

Minutes for Meeting of the Governing Body of Ladysmith Federation					
Date / Time	24 th January 2023 17:30		Location	Ladysmith Infant and Nursery	
Attendees	Initials		Attendees	Initials	
Tom Butcher Co-Chair	TB	Co-opted Governor	Annie Fletcher Co-Chair	AF	Co-opted Governor
Mark Wilkinson	MW	Executive Head	Jill Green	JG	LA Governor
Justine Brooker	JB	Co-Opt	Karen Bates	KB	Co-opted Governor
Richard Goodchild	RG	Parent Governor	Kate DeBurgh	KDB	Parent Governor
James Lee	JL	Co-Opt Governor	Hannah Snowden	HS	Co-opted Governor
Ana Salter	AS	Staff Governor	Andy Thornhill	AT	Co-opt Governor
Sarah Melhuish	SM	Co-opt Governor	James Hewlett	JH	Co-opt Governor
Present					
Neil Williams	NW	LJS Head of School	Lorraine Carter	LC	SBM
David Broad	DB	LINS Head of School			
Apologies	Initials				
Greg Hawkins	GH	Co-Opt			

The Meeting was quorate.

Ref	Discussion, Action or Decision
1.	Apologies for Absence
	Greg Hawkins Approved: Absences approved by Governors
2.	Declaration of Pecuniary Interests invited and declared
	No interests declared
3.	FGB Minutes from meeting 30.11.22
	Minutes were agreed by FGB and signed by co-chair.
4.	Finance and Resources
	Documents shared: <ul style="list-style-type: none"> • FRS report • Income and Expenditure report • Budget dashboard • Capital expenditure

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	<p>Further discussion:</p> <p>Cleaning at LINS</p> <p>MW and LC have been investigating the cost of a contract clean at LINS. Currently due to lack of staff, there are concerns about the standard of cleaning at LINS. We have advertised ongoing for over a year and we are still unable to recruit sufficiently. MW/LC have been able to secure 1 quote but other companies who were asked were unsure that they would be able to fulfil the staffing commitment.</p> <p>The one quote is with Devon Norse and to start after Easter. The cost would be £52,472 for year 1. MW/LC estimate that it would cost in the region of £40-£45,000 if we were to be able to employ the 5 staff that Devon Norse intend to use ourselves. The quote also includes some specialist equipment that would be paid for over a 3-year period. There is the possibility of being able to have a get out clause at the end of each year if we go for a 3-year contract. The proposal has been filed with these minutes.</p> <p>It is felt by MW/LC that the quote represents a good value offer</p> <p>MW and LC asked governors to agree the contract without getting further quotes on grounds of the important of keeping the school clean in the current environment.</p> <p>Governor decision:</p> <p>Governors would like to ensure best value. Lorraine will look to get some comparable quotes or document that other companies were unable to fulfil the request.</p> <p>If we are able to get quotes, Karen will then look over the proposed contract.</p> <p>Tom, Karen, Richard and Andy will then be able to make a decision to approve.</p> <p>Catering costs have increased amounting to a £29,000 deficit. This is due to a rise in costs and a shortfall in the funding allocated to the school for government funded meals. There is a reduced take-up at LJS contributing to this deficit.</p> <p>James would like to add this to a future agenda for a discussion about what can be done.</p> <p>Lorraine will be attending a meeting with other SBMs to discuss what other schools are doing.</p>
5.	<p>Headteacher Report including Teaching and Learning</p>
	<p>Head report to include safeguarding, data feedback, attendance, School Improvement actions, self-evaluation</p> <p>Questions submitted by Governors</p> <p>Jill Green</p> <p>You give as a priority in the Junior school the establishment of systems to manage and support current spike in disruptive / dysregulated pupils but there is no mention of progress on this in your HT report.. or have I missed it?</p> <p>There is some feedback on this point in the SIP review but essentially, extra support that has been put in place at LJS to work with a number of pupils has been 'effective on the whole'. It has not solved all the issues – and it never will. It has, however, freed the SLT up more to be able to work on school improvement.</p> <p>The question is now whether this is an affordable solution for the next academic year.</p> <p>Andy questioned the feeling that behaviour continues to decline. Andy asked if this was due to undiagnosed SEND needs. It was discussed that it is more a case of unmanageable levels of need and a lack of support for specific children with challenging needs.</p> <p>Action: Tom has suggested that a group of governors carry out an additional visit with a focus on behaviour and attitudes.</p>

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	<p>Tom Butcher</p> <p>Attendance: I notice SEND/EHCP rates are lower this term at both schools, is there any particular cause?</p> <p>The attendance for EHCP pupils is lower due to individual circumstances. These include some EHCP pupils being school refusers or on part-time timetables – this impacts on attendance. We also have EHCP pupils with low attendance due to medical reasons.</p> <p>Great to see the pupil survey – is this something that the team has put together in house, or has it been run at other schools (or at Ladysmith in the past)? If so, are there any comparator figures? It seems like really useful feedback and highlights a couple of key areas. Be useful to hear about the actions being taken (Neil, I know you mentioned a few of these to Annie and I last week).</p> <p>The survey is a template of a previous survey used at the junior school. Previous surveys have not, to my knowledge, been collated to give a whole school overview. We have added some additional questions to reflect some comments from the parents' survey last year e.g clubs/pupil groups. We also felt it would be useful to ask children to essentially pick their favourites. This would be useful to see if there is a correlational between the quality and standard of work in the most and least favourite subjects. For example, art is a clear favourite and the quality of work has been praised in our county visit. Reasons for this could be the expertise we have leading the subject and the thorough planning she has produced. RE and Modern Foreign Languages are the least popular, which is not surprising. The expectations around these subjects are lower than others. They are also current PPA subjects. Subject data will be given to subject leads in advance of our spring subject symposium.</p> <p>The key areas for us to address were the number of children not feeling safe at school and talking to adults. All class teachers followed up with individuals to gain some more context. Typically, in LKS2, children did not fully understand the question or said "I am scared of the big children" as opposed to a significant safeguarding concern. In UKS2, children expressed a frustration of playtimes, specific children in the year groups or general feeling towards school. One comment was "I don't trust any adults". Where comments were more concerning, parents were spoken to as a follow up. Some children have been allocated a vertical coaching group to support any ongoing concerns.</p> <p>We have discussed, and are planning to this term, enhancing our playtime provision. Children do not feel MTAs follow up on or take their concerns seriously. We are looking to ensure we have multiple options for all children in a semi-structured way. Several staff and children have asked to part of the working group to develop playtimes.</p> <p>No mention in the HT report about possible strike action-- do we have a feel for whether the schools will be able to stay open? i.e. numbers of staff who are likely to take action?</p> <p>Whilst we already know that a small number of staff intend to strike, we are hopeful that the schools will be able to remain fully open.</p> <p>Justine Brooker</p> <p>Why is the RWI lead temporary, are they likely to become permanent?</p> <p>The role will not necessarily always need to be out of class for two days or taken on by a teacher. It is in place now as it needs more leadership / support while it is being embedded.</p> <p>The report refers to "focus week", what were/these?</p> <p>Instead of timetabled teaching and learning observations, at the Infant School, we gave each year group a 'focus week' where SLT spent time in and around at various times of the day, talking to children, looking at books and observing teaching and learning over a period of time.</p> <p>Groups are not performing as well, compared to school and national average, how is this being tackled?</p> <p>Junior School-- AHT and English lead (Lauren) has met with all teachers to complete a 'bottom 20%' document that has been created to ensure that all pupils are receiving the correct interventions / provisions to address any gaps in progress/ attainment. A similar document has</p>

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	<p>been created for the maths lead to complete. The maths lead is currently screening pupils at ensure the correct intervention is put in place for their needs.</p> <p>We have a year 6 teacher coming in for an extra 4 hrs per week to deliver tutoring in year 6.</p> <p>We have a member of staff back from maternity in April who will be delivering tutoring across the school for groups.</p> <p>The maths lead is delivering 2 afternoons of interventions across the school.</p> <p>tAs are currently been trained to deliver a new bespoke maths intervention in a morning time slot.</p> <p>tAs have also had external maths training to support lowest pupils more efficiently in class.</p> <p>Pupil progress meetings will ensure that class teachers are fully aware of groups and the needs of specific pupils.</p> <p>Regarding the EYFS curriculum; are there minutes regarding the meeting with the EYFS lead and EYFS governor? What is meant by "Investigate ways / how regularly to record evidence / data, bearing in mind the reduced expectations within the renewed framework"?</p> <p>Within the renewed framework, there is a reduced expectation set on how evidence / assessments should be collected. Historically, EYFS staff spent a lot of time recording photos and making written observations throughout the week. The new framework recognises the importance of high quality interactions between staff and children instead of taking time away from the children to record observations. The only requirement is now to record assessments at the end of the academic year. The new EYFS lead has devised a system of regular assessment which is not too onerous but which highlights gaps in children's learning.</p>
6.	School Improvement Plan
	<p>A RAG rated version of the school improvement plan was shared with all governors.</p> <p>Feedback from the school improvement governor – James Lee:</p> <p>James asked for some feedback from other members on the governor section of the SIP actions.</p> <p>Tom noted that the SIP is up-to-date and reflects the progress being made in both schools.</p> <p>Questions on progress against the plan: None</p> <p>Hannah Snowden questioned her role as deputy SEND and Inclusion following Richards meeting with Louise. Hannah is meeting with Louise and will liaise with Richard to ensure that they are working together.</p>
7.	Governor Visits / Reports
	<p>Curriculum visit: Justine Brooker – report submitted</p> <p>School Improvement Plan visit – James Lee / Annie Fletcher / Tom Butcher</p> <p>Richard Goodchild has met with Louise – SEND and Inclusion.</p> <p>Action: Greg to submit his report from his last Safeguarding visit</p> <p>Safeguarding Single Central Record checks – dates to be rearranged</p> <p>Annie gave a summary of their visit to both schools. Both very positive visits with children engaged and clear ongoing improvements with the school environments.</p> <p>Action – to arrange opportunities for governors to come into school.</p> <p>Kate questioned the frequency of SCR checks – to be altered to termly in line with the ToR.</p>

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8.	Governor Training
	List any training attended by governors: James has attended the Prevent training Jill has attended preparation for OFSTED governor training. Richard has already attended new governor training
9.	Policies:
9.1	Federation Behaviour Principles
	Hannah felt that there wasn't any mention of the aims and core values of the schools. Mark to meet with Hannah to explore what things could be added. Policy agreed pending changes. It was suggested that we could produce a condensed version for parents and children. Action: for Hannah to meet with Mark to explore this.
9.2	Federation Behaviour Policy
	New policy. Example policy from 'The Key' used alongside previous work done at LINS on a relational policy. As above
9.3	Supporting Children with Medical Needs policy
	Numbers of staff receiving training requested for next meeting Mark suggested that a governor added this to a visit to both schools – to look at the procedures at both schools Kate suggesting adding this task to the ToR to ensure that this is checked. Approved.
10.	Date of next meeting: FGB Wednesday March 22 nd 2023 – Junior School @ 5:30pm
	Meeting Closed at: 19.15

Signed.....

Dated:.....