

**THE GOVERNING BODY OF SOUTHGATE SCHOOL**

Minutes of the Meeting of the Governing Body held at 6.30pm at the School on Wednesday, 5th February 2020.

PRESENT:

Mr R Baines (Chair), Mrs C Bent, Mrs J Berrett, Mrs K Emptage, Mr P Evans (Head Teacher), Mr M Holland, Mrs S Norman, Mrs A Marsland, Mrs R Perfitt, Ms A Robinson.

IN ATTENDANCE:

Ms L Lancaster (Minute Clerk)

	<b>Item</b>	<b>Minutes</b>	<b>Action</b>
163.	APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	No apologies for absence were received.  There were no declarations of interest.	
164.	NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS	The following items were notified to be brought up under any other business: <ul style="list-style-type: none"> <li>• Policy to sign off.</li> <li>• Independent governors to sit on a panel.</li> </ul>	
165.	MINUTES OF THE MEETING HELD ON THE 4 DECEMBER 2019	<b>RESOLVED:</b> That the minutes of the meeting held on 4 December 2019 be approved and signed by the Chair as a correct record subject to the following amendments.  <u>Minute No. 150</u> - 'Looked After Children' (LAC) should be changed to 'Children Looked After' (CLA) for future minutes.	
166.	MATTERS ARISING	a) <u>Clear line of sight/assessment (Minute No 156 refers)</u>	Head Teacher

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		<p>The Chair and Vice chair are to perform a deep dive against behaviour and attitudes to learning. The Head Teacher will review KLP visit to ascertain status.</p> <p>b) <u>Representation (Minute No 157 refers)</u></p> <p>The parent vacancy has still not been filled. Parents/carers have been made aware of the vacancy.</p> <p><b>Q: How many parent governors are required?</b>  <b>A: Governor Clerking Service to confirm.</b></p> <p>c) <u>Comic Art Update (Minute 160 e) refers)</u></p> <p>Mr M Holland held a meeting with Mrs J McCrea and the festival director, ideas include the development of:</p> <ul style="list-style-type: none"> <li>• Having 3 rather than 2 artists.</li> <li>• Funding with the festival.</li> <li>• More permanent school displays.</li> <li>• The Library and IT.</li> </ul> <p>An invitation to be sent to the Director of Kendal Festival to visit the school, possibly the week commencing 16th March 2020.</p>	Governor Clerking Service
	<b><i>School Improvement</i></b>		
167.	PUPIL AND STAFF UPDATES	<p>a) <u>Pupil Data</u></p> <p>Key Data highlights as follows:</p> <ul style="list-style-type: none"> <li>• There have been 3 new starters in September 2019 and 2 in January 2020. Numbers remain at 151 (as 3 leavers) and haven't increased as was anticipated at this stage.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Attendance: 90.99%, 0.5% below the whole of last year and was increasing steadily as new pupils have settled.</li> <li>• There is a gap between girls and boys attendance, of the 25 new starters since September 2019, only 5 were girls and all attended full time mainstream schools, whereas a number of the boys came from more disruptive school backgrounds including exclusion and the PRU.</li> <li>• Two boys are not currently attending. The school is working with external agencies including the attendance and Pupil Support Service.</li> <li>• Pupil Premium = 90.77%. This was very positive as the gap had narrowed significantly compared to last year.</li> <li>• Focus meetings were being held to improve attendance.</li> </ul> <p>b) <u>Children Looked After</u></p> <p>There had been an increase in Children Looked After from 8 to 10, with two children taken into authority care since September.</p> <p>c) <u>Staffing Changes</u></p> <ul style="list-style-type: none"> <li>• Appointed: 4 ETAs, a cover supervisor and an intervention family worker.</li> <li>• Dismissal: One member of staff, an appointed ETA who could not commence employment due to injury.</li> <li>• An experienced pathway leader had left to take on an opportunity elsewhere.</li> </ul> <p>Last year's recruitment, including that of an experienced teacher has alleviated any issues with staffing changes.</p> <p>Ms Robinson visited the School on 5 February 2020 to shortlist teachers. Shortlisting has also taken place for admin support staff. Interviews would take place week commencing 10 February for a teacher.</p> <p><b>Q: How long are apprenticeships?</b>  <b>A:</b> One year. The ETA apprentice has been excellent and he will have the option to apply for a permanent role, he is enthusiastic and has a</p>	

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		<p>great relationship with the children. At the end of apprenticeships there is no commitment either way.</p> <p>The School has sufficient flexibility to avoid further recruitment at this time. Some staff are on fixed term contracts, and there are some part time teachers. Part time teaching can be unworkable for some classes, particularly younger classes which need more consistency and familiarity. The Head Teacher will review the mix of contracts against future need.</p>	
168.	REPORTS FROM COMMITTEES	<p><u>Finance Committee</u></p> <ul style="list-style-type: none"> <li>• There continues to be an underspend. Careful planning into next year to ensure sustainability and capacity. A review of Commissioning and development areas to be performed.</li> <li>• There was a monthly budget meeting, with tight budgetary control.</li> <li>• Finance and Premises leaders are to meet with feedback forthcoming.</li> </ul>	
169.	HEADTEACHER'S REPORT AND GOVERNORS QUESTIONS	<p>a) <u>Pupil Progress</u></p> <p>Despite turbulence and new starters, the majority of pupils are at Expected or better; 60/70% achieving good/expected.</p> <ul style="list-style-type: none"> <li>• Pupil Premium is in line with those pupils without Pupil Premium.</li> <li>• CLA (Children Looked After) continue to make comparable progress.</li> <li>• Post CLA struggle more, and there was a strategy in place to support these children, including focused family worker support.</li> <li>• Teaching and Learning - Commissioning is in the shared Development Plan. Reading - Allocation of the TLR3 reading opportunity has been adopted by staff. Learning walks have taken place, with a reading focus, results have been mixed: <ul style="list-style-type: none"> <li>➤ 8 were considered equivalent to Good; 1 Outstanding; 2 Requires Improvement.</li> <li>➤ All classes engage in reading, with certain classes demonstrate higher quality than others.</li> </ul> </li> </ul>	

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	<p style="text-align: center;">➤ A progressive and consistent strategy is being implemented across the school.</p> <ul style="list-style-type: none"> <li>• The School performs informal learning walks with informal feedback. Teachers' performance is assessed over time for fairness and consistency.</li> </ul> <p style="margin-left: 40px;"><b>Q: Are Observations across different people with different grades or the same people with the same grades all the time?</b></p> <p style="margin-left: 40px;"><b>A:</b> Results have to be considered over time for a holistic review of performance.</p> <p>b) <u>Marking Policy</u></p> <p>Work monitoring has shown strengths with differentiation/marketing policy. An area for development is the lack of extended writing and use of staff feedback. Research shows that this can have high impact for low cost. The marking policy has been adapted by the literacy co-ordinator to develop this area.</p> <p>c) <u>New Starters</u></p> <p>The implementation of a long term transition plan and an extended transitions period over summer into September had a positive impact, with demonstrable improvements on levels of anxiety since the last academic year. The School has a long term commitment to nurture. There are continuous improvements to general behaviour.</p> <p>Key Behavioural Trends are:</p> <ul style="list-style-type: none"> <li>• 70% good or outstanding behaviour.</li> <li>• There has been an increase in physical intervention 68% related to 11 pupils (rising complexity of need and increase in SEMH) but these are reducing).</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Stage 3 (crisis behaviours) have decreased.</li> </ul> <p>d) <u>Building and Premises</u></p> <p>There are continuing issues with the doors and maglocks which are a health and safety hazard to staff and pupils. The Head Teacher has personally inspected the maglocks and the issue has been escalated. Emergency meetings had been held with Kirklees and SPIE. Senior leaders within the Council are informed and improvements are needed quickly.</p> <p><b>ACTION: Pursue the timeframe and timeline for repairs.</b></p> <p><b>Q: When will fence be fixed?</b>  <b>A:</b> Main work has been completed but there are small aspects to be fixed.</p>	Mr. Richard Baines
170.	GOVERNOR TRAINING AND GOVERNOR VISITS TO SCHOOL	<p>Ms Robinson had completed the Governor's financial responsibilities training.</p> <p>Ms Robinson had visited school to review careers. Careers development is on the website, and work was ongoing with parents to get feedback about aspirations and opportunities.</p> <p>Ms Robinson had met with Victoria and presented a very positive and detailed review of her findings:</p> <ul style="list-style-type: none"> <li>• Sensory needs are being met with: <ul style="list-style-type: none"> <li>➤ Soft play gym and equipment.</li> <li>➤ Children in badges have access to sensory circuit.</li> </ul> </li> <li>• There are strong links with parents - Badger has 100% parental engagement. Victoria uses a Badger puppet which she sends home at weekends for use in storytelling.</li> <li>• The Intervention Team is supporting Victoria with giving children more sensory awareness in regard to food and their textures.</li> <li>• An early year's mental health workshop ran at the weekend.</li> <li>• There are strong links with Kirklees SEN schools for benchmarking.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Safeguarding culture: Challenged by an ETA to show ID in a very positive manner.</li> </ul> <p>Ms Robinson was challenged to show her badge – evidence of safeguarding procedures being followed.</p> <p><b>ACTION: Mrs Ruth Perfitt holds evidence folders which can be shared.</b></p>	Mrs Ruth Perfitt
171.	SAFEGUARDING	<p>Mrs Perfitt has produced an effective Safeguarding Document which includes Governors' requirements. The role of social and emotional leaders had been expanded to include bullying and homophobia.</p> <p>There has been an increase in CLA and pupils on the Child Protection Register.</p> <p>In November, there was to be a special assembly on racism/homophobia and safe internet days by the Huddersfield Town Foundation.</p> <p><b>ACTION: Arrange the next Safeguarding Meeting.</b></p>	Mrs Ruth Perfitt
172.	SCHOOL DEVELOPMENT PLAN	<p>The Development Plan is linked to the new Ofsted framework. The following key highlights were discussed:</p> <p>a) <u>Quality of Education</u></p> <p>We are continuing to develop the quality of our teaching and learning through the tiers of support (see Teaching and Learning above) and through differentiating our CPD offer for all staff. Pathway Leaders and Senior Leaders have now re-shaped the pathways and will be working with teachers over the remainder of the year to plan a progressive and broad curriculum tailored to the needs of each class in each pathway. Our recent twilight training supported this with 3 different sessions running: P4C (Philosophy for Children); Makaton and Personalised Planning. These will continue on the February INSET day.</p>	

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	<p>b) <u>Behaviour and Attitudes</u></p> <p>The Southgate Way is well embedded and the majority of staff and pupils use this. It is evident that expectations of behaviour have increased and this is noticed around corridors, the dining hall and assemblies. With a number of new staff (and complex pupils) joining us (and some current staff being less consistent with their expectations), it is necessary that we continue to push this. With 3 new quality appointments, our intervention team is very stable and is supporting this area. They are using on call data effectively and have introduced support strategies to ensure a wider coverage of SEN provision.</p> <p>c) <u>Personal Development</u></p> <p>The staff wellbeing survey in October was overwhelmingly positive. We continue to work with Employee Health Care to support any staff with their wellbeing and any mental health needs. For example, we are having a menopause seminar for staff to raise awareness and provide support strategies for any staff who are affected. For pupils we continue to work with CAMHS although access to this service can be sporadic at times. We are thrilled to have been selected to be part of the Trailblazer Project for Mental Health Teams in Schools. The aim of this is to increase staff skill sets and access to specialist support for pupils with mental health needs. The Huddersfield Town Foundation are also going to be undertaking a Mindful Mile project to help improve our pupils' physical and mental wellbeing. Our outdoor offer continues to go from strength to strength along with sports leadership and work experience.</p> <p>d) <u>Leadership and Management</u></p> <p>The increased rigour of performance was demonstrated in our pay committee. This is now rolled out across the support staff team (although not yet LTSAs) and their mid-year reviews are all coming up. These will mostly be carried out by our higher graded support staff showing increased wider school leadership. The ETA Manager is devising a template to ensure friendly challenge and evidence based discussions. All targets have been</p>	

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	<p>set against Teacher Assistant/ HLTA Standards. We are continuing to work closely within SHINE and with the other Kirklees Special Schools, including the sharing of training opportunities. Following the success of our teacher coaching last year which continues, we currently have a support staff pilot running. 2 of our grade 9 support staff are due to attend Level One Coaching. This is in anticipation of rolling out coaching across the school from March. Coaching is taking a far more influential role in the way we work as a leadership team.</p> <p>e) <u>Trail Blazer</u></p> <p>The school is aiming to be a high level specialist school/trail blazer. There are mental health teams in the school providing high levels of support. This school is the only special school involved in the second pilot.</p> <p><b>Q: Where does help come from?</b>  <b>A:</b> Government money went to the local authority.</p> <p>f) <u>Enrichment Activities</u></p> <p>Current enrichment activities include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• 31 pupils are completing the Duke of Edinburgh Award.</li> <li>• There is cycling development and a cycling trip.</li> <li>• Work experience.</li> <li>• Sports Leadership with excellent feedback.</li> </ul> <p>g) <u>Benchmarking</u></p> <ul style="list-style-type: none"> <li>• The School is working closely with Shine schools. Victoria has been attending Early Years for benchmarking purposes.</li> <li>• There is an IT audit collective with special schools.</li> </ul>	

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		h) <u>Place Allocation and Funding</u> <ul style="list-style-type: none"> <li>• Within the 10 point plan there is a plan to improve sufficiency of places in Kirklees special schools.</li> <li>• High needs funding is being reviewed by the Local Authority, starting with mainstream schools, followed by special schools.</li> </ul>	
173.	KIRKLEES FAIR ACCESS PROTOCOL (2020)	This Protocol ensures fair access by special schools across Kirklees. A formal response is required by 9 March 2020.  <b>RESOLVED:</b> All Governors have read the document and agree to support it.	
	<b>Governing Body Matters and Statutory Responsibilities</b>		
174.	REPRESENTATION	Covered in Minute No. 166.	
175.	FINANCIAL MANAGEMENT AND MONITORING	Covered in Minute No. 168.	
176.	ANY OTHER BUSINESS	a) <u>Independent Governors</u>  A second Dismissal Hearing is to take place. Mr Baines has arranged for two independent governors to attend.  <b>RESOLVED:</b> It was agreed by all Governors that two independent governors sit on panel 27 February 2020 at 4.00pm.  b) <u>Policies</u>  The following policies had been updated: <ul style="list-style-type: none"> <li>• Anti-Bullying</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Work Related Violence</li> <li>• Health &amp; Safety</li> <li>• Teacher's Competencies (has not changed – it has been rolled over)</li> <li>• Capability of Support staff – No changes.</li> </ul> <p>The following policies are work in progress:</p> <ul style="list-style-type: none"> <li>• Assessment.</li> <li>• Curriculum.</li> <li>• Teaching and Learning.</li> </ul> <p><b>ACTION:</b> Attendance Policy to be agreed at the next Full Governors' Meeting.</p> <p><b>RESOLVED:</b> The Governing Body approves policy updates as reported.</p>	Mrs R Perfitt
177.	DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS	<p><b>RESOLVED:</b> That the next meeting of the Governing Body be held at the school On the following date: 1 April at 5.30pm.</p> <p><b>RESOLVED:</b> That the proposal to change the times of the Full Governing Body to 5.00pm and/or 5.30 pm was approved by the Governing Body. The current Minute Clerk is unlikely to be available during these times. To be discussed with the Governor Clerking Service.</p>	Ms L Lancaster
178.	AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	<p><b>RESOLVED:</b> That no part of these minutes or papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.</p>	

The meeting closed at 8.40pm.