

**MINUTES OF A MEETING OF THE BOARD OF GOVERNORS OF
GORSEY BANK PRIMARY SCHOOL
HELD AT THE SCHOOL ON 22ND MAY 2018, 6.15pm**

Governors Present: Colin Shepherd (CS) Chair
 Lisa Woolley (LW) Head Teacher
 Catherine Barber-Brown (CBB)
 Carol Ellender (CE)
 Joe Maguire (JM)
 Simeon Mellor (SM)
 Alex Metcalfe (AM)
 Sally Stedman (SS)
 Chris Stubbs (CSt)
 Carl Windsor (CW)

Apologies: Linda Magrath (LM) CEO Laurus Trust/Observer
 Estelle Goodwin (EG) Vice Chair
 Timothy Munro (TM)

Also in attendance: Ryan Thompson (RT) DHT Designate/Observer
 Louise Collinge (LC) Clerk to Governors
 Claire Leslie (CL) Clerk to Govenors
 Neil Mitchell (NM) Observer
 Julie Lawson (JL) Observer

PART ONE – NON-CONFIDENTIAL BUSINESS

	Action
GOVERNOR TRAINING	
DEVELOPING LEADERS AT ALL LEVELS	
<p>JM briefed governors on school initiatives to develop leaders at all levels. Key points included:</p> <ul style="list-style-type: none"> • Gorsey Bank enrol several staff on to the National Professional Qualification for Middle Leaders (NPQML) course on an annual basis. The school also deliver the NPQML course as part of the Trust. JM is near completion of his National Professional Qualification for Headship (NPQH). • Encouraging staff to complete the NPQML course is in the best interests of the school as it ensures staff are valued and helps them develop their leadership skills. • Around half of the teaching staff at Gorsey Bank are currently studying for a Masters in Teaching, funded by the Trust. • All staff receive informal coaching and mentoring from senior colleagues and SLT conduct regular reviews of action plans. SLT aim to set an example in terms of professional conduct and act as role models. 	

	<ul style="list-style-type: none"> Professional Learning Meetings (PLMs) are held on a regular basis with Class Teachers (CTs) and Subject Leaders. Current priority subjects are PE and Art. Subject Leads are given the opportunity to organise and carry out book moderations, including feeding back to colleagues to help develop their leadership skills. The emphasis at Gorsey Bank is that these staff 'lead' the subject, not just co-ordinate it. Annual appraisals have aspects of leadership built in to them with all staff given opportunities to mentor pupils and other staff, such as NQTs. <p>6.30pm – CBB joined the meeting.</p> <p>Q: Is there an expectation that all Subject Leaders will eventually complete the NPQML course?</p> <p>A: It would most likely be Core Subject Leaders because the course is very expensive. The school delivering the NPQ programme has enabled us to put our staff through courses at a reduced cost.</p>	
1	GOVERNANCE	
1.1	<p>APOLOGIES</p> <p>Apologies were received and accepted from Linda Magrath, Estelle Goodwin (now Price) and Timothy Munro.</p> <p>The Chair welcomed NM and JL, who were both potential new governors and CL who was a new Clerk with CE on induction training.</p>	
1.2	<p>AOB ITEMS</p> <p>LW notified governors that she had one item of AOB.</p>	
1.3	<p>CONFLICT OF INTEREST</p> <p>There were no conflicts of interest declared for the business to be discussed at the meeting.</p> <p>The manual log was circulated at the meeting for governors to check/update.</p>	
1.4	<p>REGISTER OF PECUNIARY INTERESTS</p> <p>Governors were asked to advise the school of any changes to their annual declaration of pecuniary interests and update TTG.</p>	All Govs – update pecuniary interest info
1.5	<p>GOVERNOR CODE OF CONDUCT</p> <p>Governors should ensure that they had read the Code of Conduct on TTG and to tick the box within My Profile/Edit to confirm this.</p>	All Govs – Agree to CoC on TTG
1.6	<p>MEMBERSHIP</p> <p><u>Succession Planning Update:</u></p> <p>CS informed governors that both observers at the meeting had expressed an interest in joining the LGB in the future. NM was currently a parent at the school and JL was a potential replacement</p>	

	for CS as Chair.	
1.7	<p>APPOINTMENT TO ROLES</p> <p>AM noted that he had not yet been assigned a Link Governor role. CS recognised that AM had been given policy reviews to complete and CS/LW agreed to inform AM of a link role as soon as possible.</p>	CS/LW – AM Link Governor role
1.8	<p>SCHEME OF DELEGATION</p> <p>The Scheme of Delegation for the Laurus Trust is available on TTG. LW confirmed that no material changes had been made to the scheme since the last LGB meeting.</p>	
1.9	<p>MINUTES OF PREVIOUS MEETING</p> <p>The minutes of the previous meeting dated 13.03.18 were reviewed and confirmed as a correct record. An electronic version is to be signed and retained on TTG.</p> <p>CBB noted one amendment under Item 7.1 - Clerk to amend and add updated copy to TTG.</p> <p>The actions from the previous meeting were reviewed and updated accordingly:</p> <ul style="list-style-type: none"> • MUGA – due to the water course that runs across the school field, the school were required to re-submit its planning application. We are now looking to situate the MUGA further towards the slope at the back of the field. • Risk Register – please refer to Item 6.4 • 2nd c/fwd action for EG – send list of key ‘go-to’ documents to governors. 	<p>Clerk – amend minutes</p> <p>c/f - EG send list of docs to Govs</p>
1.10	<p>LGB OBJECTIVES</p> <p>There had been no update to the LGB Action Plan 2017/18 since the last meeting.</p>	
1.11	<p>LGB EXTERNAL REVIEW</p> <p>Governors discussed the possible timing of an external review and agreed that the governing body was going through a transitional period at the moment, with both the Chair and Vice-Chair’s terms of office ending in the coming months. Therefore, governors agreed to re-consider an external review in twelve months’ time.</p> <p>Q: What are we trying to achieve by having an external review?</p> <p>A: It would be to ensure we are doing the right things and look at any ways we could do things better.</p> <p>Governors noted that the structure, role and responsibilities of the governing body were reviewed when the school joined the MAT and became an LGB.</p> <p>Q: Would it be worth asking someone within the MAT to do a review?</p> <p>A: This could be something we could look at in the interim, prior to an</p>	

	<p>external review. LG could potentially be a good candidate to review and advise us on governance. Since becoming a LGB the board has become more focused on what its role should be.</p> <p>Governors acknowledged that the Self-Assessment activity would also serve to provide evidence that governors reflected on their role and responsibilities and the board regularly reviewed areas for improvement and scheduled actions to address them.</p>	
1.12	<p>GOVERNOR INDUCTION PROGRAMME</p> <p>CBB advised that she had updated the Governor Induction Programme and Induction Checklist documents to include new terms used within the MAT and to reflect some of the feedback provided by AM, CE and CW. Both documents had been uploaded to TTG under 'documents'.</p> <p>AM to check that the board are applying the process in line with the above documents and feedback at the next meeting.</p> <p>Q: The Ofsted Crib Sheet that was previously produced doesn't have the maths info on. Therefore, is it worth re-visiting?</p> <p>A: We would question the time and resources that would actually take to keep up to date. If we were to receive a call from Ofsted, we would be requesting you read certain go-to documents such as the SIP Report. However, we want to support governors in any way possible and if the sheet helps them to be better prepared then we will consider updating it.</p> <p>Governors advised that the Crib Sheet could simply contain links to the important go-to documents and act as a central point of reference for finding key information.</p> <p>LW to consider updating and/or incorporating document links in to the Ofsted Crib Sheet and report back to governors at the next meeting.</p>	<p>AM – check induction process</p> <p>LW – consider updating Cheat Sheet</p>
2	<p>MAT/LAURUS TRUST</p> <p>There was no report from The Laurus Trust for this meeting as there has not been a meeting since the last LGB meeting. The next report will be provided at the Summer 2 LGB meeting.</p>	
3	<p>FINANCE</p> <p>An update on Finance had been uploaded on to TTG prior to the meeting.</p> <p>LW sought feedback on the proposal for presenting finance data to governors at LGB meetings.</p> <p>Governors agreed that the planned dates and financial information to be provided would ensure they were kept regularly updated on the school's financial performance. Governors also acknowledged that the new Trust Finance Officer had had a positive impact.</p> <p>Q: In terms of the 3-Year budget, will that continue to be reforecast each year?</p>	

	<p>A: Yes, the 3-year budget will be provided as part of the finance data presented with the reforecast submissions, but it may well be worth stating that explicitly.</p> <p>LW to feedback to DB re 3-year budget forecast.</p> <p>Q: The title implies the Trust Finance Officer will work across the schools in MAT. When other schools join is there a risk she will become over stretched?</p> <p>A: At the moment the other school will only have 60 pupils so she will be ok, but yes, she was appointed to work across the Trust. As the school grows and future schools join then we may need to re-consider the role, but she will be based at this school.</p> <p>Q: Can we just clarify that the accountability for ensuring the appropriate use of funds lies with the Trust?</p> <p>A: Yes, it is the responsibility of the Trust to ensure we meet our financial obligations.</p>	<p>LW – feedback to DB re 3yr forecast</p>
4	PERFORMANCE & ACCOUNTABILITY	
4.1	<p>GORSEY EVALUATION DOCUMENT (GED)</p> <p>The latest GED would be emailed to staff and governors before half term as it would be the focus of the Strategic Planning meeting on Monday 4th June.</p> <p>The purpose of the meeting would be to reflect on the achievements of the past year and set priorities for the next academic year. Feedback from parents and pupils would be considered and governors were invited to attend the meeting to provide their insight and ideas. It was also a good opportunity for governors to engage and work with staff.</p>	
4.2	<p>SDP</p> <p>The SDP focus for the meeting was on how ‘To provide our children with a curriculum which encapsulates Learning for Life’. JM advised:</p> <ul style="list-style-type: none"> • A key focus in ensuring the school encapsulate a ‘Learning for Life’ curriculum has been the development of the Computing Curriculum and the use of IT across all subject areas. This included the use of code.org and Skype. • Pupils had communicated through Skype with schools in America, and a Science Teacher in Egypt for example. This had proved to be a great way to bring the world in to the classroom and the school were looking at ways this could be extended to further compliment learning and educational visits/visitors. • The school was looking to apply for the NAACE Award in July 2018. • The Senior Management Team (SMT) were currently having a big push on texts in conjunction with the creation of curriculum book shelves. For example, books covering different genres in English 	

	<p>were being sourced.</p> <ul style="list-style-type: none"> • A new teacher starting with us in September is very knowledgeable on STEM subjects (Science, Technology, Engineering and Maths) and has met with a representative from Manchester Airport with the HoS to develop links. We are therefore planning to visit the airport to see a large scale engineering project and set the pupils a challenge to produce their own project. Airport staff will then judge the work and it will also go on display at the airport. • The school had received some positive feedback from Ofsted on its effective use of the hashtag #phse during the Pre-Registration Inspection for Cheadle Hulme Primary. This was reassuring as it can be difficult to capture what the school does in terms of PHSE and SMSC. 	
<p>4.3</p>	<p>PUPIL OUTCOMES</p> <p>Two documents had been uploaded to TTG prior to the meeting. These were the Key Attainment and Progress Foci and the Maths Development Summary 2017-18 (May Update).</p> <p>JM advised governors that there had not been any significant changes to the documents since the last meeting in March. KS2 projections have remained the same.</p> <p>The KS2 SATs had taken place last week and the school remained cautiously optimistic for a positive outcome. The pupils had been amazing and the decision to have them sit the examinations in their classroom, as opposed to the hall, had been a good one. They were generally more relaxed due to the familiar environment.</p> <p>Governors noted that the school had prepared pupils very well for their SATs in terms of inviting them in early and providing fruit. Also ensuring their mental health was considered by offering good support and activities such as mindfulness.</p> <p>LW advised that there was some expectation that pupils should sit the exams in the hall to help prepare them for high school. However, the mental health of pupils was of utmost importance and sitting the exams in the classroom had ensured minimal stress.</p> <p>LW informed governors that the vast majority of feedback from the recent Parent Council had been positive in regards to the schools approach in the run up to SATs. However, one parent had commented that they felt the amount of preparation done was too much, e.g. the optional extra home learning and study groups.</p> <p>Q: Were they implying that pupils were being pushed too much?</p> <p>A: Yes. However, the extra home learning and the study groups were optional. The latter could have been filled several times over. Some parents felt that making it optional makes it was harder for them to get their children to do the work.</p> <p>Governors recognised that it was a challenge to find a balance which</p>	

	<p>would keep everyone happy.</p> <p>Q: Is it worth making a statement to clarify that the extra homework and study is optional?</p> <p>A: This was made clear from the outset.</p> <p>Governors thanked the SLT for all of their hard work in ensuring SATs week had run smoothly.</p> <p>Q: Looking at the KPIs, are we still going to be down on writing?</p> <p>A: We think those percentages could increase as assessments are not submitted until the end of June.</p>	
5	CHALLENGE	
5.1	<p>LINK GOVERNOR REPORTS</p> <ul style="list-style-type: none"> Phonics (EG) – Complete – needs to be uploaded onto TTG Safeguarding – SS has a date booked to visit school – report will be ready for Summer 2 LGB meeting. SEND & SEND Annual Report to Parents (CSt) – will be completed and ready for Summer 2 LGB meeting. Languages (CS) – completed and on TTG <p>CBB requested that, in regards to the SEND Policy review, CSt explored the impact SEND pupils have on the other children in the school and how their collective impact is managed by the school.</p> <p>CSt to raise these queries with staff during his SEND review visit.</p>	<p>EG – upload Phonics ROV to TTG</p> <p>SS & CSt – complete Summer ROVs</p> <p>Cst – SEND queries</p>
5.2	<p>ACTIONS FROM POLICY REVIEWS</p> <p>No actions from policy reviews were required this term.</p>	
5.3	<p>POLICY REVIEWS</p> <ul style="list-style-type: none"> <u>Confidentiality Policy</u> (AM) – completed <p>AM advised governors of ongoing actions from the Confidentiality Policy review. These included:</p> <ul style="list-style-type: none"> Ensuring governors were reminded of the policy on an annual basis. <p>Clerk to agenda Confidentiality Reminder as an item at every Autumn 1 meeting.</p> <ul style="list-style-type: none"> Incorporating any changes in line with GDPR. Writing a letter to governors upon their resignation which reminds the individual of the expectation that confidentiality will be retained. <p>The Clerk had checked with the School Governance Team and been advised that there wasn't a standard/template letter available for this. Governors agreed that the Chair should include a reminder of confidentiality in his resignation acceptance/thank you letter.</p> <p>CS to amend/update the governor resignation acceptance/thank you</p>	<p>Clerk – Agenda item</p> <p>CS –</p>

	<p>A: No, the allegation of bullying, after initial investigation, wasn't taken beyond Stage 1 and the allegation of racism is a previously reported incident, not a new one. The serious behaviour incident is being managed in school with the aim of avoiding exclusion as this is seen as a last resort.</p> <p>LW commented that the school had noticed an increasing trend in regards to Operation Encompass. This is a national initiative in which Police contact us if they have attended a family home of one of our pupils. Unfortunately, the details we receive are often quite limited and we don't always know if the child was a witness to an incident.</p> <p>Q: Is this system GDPR compliant?</p> <p>A: Yes. You have to log in to a specific website to access the information.</p> <p>LW informed governors that in each case of a reported incident, pupils are closely monitored to identify any changes in behaviour that suggests further support is needed.</p> <p>Q: Following on from the Medical Conditions Policy review, should there be a link or some recognition in the policy between these types of incidents and their potential mental health impacts?</p> <p>A: We are currently in the process of developing a Mental Health Policy and it may be more appropriate for these types of incidents to be recognised within this.</p> <p>Q: Do we still have KIVA Kids?</p> <p>A: We have concentrated more recently on developing the e-Cadets role. We found that the pupils who made good School Councillors were not always the most suited to being a KIVA Kid. Many found the role quite stressful as it is a big responsibility for a child. I think there is still more we need to do in terms of KIVA Kids to get it right.</p>	
<p>6.3</p>	<p>EXCLUSIONS</p> <p>None this term.</p>	
<p>6.4</p>	<p>HEALTH & SAFETY</p> <p>The latest Health & Safety Update had been uploaded to TTG prior to the meeting.</p> <p>LW informed governors that the new Caretaker had already made a positive impression on both staff and pupils.</p> <p><u>Risk Register</u> – governors noted that an overall Trust Risk Register was currently being created. Once this had been completed each school will develop their own individual risk register using the Trust format.</p> <p>Q: How do we know the school is managing risk?</p> <p>A: There is a Trust Risk/Crisis Management Policy and we undertake risk assessments for e.g. educational visits and for individual pupils</p>	

	<p>who have an injury. The school has a ‘Protective Security’ Plan for invacuation and evacuation as well as a Critical Incidents Policy.</p> <p>Q: Will the recent Ofsted Inspection of Cheshire East’s SEND provision have any impact on the school?</p> <p>A: Not particularly, just that we are not likely to see any quality improvements in the foreseeable future. The Trust are considering employing their own Educational Psychologist going forward.</p> <p>Q: In the Foci document, you mention converting the music room into a new study room. Was this just a temporary measure?</p> <p>A: No, it has been one of several re-allocations that we have made. The music room in question was only used occasionally for peripatetic lessons, whereas it is now being used by up to 15 pupils on a regular basis. It has proved really useful for Year 6. We have relocated the peripatetic lessons to the old SEN room and created a music hub in there. The SEN room in turn has moved to a meeting room.</p>	
6.5	EDUCATIONAL VISITS	
	There were no educational visits for governors to approve at this meeting.	
6.6	GORSEY BANK RISK REGISTER	
	Please see agenda item 6.4.	
7	DEVELOPMENT GOVERNOR REPORT	
7.1	TRAINING UPDATE	
	<p>A copy of the latest Training Summary had been uploaded on to TTG prior to the meeting.</p> <p>CBB noted that it showed lots of training for teachers but little in the way for governors. Similarly there was a limited amount of governor training recorded on TTG.</p> <p>AM confirmed he had recorded his governor induction modules and would be attending the Strategic Planning meeting on 4th June. AM was also scheduled to attend the SIP review on 11th July.</p> <p>Governors agreed that the pre-meeting training for the next meeting should be GDPR, specific to schools and the governor’s role in regards to GDPR.</p> <p>CBB informed governors that she had compiled a Self-Assessment which was based on the NGA twenty questions plus some school specific ones. JM to distribute the self-assessment to governors and CBB to report back on preliminary findings at the Summer 2 meeting. A detailed analysis could then be presented at the Autumn 1 meeting.</p> <p>Q: There is a facility within Trust Governor to complete a self-assessment. Have you considered this option?</p> <p>A: We have looked at that but the questions are pre-set and there doesn’t seem to be a way of personalising or adding additional</p>	<p>JM – self-assessment forms</p> <p>CBB – Self-assessment analysis</p> <p>Clerk – Agenda item</p>

	questions.	
8	STAKEHOLDERS AND COMMUNITY	
	SM confirmed that he would continue to provide quarterly updates on the governor's page of the school website.	
9	AOB	
	LW sought governor's approval to sell two old pianos in order to purchase one new piano for the new music hub. LW advised that one purchaser was a governor. Governors approved the proposition on the basis that both pianos were sold at a reasonable and comparable price to both purchasers.	
10	NEXT MEETINGS	
	The date of the next LGB was confirmed as Tuesday 10 th July 2018.	
11	IMPACT OF THIS MEETING	
	<ul style="list-style-type: none"> • Governors had agreed a timetable for receiving financial data which would ensure they meet the core function of overseeing the financial performance of the organisation and making sure its money is well spent • Governors had challenged the school on GDPR compliance and allocated a governor to review the school's GDPR policy and procedures. 	

The meeting moved to Part 2.

..... Chair

..... Dated