


Meeting	Seaford Head School Full Governing Board
Date	Tuesday February 7th 2023
Time	8am
Venue	The Hub
Governors	Bob Ellis James Hollingsworth Paul Holmes-Ling Sylvia Huebbe Margaret Rooms Candy Skene
In attendance	Gaynor Newnham (Clerk) Laura McCabe (prospective governor) Jon Bathard-Smith (prospective governor) Sam Whittaker – to present on Inclusion and SEND Imogen Wallace – to present on Safeguarding SHM/ JLE – to present on Literacy and Numeracy
Apologies	Sarah Krushandl Sandra Williams

Minutes

Item	Item Outline
1.	<p>Welcome & Apologies for Absence</p> <p>MR opened the meeting and welcomed 2 new prospective governors, Jon Bathard-Smith and Laura McCabe. Apologies had been received from Sarah Krushandl and Sandra Williams.</p>
2.	<p>Disclosure of Personal and Pecuniary Interests in Proceedings</p> <p>Governors confirmed no interests related to the current agenda.</p>
3.	<p>Staff Presentations</p> <ul style="list-style-type: none"> Whole School Inclusion and SEND (SW) <p> Inclusion Presentation.pdf</p> <p>Key headlines reported were:</p> <ul style="list-style-type: none"> ○ 236 students are eligible for PPG (pupil premium grant) ○ 5 children's families are in the armed forces – 2 with parents actively serving ○ There are 18 LAC (looked after children), including 6 unaccompanied minors from overseas ○ EAL provision is being developed, and is aimed to make all students feel part of the community; the EAL children have very different levels of schooling ○ Seaford Head School (SHS) is an exemplar within the LA for Social, Emotional and Mental Health (SEMH) provision ○ 147 pupils are SENDK, meaning that their needs are met by the school with no external funding, though there are more in the communication and interaction category than the reported 44

- It has been decided to move away from TA's in class and consider specialist support for each area of need, building the TA skills and attaching them to a specific area.
- Seaford Learning Trust (the Trust) has received £270,000 funding from the LA to support transition of SEND children from Y4 to Y9.

A governor **asked** if there are children who cross over categories, and it was explained that all with SEND need are under the SENCO, and those that fall outside that are overseen by the Inclusion Lead.

The new graduated response to SEND was explained to governors, who **asked** how this will impact on teaching. It was explained that teachers have been trained on Quality First Teaching (QFT) and adaptive teaching, and there is a triage system to ensure children receive the most appropriate support. In response to a further question, it was confirmed that teachers are provided with a register of need for each class, and strategies are attached to the seating plans.

The Safeguarding Link Governor commented on the overlap of inclusion and safeguarding. He also offered to source bibles in other languages, for the EAL students.

A governor **asked** if the strategies are also in place in the sixth form. It was confirmed that PPG is managed differently for this age group, but processes for SEND, LAC, SEMH are the same.

A governor **asked** if there is any outreach work with other schools for EAL, and it was confirmed that there are some links for Arabic students, though it is best for them to be immersed in the school community.

Class sizes were **queried**, and it was explained that there are 5 sets at Y9-11 for English, maths, and science, funded by PPG.

The referral system for older students was **queried**, and it was explained that there have been referrals from parents, teachers etc., and less often from students. Learners may self-refer for mental health and the students know to go to their class teacher in the first instance.

SW left at 08.35

- **Safeguarding (IW)**



Governor
safeguarding update I

IW talked through the presentation and also explained that it is hard to compare year on year CPOMS data, due to changes in reporting on the platform, so that attendance and pastoral care concerns are now recorded. The Safeguarding Link Governor spoke enthusiastically about the way CPOMS links to the primary schools and other agencies and explained that lack of communication has been a problem in historic cases.

The definition of ableist bullying was **requested** and explained to be against someone with a disability. It was confirmed, following a **question**, that there have been no incidents this term.

It was explained, in response to a **question**, that the comparison to other schools' CPOMS data is not known.

A governor **asked** what is in place for concerns about self-harm. It was explained that there are

mental health first aiders in place, and the Assistant Heads of Year would be alerted to any concerns. There is in house counselling available, and IROC (online support). The child's GP would also be informed. BE added that concerns around self-harm and suicide have increased, though there have been no group issues for a few years. All concerns are recorded on CPOMS and staff know to be vigilant. It was explained, in response to a **question**, that 34 incidents may not relate to 34 students, as repeat concerns are recorded on COPMS. Governors **asked** how self-harm is reported, and it was explained that referrals have been made be staff, friends, or the pupils themselves.

CS, JH, and IW left at 08.50

- **Literacy and Numeracy DHM/ LJE**



03 Literacy and numeracy - governors

The Literacy Lead fed back on a successful start to the year, focused on reading, narrowing the DA gap, and improving life chances and well-being. The significant impact of reading ages below chronological age was highlighted to governors.

Governors **asked** if there are there plans to focus on Y10 students, as this cohort was particularly impacted by COVID. It was explained that this group has 5 hours' English each week, and interventions during and after school. LJE would also like to widen the reading within tutor time. BE explained that, if there are literacy issues, the focus will be accessing the GCSEs, as reading for pleasure would be a less appropriate use of time.

The Numeracy Lead talked through his slides and explained the current and future strategies. A parent governor reported that there has been positive feedback on SPARX from parents and students.

Governors **asked** for DHM's view on maths teaching up to Y13. He responded that students should not have to take maths to A' Level. There is a focus on core maths as part of life skills, careers, etc. and it is hoped to create more links with the local community for work experience. For example, there was a recent work experience trip to the wind farm.

DHM and LJE left at 09.20

BE explained that OFSTED identified numeracy as a concern in 2017, but whole school literacy impacts on all subject areas, while numeracy does not.

Governors agreed to consider having 2 staff presentations at future meeting, due to the time taken by each subject.

4. **Minutes from Previous Meeting – 29th November 2022**

- **Approve minutes**
Governors approved the minutes as an accurate record of the meeting.
- **Review actions**
Skills audits analysis was deferred to the next meeting – GN to re-send to PHL
- **Matters arising**
None
Action:

	<ul style="list-style-type: none"> • Send Skills Audit to PHL (GN)
5.	<p>Seaford Learning Trust – update</p> <p>It was reported that:</p> <ul style="list-style-type: none"> • the Term 2 Trustees’ Meeting focused on the audit report. • The role of LGB’s in financial monitoring is still under discussion • The Trust Scheme of Delegation was approved • The Terms of Reference will go to the next meeting • A format for HT reporting to Trustees will be developed
6.	<p>Headteacher’s Update</p> <p>The report had been circulated and BE invited questions. Governors discussed staff resignations and recruitment and agreed that it is positive when SHS secure promotions, and that it will be important to make strong appointments to replace them. In response to a question, it was confirmed that a new 6th Form lead has been appointed. In response to a question, BE confirmed that this is expected to be a good appointment, and handover has been arranged. It was explained, responding to further questions, that the current post-holder’s teaching commitment will be covered by a part time teacher.</p> <p>The prospective 6th form student intake was discussed and, in response to a question, it was reported that there were 60 external applications. Final numbers will not be known until September. Governors noted the successful offers from Oxford University, which will enhance the reputation of SH6. Stakeholder engagement was noted to be positive.</p> <p>BE raised a concern about 2023-24 ESCC holiday dates, as Term 6 is due to end on Tuesday 23rd July. Governors agreed that this may have a negative impact on attendance. BE proposed ending Term 6 on July 19th, meaning that there would be 6 INSET days through the year. Governors approved having 6 INSET days during 2023-24 and ending Term 6 on Friday 19th July.</p> <p>Governors asked about the recent industrial action by the NEU and BE reported that the day of action went well. There was provision for all who wanted to attend, and it is hoped this will be possible on the next strike day, which will fall during the Y11 and Y13 mock exams, with external invigilators. Governors asked about the staff view of available provision for children, and it was reported that there is a good relationship with the NEU rep.’ Though the union would like schools to close for the strike days, the students’ needs must be prioritised. It is not possible to set specific work for the strike days, but there are online materials. Governors commend the provision.</p>
7.	<p>Monitoring budget</p> <p>It was reported that:</p> <ul style="list-style-type: none"> • Budget headlines will go to trustees • Recent pay rises were unfunded, though SHS could absorb the cost • SL will attend one LGB meeting each year • BE and SL discuss the monthly accounts <p>It was confirmed, in response to a question, that the SHS and Chyngton budgets are separate. Top slice arrangements need to be made more explicit, and the LGB will want to ensure this SHS is not overly supporting CS, though the children will come to this school. The maths and MFL collaborations are beneficial.</p>

8.	<p>Premises, Health and Safety</p> <p>It was explained that the SHS Policy is based on the ESCC model.</p> <p>A governor asked about Fire Evacuation procedures in the hub, after they had witnessed a fire alarm at which a student was distressed, and evacuation routes were unclear. It was agreed that BE will investigate the incident and ensure the H&S policy is clear about evacuation procedures at the various school sites. BE confirmed that there are routines for the main school.</p> <p>It was noted that the LGB has received no reports from the H&S committee - MR will take this up with SW, who is part of the committee.</p> <p>Actions:</p> <ul style="list-style-type: none"> • <i>Investigate the recent fire drill in the hub</i> • <i>Ensure the H&S Policy is clear about procedures for all areas of the school's sites</i> • <i>Ask SW to feed back to the LGB on behalf of the H&S Committee</i>
9.	<p>External and monitoring reports/ reviews</p> <ul style="list-style-type: none"> • SEND Governor Monitoring Report Governors noted the January SEND Monitoring report. MR fed back that she attended the school SEND INSET which modelled the new strategies. Another monitoring meeting is scheduled, and she will ask if the staff received feedback on their responses to the training. • SPP (School Partnership Programme) Review BE fed back that the peer review of teaching and learning looked at science provision, the feedback to female students in Y10, and the impact on their progress. The same model will be used with Chyngton. • ESCC Standards and Learning effectiveness visit The report was noted <p>PHL confirmed that he will complete monitoring of the 6th form and write a report.</p> <p>SH gave a verbal update on a learning walk looking at seating plans, SEND, French and maths lessons, and commented that she was particularly impressed by the maths.</p>
10.	<p>Policies</p> <ol style="list-style-type: none"> 1. Admissions policy – consultation exercise BE reported that the recent consultation exercise had led to misunderstandings, and so he created a FAQ document which explained that the only group to be disadvantaged would be someone out of area attending a Seaford school, and that those who live in Seaford would be guaranteed a place. Governors agreed that CS pupils must be advantaged because of joining the trust. It was explained that there are currently around 200 Y6 pupils in the area, and the LA was happy with BE's response. There was positive press coverage about the relationship with CS. The Admissions Policy was approved 2. Complaints Policy The draft SLT Complaints Policy had been circulated for approval. GN explained that the policy is based on the ESCC model, though JD requested the additional trustee tier. BE and MR suggested the following improvements to the policy: <ul style="list-style-type: none"> • Level 1 complaints should be dealt with by a line manager and BE would intervene at Level 2

	<ul style="list-style-type: none"> A complaints panel should include a trustee, thus removing the additional tier <p>The Complaints Policy was not approved.</p> <p>3. Health and Safety Policy This was covered under agenda item 8. The Health and Safety Policy was not approved.</p>
11.	<p>Governance</p> <p>1. Governor Membership 2 potential governors attended the meeting.</p> <p>2. Training This was not discussed.</p>
12.	<p>Agenda Items for next meeting: LGB Terms of Reference Policy Schedule</p>
13.	<p>Any other business A governor asked about the Green Flag Award, and it was explained that Liz O-Neil will lead on this. PHL confirmed that he will become more involved</p>

There being no further business, the meeting closed at 10.06am

Meeting dates for 2022-23

	FGB SHS	LGB SHS	FGB CS	LGB CS	Trustees	Members
Term 1	Tuesday 27 September 8- 10am		Thursday 29 September 2- 4pm		Wednesday 5 October 5-7pm	TBC
Term 2		Tuesday 29 November 8- 10am		Thursday 1 December 9- 11am	Wednesday 7 December 5-7pm	TBC
Term 3		Tuesday 7 February 8-10am		Thursday 9 February 9- 11am		TBC
Term 4		Tuesday 28 March 8- 10am		Thursday 30 March 9- 11am	Wednesday 22 February 5-7pm	TBC
Term 5		Tuesday 23 May 8- 10am		Thursday 25 May 4- 6pm	Wednesday 19 April 5-7pm	TBC
Term 6		Tuesday 11 July 8-10am		Thursday 13 June 9am-3pm	Wednesday 7 June 5- 7pm	TBC

Actions

No	Action	By	No
	Send Skills Audit to PHL	GN	
	Investigate the recent fire drill in the hub	BE	
	Ensure the H&S Policy is clear about procedures for all areas of the school's sites	BE/SL	
	Ask SW to feed back to the LGB on behalf of the H&S Committee	MR	