

- 6.02 A governor commented that he would like to get to know the school better and would prefer to do a governor visit with an expert professional. The Committee Chair agreed that governors needed guidance by staff members. The governor identified behaviour as a particular issue for governor monitoring and challenge. He praised the quality of the agenda papers, and commented that a monitoring and evaluation schedule would be a useful document both for governors and Ofsted.
- 6.03 The Headteacher suggested that focus areas (for governor monitoring) could be identified at the end of each agenda item.
- 7.00 SEND – CHANGES AND PROVISION FOR VULNERABLE CHILDREN**
A report setting out changes to SEND provision had been circulated prior to the meeting.
- 7.01 The Headteacher explained how there had been 17 recommendations from Patrick Kelly’s SEND review on 28 February. The report/plan was the result of those recommendations. The plan had, in turn, been interrogated by Patrick Kelly, his team and two other SENCOs. The plan was now fit-for-purpose, robust and met best practice, the SEND Code of Practice and the new Ofsted SEND criteria.
- 7.02 The Headteacher advised governors, however, that the plan was currently on hold as the SENCO was on long term sick leave. He would be meeting the SENCO on 19 November to discuss her next steps. The plan could then be put into operation or not, depending on whether the SENCO returned.
- 7.03 A governor asked if the school had a deputy SENCO. The Headteacher explained that the school was using a freelance SENCO for two days a week. However, a temporary SENCO would be part of the SEND staffing structure. In response to a further governor question about having a temporary SENCO, the Headteacher confirmed that it was legal and that the school was meeting its statutory obligations. However, the staffing structure in the SEND plan was preferable.
- 7.04 Another governor pointed out that any staffing structure was about posts not people, with no-one being irreplaceable. The Headteacher confirmed that the school was reliant on the SENCO post, not a person. Under the new structure, the SENCO would work three days a week, which would give them the capacity to line manage staff. Although the temporary SENCO worked with children and parents during her two days a week, she would not have the capacity to line manage staff. The issue was therefore not the person, but the number of hours being supported. Governors noted that the school was doing all it could to mitigate the situation and that it recognised it could do better.
- 7.05 Governors commented that the SEND plan was well thought through

and very comprehensive.

- 7.06 A governor asked the extent to which the stress-test of the plan had been based on the current cohort. The Headteacher replied that the stress-test had been based on past, current and possible future SEND cohorts, together with different categories of SEND children.

8.00 ATTENDANCE, BEHAVIOUR AND ATTITUDES

- 8.01 **Statutory item: Governors should be satisfied that the following live documents are in place: Registers of pupil admissions and pupil attendance**

The Headteacher confirmed that the above documents were in place. He informed governors that registration closed at 9.00 am, with any pupils arriving after that time categorised as late, and those arriving after 9.30 am being marked as absent.

8.02 Attendance update

An attendance report had been circulated prior to the meeting. As well as attendance figures, the report showed what was being done to address absence. It was noted that attendance figures were for term 1 and were likely to go up. The Headteacher indicated that there tended to be many term time holidays in term 1.

- 8.02.1 A governor asked if the school knew whether absences were for holidays or sickness. The Headteacher replied that they did, as parents completed a holiday request form. He added that Ofsted looked at attendance in terms 1 to 5.

- 8.02.2 The governor asked what the school did about unauthorised holidays. The Headteacher explained that the process was: parents submitted a holiday request form; he refused the request; the family went on holiday regardless; a form was sent to LCC; and LCC fined the parents.

- 8.02.3 A governor asked if teachers prepared work for children to do whilst on holiday. The Headteacher replied that teachers sometimes did this and it was often related to the child's holiday.

- 8.02.4 A governor asked about the demographics of families who took term time holidays. The Headteacher replied that they tended to be families who were on a low income, but did not qualify for benefits or Pupil Premium. These families took advantage of cheaper holidays in September. He had not compared this with other schools. The governor commented that it might be useful to have this background, demographic information for Ofsted.

- 8.02.5 Jon Hairsine undertook to look for research on the impact of attendance on attainment.

J Hairsine

- 8.02.6 The Committee Chair was pleased that the school was targeting classes on attendance. She asked about the impact of gems and was advised it was too early to tell. It was noted that Clare Davidson would contact Lisa Lilley to arrange a meeting in the next two

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months to look at the impact of gems.

8.03 Behaviour update

A behaviour report had been circulated prior to the meeting. The Headteacher reported that there had been no bullying, racial or homophobic incidents so far this term.

8.03.1 The Committee Chair reported that, on a phonics visit, she had seen low level behaviour being dealt with very well.

8.03.2 The Headteacher suggested that a governor visit the school when Jackie Read was in.

8.03.3 A governor pleased to see that the number of internal exclusions was much lower and asked why this was. The Headteacher explained that some children had left the school and that restorative learning was being used for eight challenging pupils in alternative provision/internal isolation in school. He described the reduced timetable process for pupils on a reduced restorative timetable. In response to a governor question, the Headteacher went on to describe the process for those pupils' reintegration into full-time schooling. He hoped that the pupils would be back on a full timetable by Christmas.

8.03.4 A governor asked about behaviour boundaries in internal exclusion. The Headteacher confirmed that the behaviour threshold was higher than that of a mainstream school and was more in line with that of Reach. The Senior Assistant Headteacher added that the school had risk assessments in place, together with many de-escalation techniques.

8.03.5 The Committee Chair wondered whether the school could sustain this level of internal exclusion for the rest of the year. The Headteacher explained that eight pupils were in restorative learning and three were in Reach (of whom two would move to Springwell and one would return to school). He was confident that last year's level of 95 internal exclusions would not be repeated this year.

8.03.6 The Committee Chair asked whether teachers were given appropriate support when pupils returned to class. The Headteacher explained that class teachers were trained to use restorative learning colour zones and pupils had a restorative learning staff buddy in class. This was based on the model of how Reach integrated children back into class.

8.03.7 A governor wondered, however, if there was a risk of self-generating demand. The Senior Assistant Headteacher replied that there was a high level of need.

8.03.8 The governor asked if the level of behaviour was now more bearable for staff. The Headteacher believed that it was and commented that restorative learning had changed everything. The Senior Assistant Headteacher added that there was now much more team work.

8.03.9 The governor what staff would say to Ofsted about behaviour in school. The Headteacher responded that general behaviour was much improved, with specialist staff now working with restorative learning pupils.

8.03.10 Another governor asked about staff surveys. The Headteacher replied that this was done weekly via Office Five; the current level was 7.7 out of 10.

8.03.11 The Committee Chair asked about reporting on the impact on pupils' learning of restorative learning. The Senior Assistant Headteacher explained how the impact of restorative learning was measured via: different assessments; support for restorative learning staff in planning and teaching; drop-ins; and book scrutinies.

8.03.12 Another governor asked if this would be externally validated or benchmarked. It was noted that the Headteacher would ask Jackie Read if she knew of any other schools with similar on-site provision.

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9.00 SAFEGUARDING

The Senior Assistant Headteacher took governors through the safeguarding report (which had been circulated prior to the meeting) and highlighted the following points.

- 9.01
- She was the Interim DSL until Andy Hinchcliffe's reinstatement as DSL on 13 November.
 - The following policies had been updated/introduced/adopted – Safeguarding and Child Protection Policy; Keeping Children Safe in Education; Intimate Care Policy; and Guidance for Safer Working Practice – and all staff had signed to say they had read and understood them.
 - There had been a staff briefing on 20 September and much training, which was listed in the report.
 - Staff had monthly group supervision.
 - A safeguarding audit was booked for February.

9.02 A governor noted that governor safeguarding training would be held before the next FGB. He asked about FGM and the number of pupils at Hunslet Carr from relevant countries. The Headteacher replied that it was about 5% of pupils. The Senior Assistant Headteacher explained that staff closely monitored families of that ethnicity and were aware of what signs to look for.

9.03 The Committee Chair asked if all staff had a good understanding of policies. The Senior Assistant Headteacher confirmed that they did and that policies were 'hammered home' to staff. Staff were confident about asking questions rather than acting. A governor added that staff also needed to be aware of whistleblowing.

9.04 The Committee Chair asked about the frequency of staff

safeguarding training. The Headteacher replied that basic safeguarding training was refreshed every three years, with different aspects being addressed annually.

9.05 In response to a governor question, the Headteacher confirmed that there were seven pupils requiring intimate medical care.

9.06 The governor went on to describe a situation at another school, where a member of staff, who was trained in administering medication to a child with medical needs, was absent on a trip. The Headteacher assured governors that the school used Evolve, on which this was covered by one of the questions.

9.07 The Committee Chair challenged the school as to whether staff were tested on their understanding of policies and Keeping Children Safe in Education. The Headteacher replied that staff were quizzed daily on these, and was then challenged as to how this was evidenced. The Headteacher replied that this was not currently recorded, and took on board a suggestion by the Committee Chair that these contacts be recorded on a spreadsheet.

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9.08 **Confidential item**

10.00 MEDICAL CONDITIONS POLICY

A medical conditions report had been circulated prior to the meeting. The Headteacher highlighted the following points from the report.

- 10.01
- There were currently seven pupils with medical requirements.
 - All staff who dealt with those pupils were trained and there were other trained staff.
 - Five members of staff were intestinal tub trained and five were diabetes trained.

10.02 In response to a question from the Committee Chair, the Headteacher confirmed that physiotherapy took place on-site by a member of staff who had been trained by the physiotherapist. He added that the school always had a back-up trained member of staff for medical needs.

10.03 In response to a further question from the Committee Chair, the Headteacher confirmed that pupils with medical needs were included in school trips.

10.04 The Committee Chair asked if there was a recording process. The Headteacher described very robust recording process and gave the example of the insulin process.

11.00 CHILDREN LOOKED AFTER (CLA)

A CLA report had been circulated prior to the meeting. The Senior Assistant Headteacher highlighted the following points from the

report.

- 11.01
- There were currently two CLA, both of whom had a PEP and both of whom were progressing well.
 - Andy Hinchcliffe was the CLA Lead and had attended/booked training.
 - The Senior Assistant Headteacher described the review process and gave examples of extra provision (eg literacy interventions).

11.02 **Statutory item: The designated CLA Lead must have regard to the new SRE regulations**

The Headteacher confirmed that Andy Hinchcliffe was very aware of the new regulations and discussed them with teachers, so that CLA could access SRE sessions comfortably.

- 11.03 In response to a governor question, the Headteacher confirmed that two was a low number of CLA.

12.00 PERSONAL DEVELOPMENT

12.01 **Statutory item: Ensure school promotes the cultural development of pupils through spiritual, moral, cultural, mental and physical development**

The Headteacher highlighted the following points from a report on changes to PSHE which had been circulated prior to the meeting.

- 12.02
- Hunslet Carr had made its PSHE curriculum more robust, as it was aiming to become a Healthy School and because the school's proportion of disadvantage pupils was well above the national average.
 - Children in Years 5 and 6 completed the MyhealthyMyschool survey.
 - Some Hunslet Carr pupils had limited terms to describe their emotions. In response to a governor question, the Headteacher confirmed that pupils' vocabulary was now increasing.
 - The school had been using the 'You, Me and PSHE' scheme since September.

- 12.03 A governor asked how the school would monitor the impact of the PSHE changes on lower year groups (as only Years 5 and 6 did the survey). The Headteacher replied that this would be monitored through classroom behaviour.

- 12.04 It was noted that the Headteacher would submit a report to the next meeting on changes to the wider curriculum.

13.00 STAKEHOLDER FEEDBACK – PUPILS AND PARENTS

A report on the results from the parent and carer surveys 2019 had been circulated prior to the meeting. The survey had been a paper survey, using the Ofsted ParentView questions and with the incentive of a raffle ticket to complete it. Governors noted that

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results were generally positive, although only 47 parents had responded.

13.01 Governors discussed how to increase the response rate. It was agreed to do the next survey at parents evening. HT

13.02 Governors next discussed the results themselves. The Committee Chair observed that the results were similar to previous years and that parents and carers were happy.

13.03 With reference to the question about homework, a governor wondered whether there should be two questions – about the appropriateness and volume of homework – rather than just one. In response to a question from the governor, the Headteacher confirmed that the school had a homework club and that it was attended by approximately 30 children.

14.00 STATUTORY ITEM: COMPLAINTS POLICY

The Complaints Policy had been circulated prior to the meeting.

Resolved: That the Complaints Policy be approved.

14.01 In response to a governor question, the Headteacher reported that there had been no formal complaints in the past 12 months.

15.00 SCHOOL SELF-EVALUATION (SEF)

The Behaviour and Attitudes and Personal Development sections of the SEF had been circulated prior to the meeting. The Headteacher informed governors that the school had judged Behaviour and Attitudes to be 'Requires improvement' and Personal Development to be 'Good'.

15.01 The Committee Chair reported that she had seen SLANT in action on her governor visits – pupils liked it and the positive rewards for doing it.

15.02 Governors discussed the SEF judgements. One governor wondered whether the school was being too harsh on itself with the Behaviour and Attitudes judgement and would be interested to hear Jackie Read's view. The Committee Chair commented that the school would need to demonstrate the long term impact of Restorative Learning provision for Behaviour and Attitudes. Another governor was pleased that the school had an evidence base and challenging targets.

15.03 With reference to attendance, the Committee Chair felt that there was not much else the school could do other than what was already in place. The Headteacher indicated that the school had evidence of attendance measures to tackle persistent absence. The next step was the law, but he believed this to have no impact on attendance.

16.00 ANY OTHER URGENT BUSINESS

16.01 **Review of committee effectiveness**

Governors reviewed the effectiveness of the meeting. They agreed that it had been a good meeting, with a significant level of good quality questioning and challenge. The Headteacher agreed.

17.00 **DATE OF NEXT MEETING**

Tuesday 10 March 2020 at 4.00 pm

The meeting closed at 6.10 pm.