

Full Governing Body Meeting

18 January 2022

Remote Meeting via Teams

Attended by

Jon Dilley (JD) (Chair)
James Hollingsworth (JH)
Bob Ellis (BE) (Headteacher)
Margaret Rooms (MR)

Sally Laidlaw (SL) (Business Manager)
Candy Skene (CS)
Gaynor Newnham (GN) (Clerk)
Dean Hooker (DH) (Numeracy Lead)

Item	Item Outline
1	<p>Apologies for Absence Apologies were received and accepted from Sandra Williams. Sylvia Huebbe sent apologies during the meeting, though these were not picked up by the clerk until afterwards.</p>
2	<p>Disclosure of Personal and Pecuniary Interests in Proceedings JD reported that he is no longer a governor at Peacehaven Community School</p>
3	<p>Minutes of previous meeting, 7 December 2021, and matters arising **This was covered after agenda item 4** SL stressed that these are notes, rather than full minutes. It was noted that the previous meeting's actions had not been removed – remove as an action. The minutes of the meeting on the 7 December were approved as an accurate record of the meeting.</p>
4	<p>Whole School Numeracy – progress since the last Ofsted inspection **This was covered after agenda item 3**</p> <p>DH gave the following presentation to the board:</p> <p>Whole School Numeracy:</p> <ol style="list-style-type: none"> 1. What our last OFSTED review said about whole school numeracy: <ul style="list-style-type: none"> • Pupils' reading ages improve fast and pupils catch up with their basic numeracy skills well. • Pupils' numeracy skills are secure and their GCSE examination results in mathematics are above the national average. However, they do not use these skills as often as they could in other subjects, in ways that deepen their mastery of mathematics. This is important, especially for those pupils considering A levels in subjects such as business studies, physics or computer studies. • There is not such a determined push to reinforce pupils' numeracy skills across the curriculum. 2. What our last OFSTED review recommended we should do about whole school numeracy: <ul style="list-style-type: none"> • Increase the use of numeracy skills in all subjects so that pupils practise and apply them and appreciate how relevant they are to a great many aspects of their future lives. 3. What we have done since then: <ul style="list-style-type: none"> • Created a numeracy policy to show what we are doing to promote whole school numeracy. • Created a termly plan to promote what numeracy activities will be occurring each term.

- Implemented Hegarty Heroes.
- We have numeracy champions in science, technology, geography, business studies and computer science.
- We have applauded success in numeracy activities with prizes and celebrated this success in the newsletter.
- We have improved the content of our numeracy sessions that appear in the evolve pathway.
- We have numeracy intervention sessions in years 7,8,9 and 10
- Money skills sessions now appear in the PSHE curriculum which SWI and DHM have implemented.

4. What are the next steps?

- To review the policy in March 2022 and evaluate what is working and what needs to be adapted to work more effectively or removed.
- To see what further improvements can be made to link in careers.

A governor **asked** if looking at other schools' numeracy policies revealed any surprises or was it that other schools were doing more. What was the problem at Seaford Head School (SHS)?

CS joined at 8.09

DS explained that there had been changes of numeracy lead. For example, one also became Director of Learning, which was prioritised. It was also reported that not many schools have an open policy online, and many that do have a generic policy are looking only at coverage in lessons. All schools in the county were looked at, as well as some in London. There was no standout curriculum. It was decided to do what was best for the community. All subjects with a maths element can now receive support from the maths department.

Governors **asked** what had the biggest impact, which was reported to be celebrating students' success and hard work, which has been embedded into the culture.

A governor **asked** if, as so much work went into creating the Numeracy Policy, has it been publicised so that good practice can be shared. Though this has not happened, DH explained that some information has been shared at county network meetings.

It was **asked** if the policy is on the school website, which was thought to be the case, though this will be checked and rectified, if needed.

Action:

- **Ensure the Numeracy Policy is on the school website.**

A governor **asked** if the actions introduced should have been part of the curriculum in the first place, and if the extra sessions in common areas, or if there a gap in teaching / things could be better taught. DH explained that KS2 outcomes and gaps in learning have been scrutinised.

Governors **noted** the use of the White Rose Curriculum and review of gaps between Y6 and Y7 and **asked** if there are links with the feeder primaries to promote cohesive learning across key stages. This was confirmed to be in the pipeline. There are plans for Chyngton teachers to observe lessons, and SHS works with all the schools every year to encourage good transition from Primary to Secondary. SHS would like to emulate the good practice of an all through school, like Cavendish, in Eastbourne.

Governors **asked** about the impact on 6th Form maths. It was explained that the curriculum is for years 7-13; there is less numeracy work in the 6th form. There are GCSE catch-up classes, and the numeracy champions have discussed specific questions. BE added that the Core Maths offer in the 6th form has been successful and there is an additional KS4 maths offer. All Seaford primary schools need to improve maths at KS2, and, previously, there was work with the primaries in Y5/6 to help potentially higher attainers to reach their potential, though this was before lockdown. This has not been re-established as there is not the capacity on the team at present. It was also explained that higher attaining and PPG students can access the Further Maths qualification in KS4 /Y9. This is taught in tutor time and after school to give an additional qualification and enhance top end Maths GCSE.

	<p>JH reported that he has been talking to Chyngton Primary about support with RE teaching.</p> <p>A governor asked if PSHE teaching of real-life applications for numeracy, such as Money management relies on technology. It was explained that the scheme of work for financial skills is simple, looking at basic finances, mortgages, etc. This is also because the work is also taught by PSHE teacher.</p> <p>A governor asked what the main concerns about mathematics at SHS are. DH explained that this year's outcomes are a concern as everyone is working hard but cannot guarantee what will happen in the exams. Additional interventions and sessions for Y10 have been provided, and it would be sad if the work does not reflect on the results. The students are working hard to achieve results, and the Y13 students did not sit public exams, due to COVID, in Y11. This may impact on their anxiety levels and mental well-being. In response to a question it was explained that a final decision on whether exams will proceed has not yet been made, centrally, and is expected on the 7th of February. All communications indicate that the exams will proceed, and DH has been offered a contract to mark exams. DH is also concerned that the school has created a good numeracy policy and established links with the primary schools that could be set back in the event of any changes of personnel, for example.</p> <p>JD Thanked DH and suggested that the board should revisit numeracy again, possibly bi-annually</p> <p><i>DH left at 8.30</i> <i>JH left at 8.30</i></p> <p>MR confirmed that found the presentation useful and would like them to continue for other subjects, as they are both useful for governors and validating for staff. JD agreed that they would be useful to continue – based on school Ofsted priorities. It was noted that the normal program of presentations to governors includes an exam outcomes presentation in the autumn and the accountants in December.</p>
5	<p>Health and safety (H&S) update</p> <p>SL reported that has circulated reports from Willis Towers Watson on behalf of the insurers, and the ESCC H&S Audit.</p> <p>The Willis Towers Watson report was focused on buildings and highlighted a concern about legionella. The legionella processes and rationale had not previously been reported; there were discussions with the school plumbing engineer, who is happy to work with the school and provide a legionella report. In response to a question this was confirmed to be a method statement, rather than record keeping issue. It was confirmed that there is no risk to the school. SL explained that a tick list will be created, like the fire safety lists, for example. SL is due to attend legionella training. There are 2 caretakers trained in legionella testing and the remaining team members will be trained.</p> <p>ESCC LA H&S Audit was completed by a 2-day process which involved all staff with a H&S responsibility. The final grade was 49%, which was disappointing; there will be work done to improve the score.</p> <p>A training record will be introduced full health and safety training. it was also confirmed that SL has completed asbestos and IOSH training, though this was not acknowledged on the report. Department heads have been notified of tasks they need to complete which are mainly risk assessments, and their implementation. Training on the writing and review of risk assessments will be completed by staff.</p> <p>There has been some difficulty finding the training suggested by the LA H&S team.</p> <p>The policies attached are all referenced in the H&S policy, some will not need to be reviewed for 5 years, though may be addressed during a possible conversion to a Multi Academy trust.</p> <p>There will be more policies highlighted for approval as SL works through the H&S Policy.</p> <p>The record keeping has improved since SL joined the school; minutes will need to be kept of health and safety meetings.</p> <p>in response to a question it was confirmed that Sandra Williams is the health and safety link governor.</p> <p>JD requested a copy of the audit, though this was later confirmed to have been attached to the head teachers report.</p>

	<p>A governor asked if any extra support or resources are needed health and safety as he may have a useful contact. it was explained that most recommendations focus on training. SL and BE have looked at How best to manage health and safety, as a member of the finance team is retiring. It may be possible to employ someone who focuses on H&S and finance.</p> <p>JD explained that he feels that a recognised lead may be needed, other than SL. BE explained that though 49% appears low, the H&S team is working well, with governor and union reps involved. There are weekly meetings with the site team to discuss checks and procedures. The team is very experienced and trained, though the paper trail may need to be improved. JD agreed that having 3 sites has an impact, but there need to be records of work having been done so that evidence can be provided.</p> <p>In response to a question it was confirmed that, as an Academy, health and safety support is bought in from East Sussex County Council. It is a legal requirement to appoint an external professional to review health and safety and this arrangement allows the school to access local authority training and resources. Following a further question. it was confirmed that the school could move away from the LA once it is fully compliant though a provider of an equivalent standard would be needed.</p> <p>The following policies were approved.</p> <ol style="list-style-type: none"> 1. Communicable Diseases Policy 2. Contractors' Safety Management Policy 3. Drugs and Alcohol Policy 4. Health and Safety Policy 5. Maternity – New and Expectant Mothers' Policy 6. Smoke Free Policy <p>A governor asked about the Finance Report held over from the last meeting and it was confirmed that this is still not available due to technological issues.</p> <p>Governors requested an update on planning permission for entrance. it was confirmed that this has been submitted to ESCC. Some of the internal moves have been initiated, in preparation for the planning permission being granted. As a result of a staff survey of need, there will no longer be 2 IT suites, as IT and Media will share the suite. Laptop trolleys will be provided. It is hoped that staff movements will be completed over the February break.</p> <p>SL has procured office furniture to create the office spaces before the staff move in, Which is also speeding up the process.</p> <p><i>SL left at 8.59</i></p>
6	<p>Head teacher's report – including partnership</p> <p>BE talked through the report and asked governors to note the safeguarding section of the report. JD asked if the safeguarding data reflects the LA picture, and it was confirmed that there are more children with more extreme needs everywhere.</p> <p>In response to a question about a previous concern about a cluster of self-harming students it was confirmed that those students have now moved through and out of the school, but it is common to have clusters in a year group, based on friendship groups. Governors were also asked to note references to peer on peer abuse and harmful sexual behaviour.</p> <p>it was reported that COVID guidance has become less clear and harder to follow but the community seems confident in how the school has dealt with the pandemic and children are kept safe.</p> <p>Good progress has been made against the SDP; there is a focus on SEND/ vulnerable students due to the disruption of COVID. 6 filtration units have been purchased to be allocated around the school, before the government funding was received. JD asked if there have been any offers from parents to buy equipment, as press reports indicate that this has happened at other schools. BE explained that one parent who is an expert has been invited to the next H&S meeting; these filtration units may also be part of the DT teaching, as the parent concerned is keen on this. It was noted that the priority for the units will be non-vented rooms.</p> <p>It was reported that the school has experienced more COVID incidents in certain year groups, but there is not a clear physical area if the school that is a concern.</p>

Quality of Education is a focus, particularly SEND. The Y11 and 13 data is very strong; teachers feel the students are well prepared to sit exams in the summer. Attendance is good, as well as take up of interventions, and no classes have been closed.

Deep Dive processes have been looked at by a couple of departments with a LA adviser. An Action plan will be generated.

It was reported that access to technology and laptop availability has been discussed with the parent council; more work and consultation is needed. Parents do not appear to want lessons dominated by IT provision.

The governor **asked** if the results of the recent parent survey have been published. He explained that the school is looking at asking parents to provide a specific device for their children to use in school. Devices would be provided to those eligible for people premium. The parent council did not support this proposal. Governors **asked** for the rationale behind this recommendation and it was explained that an external company advised that all children having the same laptop would enable them all to connect to the school network and access the same apps. This was briefly discussed, and governors were not keen to support advising parents all to provide the same laptop, which would mean significant financial investment by families. The head teacher explained that the investigation was triggered by governors' previous concerns about students access to technology, but the parent council have seemed more concerned about pedagogy and pupil well-being than the financial implications. Parents seemed keen for in school lessons not to be based on technology and to focus on oracy and interconnection. The school plans to continue investigating options and that will look at a scheme currently in place at a school in Uckfield.

Personal development:

Though the school enrichment programme has not been fully available several events and visits have continued. It has not yet been possible to hold house assemblies and the PTA has struggled to meet. The parent council has continued and it is hoped to arrange a joint meeting of the two parent groups shortly.

Behaviour and attitudes:

Attendance is very good, in context, but not as good as usual. Support is being made available, where needed.

Review of outcomes:

In response to a **question**, it was confirmed that the acronym VLS refers to vulnerable learners. The combined total on page 20 of the report was **queried** and it was confirmed that some individuals could fall into more than one category meaning that the total in the table does not necessarily relate to the totals shown on the chart. It was reported that this was picked up in a governor monitoring meeting and the number of vulnerable learners appears high. This may be due to unique connect students being shown as vulnerable when this may not be the case. This category applies to children whose parents did not access higher education. The head teacher asked governors to note that each category has a strategy in place and, for example, the unique connect strategy may be as simple as planning a careers assembly. These pupils would not require personal interventions.

Partnership

The Chyngton governors have initiated formal consultation process; there have been some meetings with staff, parents etc. planned this month, which BE will attend. Three member appointments will need to be made.

It was explained that SHS may need to decide whether to remain local governors or trustees. More information will be shared, and nothing would be signed off before due diligence takes place and governors approve the decision.

JD explained that:

- SL is working on the due diligence process.
- Some roles need to be in boxes before some paperwork can be submitted.
- Members will be the equivalent of current trustees
- The SHS Articles of Association has been resolved with the ESFA.
- In principle discussions have taken place and the more detailed process is now being followed

	<p>In response to a question, it was explained that there is currently a 2-tier structure of Trustees (Members) and Governors (Trustees). The new MAT will have a new tier, with 6 Members (independent) who meet annually, 6/8 Trustees with an overview of finances, etc., and the Local Governing Body (LGB) which will have termly meetings. BE will be a Trustee as Chief Executive of the Trust.</p> <p>Timescale was queried and it was confirmed that the RSC application was due to be submitted at Christmas, but we do not wish to rush due diligence. The application was prepared, but a new one will be created based on the new structure.</p> <p>A governor asked if the addition of more primary schools to the trust could lead to Seafood Head being out voted. It was reported that all efforts are being made to future proof the structure. It has been suggested that the chair of governors of any school that joins the trust should automatically become a trustee. As Chyngton has a code sharing arrangement they would jointly be entitled to one vote.</p> <p>BE explained that he wishes the SHS LGB to remain strong and hold the school to account. Strategically, it will be good for the other schools to join the Seaford Learning Trust.</p> <p>It was asked if there are any actions for governors to complete. It was confirmed that there will be a present station to the board once due diligence has been completed. Nothing will proceed without governor approval. Funds held in reserve by Seaford head will be ensured to be spent on Seaford students.</p>
7	<p>Governance Matters</p> <p>1. JD confirmed that the following policies were approved in December 2021:</p> <ul style="list-style-type: none"> • Appraisal Policy • Pay Policy • Complaints Policy <p>2. Governor Monitoring Reports</p> <ul style="list-style-type: none"> • Behaviour and Attendance • English • Literacy • SEND • Vulnerable Children • Pupil Premium and Recovery <p>MR's monitoring reports were noted.</p> <p>It was confirmed that TEAMS meetings will continue for the time being.</p> <p>3. Governor Training Not discussed.</p>
8	<p>Items for finance focussed agenda: 8 March 2022 None</p> <p>AOB: a governor thanked the school staff for ensuring the Christmas production proceeded.</p> <p>Meeting closed 09.51</p>

No	Action	By	Notes
1	Ensure the Numeracy Policy is on the school website.	DH	

Meeting dates for 2021-22

Term	Date	Focus
4	8 March 2022	Finance (including half year figures)
5	10 May 2022	Standards
6	21 June 2022	Finance (to agree budget)
6	12 July 2022	Full Governing Body (Review of year)