



BROAD OAK PRIMARY SCHOOL

**Full Governing Body Meeting
Wednesday 7th December 2022**

Date of meeting:

Quorum: 7 (met at this meeting)

Chair: Chris Pyle

Clerk: Jenny Adie

Pages:

Signed:

Date:

1. Welcome, Present and Apologies

Present Governor	category	end of term	present(P)/apols(Ap)/absent(o) 20/9 7/12	
Beatrice Kastrati	Parent Governor	6/12/26	P	
Shabnam Mughal-Mohammed	Parent Governor	20/10/24	P	Ap
Carly Povey	Parent Governor	6/12/26	P	
Sheila Patel Webster	Parent Governor	20/10/24	P	P
Kevin Corteen	Headteacher	ex officio	Ap	P
Lisa Walker	Staff Governor	14/1/26	P	P
James Wilson	LA Governor	7/9/24	P	P
Frank Atkinson	Co-opted Governor	25/2/24	P	P
Ann Johnson	Co-opted Governor	4/5/26	P	P
Richard Osler	Co-opted Governor	4/5/23	P	P
Karen Page	Co-opted Governor	6/12/26	P	Ap
Chris Pyle	Co-opted Governor	25/11/23	P	P
Tanya Wade	Co-opted Governor	6/12/26	P	
Jan Sorohan	Associate Governor	6/12/26	Ap	

Apologies

Shabnam Mughal Mohammed, Karen Page, Jan Sorohan

Apologies formally accepted.

In Attendance	
Katie Walker	School Business Manager
Jenny Adie	Clerk

2. Declaration of any Pecuniary Interests in the items on this agenda

No Pecuniary Interests declared.

3. Behaviour Policy presentation

Lisa Bowers is a Middle Leader, Teacher in the Resourced Provision with a focus on SEMH; she works closely with Class Teachers with mainstream children who need reasonable adjustments. The Resourced Provision has really helped with behaviour in School, finding ways to help children learn to regulate their behaviour.

The Behaviour Policy is due for review. There are changes following the LA SEN visit in November, some things working very well in Acorns have been brought into the whole school Behaviour Policy. The changes are all based on empowering children to make decisions about their own behaviour. The Policy needs to be reasonable, fair, and used consistently.

They have a whole-school approach, all children start with 3 stars; a child will lose a star if s/he behaves in a way that makes others uncomfortable; if a child loses a star, s/he loses time on a Friday.

Q. What sort of behaviour will mean a child loses a star?

Low-level behaviour such as disruption in class, silly noises, disturbing others, pushing and shoving in a line.

They also have a house points system where children work towards earning prizes, using marbles in a jar. This works alongside the behaviour system, a child can lose a star but earn a marble in the jar. The systems are the same all the time, the child knows what will happen.

There is a Reasonable Adjustment system, for children who would lose stars and reward time if on the whole school system. They may have extra stars, or daily rewards, it works well, children do learn to regulate their behaviour.

Q. What % of children have reasonable adjustments?

Fewer than 10%; fewer this year than last year when a number of children moved on.

The Resourced Provision, with Lisa in Acorns, works with the idea that children can move to mainstream; if children access mainstream they will be supported to move on to the whole-school behaviour system.

There are Zones of Regulation in the new Policy; they teach everyone about levels of alertness in behaviour, 'green', 'blue' when the child may feel unwell, 'yellow' when losing control, 'red' when the child has lost it. It is important for children to learn to recognise their own emotions, to know and understand how they are feeling. It will further empower Staff in responding to children's behaviours. Everyone experiences all the zones, it is not 'wrong' to be in the 'red' zone, but it is wrong, for example, to throw a chair.

Q. How are the children taught?

They have a chart in the classroom to refer to, and vocabulary to say how they are feeling.

Q. Are Staff able to identify if a child is always angry, or sad?

Yes; if a child is always or frequently 'red', s/he will be signposted to Lisa for reasonable adjustments, and support to learn to regulate. This tends to work, children appreciate having their own systems.

Q. Can Staff also identify children who are consistently losing stars?

Yes; Lisa sees the Behaviour Books, she can see patterns and step in, but also Teachers will refer the child for extra support.

Q. At what point are parents included in the process?

All the time; if a child loses a star, or 8 stars in a half term, and about reasonable adjustments; it is best to be completely transparent.

Q. Are Zones of Regulation used across the whole School?

They will be, it is in Acorns only at present, it will be rolled-out across the School in January. There was a request for Lisa to return after Easter to update Governors on progress.

Action	Clerk	To put an update on the new Behaviour Policy on to a future agenda.
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4. Minutes of the previous FGB Meeting, on 20th September

Minutes agreed as a correct record.

4.1 Matters arising from the minutes

Item 14.1, Action: for KC to draw-up procedures and protocols for Staff replying to emails: this has been done, there is a message on emails now. This was drawn-up by KC and CP, and amended by SLT, so the timescale for a reply from a member of Staff is clear.

5. Headteacher's Report

Report sent out with papers.

KC has kept the structure of the pupil numbers section to show numbers in each Year Group, although the Years are now mixed.

There are currently 39 spaces, last year there were over 100; this was the main rationale for moving to mixed age classes. Maximum numbers will be 45 all through the School.

Q. is there anything significant in the 18 spaces in Year 4?

It is due to other schools' expansion. The pressures on particular Year Groups across the City vary year by year.

When preparing for QA they look at the breakdown of data across the School.

EYFS is broadly in line with Manchester, Phonics is lower than in the past but is good for this cohort.

KS1: They are pleased with the success last year, 71.2% Reading, above Manchester and National; 'green' on the table shows a significant increase.

Writing was moderated, no changes were made except that one child was put up to Greater Depth.

KS2: The big change was in Writing, they were not surprised, this is an impact of lockdown.

Writing is not on the School Improvement Plan, but they are confident with their teaching and feel that children not at Expected is an impact of lockdown, spelling and handwriting were particularly impacted.

The LA has sent out to schools a report on the impact of moderation of Reading and Writing skills. Moderation pulled-down judgements for many schools.

Q. Did Ofsted take into account that lockdown impacted results?

They did not have the data at that time, but made judgements including all areas not giving latitude for difficulties due to lockdown, and there were no changes at moderation.

The North West, and Manchester in particular, had more lockdown time than other areas, so there was more impact on standards.

(Beatrice Kastrati left the meeting, 17.41)

The Trust shared their collective data profile, Broad Oak compared well with other schools and is in a similar position to Wilbraham, the other Manchester school.

The Progress Table at the end of the Report shows groups progressing better or more slowly, SEN and Pupil Premium, children targeted for tutoring; there will be priority for targeted intervention from January.

Mrs Singh taught KS1 children during the day last year as they thought the children were too young for extra hours after school. In KS2 there was some intervention in school time, some out of hours. They

found that impact was greater when the children were taught during the day, so they will not use out-of-hours next year. Tutoring will be used to deliver the same lesson as the Class is having, but 1:1. Children will not be missing their normal lesson.

Behaviour and Attitudes

There was a rise in unauthorised absence last year. When a child is absent Admin contact the family for an explanation; if it is not an allowed reason or the family cannot be contacted, the absence is unauthorised. They gave latitude after Covid, and allowed delayed holidays, but the LA's attitude has now changed.

Year 2 and Year 5 are vulnerable, with high PA.

White British, Black and Asian children have high PA, they are target groups.

Appendix 2 gives the Behaviour picture over time. Types 1,2 and 3 are low, medium and high incidents; there were no type 3 incidents in autumn 1.

There had been one Fixed Term Exclusion at the time of writing, there has been another since, both for fighting/assault.

Care and Welfare

43 incidents recorded on CPOMS were identified as Child Protection related. They are monitoring 70 children.

There is one Child in Need.

There are 4 Early Help cases open.

There are Mental Health Awareness and Anti-Bullying weeks this term, they also keep awareness open, working with the Mental Health Team; the children have purple caps now, and like wearing them, and like identifying a child in extra need.

Leadership and Management

The School Development Plan has been updated with Ofsted and sent out.

Absence has increased post lockdown, it is still a focus.

ReadWriteInc is a large project, and is still a focus.

Work in Ofsted areas is going well.

There was an **LA SEN Review** on 27th September. The main focus was to look at Acorns; they talked to parents, children, Teachers who have Acorns children in their class. It went well, the Report was positive, they could see the impact of Thaley and Lisa's work.

Q. Did the Review happen ad hoc? Or was the School identified for Review?

The School has implemented the recommendations of the Finance Report except for changes to TAs, they did not want to reduce numbers or grades of TAs, they wanted the LA to see the impact of how TAs are used at Broad Oak.

KC and Thaley are involved with an SEMH group across Manchester, developing the SEMH offer across Manchester including outreach, they need accreditation to be part of this. The priority for School will be the children here; if they can maintain the offer here and also go out to other schools they will do so, there may also be inreach, a child comes to the Unit here with a TA from the child's own school to see how it works. They have agreed as a Team that they need commitment from the Leaders and Governors of the school a child comes from that they will commit to the work, not just expect Broad Oak to solve their problems. KC and Thaley will work with Leaders and look at systems, Lisa will look at practice.

The LA has agreed the extra £30,000 funding for Acorns after seeing the impact of the work and of the extra TA.

Q. From April?

Yes, but the LA will try to pay back for this year if they can.

A Pilot project is scheduled for Spring 2. Broad Oak will do outreach/inreach work then review it.

Something coming out of the Review is succession planning. Thaley and Lisa have invested time in the Provision, they could use Staff to train alongside and become Acorns Teachers, freeing Lisa for outreach. The Acorns Team are well developed and know how it works, most of the mainstream Staff

also have a good understanding.

QAVisit

This was on 14th November, with Elisabeth Stevens, the new QA. The School has worked with Debi Bailey over the last few years and this was very positive. Elisabeth Stevens is an HMI and is very experienced. Most of her Report is what the school has put in, so they assume that she agrees with the School's judgements. They hope to develop a good relationship with Elisabeth Stevens, as with Debi Bailey.

ReadWriteInc

They have had a visit from the English Hub, and from a trainer, Ruth Miskin. The Reading Lead, Cathy Child, is doing a great job, she has to do individual assessments on all children, and lesson drop-ins. When Ofsted came in they were happy with how the School taught Phonics. but schools were required to choose a scheme, this one is thorough and detailed.

Curriculum development

This has been affected by Staff absence. They have had a first session with Steve Wheeldon, the Aspire Deputy CEO. He queried if the work could be done in the time frame, but it is a structured cycle, they are on track, they think they can maintain and complete the first cycle for next September. The Trust is telling Broad Oak that they are not RI; they can request Inspection, they have not yet but are confident, they will complete the first cycle then review.

Staff are working very hard, in and out of the classroom. RO has been setting-up assessment systems to support Phase Leaders, KC is teaching to support PPA and to experience the new curriculum as Teachers do, to understand Staff experience.

Leadership roles

They are in year 2 of the 3-year movement to the new structures. They are coaching Middle Leaders.

Staffing

Ms Bergum is starting maternity leave at the end of term, the Teacher coming in to cover has worked in the School before and children have really liked him.

Steven Blayds, the Caretaker, is leaving; he has been here since April but is now going back to the Netherlands. They have seen the value of a Caretaker from the community. They have an advert out, a split day can be less popular, local schools have vacancies; they have back-up from Agencies to lock and unlock if needed.

Events

Following the School entry for Britain in Bloom, they have won the Trevor Leese Award for Best School, in recognition of projects to improve the outdoor learning environment.

The School has been awarded the Sandwell Charter Mark for work on mental health and wellbeing for Staff and pupils.

There is a Christmas Fair on Thursday 15th December.

All for information

5.1 School Improvement Plan

Sent out with papers.

5.2 School Self-Evaluation

Sent out with papers.

5.3 QA Report

Report sent out with papers.

KC brought Governors views on key areas to the meeting for Elisabeth Stevens' information. They talked about Phonics, Attendance, Ofsted areas, and looked at the Visits Policy for Governors.

6. Governors Committee Reports

Committee Minutes sent out with papers, for information.

6.1 School Improvement Committee 6th October

6.2 Resources Committee 18th October

6.3 Report-back from Governors attending the QA meeting

Sheila Patel Webster reported.

The Report was pre-populated. They were asked how the Governors know what is being done, and asked questions around it.

SPW attended Manchester Governors Forum a few weeks ago, diversity was a focus there, not only on Governing Bodies.

6.4 Headteacher's Performance Management

This took place on 3rd October, with Steve Wheeldon. CP could not attend. It was target setting, not a review as after Ofsted the objectives have changed.

7. Academisation update

This is still going slowly, the Trust has written to Manchester detailing the support they are giving and can offer, and also asking Manchester for what they can do, and can they consider writing-off some of the deficit. The Trust is also meeting with the Regional Schools Commissioner, and with the EFSA about funding. The Trust has said that the focus for this year is working with the EFSA to complete Broad Oak academisation, they are not taking on any other schools this year.

CP and KC were invited to an Aspire event last Thursday; they were very welcoming and attendees were interested in Broad Oak, and in the School joining the Trust.

Q. What is the Ofsted rating for the Trust?

There is not one for the MAT, only for each individual school. Some are Outstanding, some are Good, one is RI.

Q. Will the Trust impose changes on the School?

Broad Oak is joining this Trust because it wants schools to retain their individuality, it offers support, and works collaboratively. The schools are all Primary schools. They want Broad Oak to bring their SEMH expertise and to use the model across other schools.

8. Buildings update

It has been agreed that the same Contractor will do the work; a start date is still not agreed. The earliest that the Contractor can get materials will be February half term. KC and KW met with Bob and Tony from the Council, the Hall floor is now damaged beyond repair, are sending someone on Friday to look at it and hope they will have it sorted for next week and put protective sheeting over the roof.

They are now talking about Phase 3, the Early Years roof and new windows and cladding, it may all be done in the summer.

Q. Are they still getting repeated blockages?

This was a water tank, it is sorted now.

Q. Does the work have to go out to tender?

It has been put into 3 parts, all with the same Contractor.

Q. Will work be at the original prices?

Materials prices have gone up, so charges will increase. The Contractors are also talking now about tenting and netting to make the areas safe if the children are in School while the work is done, this will also increase the cost.

Asbestos surveys have been done.

The Fire Audit is due.

9. Policies for approval

Policies sent out with papers.

9.1 Safeguarding and Child Protection Policy**Q. About training for Staff when they start at the School: is it repeated?**

Yes, training is annual, it is done in different ways over a cycle, last year using the National College, this year face-to-face. Training is documented. They also use the Safeguarding Audit too.

Q. About vetting, done when Staff join: is there any understanding, or a Code of Conduct, about changes that a member of Staff has to report?

A DBS is a check at a moment in time, it is done every 3 years. If the School had any cause for concern they would do a List 99 request.

Governors agreed to ratify the Safeguarding and Child Protection Policy.

9.2 Governor Visits Policy

The Policy gives guidance on visiting the School, and how to work with the Staff Lead.

Governors agreed to ratify the Governors Visits Policy.

10. Governors**10.1 Governing Body Constitution**

Information sent out with papers.

Two Parent Governors have been elected. Karen Page had offered to move to a Co-opted Governor post to make a better election, with 2 vacancies, as she no longer has a child in School. There are six Co-opted Governors in the Constitution, and after recent recruitment there are seven candidates.

The Clerk explained that the Constitution could be changed by the Governing Body then sent to Legal for ratification; the number of Co-opted Governors could be changed from six to seven, and the total number of Governors go up from 13 to 14. Alternatively, one of the Co-opted Governors could move to be an Associate Member of the Governing Body. Associate Governors are additional to the Constitution and do not have a vote, but otherwise have the same status as all other Governors.

KC told Governors that Jan Sorohan is content not to have a vote, and to be an Associate Governor. The Constitution will change when the School academises; the Trust model is Governing Bodies with 6 or 7 members.

10.2 Co-opted Governor appointments

Governors agreed to appoint Karen Page and Tanya Wade as Co-opted Governors, and to appoint Jan Sorohan as an Associate Member of the Governing Body.

10.3 Parent Governor election

Beatrice Kastrati and Carly Povey were elected unopposed.

10.4 Link Governor roles

There was discussion of the role. Link Governors visit the school, do a Learning Walk, discuss their subject area with the Lead, fill in a report, and give feedback.

Subject area	Link Governor	Staff member
Attendance and Behaviour	Karen Page	Kevin Corteen
Early Years	Shabnam Mughal Mohammed	
Finance	Frank Atkinson + Tanya Wade	Katie Walker
Foundation Curriculum	Shabnam Mughal Mohammed	Richard Osler
Health and Safety	Ann Johnson	Katie Walker
Key Stage 1	Carly Povey	

Key Stage 2		Mr Bush and Mr Shore
Looked-After Children	Karen Page	
Maths	Tanya Wade	Richard Osler
Mental wellbeing	Karen Page	
Pupil Premium and Catch-Up	James Wilson	Kevin Corteen
Reading	Sheila Patel Webster	Cathy Child
SEND	Chris Pyle	Thaley Clough
Website	James Wilson	
Writing	Sheila Patel Webster	Kevin Corteen

10.5 Questions for Link Governors

Questions are set out in the Governors Visits Policy.

11. 2023/24 School Term Calendar

Calendar sent out with papers.

Q. Is the calendar in line with Manchester holidays? And with Parrs Wood?

In line with Manchester, but KC did not know about Parrs Wood. It is different from Stockport although the Boroughs are meant to agree.

There is an INSET Day on Friday 29 September, this is Trust-wide, Broad Oak are invited to everything and will be part of it if they have joined.

Governors agreed to approve the 2023/24 Calendar.

12. Any other business

12.1 Budget

The budget is still under consideration by the LA. The School has submitted the Recovery Plan that Governors have seen. 5 comments for response were sent back last week. When replied-to the Recovery Plan can be accepted, then the School can ask for a loan. Cash flow will be impacted by backdated Pay Awards going through in December

Q. Is there any impact from energy costs?

KW had put 100% increase in the budget. There is some protection at present so there is not an impact yet, but prices will rise. They plan to shut down everything over the Christmas holiday. All the heating is controlled centrally, individual radiators cannot be turned off.

Q. Are individual parts of the building more or less efficient?

The new block has underfloor heating, though it is broken at present.

Q. How many systems are there?

The 4 old building, the new building, the Nursery, the Bungalow.

Q. Are they using LEDs?

Not yet, they have discussed this but there is a cost; also the School is on the list for knocking down and rebuild so it could be not cost-effective.

12.2 New Governor Training

The Trust does not provide New Governor training. There is National College training, also training from OneEducation.

Tanya Wade had training from Governors for Schools, in a small group. She will send the resources.

next meeting:

Thursday 2nd February

Tuesday 28th March

Thursday 11th May

Thursday 13th July