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**Joyce Frankland Academy**

**Local Governing Body**

**Meeting Minutes**

16.03.2023 7.00pm on site

**Governors present**

Kate Beaumont (KB) (Vice Chair)

Gareth Conduit (GC)

Claire Denyer (CD)

Richard Haslam (RH)

Nigel Poad (NP) (Chair)

Tessa Pierre (TP)

Duncan Roberts DR (Principal)

**Governors via Teams**

Gareth Conduit (GC)

Colleen Cassidy (CC)

**Others Present**

Ian Stoneham (IS) (Vice Principal), James Fitzgerald (JF), Tamsin Page (TP), Janet Goldsworthy (Clerk)

The meeting was quorate throughout.

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|  | **ITEM** | **ACTION** |
| **1.** | **Welcome and Acceptance of Apologies for Absence** |  |
|  | Mick Garcia absent (no reason offered), Colleen Cassidy absent (sick) sent apologies for their absence which were accepted by all governors present. |  |
| **2.** | **Declarations of Interest and Notification of Any Other Business** |  |
|  | No declarations or changes in interests. |  |
| **3.** | **Minutes of last meeting** |  |
|  | The minutes of the last meeting on 09.02.2023 were approved by all governors present. |  |
| **4.** | **Matters Arising** |  |
|  | No additional comments/queries regarding SEND visit report  DR is considering a small awards ceremony possibly for July 2023 in honour of Malcolm Jessop, previous Chair of Governors. | DR |
| **5.** | **Principal’s Report** |  |
|  | * DR gave a presentation and set out the school’s self evaluation of its Centre for Excellence Handbook which relates to the academy’s improvement planning and sets out the challenges and barriers to progress. Next steps were detailed along with any emerging priorities. DR agreed to create a word cloud for governors of the 20 words which describe the school. There are 3 clear priorities:- * Distributed leadership * Responsive and reflective teaching * A broad and inclusive curriculum * Assessment underpinned by curriculum progress   Quality assurance will be driven from the middle and not the top of the academy and assessment of reading in Years 7 to 10 will be shared with all staff so that teachers are aware of those pupils who are finding it difficult to access the curriculum. A Year 5 to 6 teacher will be employed to develop reading interventions for these pupils.  Q What tests will be used to assess reading scores?  A GR assessment standard reading scores  Q Are there any middle leaders struggling with the responsibility of disseminating information?  A No but some are struggling with accepting where assessment sits within the design of the curriculum. These training needs have been identified and skills gaps will be addressed.  Obstacles and barriers exist in the form of:-   * Recruitment and retention * Societal breakdown and broken families * Funding is challenging due to inflation, rising energy costs and unfunded pay increases   Q What support is the trust providing?  A The trust has supported the school in improving site security, funding the introduction of the STEPS behaviour management programme, introducing a new recruitment platform called ‘My New Term’ and also investigating a range of ‘perks’ for new and existing staff.  Q What is the current PA rate at the school?  A 21.66% [I recall there was a comment that this below national average? We should record this]  DR to add impact statements as a next step. | DR  DR |
| **6.** | **Even Better Tomorrow** |  |
|  | TP gave a presentation on professional learning, appraisals and next steps.  Key points are as follows:-  Appraisals: need to reset purpose and be brave and ambitious in meeting pupil needs, need to relate targets to individual staff development and SIP priorities, National College to be used for satisfy training needs of individuals and groups, focus groups set up for middle leaders led by SLT, STEPS whole school behaviours management strategy. Currently rated 2.62/4 for quality of training so far.  Next steps: Aim is to strive for a coaching culture of instructional coaching – volunteers group set up and trained, soft launch to follow then launched to whole staff in April, aim is for all staff to become a coach by July 2024. Link 4 Is to the coaching programme and create a roadmap to independent performance which will apply equally to support staff.  Q What is instructional coaching?  A Peer to peer coaching with no hierarchy  Q Is there sufficient time in the working week to make the switch to instructional coaching?  A Coaching will be ‘spiralised’, embedded, revisited etc etc  Q Does this coaching culture encourage collaboration?  A Yes as it involved peer to peer working  Q How can you ensure buy in from all staff? Has there been resistance?  A The new format has been welcomed so far and has made staff feel valued as it develops the whole person. The engagement of staff to date suggests ‘buy in’.  Q Who sets the ‘enquiry\ question?  A A template is offered initially  Q Can the questions set be made more challenging?  A This depends on the professional dialogue taking place.  Q Is there an opportunity to rotate coaches?  A The environment should be fluid and little and often is most effective. Walkthroughs re powerful, risk free and impactful.  Q Are staff given sufficient time to reflect on their learning?  A Quality first teaching requires continual reflection.  TP was thanked for her contribution. |  |
| **7.** | **Review of serious incident** |  |
|  | There had been an incident in school on 28th February. The LGB had completed a review of the way the incident had been handled and a report for discussion had been circulated prior to the meeting. Governors had decided that this was a ‘serious’ and not a ‘critical’ incident.  Q Why is it the case that a small number of staff wanted to raise a complaint about the way that this incident was handled?  A A staff complaint was never raised. This was an unusual event in school and a response from some staff was inevitable.  Q How was the response to parents received?  A Communications to parents were positively received. The initial response over the first 24 hours centred around de-escalation as the school were following the STEPS strategy. As a result, periods 4 and 5 in school were calm. A second communication to parents was a little more firm and set out that sanctions would be due for those who had not followed school procedures. The SLT were all agreed on the responses given. In addition, the tone of later communications needed to change as social media was indicating further protests on a second day. The ringleaders have been sanctioned and will be giving appropriate assemblies alongside IS. The support from the Trust Central Team was excellent and the trust was fully in agreement with the action taken to resolve the situation.  Q Did the school consider visitors and how they should be protected during the protests?  A Visitors were accounted for as part of the lockdown procedure.  Q Has the feedback from the staff who were considering a complaint been taken into account?  A There is a meeting with a union representative but SLT will consider how to consult with staff on any issues raised. | DR/SLT |
| **8.** | **Impact of STEPS strategy** |  |
|  | A slide presentation was given by JF which set out the STEPS approach which is centred around inclusion and equality of opportunity. Key points:-  90 – 95% of pupils do not require the use of STEPS  The 5-10% of pupils who require additional support through STEPS can be challenging but the majority of staff are on board with this approach.  Impact so far – 100% of staff have received 80% instruction – one further module to be rolled out.  STEPS impact will be revisited on a regular basis for governors. |  |
| **9.** | **Premises/Health and Safety** |  |
|  | MG was not in attendance but will take this forward for the next meeting. | MG |
| **10.** | **Risk Register/Blueprint** |  |
|  | Due to workload pressure, AL has suspended the requirement for the Risk Register to be maintained and reported at LGB meetings until the end of the academic year. It is anticipated the new blueprint process will remove the need for the Risk register in current format to be maintained. DR had completed 2/4 of the blueprints – safeguarding and curriculum with people and wellbeing and inclusion outstanding. These would be revisited next academic year and presented to the LGB. LG would present the safeguarding blueprint at the next LGB. | LG |
| **11.** | **Governance** |  |
|  | The RSE Policy would be taken forward to the next meeting.  **Post meeting note** – the RSE Policy has not been signed off by the LGB.  Adrian Butcher had been put forward to the trust board by the LGB as a trust appointed governor – approval expected before the end of term.  Date for governor visit day in April will be circulated. Confirmed final visit day remains 13th June.  NP apologised for not contacting governors re link roles. He will contact individual governors to discuss link governor roles.  Q When would the new website be launched?  A IS to confirm at next meeting. It was stressed the importance of having the new website up and running before any Ofsted inspection.  NP encouraged all governors to view the Ofsted training video circulated prior to the meeting.There were no updates from the AL Governance Forum | DR  NP  IS |
| **12.** | **AOB** |  |
|  | There was a confidential item – see separate Appendix A |  |

The meeting closed at 21.05

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| **Items for Future Meetings** | |
| **Meeting** | **Item** |
| **Thursday 11th May 2023** | Is STEPS working? – LG  AOB – school website and school grant funding  AL safeguarding blueprint – LG  Premises/Health and safety link governor report - MG |

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| **Action Log** | | | |
| **ITEM** | **ACTION** | **DEADLINE** | **RESPONSIBILITY** |
| 5 | Create wordcloud of 20 words for governors which describes the school | April 2023 | DR |
| 5 | Add impact statements to self evaluation | May 2023 | DR |
| 7 | Consider how to consult with staff post serious incident on any issues raised | April 2023 | DR/SLT |
| 11 | RSE policy | May 2023 | DR |
| 11 | Confirm launch date for new website | May 2023 | IS |

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| **Rolling Action Log** | | | |
| **ACTION** | **DEADLINE** | **RESPONSIBILITY** | **UPDATE** |
| Send out Ofsted training video and JFAN on a Page document |  | NP | Completed March 2023 |
| Confirm April date for Governor Visit Day | ASAP | DR | Outstanding |
| Contact governors re link roles | ASAP | NP | Outstanding |
| Upload Centre of Excellence Handbook to CONNECT – key documents folder |  | DR | Completed March 2023 |
| Awards ceremony plan | March 2023 | DR |  |
| Queries/comments on SEND visit report to GBP |  | ALL | Completed March 2023 |
| Review Risk Register | May 2023 | DR | Not now required |
| Governors to send Pecuniary Interest forms to JG | April 2023 | ALL | Completed March 2023 |
|  |  |  |  |
| Send bio and photo to JG for school website | April 2023 | ALL | Ongoing – MG/AB outstanding |