

The Heath Governing Body

Meeting	LGB Part 1 Minutes (Meeting 1 Inclusion)
Date	Thursday, 10 th February 2022 at 5 pm

<u>Present:</u> Mrs Ainsworth, Mrs Hayes, Mrs Lovell-Kennedy, Mr Mansfield, Mrs Parry, Mrs Rock, Miss Snelson, Mrs Ward Mr Tudor, Head of School; Mr Jardine, Executive Principal; Mr Dance, Vice Principal, Mrs Newcombe, Assistant Principal, Ms Gwynn, SENDCO, Mrs Russell Asst SENDCO, Judith McConville MAT Financial Controller		<u>Apologies:</u> Mr Broderick, Mrs Hodgson, Mr S Byrne, Vice Principal		Non-attender: Mrs Billingsley	Clerk: Marie Wadsworth	
Items	Discussion	Action	Who	When	Accountability – key questions to be asked at next FGB meeting	Impact
Declaration of Personal or business interests	No changes to note at this time.					
Confirmation that the meeting is quorate	Chair confirmed the meeting was quorate.					
Young Carers Report – Mrs Russell	Mrs Russell referred to her report provided to governors prior to the meeting (copy on file). Q: it would be useful to know how many Young Carers were doing mocks and how well they did; the report needs more meat on the bones, would it help if I put in a list of things I would like to see in the report? A: yes, I never know what you want until I get to the meeting. GR confirmed that the Y11 round 2 of mocks will soon be available and she can compare the results and provide this information to governors. Q: how is it going with the support worker from Halton Centre? A: The support worker started her post in January and came into school last week to see registered young carers. From next week she will do a drop in once a fortnight and try to encourage unregistered Young Carers to do register, although not all parents want to register their child.	List of what governors would like in report to be sent to the Clerk to pass on to GR	LGB	Prior to next meeting		Governors receive an Increase in information and statistics

<p>Q: why would a parent not want them registered? A: they just don't want the support, if they choose not to access it we can't force them. Of 63 Young Carers, 36 are registered; 2 have filled in forms and we try our best to get them registered.</p> <p>Q: Students get help with revision and after school clubs, could exam boards give them a credit due to the pressure they are under? A: there's nothing at the moment for Young Carers re special consideration unless a parent is very ill or the student is up all night looking after the parent. A lot of students have started after school sessions such as the homework club.</p> <p>Q: do Young Carers get money for transport home if they stay late? A: no, if they go home because they have a caring role they work alongside the teacher with a revision pack to look at when home. A lot of Young Carers are dedicated to doing well.</p> <p>Mr Tudor explained that at the moment catch up tutoring is taking place with a focus on Y11. The current plan for tutoring is for students to go home, get respite and join at tutoring sessions at 5pm; this could work quite well with Young Carers; he will liaise with Mrs Robinson to see if this is an appropriate time.</p> <p>Q: is there any help available at half term or during any other holidays to give them time away from home? A: we have just started asking staff for their availability to work during the Easter and Whit breaks. We are using student voice to ask Y11 when they would like to commit, what refreshments they would like etc., it will depend on staff availability.</p> <p>Q: was the 5 day summer school arranged by HBC or THS? A: the school arranged it as we didn't have a Y6 induction day; only 4 Y7 are Young Carers. They go to know us and what we do.</p> <p>Q: On the report it says there are 24 Young Carers in Y11, 16 boys and 8 girls, is anyone giving them mental health support? A: A couple see Mary Downey for counselling; one or two have asked for mentoring sessions and we can put that on; a few struggle with exams. Q: have any referrals been made to outside agencies? A: one has been referred to the school nurse re sleeping issues, two have been referred to Kooth. They have counselling online that they prefer to do at home rather than be out of lessons in school. Mrs Jenkins also provides relaxation and medication classes each Thursday morning which 2 Young Carers have accessed.</p> <p>Q: How are you assured they access Kooth? A: after the session she tells the school whether it's been accessed.</p> <p>Q: returning to the previous point about parents refusing to register their child as a Young Carer, do you refer them to Social Services or is it a safeguarding issue to hold the child back from registering? A: if a child discloses anything it would go to safeguarding. Sometimes it can take a</p>					
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	<p>child to have an issue in school with safeguarding involved for the parent to realise there is actually an issue.</p> <p>Mr Jardine confirmed that Social Services would be involved if the school had to go down the educational neglect route.</p> <p>Q: if there are 63 students, is this 63 families? A: there are 3 siblings in one family and a couple who are brother and sister.</p> <p>Q: are all of the siblings classed as Young Carers? A: yes.</p>					
<p>Finance Report – Mrs McConville</p>	<p>Mrs McConville referred to the management accounts report dated Dec 21 issued to governors prior to the meeting (copy on file). In the first section, Dec 21 we are £10,000 ahead in the budget; there have been a few phasing issues but nothing major. From January cost pressures will increase but the school is expected to remain on track overall. Additional funding received - recovery premium, school led national tutoring funding and significantly the supplementary grant to cover the increased NI and other cost pressures. As of January 2022, the expected level of supplementary grant funding has not yet been confirmed but is expected to be c£92. She advised that she is working with Mr Jardine to allocate where the money needs to go.</p> <p>Q: The extra levelling money going to Halton Borough Council, will that come to school or the LA. A: The LA, we're not sure of the mechanism at the moment for levelling – more information may come out at the school forum next week.</p> <p>Mr Jardine advised that there has been a significant burden of staff absence which has put the school under pressure and staff have been doing an immense job in keeping things running. At times there have been 17-22 members of staff out of the building due to Covid/illness/child illness and we have had to get supply staff in which obviously comes at a cost. We have used SDT and cover supervisors to reduce the cost; there are some days when we could have had 7 supply staff in plus our staff but it is becoming increasing difficulty to get supply staff due to the high demand from all schools at the moment.</p> <p>Governors noted therefore that there could be a significant impact on the budget re supply if the situation worsens.</p> <p>Q: is this the same for other schools? A: absolutely. Mr Jardine has talked to other Heads in the LA. Since January there has been a whirlwind of absences with Primary Schools also being hit across the Trust. The Heath is a big school with a large number of staff and it does create internal pressures. Before Christmas a cover supervisor had to be sent over to The Prescott School to assist. If more supply staff were available the costs would be higher. There have been occasions when it may have been</p>					

	<p>a good rationale to close year groups but the staff in the building are doing a fantastic job assisting but it's not going to be sustainable in the long term.</p> <p>Q: The budget will come under a lot of strain with heating bills going up also has the roof issue had a big impact? A: the learning terrace and fire stopping should be covered by the DFE. Last Easter testing took place and the roof was stripped back but since then nothing has been worked on. The fire stopping needs to be completed asap.</p> <p>Q: is the supplementary grant ring fenced purely for teaching and learning and not staffing? A: it can be used as the school sees fit to cover additional expenses i.e. National Insurance and energy increases.</p> <p>Q: in the budget there is nowhere to support staff well-being? A: there will be elements in lines of the budget which can be used; I can discuss with Mr Jardine. In terms of well-being Mr Tudor is keen on looking at ways to extend as we move forwards.</p> <p>Q: can a thank you to staff be put in the Chair's section of the newsletter? A: yes. Mrs McConville was thanked for her report and left the meeting at 5.35 pm.</p>	Thank you from governors to staff in school newsletter	Chair	18.2.22		Staff aware that governors appreciate their efforts
Board membership Matters	<p>Governors noted the resignation of parent governor, Maria Smith and that parent governor, Vickie Hodgson's term of office is due to end on 25.3.22. Chair advised that she and Vice Chair had met with the Trust CEO to discuss the LGB structure moving down to 9 members from 13 without the need to reconstitute. Chair's term of office is due to end in September and she is prepared to stay in this role until her Trust appointed term of office ends in June 2023. She advised she will also be retiring from her governor role at Palace Fields Primary School. Trust appointed governors, Mrs Parry, Miss Snelson and Mrs Billingsley's terms of office are also due to end in June 2023. Succession planning needs to take place and a new Chair and Vice Chair will be needed in 2023 (can't be staff or parent governors). The above information will be emailed out to all governors so that those not present are also aware.</p> <p>Parent Governor advised that she had undertaken the induction module online during the pandemic but asked if there was any further training available. Chair said if she contacted the Governance Lead, Trish Roberts at the Trust she would be able to help her access further training through National Governance Association.</p>	<p>Commence Parent Governor election</p> <p>Email LGB re restructure from 13 members to 9</p>	<p>Clerk</p> <p>Clerk</p>	<p>After Feb half term break</p> <p>11.2.22</p>		<p>Parent governor vacancy to be filled.</p> <p>Succession planning for LGB</p>
Part 1 minutes of LGB (2 Quality of Education) meeting held on 9.12.21	Minutes were accepted as a true record of meeting and there were nil matters arising.					

<p>Behaviour and Attendance – Mr Dance</p>	<p>Mr Dance referred to the Attendance Data 2021 – 22 term 1 report, whole school attendance report and suspensions report as at 3.2.22 – all of which governors had received prior to this meeting (copies on file). He advised that at the time of sending there had been 61 suspensions but that did not mean 61 students. If compared to the previous years it looks like there has been an increase but they had been part years due to the pandemic. 80/90 is usual and speaking to colleagues in other schools we are similar locally and nationally. This is the first year in two years that students are going through winter and spring without a lockdown and resilience has waned to follow school rules. The year group with the most suspensions is Y10 with a couple of students being educated at The Bridge on dual register and if they misbehave there they are suspended. A lot of the suspensions are for point blank refusal.</p> <p>Mr Tudor advised that with his fresh set of eyes what we are doing is right in terms of individuals and their actions; we are upholding our high standards. There are no snap judgements made, we look at the context and situation of the child and their support and look for alternative measures wherever possible.</p> <p>Q: in Y10 there are 9 female and 5 male students; in Y11 no female students and 12 male – what is the issue with female students in Y10?</p> <p>A: Y11 is very boy heavy with a few complex groups. In Y10 there were 2 significant differences with 1 student having 3 suspensions for point blank refusal. I can guarantee every student suspended has had a significant amount of support.</p> <p>Mr Tudor stated there had been an incident with a group of girls before Christmas, part of the group came back in from suspension and reintegrated well, with others we have not seen that shift. He said he only sees 3 students working against us and they may need more significant action in the future if they continue to actively go against the ethos and values of the school.</p> <p>Attendance - Mr Jardine referred to a paper published by Ofsted based around issues of attendance and particularly focused on the last 18 months which highlighted governance of attendance.</p> <p>Mr Dance advised our attendance Term 1 was 90.5%; national 83.10% and Halton 87.10% which shows we are holding up quite well locally and nationally.</p> <p>Y8 poor attendance has been heavily impacted by Covid, if students test positive or have a PCR the mark isn't now an X code, its coded as an absence unlike last year. There has been some confusion for parents re the pandemic as to whether to isolate or remote learn if you fancy it so we have had to expect a certain amount of attendance issues. Moving</p>					
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	<p>forward we need to communicate with parents and families that it's now business as usual and poor attendance will be tackled this term onwards.</p> <p>Q: re whole school persistent absences, are they all school refusers? A: it's hard to break down, I could get it for you but for the time of year it could be isolation period or 10 days of Covid. I've been speaking with the school EWO about actual PA.</p> <p>Mr Tudor stated that from his first day he noticed the standard and quality of the students' general conduct; they way they enter and leave the building – there are 3 ways and they self-regulate (staff duty points have been looked at). He has seen the conduct on the corridors and travelling around the school; there's been a bit of a gripe on punctuality but overall the situation is impressive. Taking into account the context of the climate last year we have halted the slide naturally that most of our peers have experienced nationally. We won't however be taking this for granted. He advised he will be looking to improve recognition of students' positive behaviour. He stated that the safeguarding team works well, issues can never be totally prevented but they are prepared to deal with them. He has been really impressed by front of house staff, Gayle, the office manager and her team. They all have autonomy in their roles and in the big picture they organise and support the staff putting our reputation in a positive light.</p>					
<p>Safeguarding report – Mrs Newcombe</p>	<p>Mrs Newcombe referred to the Trust Safeguarding and Child Protection Snapshot 2021 – 2022 received by governors prior to this meeting (copy on file). She advised that the new Family Liaison Officer will be on the next tier of MAP training. Mental health issues have increased with a rise in the summer term of students self-harming. Mrs Preston and Mrs Burgon have attended further training. Sexual harassment has risen to 38 and this increase is due to work in assemblies with all year groups and subsequently more students coming forward. Green cards refers to the daily referrals to the safeguarding team – this can be by any member of staff concerning a student they are worried about; a self-referral by the student; a peer referral; a parental email expressing a concern about their child's behaviours/experiences etc; an anonymous contact regarding a child in school. The numbers are high. She advised it is probably better to look at 18/19 figures as a more realistic figure to see the pattern over time.</p> <p>Q: re sexual harassment 38, do we have a gender split? A: If CPoms is up and running I will check if I can get a male female and non-binary split.</p> <p>Q: The sexual harassment figure is extremely high and rather concerning, do they get an immediate exclusion? A: in an Ofsted survey everyone across the country was invited to outline their experiences of this – it ranged from inappropriate language or sexual assault, inappropriate</p>					

	<p>touching such as twanging a bra strap etc. It would be more worrying if the figure was zero and students weren't coming forwards. Speaking to colleagues across the MAT in Litherland and The Prescott School, we are on a par with what they are experiencing. With regard to sanctions it would depend on what had happened and an appropriate sanction would be put in place in consultation with the Head and Vice Principal.</p> <p>Q: How has this impacted on parents when you tell them their child has been reported. A: they understand fully on the use of language or usual teenage behaviour which may have previously been known as 'banter'.</p> <p>Q: the other concerning figure is the one for extreme or radical behaviour, was a Prevent referral made? A: this was an online comment brought to our attention. We didn't do a Prevent or Channel referral.</p> <p>As Pupil Premium update was given at the last meeting Mrs Newcombe advised she would be looking at the impact of some interventions so far and will report back at the next meeting.</p> <p>Mrs Newcombe was thanked for her report and left the meeting at 6.20 pm.</p>					
<p>SEN and Inclusion report – Ms Gwynn</p>	<p>Ms Gwynn referred to the January 2022 SEND KSR data analysis glossary and Interventions analysis Sept – Dec 21, copies of which had been received by governors prior to this meeting (copies on file). Governors noted an academic mentor is now in post and undertaking training. Y11 data based on teacher assessment June 21 and mock data Jan 22 showed the following - SEND/Non SEND - Governors noted that students with SEND have made progress in English and the gap between students with SEND and those without SEND has narrowed in Maths, although the attainment grades for Maths have dropped for both cohorts of students. Grades across all subjects as a whole for students with SEND have dropped, whilst for students without SEND they have improved. In English, the gap between students with SEND and those without, has increased, although both cohorts have achieved higher grades than previously. In Maths, grades have dropped for both cohorts, although the drop for students with SEND is smaller than for students without SEND.</p> <p>SEND boys/girls – girls with SEND have made progress in all three areas, including Maths where there has been a drop in grades for the non-SEND cohort. Boys with SEND have made progress in English, they have dropped grades across all subjects and dropped grades in Maths, in line with the non-SEND cohort.</p> <p>PP/Non-PP – In both cohorts (SEND and non-SEND), students who are PP have lower average grades than students who are not PP and the gap between PP and non PP for students with SEND is significantly narrower than for students without SEND.</p>					

	<p>Attendance - the gap between students who attend regularly and those who don't has increased significantly in all areas. When students with SEND who have attendance less than 85% are removed from the SEND cohort, the gap between students with SEND those with no SEND narrows slightly.</p> <p>Y10 data based on teacher assessment in Jan 22 showed the following: SEND/non-SEND – both students with SEND and those without are starting from a lower point in Maths than in English. In both cohorts, the average Maths grade is 0.7 of a grade lower than the average English grade and the cohort of students with SEND is currently nearly two grades lower than the cohort of students with no SEND.</p> <p>SEND girls/boys – the cohort of girls with SEND have an average Maths grade that is overall grade lower than their average English grade.</p> <p>PP/Non PP – the gap between PP and non PP for students with SEND is much smaller than the gap between PP and non PP for students without SEND (there are more PP than non PP students in the cohort of students with SEND).</p> <p>Attendance has not had a significant impact on attainment at this stage. Students with SEND who have less than 85% attendance have average grades between 0.2 and 0.3 of a grade lower than those with more than 85% attendance.</p> <p>With regard to numeracy interventions governors noted that students were assessed at the start of the intervention using the numeracy section of the Wide Range Achievement Test using standardised scores. In Y8 four of the five students in the group made excellent progress, moving from the below average range to average. The fifth student has poor school attendance and only had one intervention session; their standard score dropped one point. The Y7 cohort didn't start until half term 2 and have been carried across into half term 3 and will be assessed in February.</p> <p>Reading interventions had assessment as the start of the intervention using the reading section of the WRAT and six of the seven students made some progress. They all started with below average standardised scores and whilst three ended with below average scores, three moved up the average range. The seventh student remained the same. The Y7 cohort didn't start until half term 2 and have been carried across into half term 3 and will be assessed in February.</p> <p>Self-esteem intervention has been delivered by an outside agency to small groups of students the outcomes show that 17.46% have improved, 7.9% have got worse and 74.60% haven't changed (those that haven't changed are 15 negative non changes e.g. high stress and 31 are positive non changes ego low risk so no need for them to improve.)</p>					
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	<p>Q: are we achieving our statutory duties for those with an EHCP in place? A: none of the EHCPs state that 1-1 takes place at all times and doesn't specify hours. We review and amend each year.</p> <p>Mr Tudor advised that he had spoken to Ms Gwynn re the 85% attendance mark and they are looking to raise the bar higher to 89/90%. Ms Gwynn stated she will be working again with Helen McGarry at the MAT and has some ideas moving forward about SEN drop ins when staff can book in to speak about specific classes or students to look at their planning and to help differentiate. Last year Nell Banfield was in school for a SEN visit; we are looking at picking up with one of the scheduled learning walks and observe what it looks like for SEND. Ms Gwynn advised by the next governors' meetings she should have a list of new Y7 coming in September and know LAC and EHCP needs. Ms Gwynn was thanked for her reports and left the meeting at 6.35 pm.</p>	New intake 22 LAC & EHCP details to LGB	Ms Gwynn	9 th June 22		
Chair's Actions Part 1	<p>Chair advised she had accepted a parent governor's resignation; received a complaint from a parent; had a catch up meeting with the Head of School on 24.1.22; attended a meeting with the Trust on 8.2.22 re forward planning for the LGB and will be attending a meeting with Edward Vitalis, trustee link on 8.3.22.</p>					
Head of School's Report Part 1	<p>Mr Tudor referred to the copy of his Head of School's report and Neil Dymont's reports on core subjects, copies of which had been received by governors prior to this meeting (copies on file).</p> <p>On behalf of Mr Talbot, Assistant Principal for data, outcomes and curriculum he invited governors to attend a data review meeting on 3rd March 2022 at 3.30 pm in school, the focus of which would be Y11 mock outcomes and summer predictions.</p> <p>Q: Reading through the report is it possible some of our standards have slipped a little bit? In English for example, I can recall spelling and grammar wasn't just for the English department it was across the school and every teacher had responsibility for correcting. A: in practice, teaching from the front and virtually means things aren't as tight as they might be. Mr Tudor advised he and Grace Pulman are looking at monitoring and a drive to get this right. In literacy the document is dissected re whole school issues spg, whole school teaching and learning etc.</p> <p>Mr Jardine stated that literacy across the school is such a focus for us as due to the pandemic there has been a looseness in terms of monitoring; we have got to get our expectations back and he discussed with Neil the next step to go around with middle leaders and look at books. Classes previously working in bubbles has had a knock on effect; overall teaching staff are working hard to be where we need to be as quickly as possible. Holistically teaching and learning needs to be tighter. There is a similar</p>	LGB to attend data meeting	LGB	3.3.22		

	<p>picture in Maths and we are aware of where the areas of development are and where a bit more work is needed. Mr Tudor advised there had been a change of company for catch up tutoring and the company is taking greater autonomy to contact parents regarding attendance and engagement; a report on baseline assessment for monitoring is produced and subject specific for the Y11 group. Most sessions take place after 5pm.</p> <p>Mr Tudor advised that a joint netball/football weekend tour will take place in May in Shrewsbury – 45 students attending.</p>	2 day tour approved	LGB			
Any other urgent business	None at this time.					

Meeting closed 7 pm

Signed: 

Jane Ainsworth
Chair of Governors