

**High Park School
Local Governing Body
Meeting held on Tuesday 19th March 2019**

Meeting commenced at 6.10 pm

Present: Ann Andrew (Principal); Rob Canning; Rebecca Holden; Ann McKerchar (delayed); Linda O'Neill (delayed); Yusuf Rasul; David Sims

In Attendance: Robyn Brennan, teacher (partial); Gill Jennison, Clerk

Papers circulated prior to meeting

Anti-bullying policy
PHSE policy
Principal's report to governors
Risk Register
Safeguarding report Spring half term
School Improvement Plan

Papers tabled at meeting

Governors Skills Audit
Delivery of Structured PE across School
Governor Activity Report

Action

Welcome and introductions

An incident in the city centre caused travel disruption in the area so some governors were unable to arrive on time.

David Sims opened the meeting and took the chair until Linda O'Neill could arrive.

54/18 Apologies for absence

Apologies were received, and accepted, from **Darren White** who was unwell.

57/18 Minutes of previous meeting held on 28th January

David Sims proposed that the minutes be accepted as a correct record of the previous meeting and this was unanimously agreed. Minutes to be signed by Chair on her arrival.

58/18 Matters arising from January minutes not elsewhere on the agenda

- **Confirm curriculum document has been circulated - CONFIRMED**
- **Update on potential new governor –** AA reported that she has spoken with the potential applicant who is keen and has very relevant professional experience. AA has arranged to meet her on 9th April.

65/18 New / updated policies and documents

- **Anti-bullying policy –** YR wondered if the policy should include further detail to 'set the scene' at High Park but AA felt this was covered already in the 'Signs and Symptoms'. DS felt the document needed to be straightforward as 'intent' is so hard to define at High Park. AA reminded governors that school maintains a bound book recording all incidents of bullying. The students in Oak Base have lessons on bullying and there is a

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display in reception showing their work.

- **PHSE policy** – a couple of formatting and typo errors were identified and AA said these would be rectified.

Subject to the slight amendments agreed, governors were happy to approve both policies.

6.15pm Linda O'Neill arrived and took the Chair

55/18 Any other business and request for agenda order variations

None

56/18 Declaration of interest for items on the agenda

None

53/18 PRESENTATION – Collaborative Leaders and the PE curriculum

Robyn Brennan, a teacher in Oak Base attended to report on a current project. RB has been participating in a Collaborative Leadership course with David Richards, run by AA and Steve Perren from Castle Hill School. The course required active participation in a project, and RB & David chose to take the opportunity to review the PE curriculum. She has been working collaboratively with colleagues to design a new PE curriculum for the school. She distributed an action plan for the 'Delivery of Structured PE across School'.

RB said that many sessions at High Park include physical activities, but now there will be a structured PE curriculum with a skills-focus. Staff will teach specific skills: eg. football lessons will not just be a 'kick-about' there will be teaching of specific skills like dribbling and passing.

RC – I see the plan includes PE Champions... who are they? RB – we are still engaging champions but we have some in bases already. This includes support staff so the project is inclusive.

DS – I know that some learners already have athletics training outside school so they already have quite high skill levels in some areas. How will you ensure challenge for all learners in PE lessons? RB – yes, you're right. Some students already have skills in swimming, dance etc so we will be mindful of this when designing individual programmes.

AA commented that last year some learners had participated in a hockey tournament and she felt they benefitted from the teamwork experience.

AA added that school intends to work towards the Winstrada accreditation scheme for Rebound skills for some pupils.

6.25pm Ann McKerchar arrived

A McK – what schemes of work are you using? RB – the EQUALS scheme gives us a good basis, but we always individualise the curriculum.

6.30pm Governors thanked RB for her input and she left the meeting.



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59/18 Principal's report

AA took questions on her previously circulated report.

Pupil numbers are stable.

Staffing

L O'N – do all interview panels include someone with **Safer Recruitment** training? I've been on training myself today and I'm reminded that certificates need to be in date.

AA – yes, definitely. And we refresh the training using Educare as necessary.

AA reported that, since the report, a teacher who has been on long term sick has resigned. This will enable SLT to plan a replacement going forward and we are looking at employing a supply teacher in the meantime.

Attendance is still an issue for classroom support staff. Whilst teachers currently have 96.7% attendance, for classroom support staff this is 86.9%. The data shows a consistent gap in attendance rates between teachers and support staff over time, and AA would like to identify the reasons for this. A starting point may be to investigate long term sick as against multiple short term absences. .

L O'N – my previous experience leads me to believe that staff contacting school to notify absence, need to actually speak to a manager. If they can just leave a message, it's too easy for them to stay off work.

RH – yes, I agree with this. My staff can phone early to leave me a message but they know I will ring them back to discuss the absence.

RC- I think that speaking to your manager is reasonable, and I think this may be the time to try it.

DS – I agree that we could try it this term. It's a long term and will be a good time to try a new system.

It was agreed that AA would let staff know that they are now required to speak to a manager when they phone in sick. This would be on a trial basis until the end of the summer term. It would be formally added to the policy if effective.

AA

RH – have you thought about rewarding 100% attendance?

AA – I have considered it but it doesn't sit easy with me – I don't think normal attendance should be rewarded.

L oN – do you monitor absence patterns?

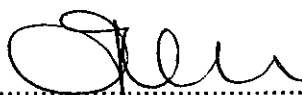
AA – yes, most definitely. Lisa keeps a spreadsheet which records all the absences, with all the targets and triggers.

Parents, carers and families

LoN – I see the Parent Support Group has put on two events but the attendance seems disappointing.

AA – yes, we keep offering events at various times of the day to try to attract more families. As a special school, we have a very wide 'catchment area' so learners come from all over the district and it isn't always convenient for families to travel to school. Attendance does fluctuate. We know that families who do attend are always very happy with the provision.

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YR – I notice Parents Evening was rescheduled because of a boiler breakdown. What was the impact on children of the school closure?
AA – it was very disruptive. Some of them found it very hard to understand that school was closed for the day.

Base Reports

Acorns

AMcK – can you explain what the report means about 'parents'?
AA – there seems to be a piece of text missing. Parents were asked to send in a story book from home to share in class.
AMcK – in the staff development section, it mentions evidence of professional development. What sort of evidence would that be?
AA – it can vary. It could be certificates from courses attended, or children's work showing the impact of their teaching.

Beech

YR – who is running the Rhythm and Resonance Music sessions?
AA – they were started by the OT and are now run by the base staff.
YR – can you explain a bit more what you mean by Emotions Vocabulary?
AA – it's learning straightforward strategies to recognise and deal with emotions, eg asking for a toy back rather than fighting for it.

Ash

AMcK – the report says all changes have been successful and I wondered how you know this?
AA – there is now very effective teamwork in that base at present and it is apparent when you are in Ash Base.

Oak

LoN – what is the stronger focus on pupil progress?
AA – this is the approach that has been developed with the PiP targets and tighter planning for learning towards the pupils' EHCP annual targets.
LoN – the residential to Nell Bank sounds interesting. How many will be going?
AA – we hope to take 48 children across the week. Attendance patterns will be flexible according to need, with some staying residentially, some attending days only and others making a short visit.
A MCK – it's a great place; we have been on the family disability days that they hold.

AMcK – following staff development in moving and handling, how do you check understanding?


RC – I think it would be a decrease in observed unsafe procedures.

LoN – was there any particular reason for the Safeguarding training?

AA – it was just a routine refresher. We follow it up with quizzes and conversations. We deliver safeguarding training in a range of ways and settings: whole school; in bases; in teams etc. our Safeguarding Lead has identified that safeguarding training needs to come from many different angles.

LoN – is safeguarding a standard agenda item in Base meetings?

AA – not in Base meetings, but it is a standard item for weekly teachers' meetings and SLT meetings.

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Learn and Play

AMcK – the report mentions 4 cohorts in Learn and Play. Who are they?

AA – we always run with 4 groups across the week. The second set of 4 groups have just started.

Quality

YR – I notice you mention the embedded provision for PHSE.

AA – yes, that's the practical implementation of the PHSE work that governors heard about at the November meeting.

60/18 Safeguarding report

Governors commented on the previously circulated report.

LoN – Are there any concerns regarding pupil attendance?.

AA – no, but we constantly monitor attendance. Our attendance compared with most generic special schools is very good.

DS – are there any attendance concerns for our looked after children?

AA – no, they are provably our best attenders!

RC – there are 496 recorded serious incidents. This seems a high number. Is it normal?

RH – what is a serious incident?

AA – the number is high because we encourage staff to report absolutely everything. A serious incident can be an injury, a child-on-child incident, or a near miss. For example, if the gate was left open accidentally it would be recorded a near miss. Even if nothing happened, there would be the potential for a serious incident. So it is recorded and the numbers remain high.

RH – so, in that example, what would you do about the gate left open?

AA – I would remind all staff about the need to keep the gate closed.

Communication is done according to level of concern. For some things, it might be an email to all staff, other times managers may go round school speaking to staff in all bases.

61/18 Risk Register

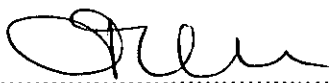
Governors had received the previously circulated document. AA stated there was no change since it was last presented to governors.

DS – I continue to monitor the rising pupil numbers and think it is right that they are included in the risk register.

AA - the increase in numbers has come at a time, in the journey of the school, where we are able to manage them through our flexible curriculum and good use of space.

AA – the risk level of the planned building work will be revisited once the project begins. At present there is a contractual delay and work may begin at Easter.

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62/18 School Improvement Plan

The updated plan had been circulated previously. AA reported that she has reviewed the evidence with SLT and judges the school to be Good in all areas.

AMcK – I valued the training at Castle Hill, where we were reminded of some of the questions we should be asking. I'd like a follow up meeting to go through these questions together. AA to arrange.

AA

DS – priority 8 – Achieve Mental Health mark – I can confirm that some of the priorities have been addressed and the RAG rating could be applied now..
AA –I notice that we haven't specifically mentioned the School Nurse in this document; I think we should add this service.

AA reported that there will be an ICAT Leadership Day on 6th April. High Park leaders will showcase the development of the Positive Behaviour and Therapy Team and the integrated teaching and therapy at High Park..

63/18 Governor Skills Audit

The results of the overall governor skills audit were circulated.
The matrix shows that the board has a good range of skills amongst its members, with most areas scoring 'green'. (32/45).

The only 2 answers scoring 'amber' were "I have experience of chairing a board" and "I have experience of property or estate management".

DS commented that the questions were generic for all types of board, and some skills deemed Essential were not actually so within the structure of an LGB reporting to a MAT board.

AA commented that the potential new governor would have experience in both the above areas.

64/18 Feedback from governor visits

Governors reported on their recent activity.

DS – I was working in Ash today in my professional capacity. I wanted to say how relaxed the atmosphere was in there and can confirm the points noted in the Ash Base Report. I have previously commented on healthy eating choices there and I'm pleased to say that the staff have accepted my comments positively.

AMcK – I shall be in again on Thursday. I was hoping to observe a Fire Evacuation but I understand you've already held one this term.

AA – yes, we do fire evacuation every term and have no issues. I am confident we can get everyone out in 3 minutes.

LoN – I was here for the Lock Down drill and can report that it all went very smoothly. There was just an issue with one radio, which needed adjusting to the right frequency.

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AA – this was our first Lock Down drill. The procedure has 2 levels – partial lock down and full lock down. In partial lock down we would lock all doors and windows and the site is pretty secure anyway with the perimeter fence. In full lock down, we would move everyone into the central corridor where they should be safe. We have a clear policy on this and are confident in implementing it.

YR – I came in and met with David Richards to explore what 'most able pupils' means in the High Park context. Stretch and challenge is very individual here. AA – 'most able' is a term in general education language. At High Park, all our teachers would be able to identify within their classes the children who are Dependent, Intermediate and More Able.

RH – I attended training on school visits arranged by School Governor Service. I found it useful and felt the proforma was very similar to ours.. There were also some useful ideas for questions. Governors were interested in the questions and handouts and *RH said she would scan and share.*

RH

AA said she should update governors on the partnership with **School Governor Service**. The SGS continues to offer advice, guidance, the clerking service and a training programme. But whereas previously, these were often packaged together, schools will now pick from a menu of options and training will be on a 'pay as you go' basis. High Park has decided to purchase the clerking service for the coming financial year. **Governors wishing to attend training should now apply via school, as the cost of the course will be invoiced directly.** AA reminded governors that they should only book a course if they were confident they could attend as non-attendance would still be charged.

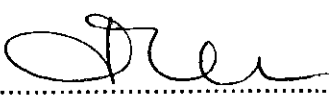
65/18 Any other business referred from 55/18

Parents evening is now on Tuesday 26th March, all governors welcome. LoN intends to attend.

66/18 Date of next meeting

Tuesday 14th May 2019 at 6.00 pm

There being no further business, LoN thanked governors for their attendance and the meeting closed at 8.00 pm

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