

<b>Meeting</b>	Seaford Head School Full Governing Board
<b>Date</b>	Tuesday November 29 <sup>th</sup> 2022
<b>Time</b>	8am
<b>Venue</b>	The Hub
<b>Governors</b>	Bob Ellis James Hollingsworth Paul Holmes-Ling Sylvia Huebbe Margaret Rooms Candy Skene;
<b>In attendance</b>	Gaynor Newnham (Clerk) Sarah Krushandle Imogen Wallace and Eric Southern – to present on Behaviour Jon Waite – to present on Teaching and Learning
<b>Apologies</b>	Sandra Williams

### AGENDA

Item	Item Outline
1.	<p><b>Welcome &amp; Apologies for Absence</b></p> <p>MR opened the meeting and welcomed SK, potential governor, who was observing the meeting.</p>
2.	<p><b>Disclosure of Personal and Pecuniary Interests in Proceedings</b></p> <p>The following interests were declared:</p> <ul style="list-style-type: none"> <li>• SH occasionally works as a supply teacher at SHS</li> <li>• MR is a governor at St John’s School</li> <li>• JH is a governor at Cradle Hill</li> </ul>
3.	<p><b>Staff Presentations</b></p> <ul style="list-style-type: none"> <li>• <b>Whole School Behaviour presentation (IW and JW)</b></li> </ul> <div style="text-align: center;">  <p>Behaviour Report November 2022.pdf</p> </div> <p>The report was presented to governors and it was highlighted that:</p> <ul style="list-style-type: none"> <li>• Tier 3 students are supported by ESBAS and the behaviour practitioner</li> </ul> <p>Governors <b>asked</b>:</p> <ul style="list-style-type: none"> <li>• if the new building made a difference to the relocation process, and it was confirmed to be helpful to have dedicated space.</li> <li>• where relocations occur, and it was explained that Student Service Office or INTEX unit in the Hub.</li> <li>• The reasons for INTEX, which were reported to be for persistent low-level disruption.</li> <li>• if the same procedure is followed for SEND students, and it was confirmed that the procedure is broadly the same, with reasonable adjustments.</li> <li>• If parents are told their child has been internally excluded, and it was confirmed that there is a ‘phone call to parents.</li> <li>• 15 Y11 students have been relocated. It was explained that there tends to be one relocation and then no repeat. There is tiered behaviour support for repeat relocations.</li> <li>• What the intervention consists of. It was explained that students are moved to an internal location, away from mainstream teaching, where that have access to</li> </ul>

computers and the work they would have been doing. It was noted that keeping them in school is better for safeguarding and academic purposes.

- If the relocated children are supervised, which was confirmed – either by SLT or the pastoral team.
- If the children would be excluded at other schools, which was confirmed.
- If children are suspended for not responding to INTEX. It was explained that this may be the case, but the level of sanction will also depend on the severity of the incident.
- If SHS will attract children from other schools, because of the success of seclusions. It was confirmed that a record of positive behaviour will support pupil recruitment.

Governors **noted** the lack of alternative provision in the area, as College Central and Plumpton are full. Students may be able to attend the Workplace in Bexhill. In response to a **question**, it was explained that Workplace is for children with a vocational skill, such as mechanics, art, and hairdressing.

A governor **asked** if students relocated to SHS tend to stay, which was confirmed.

Governors **noted** that it is good to give students second chances, and it should not be a negative for students to join from other schools.

BE reported that, since COVID, challenging behaviour is a greater concern than before. SHS can provide stability.

Governors thanked IW and JW for the presentation

- **Teaching and Learning (JW)**



Teaching and  
Learning.docx

The report was presented to governors and it was highlighted that:

- behaviour is now part of 'active engagement'
- Face-to-face follow up after an observation is key and is appreciated by staff.
- The current focus is catering for the needs of all students, which includes differentiation and SEND – there are whole school 'SEND must-haves' and individual targets
- T3/4 will focus on those with areas to develop, which will be revisited until embedded. Feedback will begin with the question, 'how was the lesson meeting their needs?'
- A whole school approach to SEND is being developed.
- Observations last half an hour and there is at least one per year. Learning walks take 10 minutes.
- There are no capability concerns

Governors **asked**:

- How judgements are made, and it was explained that Heads of Department and SLT go into lessons and comment on what they can see. 'Progress Teaching,' is used.
- To have a demonstration of Progress Teaching – this was actioned at the meeting.
- Who can access Progress Teaching? It was explained that all staff have access, and teachers see timetables, seating plans, and comments about themselves. Department leads and SLT have overviews of their areas of responsibility.
- If it is hard to improve a very good school. This was confirmed, though it was also acknowledged that the school can still do better and there is a focus on areas to improve. SEND is now front and centre.
- If monitoring reflects student outcomes. It was confirmed that it does, to an extent.

	<p>Outstanding practice can be shared on the system, and subjects will be targeted, based on exam results.</p> <ul style="list-style-type: none"> <li>• If the same system is used in 6<sup>th</sup> Forms. It was explained that there have been conversations with the 6<sup>th</sup> Form lead about this and there is a spreadsheet of areas to develop.</li> <li>• If the system is used at Chyngton. It was explained that there will be a meeting with one of the co-heads to discuss joint learning walks in Y6 and Y7 though, in a primary school, an effective paper based system can be used, as they have a smaller staff.</li> </ul> <p>BE explained that the model judges the typicality of teaching and gives a stronger correlation between teaching and results.</p> <p><i>JW left at 08.43</i></p>
4.	<p><b>Governors' Annual Business:</b></p> <p><b>1. Election of Officers:</b></p> <ul style="list-style-type: none"> <li>• <b>Chair of Governors</b> <b>Margaret Rooms was elected Chair of Governors</b></li> <li>• <b>Vice Chair of Governors</b> <b>Paul Holmes-Ling was elected Vice Chair of Governors</b></li> <li>• <b>Confirm Link Governor Roles</b> The link role proposal had been circulated and MR explained the rationale for the allocations. In response to a <b>question</b> about how the new model compares to the current system, it was explained that it should be simpler. The link member of SLT will be asked to contact the governor to set up a visit / zoom and explain how governors might get to know the strand. The monitoring areas were <b>queried</b> and explained to link to Teaching and Learning across the school. BE reassured the governors that they will still have oversight of subjects, as the SLT line manages all departments – BE will add this info to the table. In addition, the previous model focused on middle leaders. Governors will now have one point of contact. <b>It was agreed to try the new system and keep it under review.</b> The monitoring process was <b>queried</b>, and the Chair explained that she is concerned at the current lack of paper trail. It was agreed that the governors will arrange a half hour zoom to talk about how best to engage with, and report on, monitoring. MR will email to arrange a time.  <b>Action:</b>  <ul style="list-style-type: none"> <li>• <b>Arrange meeting / Zoom to discuss how to complete Governor Monitoring</b></li> </ul> The involvement of staff governors in the process was <b>queried</b>, and it was agreed that it would be useful to be able to define the governor role with staff. MR fed back on a conversation with SLT which explained that they feel they do not always give them long enough to tell governors about what they do.</li> </ul> <p><b>2. Terms of Reference</b> Deferred to the next meeting</p> <p><b>3. Skills Audits</b> It was agreed to complete a Skills Audit, which will give an insight into the board's training needs. GN to circulate to all, for prompt completion.</p>

	<p style="text-align: center;"><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Share Skills Audit with governors</b></li> </ul> <p><b>4. LGB Monitoring and reporting</b> This was covered under agenda item 4.1</p> <p><b>5. Governor Membership</b> It was reported that a parent has expressed an interest in governance at the school. A governor <b>asked</b> if it is intended to recruit to specific gaps. It was agreed that this can be the aim but is not always easy. There is a good spread of skills on the board.</p> <p><b>6. Training</b> This will be discussed after the Skills Audits are complete</p>
5.	<p><b>Minutes from Previous Meeting – 27<sup>th</sup> September 2022</b> <b>The minutes were approved as an accurate record of the meeting.</b> <b>It was agreed that MR will draft a letter to JD to thank him for his contribution to the school.</b></p> <p>The summary of actions was reviewed, and it was noted that Safeguarding Training is outstanding for 2 governors. GN will investigate the NSPCC course for governors.</p> <p style="text-align: center;"><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Consider NSPCC Safeguarding Course for governors</b></li> </ul>
6.	<p><b>Seaford Learning Trust – MAT update</b> Feedback from Trustees' Meeting (Term 1 SLT meeting draft minutes) MR fed back that there has been one meeting, from which there were 3 absentees and 1 representative from Chyngton School (CS) who had to leave early. Trustees discussed</p> <ul style="list-style-type: none"> <li>• how the trust will work</li> <li>• the distinction between trustees and local governors</li> <li>• the monitoring role for trustees across the trust, which needs further discussion</li> </ul> <p>BE also reported that, as the meeting was mainly attended by trustees who are governors at SHS, the meeting was more geared towards SHS. The trustees will focus on setting the strategy for the trust, and LGB's will focus on monitoring standards at each academy. The Scheme of Delegation will provide clarity, and the use of a dashboard may encourage a strategic focus. The timing of LGB and trust meetings will be improved for the next year.</p>
7.	<p><b>Headteacher's Update</b> <b>Progress against school priorities</b> BE highlighted that:</p> <ul style="list-style-type: none"> <li>• Re. Leadership and management There was a successful joint INSET and BE is also working with other Seaford primaries, including Cuckmere House.</li> <li>• Re. Quality of Education There is a huge focus on Y11 and 13</li> <li>• Re. Personal Development ** covered under agenda item 3 **</li> </ul>

It was reported that the SLT have RAG-rated SIP priorities, and there are some red items, as it is early in the year.

Governors **asked** if there are any areas of concern, and it was explained that updating the internet infrastructure is at risk, due to supply issues. Not everything will arrive until mid-January, and it is not yet possible to support a single device for each student. The expected move towards more exams being online was discussed. A deal with Lenovo is being considered, with a trial £100 voucher for parents of Y11-12 students. It was agreed that this needs to be handled carefully in the current economic climate but would contribute to lifelong learning.

Staff laptops were also **discussed**, as they were reported to be unfit for purpose. It was reported that 5 staff are trialling new equipment, to be ready for September. It is aimed to work with experts to obtain the best possible provision.

Governors asked about the work completed during the pandemic, to ensure students were surveyed and well covered, and it was explained that work at home and in class have different requirements, and it is planned to invest in the best laptops. The cost of devices to the 6<sup>th</sup> form could be balanced against savings in photocopies. It was agreed to be more realistic to start with a small group, in terms of technology and gaging parents' responses.

BE asked governors to consider a request from the LA for SHS to increase PAN by 20-30 students for 2023 only. It was explained that SHS is oversubscribed, with 300 first choice applications for 240 places. BE previously refused similar requests, due to the possible impact on standards. It was explained that the LA is offering significant funding of £80k and would install a temporary classroom at Steyne Road for 5-years.

Governors **asked** if the £80k would be an annual sum. It was explained that this would be a one-off payment, though there would be additional funding based on pupil numbers.

Governors also **asked** the following questions:

Q. How many places would be for local children?

A. 25

Q. Will local children be prioritised for places?

A. Yes

Q. Will children travel in from Eastbourne and Lewes?

A. Yes, and possibly from Peacehaven

Q. Is the birth rate declining?

A. Yes. It is aimed to gradually reduce PAN. There are currently 248 students, based on PAN 240. A 9<sup>th</sup> group would be needed. Class sizes should not increase

Q. Would there be timetabling issues when the children reach SH6?

A. Yes – though there would be gaps due to local churn. The school would tell the LA not to send children who have dipped out of the system (i.e. who were home educated and wish to return to school in Y10, as this is not in the children's best interests. The system should ensure a post-16 progression to college.

Q. What would the timescale be?

A. September 2023

Q. Would new teachers need to be employed?

A. There would be a curriculum analysis to inform recruitment strategies

Q. Would the academy be able to keep the new building?

	<p>A. This would be the hope.</p> <p>Governors noted the possible benefit to having children in from Y7, and the potential reduction in the number of admissions appeals.</p> <p><b>Governors supported BE pursuing the request from the LA for SHS to increase PAN by 20-30 students for 2023 only.</b></p> <p>In response to a <b>question</b> about whether this would be a decision for trustees or the LGB, it was confirmed that the request has been communicated to the Chair of Trustees, who also supports pursuing the matter.</p> <p><b>Safeguarding</b></p> <p>It was reported that the safeguarding structure has been strengthened, enhancing capacity. There are weekly discussions of individual and broad concerns. E safety is the main issue. The recent safeguarding audit has generated an action plan.</p> <p><b>Stakeholder engagement</b></p> <p>It is planned to ensure there are regular surveys, and OFSTED Parent View survey responses have increased. There will be a Parent Council Meeting on the 30<sup>th</sup> November. SH regularly attends the Parent Council, and the Y7 parents will be invited to attend.</p> <p><b>Staff appraisals</b></p> <p>It was confirmed that appraisals have been completed</p> <p><b>Complaints</b></p> <p>It was reported that there are currently no complaints beyond Stage 1 of the procedure.</p>
<p>8.</p>	<p><b>Seaford Learning Trust Scheme of Delegation – review and recommend for approval</b></p> <p>The draft Scheme of Delegation has been discussed by CS Governors, and the Trustees.</p> <p><b>The document was reviewed at the meeting, and it was agreed that:</b></p> <ul style="list-style-type: none"> <li>• <b>Procedures for approving policies will be discussed at the Trustee Meeting</b></li> <li>• <b>Each academy will have a Risk Register for consideration by the LGB. Falling pupil numbers would be an example of a potential risk.</b></li> <li>• <b>HT performance management will be a trust responsibility</b></li> <li>• <b>Finance oversight at LGB level would be via monthly management reports to see how the budget is used in the school, and SL will attend an LGB meeting once a year</b></li> <li>• <b>The Scheme of Delegation should be reviewed annually</b></li> </ul> <p><b>The LGB recommended that the Trustees approve the Scheme of Delegation.</b></p> <p><i>JH and CS left the meeting at 09.49</i></p>
<p>9.</p>	<p><b>Monitoring budget</b></p> <p>BE reported that SL has prepared a paper for the Trustees, and the school is in a healthy position. The worst-case scenario, with the unfunded pay increases and backdated support staff pay increases, is a £100k surplus by Aug 2025.</p> <p>Governors <b>asked</b> if the surplus would be used to support CS. BE explained that there will be some joint approaches to finances, which this group will continue to monitor. There is a top slice of up to 3%, and work has begun with Y6 on maths.</p> <p>The impact of new housing on pupil numbers was <b>queried</b>, and it was explained that recruitment is</p>

	<p>more positive this year.</p> <p>Governors <b>asked</b> if there is support with energy costs, and it was explained that there is a government scheme, though this ends in April 2023.</p> <p>The impact of food costs on school meals was <b>questioned</b>, and it was explained that purchasing is outsourced to Chartwells. Prices have gone up and portion sizes may be a concern. The school's control over meal provision was queried and it was explained that the kitchen manager is instructed to feed every child who wants a meal and the school funds any shortfall. A breakfast club has been started, and children receive 3 items each day. Uptake was reported to be variable, in response to a question. Children attend at both sites.</p>
10.	<p><b>Health and Safety (H&amp;S)</b></p> <p>It was reported that the H&amp;S presentation to trustees will be led by SL.</p> <p>There will be an annual audit completed.</p>
11.	<p><b>External and monitoring reports/ reviews</b></p> <p>Governors noted the External Adviser report.</p> <p>MR gave verbal feedback on recent monitoring of SEND, explaining that the team is in a good position to make improvements, and SEND progress is very good.</p> <p>BE added that SEND capacity was increased during the pandemic, and the school is now needed to engage with more anxiety.</p>
12.	<p><b>Policies</b></p> <ol style="list-style-type: none"> <li>1. Policy Review Schedule – discussed under agenda item 8</li> <li>2. Complaints Policy – deferred until review processes have been agreed</li> </ol>
13.	<p><b>Agenda Items for next meeting:</b></p> <p>Presentations on:</p> <ul style="list-style-type: none"> <li>• Enrichment and Extra-Curricular provision</li> <li>• Whole School Inclusion</li> <li>• Literacy and Numeracy</li> </ul>
14.	<p><b>Any other business</b></p> <p>Governors fed back the recent Sports Evening was 'brilliant,' and Buggy Malone was 'impressive.'</p>

There being no further business, the meeting closed at 10.02

#### Meeting dates for 2022-23

	FGB SHS	LGB SHS	FGB CS	LGB CS	Trustees	Members
<b>Term 1</b>	Tuesday 27 September 8- 10am		Thursday 29 September 2- 4pm		Wednesday 5 October 5-7pm	TBC
<b>Term 2</b>		Tuesday 29 November 8- 10am		Thursday 1 December 9- 11am	Wednesday 7 December 5-7pm	TBC
<b>Term 3</b>		Tuesday 7 February 8-10am		Thursday 9 February 9- 11am		TBC
<b>Term 4</b>		Tuesday 28 March 8- 10am		Thursday 30 March 9- 11am	Wednesday 22 February 5-7pm	TBC
<b>Term 5</b>		Tuesday 23 May 8-		Thursday 25 May 4-	Wednesday 19 April 5-7pm	TBC

		10am		6pm		
<b>Term 6</b>		Tuesday 11 July 8-10am		Thursday 13 June 9am-3pm	Wednesday 7 June 5- 7pm	TBC

**Actions**

No	Action	By	No
	Arrange meeting / Zoom to discuss how to complete Governor Monitoring	MR	
	Share Skills Audit with governors	GN	
	Investigate NSPCC Safeguarding Course for governors	GN	