

High Park School

Local Governing Body

Meeting held on Tuesday 24th September 2019

Meeting commenced at 6.00pm

Present: Ann Andrew (Principal – AA); Rebecca Barham (RB); Rob Canning (RC); Linda O'Neill (Chair - LON); Yusuf Rasul (YR); David Sims (DS).

In Attendance: Celine Ries, Clerk; Jayne Taylor (Prospective Co-opted Governor - JT); Sarah Tollemache (Assistant Principal - Lead DSL – ST).

Papers circulated prior to meeting

Keeping Children Safe in Education
Declaration of Pecuniary Interests form
NGA Governor Code of Conduct 2019
Website register of interest
Governors responsibilities
Principal's Report to Governors
Progress Data report
Timeline of Progress Since OFSTED Inspection January 2016
Data Report
Pupil Progress Analysis Feb to May 2019
Progress Tracking Post Ofsted
School Improvement Plan 2019-2020
Safeguarding Report Summer half-term 2 2019
School Improvement Plan 2019-2020
Administration of Medication Policy
Anti-bullying Policy
Child Protection and Safeguarding Policy
Staff Code of Conduct
Intimate Care Policy
Music Policy
Prevent Duty Policy
Pupil Attendance Policy
Pupil Online Safety Policy
Science Policy
Staff Technology Acceptable Use Policy

Papers tabled at meeting

Quiz on Keeping Children Safe in Education
Risk register
Leadership and management priorities

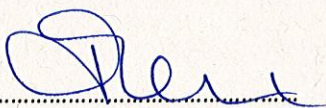
The meeting commenced at 6pm.

01/19 Apologies for absence and their acceptance

Apologies were received and accepted for Ann McKerchar (AM) and Darren White (DW).
LON announced she would need to leave at 7pm.
Introductions were made for the benefit of Jayne Taylor (JT) and the new clerk.

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02/19 Safeguarding training in Keeping Children Safe in Education – by Sarah Tollemache, Lead DSL

Governors were informed they are required to sign a document testifying that they have read part one.

The document reflects the latest changes:

- Upskirting: This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence since April 2019.
- Hazing initiation ceremonies: such as games causing harm or humiliation performed when joining a group.
- Serious violence: There is an increase in knife and gun crime and death. Staff members are to be alert to this risk, stay factual and act immediately.
- Honour-based violence (including Female Genital Mutilation and Forced Marriage):
- Contextual safeguarding: Being aware of the possible hazards the pupils of the school may be confronted with, and to put measures in place to support the staff and the pupils, with a relevant pupil risk assessment. The Lead DSL keeps records of the location of the pupils and possible risks associated for each area (such as an increase in burglaries).

All the staff members need to be up to date with the school policies and to report any concern immediately to the DSL.

LON: How do you mitigate the types of crime in an area?

ST: Our pupils come from across the LA, so from a much larger area than for other types of schools. Information is available on the West Yorkshire Police's website.

AA: One example lately is the canisters left on the ground on a path frequently used by the pupils. The staff members need to ensure the pupils do not pick up anything while on a walk.

RC arrived at 6.15pm.

ST left the meeting.

03/19 Confirm Chair and Term of Office

LON was appointed Chair by the Trust Board.

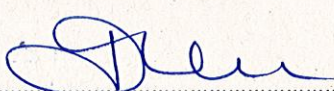
LON will leave the Governing Body in January 2020, but a standard term of office of 12 months was agreed.

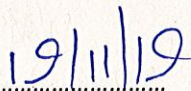
04/19 Election of Vice-Chair for 2019-20

AM was nominated and elected as Vice-Chair for a term of office of 12 months, subject to her approval.

05/19 Notification of Any Other Business and requests for Agenda order variations

The safeguarding item was added.

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- 06/19 Declarations of interest for items on this agenda**
None.
- 07/19 Declarations of Pecuniary Interest 2019-20**
Governors are to give their completed forms to AA.
- 08/19 Governing Body Code of Conduct**
Governors approved the National Governance Association (NGA)'s Code of Conduct.
- 09/19 Review and Update Statutory Information to be published on-line**
Governors are to give their completed forms to AA.
- 10/19 Minutes of the previous meeting held on 2nd July 2019**
Governors approved the minutes of the meeting held on 2nd July 2019 as a true and accurate record of the proceedings; the Chair signed the minutes.
- 11/19 Matters arising from these minutes not elsewhere on the agenda**
90/18: Relating to the query on employing therapists directly, AA is still pursuing this.
93/18: The same risk of not enrolling the numbers of students planned for September is still on-going.
96/18: Chair's 360^o feedback: LON will send the link again to governors.
97/18: The policies were approved and signed as agreed.
- 12/19 Appointment of Named / Link Governors 2019/20**
The only change was that AM and YR swapped link roles from September 2019, i.e. YR will link with Oak Base. AM will link with Beech, as agreed in July.
- 13/19 Principal's Report**
Pupils:
The school has 112 pupils and is expecting two more.
The two new classrooms are almost ready to use and we are considering how best to use the space to support the development of the curriculum. The classrooms will help creating additional space around the meeting rooms and with the pressure on space in school.
- DS: Can you clarify this? You talked of pressure on space while the classrooms give additional space.**
AA: The use of the new classrooms would be timetabled to give more flexibility. However, the building is in wood and not as strong, so its use has to be appropriate for some groups but not for all.
- DS: Is this for group use?**
AA: Yes, this is not for individual use due to the type of building it is. This is also to limit the risks linked to being in a separate unit away from the main building.

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DS: Would it be for students across all bases?

AA: Yes and the students will use student entrances.

YR: Could the new building be used as a base?

AA: The building has much potential. One of the rooms has a food tech room and events could be held there such as fairs and cafés.

It was agreed for the Principal to give a tour of the new classrooms to governors at the next meeting.

The new pupils have settled well in their bases.

Staffing:

A few Teaching Assistants (TAs) resigned in the summer, so the school is recruiting.

Staffing attendance:

Staff attendance has overall slightly increased.

LON: Is this after the new implementations and speaking to the staff?

AA: Yes, summer term attendance is always slightly better than other terms'.

LON: Are the absences short term?

AA: They are mostly short term absences. The school has a strict absence management process and uses a HR consultant. RC is pro-active in his role as Staff Well-Being Governor and he shares any issues with the Principal and supports finding solutions.

YR: Attendance is poor this week. Is this due to the support staff?

AA: Yes, it is the support staff who have the highest absence. The school invests in health, support and prevention.

AA offered to present data to show how many staff are at each stage regarding attendance management.

Events:

The Stay & Play Holiday club consisted of time in school, at Nell Bank and also Specialist Inclusion swimming. They were all very successful apart from one group which did not enjoy the swimming as much as the other.

Regular roller discos are held at Zara Sports Hall.

DS: Is there any examples of ad-hoc meetings?

AA: Parents may request a meeting to address a concern and the school may also request a meeting with a family.


Base Reports:

The base reports are a review of the start of term.

DS: In the Acorn base, how is the change in the working hours of the TAs to allow for an initial staff briefing working?

AA: This change has been positive across the school. Teachers have to make the most of the 10 minutes briefing and staff members are more connected and form a more effective and empowered class team. This briefing is about sharing the right information, such as hot spots, key events and pertinent information about pupils that day.

A governor congratulated the school on the use of a visual calendar for a pupil during school holidays.

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AA: This helped this pupil significantly and he has started the new term in a much better way than ever before. This has avoided a disruption to his learning. He now trusts people and the positive impact on his peers is significant.

DS: Are the two new learning support assistants in Ash base existing staff members?

AA: Yes, they were internal promotions.

DS: What about the move of the teachers from Acorn to Ash?

AA: The 2 Assistant Principals share the Acorns class and David Richards has moved to Ash. A male role model in this class has benefits and proved to be a good move.

Oak base: The staff discussed with the parents the aspirations for the young pupils and the options post 19.

DS: Has each class changed teacher?

AA: Not all teachers have moved but there have been some changes in most classes (Staff, pupils and classrooms).

RB: What about the vocational classes?

AA: There are now two vocational classes at the top end of the Oak base. However, some parents have requested we keep teaching the curriculum as alongside the vocational courses.

Learn & Play:

Learn & play has started this week and parents have been enthusiastic about this.

Quality of Education:

The curriculum continues to be developed and the School Improvement Plan prioritises writing, P.E. & Music. Writing is an area where the pupils could make better progress and the music and P.E. curriculum are crucial to the pupils' well-being and the development of their communication and interaction skills. DS commented that these subjects will also support pupils' skills in writing.

The Essential Life Skills funding was used to provide and support a range of enrichment activities including visits at Nell Bank for most pupils, Roller Disco, Cinema Club and Creative Arts & Litter Project provided by Purple Patch.

DS: Is this funding likely to happen again?

AA: No, this was given to the Bradford schools as this is an opportunity area.

Personal Development:

This area is a real strength for the school. Personal, Health and Social, and Education (PHSE) curriculum: teachers were given time to practise and describe their curriculum area with Gill Robinson. This included discussion about pupil progress and ways for improvement.

DS: Are there any pupils who are spending very little time with their peers?

AA: Only one pupil in school and one pupil we support at home. Pupils are in and out of classrooms, but are part of a group. The school is making slow progress with one pupil, who is very able but a school refuser.

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Governors pointed out that they need to keep questioning the school about separate education, as this is one of the problem areas in terms of safeguarding. AA replied that the national focus is around the use of seclusion. However, the school works hard to be an inclusion school.

Behaviour and attitudes:

DS: Can you give an example of a novel activity?

AA: In the summer term, the educational visit to Northcliffe Park and the model railway was a novel activity. This is about helping the pupils cope with something new, in a planned way. The Media Museum also presented novel activities, due to its unpredictability. We are focusing on risk assessments and the preparation for trips. We take into account that staff members are out of their secure zone and that help is not available nearby.

Effectiveness of Leadership and Management:

The key areas for development this year are building on the work of the LGB and ensuring the Governing Body has a robust plan for the succession of the Chair.

Also the continued development of the Middle Leadership team.

Two Assistant Principals have completed their NPQSL.

YR: Is this training paid for by the Bradford Opportunity funding?

AA: Yes, as well as two staff members' Middle Leadership training (MPQML).

New classrooms:

The new classrooms are almost complete and governors may hold future meetings in the new unit.

Post 19 transition

Governors thanked the Sarah Tollemache (Lead DSL) for arranging the placements.

The changes in the LA and in the social care services created a lack of availability appropriate services. The school had 11 leavers and finding placements for everyone was a challenge. ~~The~~ ST worked during the school holidays to prepare the placements. The situation was difficult for the families who waited a long time for a placement making it difficult for the school to make transition arrangements to ensure the students were settled in their new settings.

AA and ~~the~~ ST wrote a letter to the LA to express their concerns and the difficulties the school faced. AA and ST are now looking at how to better prepare the pupils with the current services situation.

Outcomes:

The school had successes in pupil attendance and for the routine vaccinations.

LON left the meeting at 7.10pm.

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Governors congratulated the nursing team for being nominated for a reward for the injections. AA added this was due to the nursing team's diligence and consistent hard work. They are well connected to the school and the pupils accept her.

DS: Regarding the data, it needs to be recognised that the small numbers of pupils have a significant impact on the percentages and are the same pupils who appear in each group. For instance CLA & girls

AA: Yes, two pupils in the girls' group are equivalent to 11%.

JT: Do you do case studies?

AA: Yes, we are looking at how to put these together in a coherent way. When we estimate a pupil made expected or better progress, we look at all the evidence. We identified over the last year that teachers are more ambitious, more critical and less generous in giving the better than expected rating.

JT: Is it individual pupils?

AA: Yes, Ofsted made it clear that it's about pupils' individual journey and whether a pupil could make any more progress under these particular circumstances.

Q: Could you show the trajectory of the progress of a pupil through school? It would be helpful for governors to see the progress and what the more able pupils can achieve? Could you present longitudinal data next time?

A: Yes, we could also present this for new starters.

RB: Are teachers encouraged to push pupils and how do you check for consistency across teachers?

AA: This is moderated and if needed, we would talk with the teachers.

RC added that teachers have to justify their judgement and they meet with a member of the leadership team termly for a Pupil Progress Meeting. This is a good process for teachers. Assessment is moderated at every stage.

The behaviour for learning score is a helpful tool for parents to see the progress.

14/19 Safeguarding Report

YR: Will the multi-disciplinary team meetings always include support staff?

AA: Not always, it includes a teacher or a member of support staff. Some support staff members request to attend clinic for advice.

DS: How do you find the input of the support staff?

AA: Their input is very valuable.

RB: What about the 12 university students visiting?

AA: They do not all visit at once. They visit for one afternoon, with a focus on educational leadership and spend some time in the classrooms. The psychology student who is employed on a SEND internship, is excellent and has made fantastic connections with the pupils.

15/19 Risk Register

The building works were managed very well and the pupils were not affected at all.

Provision: the provision is stretched and the school may decide to downgrade it to a low risk.

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The provision of therapy is still spread across a higher numbers of pupils.

DS suggested adding students leaving school at Year 14 to the register due to the difficulties faced last year.

16/19 School Improvement Plan

Some areas of the School Improvement Plan (SIP) were not fully achieved in 2018-19. The school completed a section on pupil outcomes, and some of the achievements of the pupils will come through this year. An increase in progress was identified, in small numbers.

AA will complete the gaps in the SIP. AA tabled the "Leadership and management priorities" (priorities 9 and 10), filling the gaps of two priorities of the SIP. Governor visits are vital to fill these priorities.

AA added that the school has invited the directors of the academy trust to visit the school more.

DS: Could we get a director to attend a LGB meeting? What is their view of the Chair of governors? What about a shared role, what is their view?

Governors discussed options for the succession of the Chair in January and decided a shared Chair role was not an option for this LGB.

Governors asked to be informed of specific items for the SIP for governors to monitor over the next few meetings. AA will complete the SIP and will add more information on music, PE and writing, with the help of the teachers.

Priority 9 of the SIP: *The LGB to provide even greater challenge to support school improvement through consistent triangulation of information.* This will be added as an action for governors.

17/19 External Review of Governance

Item no longer needed.

18/19 Policy Review

1) Science

2) P.E.

3) Keeping Children Safe in Education

4) Pupil Attendance

5) Anti-Bullying

6) Intimate Care

7) Administration of Medication Policy

8) Staff Code of Conduct

9) Prevent Duty Policy

10) Music Policy

11) Child Protection and Safeguarding Policy

12) Staff Technology Acceptable Use Policy

13) Pupil Online Safety Policy

14) Pupil Behaviour Policy

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DS: Would some of the comments in the serious violence section fit better in the safeguarding policy rather than in this behaviour policy?

AA agreed and will make the amendments.

Governors approved the policies listed above.

19/19 Any Other Business

Co-option of JT:

JT left the meeting room.

Governors co-opted JT for a term of 4 years.

20/19 Date of Next Meeting: Tuesday 19th November 2019 @ 6pm

Governors completed the safeguarding quiz.

The Chair closed the meeting at 8pm.

Signed:.....

Date:.....