



|  |                                      |
|--|--------------------------------------|
| <b>PART 1 OF THE FULL GOVERNING BODY MEETING</b> |                                      |
| Agenda <input type="checkbox"/>                  |                                      |
| Minutes <input checked="" type="checkbox"/>      |                                      |
| <b>Date</b>                                      | <b>23<sup>rd</sup> November 2020</b> |
| <b>Venue</b>                                     | <b>Brackenfield School; Teams</b>    |

*Please read papers in advance of the meeting ready to discuss and ask questions*

|                        |  |
|------------------------|--|
| <b>AGENDA ITEM 902</b> | <b>Welcome and Apologies for absence</b> |
| <b>Discussion:</b>     | Full Governor attendance.                |

| <b>GOVERNOR</b>           | <b>ROLE</b>        | <b>IN ATTENDANCE</b>                |
|---------------------------|--------------------|-------------------------------------|
| Suzanne Millership-Liddle | Chair              | <input checked="" type="checkbox"/> |
| Trish Turner              | Head Teacher       | <input checked="" type="checkbox"/> |
| Leigh Thomas              | Staff Governor     | <input checked="" type="checkbox"/> |
| Margaret Griffiths        | LA Governor        | <input checked="" type="checkbox"/> |
| Howard Griffiths          | Co-opted Governor  | <input checked="" type="checkbox"/> |
| Rachael De'Angelis        | Co-opted Governor  | <input checked="" type="checkbox"/> |
| Glyn Stenson              | Co-opted Governor  | <input checked="" type="checkbox"/> |
| Kimberley Hamblett        | Parent Governor    | <input checked="" type="checkbox"/> |
| Pamela Holder             | Parent Governor    | <input checked="" type="checkbox"/> |
| Kimberley Maycock         | Clerk              | <input checked="" type="checkbox"/> |
| Jessica Lacey (JL)        | Deputy Headteacher | <input checked="" type="checkbox"/> |
| Sophie Evitts (SE)        | Deputy Headteacher | <input checked="" type="checkbox"/> |
| Chris Evitts (CE)         | UPS Teacher        | <input checked="" type="checkbox"/> |
| Jon Hardy (JH)            | UPS Teacher        | <input checked="" type="checkbox"/> |
| Chloe Laurence (CL)       | Pathway Lead       | <input checked="" type="checkbox"/> |
| Peter Csizmadia (PC)      | Pathway Lead       | <input checked="" type="checkbox"/> |

|                        |                            |
|------------------------|----------------------------|
| <b>AGENDA ITEM 903</b> | <b>Declarations of AOB</b> |
| <b>Discussion:</b>     | None                       |

|                        |  |
|------------------------|--|
| <b>AGENDA ITEM 904</b> | <b>Part 1 Minutes from Full Governors meeting 12<sup>th</sup> October 2020</b> |
| <b>Notes:</b>          | <a href="#">Part 1 Minutes – 12.10.2020</a>                                    |
| <b>Discussion:</b>     | Signed as a true reflection  |

|                        |                                      |
|------------------------|--------------------------------------|
| <b>AGENDA ITEM 905</b> | <b>Governor feedback from visits</b> |
|------------------------|--------------------------------------|

Minutes of the FGB meeting 23<sup>rd</sup> November 2020  
Of Brackenfield School  
Signed.....

Date.....



|                    |   |
|--------------------|---|
| <b>Notes:</b>      | <p><a href="#">Pamela Holder Teams meeting with Sophie Evitts 19<sup>th</sup> October 2020</a></p> <p><a href="#">Glyn Stenson buildings tour with Darren Bailey 30<sup>th</sup> October 2020</a></p> <p><a href="#">Pamela Holder Teams meeting with Sophie Evitts 11<sup>th</sup> November 2020</a></p> <p><a href="#">Pamela Holder Teams meeting with Sophie Evitts 13<sup>th</sup> November 2020</a></p>   |
| <b>Discussion:</b> | <p>PH has had 3 virtual meetings with Sophie Evitts around personal development and what life will look like after school. One of the meetings was with enterprise and a volunteer was present and who was really positive. We are working to make sure all doors have been opened as what is available to the children. PH is a driving instructor; RED company have held open days to give children a taster in driving. One of PH's daughters will sit in the car and change gears. Doesn't have any idea how to drive but understands through what she has seen how to change the gear when told up and down.</p> <p>SE and PH what to give the children the experience and understanding what the car does and how it works. This could open doors for them to be able to perhaps get a driving job. There are very limited resources out there for our children, PH has spoken to the CEO of the company she works for and they are on board to support us.</p> |

|                            |   |
|----------------------------|---|
| <b>AGENDA ITEM<br/>906</b> | <b>Mid-Year Budget</b>  |
| <b>Notes:</b>              | <a href="#">Budget letter Autumn Term 10.11.2020</a>  |
| <b>Discussion:</b>         | <p>Jessica Lacey reported on behalf of Trish Tuner –<br/>The overspends in the staffing is due to raise in our pupil numbers since the budget was set in March.</p> <p>The underspend on Mid-Day Supervisors is due to change in the model we have at school. The STLA have there breaks once the children have left meaning there are is no longer a requirement for the number of Mid-day Supervisors we currently had.</p> <p>The carry forward has put us in a strong potion moving forward, the increase in pupil numbers has been reflected in the budget.</p> <p>The overspend is partly due to COVID but this has come from the saving form the Mid-day supervisors.</p> <p>Carry forward is half a million for the next financial year and increasing to £800k the following year which will be spent on the building.</p> <p>No Questions or concerns raised by the governors around the Mid-Year budget.</p> |

|                            |   |
|----------------------------|---|
| <b>AGENDA ITEM<br/>907</b> | <b>COVID 19 Update</b>  |
| <b>Notes:</b>              |   |
| <b>Discussion:</b>         | COVID update was discussed as part of the Agenda item 908 within the Governors challenge to the Senior Leadership Team. |

|                            |  |
|----------------------------|--|
| <b>AGENDA ITEM<br/>908</b> | <b>Middle leader Ofsted preparation QA</b>   |
| <b>Notes:</b>              | <p>As part of the school improvement plan and the Head Teachers PM this year, Governors have been assigned a role to support with the development of the Middle Leaders. In specific challenging their ability to articulate the rationale for the areas of the school/subjects they lead.</p> <p>Due to Covid restrictions- the Middle Leaders (this consists of Pathway Leads and UPS Teachers) are not able to present to you face to face. They have prepared videos explaining what happens in their subject areas. The videos are no more than 5mins each. Please watch these videos prior to the Governors meeting.</p> <p><input type="checkbox"/> <a href="#">Middle leader Ofsted preparation QA</a></p> <p>The Middle Leaders will be joining the meeting for the agenda items to enable you to challenge them</p> <p><b>Chris Evitts (CE) - UPS Teacher- Attention Autism</b><br/> <b>John Hardy (JH) - UPS Teacher- Forest Schools</b><br/> <b>Chloe Lawrence (CL)- Pathway Lead- Literacy &amp; and Total Communication and Expressive Arts</b><br/> <b>Peter Csizmadia (PC)- Pathway Lead- Maths and PE</b></p> <p>Challenge questions from governors to middle leaders</p> <ul style="list-style-type: none"> <li>• How have you made sure that pupils receive a ‘broad and balanced’ curriculum?</li> <li>• How successful is the curriculum in your subject/phase/class/area of responsibility? How do you know?</li> <li>• Tell me the areas of your curriculum you’re most pleased with. Which areas are you disappointed with or think need improvement?</li> <li>• What do you want pupils to know, understand and be able to do by the time they leave the school? Why did you decide that these are important?</li> <li>• How is your curriculum coverage progressive throughout the school?</li> <li>• Why have you chosen the method(s) of delivery? Why are these most suitable for the children at Brackenfield? What is the impact?</li> <li>• How do teachers use assessment to adapt their teaching?</li> <li>• Do you follow any published schemes of work? If so, why?</li> <li>• What do staff think of your subject?</li> <li>• How do you make sure that teachers have sufficient subject knowledge?</li> <li>• How do you communicate what happens in your area of the curriculum to parents? What is parents’ feedback?</li> </ul> |
| <b>Discussion:</b>         | <p><b>Chris Evitts (CE) - UPS Teacher- Attention Autism:</b></p> <p>Challenge</p> <p>HG – We experienced issues downloading the video’s, but they were very informative and a good way of communicating and getting to the know the staff.</p> <p>PH – This was great, the last sentence from CE was terrific.</p> <p>SML – This was excellent</p> <p>Challenge</p>  |

**KH – Bucket in the first stage, do you find that some children don't progress through the stages?**  
 CE – In the years I have been teaching I have seen the children progress through to stage 3. Stage 3 is turn taking and lots of children get involved.  
**Challenge**

**KH – Do you find in a group if a child is stuck you would have to adapt the delivery to support all the children?**  
 CE - if a child isn't engaging, we would work with the child to help them get involved or on the next sessions try to make changes to get them involved. We will sometimes take the children one on one.  
**Challenge**

**KH – Have you ever come across any child this doesn't work for?**  
 CE – When I first started it was hard, it takes time for our learners to get involved and learn a change in the routine.

**TT - You are the staff member who is leading this, in the upper end of school how are you delivering this?**  
 CE - I have done a survey in school and I can see that they are using it daily in the Communicate and Comprehend from stages 1 to 4. Decode pathway aren't using it at the moment – I have done the research and have created a guide and videos. I am working from home at the moment but would love to be in school with the TA's supporting them delivering in school.  
**Challenge**

**SML – Where do you want to take this next?**  
 CE - Move to decode to support all learners in working independently.

**John Hardy (JH) - UPS Teacher- Forest Schools:**  
 TT - This is new to the school; JH has undertaken a qualification in Forest Schools to support the delivery. We have fenced off areas around the school for this to take place.  
**Challenge**

**GS – Enjoyed the video and enthusiastic, the kids love this. Have you found any children refusing to engage? What so you do to support?**  
 JH – I took over forest schools in September as this was previously delivered by an external person coming. students do struggle at first, we let the children explore and get used to the area. I would like to build on this to allow children to explore more freely. I do use the buckets like CE does. Playing in the mud, finding the leaves, each class has a 6-week block. We haven't planed how this will work after the 6-week blocks are over.  
**Challenge**

**GS - what resources are you short of? Have you spoke to SLT?**  
 JH – I have been reaching out for donations to build up the resources for the children to use.  
**Challenge**

**KH – How would you measure your success?**  
 JH – the Child interaction not what they are producing but the experiences they are getting. Fits in with the Brackenfield PLI's and Characters.  
**Challenge**

**KH – Students will gain life skills, what will these be?**  
 JH – Tools to produce things, outdoor cookery.  
**Challenge**

**TT – How are you supporting other staff in their understanding of forest Schools?**  
 JH – I have not approached this yet; I am still looking at building the curriculum.  
**Challenge**

**PH – If you were off sick, would the staff implement what you do?**

JH – At present it would be difficult, I am collecting tools and resources in my free time. Once the staff get used to the curriculum, I am running they will be able to pick up I do with the children. Once we have built up the forest schools' area

JL – JH has a qualification in forest schools, we would need to look at getting more staff qualified.

**Challenge**

**KH – How can we support you with resources?**

JH – I send a list weekly in the weekly bulletin or look at raising funds.

TT – JH was even in the skip last week looking for resources.

**Chloe Lawrence (CL)- Pathway Lead - Literacy & and Total Communication:**

CL – Literacy and Total Communication approach.

**Challenge**

**TT – literacy and Total communication approach, has been running a long time in school. What are you doing to support staff across the school?**

CL – On the inset day in Sept I delivered brief training to school, I would love to do more around phonics. As a result of the training I have a number of staff coming to me for more guidance on delivering in the pathway. During Pathway walks I have created an action plan to look at the progress we have made in the school.

**Challenge**

**KH – Have you identified any areas of weakness and how we can improve?**

CL – Pre formal learners, getting them onboard with the learning. We have some children who wouldn't even know what a sound was. Giving the emerging learners the depth of understanding to build on the skills. Formal learners using symbols to aid understanding and learning. Getting teachers on board with visual tools to support the child development.

**Challenge**

**KH – What happens to the ideas that you put forward?**

CL – I would go back to observations and learning walks, speaking to peers and offering support. Recent covering in other pathways has given me ideas to change.

**Challenge**

**LTH – Walks around the school and observation, has this given you a roadmap of the support you can offer to school?**

CL – the videos we sent to Governors, it would be great to put training videos together to support staff and training them how to change the scale to support the learners. Empowering staff to make things exciting for the learners.

LTH – As teacher I found the video's really useful, they gave me a bigger insight across the school.

**Challenge**

**TT – How are you measuring the impact and how is this measured against the children?**

CL – Seeing the children more settled in school – taxi time has been improved, the daily song and smell. Giving them confidence in the surrounds, we can do more, we need another audit of the signs and symbols around to the school. Working with Jennifer Hunt speech and language therapist to help support the children and giving them a voice.

**Chloe Lawrence (CL)- Pathway Lead - Expressive Arts:**

**Challenge**

**PH – Have you had any feedback from parents in the work you do?**

CL – This is something we had plans for prior to COVID, we sent out expression of interest forms to see how we can move forward.

TT – The induction video we send out to new parents, the information the video and newsletters. We need to make sure we get the parental feedback.

**Peter Csizmadia (PC)- Pathway Lead- Maths:**

PC – Overview of how we kicked off Singaporean Maths 2 years ago. This is originally mainstream school delivery of maths and was not supporting the needs of the children. Used in the Decode classes in the Semi Formal and Formal, we have seen some progress in the classes using the Singaporean maths.

**Challenge**

**SML – in the 2 Years we have used in the school what success have you seen?**

PC – We brought the books and resources into school. Our teachers have adapted the mainstream methods to deliver to our learners. The successes we have seen is the teacher delivering the training. When I see my students going to shop to purchase something, they have learnt that they have to wait for the change. This is success for me.

**Peter Csizmadia (PC)- Pathway Lead- PE:**

**Challenge**

**TT - PE starts at a very low level, PC how are you supporting the staffs understanding and delivery of PE as there is such a range of delivery?**

PC – I try to spend as much time in all the classes to see what is happening and how they include PE in everyday learning. Learning how to adapt if it's not right for the learner. Every child is different, and we need support them to achieve

**Challenge**

**KH - Are there any areas they need to support?**

PC – We need a sports hall; we use as much outdoor space as possible, but this isn't always appropriate. There is West Park we can use for free, but this is not possible during COVID.

**Challenge**

**KH – Was this agreed pre COVID?**

PC – Yes.

**Challenge**

**LTH – Sports hall and west Park, have you faced any other challenges on the delivery across the school?**

PC – All the teachers use every space possible to deliver the PE, in the Decode classes this isn't as easy as the children are more active, we have to practise outside. Comprehend have the lower playground which is a great space for them to exercise.

**Governors challenge to the Senior Leadership Team (SLT):**

**Challenge**

**SML – What are SLT doing in turns of supporting the middle leaders to work across the school?**

JL – All the middle leaders have a specialist area assigned as part of the Performance management. This is part of their job, we have designed an action plan to help the staff understand what they are doing, why they do it and what they are wanting to achieve out of it.

TT – SE and JL directly line manage the middle leaders and support them to the manage and support others developing staff where required.

**Challenge**

**SML – With the current COVID restrictions, do SLT work support the middle leaders in delivering a message and implementing the curriculum?**

TT - We are empowering the middle leaders and supporting them to deliver the messages. I send out a weekly update to make sure that all staff are update with what is happening in school.

JL – The pathway leads deliver a speciality across the whole school and teachers support the middle leaders in delivering the message. Giving staff a confidence in what they are delivering. Empowering all staff.

TT – We are talking to Middle Leaders when settling objectives. Training staff to improve their skills and knowledge, ensuring they have the resources needed to deliver the curriculum.

SE – Through CPD we are empowering staff to give them a better understanding in what they are delivery and how this looks in different setting. What changes we need to make to fit in school and our learners.

**Challenge**

**SML – Education is fast paced and ever changing, how are you ensuring you don't leave anyone behind?**

SE – During lock down I worked from home, we split the staff between a home and school workforce. We created a little video for Trish to lift spirits which we shared with all staff.

TT – During the Pathway bubble closure, SLT delivered the daily briefing to make sure staff didn't feel out of the loop. We will make sure that we feedback to governors on what we do in the school.

**Challenge**

**KH – I recently attend an Evaluation and Quality training – this was all about staff wellness. Would staff like to have a virtual coffee morning with the governors to see where the governors can support the staff and wellness?**

SE – we are implementing a Health and Wellbeing champion through changing lives. This is a member of staff nominated to ensure the mental health needs are being met for the children and Staff. PC has attended a training event and he has highlighted areas we can improve. COVID has impacted on people lives so greatly. We have remained consistent and claim and making sure we are keeping people safe. FR and SE will continue to look at how we can support staff in doing their jobs but them still being accountable in what they do.

**Challenge**

**KH – What can we do to support as Governors?**

SE – There is staff meeting tomorrow night which would be great for a Governor to be involved in, this will give governors and staff a chance to speak to each other and find ways in supporting staff.

All Governors supported this.

TT - Visits from Link Governors, showing how engaged they are is very supportive. Having governors who are supportive, and challenging is great.



|  |   |
|--|---|
|  | <p>JL – I have met with SML for several Finance meetings and this have been really useful and even challenging.</p> <p>SE – GS insight and support on H&amp;S has provided a challenge which we found usefully. PH and SE seem to be meeting weekly for personal development and carers. This is so supportive to the school, sharing visions of parents and families.</p> <p>SML – Found this session really useful and would love to see more of this in the future.</p> <p>All governors agreed.</p> |
|--|---|

|                           |                                 |
|---------------------------|---------------------------------|
| <b>AGENDA ITEM</b><br>909 | <b>Please see Part 2 Agenda</b> |
| <b>Notes:</b>             |                                 |

| AGENDA ITEM        | DATE OF NEXT MEETING/S         |       |                                |  |
|--------------------|--------------------------------|-------|--------------------------------|--|
| <b>Discussion:</b> | Date of meeting                | Time  | Date papers will be circulated | Focus                                  |
|                    | 29 <sup>th</sup> June 2020     | 14.00 | 22 <sup>nd</sup> June 2020     | MER 4/summative year feedback          |
|                    | 13 <sup>th</sup> July 2020     | 17.00 | 6 <sup>th</sup> July 2020      | Setting SIP/SEF 2020/21                |
|                    | 12 <sup>th</sup> October 2020  | 14.00 | 5 <sup>th</sup> October 2020   | MER 1 Feedback                         |
|                    | 23 <sup>rd</sup> November 2020 | 17.00 | 16 <sup>th</sup> November 2020 | Mid Year Budget                        |
|                    | 11 <sup>th</sup> January 2021  | 17.00 | 4 <sup>th</sup> January 2021   | MER 2 Feedback                         |
|                    | 29 <sup>th</sup> March 2021    | 17.00 | 22 <sup>nd</sup> March 2021    | MER 3 Feedback and Budget Ratification |
|                    | 28 <sup>th</sup> June 2021     | 14.00 | 21 <sup>st</sup> June 2021     | MER 4 and Summative Feedback for Year  |
|                    | 19 <sup>th</sup> July 2021     | 17.00 | 12 <sup>th</sup> July 2021     | Setting SIP-SEF 2021-2022              |

**Questions from the new Governance Handbook January 2017 in relation to finance that governors may wish to use:**

- Are resources allocated in line with the organisation’s strategic priorities?
- Does the organisation have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?
- Does the organisation have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?
- Is the organisation making best use of its budget, including in relation to planning and delivery of the curriculum?
- Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (i.e. is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year’s budget to ensure there is a surplus?
- Are the organisation’s assets and financial resources being used efficiently?
- How can better value for money be achieved from the budget?
- Is the organisation complying with basic procurement rules and ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?





- Is the organisation taking advantages of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?