

Minutes of the meeting of the Governing Body of Stormont House School held on Tuesday 14th June 2016.

The meeting opened at 5.30pm.

Present:	Mr Bernard Hawes	Co-opted Governor – Chair
	Mr Kevin McDonnell	Head teacher
	Ms Lynn Dalton	Co-opted Governor – Vice Chair
	Dr Hans-Christoph Hirt	Local Authority Governor
	Ms Ann Hollingworth	Parent Governor
	Ms Emma Kingsley	Parent Governor
	Ms Yvonne Packer	Associate Member
In attendance:	Ms Frances Jessie	Deputy Headteacher
	Ms Carol Weston	School Business Manager
	Ms Hannah Lilley	Observer (Linklaters)
Apologies:	Mr Geoff Owden	Co-opted Governor
	Ms Mary Slocombe	Parent Governor
	Ms Katie Foster	Staff Governor
	Claire Napier	Staff Governor
Clerk:	Ms Elizabeth Bart-Williams	

PART 1: NON-CONFIDENTIAL BUSINESS

1. ATTENDANCE

- 1.1 Welcome: Mr Bernard Hawes welcomed all to the meeting particularly Hannah who was interested in becoming a governor at Stormont House. All members present introduced themselves.
- 1.2 Apologies: Apologies were received from, Geoff Owden, Katie Foster and Claire Napier and were accepted.
- 1.3 Declarations on interest: none were received.
- 1.4 Register of Pecuniary Interest: A new (blank) register was circulated for signatures. All present at the meeting signed the register.
- 1.5 Membership of the Governing Body and Committees: The Chair noted that the membership as revised at the last GB meeting had not been updated by Governor Services (Core Team). An updated version was provided by the Chair.

ACTION: Core Team to note and update their records.

2.1 MINUTES OF THE LAST MEETING AND ACTION TAKEN

Minutes of the last meeting held on 22nd March 2016 were agreed as an accurate record of the meeting, with the reference to Mr George Owden in minute 3.1 "Link Governor Review" being changed to Mr Geoff Owden.

The Chair signed the minutes and a copy each will be retained by the School and the Core Team.

2.2 Matters arising from the minutes which are not included elsewhere on the agenda:

The following matters were raised:

- Capital Budget: Ms Lynn Dalton reported that the donation from Ms Elizabeth Cope would not be received as this had been directed to another organisation.
- Governor training: the Chair pointed out that the record of training provided by the Governor Services still needs to be updated.
The Clerk confirmed that external training run by other organisations (e.g. Social Services) can be transferred and noted on Governors' training.

ACTION 1: Clerk to obtain updated record of training from the Core Team and pass to Carol Weston to enable the record to be kept up to date.

- Skills Audit from Governors – this is still awaited from some Governors. Governors were reminded to send this to the Chair as soon as possible to enable the audit to be completed.
- Validation of the school procedure and random sampling of Risk Assessments: Ms Weston has contact the Health & Safety Adviser at HLT and is waiting for a response. This will be deliberated at the next Resources Committee and fed back to the next FGB meeting.
- Ms Weston apologised and confirmed that the Pay and Appraisals Policy was sent out today.
- School SEF: Student Outcomes - The Assessment Lead had analysed the starting points, targets and current performance of the year 11 students in 2015 between boys and girls. There was a small number of girls in the cohort concerned, compared to boys. There was is no trend – only 3 girls are in the cohort and at the lower end of the points score on entry.
- Impact of PPG: MDT objectives are validated by professionals and measures are in line with clinical testing. It is not feasible to externally validate these objectives and the significant costs involved are unnecessary.
- Home Speech Programme and Home Language Programme: these objectives are similar to those of the MDT above. These are programmes designed to help parents reinforce learning in school.
- Bank account options: Ms Weston reported that schools are only allowed to open accounts with one bank; and all balances must only be held in either current or savings accounts. **This was delegated to the Resources Committee** to investigate the possibility of opening a sweeping or deposit account.

- 2.3 **Any urgent action taken since the last meeting:** The Chair reported that he had not taken any urgent action.

3. MAIN BUSINESS

- 3.1 **Link Governor updates:** There was a detailed discussion at the last meeting, with no further discussion at the individual Committees since then. This should be considered at committees and if anything comes up which needs further information or a governor visit, the Committee/Governing Body will designate one governor to conduct a visit.

- 3.2 **Safeguarding – how we ensure pupils are safe:** Ms Jessie – Deputy Head teacher – delivered a presentation to governors. Highlights included:

- Safeguarding is extremely important in view of the current national situation and the school has a top priority to ensure that policies are in place. Safeguarding is everybody's responsibility.
- Safeguarding is the over-arching process and includes Child Protection, risk assessments etc. Safeguarding is included in an Inset at the beginning of year with ongoing discussion around the various aspects of safeguarding which includes behaviour management around the school; secure and safe staff recruitment; ethos/culture of speaking out; school security; risk assessments – making journeys as safe as possible. There is a lot of ongoing work around making staff and students aware of the need to speak out and embed a culture of whole-school security.

Question: Why Intimate Care?

Answer: this is to ensure that students who need support with intimate care feel safe and comfortable with the provision and can speak out if they have any concerns.

Question: What is the measure of success?

Answer: thorough Risk Assessments, ensuring compliance, responsiveness and awareness of monitoring; impact of training; how things work out; asking students if they feel safe.

Question: How do you regard physical contact such as hugs: are adults expected to pull away if a student hugs them?

Answer: the school is not a 'no touching' school. Some students do not want to be touched and the school creates and teaches awareness of what is age-appropriate and how to deal/interact with strangers. Children are taught how to keep safe while touching, setting boundaries, offering alternative physical and more appropriate contact such as shaking hands instead of hugs. We prepare the children for the outside world.

Question: Is it possible to obtain pupil voice just like in the clip (shown in the presentation)?

Answer: the pupil survey included feeling safe and work is in progress to link the survey reports in the SDP.

Question: What is the route for pupils who feel unsafe?

Answer: the children are encouraged to speak to the immediate support staff who will then send an urgent report to Ms Jessie. The school uses an online form system which sets the priority and will flag up issues requiring immediate attention. Staff are empowered to express their concerns openly.

Question: What about Whistleblowing?

Answer: This can be done in confidence to the Headteacher, or the Chair of Governors or the Learning Trust. All staff were required to read at least Part 1 of the DfE guidance – Keeping Children safe in education – in September. This forms part of staff CPD and all staff are required to sign that they have read it.

Question: What is the relationship between Pastoral Care and Safeguarding?

Answer: these are supportive issues such as minor emotional issues where for instance a child is missing a parent. Even such support has to be provided within the framework of Safeguarding.

Question: Approximately how many safeguarding issues are dealt with per year?

Answer: about 300 – ranging from minor pastoral issues to Child Protection issues. The CP cases range mainly from physical harm to neglect.

ACTION 2: Governors requested that an overview be prepared, including number of referrals; any possible trends; how many concerns reported; follow on actions etc. This could be included in the quarterly Head-teachers report.

ACTION 3: Ms Jessie to circulate the slides to all governors.

3.3 Knowledge of Child Development and Child Mental Health

The Deputy Head pointed out that this is one of 4 broad areas of Special Educational Needs (SEND) in education and a number of students have this as part of their EHPs (Educational Health Care Plans). The procedure is to refer concerns to the SEN Lead who will follow up and refer to the Multi-Disciplinary team.

Question: What is attachment disorder?

Answer: this usually issues around bonding e.g. where a child becomes obsessively attached to particular person(s) or have problems relating to people.

Question: What is the difference between Need and Mental health?

Answer: Mental health is a need but hard to separate. It is compartmentalised within Need just like a cocktail.

Question: What teams make the MDT?

Answer: Teams include Hackney ARK, Art Therapy, Nurses, Educational Psychologists, Speech & Language Therapist, CAMHS, Social Care, Pastoral Support.

ACTION 4: Ms Jessie to:

- a) Send Presentation To Governors**
- b) Provide Summary Of Children With The Category Of Needs And Diagnosis**

3.4 **School Performance Data Analysis: Presentation: Life without Levels'**

The Head teacher took Governors through a comprehensive presentation titled 'Life Without Levels'. The following were highlighted:

- One of the reasons for the new assessment level – Assessment without Levels (AWL) – is that the previous levels were being used for more than they were originally intended.
- The new method has no levels attached, but it highlights how well targets are met. Focus has shifted from numbers to actual learning.
- AWL measures the secure levels of pupil learning while the old model used a best fit method, leading to 'labelling' of children as either 4B, or 2B etc.
- AWL ensures that schools are 'inspection-ready' instead of preparing for inspection
- AWL will enable pupils to be secure in their learning before moving on to new content
- It is important for schools to teach and encourage children to apply learning before moving on to consolidation of learning.

Mr McDonnell highlighted the difference between the national Primary curriculum and the secondary:

- The Primary curriculum has detailed descriptors of attainment, whilst the secondary curriculum is not detailed or prescriptive; but is expected to build on the primary education.

Hackney has adopted the fundamentals approach which splits the national curriculum into a number of fundamentals per year. Each part of the fundamentals is 'weighted' and pupil learning is individually tracked and compiled into a tracking spreadsheet.

Expectations for each year will be graded according to the number of the year group:

e.g. Y1 children will be expected to work within Grade 1; Y6 children will be expected to work within Grade 6. Each grade is then broken up in to sub-grade expectations:

Emerging; Developing; Secure and this will allow for tracking across each term and across each subject per child.

Mr McDonnell pointed out that pupil starting point is much lower at Stormont House School. The current year, 2016/17 will set the baseline nationally and will be developed further over time.

Next steps:

- Internal and external moderation
- Analysis of data for progress
- Link to SIMS
- Quality of teaching in view of the school's SEF.

Question: Is this a good system for our school, based on the national program?

Answer: This assessment method has greater impact on pupil learning by highlighting actual learning and next steps. Staff may need to be sensitive in discussing pupil attainment because we are a special school.

Question: Is there any leeway for us as a special school?

Answer: we are unsure at this stage as this is a new framework. We expect to be able to demonstrate evidence of student learning and progress made.

Question: How far along is the school in establishing assessment/measurement?

Answer: English Maths and Science have developed the set of descriptors and the school will adapt these levels for school-wide use. This is work in progress.

Governors delegated further discussions to the Teaching & Learning Committee.

ADMINISTRATION

4. HEADTEACHER'S REPORT

This had been circulated earlier, and there were no questions raised.

5. REPORTS FROM COMMITTEES AND WORKING PARTIES

None to report – The Resources Committee had not met since the last Governing Body meeting and the T & L Committee had only just recently met.

6. GOVERNOR TRAINING

Governors were reminded to give details of any training attended to Ms Weston.

7. URGENT BUSINESS

All Governors now have to be DBS-checked. Ms Weston will be attending training on the new online vetting system and will email the requirements to all Governors.

8. DATES OF FUTURE MEETINGS

Tuesday, 8 November 2016

Dates for next year were agreed as:

Tuesday 21st March 2017

Tuesday 13th June 2017

Tuesday 7th November 2017

The meeting closed at 7:15pm.

Signed _____
Chair of Governors

Date _____