

# The Governing Body Sefton Park School

## Infants and Juniors

Chair of Governors: Corrie Bell

Headteacher: Dan Simson

Clerk to Governors: Alexandra Casley

### Full Governing Body Meeting Minutes

**Date: Wednesday 18 October 2023**

Sefton Park



Infant and Junior Schools

**Sefton Park School**  
**Ashley Down Road**  
**Bristol**  
**BS7 9BJ**

ITEM	AGENDA ITEM AND NOTES		PAPERS CONSIDERED
<b>1.0</b>	<b>Welcome and apologies and declarations of interest and resignations/new appointments</b>		
	<p><i>Present:</i> Corrie Bell (Chair) (CB), Carrie Spittlehouse (CS), Ben Crowley (BC), Emily Shuker (ES), Sally Dore (SD), Andy Lillie (AL), Amy Campbell (ACL), Amy Lewis (AL), Jane Wheelock (JW)</p> <p><i>Apologies:</i> Shabaana Mitha (SM), Megan Arnold (MA), Rachel Wills (RW)</p> <p><i>Absent:</i></p> <p><i>Attending:</i> Alexandra Casley (AC), Alex Powell (AP)</p>		
	<i>Present:</i> 9	<i>Quorum met:</i> Yes	
<b>2.0</b>	<b>Previous minutes/matters arising</b>		
	These were approved as an accurate record of the meeting.		
<b>3.0</b>	<b>Clerk's report</b>		
	<p>The governors voted unanimously to appoint ES as a co-opted governor.</p> <p>It was confirmed that ACL is the Children in Care governor.</p> <p>The governors voted unanimously to appoint AL as a co-opted governor, instead of a parent governor.</p> <p>It was noted that there was now one parent governor vacancy and four co-opted governor vacancies. The school would commence the parent governor election process, with particular interest in recruiting someone with SEND experience, premises experience, or experience of working in the education sector. It would be made clear to candidates that their bio details would be shared with the school community in the case of an election process. AC, DS and RWS would liaise over the election process.</p>		

	AC asked that governors complete their declarations of interest, and confirm that they have read KCSIE and agree with the Governors' Code of Conduct.	
<b>4.0</b>	<b>Governing body</b>	
	The Code of Conduct, Terms of Reference for CCS and F&R, and the Governor Expenses policy were approved.  There were no updates on governor visits at this stage.	
<b>5.0</b>	<b>Pupil voice</b>	
	DS shared some quotes from children about the new academic year.	
<b>6.0</b>	<b>Policy review</b>	
	CB would circulate her comments on typographical errors in the behaviour statement. Otherwise the <b>Safeguarding Policy, Behaviour principles, Managing Sickness and Supporting Attendance policy, Finance procedures and Children in Care policy were approved.</b>  The governors asked that all policies have page numbers, and that changes are highlighted from previous versions for ease of reference.	
<b>7.0</b>	<b>SLT report</b>	
	<p>DS confirmed that those elements of the SDP that are new for the new academic year are in bold. The wellbeing strategy is a particular priority this year.</p> <p>The census had been held the previous week, and the school is 10 children down from this time last year, mainly in years 4, 5 and 6. Reception had been full but there were two no-shows at the start of the year. While the school was likely to attract more pupils as the year went on, these gaps will impact funding.</p> <p>Q - the report states that the academic mentor is focussing on PP children - will they also be carrying out their broader role as well? A - while they will pick up other children, the initial focus has to be PP children as the PP funding is being used to pay for it.</p> <p>Q - having infant reading books in place for term 5 seems late? A - there is work to do on reading for pleasure for infant children as they do not currently have the same library system available to the junior children. The reading lead will need to take some time to establish what is out there, purchase the books and make them accessible. Books are available to the children in the meantime, but they are not as good quality as the school would like. Consideration will also need to be given as to where they will be stored, given that the after school club will have to come into the main school building while the SRB development takes place.</p> <p>Q - what are the zones of regulation?? A - this is a way of giving children tools to understand their emotions, by labelling their feelings through colours. For example, green means calm, able to learn, happy; red means angry, not able to focus, heightened emotions, can't access what is going on in class; blue means sleepy, unmotivated; yellow means lively, excited, chatty. It is made clear to children that there are no negative connotations to any of these. This system enables children to name their emotion and then work out what strategies will help</p>	

	<p>them move zones as needed. Staff are using it as well as pupils, which enables them to model it and how to address their mood to get them into green. It is a system used by other schools, for example Hannah More Primary where it is embedded throughout, with all staff and pupils taking part and resulting in a shared language within the school.</p> <p>Q - the SEN figure is 21% - is that right?  A - the numbers tend to start lower and then rise as the school gets to know the Reception children and sees any SEN emerging in year 1 pupils. The definition the school uses for SEN is its own definition, so there is an element of subjectiveness, but numbers are increasing. The percentage of children within the SEN definition who have funding are only 15 or 16 overall, so a small percentage of the overall number.</p> <p>Q - what are the big challenges for this year?  A - in terms of meeting targets, last year the school had been close to meeting its 85% target, and was confident that it could this year, but consistency is key - where there are staff absences etc it can be difficult to reach those targets, but the school was looking for progress towards it. DS was confident that the wellbeing elements of the SDP would be achieved, and AP would be concentrating on attendance to keep seeing the upward trajectory. Attendance was already at 97%, once those remaining on the roll for safeguarding reasons and those under 5 are taken into account, which is a positive start to the term.</p> <p>Q - is it correct that there are no PP children attending the nursery?  A - checking hasn't been completed yet by the office staff so this may change.</p> <p>Q - comments on staffing, HR and the associated burden on RWS?  A - DS confirmed that a temporary caretaker was in place to cover Mimi's work, but the lack of a specialist HR professional was an issue as it is a people facing role and is keeping RWS very busy, even with some additional support from someone who is helping on a temporary basis. This has come at a particularly recruitment-heavy time in comparison to previous years, and there would also be quite a bit of recruitment in term 5, and RWS would come to DS with ideas for structuring the team once this initial period of recruitment was complete. In the meantime, RWS is likely to work from home more to ensure that she can concentrate on her financial role without interruption.</p>	
<b>8.0</b>	<b>F&amp;R Committee</b>	
	<p>A number of the points that would have been covered at this meeting had been covered at the Extraordinary FGB, including the outturn. There had been an update on premises, with the kitchen development to happen in the summer 2024.</p> <p>CS would confirm which outturns have to come to FGB.</p>	
<b>9.0</b>	<b>CCS Committee</b>	
	<p>The meeting had discussed the schools' impressive results, data relating to girls, and data relating to EAL students. ES had shared the schools' approach to writing. Positive attendance data had been covered, as well as the focus on persistent absence. The meeting had heard how pupil survey results are being addressed via school assemblies.</p>	
<b>10.0</b>	<b>SRB update</b>	
	<p>The draft SLA was with BCC's legal team, and it will be a couple of weeks before the school hears their responses to the proposed amendments.</p>	

	<p>The fact that SP will have an SRB had gone out to consultation, which was due to finish on 6 November. BCC was hoping to have a start date of 11 November for builders, and it would be up to them to decide whether the building work should start before the SLA is signed.</p> <p>The school had advertised for a lead teacher for the SRB and had had 3 applications, only one of which was suitable. Therefore the school had decided to postpone recruitment until after half term. DS would be speaking to Easton school to see how many applicants they had attracted for a similar position.</p> <p>DS was unconvinced that the SRB would be up and running in January, particularly as Jess Taylor at BCC is leaving at Christmas, which would also lead to delays. DS would be in touch with Jess over half term.</p> <p>There is an issue with one of the windows in Ashley House and the school is keen to ensure that this work is done at the same time as the SRB work.</p> <p>The school had successfully recruited an assistant SENCO - she was an internal candidate who had very relevant experience, had worked in special schools, and she has now accepted the role. It is a one year fixed contract, to be reviewed at the end of the year, and will start on the first day back after half term. She will be in school 4 days per week, 3 days RTE.</p>	
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Meeting closed at 20:25

Actions Agreed at Meeting	
3	AC, DS and RWS to liaise over the parent governor election process
6	CB to send amendments to behaviour principles to DS
8	CS to confirm which outturns have to be approved by FGB.

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

Agenda Item	Policy/Document	Action
4	Code of Conduct Terms of Reference - CCS Terms of Reference - F&R Governor expenses policy	Approved
6	Safeguarding Policy Behaviour principles Managing Sickness and Supporting Attendance policy Finance procedures Children in Care policy	