Greg Hawkins • Lead Premises, Security and Health & Safety Governor – James Hewlett • Lead General Data Protection Regulation (GDPR) Governor – Karen Bates • Lead Personnel Governor – Sarah Melhuish • Lead Finance Governor – Andy Thornhill • Lead Pupil Premium Governor – Jill Green • Lead EYFS Governor – Annie Fletcher <p>Lead governor roles assigned at this meeting:</p> <ul style="list-style-type: none"> • Deputy Safeguarding Governor – Kate De Burgh • Lead School Improvement Governor – James Lee • Lead Curriculum Governor – Justine Brooker • Lead Inclusion and SEND Governor – Richard Goodchild • Lead Community, Staff and Parental Links Governor – Sarah Melhuish
7.	Model Terms of reference for Lead Governors
	<p>These have been deferred to be agreed at the next FGB meeting 30.11.22. MW will send these out to all governors for them to look at their lead area. Tom referenced a document with the contact details for the member of staff link for each area. This will be sent out again after the meeting.</p>
8.	Other Annual Housekeeping Tasks and Meeting Protocols
	<p>The following was discussed so that new governors were aware of protocols:</p> <ul style="list-style-type: none"> • Reminder of Part 2 protocol. Part 2 discussions are not part of the public domain so would be confidential. There may be things that are discussed during a meeting which then become part 2. • Agree attendance at training when required and signposted new governors to upcoming Induction Training (there is a face to face course in Collumpton on 10 Nov and a webinar on 23 Nov) • Agreement to share contact details with other members of the Governing Body as and when is necessary. • Review the procedure for dealing with apologies and sanctioning of absence, reminder the governors' attendance register appears on school website • Remind governors about meeting needing to be quorate for decisions to be approved.

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	Mark asked new governors to send in a short pen portrait and a photo for the website.																			
9.	School Improvement Plan																			
	<p>Annie, Tom and James met with Mark to look over the SIP.</p> <p>Tom highlighted the key priorities at the top of each section and suggests that these need to be reduced in length / content.</p> <p>New governors now have access to the document. James and Tom will look to make some edits and share this as a live document.</p> <p>Governors will be kept up to date with current priorities across the Federation.</p> <p>Governors need to be confident to talk to an external body how they know that there is progress in a specific area.</p> <p>Governors have been invited to come into schools to give the SIP a context.</p> <p>SIP is reviewed termly and this will be shared with FGB.</p> <p>Tom is looking to make some suggested edits.</p> <p>SIP will be shared with staff in its entirety and as a summary document.</p>																			
10.	Headteacher Report																			
	<p>The headteacher report was submitted to governors prior to the meeting. The following questions were asked and answered:</p> <p>James Lee</p> <p>The year 1 phonics screening pass % being 40% vs national 75% - is there a reason for the difference? We are in the process of embedding a whole school consistent approach to phonics teaching (Read Write Inc). The lack of consistent phonics teaching would be a contributing factor in the results. There has also been the realisation that we may need to 'prepare' the children for the test more.</p> <p>In year 4, the % 'at or above ARE' for disadvantaged pupils across all subjects seems lower than other years - is there a reason for this difference? Low cohort on entry – covid hit year group missed the majority of Key Stage 1.</p> <p>We discussed the importance of quality first teaching and interventions being short term.</p> <p>Doesn't look like national data re pupil attendance is broken down into groups; is the lower attendance rates for SEN pupils expected? Government figures show that the absence rate for pupils with an EHC plan was 13.1% over 2020/21. National data for groups will be out later in the year.</p> <p>Personal development category is just for pupils, correct? Does staff support and development get captured elsewhere? This seems to be an area to highlight on the staff survey. Personal development section is referring to pupils. There is a programme of staff CPD in place across both federation schools.</p> <p>Pupil wellbeing: is there an Autumn 21 comparison?</p> <p>Pupil Wellbeing</p> <p>Below is a table of selected CPOMs incident logs allowing for a termly comparison.</p> <table border="1"> <thead> <tr> <th rowspan="2">Category</th> <th colspan="2">LINS</th> <th colspan="2">LJS</th> </tr> <tr> <th>Autumn Term 2021-22</th> <th>Autumn 2022 to date</th> <th>Autumn term 2021-22</th> <th>Autumn 2022 to date</th> </tr> </thead> <tbody> <tr> <td>Behaviour</td> <td>286</td> <td>83</td> <td>464</td> <td>179</td> </tr> <tr> <td>Early Help</td> <td>102</td> <td>44</td> <td>280</td> <td>80</td> </tr> </tbody> </table>	Category	LINS		LJS		Autumn Term 2021-22	Autumn 2022 to date	Autumn term 2021-22	Autumn 2022 to date	Behaviour	286	83	464	179	Early Help	102	44	280	80
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	Parental Contact	390	61		458	159	
	Safeguarding Concerns	66	27		124	24	
	Pastoral (inc. SEMH)	36	7		339	55	
	<p>Parent survey: is this sent out to all parents? Is the response rate comparable to previous years? Is there any qualitative feedback/comments from the survey for any of the 'disagrees'?</p> <p>Sent to all parents. Return is slightly lower than previous years. There was a range of comments that senior leaders have collated and worked through.</p> <p>Working budget: sorry, couldn't follow the figures, was the reason for the drop into 24/25 due to staffing costs?</p> <p>There is an increase of 165 000 in staffing costs from 2022-23 to 2024-25 however, there are so many other factors and unknowns – such as income not rising.</p> <p>Staff wellbeing: 3 long term absences but 4 initials Sorry- 4 people with longer term absence.</p> <p>Suggestion from Mark that there could be a governor representative at a parent's evening later in the year.</p> <p>Staff survey: as with parent survey - is the response rate comparable to previous years and is there qualitative feedback/comments? Leadership, professional development and workload seem to be the themes - these look to be captured in the SIP.</p> <p>Yes – response is in line with previous years. There are other comments that have been taken into account. I think it is important to look at the changes that are happening / have happened in each school when looking at the figures.</p> <p>Tom Butcher Do you think that you could provide a bit of commentary around the pupil performance stats - as there is lots of detail here. I can see that we are a little behind national averages for year 6 SATS - and we have discussed previously some of the potential causes for this. Key Stage 1 Below national in Reading (4%) and Maths (3%), slightly above national in writing (3%). Key Stage 2 5% below national in reading and maths, 2% below national in writing. In Key Stage 1, this cohort were also below national by – reading 5%, writing 9% and maths 6%.</p> <p>Are you now confident that the steps taken have addressed the issues? Strong team in year 6, coherent strategy for reading and writing across the school. Planned to utilise Y6 teacher for interventions on her return from maternity – spend the school led tutoring grant on this. Earlier identification of pupils who could achieve combined scores and tracking of their attainment in SATs style papers</p> <p>Also looking at EYFS phonics - are we confident that the steps that we have taken to embed a phonics scheme (RWI) will have the desired impact? Is there anything else that we could be doing to strengthen this area? Read Write Inc is a recognised phonics scheme that has shown good results in other schools. If taught consistently and correctly, we should see an impact in phonics attainment.</p>						

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	<p>The spike in disruptive behaviour is mentioned in the top summary - can you tell us about the systems that are being put in place to try and manage the poor behaviour and free up SLT time?</p> <ul style="list-style-type: none"> • Implementing relational support plans under the guidance of the SEMH advisor team • Class moves where appropriate • Counselling / mentoring sessions with attachment trained mentors • Use of any available TA time to support individuals • SLT consultation meetings with parents <p>Reflecting on the parent and staff surveys, what specific actions are being taken to try to address some of the issues that have been raised? Are there any ways that this can be supported by the governor's board?</p> <ul style="list-style-type: none"> • Information to parents about how to keep in touch and what to expect with reports. • SEND drop in sessions for each year group. • Increased provision of clubs at Junior School • In terms of support, possibly governor drop in sessions? Attendance at a parent evening or open evening? <p>Not a question, but would it be possible to explain the current situation with respect to the pay award? I am getting a bit confused by all the acronyms about who is likely to accept the pay deals that have been offered, etc. I appreciate the impact on budget - and that this will be an issue that it impacting at every school in the country. See answer below.</p> <p>Greg Hawkins</p> <p>There are some very large gaps in attainment for disadvantaged/SEND students vs the cohort, with Yr4 looking particularly large. Are we confident these are accurate and if so, is any intervention been put in place? Attendance data suggests that isn't where the issue is.</p> <p>Quality first teaching with a clear strategy across the school for core subjects including strategy for supporting low attainers depending upon their identified need.</p> <p>Targeted CPD for teachers to ensure they are able to support all learners.</p> <p>The gap isn't there in Yr6 though, do we anticipate this to be closed for Yr5/Yr4? Yes – the reason we have changed our approach to teaching of writing, maths coordinator out of class for 2 days is to close the gap.</p> <p>Parent survey also shows a number of parents of SEND students not being happy with support received. Is this to do with unrealistic parental expectations or a wider issue?</p> <p>Due to expectations to some degree. With the change of Louise's role, she did not meet as many SEND parents in person as she had done before, you will see that the large % of disagree is at the Junior School. As an action Louise is inviting parents for year group drop ins.</p> <p>Andy Thornhill</p> <p>Pay awards.</p>

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	<p>Just to add to Tom's request to talk through. In terms of budget impact, when would the new pay awards start? The pay award for support staff will be backdated to April 2022 and September 2022 for teachers.</p> <p>We have a c65k variance in staffing costs in the FRS but understand from notes in heads report that this is closer to £92k impact so there has been some savings here to offset? Variance in staffing costs between the FRS and HCSS are due to staff added into HCSS that aren't yet employed but will be in the near future and therefore not showing in SIMS (FRS) e.g. new TA's, HR support, Cleaner, Caretaker. It is closer to £92K</p> <p>I believe our financial year end is April and so would this mean a c£180k full year impact, this seems slightly higher than the year on year increase in deficit between the two dashboards. Reporting is shown over the financial year and therefore would not be doubled.</p> <p>Is there any discussion of higher inflationary increases in future years? These pay awards aren't in the public domain yet as the GMB still have to accept the support staff rise and teaching unions are threatening strike action for a higher increase. We have shown the most recent and most likely pay increases. we have no idea what to expect next year.</p> <p>Budget</p> <p>Questions around school meals – will we increase charges. We said that this is unlikely as this is not the time to raise costs.</p> <p>Other than pay award looks like everything is very close to forecast at present. Any concerns? As mentioned in the report, energy looks on track but we still don't know what are cap will be.</p> <p>The budget dashboard (pre pay-award) starts with a 22/23 overspend of 11k which differs to the "current budget" of £57.5k in the FRS report? This is due to the new pay scales applied in FRS but not in HCSS</p> <p>Andy to get in touch with Lorraine to meet and discuss the above question.</p> <p>Safeguarding - 10 police reports at LINS looks high and not consistent with the overall picture? This is higher than usual although 3 of these were from over the summer but there was a delay. One of these were also for a family where we have 3 siblings so we received 3 separate VIST reports. We are generally finding that there are more and more families where there are mental health concerns present within the household.</p> <p>Staff survey - LINS leadership responses - how is this being interpreted and what can we do to support? There are a variety of reasons for this. Staff know that we don't think that the curriculum was robust enough and that we don't value the way in which the curriculum was being delivered prior to our arrival. There is a general feeling that there was too much of a focus on phonics last year in terms of professional development. TAs also express concern that they shouldn't be delivering phonics lessons on a C-grade contract and without preparation time. To support this, we have taken all RWI teaching TAs out of the break-time rota to give them an additional hour and 40 mins of preparation time per week, directly following their teaching slot.</p>
11.	Governor Visits reports
	<p>A report was submitted by the pupil premium governor.</p> <p>Governor visits:</p> <p>TB / AF / JL – SIP meeting with MW</p> <p>GH – Safeguarding meeting with DB / NW</p>

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	TB – Conducted a Single Central Record Check and report is included with documents for this meeting.
12.	Governor Training
	List any training attended by governors: AF – OFSTED Governor Training TB – Governor’s Briefing
13.	Policies:
13.1	Finance Policy
	Model policies provided by DCC and adapted to be school specific Approved by FGB after changes / discussion with AT
13.2	Admissions Policies
	Draft Policies to be added to website for consultation. Approved by governors to go for consultation.
13.3	Pay Policy
	Model policy provided by DCC and adapted to be school specific Approved by FGB
13.4	SEND Policy
	Model policy adapted to be school specific Approved by FGB
13.5	Governor allowances / Expenses policy
	Approved by FGB
13.6	Offsite Visit Policy
	Federation Policy updated to reflect new Devon guidance 2022 Approved by FGB
13.7	Teacher’s Appraisal Policy
	Model policy adapted to be school specific Approved by FGB
14	Signing and review of required forms and documents:
	Current governors signed the following forms: <ul style="list-style-type: none"> • Declarations of Eligibility Forms • Declaration of Business Interest Form • Data use / share form Copies kept in the current governors file.
15.	Date of next meeting: FGB Wednesday November 30th 5.30pm @ Ladysmith Junior School
	Meeting Closed at 19.30

Ladysmith Federation

Signed.....

Dated:.....