

Kirklees Directorate for Children and Young People**THE GOVERNING BODY OF SOUTHGATE SCHOOL**

Minutes of the Meeting of the Governing Body held at 5.30 pm via Microsoft Teams on Wednesday, 21 April 2021.

PRESENT

Mr R Baines (Chair), Mrs J Berrett, Mrs K Emptage, Mr P Evans (Head Teacher), Miss H Gillard, Miss C Gray, Mr M Holland, Miss B Katenga, Mrs S Norman, Ms A Robinson

IN ATTENDANCE

Miss K George (Minute Clerk)
 Ms J Hallas (School Business Manager)
 Mrs R Perfitt (Deputy Head Teacher)
 Miss S Hoffmann (Observer)

	Item	Minutes	Action
55.	APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	Apologies for absence had been received from Mrs A Marsland (consent). There were no declarations of interest.	
56.	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"> • Update on the Governor Briefing. • School Organisation and Staffing. • Comic Arts week • Accessibility Plan • RHSE Policy 	
<i>The agenda was taken out of order at this point.</i>			

57.	FINANCIAL MANAGEMENT AND MONITORING	<p>Ms Hallas had emailed out the budget report and summary to Governors and highlighted the main points that had been discussed in the Finance Committee meeting.</p> <p>The school was expecting to see a cumulative underspend this year of just over £200,000. The budget was set in May against the budget figure of £3,364,335 and a balanced budget was agreed. Since the budget was agreed there had been an increase of £191,310 and there had been a change in expected costs due to COVID.</p> <p>Ms Hallas advised that the budget looked quite healthy and a few things in the School Development Plan that had not had money spent on them due to Covid would be brought forward to this year.</p>	
58.	DEVELOPMENT PLAN – UPDATE	<p>(a) <u>Coaching</u></p> <p>Miss Hoffman advised Governors that over the last two years coaching had been a key part of the School Development Plan. Initially in 2018 the school was building a whole school coaching culture. Miss Hoffman had attended a Coaching for Schools training course which looked at how coaching can support everyone in school.</p> <p>In January 2019 the school had developed a pilot program for coaching with a small group of teachers and this was rolled out to all teachers in 2020. Miss Hoffman advised that coaching in school was in it's third year and was working very well.</p> <p>In Autumn 2019 a pilot for coaching with the ETAs had started and this was then rolled out to all ETAs last year but due to Covid it had to be stopped, this would be rolled out again this term.</p> <p>Miss Hoffman advised that the school used the 'GROW' model where teachers worked in triads, which involved a Coach, a coachee and an observer, and they would discuss next steps to achieve their teaching and learning goals. The purpose of the coaching was to try out new ideas and take risks in a non-judgemental and safe environment.</p>	

		<p>Miss Hoffman read out some feedback from staff which was very positive. Miss Hoffman advised that the impact of coaching was noticeable throughout school. The coaching was increasing problem-solving skills, building confidence in the staff and staff were very supportive of each other. All teachers and ETAs were part of the coaching programme.</p> <p>Miss Hoffman explained that the SLT used the 'Three circle' model to help form the School Development Plan and to help with staffing.</p> <p>Miss Hoffman explained the True Colours Training which was a profiling tool which was introduced last year. It was used to help staff identify their own behaviours and the behaviours of others.</p> <p>Miss Hoffman advised that next year the school would continue to embed coaching in school and would aim to get the business support staff involved and they would also like to have a link Governor for coaching. They would also like to build in coaching for pupils and this would be looked at in the future.</p> <p>Q. Is the coaching done in the classroom?</p> <p>A. No, the coaching takes place in a neutral space and designated time is set aside for coaching triads to meet. The coach would ask the coachee a set of questions and they would look at next development steps. The coach would also be assessed by the coachee and observer.</p> <p>Q. How is it documented?</p> <p>A. There is minimal paperwork. The purpose of the coaching is to unlock a person's potential. It is a chance for staff to increase their confidence to develop their own practice. The coach may take notes of what the coachee has said to reflect on at the next session.</p> <p>Miss Hoffman advised that they could look at holding a coaching session with Governors so they could get an idea of what it involved.</p> <p>Q. Is there a template for sessions?</p> <p>A. The Grow model sets goals, looks at where you are now and what the next steps will be. There are questions relating to where you think you are and the reality of where you are and options to achieving your goals.</p>	
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Mr Holland expressed an interest in being the link Governor for coaching.

Q. Can you get involved with no experience of coaching?

A. Yes, you don't need any previous experience to get involved, you get out of it as much as you put in.

Q. How do you deal with confidentiality?

A. Whatever is brought to the caching session stays within the coaching session. Sometimes the results of coaching are positive, so staff do talk about the sessions, but triads know not to discuss other staff members sessions unless previously agreed by the group.

(b) Development Plan

The Head Teacher advised that there had been a lot of trust in teachers over the past year and no formal learning walks or observations had taken place due to pressure put on all staff by Covid. The first learning walk took place in March 2021, of the 14 lessons observed, 3 (21%) were low support (outstanding). Half of the lessons observed were either very good or outstanding, and 12 86% were either good or outstanding. In addition to this, assessment monitoring and work monitoring was under way, and a further learning walk would be undertaken next week. Where areas for development were identified, teachers were given structured next steps to implement improvements over a set period.

The Head Teacher advised that on 11 May there would be a whole school meeting to discuss the key points of the previous School Development Plan. On 19 May there would be a meeting with teachers to discuss the draft School Development Plan and between 19 May and 17 June the draft School Development Plan would be worked on.

Q. Are the people who need high support the same as previously?

A. Some teachers, like NQTs, receive high support due to being new to the school.

		One of the members of staff was on a support plan but they had now made enough progress and the plan had been terminated. Staff were supported to reach their potential and meet the needs of the children.	
<i>Sue Norman arrived at the meeting at 5.45 pm.</i>			
<i>Miss Gray arrived at the meeting at 6.00 pm.</i>			
<i>The agenda resumed the normal order at this point.</i>			
59.	MINUTES OF THE MEETING HELD ON 3 FEBRUARY 2021.	RESOLVED: That the minutes of the meeting held on 3 February 2021 be approved by the Chair as a correct record and signed at a future meeting.	
60.	MATTERS ARISING	<p>(a) <u>Staff (Minute 45 (c) refers)</u></p> <p>The Head Teacher advised that there were some members of staff returning from sick leave, some members of staff were on long term sick and some members of staff were on a phased return to work. The Head Teacher added that the sickness absence rates were still quite high but 2 members of staff who were on long term sick had left the school last year but were still included in the figures. He also stated that long term absences had less of an impact on the school than one-to-to-day absences which had reduced.</p> <p>(b) <u>Governor Training and Governor Visits (Minute 49 refers)</u></p> <p>Ms Berrett had attended the online Safeguarding refresher course on 10 February 2021. She advised that it was quite hectic doing the course online, but everything discussed within the course was what the school was currently doing.</p> <p>Ms Berrett advised that during the course it had been advised that the Single Central Record should be checked once per term. The Single Central Record was explained to the new Governors and governors agreed to check this once per term as it can be checked remotely.</p> <p>RESOLVED: That Governors would check the Single Central Record once per term.</p>	

		<p>ACTION: Mr Holland and Mrs Berrett to arrange to meet with Ms Hallas to look at the Single Central Record.</p> <p>The Enable Audit was explained to Governors and Mrs Perfitt advised that she was in the process of completing this and would send it out to Governors when it was done.</p> <p>(c) <u>Medical Audit (Minute 49 refers)</u></p> <p>Mr Holland and Mrs Berrett advised that they had met with Ms Hallas where they had looked at around 15 scenarios to do with Admin to look at the responses to different queries and 'what if' scenarios. Mr Holland would write up the notes and send these out to Governors.</p>	Mr Holland and Mrs Berrett
61.	COVID-19 UPDATE	<p>The Head Teacher advised that there had been no cases of Covid from January – February, then there was a spike of infections in the week before the February half term, across the holiday and into the week after. This totalled 16 positive cases of pupils, staff, and supply staff across 5 classes. Public health had been supportive, and the high number of cases had panicked some parents who did not want to send their children into school. The head Teacher added that there had been no cases since February half term. In addition, the school had a visit from Infection Prevention Control on 1 March which was very positive.</p> <p>The majority of staff and many secondary age pupils were testing themselves at home twice weekly using the lateral flow tests. The school maintained a small testing station in school twice weekly to test persons unable to test at home and other staff (e.g., supply).</p> <p>Most staff had now been vaccinated and some of the staff were receiving their second vaccine.</p> <p>The Head Teacher advised that many of the parents/carers of new pupils joining in September had not been able to visit the school before choosing Southgate.</p>	

	School Improvement	
62.	<p data-bbox="304 124 528 156">PUPIL ISSUES</p> <p data-bbox="645 124 891 156">(a) <u>Pupils on Roll</u></p> <p data-bbox="696 196 1823 339">Kelsey Clark-Davies attended school on Monday 12th April to celebrate the school's 164th pupil on roll. This was an incredible achievement increasing from just 77 from when the Head Teacher joined Lydgate in May 2016. A total of 3 new pupils had joined the school since the last report in February 2021.</p> <p data-bbox="696 379 1771 451">The school now only had 4 free places for September and there were a high number of children requiring complex needs places.</p> <p data-bbox="696 491 1720 563">Mrs Berrett advised that on Peacan Southgate was seen as an excellent school and was very popular with parents.</p> <p data-bbox="645 603 891 635">(b) <u>Building Work</u></p> <p data-bbox="696 675 1792 818">The Head Teacher advised that he was hoping that work would start on the modular building in Easter 2022 and be ready for use by September 2022. It had been discussed that the building could be made of bricks to make it more sustainable and less likely to sustain damage.</p> <p data-bbox="696 858 1803 1042">The Head teacher advised that he was hoping that the contractors would be redesigning the foyer to create a meeting room (as we no longer have one), pupil, and family space, and expanded main office. This would support the spaces required for the Woodland Curriculum in school, and the potential for a small increase in pupils in this pathway.</p> <p data-bbox="645 1082 1055 1114">(c) <u>Duke of Edinburgh Award</u></p> <p data-bbox="696 1153 1816 1265">Governors were advised that the first two-day walking expedition would be held on 10 May and every child doing this award would be doing one camping expedition this year. Year 11 pupils should leave school with a silver award.</p> <p data-bbox="645 1305 902 1337">(d) <u>Pupil Progress</u></p> <p data-bbox="696 1377 1769 1449">The Summer Term was 14 weeks long and attendance was set to be higher than at any time during the academic year so far. Based on the March 2021</p>	

		<p>data collection, more pupils were making expected progress and above (although this was against their end of year projections) than following the data collection in December 2020. The picture had improved, although the shorter Spring Term and the disruption caused by lockdown 3 has had an impact. Priority Pupil Plans were being set up and there would be 11 weeks to focus on these before moving into transitions and September Classes.</p> <p>Pupils in receipt of pupil premium were generally in line with those without. They were making more progress comparatively in writing, and slightly less in reading, listening, number and U&A.</p> <p>Q. Are the 140 pupils we have data for in Ks1 to 4? A. The 140 pupils are in Years 1 to 11 where we have prior data from the previous Summer. The new children in September, if settled and low anxiety, can be baselined. Other children will be assessed in other ways.</p> <p>Q. How does the attainment compare with non-Covid years? A. There has been a bit of upheaval, so the attainment is a mixed picture, some of the children have missed a lot of school. KS4 is looking healthy.</p>	
63.	SAFEGUARDING	<p>(a) <u>Behaviour</u></p> <p>Mrs Perfitt advised that behaviour of pupils was good and increasingly outstanding, with anxiety remaining low. A full analysis of behaviour had sent out the Governors. High expectations were continuously reinforced by leaders and class staff, whilst being personalised to meet the needs to each pupil. The school remained a calm and happy place. The provision and interventions implemented by staff to reduce high anxiety or behaviour that challenges were successful over time and this was shown in a number of ways. For example, of the 25 Spring Priority Pupils for high anxiety and physical intervention, 15 had a reduction in physical interventions over the term and 6 of these pupils had 0 physical intervention in Spring 2.</p> <p>(b) <u>Bullying & Discrimination:</u></p> <p>Staff were committed to ensuring comprehensive support is always provided to anyone involved in bullying or discrimination. A detailed report was produced</p>	

		<p>every week to ensure that all actions were taken speedily. The school worked closely with families and were continuing to provide high levels of intervention to eliminate this behaviour. The provision and interventions implemented by staff to reduce bullying and discriminatory behaviours were successful overtime and this was shown in a number of ways. For example, between Autumn 1 to Summer 2 there were 27 fewer incidents of bullying, 16 fewer incidents of racism. The school continued to have the high expectations of eliminating all discriminatory or bullying behaviours, did not tolerate any incidents and any incidents were followed up.</p> <p>A strength was the high levels of impact and the personalised approaches used by staff to reduce this behaviour.</p> <p>(c) <u>Safeguarding</u></p> <p>Mrs Perfitt advised that the school currently had 2 children on a Child Protection Order, 7 children on a Child In Need plan and 7 with a Team Around the Family plan or Early Support.</p> <p>Ongoing Safeguarding audits continued, for example the school had audited records of discriminatory and bullying behaviours this term to reflect on strengths and any areas where practice could be improved. A strength was the high levels of impact and the personalised approaches used by staff to reduce this behaviour. An area for improvement was the accuracy of recording, e.g., some actions were undertaken but not recorded on CPOMS or the incorrect category had occasionally been used. The school was looking at how they could improve this internally, through the Intervention Manager and the Intervention Team.</p> <p>The external Safeguarding Audit was underway and would be completed this half term. This could be the focus of the next Governor Safeguarding visit.</p> <p>On 18 May the school had also booked an External Safeguarding Review with the Education Safeguarding Service to provide external validation. Mrs Perfitt advised that it would be good if Governors could support this visit if available.</p> <p>Q. Will this visit be virtual?</p>	
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		<p>A. Governors will be able to attend virtually but the actual visit will likely be done in person.</p> <p>DSL coverage remains in place (1 DSL has been off on longer term absence).</p> <p>A catch-up session was held for WRAP Prevent training for any staff who was not able to attend the main training in January.</p> <p>(d) <u>School Organisation</u></p> <p>The Head Teacher advised that a recruitment process was carried out for the key roles of Family Liaison Officer and Pastoral Manager. Unfortunately, the school was unable to recruit a Family Liaison Officer and the person secured as Pastoral Manager withdrew due to a change in personal circumstances. Therefore, the school would be putting out adapted adverts for these positions along with:</p> <ul style="list-style-type: none"> • 1 x Cover Supervisor • Education Teaching Assistants • Lunchtime Supervisors • 1 x Personal Care <p>The cover supervisor was required as one of the cover supervisors was successful in applying for the teaching maternity cover position. The school had also recruited a strong early year's teacher for Badger Class; she was teaching for 4 days per week. In addition, the school would shortly be putting out an advert for a teacher and Woodland Pathway Leader, required for September 2021.</p> <p>Q. When will the recruitment be happening?</p> <p>A. In the last 3/4 weeks of the half term. Governors are invited to support this process; the recruitment would likely be done remotely.</p> <p>(e) <u>Well-Being Survey</u></p> <p>The Head Teacher advised that the school was still awaiting the results of the Pulse Survey.</p>	
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		<p>The Head Teacher explained that the well-being survey was anonymous and there were some areas to work on, although most of the answers were 'agree' or 'completely agree'.</p> <p>Q. Are the responses normal for this kind of survey?</p> <p>A. We think so, although a lot of people only answer a survey if they have something negative to say, but the positives in the survey are really good.</p>	
64.	REPORTS FROM COMMITTEES	<p>(a) <u>Standards and Effectiveness Committee</u></p> <p>Mr Holland advised that a trial run of the Standards and Effectiveness Committee had been done with a few Governors and all Governors would be invited to the next meeting.</p> <p>This meeting was a chance to look at things in more detail. Mr Holland advised that they had looked at Horizon scanning which included place planning and high needs. They also discussed risk management and a risk list, he advised that it was critical to think about what could be coming and how this would be managed.</p> <p>The committee had agreed to focus on one area of the School Development Plan at each meeting, this meeting they had focussed on the curriculum which was a big thing for Ofsted and Governors needed to understand it and the individual learning journey.</p> <p>Mr Holland advised that they looked at the impact of distributed leadership, making sure that everyone knew what they were doing.</p> <p>The committee also discussed having a Governor link for each pathway in the School Development Plan.</p> <p>ACTION: Governors to discuss link Governors at the Annual Governing Body meeting.</p> <p>Mr Holland advised that there needed to be an emphasis on curriculum, and they needed to ensure that learning intentions were correct.</p>	

		<p>Q. Will music be on the curriculum?</p> <p>A. Yes, we have My Creativity which covers music, art and performing arts. We have also secured an Occupational Therapist, Speech Therapist and Music Therapist. We are also looking into drama and art therapy.</p> <p>The committee also looked at what the school needed to create a good offer, the report cycle, how Governors engaged with parents and carers and developing a risk log which could be useful to monitor and escalate issues.</p> <p>Mr Holland advised that the next meeting would be held next term.</p> <p>(b) <u>Looked After and Post Looked After Children</u></p> <p>A meeting was held after that last Governing Body meeting looking at Looked After and Post Looked After children.</p> <p>It was reported that Looked After children were making more progress than Post Looked After children. The school was monitoring these children very well and it was advised that the school would address the needs of Post Looked After children, actions were in place.</p> <p>The school was engaging with parents, developing trust and being non-confrontational. The school was able to challenge when needed and take ownership. The report was very positive.</p> <p>The next meeting would be at the end of April 2021 and would be looking at educational input.</p> <p>Q. Is there any way Governors can offer support?</p> <p>A. It would be great for Governors to join these meetings if interested.</p>	
65.	GOVERNOR TRAINING AND GOVERNOR VISITS TO SCHOOL	<p>(a) <u>Governor Briefing</u></p> <p>Mr Holland along with Mr Baines and Miss Katenga had attended the Governor briefing and advised that there were about 80 Governors in attendance as it was online, whereas face-to-face briefings had been significantly lower.</p>	

		<p>The points discussed were:</p> <ul style="list-style-type: none">• Curriculum and assessment• Eight elements of good governance• Safeguarding including online safety• Recruitment• Children missing from education – it was noted that there were more children now being home schooled.• Family hubs• Exclusion training for Governors• Ofsted inspections <p>(b) <u>Wellbeing Training</u></p> <p>The Head Teacher advised that this was very useful and well run and had discussed resource allocation.</p>																
Governing Body Matters and Statutory Responsibilities																		
66.	REPRESENTATION	<p>The following matters of representation were noted:</p> <p><u>End of term of Office</u></p> <table><thead><tr><th><u>Name</u></th><th><u>Category</u></th><th><u>With Effect From</u></th></tr></thead><tbody><tr><td>Matthew Holland</td><td>Co-opted</td><td>24.05.2021</td></tr><tr><td>Anne Robinson</td><td>Co-opted</td><td>02.06.2021</td></tr></tbody></table> <p>RESOLVED: That Governors re-appointed Mr Holland and Ms Robinson as a Co-opted Governors.</p> <p><u>Governor Designate</u></p> <table><thead><tr><th><u>Name</u></th><th><u>Category</u></th><th><u>With Effect From</u></th></tr></thead><tbody><tr><td>Cheryl Gray</td><td>Designate Co-opted</td><td>Pending DBS Checks</td></tr></tbody></table>	<u>Name</u>	<u>Category</u>	<u>With Effect From</u>	Matthew Holland	Co-opted	24.05.2021	Anne Robinson	Co-opted	02.06.2021	<u>Name</u>	<u>Category</u>	<u>With Effect From</u>	Cheryl Gray	Designate Co-opted	Pending DBS Checks	Governor Clerking Service
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		<p><u>Appointments</u></p> <table><tr><td><u>Name</u></td><td><u>Category</u></td><td><u>With Effect From</u></td></tr><tr><td>Hayley Gillard</td><td>Parent</td><td>30.01.2021</td></tr><tr><td>Bikatshi Katenga</td><td>Parent</td><td>05.03.2021</td></tr></table> <p><u>Vacancies</u></p> <p>Governors noted that there was one Parent Governor vacancy. Clerk to check that this was correct due to ratios of Parents on the Governing Body.</p> <p>ACTION: Clerk to check the ratios of Parent Governors on the Governing Body.</p>	<u>Name</u>	<u>Category</u>	<u>With Effect From</u>	Hayley Gillard	Parent	30.01.2021	Bikatshi Katenga	Parent	05.03.2021	Clerk
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Bikatshi Katenga	Parent	05.03.2021										
67.	ANY OTHER BUSINESS	<p>(a) <u>Comic Arts Week</u></p> <p>Mr Holland advised that the school would be taking part in Comic Arts week in Kendal in October. He explained that in past years the school had invited professional artists into school to work with children and conduct workshops for families.</p> <p>This event was planned to be run live this year and it would be on the theme of heroes and heroines, the children are keen to get involved. Mr Holland advised that the school was currently looking at which artists could be brought into school and the event looked at the power of art and social and emotional aspects.</p> <p>The festival has been very supportive and had contributed to getting professional artists for the school.</p> <p>(b) <u>Accessibility Plan</u></p> <p>This had been emailed out to Governors and the Head Teacher advised them to have a look through this and let him know if they are happy to approve this at the next meeting.</p>										

		<p>(c) <u>RHSE Policy</u></p> <p>Mrs Perfitt advised that there will be some changes to this policy in September and this would be sent out to Governors once the school had received the updates.</p>	
68.	DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS	<p>RESOLVED: That the next meeting of the Governing Body be held remotely at 5:00 pm on Wednesday, 30 June 2021.</p>	Governor Clerking Service
69.	AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	<p>RESOLVED: That no part of these minutes, agenda or related 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 8:05 pm.