

**‘Inspiring the individuals of today, for a better society tomorrow’**

**Minutes for the Shiphay Local Standards Virtual Board Meeting  
Tuesday 21<sup>st</sup> February 2023**

**Present:** Kate Lee (Head of School), Maria Woodger (Chair), Charlotte Carruthers, Shelley Heesem, Elizabeth Guppy

**In Attendance:** Louise Silvey (Clerk)

**Apologies:** Clare Foulds, Daniel Isemmede, Stewart Biddles

<b>Spring 01</b>	<b>Welcome</b>	<b>Chair</b>
<b>Spring 02</b>	<b>To receive and sanction any apologies for absence.</b> Clare Foulds, Daniel Isemmede, Stewart Biddles KL to invite SB to summer meeting	<b>Sanctioned</b> <b>A1</b>
<b>Spring 03</b>	<b>To declare you are in a secure and confidential environment to continue with an online meeting</b>	<b>All declared</b>
<b>Spring 04</b>	<b>To declare and discuss any business interests that may be applicable in accordance with the Governance Handbook March 2019</b> <i>‘conflicts of interests do not just relate to financial benefits but can arise where an individual’s personal or family interests and/or loyalties conflict with those of the governing body’.</i>  No new declarations or amendments to current declarations	<b>No decs</b>
<b>Spring 05</b>	<b>To receive agree and sanction Minutes of the Meeting for the LSB Meeting Tuesday 18<sup>th</sup> October 202</b> Agreed and electronically signed as an accurate record	<b>Minutes agreed</b>
<b>Spring 06</b>	<b>To discuss any Matters Arising from the LSB Meeting Tuesday 18<sup>th</sup> October 2022</b>  Actions: A1 - All governors to read and adhere to the updated Terms of Reference and Code of Conduct for the LSB. Completed A2 - CF and SH require RET email addresses and access to GovernorHub. Completed. A3 - H&S governor will need to undertake a review during next term. Completed. A4 - All governors to complete declarations of business interest form. Completed. A5 - All governors to read Keeping Children Safe in Education KCSiE update and sign form. Completed.	<b>Chair</b>



	<p>used in science and writing but will be used in other subjects from Summer term onwards.</p> <p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>New governors are required. KL asked governors to promote this opportunity within their networks and contact her in the first instance if they know anybody that is interested.</li> </ul> <p><b>Personal Development, Behaviour and Welfare inc. Safeguarding</b></p> <ul style="list-style-type: none"> <li>MW asked for an update on the external suspension student. Very improved behaviour returning after Christmas holidays and then a wobble before half term. They are back in school on a full time timetable and support continues.</li> </ul> <p><b>Inclusion, inc SEND, Pupil Premium</b></p> <ul style="list-style-type: none"> <li>MW asked for an update on the current x3 EHCP applications in draft. Waiting on local authority finalisation</li> </ul> <p><b>Health &amp; Safety and Accident Reporting</b></p> <ul style="list-style-type: none"> <li>Link governor EG has completed a H&amp;S review. A fire safety drill is planned for the Spring term after Easter</li> <li>MW asked what a lockdown plan entails. This is due to take place after half term. It is a process that ensures everyone on the premises – staff, pupils and visitors – are moved away from a potential danger to a place where they can't be seen from outside the building. The challenge is practising this without scaring the children.</li> </ul> <p><b>Parents and Community</b></p> <ul style="list-style-type: none"> <li>MW, CC, EG all agree that SEESAW is a great tool for parents particularly because it isn't in the public domain like Twitter</li> <li>MW asked how school supports staff not to respond to parent emails out of hours. EG suggested a periodic reminder at the top of the SEESAW page. All emergency questions should be directed to KL.</li> <li>CC asked how the Hub booking system is working and whether it has helped staffing. It was rolled out too soon which caused some problems, but these are settling down. It has enabled the school to resource more efficiently as bookings must be made two weeks in advance. It also enables appropriate resourcing particularly if there are children booked in with SEND needs. EG suggested that this positive feedback is shared on the parent newsletter particularly as the children's experience has been improved as a result.</li> <li>EG asked if any improvements could be made to ParentPay so that parents can view bookings. This is a work in progress.</li> </ul>	<p><b>A2</b></p> <p><b>Question</b></p> <p><b>Question</b></p> <p><b>Question</b></p> <p><b>Question</b></p> <p><b>Question</b></p> <p><b>Question</b></p>
<b>Spring 08</b>	<p><b>Report on Monitoring Visit 16<sup>th</sup> &amp; 17<sup>th</sup> November 2022</b></p> <p>A positive visit with a significant number of changes being implemented since the last visit which seems to be having a positive impact on the children.</p> <p><b>Focus:</b></p> <p><b>Riviera Principle 1 – active participation</b></p>	

	<ul style="list-style-type: none"> <li>• Riviera Principle 1 is being embedded across the school and most children are able to share their 'think, pair, share' or 'talking partner' activities.</li> <li>• Years 3 and 4 observed in class. All children able to communicate how they learn alone, in pairs and as a group and how they can access support with learning from peers, TAs and teachers.</li> <li>• Observed "think, pair, share" in Year 6</li> </ul> <p><b>Gain overview of curriculum adaptations for SEND pupils across the school.</b></p> <ul style="list-style-type: none"> <li>• Significant progress being made to meet the needs of children with SEND.</li> <li>• Viewed year 3 adaptations for a child to text and make this more accessible for them.</li> <li>• Observed year 3 children in maths. Task explained separately by the teacher and then x3 children supported in a side room by a TA to complete the task.</li> <li>• Visited year 4 and viewed red folders – excellent.</li> <li>• Each class had adapted learning so that individual needs were met.</li> <li>• Pupil voice for SEND – Year 4</li> </ul> <p><b>Curriculum: retrieval practice and knowledge organisers</b></p> <ul style="list-style-type: none"> <li>• The use of retrieval practice is being implemented across the school; in some classes this is called 'rewind'.</li> <li>• Years 3 and 4 observed in class. All children able to communicate how they learn alone, in pairs and as a group.</li> <li>• Spoke with large group of Year 4 SEND children and they didn't know about retrieval or rewind.</li> <li>• Year 6 SEND children didn't know about knowledge organisers.</li> <li>• Met with a group of Year 3,4,5 and 6 students and whilst they all knew about knowledge organisers, they did not know the term 'retrieval practice'. They were able to describe rewind.</li> </ul> <p><b>Progress and standards in KS1</b></p> <ul style="list-style-type: none"> <li>• Phonics bug, Powermaths and Bug Club are being used consistently across the school.</li> <li>• Children share use of Bug Club in school and talk positively about it.</li> <li>• Children enjoy coming into school.</li> <li>• Children with SEND needs are fully integrated within whole class activities.</li> <li>• Children can talk about their personal targets and where they could be found – zippy wallets.</li> <li>• Powermaths is being used in all sessions.</li> </ul> <p><b>Plans for Spring Term 2023</b> Monitoring Visit - Mon 27th February 2023 &amp; Tue 28th February 2023 Monitoring Visit - Mon 15th June 2023</p>	
Spring 09	<p><b>Link Governor Visits</b></p> <p>All governors are required to contact their link role teacher; provide details of planned visits / dates, and, send completed link governor templates to LS following a visit or phonecall. LS to share governor link templates.</p> <p><b>SEND Visit – Verbal Update</b></p> <ul style="list-style-type: none"> <li>• Positive playground feedback form parents.</li> <li>• Classroom observations of EHCP students have taken place and highlighted missing provision. Focus moving forward on high vulnerability SEND students)</li> </ul>	<p><b>A3, A4</b></p> <p><b>SH</b></p>

	<ul style="list-style-type: none"> <li>• Auditing processes are being out in place.</li> <li>• EHCP coffee mornings for parents every 4 weeks which enables regular contact and improved communication.</li> <li>• Breakdown of funding provision per child explains how budgets are spent and alleviates misunderstanding of how this works.</li> <li>• KL explained that EHCP funding doesn't necessarily cover 1:1 support per child, and it is a challenge to provide what a child needs as well as ensuring an inclusive environment. CC asked if this situation will be harder in September 23 if there are fewer TAs employed. It will be a challenge and it will be tricky to provide the current support levels with fewer staff available.</li> <li>• CC asked whether SEND children receive any funding. Only EHCP students receive funding. SEND defines high needs only which must be managed through classroom resource.</li> </ul>	<b>Question</b>
<b>Spring 10</b>	<p><b>External Review Headlines</b></p> <ul style="list-style-type: none"> <li>• External review was undertaken by Education South West (ESW) and a follow up review is due to take place in Summer term 2023.</li> <li>• Deep dive into phonics, maths, and science</li> <li>• Strengths identified were the attitude of staff and willingness to improve.</li> <li>• Lesson structures are clear and showed parity across the school.</li> <li>• Shoots of clarity and effective curriculum design in maths and science but these are not yet embedded.</li> <li>• Appointment of new SENDCO gives capacity for accelerated development in this arena.</li> </ul> <p>Future focus and improvements</p> <ul style="list-style-type: none"> <li>• SLT and staff coaching.</li> <li>• SEND adaptations.</li> <li>• First quality teaching</li> <li>• Staff deployment – using resources effectively, TA training.</li> </ul> <p>CC asked whether the issues raised were surprising or expected. Highlighted that teaching has moved on and we need to catch up. Some staff may be surprised by changes ahead. More direction needed from SLT and subject leaders, so expectations are simplified, and everyone has a clear understanding of the vision. The coaching will support this.</p>	<b>Question</b>
<b>Spring 11</b>	<p><b>Finance &amp; Budget Update</b></p> <ul style="list-style-type: none"> <li>• Decreased budgets and funding (lower Sep 23 admission rates) and increased cost of living. This is the national picture.</li> <li>• Essentials only from September 2023. No room to make savings.</li> <li>• Staff leavers won't be replaced.</li> </ul>	
<b>Spring 12</b>	<p><b>Autumn Data Update</b></p> <ul style="list-style-type: none"> <li>• Years 2 and 3 cause most concern. Gaps in children's learning which haven't fully recovered from Covid19 and high SEND needs. Additional resource in place to support these year groups.</li> <li>• Year 2 and 3 behaviour is an issue as the impacts of Covid19 highlight missing the reception year. Home learning hasn't promoted independent learning skills. This is the local and national picture.</li> </ul>	

	<ul style="list-style-type: none"> <li>Year 1 phonics are strong</li> <li>Years 4,5,6 are on an even keel and no major concerns</li> </ul> <p>CC asked whether year 2 have had a year 1 phonics catch up and whether there is a process in place to help year 3 catch up. For year 2 additional support in class has been provided during guided reading. Year 3 have been able to access Bug Club which provides additional support.</p>	<b>Question</b>
<b>Spring 13</b>	<b>AGM Feedback</b>  Carry over to Summer term when SB will be in attendance	<b>Carry over</b>
<b>Spring 14</b>	<b>AOB</b> <ul style="list-style-type: none"> <li>SATS governor volunteer required for SATS week 8-12 May 2023. CC volunteered.</li> </ul> <p><b>Date of next monitoring visits:</b>   Mon 27th February 2023 &amp; Tue 28th February 2023  Mon 15th June 2023</p> <p><b>Date of next LSB meeting:</b> Tue 13th June 2023</p>	<b>A5</b>

Action 1	KL to invite SB to summer meeting
Action 2	KL asked governors to promote the governor role within their networks and contact her in the first instance if they know anybody that is interested.
Action 3	All governors are required to contact their link role teacher; provide details of planned visits / dates, and send completed link governor templates to LS following a visit or phone call
Action 4	LS to share governor link templates
Action 5	CC to liaise with KL regarding SATs week

**Signed:** Maria Woodger  
**Chair**

**Date:** 13<sup>th</sup> June 2023