

Governing Body Meeting Minutes



School: Baguley Hall Primary School

Quorum: 6 (met at this meeting)

Chair: Carol Steedman

Clerk: Colette Garner

Date of Meeting: 27/02/23

Venue: Baguley Hall Primary School

Governor Attendance

Name	Designate Governor type	'End of Term of Office' date	Present (P) Apologies (AP) Absent (A)
Kate Bulman	Headteacher (HT)	N/A	P
Carol Steedman (Chair of Govs.)	Partnership	23/03/23	P
Mike Allison	Partnership	15/07/23	P
Peter Renshaw	Co-opted	26/03/24	P
Jen Gibson	Parent	09/05/26	P
Helen Stevens	Co-opted	22/11/25	P
Yanghong Huang	Co-opted	23/11/24	P
Samantha Days	Co-Opted	27/02/27	P
Geevar John	Parent	27/02/27	P
Mike Swift	Staff	27/02/27	P
Clair Goulding	Associate	22/03/23	P
Laura Lodge	Co-opted	01/09/26	Ap

Others present

Colette Garner (Clerk)

Anne-Marie Dorsey. School Business Manager (SBM)

*Lucy Whitesmith, Special Educational Needs and Disabilities Coordinator (SENDCo) presented the SEND Report to Governors (Item 3) and left the meeting following her presentation.

AGENDA ITEMS

1. WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting including three new governors Samantha Days, Geevar John and Mike Swift.

All attendees introduced themselves, individually.

Laura Lodge is on Maternity Leave following the recent birth of her baby son. Apologies have been received and accepted in advance for non-attendance at any meetings during Laura's maternity leave.

2. DECLARATION OF PECUNIARY INTERESTS

There were no declarations of pecuniary interest expressed in connection with any item on the agenda.

3. PRESENTATION OF SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) REPORT TO GOVERNORS

The SEND Report, circulated in advance and included in the meeting papers, contains updated data and information in relation to SEND across the school, providing easily accessible information for governors.

In addition, the SENDCo gave a verbal report of the next steps following the recent ofsted inspection.

The school context and the legacy of covid provide challenges however staff training will focus on measures that can be tried prior to the decision to move a child on to a SEND stage, with an emphasis on quality first teaching.

A new mapping / programme is being introduced to ensure all additional provision is included on the system.

SEND Pupil Progress Meetings are being introduced in addition to the established school Pupil Progress meetings. The meetings will start with a review of every child with SEND and will be undertaken together with the teacher, SENDCo and HT. The SENDCos will be working more closely with class teachers to ensure that strategies and approaches are as effective as possible. Targets will be logged and the recording programme is being adapted, with Reading, Writing and Maths levels included so that staff have them to hand.

Barriers and difficulties to learning are being made clearer, for example a Mental Health difficulty for one child may be very different than for another child.

There will be more clarity about specific difficulties and the measures that are required.

Following the scheduled meetings, there will be more 'drop-ins' to monitor, check individual children and ensure consistency across the school.

Q. Who will be involved in the pupil progress meetings?

The SENDCo, HT and teacher at every meeting.

Q. Where is the graduated approach from?

From the government / DfE that all schools have to follow.

Q. Is there a framework, for example from the Local Authority (LA) that you have to follow?

Yes, it is all online.

Q. Is it easily accessible for staff to find, understand and use?

Yes. Staff need reminding of each other's responsibility.

The new online system breaks down the process and can make clear what needs to be done for each child.

Q. Does it require any extra work for teachers?

No. The school has always done target setting and planning and is adapting the approach.

The meetings are new and will take place during Directed Time.

One of the main workload challenges is the high number of SEND children in particular cohorts. Children with SEND often have adults assigned to them however they don't always need the adult working directly with them. It may simply be a matter of ensuring a child has, for example, a pencil with them.

The school's intention is to scale right back and to talk about every single child with an additional need in the school.

Teachers' professional responsibility is about supporting the needs of all learners including SEND children in their class.

Q. What additional support is given to teachers with a disproportionately large group of SEND children?

They are given additional time to plan.

Q. Does being online make the associated paper work any easier?

The school is at the start of changing the process and the changes will be monitored and discussed in the meetings.

Q. Is the finance sufficient to adequately fund SEND?

EHCP funding is used to resource support, although the funding is supplemented from the school budget. The school has a higher proportion of SEND compared to many other schools and any additional funding comes from the school's base budget and therefore has a greater impact on the school, compared to other schools with much lower SEND.

There is inconsistency between schools and authorities as illustrated by a new pupil who has recently joined the school from Trafford and has come with the highest level of funding, indicating the highest level of needs. However, this pupil would not be considered as having extremely high level needs within Baguley Hall context.

Q. When the Inspectors came, they said that some adaptations were not being used. Are you looking at why?

Yes and these sort of issues will be discussed as part of the extra level of Pupil Progress meetings that are being put in place for all children that have been identified with SEND.

Q. Can you clarify that these Pupil Progress meetings are specifically for SEND?

Yes

Governors thanked Lucy for her presentation and the work that the SENDCOs are doing.

**Lucy Whitesmith left the meeting*

4. MINUTES OF THE LAST MEETING 21/11/22 AND ANY MATTERS ARISING NOT ON THE AGENDA

The minutes of the meeting held on 21/11/22 were approved as an accurate record. A paper copy will be signed by the Chair for retention in school.

Matters Arising

The School House tenancy is coming to an end and a new tenant has been found and will be taking over next month.

- **Minutes of the previous meeting held on 21/11/22 approved.**

5. HEADTEACHER'S REPORT

The HT presented her report verbally, with accompanying notes and supported by a number of documents circulated in advance and included in the meeting papers.

A number of the documents (HT Accompanying Notes; SOAP; Assessment and Progress Update) had been presented at the recent Standards and Curriculum Committee and contain brief updates.

Other documents included the Draft Ofsted Report; Draft Response; School Development Plan (SDP) and SDP Post Ofsted addendum.

Ofsted 1/2/23

The Report has not yet been published and is confidential until it is published.

Governors (who were available) attended a meeting with the Inspectors and/or attended the outcome meeting at the end of the inspection. Details of the inspection are permitted to be shared with all governors but must remain totally confidential until the report is published.

The Draft Report has been received and the school has 5 days to respond, which it has done. Copies of the Draft Report and the school's Response were shared at the meeting and discussed fully with governors.

The HT started her report by explaining that there was lots of discussion and verbal feedback throughout the inspection starting with a total of 3 hours phone conversation with the HT on the day before the Inspectors visited the school. A great deal of information was shared.

Three Inspectors conducted the inspection and the first morning started with some confusion because the school had gathered information that the Lead Inspector had said she wanted, however the other 2 inspectors wanted different things.

The HT explained that had the Inspectors not found anything wrong, the school would have been judged good, despite the data. However, the HT felt that from the start, the Inspectors' attitude was to disprove what the school was saying and where they couldn't, such as in Early Years and Alternative Provision which they initially targeted (both received positive feedback), they turned to other areas.

The HT believes that the Report does not reflect the verbal feedback received throughout the inspection or at the team meetings on Day 1 and Day 2 attended by herself and the Deputy.

Q. Has your Response already gone to ofsted?

Yes. The Response had to be sent within 5 days.

Q. Is the Draft report from Ofsted the full Report?

Yes.

Governors expressed their opinion about how brief the report is.

The Report is not yet published and Ofsted may or may not make changes following the school's Response to the Draft.

The school's Response references the considerable positive verbal feedback during the inspection which is not reflected in the draft report.

The HT went through her Response, reading out sections for governors.

The Response asks the Inspectors to change the wording of some parts of the draft and specifies the wording that the school would like used because school believes it better reflects the discussions, evidence and reality of the school.

The Quality of Education judgement rested on issues with Foundation Subjects and the impact of their implementation.

The overall judgement is informed by the Quality of Education judgement.

The School Challenged the Behaviour and Attitudes judgement which is a best fit judgement.

There was significant discussion between the inspectors on the grading in this area and the decision seemed to rest on the hypothesis that, where children's needs are not being met, this might impact on pupil's attendance and/or engagement in lessons. Similarly, the hypothesis that where children's attendance is not high it might impact on their engagement in lessons. This was not supported by evidence.

Leadership and Management judgement rested on the variability of Middle Leaders with 4 out of 7 who were looked at, acknowledged as strong during the verbal feedback.

The Inspectors chose their own children to talk to, with all 3 inspectors choosing the same children, although not an excuse, the sample base of children was not necessarily reflective of children at the school.

The school has asked for wording around the teaching of reading for older pupils to be changed, citing conversations on Day 2 that the 'main focus for teaching of reading was comprehension, engagement and fluency' and that the planning showed 'clear intent'.

The HT challenged many aspects of the Report in her Response and explained to governors that she was mindful of being realistic with her challenge and asking for changes which she believed were fair and reflective of the actual inspection.

The school has already developed a Post Ofsted Addendum to the School Development Plan (included in the meeting papers) in response to ofsted.

Meetings have taken place and new systems are being introduced in addition to those outlined by the SENDCO (See Item 3) and includes curriculum topics ending with a 'What we have learnt about...' page.

Attendance continues to be an ongoing priority, especially with some of the families at the school.

Q. Did the Inspectors give any acknowledgement to the considerable work the school actually does to try and improve attendance?

No. Their response was to describe the strategies as creative.

Governors expressed how dismissive the Inspector was when governors tried to raise the work the school does to try and improve attendance. The Inspector responded that she was not here to give advice when asked about her suggestions for improving attendance.

The ofsted framework contains all the grade descriptors which are meant to be used for a 'Best Fit' judgement.

The HT has highlighted the grade descriptors, that inspectors said (during feedback discussions) they had seen, and included these in her Response as evidence supporting a request for changes to the draft report.

The day 2 discussion contained lots of 'might's' and 'could be's', for example, if children's needs are not being met, that might be a reason why their attendance is poor. There was no evidence to support this.

Another point made was that 'if we give requires improvement it might encourage them to improve'. This is not a justifiable reason for a requires improvement judgement where best-fit good criteria are met.

The Inspectors did not consider Covid 19 in a positive way but rather used what the school said about the curriculum, in a critical way.

The Report does not reflect all the positives that were discussed and made during the Inspection.

Q. Is there a timeframe to when ofsted will respond to your Response?

Don't think so. The HT had to respond within 5 days which was met. The Response was shared with the Chair and Deputy Chair of Governors and the school's Quality Assurance Professional before being sent to ofsted.

The final Report is meant to be published within 90 days, following which the HT has 5 days to make a complaint.

Q. Following your initial Response, will there be a dialogue with the Inspector?

No. The HT's Response will be reviewed by a Senior HMI, who will presumably converse with the Inspector.

Q. How often do ofsted re-Inspect because of a challenging Response from the school?

The Response wouldn't result in a re-inspection, but if the school complained, they might. There is nothing in the report that the school wasn't aware of, or working on.

Staff workload and well-being needs to be taken into account and the school cannot do everything all at once but has a planned approach.

Governors discussed that Ofsted used to take into account areas of development where the school had a plan and this may have been accepted had the school's data been stronger.

Q. Is the school on track for an improvement in data?

Yes, when measured by end of term Progress Tests, but less so when SATS tests are used, which is more a reflection of the time of year as SATS tests are designed as an end of year test. Booster classes have been taking place since Christmas and there is a lot of additional Maths and Reading teaching going on. The HT is also teaching when she can. There is an 8 week boosting focus and an Easter Summer School planned.

The school is more on top of Writing this year compared to last year with considerably more pieces of children's work to support Teacher Assessment and external moderation.

The school does a lot of immersive Reading but the culture within the school community continues to provide challenges to Reading.

Q. At what point does the Report go into the public domain?

When the Report is published – on the ofsted website.

The Report does not get published if there is a complaint pending.

Q. Do ofsted Reports generate any media interest?

Not generally unless a school is put into Special Measures.

Q. How are the staff?

It has been a big disappointment for staff. Staff have not seen the draft report. They have been told some of the positives and that some of it is fair, but also made aware of how disappointing and frustrating the report is without it being any one person's responsibility, but everybody's responsibility.

A governor expressed her belief that the HT's response to the draft, along with the next steps that have already been put into place, is excellent.

School Development Plan – Post Ofsted Addendum (Included in Meeting Papers)

A meeting has already been held with key leaders.

Data drove ofsted's lines of enquiry and improving outcomes this year and next year is a key priority and the main school focus from now until the SATS.

The teaching of vocabulary across the whole curriculum with an emphasis on consistency of teaching across the whole school so that children are knowledgeable and can articulate their learning in subject / curriculum areas.

Children's work in History and Geography is being split into distinct exercise books rather than work from both subjects being recorded in one book.

Every topic will begin with reference to previous learning and will end with a 'what we have learnt about....' Page.

Teaching Assistants (TAs) will be given more support and training to support SEND children, starting tomorrow which is a School Strike Day with some teachers absent but all TAs will be in school.

Behaviour and Attitudes is closely linked with SEND provision and attendance with strategies already in place, but there will be a renewed focus as outlined in the plan.

Leadership and Management will focus on the development of subject leaders and subject specific pedagogy in foundation subjects.

Ongoing monitoring (and monitoring of monitoring) will be prioritised.

Monitoring can be very impactful for teachers and will be done in a supportive, coaching and graduated manner depending on the experience and aptitude of the staff member.

Internal Tracking Data

Q. With regard to the internal tracking data which was shared at the Standards and Curriculum Committee 16/1/23, can you elaborate on why at the end of last term (Autumn) assessment, only 36% of Year 3 attained the expected standard+ in Reading compared to 71% attaining the expected standard+ in maths?

The children's phonic and decoding ability is secure however the children struggle with the higher level reading skills such as comprehension, interpretation and deduction which is a real challenge for the school and although one group of children was ready to move to the KS2 Language and Literacy support programme, half the children were still on Read Write Inc (RWI).

Q. Is there an expectation of a big leap in Reading attainment for Y3 by the end of this academic year or will they need extra resources and help?

Many Y3 have already had additional intervention. Any additionality will be carefully targeted and is ongoing and integrated into the curriculum.

New comprehension resources are being sourced and introduced to really support staff and improve reading outcomes. There will not necessarily be a huge jump in Y3 by this summer, but the outcomes at the top end of the school are looking better.

The next assessment is later this term so new data will be available at the next meeting.

6. COMMITTEE FEEDBACK / UPDATE including items to be ratified

Draft minutes and papers from meetings were circulated in advance of the meeting.

A number of items were reviewed and approved by the committees and require Governing Body ratification.

Standards & Curriculum Committee 16/01/23

Terms of Reference (Amendment to the Trip Statement in the Standards and Curriculum Committee section).

No issues were raised and governors ratified the Terms of Reference

BHPS School Calendar 2023-24

No issues were raised and governors ratified the BHPS School Calendar 2023-24

Resources Committee 30/01/23

A number of items were reviewed and approved by the committee and require Governing Body ratification.

Period 9 Budget Monitoring

Revenue Income	£ 3,436,331	
Revenue Expenditure	£ 3,631,115	
Revenue In Year balance	£ 194,784	deficit
B/f from 2021/22	£ 381,312	surplus
Cumulative c/f	£ 186,528	surplus

Capital Income -	£ 29,749	
Capital Expenditure -	£ 32,276	
Capital In Year balance	£ 2,527	deficit
B/f from 2021/22	£ 13,600	surplus
Cumulative c/f	£ 11,073	surplus

Projected year end Cumulative Balances – including b/fwds from 2021/22

Revenue	£ 186,528	surplus
Capital	£ 11,073	surplus
Total Cumulative Balance	£ 197,601	surplus

No issues were raised and governors ratified the Period 9 budget monitoring.

Budget Changes

No issues were raised and governors ratified the budget changes.

Cash flow forecast

No issues were raised and governors ratified the cash flow forecast.

3 Year Budget Projections

No issues were raised and governors ratified the 3 Year Budget Projections.

Schools Financial Value Statement (SFVS)

No issues were raised and governors ratified the Schools Financial Value Statement (SFVS)

7. GOVERNING BODY HOUSEKEEPING

Governor vacancies

Three new governors Samantha Days (Co-Opted), Geevar John (Parent) and Mike Swift (Staff) attended their first meeting today.

There continues to be one LA governor vacancy and a governor suggested that she may know someone who might be willing to take on the role.

The Chair stressed the requirement for an experienced governor or a person with school or chairing experience who could potentially take over her role as Chair.

The Chair's (Carol Steedman) Term of Office is due to end on 23/3/23 however she offered to continue for another year, which governors gratefully accepted.

Governor Training

Details of courses run by One Education are in the One Education Governor Training Brochure and in the Governors Termly Handbook, and are regularly emailed to governors.

The Chair highlighted the following courses;

Being Effective as a Link Governor 8/3/23

School Finance for Governors 13/3/23 (Samantha Days booked on)

Monitoring Framework for Ofsted 23/3/23

Governor Visits

The Safeguarding Governor (Jen Gibson) visited the school 8/11/22 and a Report of the visit has been circulated to governors and is included in the meeting papers.

A further visit has been arranged for tomorrow.

Yanghong Huang (Maths Link Governor) has arranged to visit next Wednesday afternoon.

The Chair asked all Link Governors to ensure that they are up to date and if necessary, arrange a visit to the school.

Governor Hub

Governors were reminded to sign up for Governor Hub which is linked to The Key and is where the school is now storing all governor papers from meetings. Papers from meetings held in the last 2 years are now on The Hub. The Hub can be used to keep records of training.

An email has been sent to governors from school with a link to sign up for Governor Hub.

8. POLICIES

Data Protection Policy

There is a statutory requirement to review the policy every 2 years (last reviewed 8/2/21).

The policy was originally sourced from The Key and following consultation with Manchester City Council (MCC), Data Protection Officer (DPO) was tweaked to reflect Baguley Hall.

The Policy has been updated to reflect changes from the original and the meeting papers include the policy along with a Summary of Changes.

Q. Who is the Data Protection Officer (DPO)?

The school does not currently have a named person and is in the process of sourcing an alternative Data Protection Service Provider. In the meantime, the school can still go to Manchester City Council (MCC) for guidance.

The Headteacher informed governors that there has been one data breach this year which has been dealt with inline with the policy and guidance and is very unlikely to ever happen again.

There were no further questions and governors approved the Data Protection Policy subject to the appointment of a new DPO.

- **Data Protection Policy (subject to appointment of DPO) approved**

9. AOB

There was no further business.

A SUMMARY OF ACTIONS and DECISIONS FROM THE MEETING 27/02/23

Agenda Item	Action	By who	By when
4.	Minutes of the previous meeting held on 21/11/22 approved.	Gov. Body	
6.	Terms of Reference (Amendment to the Trip Statement in the Standards and Curriculum Committee section) ratified BHPS School Calendar 2023-24 ratified Period 9 budget monitoring ratified Budget Changes ratified. Cashflow forecast ratified 3 Year Budget Projections ratified Schools Financial Value Statement (SFVS) ratified	Gov. Body	
8.	Data Protection Policy (subject to appointment of DPO) approved		

DATE AND TIME OF THE NEXT MEETING: Monday 17/07/23 at 4.30pm