Minutes of the Full Governing Board meeting for Priory School
On the 26 September 2023 at 6pm

Jonathan Wiltshire (JW)	Staff Governor	Absent
Julie Evans (JE)	Headteacher	Present
Cheridah Mejias (CM)**	Parent Governor	Present
Jenny Hitch (JH)	Co-opted Governor	Present
Dominic Riddex (DR)*	Co-opted Governor	Present
Susan Powell (SP/CoG)	Co-opted Governor/ Chair of Governors	Present
Harriet Brown (HB)	Co-opted Governor	Apologies
Gertrude Martindale (GM)	Co-opted Governor	Apologies
Harry Humphrey (HH)	Co-opted Governor	Apologies
Hazel Samuriwo (HS)	Co-opted Governor	Present
Jade Baker-Smith (JBS)	Co-opted Governor	Apologies
Travis Littlechilds (TL)	Parent Governor	Present

*Arrived at 18:16
** Arrived at 18.26

In attendance:

Nadina Bedlow (NB)	-	Educational Governance Clerk
Linda Cunningham (LC)	-	PA to the Senior Leadership team, Priory School
Tyler Mitchell (TM)	-	Head of Pastoral Care/Designated Safeguarding Lead (DSL)

AGENDA ITEM	MINUTES	ACTION NO:
1	**Welcome** SP opened the meeting at **18:08** and welcomed those present.	
2	**Absence** **Apologies** for absence were **received** from: HH (family emergency), HB (work related), JBS (work related), GM (prior family commitment) with **7** governors present, the meeting was declared **quorate.**	
3	**Declarations of pecuniary & business interests** i. **No** declarations were made in respect of any agenda item.	
4	**Minutes of the meeting (11.07.2023) and matters arising** The minutes of the above meeting were AGREED as an accurate reflection, signed by the Chair for retention by the school. There were no matters arising and actions from meetings held: 11.07.2023, 08.06.2023 and 25.04.2023 were reviewed and updated.	
5	**Minutes of the last meeting (12.09.23) and matters arising** The minutes of the above meeting were AGREED as an accurate reflection, signed by the Chair for retention by the school. Link Governors DR: Safeguarding <u>not</u> SEND CM: Safeguarding – tbc JBS: Sixth Form/Careers HH: Outreach Staff Pay Review Panel was confirmed as: HS, TL, SP. Panel to be held on Thursday, 05 October (2pm)	

6	**Head Teacher's Report**
	Circulated prior to the meeting the Head Teacher's Report summarised the following; outlining process, results and Pathways:
	    1. Student Numbers
	    2. Achievement Data
	    3. Summary of Attendance 2022/23
	    4. Student Voice
	    5. Teacher Workload Review	

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2. In summarising Achievement Data the following was noted:
   i. The achievement attained was 89% and any lack of achievement was due to ill health, behaviour or transport issues.
   ii. Teachers set termly targets with mid-term checks for gap analysis and interventions if required.
   iii. Three pieces of work is submitted as evidence.
   iv. SP and JE discussed the benefit of moderation within the Borough of Croydon in relation to SEND schools.
   v. JE noted the challenge of setting the appropriate benchmark (standardisation/moderation) and expectations and how the targets are met.
   vi. JE clarified that each student has a certain number of targets set and achieved.
   vii. The Board discussed the data in respect of the number of students and two specifically that impacted /skewed the data.
   viii. Pathway Reports examine the correlation between behavioural incidents and the impact of achievement and outcome and are used by Leads to look at the link between behaviour and achievement.

Q. Priory School is unique in Croydon or South London is there a network to help moderate or benchmark data?
We are part of the Schools Students and Teachers Network (SSAT) a national organisation that offers training and best practice . (JE)

Q. Is it standard practice to remove 5 from data in terms of attendance?
A. No, but last year we had 5 students who remained on roll but were not attending school. Unlike mainstream school transfers, students stay on our roll until a new school is secured. 3 students had moved out of borough and were not able to be transported into school. A further 2 students had home provision as opposed to exclusion and therefore they did not have termly targets set.

Q. How are you being ambitious for all students?
A. The Leadership Team audit every target before they are worked on, teachers track progress at the mid-point in the term and 3 pieces of evidence are required when they are signed off. We are mindful that we don't want 100% achievement otherwise there isn't that stretch and challenge. Assessment tools are also used for Literacy, Numeracy and PSHE to provide a rounded view of progress. (JE)

Q. Do we have any partners around that you can do some moderation and discussion with?
A. We are part of SLPG, they do various moderation around individual targets and assessment. (JE)

Q. Pathway 2 and Pathway 3 have a significant number of partial achievers what is driving that?
A. What we see is a link between situations at home having an impact on learning. One child in Pathway 2 had significant issues at home that significantly impacted achievement. This impacts the percentage. One other child also didn't achieve as well, who is now being more closely monitored. (JE)

Action: Find another setting with a similar profile to enable sharing of moderation. (DR)
Action: Present a study of achievement to the appropriate Full Governing Board. (JE)
Action: Include the actual number of children in each Pathway. (JE)

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3. In discussing Destination Data the following was noted:
   i. During the summer the school ~~was~~ advised and liaised with Local Authorities regarding the appropriate provisions for each student.
   ii. Challenges include funding available from Local Authorities, however the majority of students progressed to Further Education including.
      o Aurora (mainstream setting part of Merton College):   6
      o Croydon Pathways: 9
      o Other (Care provision):   1
      o Orchard Hill College: 3
      o Carshalton College: 1
      o No Offer :   3

(One student is from Lambeth and two have extremely complex needs requiring a care package)

Q. Whose responsibility do they become?

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A. It is the responsibility of the local authority to secure appropriate provision. The local authority assesses the student's capacity to remain in education, we will always advocate further education, however, the suggestion is often made of a care package to support them (with the most complex needs). My concern is that a care package will last for the next 40 years however the decision is ultimately the Local Authorities. (JE)

3. In summarising Attendance Data 2022/23 the following was noted:
   i. Persistent absences were, at times, a result of significant medical needs; absences were known and accounted.
   ii. TM clarified the data was significantly impacted by medical requirements and hospital admissions; one student was admitted to hospital for a six-week period.
   iii. Transportation issues also translated to absences.
   iv. Some students require a regulation activity upon arrival given transportation issues and logistics. Breakfast can be provided and students given help to get dressed.

Q. What is the rationale for absences being classed as persistent absences if it relates to a medical need?
A. It comes under authorised absence, because there is nothing that you can do, however, if you drop below 90% it's considered persistent. Transport ad-hoc days are also a problem, parents can't get the students in. (TM)

Q. What is the longest journey?
A. 1.5 hours is the limit they are allowed to be on a bus for and some of those are in borough. (TM)

Q. Is there a reason for the drops in Year 9 and 13?
A. They are bigger cohorts (last year) which will skew data. Historically Year 9 dip and we put that down to puberty especially with the boys. We also see a behavioural spike, which compares to mainstream context. (JE/TM)

Action: Split data to show persistent absences because of complex medical needs. (TM) | 4

Circulated prior to the meeting, TM presented the Behaviour Report 2022/23 summarising the following:
   i. There were two Full-Time Behaviour and Learning Intervention Practitioners (BLIPs) able to support behaviour in classes with targeted interventions, assessments and review.
   ii. In the 2023/24 academic year due to a sabbatical there would be one practitioner, who in recognition would take the Lead. A fixed term contract of twelve months to cover had been advertised.
   iii. The Board received information on the BLIPs case load and responsibilities.
   iv. Incident Summary reviews behaviour incidents and progress by term.
   v. TM anticipated that 23/24 would be similar or higher due to a higher number of starters.
   vi. CPOMs was used to track and monitor behaviour, triggers for behaviour were input/noted by staff, with the key trigger in 22/23 being communication.
   vii. The Board discussed incidents recorded by month, Dec-Feb was quieter, trends and noted that , weather and changes in seasons spike or trigger students.
   viii. Data ran to 14th of July (end of academic year).
   ix. The School's Maybo approach for interventions (to prevent restraint) was outlined. The School registers and trains an in-house trainer to deliver onsite training to staff annually.
   x. Two members of staff were registered and trained Maybo trainers.
   xi. Staff must be assessed as competent to deliver Maybo 3 and have regular refresher sessions.
   xii. Maybo 3 as a restraint could only be delivered to class teams where it is necessary to do so, and was compliant with training guides.
   xiii. The differing approaches to restraint by feeder schools and other provisions were discussed and the time taken to reduce the need for physical intervention.
   xiv. SP suggested, depending on timing, a conversation with feeder provisions could be beneficial to help align approaches. JE advocated the conversation as part of Year 5 and Year 6 transitions into Year 7.
   xv. SP congratulated the school on the data presented.

Q. Who are in the Pathway 2 cohort?
A. It is the Autism Pathway and there is a higher level of incidents in that Pathway. (TM)

Q. In Pathway 2 how many students would there be?

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AGENDA ITEM	MINUTES	ACTION NO:

	A. Last year we had three classes – about 24 students. (TM)
	
	Q. *Is that the highest number?*
	A. No, Sixth Form had the highest number. (TM)
	
	Q. *In that would there be a range of ages?*
	A. We don't stream students in the same way as mainstream; we group by key stages but with mixed years in each class. (TM)
	
	5. In summarising Staff Surveys the following points were noted:
	  i. The option of either agree or disagree may not be helpful in terms of analysing responses due to staff members' role in relation to the curriculum.
	  ii. 74% felt supported in working with challenging behaviour.
	  iii. 65% agreed that all staff were treated equally and fairly.
	  iv. JH commented overall positive responses given the challenges of the job.
	  v. JE noted a theme around communication: weekly bulletins, all staff meetings the Senior Leadership Team, however, teachers could be more closely involved in conversations around pending changes.
	  vi. JH and JE discussed PPA allowance and expectations, staff are encouraged to use it at home in consideration of work-life-balance.
	  vii. JE noted quick wins, moving targets when workload/deadlines are too great.
	  viii. JE reviewed deadlines to ensure they were well spaced.
	  i. Nothing of concern in Business Support.
	
	Q. *Did you have any view on PPA time on planning and collaboration?*
	A. A. We have facilitated joint planning and collaboration via meetings, however, teachers do often work in 'silos. The planning we provide is detailed. (JE)	

7	**SEND** SEND information report published.	

8	**Premises/Health and Safety Report and Plans**
	  i. The current provision (fluorescent lighting) was not energy efficient and not financially sustainable.
	  ii. The favoured and advised method of reducing energy consumption was an LED upgrade.
	  iii. Funding consisted of £22,000 (Government Energy Efficiency Grant scheme), £34,000 (Revenue to Capital virement) and a further £15,000 from the Local Authority.
	  iv. Two quotes: Energys and Energy Efficient Solutions (EES) (circulated prior) were presented and discussed.
	  v. CM expressed disappointment regarding the disproportionate cost of replacing the lighting in comparison to the age of the building.
	  vi. JE reassured the Board that a cost saving would be made and the Local Authority would contribute.
	  vii. Full costs would be included in the Q2 Financial update.
	  viii. JE proposed instructing Energys (quote one) to undertake the LED light replacement.
	
	Resolution: The Board approved the quote submitted by Energys.	

9	**School Improvement Plan (SIP)**
	  i. SP outlined expectations for governor involvement and governor visits for the next half term.
	  ii. The Board were advised to consider the SIP in relation to Ofsted recommendations.
	Financial Monitoring
	  i. Responsibilities would include regular meetings with PL.
	  ii. Financial monitoring also includes reviewing the School's Financial Value Standard (SFVS) for submission to the Local Authority in March 2024.
	    Careers
	  i. The Board invited NVC back to present an update on careers.
	Safeguarding
	  ii. Single Central Register must be reviewed regularly.
	Action: Upload information about SFVS to Governor Hub to assist and start this term – March deadline. (SP)
	Action: Invite PD (DHT) to 31st October Meeting. (JE)
	Action: Invite PL for Q2 update. (JE)
	Action: Map priorities within the SIP to Link Governor's remits/responsibilities. (DR)
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	Action: Confirm Spring Term Governor's Day for working parties/review/visits by the end of December/winter. (SP/JE)	9
10	**Safeguarding Update** The Board received a verbal report from the Designated Safeguarding Lead (DSL). *Q. Is there anything explicit in policies regarding the filtering system which is part of our LGFL package?* A. We risk assess what the likelihood is of particular students accessing/using computers, This forms part of their risk profile. (TM). There was agreement this would be made clear in the policy) *Q. Does your advice/guidance, go home as well?* A. We have done workshops with parents about keeping safe, monitoring at home and using parental controls. (TM) *Q. Would you offer parents to come in?* A. Yes we have done parents mornings, where we can help. (TM) *Q. Reference to low-level concerns, it says all low-level concerns should be discussed with the LADO is that correct, is there a threshold?* A. You do take all low-level concerns to the LADO, as this is the current guidance (two years prior). (TM) *Q. How many were there last year?* A. Two, they are very good and pretty responsive. (TM) SP extended thanks to TM for the update. The Board were reminded to confirm: they had read and understood PART 2 of KCSIE **by 30 September.** they have undertaken Safeguarding Training for Governors by **31 December 2023.** they had undertaken PREVENT training on The Key within the last 12 months, or that they will undertake the training by **31 December 2023** Action: Make reference to filtering via lgfl in the policy. (TM)	10
11	**GDPR Update** The audit report conducted by Judicium (data protection practices) was circulated prior to the meeting. Action: Chase/arrange audit with Judicium. (LC) Action: Bring GDPR back to the December meeting (SP/Clerk)	11 12

12	**Policies Documents for Approval**
	The following policies were circulated prior to the meeting for approval.
	   o Pay Policy 2023
	   o Home School Agreement 2023/24
	   o Safeguarding and Child Protection Policy 2023/24
	   o Allegations Against Staff and Low-Level Concerns Policy 2023/24
	
	The following was noted:
	   i. The Pay Policy Sept 2023 was the standard Local Authority model with amended pay rate.
	   ii. Date required amending to 2023.
	   iii. The Home School Agreement 23/24 was amended in terms of: reporting absence.
	   iv. Changes made to the Safeguarding and Child Protection Policy were noted, with two pending updates regarding Link Governors and software for filtering and monitoring.
	   v. TM summarized changes to the Allegations Against Staff and Low-Level Concerns policy reflecting in relation to KCSIE 2023 updates and a summary of the process and proceedings.
	
	Q. Is the Home School Agreement still useful, as it is no longer mandatory?
	A. We have found it valuable, our interaction with parents is different to mainstream settings. Sometimes we need a reference of responsibilities between the school and home. Our dialogue or conversations can be tricky. We find it useful as a point of reference. (JE)
	
	TL noted that some parents have behaviour and sensory issues/challenges like their children and a solid document with rules was valuable.
	
	Q. Is it a model policy [Allegations Against Staff and Low-Level Concerns]?
	A. Bit of both, the policy itself was adapted by RH (TM predecessor) and updated annually. (JE)	

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AGENDA ITEM	MINUTES	ACTION NO:
	Q. *How many times did you refer to it last year?* A. *Five to six last year and they're recorded on CPOMs. (JE)* The above policies were APPROVED with the relevant amendments.	
13.	**Any Other Urgent Business**	

13a	**Governor Training**
	   i. Training available via CEP was clarified.
	   ii. The school will pay for any governor training that is not covered by the CEP service agreement.	

13.	**Confidentiality** **No** matters were identified to be recorded confidentially under Part B minutes.	
14.	**Meeting dates for the autumn term -all full Board meetings:** Tuesday, 31 October (Q2 Budget) – **VIRTUAL** Tuesday, 12 December (November actuals and Headteacher Pay Progression) – **FACE TO FACE** Action: Advise the Board of the protocol for attending virtual meetings. (SP)	13
15.	**Closure** The **meeting closed** at **20:01** with a vote of thanks from SP.	

Signed: _____Print Name: _____

Chair of Governors

Date: _____

Action Points
Outstanding Actions and Actions arising from 2023-24

No.	Action	Who	By	Status
Meeting of 26 September 2023:				
1.	Find another setting with a similar profile to enable sharing of moderation.	DR	Not specified	Open
2.	Present a study of achievement to the appropriate Full Governing Board.	JE	tbc	Open
3.	Include the actual number of children in each Pathway.	JE	tbc	Open
4.	Split data to show persistent absences because of complex medical needs	TM	tbc	Open
5.	Upload information about SFVS to Governor Hub to assist and start this term – March deadline.	SP	tbc	Open
6.	Invite PD (DHT) to 31st October Meeting.	JE	October	Open
7.	Invite PL for Q2 update. (JE)	JE	tbc	Open
8.	Map priorities within the SIP to Link Governor's remits/responsibilities.	DR	tbc	Open
9.	Confirm Spring Term Governor's Day for working parties/review/visits by the end of December/winter	SP/JE	tbc	Open
10.	Make reference to filtering via lgfl in the policy	TM	tbc	Open
11.	Chase/arrange audit with Judicium.	LC	ASAP	Open
12.	Action: Bring GDPR back to the December meeting.	LC/NB	December	Closed
13.	Advise the Board of the protocol for attending virtual meetings.	SP	October	Open

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No.	Action	Who	By	Status
Meeting of 12 September 2023:				
1	Email ToRs to HH.	LC	ASAP	Open
2	Staff organisation chart will be created to identify relevant staff.	LC	Sept 2023	Open
3	Send TL a copy of the skills audit for completion.	LC/TL	ASAP	Open

Actions from Priory School FGB Meetings 2022/23

No	Action	Who	Update	Status
Actions arising from the FGB Meeting on 11th July 2023				
1.	Attendance and absence record required for September FGB.	NB		Closed
2.	Upload written H&W report to Governor Hub.	JH		Closed
3.	Contact training provider with feedback.	JH		Closed
4.	Upload written safeguarding report to Governor Hub	DR		Open
5.	Email proforma for Governor Visits to the Board	LC		Open

No	Action	Who	Update	Status
Actions arising from the FGB Meeting on 8th June 2023				
1.	Send the Annual Safeguarding Report to the Board	JE		Open
2.	Send a copy of the quiz to governors	TM		Closed
3.	Send copy of the wellbeing offer to the governors	TM		Closed
4.	Share the staff survey to the Board	TM		Closed
5.	Share the Seizure Procedure Policy with the Board for review	TM		Closed

No	Action	Who	Update	Status
No actions arising from the FGB Meeting on 16th May 2023 – cancelled				

No	Action	Who	Update	Status
Actions arising from the FGB Meeting on 25th April 2023				
1.	Organise a parent election by the end of term (LC)	LC		Closed
2.	Liaise post meeting, to find more work experience placements and contacts.	NVC, CM, AS		Closed
3.	Upload information to Governor Hub from the National	SP		Closed

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	Governance Association (NGA) regarding what is expected of Governors in terms of providing an effective Careers Programme.			
4.	Organize access to the Key for JH.	LC		Closed
5.	Send staff governors links to GDPR and SG training provided by external advisors.	LC		Closed
6.	Test timed responses for children's 3/5min protocols.	SLT		Closed
7.	Risk Assessments presented at the next FGB.	SLT		Closed
8.	Include Governors on distribution list for the school newsletter.	LC		Closed

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