



Minutes of the Remote FGB Meeting held on Monday 3rd October 2022 at 6pm

Present: Hilary Turner (HT) - Chair
Irena Wooler (IW) - Headteacher
Rea Hamilton (RH) - Deputy Headteacher
Rosie Gloster (RG)
Eleanor Murphy (EM)
Tom Jeffery (TJ)
Luke Palmer (LP)
Hamish Gale (HG)
Sami Howard (SH)
Janine Bishop (JB)
Antonia Jewels (AJ)
Gabbie Jerritt (GJ)
Patrick Mulhern (PM)
Roy Watkinson (RW) - no voting rights
Kerry Bedford (KB) SENCO

Cara Starbuck (ESCC) for item 5
Sarah Greed (Clerk)

Absent:
Holly Atkins.

1 Apologies for Absence

Apologies were received from Holly Atkins

2 Declaration of Interest

None

Governors to complete annual declaration of interest form and either send to the clerk or return to the office.

It was noted that having a child at school is now a declarable interest.

3 Acceptance of Minutes

The minutes from the 18th July were approved as an accurate record of the meeting.

• Outstanding Actions (please see table below)

Item	Action	Who	When
11	The white paper will be discussed from September	All	From September - ongoing

4 Election Of Chair and Vice Chair

TJ proposed and IW seconded the election of HT as Chair of Governors. HT proposed and TJ seconded the election of GJ as Vice-Chair. After HT and GJ left the room, HT and GJ were elected unanimously.

Governors unanimously agreed to HT renewing her term as a co-opted governor for the four years.

5. Budget

Cara Starbuck updated the meeting on the school's budgetary position for the remainder of the 2022-23 financial year and for future years. While the position at Western Road in 2022-23 remained positive, there was a risk that, like many other schools in East Sussex, 2022 pay increases for teachers and non-teaching staff would result in the school facing budget deficits in future years. No additional funding had yet been announced to cover uplifts in teachers' pay of 5% (against the 3% increase allowed for in the budget) and of up to 10% in the pay of non-teaching staff (for whom an allowance of 1% had been made). There could be no certainty that such help would be forthcoming. Some help with energy costs might be offered in the light of recent Government announcements but no detail had yet been given. There would be a small windfall gain from the rescinding of the National Insurance increase. The school might expect some additional grant income but should be aware that some such grants would be ringfenced. While immediate action was not required, the school should be wary of making any significant budget commitments in the remainder of the present financial year. The meeting agreed that, in planning the budget for 2023-24 and future years, great care would be needed to avoid setting a deficit budget.

5. Head Teacher's Report including;

- SEND report
- SIP and SEF

KB (SENDCo) and IW (Head Teacher) spoke to their reports circulated to Governors prior to the meeting. The following issues arose.

In answer to Governors' questions on the scope for the use of peer mentoring, perhaps through the extension of the successful buddy scheme, for pupils with SEND, KB said that the school was already exploring whether and how 'buddies' might help younger children with reading. There might also be scope for them to help with emotional regulation.

Responding to a question about the waiting list for dyslexia screening, KB said that, while she was able to conduct initial tests, full screening was constrained by the availability of educational psychologists' time. That said, appropriate interventions were being made for all children who might be at risk of dyslexia. They did not have to await screening to receive help.

Speaking to her report, IW sought and received Governors' approval for the continuation of the supervision programme in the current school year. The programme had proved itself in the 2021-22 year, giving **teachers and leaders** the chance to talk through and find solutions for problems they were facing. It could now be extended to benefit more staff. Governors also discussed and recognized the potential benefits of self-organised group problem-solving sessions for teachers and TAs.

KB's and IW's reports drew attention to the significant contribution made over the past year by Teresa Paterson, the Family Support Worker shared and co-funded with other schools in the Lewes EIP. With her dynamic attitude and strong rapport with parents, Teresa had both delivered positive outcomes for children and had significantly relieved the pressure on school staff. In the light of some uncertainty as to whether her role would continue in 2023-24, there was a risk that Teresa might soon look for alternative work. Fully conscious of pressures on the budgets of Western Road and other Lewes schools, the FGB agreed that every effort should be made to maintain the role, A first step would be a full exploration of options in the Lewes EIP. IW would pursue.

There were 208 pupils on roll.

3 pupils had been referred to the family support worker.

Mirror text will be the focus for term 1.

Safeguarding and maths mastery was covered at the staff inset days.

A meeting had taken place with Cara Starbuck to discuss the allocation of SEND funds.

Suzy Bennett continues to work with pupils entitled to PPG 2x days per week.

Welcome meetings had been held for parents and carers and were well attended.

Forest school will be led by a staff member.

After school clubs and trips are taking place.

Supervision to continue for 2022-23

Pay by phone started 1st August 2022. Current income since 1st August 2022 is £3,000 (**shared between Southover and WR**).

The KS1 project is complete.

The track work had started.

The EIP meet fortnightly. The impact of the pay rises on schools' budgets had been discussed.

Health & Safety

All windows and doors were being left open to comply with the risk assessment.

Electricity testing had taken place over the summer. Report to follow.

SIP

IW explained that the draft SIP and SEF presented to the FGB reflected full consultation with staff **and followed evaluation SIP and SEF 2021 – 2022**. She drew attention to particular aspects of the Priorities for Improvement, notably the introduction of 1.5 with its stress on full engagement with staff at all levels; 2.4, emphasizing the determination to secure even better outcomes for SEND pupils; and 3.2 and the objective of helping children to develop resilience and pride in their achievements. In response to questions, IW explained that to promotion of Equality, Diversity and Inclusion remained a key priority. Following further work by the EDI working party, the November meeting of the FGB would be asked to review progress against the 2021-22 EDI objectives and to set new objectives for 2022-23. In the light of this discussion, the FGB approved the 2022-23 SIP and SEF.

PRIORITIES FOR SCHOOL IMPROVEMENT

Leadership and Management

1.1 To ensure all subject leaders discharge their responsibilities effectively and enable all pupils to make good progress in their subject areas, with particular focus on Science, Computing and PE.

1.2 *To improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and appropriate use of assessment, with particular focus on Science, Computing and PE.*

1.3 To ensure all staff have, and work effectively together to implement, a clear and ambitious vision for providing high-quality education to all pupils.

1.4 To ensure that teachers have focused and highly effective professional development.

1.5 To ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.

1.6 To ensure safeguarding is effective.

1.7 To deliver our published Equality Objectives for 2022 – 2023.

Quality of Education

2.1 *To embed a curriculum that is coherent and sequenced towards cumulatively sufficient knowledge and skills for future learning.*

2.2 To ensure 100% teaching is consistently good or above through focusing on ensuring teachers' planning enables children to remember long term taught content and knowledge and ideas.

2.3 To improve outcomes and progress for all groups in Reading, Writing and Maths, with vulnerable groups making accelerated progress.

2.4 To ensure the curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Behaviour and Attitudes

3.1 To ensure all staff have a common understanding of high expectations for pupils' behaviour and conduct which is applied consistently and fairly.

3.2 To create an environment that fosters positive learning attitudes to help pupils to be resilient to setbacks and take pride in their achievements.

3.3 To ensure all pupils have high attendance (within the context of the pandemic) and are punctual.

Personal Development

4.1 To use the curriculum and wider work to support pupils to be confident, resilient and independent, and to develop a strength of character.

4.2 To ensure the pupils' spiritual, moral, social and cultural development is of high quality.

Early Years Education

5.1 To create a learning environment that supports the intent of an ambitious, coherently planned and sequenced curriculum.

5.2 To improve outcomes and progress for all pupils in Reading, Writing and Maths, with accelerated progress for vulnerable groups.

Governors noted the SEND report

6 Safeguarding

Governors noted the safeguarding report.

Governors to read Part 1 and annex B of Keeping Children Safe in Education and confirm to clerk they have done so.

7 Governor Roles

In discussion of the paper circulated in advance of the meeting, Governors said that it would be helpful to have further information on what the various roles entailed. If it proved difficult, in the light of competing pressures on Governors' time, to fill all the Year Group Governor slots, one solution might be for available Governors to take responsibility for two continuous Year Groups. For example, TJ might take on Years 1 and 2; GJ Years 3 and 4; and HT Years 5 and 6. Governors agreed to consider the note further and let HT know of any roles they might or might not be able to take on.

Quality of Education: Gabbie Jerrit (GJ); Tom Jeffery (TJ); Sami Howard (SH); Rosie Gloster (RG); Hamish Gale (HG)

Curriculum and Subject Leadership: GJ, EM, RG

SEND and Pupil Premium: SH, TJ

Data: RG, HG

Attendance and Behaviour: (HG)

Personal Development: Luke Palmer (LP); GJ

Early Years Foundation Stage: RG

Leadership and Management: Hilary Turner (HT); Roy Watkinson (RW); TJ

Finance: RW; Patrick Mulhern (PM); Antonia Jewels (AJ)

Estate: RW, HG

Safeguarding and e-Safety: HT, SH

Staff well-being: RG, LP, GJ

Health and Safety: RW, HG

Diversity: HA, RG

Pupil Voice: HT, HA, GJ

Policies: TJ

Partnerships: RW, EM

Year Group Governors

Reception: RG

Year 1: TJ

Year 2: TJ

Year 3: GJ

Year 4: PM

Year 5: HT

Year 6: HT

Strategy Group

Membership: Hilary Turner, Roy Watkinson, Holly Atkins, Gabbie Jerrit, Tom Jeffery, Irena Wooler, Rea Hamilton

Pay Committee

Membership: Hilary Turner, Roy Watkinson, Tom Jeffery

Working Groups

Working groups may be established as necessary. Currently, Holly Atkins leads the Equality, Diversity and Inclusion Group. While the Key Stage One Project Group will finish its work in Term 1 2022-23, the FGB will evaluate the impact of the Project. Every term, Luke Palmer will continue to convene Governors with a particular interest in the mental health of pupils and staff to take stock of developments and plan next steps.

Governor Panels

Appeals, including Admissions: Chair and Vice-Chair

Pupil Exclusions: HA

HT Appraisal: HT, RW, TJ

By Governor

Holly Atkins: Attendance and Behaviour; Equality Diversity and Inclusion; Pupil Voice; Year 6?; Exclusions; SG

Hamish Gale: Attendance and Behaviour; Data; Estate; Health and Safety

Rosie Gloster: EYFS; Data; Staff well-being; Reception

Sami Howard: SEND; Safeguarding and e-Safety; Year 2

Tom Jeffery: SEND; Policies; Pay; HT Appraisal; Year 1; SG

Gabbie Jerrit: Curriculum and Subject Leadership; Personal Development; Pupil Voice; Year 3; SG

Antonia Jewels: Finance

Patrick Mulhern: Finance

Eleanor Murphy: Curriculum and Subject Leadership; Partnerships

Luke Palmer: Personal Development; Staff well-being

Hilary Turner: Safeguarding and e-Safety; Pupil Voice; Pay; HT Appraisal; Year 5; SG

Roy Watkinson: Finance; Estate; Health and Safety; Partnerships; Pay; HT Appraisal; SG

8 Schools white paper and future steps

HT opened a discussion about the school's White Paper and the vision that all schools will be part of a MAT by 2030. The challenges faced by the FGB in light of this were discussed and also the potential difficulties the whole school community will face if no action were to be taken. It was agreed that a working party would be set up to consider the way forward and to decide upon the priorities for the school's future. RG pointed out that she had completed a piece of research in the recent past examining the different types of academies and the pros and cons of each model, which will be a useful source of infor-

mation for the group. Governors were invited to inform HT if they wish to be involved in this working party, and the need to keep the FGB and wider school community informed of progress was emphasised.

9 Policies for approval

HT explained that a large number of school policies had been circulated to Governors for their approval. In line with previous practice, she asked Governors to let her have any comments by Monday 10 October. In the absence of comment, the policies would be taken as approved.

- Staff Handbook September 2022
- Acceptable Use Policy
- Online Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Accessibility Plan
- Appraisals Policy
- Behaviour Policy
- Capability Policy
- Charging and Remissions Policy
- Complaints Policy and Procedure
- ECT Policy
- Freedom of Information
- PSHE & Citizenship Policy
- RSE Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy

10 Feedback from Governor Training

GJ had recently completed some training on Effective Governor visits and will circulate the slides to all governors.

Governors were informed that SG would be leaving at the end of this term and so if they were unsure of any training updates needed they should contact SG now to confirm any training gaps.

11 AOB

12 Dates of next meetings: All Mondays at 6pm

FGB2 28.11.22
FGB3 23.1.23
FGB4 13.3.23
FGB5 8.5.23
FGB6 10.7.23

ACTIONS

Item	Action	Who	When

Signed as a true representation of the meeting:

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Date:

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