

The Governing Body Sefton Park School

Infants and Juniors

Chair of Governors: Corrie Bell

Headteacher: Dan Simson

Clerk to Governors: Alexandra Casley

Sefton Park



Infant and Junior Schools

Full Governing Body Meeting Minutes

Date: Monday 17 July 2023

Sefton Park School

Ashley Down Road

Bristol

BS7 9BJ

ITEM	AGENDA ITEM AND NOTES	PAPERS CONSIDERED
1.0	Welcome and apologies and declarations of interest and resignations/new appointments	
	<p><i>Present:</i> Corrie Bell (CB) (Chair), Dan Simson (DS), Maggie Smithson (MS), Andy Lillie (AL), Rachel Wills (RW), Amy Lewis (ALS), Ben Crowley (BC), Megan Arnold (MA), Carrie Spittlehouse (CS), Sally Dore (SD)</p> <p><i>Apologies:</i> Amy Campbell (ACL), Shabaana Mitha (SM)</p> <p><i>Absent:</i></p> <p><i>Attending:</i> Alexandra Casley (AC)</p>	
	<p><i>Present: 10</i></p> <p><i>Quorum met: Yes</i></p>	
2.0	Previous minutes/matters arising	
	The minutes of the previous meeting were approved as an accurate record of the meeting.	
3.0	Clerk's report	
	<p>Draft meeting dates for 2023/24 would follow.</p> <p>The data protection policy would come to the October meeting.</p> <p>AC flagged some minor changes to the National Governance Association Code of Conduct – she recommended that these be adopted and this would also come to the October meeting for governor approval.</p> <p>The governors voted unanimously to appoint CB as Chair and SD as Vice Chair for the academic year 2023/24.</p>	
4.0	Pupil Voice	
	DS shared some videos of pupils highlighting what they were most proud of achieving during the year – from play performances, Maths, muddy assault course and doing a forward roll over a bar.	

5.0	SLT report	
	<p>The report was taken as read.</p> <p>DS confirmed that the school had been pleased with the end of key stage data. Not only have the children worked very hard, but he was pleased for the whole staff team, whose hard work and approach is paying off. A more detailed report will go to CCS in October.</p> <p>There had been questions to explore at the start of term and most of these had been answered. The school was particularly pleased that test results match what the findings in relation to reading were throughout the year. Writing was a known area during the year, and would continue to be so in the next academic year.</p> <p>Overall DS was delighted with success of this academic year. The school had been able to do all it wished to do during turbulent times, and the Ofsted report in March had been a good validation of the team. He was pleased that the school was able to invest in its facilities, and was excited about the SRB unit.</p> <p>DS paid tribute to MS in his report, and she would be sorely missed on her retirement.</p> <p>Q – why did the school do year 4 multiplication checks when there is no pass mark or consequences if not achieved? A – while there are no consequences at the moment, it was not to say that there would not be in the future. Therefore the school was making sure that times tables continue to be taught and are kept at a high profile.</p> <p>Q – the greater depth results for KS2 were impressive, save for writing – what were the school’s plans for writing moving forwards, and the plan for KS1 in particular as the combined score had seemed low. A – all PP children had obtained at least age related at KS2, which was the best year for PP outcomes. Rebecca had also been pleased with the SEN results, which would be reported to CCS in term 1. Writing will also be covered at CCS in term 1, and the KS1 score was largely down to writing. There could be a variety of reasons for this – KS1 are teacher assessed results and while 80% passed the test, the teachers may not have felt that all of those children did not meet the relevant framework so they are not working at/reaching greater depth. DS believed that teacher assessment is harsher at SP than the tests at the moment, which is impacting the data, but he did not believe that one should question the teachers’ judgement – they should not be under pressure to raise the relevant results. The results would likely look different for that cohort at the end of year 3.</p> <p>The governors thanked DS for the revised leadership report, which provides and excellent picture of the education at SP, and all staff need congratulating on that.</p> <p>Q – was DS worried about only having 58 confirmed starters in Reception? A – given that the school had been first choice for 67 families, this made no sense, but as there were two additional offers outstanding, with another two families wanting to look round the school with children who would be starting in Reception in September, he was confident that the school would have 60 in Reception by census day.</p> <p>Q – was the census performed once per year?</p>	

	<p>A – for main budget purposes, the key date was October, but the census for nursery is carried out three times per year.</p> <p>Q – it appeared that PP numbers have gone up by 2% over the year?</p> <p>A – there was some movement of PP families throughout the year, with some leaving and others joining.</p> <p>Q – is there a process whereby PP information is captured for Reception joiners?</p> <p>A – yes, all parents have to fill in a form at new joiners evening.</p> <p>Q – will the Delta project continue?</p> <p>A – yes, it is still crucial in terms of those staff teams. Julian deals with teaching and learning, with Rebecca leading in terms of CPD for particular areas. Some TAs feel it has changed the culture within the school and they now feel more part of the team, so while it may not be as high profile now, it had affirmed their roles.</p> <p>Q – 8 children had left for private schools – were any specific reasons given by parents for this?</p> <p>A – this had been discussed at F&R. Competition for places in year 7 at private schools was increasing, and parents were encouraged to move their children earlier to give them a higher chance of a secondary place. SP cannot compete with this, but it was encouraging that all of the children who had applied to private schools had got in, which shows that SP is setting children up to do well.</p>	
6.0	F&R Committee	
	<p>The committee had discussed the outturn, which had been drafted before the announcement of teacher payrises. It showed improvements as more top-up funding had been received, but not all the costs of that funding had been included.</p> <p>The budget include a 5% rise for staff pay, which is what the Council had suggested, and government money should cover the additional payrise so this will result in a surplus. In relation to support staff, unions are still balloting and results would be clear at the end of August. It was noted that teaching unions had not yet agreed the pay rise.</p> <p>In terms of recruitment, a UPS teacher would be leaving and would be replaced with a Team Teach position. DS had talked through what the implications of this were for the school, and governors had been impressed. It was noted that Teach First recommend the individual to take up the position, and the school is not involved in their recruitment. Other teacher recruitment had been undertaken internally so no governors had been involved.</p> <p>The committee had considered school trips throughout the year, alongside parental contributions, and had asked for this to be done on an academic year basis for 2023/24, as well as asking for more information about additional funding for residential trips, for example. The committee had been pleasantly surprised by the percentage of parents who are paying for trips as and when requested</p> <p>In terms of H&S, the report had been discussed and it was noted that the resource unit work will cover improvements to the boundary fence.</p>	

	<p>RWS had asked that the financial thresholds above which proposals come to FGB should be £50k, which is the threshold for tenders. This would require a change to the Finance Procedures.</p> <p>Q – had the damp problem in the caretaker’s house been exacerbated by the recent heavy rain? A – DS would check.</p> <p>Q – what if teachers say no to 6.5%? A – if unions say no then it will be back to the drawing board.</p>	
7.0	CCS Committee	
	<p>The committee had enjoyed a presentation from Louise on data and the phonics assessment, where the school had seen a huge increase in the pass rate. They had also talked about how the new early years framework has been applied and embedded.</p> <p>MS had given the committee an overview on work done in embedding equalities, which had been really impressive and positive.</p> <p>It was noted that no further communication would be sent out about the resource unit at this stage, as it was too early still. The unit was still not definite, and would only go ahead once the governors were happy with the SLA.</p> <p>It was noted that persistent absenteeism had reduced, and the school would continue to follow up with families next year.</p> <p>Q – is there a correlation between persistent absentees and not reaching age related? A – absolutely there is a correlation, partly because SEN is over-represented within the persistent absenteeism figures.</p> <p>Q – do some of these problems arise from delays in getting an EHCP? A – there are children who have an EHCP who are persistent absentees, and a small number of children who are persistent absentees who are waiting for an EHCP.</p> <p>The overall attendance level for SP is not good compared to other schools locally, and there were concerns that the message teachers are giving parents at parents’ evenings are not consistent – BC would provide some consistent messaging to colleagues to cover this.</p>	
8.0	Policy Review	
	The Children in Care policy will come to CCS in term 1.	
9.0	Staffing update	
	<p>The wellbeing survey had been covered in the SLT report. CB has not yet undertaken a full analysis of this, but one point to note was a slip from “strongly agree” to “agree”. One area that has become stronger is that people know who to go to and are happy that people have time to listen to them.</p> <p>It was noted that a number of staff had gone out of their way to write positive comments about the leadership team, which was a tribute to DS and MS.</p> <p>Q – it had been noted that the school does not have much private space for staff – can anything be done to improve this?</p>	

	<p>A – staff communal space would be considered at the next H&S walk. It would also be useful to consider whether those who responded about private space were TAs or teachers.</p> <p>It was noted that, while people may like working at the school and the overall response was positive, there are a lot of pressure points throughout the year and it does not mean that staff are not under stress.</p> <p>Q – what professional development does the school offer, either within school or brought in from outside?</p> <p>A – this topic features on the annual report to F&R, and will be a priority for the SDP in 2023/24. It should also be covered at CCS from a teaching and learning point of view. DS confirmed that 6 twilight sessions had been diarised for next year, and the first would ask staff what they think CPD meant, where the school is and how it can improve. DS would report back to governors on this.</p>	
10.0	Parent views	
	<p>The net positive score has increased, despite fewer respondents.</p> <p>Q – were the school aware of the specific year group parents who feel their children's needs are not being met? Were their concerns valid?</p> <p>A – Some parents in one particular year are concerned that their children are achieving below age related, or below greater depth, and the response on this question may have been a coordinated one from individuals dissatisfied with the SENCO. This would need to be managed carefully, particularly as the class in question would not have TA support in the next academic year. It was noted that the level of SEN in the class in question is lower than the other class in that year group.</p> <p>Q – what were DS's thoughts on responses to the question concerning whether children are stretched in learning, as the response was lower than some others.</p> <p>A – this was not a question that had been asked before, so it was not possible to compare to previous years. DS was not concerned about the responses, but would always be mindful of this as a potential issue.</p> <p>Q – although there had not been enough uptake for a breakfast club for 2023/24, would an increase in demand change this?</p> <p>A – yes, and the school has asked Premier about running a survey to gauge interest in term 1. DS did not object to Premier running a breakfast club, but it was not something that the school would do direct.</p>	
11.0	Governing body	
	<p>RW and CB met to talk about recruitment strategy for governors. As at September, the majority of governors will be non-parents, so additional recruits could be sought from the parent body. The governors would be particularly interested in people with SEN experience, and from other backgrounds. Support would be given to those who might not otherwise apply.</p> <p>MA had undertaken a school visit, which had been a very positive experience – she would complete the report paperwork in due course.</p>	
AOB		
	CB presented MS with a gift from the governors and paid tribute to her work for SP.	

	CB thanked all the governors for their work over the year, CS and AL for acting as committee chairs, and DS and MS for all their work.	
--	--	--

Meeting Closed at 21:08

Summary of Documents and Policies Agreed/ Ratified/ Adopted or if sub-committee – to be recommended for adoption by FGB

Actions Agreed at Meeting		
3	Data protection policy to come to FGB in T1.	
3	Revised Code of Conduct to come to FGB in T1	
3	AC to circulate meeting dates for 2023/24	
6	DS to check with Mimi re impact of rain on damp issues in his house	
7	BC to provide consistent wording to colleagues on absenteeism	
8	Children in Care policy to go to CCS in T1	
9	Staff communal space to be considered as part of next H&S walk.	
9	DS to report back on CPD discussions	

Agenda Item	Policy/Document	Action