

High Park School

Local Governing Body

Meeting held on Tuesday 19th November 2019

Meeting commenced at 6.00pm

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

In Attendance: Celine Ries, Clerk; Gaynor Howden (Acorn base Lead & Literacy Lead – GH).

Papers circulated prior to meeting

Minutes of LGB 24th September 2019
Principal's Report to Governors
Safeguarding Report for Autumn 1
Risk Register
School Improvement Plan 2019-2020
Children Looked After Policy
Safe Touch Policy
Physical Education Policy

Papers tabled at meeting

Staff Well-being
Pupil well-being
Pay Committee Minutes – 18th October 2019
Vocational profile
Places of work

The meeting commenced at 6pm.

21/19 Apologies for absence and their acceptance

Apologies were received and accepted for Jayne Taylor (JT).
RB and DW had informed they would be late.

22/19 Presentation "Development of Writing" –Lead by Gaynor Howden

GH presented an overview of literacy over the past year – the information was also displayed on a screen.

- What was already established
 - English was identified on each class timetable.
 - There were numerous literacy opportunities.
 - Training for staff – even though the staff have many opportunities for discussions on literacy, the school needs to keep offering them training courses to help their development.
 - Literacy display – with a focus on Writing.
- Progression
 - Equals framework

Action

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Date:.....14/1/20

- Jolly Phonics scheme, for the pre-verbal classes, based on the use of music.
- 50 Things to Do Before You're 5 – the school adapted this to Literacy and the pupils at High Park.
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- Staff training: Two Writing sessions were organised and staff worked together who taught pupils with similar needs. Future progression
 - Learning walks are now embedded and are to focus on English.
 - Development of phonics
 - Update of the corridor displays.
 - Development of curriculum teams – for groups of staff members to work collaboratively on developing the curriculum area across the school. All staff members were asked for their interests so they are assigned to a group reflecting their preferences.
- Progression in Writing
Examples of activities were displayed:
 - Blowing over patterns with a straw using sensory materials.
 - A light board, which is more motivating for the pupils not ready for writing. Some pupils may remain in a pre-writing stage for a long time before moving on to writing. Other pupils might actually never write with a pen.
- Extending opportunities
A role play area for a library was introduced as some pupils do not have the opportunity to visit libraries (too noisy or not careful with books). The aim is to teach the pupils to be quiet, by role modelling wherever possible. A good proportion of the books are laminated.
- Cross-curricular links
Pupils learn through different subjects and this may require some "thinking outside the box".
AA added that support staff attended training to help them understand the link between physical activities and the purpose of writing. They now realise more the wider purpose of the physical activities they do with the pupils and how this promotes writing development.
GH explained that the teachers adapted their planning to ensure clarity of their intentions for the whole team. The education is the whole team's responsibility and not only the teachers'.
AA concluded that the changes have been positive for the support staff, improving their job satisfaction and sense of achievement, by being aware of their role in supporting progress.

Governors thanked GH for her presentation.

GH left the meeting and RB and DW arrived at 6.20pm.

23/19 Election of Vice-Chair for 2019-20

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Date: 14/1/20

AM had been elected as Vice-Chair at the last LGB meeting in her absence and declined the offer after the meeting.

The Chair informed all that she now intends to remain in the country till the summer and will therefore stay in her Chair role till the end of the academic year.
The Chair nominated YR and **governors elected YR as Vice-Chair.**

24/19 Notification of Any Other Business and requests for Agenda order variations

- 32/19 deferred till January.
- Addition of the standing item Governor Visits & Training
- HTPM report, in 34/19
- 360° feedback from the Chair: The issue governors were experiencing with 360° feedback should now be fixed; LON will send the link again.

25/19 Declarations of interest for items on this agenda

None.

26/19 Minutes of the previous meeting held on 24th September 2019
Governors approved the minutes of the meeting held on 24th September 2019 as a true and accurate record of the proceedings; the Chair signed the minutes.

27/19 Matters arising from these minutes not elsewhere on the agenda

AM - Are governors visiting the new building today?

AA - Governors may have a tour of the building at the end of the meeting, time depending.

28/19 Principal's Report

YR - What was the purpose of the exit interviews?

AA – All staff complete an exit questionnaire with Lisa Irving when they leave. Comments are very variable depending on their situation. For instance one member of staff left to set up his own business.

RC - Figures show a significant increase in support staff attendance, why?

LON – This could be due to the changes in reporting an absence, as staff now have to talk to a Senior Leader rather than just leave a message. Support staff attendance has increased significantly compared to the last few years.

AA tabled a Staff Well-being document, identifying all the activities the school does to support the well-being of staff. This includes a session of well-being activities every half-term

The school also tracks absence closely and sets Absence Meetings quickly. Staff are aware that absence is picked up immediately compared to previously. Also, staff cannot assume they can take the day off if their child is ill, for instance; the day off has to be authorised first by a Senior Leader and is not guaranteed.

LON – Have you talked to staff about all this?

AA – Yes

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Date: 14/1/20

LON – Could you do something to acknowledge the staff with 100% attendance? Governors and AA agreed a letter from governors could be sent to the staff members with 100% attendance. The letter would aim to show the impact of their presence on the pupils.

AA tabled a Pupil Well-being document, listing the school's initiatives for their well-being. The document is to be displayed in the Reception area for all to peruse.

LON – What does PBS stand for?

AA - Positive Behaviour Support.

A confidential matter was discussed and is reflected in a separate minute.

Pupil numbers:

LON – Is the Secondary section at full capacity?

AA – The Secondary section always has the largest number of pupils; pupils tend to arrive from other schools at the end of primary.

AM – Are needs higher in secondary schools?

AA –At the SEND Strategic Partnership Meeting, it was reported that some young people had complained that they had attended mainstream primary school but then had to go into a special school for their secondary education. This tends to be due to the different set up in secondary schools, for instance they are very large and busy and pupils have to change lessons and teachers.

YR – There is also the reverse argument that maybe these pupils should have been admitted in a special primary school.

RB – Issues are not always diagnosed at a young age.

DS arrived at 6.45pm.

AA – Pupils sometimes remain in a mainstream primary school by parental choice, and sometimes this can be the right place for the child.

LON – Are the Year 9 pupils now talking about post 19 options?

AA – Yes, at Parents Evening, Adult service Providers attended with stalls for parents to visit.

LON – What about the Gatby benchmark?

AA – This is part of the considerations for the post16 curriculum, with criteria for being career-ready. Careers are presented as pathways and may not involve employment. Pupils are given opportunities to learn and become as independent as possible, such as taking the public buses to go swimming.

Base reports

Learn & Play:

AA – Referrals used to be sent to the LA and then back to school. The LA has asked the school to manage the applications directly; however, additional funding would be needed to manage this. Places used to be allocated on a first come first served basis.

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Action

The provision is oversubscribed and the school will need to select applicants to ensure we get the right pupils into Learn & Play.

AM – What about the impact of the road works at the junction outside on the main road?

AA – Traffic has worsened. When we first opened in 2013, we changed the timing of the school day to help avoid some of the traffic issues.

DW – What is the projection for the road works?

RC – Around 15 weeks.

YR – Relating to the Oak Base exercise – do you have examples of how this is differentiated?

RC – This base is split into two halves.

YR – Have sessions been adapted?

RC – Yes, with more gym and music for the older students; this is very successful.

AM – What about the new social workers?

AA – The transition team of social workers is in and out of school and will visit school every Tuesday. They have been given a fob and High Park badge and feel part of the team. We are working collaboratively with them. The social workers now have a better and deeper understanding of school and the pupils. There has been a culture shift recently, with real progress made. We hope parents will notice the difference to the support they get for their young people leaving this year.

YR – In the Beech Base report, relating to staff development and completing the safeguarding paperwork, if they need support, could it be a safeguarding concern?

AA & RC – This is not necessarily safeguarding paperwork. The paperwork could be about natural behaviour issues at home, or for new pupils. The teachers complete Well-Being Tracking which is RAG-rated each half-term. This tracking provides evidence of the impact of the provision.

29/19 Safeguarding Report

Governors discussed the pie chart and its numerous sections. It was agreed that a bar chart would be easier to read, due to the large number of sections.

AA - Contextual safeguarding: The school uses information about the local area to inform risk assessments for trips into the local community.

AA – Body Map: When the pupils have bruises or other marks on the body, the school notes them on a body map. This is sometimes through information given by parents.

RC – What about contact with parents/carers?

AA – Regarding safeguarding issues, the school counts the elements separately. Governors discussed the project of a visit to a care home. **VALEYS VIEW RESIDENTIAL HOME**

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Date:.....**14/1/20**

30/19 Risk Register

AA - The provision of the small team of therapists is being stretched due to the higher pupil numbers. This could cause a risk if one of the therapists was absent.

DS – There have been high rates of flu-related absence in some schools; could the flu be considered a risk every winter? Could we have an update on the uptake of the flu vaccine for pupils?

AA – Yes, I will send one next week.

Question from JT – Does the school provide the flu vaccine for staff members?

AA – The school does not provide it but staff may be entitled to the vaccination through their GP.

31/19 School Improvement Plan

AA – Items 9 and 10 (under Leadership & Management) relate to the Governing Body. Item 10 *To ensure there is succession for the Chair for LGB*. Is no longer relevant for this year as the Chair is now staying longer.

Item 9 *The LGB to provide even greater challenge to support school improvement - through consistent triangulation of information*. Governors could visit the school with the presentation given earlier in mind, asking relevant questions to the staff, checking how progress is recorded, what the children are doing. Governors can also ask to check the paper trail.

LON and DW offered to visit the school.

DS recently witnessed a pupil attending a CAMHS clinic and commented on the great progress he has made over his time at the school.

32/19 Pupil Premium Strategy

Deferred to the next meeting. AA will send the strategy via email to governors.

33/19 Holiday Calendar 2020-21

Two training days in September, one day to cover Eid and 3 twilights to cover the additional day of holiday.

AM – What will happen to the actions listed in the School Improvement Plan (SIP) for the end of Autumn?

AA – The SIP is a working document, so will be updated. Each priority will have impact recorded at the end of the term.

AA encouraged governors to visit the school, with the SIP in mind, and to ask to speak to specific staff members.

34/19 Report from Pay Committee meeting – 18th October 2019

RC left the meeting room for item 34/19 only.

This confidential item is reflected in a separate minute.

35/19 Policy Review

1) Child Looked After Policy

2) Safe Touch Policy

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Date:.....

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Agenda
item
AA

DS noted that the policy needs to be appropriate for this school and that some points in the policy may apply to mainstream schools only.

3) PE Policy

Governors approved the three policies listed above.

36/19 Any Other Business referred from item 24/19 above

• Governors visits and training

- AM did a safeguarding visit in October and checked the Single Central Record.
- AM and RC did a learning walk about pupil voice. They viewed the different age groups and witnessed the children mirroring body language, the facial expressions. The atmosphere was calm in all bases, with engaged pupils and meaningful activities in every classroom. RC gave feedback to the teachers. Remembering the developmental age of a big child is important, as a big child may be similar developmentally to a young child.

RB – The adults need to recognise that sometimes they need to give up the control over their pupils. It is about recognising body language and listening to communication. Sometimes the pupil may need to leave and may not be ready to learn, and the activity will still be available for when the pupil decides to come back.

RB – Is there an alternative to holding hands?

AA – The staff encourage children to hold their arms instead (it is then on the child's terms).

- LON was impressed by the quality of the Team Teach training she observed. The training was being delivered by our tutors to a primary school

AA – The quality of this training has improved and pre- visits to the schools ensure that the training meets the needs of the school as well as delivering the Team Teach programme.

• Vocational profile document.

AA tabled the document. It has been adapted from a Local Authority document and is used to gather information to better prepare pupils for Post 16 and leaving school.

Harry from the Business Support Team has made a booklet (Places of Work) with a picture for each job to support students to think about the types of work they may be interested in

Governors were given the two documents to peruse.

37/19 Date of Next Meeting: Tuesday 14th January 2020 @ 6pm

The Chair closed the meeting at 8.10pm.

Signed:.....

Date:.....14/1/20