

Meeting	Seaford Head School Full Governing Board
Date	Tuesday May 10 th 2022
Time	8am
Venue	The Hub, Seaford Head School
Governors	Jon Dilley; Margaret Rooms; Paul Holmes-Ling; Sandra Williams; Candy Skene; James Hollingsworth; Sylvia Huebbe; Bob Ellis
In attendance	Gaynor Newnham (Clerk); Jo Smith, Assistant Headteacher for Inclusion, agenda item 4; John Waite, Assistant Head Teacher, Teaching & Learning; Sally Laidlaw, Business Manager
Apologies	Simon Herriott

Minutes

Item	Item Outline
1	<p>Welcome and apologies JD opened the meeting Apologies had been received from Simon Herriott</p>
2	<p>Disclosure of Personal and Pecuniary Interests in Proceedings None</p>
3	<p>Minutes of previous meeting, 08-03-2022, and matters arising The minutes were approved as an accurate of the meeting.</p> <p>The summary of actions was reviewed, as follows:</p> <ul style="list-style-type: none"> • School trips – the ski trip is on the next agenda (June) • Pay issues related to pensions have been actioned • Website update is in process • Whistleblowing policy has been added to the website
4	<p>Safeguarding (including audit) BE reported that the Assistant Headteacher for Inclusion is leaving the school at the end of the week, so there has been a temporary restructure put in place until the end of the year. SEND provision will be managed by Jennie Mathews, and the new safeguarding officer will report to Sam Whittaker.</p> <p>There will then be an appointment process in time for September, in which the SEND and safeguarding roles will be separated, with additional administrative support for the SLT and SENCO. The inclusion post would be open to the 3 Associate Assistant Headteachers.</p> <p>Governors asked if the SENCO will be part of the SLT. BE explained that the post was advertised on the leadership spine but generated no interest. The SENCO would not be expected to attend SLT meetings and would be line managed by inclusion lead. In response to further questions, it was confirmed that this model is in use elsewhere. It was also stated that many schools are currently recruiting for a SENCO, and that safeguarding issues have increased across the county.</p> <p>It was asked if workload is an issue for SENCO's, and it was explained that the bureaucracy involved make the job less fulfilling. The recent Government green paper on SEND aims to address the concern that the relationship between parents and schools can become adversarial. The LA plans to introduce a parental/ carer charter to clarify the expectations on schools.</p> <p><i>The Assistant Headteacher for Inclusion joined the meeting at 08.15</i></p> <p>The Safeguarding Audit had been circulated with the agenda.</p>

	<p>It was explained that procedures have been tightened over the last year, particularly in relation to risk reduction plans (RRPs), peer on peer abuse, and there are materials to support staff with conversations with parents.</p> <p>Governors asked how it is ensured that the correct processes are followed. It was explained that SLES can be consulted, if there are any concerns about whether the school acted appropriately. Action plans are drawn up and sent to teachers.</p> <p>The number of RRP's was queried and confirmed to be 3, with 1 pending. In response to further questions, they were confirmed to be temporary, but flexible, according to need. They are updated and stored centrally so that all who need to access the information can do so. The director of learning assists with writing the plans, which can be needed for several reasons, including self-harm and harmful sexual behaviour. Governors asked if the number of plans is unusual, and it was explained that the level is as expected. It was noted that an incident outside school triggered one of the RRP's in place.</p> <p>Governors asked about a historic cluster of self-harm incidents, and it was confirmed that those children are no longer at the school. There are currently 2 students who fall into this category of concern, and there are plans in place.</p> <p>It was asked how supply staff are made aware of the RRP's, and it was explained that this information is passed to them by the cover manager. The students concerned have time out cards and some are too challenged to attend classes with supply teachers.</p> <p>It was reported that there have been some historical disclosures following PSHE work done with children; it is useful for the school to know the students have been helped by the school PSHE programme. Governors asked how students are encouraged to disclose, and it was explained that children are told how to disclose and students are surveyed to ensure they are confident to be able to disclose, either by email, or to student services.</p> <p>Governors asked when the last student survey took place. It was reported that there was a parents' survey at Easter and students were surveyed on sexual relationships during Term 3. There are also regular opportunities for students to evaluate PSHE.</p> <p>Governors asked how SHS compares to other schools, and it was reported that the situation is in line with other schools. Mental health and anxiety are a problem for all children due to the amount of time out of school and being able to do things at their own pace, during the pandemic. In response to further questioning, it was confirmed that it is not possible to judge whether the situation is improving. Numbers fluctuate through the year.</p> <p>Governors asked about anxiety related to examinations, and it was reported that there have been many requests for special provision for sitting exams, due to students' circumstances. Evidence of anxiety / SEND is required, and governors asked if it is reasonable to request this. It was explained that there is effort to accommodate the needs of all students, and provision should already be in place for a long-term condition. Children are offered help with managing anxiety, and the school honours its duty to support them but may not be able to support every request, due to capacity. There are a growing number of children who want to drop subjects and the approach to attendance is supportive.</p> <p>Governors agreed that there is an obligation to prepare children for challenging situations and improve their resilience. Y13 children did not take Y11 exams and are, consequently, anxious.</p> <p>It was confirmed that the Safeguarding Audit is complete. The Safeguarding Practice Review is scheduled for the 13th July – JD to attend.</p> <p>BE thanked JS for completing a handover, and for her service to the school.</p> <p><i>JS left at 08.40</i></p> <p>Action:</p> <ul style="list-style-type: none"> • Governor to attend the Safeguarding Practice Review on the 13th July – JD
5	<p>Headteacher's Update</p> <ul style="list-style-type: none"> • Quality of Education <p><i>John Waite, Assistant Head Teacher, Teaching & Learning, joined the meeting at 08.40</i></p> <p>JW reported that the subject review process with an external adviser began in November 2021, due to OFSTED's current focus on the curriculum, and the heads of department were involved. Useful History and Geography deep dives took place in January, as the subject review process has been changed to</p>

resemble the OFSTED deep dive process. The process looked at the KS3 curriculum, its design, and endpoints, as well as assessment and appropriateness for SEND students.

In response to governor **questions**, it was explained that SHS has a 2-year KS3, and 3-year KS4, which is not OFSTED's preferred model, but is justified by the children's outcomes and broadening their curriculum. The number of children following the EBACC pathway has increased. Governors supported the school in doing what is best for students.

The OFSTED inspection process, under the new framework, was outlined to governors, and it was explained that they attend lessons for 15 minutes, focusing on students' learning before talking to 5 or 6 children about the curriculum, assessment and how to deal with difficulty. During the deep dive, the students answered the questions well, in groups. Threads are then followed up in conversations with the teachers. Governors **asked** who selects the students, and it was explained that the inspectors will select students of a range of abilities. It was also explained that the staff can show inspectors documents to support their conversations. It was explained that the process has been followed with other departments, in a coaching style, and is next planned for mathematics, English and SEND.

It was **noted** that inspectors will also look at wellbeing.

It was reported that the external adviser gave positive feedback on engagement, high expectations, co-operative work. SEND and reading across the curriculum will be tweaked. Staff governors reported that they found the process reassuring. The reading focus was **queried** and reported to be related to knowledge of specialist terms.

Governors **asked** if students are warned about visitors to class, and it was explained that they are used to visitors and coped well.

It was confirmed, in response to a **question**, that SHS expects to be inspected in Term 1 of the next academic year, as it is 5 years since the last inspection; an inspection could take place at any time.

It was **asked** if complaints logged on parent view might trigger an early inspection, as the Chair has been alerted to 5 new entries on parent view, which may be connected to recent complaints. BE reported that he recently discussed a complaint which has now been resolved with OFSTED.

It was agreed that expectations on governors around the inspection should be clarified, so that preparations can be made.

The new OFSTED framework was explained to be the first based on research. The governors agreed it to be positive that the previous year's outcomes will not be considered, and for teachers to be discussing the curriculum rather than being judged on a snapshot of their teaching.

JW left the meeting at 09.05

Action:

- **Consider governors' role in an OFSTED inspection, and any training/ preparation needed**

The Headteacher's full and summary reports had been circulated with the agenda. The reports were reviewed, and the following points were discussed:

- **Personnel**
This was reported to be as normal for the time of year.
Governors congratulated BE on attaining the NPQEL qualification.
- **Partnership – Seaford Learning Trust**
This was reported to be proceeding well and the Academy Order has been granted.
- **Behaviour and Attitudes**
BE raised the need to improve community cohesion on the emergence from lockdowns and the pandemic, with a focus on equality, appropriate sexual contact, challenging misogyny and building positive racial relationships.
The lack of diversity in the community was agreed to be a challenge, and it was also agreed that promoting SHS values should not be off-putting to other areas of the community, such as happened over the changes of house names last year.

	<p>It was agreed that it would be good to recruit more diverse governors, though the school was generally felt to be doing a good job. A working group to look at equality and the challenge of discrimination will be formed. JH agreed to join this.</p> <p>In response to a question, it was explained that MHEW is Mental health and Emotional Wellbeing.</p> <ul style="list-style-type: none"> • Attendance Attendance was reported to be 93.11% Persistent Absence (PA) was reported to be 19.99% The data was challenged, and it was explained that 19.99% of students are absent more than 10% of the time, but overall attendance is 93.11%. • SLT structure for 2022 – 23 BE explained that there will now be an overarching AHT for inclusion, as discussed under agenda item 4. Governors asked when the new appointments will begin, which was confirmed to be in September. • New style of SEF and overview This was noted within the HT Report. The SLT has introduced the more detailed SEF that is included in the report as this will be more useful to governors and external audiences. <p>JD requested sight of the website designs before they go live – BE to action</p> <p>Action:</p> <ul style="list-style-type: none"> • Share new website designs with the Chair <p>A governor challenged whether the level of children entered for triple science (44%) is appropriate, when compared to national (25%). It was explained that all children take triple science in Y9 and the results are ranked. Next year there will be 2 classes of 28 doing triple science and 1 class of 26 will do combined science – so they can do A level. The students benefit from 12 lessons a fortnight over 3-years. In other schools, students studying triple science often have an extra session after school.</p> <p>The accuracy of previous Teacher Assessed Grades (TAGs) was discussed, and it was explained that the external adviser had not felt the SHS TAGs to have been inflated, but there is a level of anxiety, as the students sitting exams in Y13 were given TAGs in Y11.</p> <p>Governors asked if data is likely to be low, and it was explained that a comparison to 2019 data will be made, but results should be consistent.</p>
6	<p>Promoting Seaford Head values – including governor training link to “developing confidence in addressing race equality” https://czone.eastsussex.gov.uk/media/7073/race-equality-guidance.pdf https://www.vas.org.uk/wp-content/uploads/2021/05/RACE-Code-Presentation-27-1-DLC.pdf</p> <p>This was and discussed. JH agreed to join the equalities group.</p>
7	<p>Governance Matters</p> <ol style="list-style-type: none"> 1. Governor Monitoring Reports <ol style="list-style-type: none"> a) Behaviour and Attendance – noted b) Vulnerable Pupils -noted 2. Policies Governors approved the following: <ol style="list-style-type: none"> a) Supporting children with medical conditions policy b) Work Experience Policy 3. Governor Training <ol style="list-style-type: none"> a) ESCC Training History Governors noted the training report and were invited to disseminate anything of value to the board, in future. SW fed back on a useful GDPR course and will share the information with the board. In response to a question, it was confirmed that SHS subscribes to the LA GDPR service at a cost of £4k <p>Action:</p> <ul style="list-style-type: none"> • Share GDPR Training slides with the board

	<i>SL joined the meeting at 09.15</i>
8	<p>Seaford Learning Trust</p> <p>It was reported that:</p> <ul style="list-style-type: none"> • Full Teaching due diligence has not yet been completed with Chyngton • SL completed financial due diligence and there was a meeting with the governors last week. • The RSC has signed off on the Academy Order <p>The timeline was queried, and it was reported that there will be a meeting at end of May with the LA. The LA does not have the capacity to meet the original deadline of 1st September. It will not be possible to convert on the 1st January or 1st February 2023.</p> <p>An SMRA will be appointed to support SL through the financial processes, and a National Leader of Governance will be linked to the school, to support with changes there.</p>
9	<p>Items for finance focussed agenda: 21 June 2022 at SHS</p> <p>Not discussed</p>
10	<p>Any additional or urgent business</p> <p>Network</p> <p>SL reported that a network systems audit by Computer Cloud has identified that the network and Wi-Fi are no longer fit for purpose; an upgrade is needed to meet current and future need.</p> <p>Three tenders have been received, ranging from £90,000 to £222,000. Following discussions with Computer Cloud, governors were asked to approve the mid-range quote, of £144,000 plus £20,000 installation, including licences. It was explained that current licences are due to expire and would need to be renewed, at a cost of £10,000 - £15,000, if there is no upgrade.</p> <p>The LA is replacing the school broadband.</p> <p>This was discussed, and governors asked if the middle option will be adequate, which was confirmed. It will be possible to support every child having a device on the new network. It was also asked if it would be more cost-effective in the long term to install the top-range system, but it was explained that it would not be needed and, if upgrades are needed in future, costs are likely to have decreased in the intervening period.</p> <p>Governors approved upgrading the network, at a cost of £144,000 plus £20,000 installation, including licences.</p> <p>Energy Costs</p> <p>Governors asked about energy costs, and SL explained that these are always over-budgeted for and will continue to be. Costs will be monitored carefully.</p> <p>It was asked if there is any advice from the government and it was explained that they have asked schools to complete an energy survey. The DfE is encouraging schools to make environmentally sound choices and develop a long-term strategy. Governors discussed energy use and agreed efficiency is essential; it will be possible to install more LED lights, and a new boiler has been installed. A governor stated that solar panels would not be viable.</p> <p>Future Meetings</p> <p>It was agreed to check the Articles of Association about the guidelines for online meetings, as an action.</p> <p>Action:</p> <ul style="list-style-type: none"> • Check the Articles of Association about the guidelines for online meetings

There being no further business, the meeting closed at 10.03

Meeting dates for 2021-22

Term	Date	Focus
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6	21 June 2022	Finance (to agree budget)
6	12 July 2022	Full Governing Body (Review of year)

Summary of actions

No	Action	By	Notes
1.	Governor to attend the Safeguarding Practice Review on the 13 th July	JD	
2.	Consider governors' role in an OFSTED inspection, and any training/ preparation needed		
3.	Share new website designs with the Chair	BE	Before website goes live
4.	Share GDPR Training slides with the board	SW	
5.	Check the Articles of Association about the guidelines for online meetings	SL	