



**Minutes of the Full Governing Board meeting for Priory School
On Tuesday, 31 October 2023 at 6pm
Held virtually via Teams**

Jonathan Wiltshire (JW)	Staff Governor	Present	Apologies
Julie Evans (JE)	Headteacher	Present	
Cheridah Mejias (CM)	Parent Governor	Present	
Jenny Hitch (JH)	LA Governor		
Dominic Riddex (DR)	Co-opted Governor	Present	
Susan Powell (SP/CoG)	Co-opted Governor/ Chair of Governors	Present	
Harriet Brown (HB)	Co-opted Governor	Present	
Gertrude Martindale (GM)	Co-opted Governor	Present	
Harry Humphrey (HH)	Co-opted Governor	Present	
Hazel Samuriwo (HS)	Co-opted Governor	Present (arrived at 18:30 during item 5)	
Jade Baker-Smith (JBS)	Co-opted Governor	Present	
Travis Littlechild (TL)	Parent Governor	Present	

In attendance:

- Nadina Bedlow (NB) - Education Governance Lead
- Patroulla Lorke (PL) - HR/Finance
- Penny Deakin (PD) - Deputy Headteacher (left the meeting at 18:34)

AGENDA ITEM	MINUTES	ACTION NO:
1	Welcome SP opened the meeting at 18:05 and welcomed those present reiterating the protocol for attending online meetings.	
2	Absence Apologies for absence were received from: JH (work related). The apology was ACCEPTED and AGREED by the Board. With 10 governors present, the meeting was declared quorate and commenced at 18:07 .	
3	Declarations of pecuniary & business interests i. No declarations were made in respect of any agenda item.	
4	Minutes of the meeting (26.09.2023) and matters arising The minutes of the above meeting were AGREED as an accurate reflection, to be signed by the Chair for retention by the school. There were no comments regarding matters arising or actions.	
5	Presentation about Outreach Work (SIP Area for Development) PD shared an executive summary of the Outreach Strategy Plan for 2023/24 including: Context, main aims, strategy and next steps. <u>Context</u> The plan had been developed in response to a request from Croydon Local Authority to join its Outreach Provision. During the last year the SLT decided to take a more bespoke approach towards Outreach. <u>Main Aims</u> <ul style="list-style-type: none"> - Bespoke Outreach training platform for mainstream schools, priory staff and parents to access high quality training through presentations and podcasts. - The platform would contain interviews and presentations from Therapy and Outreach Teams and be equipped with a data capture facility for requests. - By the end of the summer term an online Outreach platform accessible on the School's website would be operational. - The platform would specialise in learning disabilities and autism. - The format would be delivered via pre-recorded presentations or podcast discussions. 	

Chair's initials



**AGENDA
ITEM**

MINUTES

**ACTION
NO:**

- It would consist of four main suites of training: sensory, behaviour, communication and tips for reasonable adaptations at school.
- Training should be accessible for mainstream schools.
- The platform would be shared with the Croydon Local Authority Outreach Team and shared with all mainstream schools.
- The platform would also be used as an in-house training suite for staff, parents and careers.
- The platform would be an opportunity to share the school's expertise with others.

Strategy

- To inform the strategy, the Outreach Lead conducted a SWOT analysis of the school's previous Outreach offering, and undertook feedback from mainstream schools. Feedback suggested the previous lack of take up was due to time and budgetary constraints. Having also conducted research on different models and successful approaches JE and PD wanted the Outreach Platform to be more accessible, less time intensive and affordable for mainstream schools.
- The platform would be a new local offering and would allow the school to share knowledge and create a culture and perception of expertise within the field via "bite sized" content.
- It presents a different approach to training which PD acknowledged may not generate income but equally didn't require any commitment to mainstream schools.

PD summarised the strengths and weaknesses identified by the SWOT analysis:

- The strengths identified were: a strong and knowledgeable team onsite specialising in: SALT, OT, Behaviour and Autism.
- The school was experienced in training, having previously delivered training on autism.
- It also presented opportunities to remain current whilst expanding knowledge and developing a reputation as a centre of excellence.
- The weaknesses were: the capacity of the Lead to create the content which had been accounted for in the timeline presented.
- The lack of current knowledge of working in mainstream schools (staff were experienced in specialist provisions).
- Lack of experience and knowledge of broadcast and online media.
- The threats identified included: other offerings from other local provisions in the borough and the lack of capacity of mainstream schools.
- In response, PD acknowledged the importance of tailoring the platform's content to the specific needs of the end user.

PD identified the necessary stages of implementation which included:

- Further research conducted by PD to inform content.
- PD would meet ICT and outside agencies to ensure that the product was of a high quality and consistently branded.
- Production and training schedules would be created and shared with staff.
- PD would ensure that recordings were of a high quality and in line with the expectation of the offer.
- PD would be involved in recording and producing scripts for various teams specifying exact requirements for content.
- By the Summer Term the Outreach platform would be operational and advertised through Croydon Local Authority Outreach to mainstream schools.
- PD would then evaluate the response and development of marketing on social media.
- The final phase would be launching the training suites to staff and parents.
- Alongside the Outreach offer an Attention Autism practitioner would deliver Attention Autism training externally annually within the borough.

Chair's initials



AGENDA
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MINUTES

ACTION
NO:

Next Steps

- PD identified the next steps as: ensuring content remained current, renewing training and responding to the need of the end user via appropriate feedback/information requests.
- The first year of the platform would focus on Outreach for Croydon schools with the view of expanding.
- The platform would also be a repository for parents and staff to share information on training undertaken.
- The platform would consist of three areas: Outreach, Parents and Staff with content specific for each end user.

SP asked whether the school had liaised with the special needs hub within Croydon. PD PD clarified that hubs were part of the Croydon Local Authority Specialist Outreach Team and communication to hubs and mainstream schools would be conducted via Croydon Local Authority Specialist Outreach Team.

Action: DR to send contact details of [WholeSchoolSEND](#) to PD.

1

Q. How are you going to measure success, what is the impact going to be?

A. There is something that needs to be on the platform to record views and a way to capture feedback. Annually we have an Outreach meeting with main stream schools to conduct feedback, which is one forum where we would find out how successful it had been. It is a challenge at the moment, I would be grateful for that conversation from anyone experienced in that field. (PD)

Q. We don't want a disparity between what works for us and established practice. In terms of mainstream you're opening up to a much wider more critical audience. I would be anxious that what we're saying is linked to a more established, defined body of practice that is endorsed in a more official way.

A. I will work with the Outreach team; who work with main stream schools and are guided by them. My background is working with autism in main stream and am aware of the different challenges that main stream face and part of my role will be to ensure that when we provide SALT and OT training, they are also aware of those challenges, bearing the environment in mind. Initially the platform would be informative in terms of different research in autism that they could learn, how it impacts the main stream as strategies. The platform is not designed to offer a quick fix.

JE clarified that content in terms of training and discussion would not be of the pedagogical level/expectations of specialist provision. Rather, it would offer the basics of diagnosis and autism support tailored for main stream provision.

Q. Are there any legalities, do we have a budget for recording and editing and are there other existing platforms that we could piggyback on?

A. In regards to legality, if we suggest anything we will clearly reference theories and current ideas appropriately. We will talk around subjects and give general strategies, nothing that specific. We will consider: autism in girls, transitioning, reasonable adjustments in school, there isn't anything with a legal leaning in it. I can't see that being a problem as long we quote and reference people correctly and not claiming it's our own.

In response to your third question, the issue is that the offer is via Croydon Outreach in my research I found other websites but they are on other schools in other boroughs. We already have some pre-recorded training from the pandemic, as a starting point we are slightly ahead.

Chair's initials



AGENDA ITEM	MINUTES	ACTION NO:
	<p>In terms of recording and editing we do have a budget and I am hoping to pull in some favours, the presentations won't cost much because the staff are here and we just need to record them and make sure they are of good quality the podcasts/discussions will be a learning curve. (PD)</p>	
6	<p>Finance Q2 Update</p> <p>PL introduced herself to the Board, offered apologies on behalf of JF (external finance advisor) and summarised the briefing paper circulated prior to the meeting.</p> <p>PL explained that a budget return to the Local Authority was required and shared the Monthly Monitoring Report. PL explained the format of the report by column from the original budget to the latest estimate for the year end.</p> <p>The current position was ahead on income at 81% due to allocation of funding, with some funding anticipated throughout the year. Expenditure was slightly below at 46%, PL clarified that was because: the National Joint Council (NJC) pay award for support staff was pending approval and the teacher's pay award would be paid November. PL went onto outline the impact of recruitment and agency staffing on expenditure.</p> <p>PL noted that the current position on premises was above at 70% due to: contracts for cleaning and maintenance, with monies to be returned from the Local Authority. Educational supplies were low due to items being committed but procured later in the year. Capital projects such as ICT and LED lighting was committed but not undertaken, which was driving expenditure. PL assured the Board there were no real concerns.</p> <p>PL went onto share the Q2 revised budget, informing the Board that; the decision had been taken to allocate additional funds to projects earmarked for completion in 2022/23 to avoid clawback by the local authority. PL assured the Board that: the financial position remained robust, the budget had not moved significantly and there were no concerns regarding cashflow. PL concluded by reminding the Board that: the Monthly Monitoring Report and Virements required approval/sign off.</p> <p><i>Q. The cleaning budget has gone up by 20% over what was originally budgeted for, I was wondering why that was?</i></p> <p>A. That is due to recruitment of caretakers, if you look at the staffing for premises that would be below budget because they [caretakers] are agency and that feeds into the cleaning and we have had more deep cleans than we budgeted for. The new cleaner is agency and will be in there as well. (JE/PL)</p> <p><i>Q. Why has learning resource, including trips, increased?</i></p> <p>A. We put a lot of money into refurbishing the sensory room, some ELSA resources and redeveloping the outdoor areas for each classroom. Basically we are trying to use excess carry forward to fund some projects. (PL)</p>	
7	<p>Feedback from Governor Visits and Training</p> <p>SP noted that visit forms were pending and invited governors to share details of their visits.</p> <p><u>Safeguarding monitoring visit</u></p> <ul style="list-style-type: none"> - DR conducted a safeguarding visit prior to half-term meeting with TM (DSL and Head of Pastoral Care) and SG (FLO). DR reviewed the single central register which was up to date and checked on a regular basis. DR also reviewed the safeguarding audit using a template provided by Croydon Local Authority. DR noted some areas of improvement, such as training, highlighted by the self-assessment. DR's report was pending approval from TM and JE before submission to Governor Hub and general circulation. - DR was keen to speak to staff and students with HS regarding safeguarding directly. 	



AGENDA ITEM	MINUTES	ACTION NO:
	<p>Action: DR and HS to conduct a follow up safeguarding visit before the end of term. JE confirmed that the entire safeguarding audit report would be shared with the Board. Action: Share the safeguarding audit report with Board. (JE)</p> <p>SP advised the board of the requirement for governors to complete the School's financial value standard (SFVS) prior to its annual submission.</p> <p>SP referred the Board to the training policy on Governor Hub and reminded the Board to undertake training. Policy in the December meeting folder.</p> <p><u>Governor Training</u> JBS was enrolled into <i>Introduction to Governance and Safeguarding</i> training via CEP. DR had undertaken safeguarding and PREVENT training on Governor Hub/Key.</p> <p>SP reminded the board to undertake PREVENT training in addition to ongoing training.</p>	<p>2</p> <p>3</p>
<p>8</p>	<p>Governance Documents for Approval</p> <p><u>Governor Code of Conduct</u> JE advised SP to make the following amendment in relation to social media: <i>Abide by requirements as set out in the code of conduct and ICT acceptable use policy in regards to social media.</i></p> <p>Action: Update governor code of conduct in relation to the declaration of gifts and use of social media. (JE/SP/PL)</p> <p><u>Governing Board Annual Report 2022/23.</u> Action: Remove reference to curriculum link governor. (SP) Action: Publish Governing Board Annual Report on the new website. (JE)</p> <p><u>Agreed Minutes</u> SP advised the Board that minutes of meetings would be published on the website moving forward.</p> <p><u>Governor Visit Policy</u> Nothing noted.</p>	<p>4</p> <p>5</p> <p>6</p>
<p>9</p>	<p>Who's Who ... SP extended thanks to LC and JE for compiling, staff contacts for governors, as a resource tool. Missing information as identified by DR would be considered before December.</p>	
<p>10</p>	<p>Documents from NGA SP circulated five articles from NGA relating to current subjects under discussion and recommended them for useful reading</p> <ol style="list-style-type: none"> i. Schools financial value standard (SFVS) ii. How governing boards engage with staff iii. Engaging with parents iv. Health and safety monitoring checklist v. GDPR Checklist for Governing Boards <p>SP reminded the Board of their membership and access to the NGA advising new governors to obtain a copy of <i>Introduction to Governance</i>.</p>	
<p>11</p>	<p>Policies The Board APPROVED/READOPTED the following policies:</p> <p><u>Safeguarding Adults</u> JE advised the Board there were no significant updates, only minor amendments in relation to KCSIE and reference added in relation to marks under clothing.</p>	



AGENDA ITEM	MINUTES	ACTION NO:
	<p><u>Health & Safety</u> Two appendices (minibus and fire safety management policy). Model policy taken from Judicium and adapted with two minor changes as highlighted.</p> <p><i>Q. Once established there was a H&S Committee. When was that established or how soon can it be established, it's supposed to meet once per term?</i> <i>A. We have wanted to expand the committee and have a governor and representatives from each department, we are keen to expand that and get that committee up and running with a wider group of people. (JE)</i></p> <p><u>Equality Information and Objectives</u> The Board discussed the importance of monitoring Equality, overseeing the policy and reviewing relevant action plans and outcomes on an ongoing basis. The need for an Equality and Inclusion Governor was noted, JE suggested CM.</p> <p><u>Complaints Procedure/Policy</u> CEP policy model policy no updates or amendments were noted. (READOPTED)</p> <p><u>Pupil Premium 2023/24</u> JE advised the Board that the PP Statement had been submitted and any disparity of attainment in those in receipt of PP was not immediately evident. JE advised the Board that impact could not be measured by progress in attainment because gaps in children's attainment were not due to economic deprivation. Efforts had previously targeted communication, therapy (art & drama funded by LAC), and other key areas such as work experience (employability), and supporting challenging behaviour in its widest form.</p> <p><i>Q. What kind of process have you gone through to determine that these are the right things to do this year?</i> <i>A. We look at what we want to do to enhance the core provision. An outdoor learning environment is not something that many can access easily. We think about what enhances their wellbeing and therefore readiness to learn and access to learn. Last year we invested in an assisted technology and communication programme in liaison with Great Ormond Street which required investment but has benefited a lot of pupils. (JE)</i></p> <p>JE and DR discussed the benefit using funds to enhance the experience of overall education. JE suggested identifying children to see if there was more individual/targeted work that would benefit.</p> <p><i>Q. Is this something that has been tested, did you get feedback from parents or children?</i> <i>A. We tend not to get feedback from parents and children. Sometimes consult the Student Council and give them some funds to spend on what they/the children want. We measure impact through end of year surveys to see if the children feel they have benefitted from what we have put in place. We could open it to a wider audience whilst retaining a strategic overview. (JE)</i></p>	
12	<p>Any Other Urgent Business None identified.</p>	
13	<p>Confidentiality No matters were identified to be recorded confidentially under Part B minutes.</p>	
14	<p>Meeting dates for the autumn term -all full Board meetings:</p> <ul style="list-style-type: none"> i. Tuesday, 12 December (November actuals and Headteacher Pay Progression) IP ii. For discussion at the next meeting SP asked the board to consider its effectiveness and make any suggestions for support, guidance or training. <p>Action: Governors to confirm their availability for a Governor Day in school at the end of January or beginning of February. (ALL)</p>	7

Chair's initials



AGENDA ITEM	MINUTES	ACTION NO:
	<p>Q. How often can gov visit in a year? A. As often as you would like within reason as long as it's arranged in with JE. (SP)</p> <p>Q. Do we ever make unannounced visits? A. It isn't good practice for governors to visit unannounced, please make contact with JE in advance. (SP)</p> <p>Meeting dates for the spring term - all full Board meetings: Tuesday, 16 January (Review SFVS & Q3) IP Tuesday, 20 February V Tuesday, 26 March (Sign off SFVS, Draft Budget & February Actuals) IP</p>	
15.	<p>Closure The meeting closed at 19:26 with a vote of thanks from SP.</p>	

Signed: _____ Print Name: _____
Chair of Governors

Date: _____

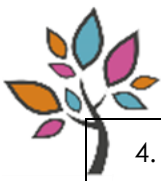
Action Points

Outstanding Actions and Actions arising from 2023-24

No.	Action	Who	By	Status
Meeting of 31 October 2023:				
1.	Send contact details of WholeSchoolSEND to PD.	DR	ASAP	Closed
2.	Conduct a follow up safeguarding visit before the end of term.	DR, HS	December	Open
3.	Share the safeguarding audit report with Board.	JE	ASAP	Open
4.	Update governor code of conduct in relation to the declaration of gifts and use of social media.	JE,SP,PL	ASAP	Open
5.	Remove reference to curriculum link governor from the annual report and consider how to address the matter.	SP	ASAP	Open
6.	Publish Governing Board Annual Report on the new website.	JE	ASAP	Open
7.	Governors to confirm their availability for a Governor Day in school at the end of January or beginning of February.	All	December	Open

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
Meeting of 26 September 2023:				
No.	Action	Who	By	Status

Chair's initials



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	Closed
7.	Invite PL for Q2 update. (JE)	JE	tbc	Closed
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 Igfl 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	Closed

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	Closed
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