

## WELBURN HALL SCHOOL

### Governing Board Meeting Wednesday 8<sup>th</sup> November 2017, 5.00pm

**Present:** Alan Payne (Co-Chair), Sue Morgan(Co-Chair), Paul Aber, Sarah Barker, Marianne Best (Headteacher), Mickey Garrod, Andrew Hill. Gillian Locker, Laura Walker,

**Others present:** David Stewart(Clerk),

**Governors not present:** Rachel Marr

**Meeting Started: 17.05**

**Meeting Finished: 19.40**

## MINUTES

Minute Number	Item
21 17/18	<p><b>Welcome.</b></p> <p>Alan Payne (Chair) welcomed everyone to the meeting, in particular Andrew Hill who had been recommended for appointment to the Board by the LA.</p> <p>The Chair reminded Governors that they had signed up to a Code of Conduct which amongst other things made it clear that Governors should respect one another and those connected with the school. There had been some ill-considered comments relating to the proposal to change the school day which had not been helpful. Governors should exercise prudence in what they said outside a Board meeting.</p>
22 17/18	<p><b>Apologies for absence and to determine whether any absences should be consented to.</b></p> <p>An apology had been received from Rachel Marr (illness). Consent was granted.</p>
23 17/18	<p><b>Appointment of Andrew Hill as a LA governor.</b></p> <p>The Chair introduced Andrew who had been nominated by the LA following the completion of a skills audit. Andrew gave a brief summary of his personal life and informed Governors that he had been involved in IT for over 25 years. He was strongly committed to making a contribution to the next generation.</p>

	<p>Governors were sure that Andrew possessed the necessary skills to make a positive contribution to the Board. MB proposed the AH be appointed onto the Board as an LA Governor. This was seconded by PA. All Governors were in agreement.</p> <p><b>Resolved: Unanimously that Andrew Hill be appointed as a LA Governor.</b></p>
24 17/18	<p><b>To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available for public inspection.</b> Other than item 16 (Consultants Report) there were no confidential matters.</p>
25 17/18	<p><b>Any other urgent business.</b> DS had been notified of two items - Home School Accounts and Fundraising. These would be discussed under item 14.</p>
26 17/18	<p><b>To approve as a correct record the Minutes of the meeting held on 27<sup>th</sup> September 2017.</b> The minutes of 27<sup>th</sup> September 2017 were agreed as a correct record and signed by the Chair.</p>
27 17/18	<p><b>To consider matters arising from the minutes of 27<sup>th</sup> September 2017 not otherwise on the agenda.</b></p> <p><b>a) Minute 9. Link Governors</b> There was still a vacancy for a link Governor – Finance. AH volunteered to fill the vacancy.</p> <p><b>b) Minute 13 Ofsted Action Plan – Behaviour Policy.</b> As well as discussions, all members of staff had now received a copy of the Behaviour Policy. All staff were fully aware of the provisions of the policy <b>Question: Will this aspect be covered in the Mocksted?</b> Yes.</p> <p><b>c) Minute 14. Headteacher’s Report – Pupil Premium.</b> Details relating to PP were given on the school website. MB had a spreadsheet which detailed PP spend. PP was an area that would be examined as part of the role of the two SEN Link Governors. <b>Question: Can PP money be spent across the 24hour curriculum ie in residential?</b> Not sure. I will look into the matter.</p> <p><b>d) Minute 16. Telephone System.</b> MG had looked in to the specifications for the system and found everything to be satisfactory. The system had now been ordered.</p>
28 17/18	<p><b>Key Stage 5 Data Report.</b> SB had produced a progress report for KS5 covering the period July 16 to September 2017. This was circulated to Governors prior to the meeting.</p>

All students were accessing accredited courses. 80% of students were taking functional skills in English, Maths and Digital Employability, while the remaining 20% were taking a Diploma in Personal Progress at Entry Level 1.

SB referred Governors to the comparison graphs for student progress in Writing, Reading, Speaking & Listening and Maths (which includes number, shape, space & measure and data handling).  
Data was now available to compare this year's figures with those of last year.

**Writing:** The graph showed a marked improvement in writing this year following the introduction of a new writing policy around the use of sentences. 7 students (out of 11) made better than expected progress and 2 made expected progress.

**Reading, Speaking & Listening:** These graphs showed a decrease in the number of students exceeding their aspirational targets. Planned intervention is taking place to address the matter.

SB informed Governors that apart from students working well below Entry Level 1 all students now had access to an English teacher.

**Maths:** This area of the curriculum had suffered most in the past due to understaffing. However, a full-time teacher had been appointed. The three comparison graphs show a marked drop in the number of students exceeding their expected progress. All these students had been baselined again and a supply teacher who is a maths specialist would be taking the matter forward.

**Question: Do you have progress targets for each student?**

Yes. Each student has an aspirational target and are graded under a RAG system. Students highlighted as red are being targeted for extra intervention.

**Question: Why is there no aspirational target for 2017?**

It is not done yet. They will be completed towards the end of term following the latest data collection.

**Question: Are the targets reset termly?**

They are set before Christmas for the whole year but monitored three times throughout the year at Christmas, Easter and July.

**Question: Is this aggregated data useful?**

Yes, particularly when looking at trends but examining data at the individual level is more important.

Governors discussed the frequency of data reports to the Governing Board. It was felt that a comprehensive report to the Board would be sufficient once a year. Link Governors could interrogate data at least once a term and report back.

It was possible for Link Governors to go through the flight path of every student in a key stage in one afternoon.

29 17/18	<p><b>Support Plan – Including Governor Monitoring.</b></p> <p>All actions detailed in the support plan would be completed by the end of December. The main outstanding item is Governor Monitoring and MB has met with the Chairs over half term to start this process, with a plan to be in place by Christmas. The next monitoring visits are already in the diary. MB feels well supported now and will recommend to Wendy Jemison that the support plan be concluded.</p> <p>In the RAG rated system most actions were now highlighted in green with a few still amber. If nothing major came up in the Mocksted the support plan would be closed and the School Development Plan rewritten.</p> <p>MB had one visit still to make to Jonathan Tearle Headteacher of Mowbray School who had visited in a support capacity in the summer term, to discuss the opportunities and challenges Welburn faced and offer support. The return visit is planned for Nov 13 and is to look at how Mowbray were able to build new classrooms with relatively small amount of investment.</p> <p>The Educational Psychology team had been bought in for 4 days in total in school with teachers.</p> <p>AP had received training in the use of the Blue Wave system. Blue Wave would be a very useful tool in Governor monitoring. For example, Governors could enter comments and responses in the comments box and upload visit reports.</p> <p>With a clear, concise development plan it was hoped that there would be a clear link between Link Governors, the School Development Plan and Governors' meetings.</p> <p>AP, SM and MB would be drawing up a Governor Monitoring Plan.</p> <p><b>Action: MB to organise basic training for governors in the use of Blue Wave.</b></p>
30 17/18	<p><b>Staffing Update – Illness &amp; Recruitment. MB</b></p> <ul style="list-style-type: none"> <li>• A Health &amp; Safety Manager had been appointed.</li> <li>• Long term supply had been found to cover 2 teachers on long term sick.</li> <li>• At the last meeting Governors had approved an additional full time teacher post. An appointment had now been made and she would be starting in January. It was hoped that it might be possible for her to start earlier.</li> <li>• There were three long term staff absences.</li> <li>• The general absence rate of teachers had gone up and was a matter of concern.</li> <li>• The school had received refunds through the insurance scheme of approximately £13k for teachers and £25k for support staff.</li> </ul> <p><b>Question: are we getting back what we are spending in premiums?</b></p> <p>Yes, I think so. I don't have the exact figures to hand.</p> <p>*Later investigation revealed that up to the end of October the school had received refunds of £13,162 for teachers (premium for the year was £26,468)</p>

	<p>and £24,541 for non-teaching staff (Premium £25,948). For non-teaching staff therefore, the school had already received refunds of almost the full years premium. It was likely that the teacher's refunds would match the premium by the end of the year*.</p> <p><b>Question: Are you getting consistent supply staff in?</b>  Yes. Constant change is not good for students. Disruption can cause some anxiety amongst the children who wonder about when their teacher is coming back. We have a small bank of very good supply teachers.</p> <p><b>Question: Are you monitoring the quality of supply?</b>  Yes.</p> <p><b>Question: You have a senior leader in Residential on long term absence. What impact has this had?</b>  The impact was felt particularly at the beginning of the absence but this has now settled down. Her work is now being covered by others.</p> <p>Governors who had recently joined the Board were unclear as to the staffing structure.</p> <p><b>Action: MB to send details of the current staffing structure to Governors.</b></p>
<p>31 17/18</p>	<p><b>Changing School Day.</b>  MB reported that she had written to all parents to seek their views on potential changes to the school day. Current issues facing the school were explained and a range of possible solutions offered which included maintaining the status quo. Some parents had been very forceful in their opinions. MB advised Governors that they needed to reach a decision on the matter at the meeting if any changes were to be implemented by September 2018. This was because transport contracts had to be agreed shortly.</p> <p>The current school day ran from 8.50 to 3.30. There was no other comparable school which worked the same hours in the classroom. Only one was open at the same time while the other schools started and finished earlier. Some also finished early on Fridays. Some schools who finished early also had non-classroom based (semi-formal) learning.</p> <p>Although Welburn's classroom time finished at 3.30pm it was often 3.50 before all the transport had left.</p> <p><b>Question: What are the starting and finishing times in a typical Secondary school?</b>  The same as Welburn.</p> <p>The background to the consultation was as follows:  40% of children were travelling for more than one hour each way with only 20% travelling less than 45 minutes away. The exhaustion of children in the afternoon was leading to poor ability to learn, lower engagement and challenging behaviour. This had a clear knock on effect by the end of the week.</p> <p><b>Question: What feedback have you had from parents so far?</b>  35% of parents have responded to date.</p>

	<p>Of the total number of parents we have, 26% are against changing the school day in any way. 10% are for or in between.</p> <p>Teachers' consistent message was that they had no time with their teams and this was given as a primary reason for a lack of detailed planning. Teachers reported this lack of time as their number one source of stress. TAs would also appreciate time with their teachers and time to attend training.</p> <p>During a wide-ranging discussion Governors explored a range of options which included:</p> <ul style="list-style-type: none"> <li>• Shortening the school day to maximise learning time in the morning eg start at 8.30 and finish at 2.30pm.</li> <li>• Shorten one day to finish at 1.00pm, keeping a finishing time of 3.30pm for the remainder.</li> <li>• Keep things as they are and try to engage staff after school.</li> <li>• Pay for other people to deliver after school clubs.</li> <li>• Apply to the LA for extra funding to deliver a longer day.</li> <li>• Explore the idea of volunteers working in school at the end of the day but keep finish time the same.</li> </ul> <p>Governor were sympathetic to the views of students, staff and parents and sought to find a solution that was acceptable to all parties.</p> <p>A majority of Governors felt that the finish time of the school day should be changed to 3.15. It was felt that parents could cope with this small reduction in time while it would give teachers a psychological boost. Running alongside this it was felt that the configuration of the school day should be examined to take account of the stress on staff and students.</p> <p>The following resolution was put forward:  <b>“That the school day finishing time be changed from 3.30pm to 3.15pm”</b>  This was proposed by LW and seconded by SM.  On a show of hands the resolution was carried by 7 votes to 2.</p> <p><b>Resolved: That the school day finishing time be changed from 3.30pm to 3.15pm.</b></p> <p><b>Action: MB to examine potential changes to the pattern of the school day to accommodate the needs of staff and students.</b></p>
<p>32 17/18</p>	<p><b>Health &amp; Safety Audit – Update.</b></p> <p>MB reported that the recommendations made following the last audit had been implemented.</p> <p>MB informed Governors of the following:</p> <ul style="list-style-type: none"> <li>• A Health &amp; Safety Officer had been appointed.</li> <li>• Wendy Parkin the LA Safety Risk Adviser would be making her regular six monthly visit shortly.</li> <li>• A housekeeping checklist was being brought in, which includes all the relevant checks</li> </ul>

33 17/18	<p><b>Policies for Approval.</b> Copies of the policies had been circulated to Governors prior to the meeting.</p> <ul style="list-style-type: none"> <li>• <b>Collective Worship.</b> AP had reviewed the old policy and redrafted it following consultation with the school. The policy now fully complied with all legal requirements. Governors had no questions.</li> <li>• <b>Data Protection.</b></li> <li>• <b>Freedom of Information.</b></li> <li>• <b>Equality &amp; Diversity</b></li> </ul> <p>These three policies were unaltered, standard NYCC policies.</p> <p><b>Resolved: That that the policies listed above be adopted.</b></p>
34 17/18	<p><b>Any other urgent business.</b> <b>Home School Accounts.</b> The accounts had been circulated to governors prior to the meeting. It was felt that the trustees should approve the accounts rather than the full Board.</p> <p><b>Fundraising.</b> There was currently no cohesive approach to fundraising. The school needed an efficient system for income generation. A group of people /staff was needed to look into this increasingly important area. AH volunteered to help.</p> <p><b>Mocksted.</b> Governors to be sent a link to a questionnaire to be completed for the Mocksted.</p>
35 17/18	<p><b>Date of next meeting.</b> Wednesday 13<sup>th</sup> December 2017, 5.00pm.</p>
36 17/18	<p><b>Confidential</b> <b>Consultant's Report – Angela Child.</b> It was agreed to delay consideration of the report until after the findings of the “Mocksted” inspection. Item to be placed high on the next agenda.</p>