

## Minutes of the meeting of the Governing Body of Stormont House School held on Monday 25 March 2019

<b>Present:</b>	Mr Bernard Hawes Ms Lynn Dalton Mr Kevin McDonnell Ms Beatrice Andrews Ms Dot Hodgson Ms Hannah Lilley Ms Claire Napier Ms Laura Thackaberry	Co-opted Governor – Chair Co-opted Governor – Vice Chair Head Teacher LA Governor Co-opted Governor Co-opted Governor Staff Governor Deputy Head Teacher
<b>In attendance:</b>	Ms Grainne Hylton Ms Angela McKell	School Business Manager PSD Lead (part of meeting)
<b>Apologies:</b>	Ms Katie Foster Ms Alex Bevington	Staff Governor Potential Co-opted Governor
<b>Clerk:</b>	Nyree Hughes	HLT Governor Services

### SUMMARY OF OUTSTANDING ACTIONS

Date / Action No.	Details
20.03.2018 Action 1	a) New Parent Governors to be elected in September – Action complete b) Composition of the Resources Committee to be considered in view of the election of new Parent Governors – <b>BH/KM Action ongoing (New Parent Governor identified)</b>
20.03.2018 Action 10	Chair and Deputy Head Teacher to further review the CPOM forms indicating how many were investigated/referred, how many are still active and how many related to CIN – <b>BH/FJ Action ongoing</b>
19.11.2018	Claire Napier to forward full details of the Quality in Careers accreditation to Beatrice Andrews. Action completed
25.03.19	Frances Jessie to put Hannah Lilley in touch with Angela McKell regarding the School Council.
25.03.19	Governor recruitment: Head Teacher to produce flyer for Expressive Arts event to be held at the school on 30 <sup>th</sup> March 2019.
25.03.19	Chair to undertake a Safeguarding visit to the school to look at the programmes available around knife crime.
25.03.19	The Teaching and Learning Committee to look at what is delivered on knife crime through the curriculum.
25.03.19	Head Teacher to post new Governance Handbook on school website.

## **1 Attendance**

### **1.1 Welcome**

The Chair welcomed all attendees to the meeting.

### **1.2 Apologies and Consent for Absence**

Apologies were consented to as listed above.

### **1.3 Declarations of Interest**

There were no declarations of interest.

### **1.4 Register of Pecuniary Interests**

There were no declarations of pecuniary interest.

### **1.5 To elect a Chair of Governors for the academic year 2018**

The Chair of Governors explained that he and the Vice-Chair would like to stand down from their respective roles and they had been in post for over eight years. Nominees were needed for these two roles and also for Chairs for the Teaching and Learning and Resources Committees. However, no current governors had indicated an interest in these roles.

Governors **agreed** to an additional meeting on Thursday 23<sup>rd</sup> May at 5.30pm to 7pm to discuss roles in more detail.

### **1.6 To elect a Vice-Chair of Governors for the academic year 2018**

See minute 1.5.

## **2 Governing Body Membership & Administration**

### **2.1 Membership of the Governing Body and Committees**

The Chair explained that there was a potential Co-opted Governor who would be meeting with him and the Head Teacher.

There were two Parent Governor vacancies. Currently there was one parent interested in becoming a Governor and the Chair planned to meet with her on 3<sup>rd</sup> April.

The Head Teacher explained that the school was exploring more ways to reach parents and ensure a parent voice on the Board.

**Action:** Head Teacher to produce flyer for Expressive Arts event to be held at the school on 30<sup>th</sup> March.

## **3 Minutes of the Last Meeting and Action Taken**

### **3.1 To agree the minutes of the meeting held on 19 November 2018**

The minutes of the meeting of 19 November 2018 were **agreed** by Governors as a true record and signed by the Chair, subject to the amendments below:

- In minute 4.1, "70% of student" should read "70% of students".
- In minute 4.1, "67% achieved or exceeded their target in reading" should read "67% achieved or exceeded their target in Reading".
- In minute 8, "Schools financial value standard" should read "Schools Financial Value Standard".

### **3.2 Matters arising**

Any matters arising were covered elsewhere in the minutes.

### **3.3 Any urgent action taken since the last meeting**

There was no urgent action to report.

## **4 Main Business**

### **4.1 Keeping pupils safe**

Governors discussed knife crime and gang membership, including the current approach to guidance on safety and what Governors could do to support this.

This subject was discussed in PSHE classes in the context of dealing with problems and managing personal risk. There was a clear voice to the students about what was right and what was wrong. Resources used included those provided by the government, which Angela McKell would be giving feedback on. There was also support from the Pastoral team. Year 12 had a Community Volunteering Service and information was given to pupils on their rights in a Stop and Search situation or if approached by gangs. They also covered how to talk to family members about problems. The work of the Pastoral team supported this and they built a relationship with the student body which also helped to identify issues needing to be passed on to the Safeguarding team.

The school was looking at further developing awareness and was exploring appropriate agencies who could assist in this. The "For Jimmy" foundation provided resources on how violence can affect family members of those involved. It also had a Safe Haven system whereby shops and other organisations carried a sticker offering young people protection if they felt they were in danger. Hackney Council also ran Safe Haven clubs. The Government campaign "London needs you alive" had resources that could be adapted for use by the school. The Ben Kinsella Trust offered workshops on knife crime which were also being considered.

Governors could help by encouraging the police, ex-students and other role models to come to talk at the school.

**Question:** Do we have any pupils who are really vulnerable?

**Answer:** Yes, there are some pupils who are vulnerable through family connections, being used by gangs or who are out for long periods unsupervised during evenings or weekends.

**Question:** Do any agencies specialise in SEND?

**Answer:** Yes, Hackney CVS.

**Question:** Have there been any incidents in school?

**Answer:** No, not recently. If anyone was to bring a knife onto the premises, news would travel very fast.

**Question:** Have there been any drugs issues?

**Answer:** No, we have not seen this in the school. Pupils are generally developmentally younger than their chronological age, which can make them vulnerable or act as a protective factor.

**Question:** Is there a danger of radicalisation?

**Answer:** There is a danger of this and work is done in PSHE around being safe and making the right decisions. There was also Prevent CPD available and opportunities for the students to talk about these issues.

**Question:** Are the local police good at coming to the school to give talks to the students?

**Answer:** They are not necessarily reluctant however they can have other priorities, so the contact is intermittent. There are also police cadets and fire cadets' clubs and other activities offered. This helps the children with structured time.

**Question:** How is the environment outside the school?

**Answer:** There have been a couple of students approached for phones etc. The school informed the police who then had more of a presence for a while.

**Action:** Chair to undertake a Safeguarding visit to the school to look at the programmes available around knife crime.

**Action:** The Teaching and Learning Committee to look at what is delivered on knife crime through the curriculum.

#### **4.2 Staffing update**

See Part 2 of the minutes.

#### **4.3 SDP Progress and Impact Report**

Governors reviewed the tabled SDP Progress and Impact Report. The report aligned with the Self Evaluation Form and detailed actions and the impact of those actions.

The Chair noted that the relevant Committees should identify their areas on the plan and move them forward. Governors would revisit the document at the next Governing Board meeting.

#### **4.4 Smart School Council – Presentation by Angela McKell**

This presentation was made at the start of the meeting.

Ms McKell explained that the school used the Smart School Council structure, which was different from the traditional school council model. The traditional structure engaged around 7% of pupils, while the Smart structure had the possibility of involving 100%. The focus was on developing key communication skills and teamwork.

Meetings took place in classrooms and followed a set pattern, starting with a welcome, introductions, and an ice breaker and then the question to be decided upon. Form teachers guided the sessions, which were led by pupils. Pupils sat in two to four groups. Each group had one vote and aimed to reach a consensus, encouraging debate and negotiation. The groups from each of the 12 Forms would register a vote on the question at hand. New proposals were welcomed from pupils, who then formed Action Teams and could request funding for their initiatives where appropriate. The School Council Communications team fielded proposals and coordinated questions to be put to the whole school.

Governors reviewed tabled documents detailing example questions for the School Council and the Action Team application form.

**Question:** How often are the form meetings?

**Answer:** Every two weeks on a Friday. This is a good way to end the week.

**Question:** Where do the questions come from?

**Answer:** They can come from pupils, SLT, parents and other schools who take part in the Smart School Council scheme.

**Question:** How do the students feel about the School Council?

**Answer:** They are enthusiastic and like to wear their badges. The aim is for all children to eventually take a turn in chairing and note taking.

Ms McKell left the meeting at this point.

**Action:** Frances Jessie to put Hannah Lilley in touch with Angela McKell regarding the School Council.

## **5 Head Teacher's Report**

Governors **noted** the previously circulated Head Teacher's Report.

The Head Teacher explained that in its role as a National Support School, Stormont had now been linked up with a school in Cambridgeshire and one in Harlow. These two schools were with the same MAT. Supporting these schools would commence later that week.

The remainder of the report was taken as read.

## **6 Reports from Committees and Working Parties**

### **6.1 Resources Committee**

Governors **noted** the previously circulated minutes of the Resources Committee meeting held on 26<sup>th</sup> November 2018.

The Chair reported that the budgeted in-year surplus at 31<sup>st</sup> March 2019 was around £100,000, however this was now forecast to be around £80,000. The total surplus at 31<sup>st</sup> March 2019 was forecast to be around £304,000.

As the surplus was more than 8% of budget, a spend plan was being developed. The IT equipment had not been renewed since the school opened five years previously, so this would be a priority. A consultancy, Coview Solutions, had been engaged to look at the infrastructure. New PCs had also been purchased.

With Hackney Learning Trust proposing a fixed funding base per student place the school could face a reduction in its income in future years. With the payroll costs for teaching and non-teaching staff increasing this could lead to in-year deficits. As a special school, income was currently protected, however it depended on the number of pupils on roll. There were currently 132 children on the roll.

**Question:** What is the situation regarding having access to technology at home?

**Answer:** We know that half of the students have PCs at home and half don't. We need to watch more closely to see if this influences their ability to complete work. They also have break times and homework club at school to use PCs.

### **6.2 Teaching and Learning Committee**

Governors **noted** the previously circulated minutes of the Teaching and Learning Committee meeting of 5<sup>th</sup> November 2018, which were taken as read.

### **6.3 Strategic Leadership Group**

It was noted that the Strategic Leadership Group had not met.

### **6.4 SIP Visit 1**

Governors **noted** the previously circulated report from SIP Visit 1 on 27<sup>th</sup> November 2018, and which was taken as read.

The Head Teacher explained that attendance figures for PA (persistent absence) had risen slightly to 15.1%. This was due to a few students with low attendance due to medical or psychological reasons and was being investigated further.

The report from the March 2019 visit would be available shortly.

**7 Policies for Ratification/Approval**

There were no policies for ratification or approval.

**8 Urgent Business**

**Governance Handbook**

The Chair reminded those present that the DfE Governance Handbook had been revised and was available online. It would also be available in the Governors' space on the school website.

**Action:** Head Teacher to make revised Governance Handbook available on school website.

**9 Dates of Future Meetings**

Governors **noted** the dates of future meetings as follows:

Thursday 23 May 2019 (to discuss succession planning)

Monday 10 June 2019

Monday 18 November 2019

**All meetings start at 5:30pm**

The meeting closed at 7pm

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**Signed: Chair of Governors**

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**Date**

## **Confidential minute of the Governing Body of Stormont House School held on Monday 25 March 2019**

### **10 Staffing Update – Interim plans for Deputy Head responsibilities for the summer term**

The Chair explained that it was Laura Thackaberry's last Governing Body meeting as she was leaving to take up the post of Head Teacher in a school in the West Midlands. The Chair recorded his thanks, on behalf of the Governing Body, for Ms Thackaberry's work in achieving an Outstanding sixth form.

The Head Teacher explained that an advert would go out before Easter for Ms Thackaberry's replacement, with a start date in September 2019. An interview panel was still to be decided upon. During the summer term Katie Foster would step up to cover the Teaching and Learning elements of Ms Thackaberry's role and the middle leaders would cover the sixth form responsibilities during that time. Governors should make the post known to any suitable candidates.

**Question:** Would reconfiguration of the existing staff structure be an option?

**Answer:** The current structure works well, with the Teaching and Learning, Curriculum and Inclusion areas working together.