



Minutes of the Governing Body Meeting held on 5th February 2018 at 5.30pm

Attendance:

Shelagh O'Shea – Head Teacher (SO)
 Ros Tobin – Co-opted Governor, Acting Chair (RT)
 Ben Shipton - Staff (BS)
 Kevin Bhambra - Co-opted Governor (KB)
 Shamini Therarajah - Parent Governor (ST)
 Behrouz Emani - Co-opted governor (BE)
 Shane Beverley - Parent Governor (SB)
 Rickiesha Williams- Co-opted governor (RW)

Others Present:

Tim O'Rourke - Mentor and Maths leader (TO)
 Helen Hill - Governor Support Clerk

1.	OPENING FORMALITIES	Action
1.1	<p>Welcome and Introductions and Apologies for Absence: Jo Andrews sent her apologies. These were recorded and accepted. Chris Summers sent his apologies post-GB meeting. A warm welcome was given to Rickiesha the new co-opted governor.</p>	
1.2	<p>Declaration of Interests (pecuniary and non-pecuniary) There were no declarations of interests.</p>	
1.3	<p>Update on the membership of the GB The HT reported that a new Acting Chair had been co-opted to the GB. Allison Blaire would be introduced to the GB at its next meeting.</p>	
2.	PRESENTATION: TIM O'ROURKE ON PUPIL PROGRESS IN MATHS	Action
2.1	<p>Tim O'Rourke Induction / mentor and Maths leader introduced this item. In his presentation he made the following points:</p> <ul style="list-style-type: none"> - At Belvue School, there was a wide range of ability. Pupil progress therefore, had to be recorded in detail based on each pupil's progress and projected outcomes. Progress was recorded on the school's Classroom Monitor online assessment system using the school's new assessment levels. - At present there was not enough data on the new system to compare pupil progress between different year groups. This would, however, be available in the summer term. - This new assessment package used, 'I can' statements in all the subjects taught. Each pupil statement was backed up by the use of five levels of competence. - Tim presented examples of pupils' work to demonstrate the application of the assessment system. Due to the infancy of the new online assessment package, the school continued to use PIVOTS to track achievement. 	

	<p>-The recording of pupils' progress incorporated a discussion with pupils regarding what stage they thought their learning was at and what next steps they needed to take to improve.</p> <p>-The online system plotted the pupils' learning journeys as well as their projected targets and outcomes. Pupils' work contained comments and assessment levels, recorded by classroom teachers, which were moderated on a termly basis by curriculum leaders and subject teachers.</p> <p>-Teachers moderated work together as part of their professional development but they also moderated pupils' work with Castlebar School.</p> <p>-Curriculum leaders also networked with their counterparts in other special schools to support their assessment judgements. Classroom Monitor was used as a means to record formative as well as summative assessment.</p> <p>Q&As:</p> <p>ST: How was homework set in the context of the assessment system? Pupils consolidated what they learnt in Maths by having homework set which reflected their progress in class.</p> <p>RT: How were the pupils' maths skills embedded into other areas of the curriculum? Cross-curricular work incorporated a lot of maths such as shape work which was very visual and lent itself to be used in other subjects.</p> <p>RT: How far is self-assessment part of the Classroom Monitor system? Pupil voice was evident in the pupils' comments made in the record sheets.</p> <p>BE: How much individual support do pupils receive? The assessment system was devised so that pupils could plot their own learning journeys and work with their teachers to agree what further support was needed for a particular aspect of maths. Symbols such as G (guided support) and P (prompt needed) and I (independent working) were used to describe each step of learning that pupils were on and what was needed to develop their progress in terms of securing their maths problem-solving.</p> <p>BE: The work pupils are doing on Shapes is impressive. Is it of a good standard? The work on Shapes was very visual and tangible and well-suited to a range of abilities. This aspect of maths builds confidence in the less able pupils but also gives opportunity for the more able pupils to undertake more complex challenges in this area of maths. The GB thanked Tim for a comprehensive and interesting presentation. The HT invited Governors to come into the school to look at the work pupils were doing across the curriculum.</p>	
3.	MINUTES OF THE FULL GB MEETING HELD ON 4th DECEMBER 2017	Action
3.1	The HT reported that Mike Hibbert had resigned from the GB owing to personal circumstances.	

3.2	<p><u>Matters arising:</u></p> <p>Item 4.2:</p> <p>The HT reported that the school was waiting for the independent consultant's report which was due imminently. This report would then be submitted to the Schools Forum which would decide whether Belvue School would receive the additional funding needed and would be put on an equitable funding basis with other special schools in the borough.</p> <p>Item 7.1: The Governors Skills Audit:</p> <p>The HT reported that this had now been completed. The skills gaps identified would form the basis of Governor training that would take place at the next GB meeting in April.</p>	
4.	GOVERNORS' STRATEGIC DECISIONS	Action
4.1	<p>Update on Building Programmes:</p> <p>The HT introduced this item. She presented the building plans for the new buildings. The plans showed that the new building would be built around the boiler as the boiler room could not be moved. There would be a continuous walkway created between the old and the new building. A new entrance lobby would be built as well as a new internal lobby. The new building would have new break-out spaces, new toilets, new classrooms, a new dance/drama studio, a new science room, and a new toilet block. There would be additional rooms for family workers and for counselling and therapy sessions. The new building would take a year to complete and would be completed before the completion of the Ken site (the post-16 site).</p> <p>Q&As:</p> <p>ST: Would a new staff room be located in the new building? There would not be a new staff room but a new social/rest room area would be made available for the staff.</p> <p>KB: Would the building works cause disruption to the school? No, the building works would be kept at a distance from the teaching and learning areas and would comply to all health and safety measures. The Governors approved the plans for the new building and they would be kept updated on the building works.</p> <p>SB: Where would the new car park be situated? No new car parks were permitted to be built. There would be the same car park spaces as were currently available.</p> <p>BS: Would the food and technology room have air-conditioning installed?</p> <p>This would be looked at in the plans.</p> <p>Ken Site: The HT reported that the new company appointed to make repairs and undertake remedial works to the site had undertaken this work and it was still ongoing. The latest structural engineering report indicated that the previous work done was of a very poor standard. The HT was to meet with the LA to discuss the report. BE, because of his experience in this area, was invited to</p>	

4.2	<p>attend the meeting. In response to comments made by governors, the HT confirmed that the initial decision not to tear down the existing building and start again had been made by the LA. The Governors agreed that this would have been the more logical action to take but the decision had not been theirs to make. The governors requested that the latest structural report be sent round to them. The HT said she would send this.</p> <p>KB: Could the school appoint its own independent structural engineer to check the latest structural report? This would be at a cost. The HT would look into this but the LA owned the building and had commissioned the latest report.</p> <p>Update on funding: this item was dealt with under Item 6.</p>	HT
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5.	HEAD TEACHER'S REPORT	Action
5.1	<p>The Head Teacher introduced this item. The main headlines from the report were:</p> <p><u>Managing Behaviour Policy</u> The use of the calming/quiet room had been introduced into the school and allowed disruptive behaviour pupils to be placed in isolation in an area away from pupils for a limited amount of time. This practice has been added to the school's Managing Behaviour Policy as seen in the report. At the present time one pupil was having to be restrained in this way in the HT's office. All requirements were met in relation to safeguarding and pupil welfare in such instances. Only a minority of staff were involved in such a procedure.</p> <p>Q&A:</p> <p>ST: How often was this procedure being implemented at present and why was the school still dealing with this particular pupil? Why was the LA not taking responsibility? The pupil concerned was in year 7 and the school had been given support from the LA with help from social services and therapists. The school would continue to support this pupil as she was now getting additional external support. The hope was that such interventions would help her become more stable both socially and emotionally. If this didn't help than the school would consider another placement for the pupil concerned.</p> <p>The Governors requested that at the next GB meeting the HT would update them as to how many pupils had to be restrained and that this be recorded in future HT reports.</p>	HT
5.2	<p><u>Attendance report</u> Unauthorised absences as documented in the report were owing to a</p>	

	<p>variety of reasons, including long term sickness and long term visits abroad. Two family workers followed up such unauthorised absences.</p>	
5.3	<p><u>School Roll</u> 165 baseline places were commissioned by Ealing. 12 of those places had been allocated to out-of-borough pupils paying top up only. However, in order to balance the budget the school needed 175 pupils on roll. The school therefore had a further 11.5 places for out-of-borough pupils whose authorities paid baseline and top up. Currently the school roll was 176.5 pupils.</p>	
5.4	<p><u>Planned School residential trips</u> The three planned residential trips for years 10/11 and 12 had been signed off by the Finance and Resources Committee.</p>	
5.5	<p><u>Staffing Structure</u> The HT presented the current staffing structure and the governors noted that the SLT included middle leaders who had responsibility for SLD, Assessment, Induction/mentoring and maths and Community partnership. TAs provided much needed one-to one support for pupils with challenging and complex needs.</p>	
5.6	<p><u>The Link Officer's report: Richard Hill</u> The HT reported that this report was based on a visit made on the 17th October 2017. What the school needed to do in the short term to bring about further improvements was to: -Continue to recruit suitable governors; -Consider reconstituting the governing body in order to reduce the number of vacancies to a more manageable level; -Continue to develop the in-house assessment and tracking system and increase the pupils' use of IT in order to support and extend learning.</p>	

6.	ORAL REPORT FROM THE FINANCE & RESOURCES COMMITTEE HELD ON WEDNESDAY 24TH JANUARY 2018	Action
6.1	<p>KB introduced this item. He reported that no decisions about the school's funding had been made at the Committee meeting. The Committee had looked at the Benchmarking data which was an online survey comparing resources, staffing, pupil numbers across other special schools in the borough such as Springhallow and Castlebar.</p>	
6.2	<p>The Benchmarking data revealed that Belvue School was receiving less funding per pupil than other similar schools. The Benchmarking data was from 2015/2016. The government was working on migrating up to date data to a new online system and when this was done the Finance and Resources Committee would look at this.</p>	
6.3	<p>The school was waiting for the decision to be made by the Schools Forum concerning upgrading of the funding for Belvue School based on the recent report from the SEN inspector who had recently visited the school.</p>	
6.4	<p>KB also reported that the school was using its surplus funding from the</p>	

6.5	<p>previous year to meet the needs of its current budget. This would be corrected if the school received the same funding as other similar schools in the borough from the High Needs Funding block. The school would be £600,000 better off if this funding was given. Governors would be kept updated on this.</p> <p>The HT reported that the school was looking to buy a new minibus for the school to support the taking of pupils on school trips.</p>	
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7.	AOB	Action
7.1	<p>The HT reported that a new occupational therapist had recently started at the school.</p> <p>BE asked about fund raising activities in the school. The HT reported that FABS, (Friends at Belvue School) were engaged in various charitable fund-raising activities. For example, they would try to raise funds to buy the new minibus for the school.</p>	

8.	CONFIDENTIAL MATTERS	Action
8.1	There were none.	

9.	DATES OF NEXT MEETINGS	Action
9.1	Finance and Resources Meeting: 28 th February but rescheduled for 8 th March 2018.	
9.2	<p>Full Governing Body Meeting: April 23rd.</p> <p>The GB would be involved in governor training that evening as well.</p>	

There being no further matters to discuss, the Acting Chair thanked those present for attending and closed the meeting at 7.45 pm

Signed: Date:

Ros Tobin: Acting Chair