

Wolds and Vale Federation
Minutes of the Full Governing Body Meeting
Tuesday 29th March 2022 at 5.30 pm
At Luttons Community Primary School

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| Present: | | |
| S Gibbon | SG | Parent Governor, Chair |
| M Davies | MD / HT | Head Teacher |
| C Moorwood – virtual | CM | Staff Governor |
| A Chimwanda - virtual | AC | Co-opted Governor |
| C Olivier – virtual | CO | Co-opted Governor |
| In attendance: | | |
| L Waller | Clerk | Clerk |
| K Ridley | KR | Teacher |
| Not in attendance: | | |
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| K Metcalfe | KM | Parent Governor – Vice Chair |
| C Fenwick – virtual | CF | Foundation Governor |
| | | Vacancies |
| | | Co-opted Governor |
| | | Foundation Governor |
| | | LA Governor |
| | | Parent Governor |

| No | Item | Action |
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| 1. | Procedural 1.1 Welcome, introductions and apologies for absence. SG welcomed everyone to the meeting. 1.2 Accept or reject any apologies for absence KM and CF both accepted. | |
| 2. | 2.1 Declaration of Governors’ interests and reminder of Governor protocol. MD and CO Snainton CE Primary School 2.2 To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available to public inspection. None | |
| 3. | 3.1 To approve the minutes of the meeting of the Full Governing Body held on 15th February 2022. Minutes approved by governors, proposed CM seconded CO 3.2 To consider matters arising from the minutes and for which there is no separate agenda item. None 3.3 To check on progress /complete any actions from the last meeting. | |

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| | <p>3.31 MD to pass on CF comments on Science policy to KJ - Done</p> <p>3.32 MD to share CF contact details with staff so she can support in a pastoral capacity - Done</p> <p>3.33 GB to start consultation process - Started</p> <p>3.34 CM and ACA to meet with staff to discuss wellbeing – Due end of April, delayed due to staff consultation meeting falling on the same date.</p> | |
| 4. | <p>4.1 Nurture presentation</p> <p>Kate Ridley joined the meeting to present on the impact of Nurture UK across the federation.</p> <p>Context - An increasing number of children across the federation were identified with SEMH needs at the start of lockdown. Support was sought from the local EMS and the school started the Boxhall profile for all children. The need for SEMH to be considered and at the forefront of curriculum design. Nurture leaders identified in school and work was started on the Nurture UK accreditation using covid catch up and funding from the opportunity area.</p> <p>Improvement priorities - have been identified and developments have focused on the entrance halls and staff rooms at both schools. Classroom developments ensure they offer a safe base. Pupils are supported with transitions from nursery into school and transition afternoons are planned when children move classrooms. Links are being established with secondary schools. A consultation is planned to ask carers about wraparound provision needs. A strategic plan is being developed to meet the future needs of the community.</p> <p>Language is a vital means of communication pupils are given opportunities to share their thoughts through pupil voice. Celebration assemblies are being reintroduced to share success. Class Dojo is used to communicate with parents and share learning in the classroom. Gaps in learning are supported by interventions. Whole staff 'op in' to Nurture and the needs of the child are considered in order to plan for academic success. Equity v's equality using Nurture of a way to level up.</p> <p>Key strengths – Nurture principals are being included in policy review, children are aware of the principals. Boxhall is complete for all children, staff collaborate to plan interventions. Classrooms reflect the sensory needs of the children and close relationships are evident. Nurture walk rounds with parents are positive with good feedback.</p> <p>Impact – Visual timetables, planned transitions, meaningful relationships, interventions, new behaviour policy, enriched curriculum, children taking ownership of their feelings and activities which link to whole class strategies.</p> <p>Next steps – Analysis of interventions, development of Nurture spaces, community events, communication of the 6 principals, behaviour</p> | |

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| | <p>policy become embedded, breakfast opportunities and staff wellbeing considered.</p> <p>Q Interested to know more about the communication aspect?</p> <p>A Language is a vital means of communication, modelling good language and vocab. Body language also effects what you are trying to say.</p> <p>Memory games are being used to improve recall, further develop the classroom for the needs of the children. They like to take opportunity and have a choice about their classroom. Activities in provision for the younger years. Further developments in community events. Breakfast need is meet with bagels in school on a morning. Evidence is being gathered for the Nurture accreditation.</p> <p>Data was shared with governors, an ammonised grid was shared showing that children who have had interventions and the impact on their developments. Governors thanked Kate for her presentation.</p> | |
| 5. | <p>School Improvement update:</p> <p>5.1 The HT presented a report.</p> <p>Some children have now returned to Sherburn and Luttons numbers remain constant. Weaverthorpe consultation has come to an end and a final decision is expected in May. Covid need for self-isolation has been removed, schools expected to create their own risk assessment, schools are encouraging parents to still follow isolation periods. SIA has visited school, they have looked at safeguarding and are now focusing on subject leadership across the federation. The next visits will look at early years.</p> <p>More fencing has been installed at Sherburn around the pond and polytunnel area. Safeguarding governor invited to review the CPOMS system. Schools are working with external agencies to support vulnerable families. Staff have undertaken de-escalation training. SEN – a number of EHCP requests have been submitted to the LA and approved. The school will provide provision for these children where they can meet need. Children who have needs that can't be met may need to be supported in seeking specialist provision. No fixed term exclusions, reports of racial incidents or bullying since the last report.</p> | MD to upload ROVs when available |
| 6. | <p>Resources:</p> <p>6.1 H&S advisor has visited school, the senior administrator will take ownership of this area across the federation. Governors to review reports and monitor progress.</p> | MD to share H&S report |

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| 7. | Governance: 4.1 The JSDC has met with parents and stakeholders. Notes of questions have been recorded and will be presented at the meeting on 5 th April. All staff have met and asked questions, unions were invited but didn't attend. One of the procedural aspects to come through was that the HT was not interviewed for the position, a suitability interview will be undertaken. The number of parent governors is limited to two and they must represent the views of all the parents across the federation. The next meeting will be held on Tuesday 5 th April at Sherburn. | |
| 8. | Correspondence: Letter requesting flexible working has been received. Governors reviewed and approved the request. | |
| 9. | 7.1 Matters arising: No urgent matters were discussed. | LW to send out Governors profoma |
| 10. | 8.1 Impact of decisions made at this meeting on children across the federation: <ul style="list-style-type: none"> • The impact of Nurture on the children across the federation • Progression through the consultation period | |
| 11. | 9.1 Date of the next meeting and agenda items: <ul style="list-style-type: none"> • 5th April – Decision on federation • 17th May – FGB meeting, to approve the start budget 9.2 Close of meeting: <i>CM ended the meeting with a prayer.</i> | |

Date of next FGB meeting: 17th May 2022 at Sherburn CE VC Primary School.

Signed

Dated 17th May 2022.....

'Three Core Functions of Governance'

To ensure clarity of vision, ethos and strategic direction

To hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

To oversee the financial performance of the school and make sure its money is well spent