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**THE LINK SECONDARY LOCAL GOVERNING BOARD (LGB) MEETING ON 12<sup>th</sup> June 2018 at 6pm at the Link Secondary School**


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<b>Attendees:</b>	Roger Mills (RM)	Interim Chair/Governor
*Absent	Annabel Faulkner (AF)	Governor/Vice Chair
	Maryanne Vernede (MV)	Parent Governor
	William Scott (WS)	Governor
	John Reilly (JR)	Head Teacher
	Amanda Griffiths (AG)	Deputy Head, Associate Member
	Karen Hayward (KH)	Staff Governor
	Sandy Turner (ST)	Governor
	Sameera Saleem (SS)	Parent Governor

<b>Also present:</b>	Sarah Farncombe	Clerk
	Norman McDonald	Schools Business Manager
	Hannah Wallwork	Deputy Head

<b>Absent:</b>	Jane Gibbs	Governor
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	ITEM	Action
<b>1.</b>	<b>APOLOGIES FOR ABSENCE</b>	<b>App</b>
	Apologies for absence were received from Jane Gibbs and accepted.	
<b>2.</b>	<b>WELCOME AND INTRODUCTIONS</b>	
	Governors welcomed Hannah Wallwork to the meeting as the new Deputy Head	
<b>3.</b>	<b>DECLARATIONS OF INTEREST</b>	
	None not already declared	
<b>4.</b>	<b>CONSTITUTION AND APPOINTMENTS</b>	
	No changes to report	
<b>5.</b>	<b>MINUTES OF THE LAST MEETING</b>	
	The minutes of the meeting were circulated in advance.	
	The Minutes were agreed to be an accurate record and signed by the Chair for filing.	
<b>6.</b>	<b>MATTERS ARISING NOT COVERED ELSEWHERE ON THE AGENDA</b>	
	The Chair reported that he will be meeting with Jane next week and she had agreed to take on the role of Governor with responsibility for School Life. As such she will sit on the school council and follow through the activities agreed.	

She is keen to know more about how the school works, look at PP (Pupil Premium) students and communications with parents in particular.

Governors were made aware that the annual health check was underway. One of the recommendations regarding communication was to use the 'Parent View' software to encourage and capture parental feedback. It was expected the feedback would be positive but acknowledged there was the possibility that negative feedback could also be reported. The HT was confident that given the relationships the school has with its parents the risk was low.

It was agreed by Governors that pupil feedback was also important and were pleased to hear that with the help of the Occupational Therapists and in consultation with the school council a survey will be undertaken. The questions include how safe a child feels in school which it was agreed was particularly important.

**Action:** The survey to be feedback to the governing body

Page 2: Governors were pleased to hear that following on from the meetings with the LA the HTs and the chair from both the Primary and Secondary Schools had met the new Commissioning Lead. She has a background as an Educational Psychologist and understands the Special Needs Landscape. She had been given a tour of the schools and noted how calm, safe and reassuring the environment was. They had also discussed the curriculum and visions for the schools. Overall the engagement with the LA has been good and the HTs now regularly attend the SEND panels and the Secondary Head's Forum.

Page 5: Governors were reassured that the ICT and PHSE Leads were covering E safety in the curriculum, the necessary safeguards are in place and staff are well trained. *However, they felt there was more that could be done to support parents at home.*

**Action:** It was agreed that an information evening for parents would be beneficial. One event across both schools was an option and combining the event with a social or other incentive would maximise uptake.

**Action:** HT to report back to governors as to when the event was being planned so that governors could attend if possible.

Governors were advised that the health check would be continuing tomorrow. Points of note which had arisen so far had included:

- The importance of Governors being aware of the impact they make
- The need to consolidate evidence to demonstrate the improvements in teaching standards
- The need to show that the Safeguarding training which has been delivered has been understood (by way for example of having an informal quiz/test)

	<ul style="list-style-type: none"> <li>• The outside consultant had been impressed by the progress made in year 2. He was keen to hear more about the vision.</li> <li>• The chair said that he had shortened to core of the vision to WICA (Wellbeing, Independence, Communication and Achievement). He had suggested adding aspiration to the strategy given the ethos of the school moving forward.</li> </ul>	
<b>7.</b>	<b>HEADTEACHER'S REPORT</b>	
	<p>Governors were taken through the report circulated in advance of the meeting. Points of note and arising from discussion included:</p> <p>Pupil information</p> <ul style="list-style-type: none"> <li>• One pupil has moved on to a provision more suited to their needs</li> <li>• The expectation of 41 places has been met with more placements being possible (possibly 45 +)</li> <li>• Staffing levels are sufficient to accommodate the increase</li> <li>• Reasons for offers being declined were generally down to distance and/or ability to meet need</li> <li>• 20 sets of parents are booked in for the open day</li> <li>• Direct Local Authority Placements are up</li> <li>• The school was benefitting from the consideration being given by the trust to which provision would be most appropriate for LA placements</li> </ul> <p><i>Governors agreed they needed to be mindful that a rise in the number of admissions at the levels expected (whilst most welcome) could impact on the dynamics of the school.</i></p> <p><b>Action:</b> It was agreed by governors that each would attempt to undertake a learning walk before the governing body meeting of the autumn term. Part of which would be to gauge whether there had been changes to the teaching environment with the influx of more students.</p> <ul style="list-style-type: none"> <li>• Governors asked whether the allegation and complaint featured in the HT report were related and were advised they were not</li> </ul> <p><i>Governors were concerned by the level of 'Incidents involving physical intervention' which, at 18, seemed high. They noted that they were not 'physical interventions' and included some historical issues but a breakdown of the figures to allow context would be necessary to allow for re-assurance.</i></p> <ul style="list-style-type: none"> <li>• Attendance: Governors noted that the Yr 9 refuser had impacted on the data. They were reassured to hear that 85 % is the key trigger for Ofsted The poor attendance of two students has impacted significantly on the whole school data. Governors were assured that the attendance data can be put into context and if required individual</li> </ul>	

	<p>cases could be discussed where there had been significant impact by one student's absence on the figures</p> <ul style="list-style-type: none"> <li>• Understanding the levels of attendance prior to joining is an important contextual factor in being able to demonstrate progress.</li> <li>• Governors were advised that attendance at Special Needs Schools will always be below that of mainstream and it is difficult to make reliable benchmarking comparisons because of the wide variety of provisions The Safeguarding Portfolio governor reported she did review attendance and impact of exceptional absence records at her portfolio visits</li> <li>• Staff Absence: The number of days lost is high – a large number of absences relate to one member of staff. The portfolio governor for HR said that he had looked in detail at this issue and was satisfied that the matter had been dealt with fairly and was now likely not to be an issue</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Covered in the HT report and Safeguarding Portfolio Report</li> </ul> <p><b>Teaching and Learning (T&amp;L)</b></p> <ul style="list-style-type: none"> <li>• Governors agreed Assessment is <b>the</b> key element in delivering the vision moving forward in the next year</li> <li>• Governors were directed to and considered the additional papers circulated with T&amp;L data</li> <li>• The data demonstrates the improvement in the quality of teaching</li> <li>• The level of RI lessons delivered remains a concern and is subject to rigorous performance management</li> <li>• The consistency in the level of delivery of good or better lessons is expected to improve in the new academic year with the implementation of the rationalised staffing structure (which includes new and strong appointments)</li> <li>• Self-Evaluation at this point would suggest T&amp;L to be at the top end of 3 and bottom end of 2. The focus has until now been on those who were under performing. As the standards improve the focus will be moving towards getting from 'good' to 'securely good' and better. The teaching and learning governor would make a more detailed review of this aspect at her next portfolio meeting in the autumn term</li> <li>• The fact that (with the exception of one student) year 11 are moving either to the 6<sup>th</sup> form or leaving with 7 qualifications is testament to the improvement in outcomes. <i>Governors were pleased noted that this underpinned one of the core principles of the vision for clear opportunities for Achievement.</i></li> <li>• In response to Governors questions the HT about the destination of leavers and their reasons for moving on</li> </ul> <p><b>Action:</b> Teaching and Learning Portfolio holder to look at strategies for moving teaching further towards outstanding at her autumn meeting.</p>	Agenda
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*Governors shared the HT's view that there was a need to have a clear strategy for the delivery of a 6<sup>th</sup> Form provision which is personalised and clear about the targets and outcomes for the individual. The Governing Body agreed that it needed to understand the effectiveness of the provision and ensure it is value for money and so requested that the sixth form provision be placed as a separate item on the agenda for next term.*

**ACTION POINT:** 6<sup>th</sup> Form Provision to be an Agenda item for next meeting.

The new Assistant Head talked Governors through her Teaching and Learning report and in particular:

- The intention to link curriculum planning to assessment
- The use of the SOLAR system to inform more effectively planning and impact on closing gaps
- Governors were agreed it was useful for staff to be able watch examples of model lessons
- As had previously been explained to governors students will no longer be grouped according to year but in more appropriately supported classes according to need
- There will be more peer assessment and review, so staff will constantly be reflecting on their practice
- With the new groupings and the curriculum being set to Core and Foundation subjects there will be more opportunity for effective monitoring
- Hannah is working on the Teaching and Learning Policy and a SEN Specialist will be delivering training on what solidly good and outstanding lessons should look like.

*The governing body unanimously agreed that the curriculum development day that they had undertaken with the HT was extremely valuable and thanked the HT for his efforts. The HT agreed that the feedback from Governors had helped frame his thinking around both the core principles and the establishment of new classes*

HT/All

#### **The Effectiveness of Leadership and Management**

- The rationalised staffing structure (with some appointments to be confirmed)
- The response to the parent questionnaires have been positive – communication was identified as an area for development. This will now be taken up by the Student Life portfolio governor.

#### **Additional Items**

- The HT outlined the major capital spends for summer 2018 are the ICT suite and PE changing room
- The 3-5 year spend for the playground is under review (5)

#### **Leadership/Management Reports**

	<p><i>Following further discussion around the provision of more detailed data to governors they asked for a demonstration of the provision mapping software which would be useful to discharge their duty of holding the school to account and allow rigorous analysis of the data. They were also very pleased to hear that the software will be able to track progress and value for money.</i></p> <p><b>Action Point:</b> Governors to have demonstration on the provision mapping software at a training session immediately before the next LGB meeting.</p> <p><i>Governors acknowledged the challenges the HT faces in applying the PP and evaluating value for money and impact in a special school setting.</i></p> <p>The provision mapping will help and Jane Gibbs the Student Life Portfolio holder to demonstrate spend and impact/outcomes back to the governing body. One such way would be through case studies. It was agreed that for Link students the money is generally going to have most impact when spent on enrichment activities and skills for life. All activities (including the Canine Assisted Learning) will be tracked.</p> <p>Governors asked about a science lab and were advised that a lab and better DT/cooking facilities would form part of the longer term plan.</p> <p><b>Trips and activities</b></p> <p>The HT outlined a range of activities that were being scheduled for the students and also for whole school trips which would take place once a term.</p> <p>Some governors expressed concerns that sixth form students going on whole school trips did not send out the message that sixth form was a time of transition. Also questioned was the appropriateness of the 6<sup>th</sup> form students attending such an event as the scheduled trip to Littlehampton and it would need to assured that such a trip was appropriate for all students to get the maximum value from the day. The HT repeated that there were a range of specific trips and outings for students across the school but that he felt whole school activities once a term were important.</p>	
8.	<b>GOVERNORS BRIEFING</b>	
	<p>The Chair talked to Governors about:</p> <ul style="list-style-type: none"> <li>• The Key for School Governors which is an online resource giving access to advice, guidance and precedents on all aspects of governance. The chair is hoping that OHCAT will buy into the service. <ul style="list-style-type: none"> <li>• The expected changes to the Ofsted inspection framework from 2019 were discussed. There is speculation there will no longer be grades – a school will either pass or fail</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>As part of measures aimed at helping schools save on recruitment costs, the education secretary has announced a new teacher vacancy website. The chair said that once the government website was up and running he wanted the school to commit to its use as every pound spent unnecessarily on recruitment was a pound not spend on the education of the students.</li> </ul> <p>The Chair shared:</p> <ul style="list-style-type: none"> <li>A briefing on the changes to the KCSIE (Keeping Children Safe in Education) which come into effect in September which Governors need to be aware of.</li> <li>The NGA entitled '20 key questions for governing Bodies' and Ofsted ready questions for Governors to reflect on</li> </ul> <p><i>Governors agreed it would be useful for the performance of governors and governance to be part of the 10 days purchased for scrutiny by David Scott (OHC&amp;AT/OFSTED) planned for 2018/19</i></p> <p><i>Governors talked about the ways in which student success in achieving qualifications was celebrated.</i></p> <p><b>Action:</b> They agreed that a prize giving celebration in the autumn when the certificates were available would be welcome (and could support case studies).</p>	
<b>9.</b>	<b>EQUALITY AND DIVERSITY REPORT</b>	
	Governors are asked to familiarise themselves with the Policy which is published on the school website.	
<b>10.</b>	<b>PORTFOLIO GOVERNOR VISITS:</b>	
	<p>Governors were thanked for their comprehensive reports which were circulated in advance of the meeting.</p> <p><i>Governors reflected on the importance of the reports as evidence of Governors discharging their responsibilities in relation to the three core functions of a Governing Body namely:</i></p> <ol style="list-style-type: none"> <li>Ensuring clarity of vision, ethos and strategic direction</li> <li>Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff</li> <li>Overseeing the financial performance of the organisation and making sure its money is well spent</li> </ol> <p>Governors presented their reports in turn and comments made included those noted below.</p>	
<b>10.1</b>	<b>Ethos, Vision and Strategy</b>	

	<p>The Chair felt the format of the reports was restrictive and more guidance from OHCAT as to how they can be used would be helpful.</p> <p>He said that to imbed the vision into the working of the governing body a new front page to the minutes would be attached emphasising the vision and so help the governing body to ensure all school activities are directed towards the agreed end.</p>	
<b>10.2</b>	<b>Teaching and Learning</b>	
	Taken as read	
<b>10.3</b>	<b>Health and Safety, Child Protection and Safeguarding</b>	
	ST talked Governors through her report in detail. The actions were noted	
<b>10.4</b>	<b>Finance and Resources</b>	
	<p><i>Governors were concerned about the website. They were however pleased to hear that progress was being made. A photographer had been booked for next week and agreement reached with OHCAT about the transfer.</i></p> <p>Governors will be advised when the site goes live and there will be a brief review of the website at the next governing body.</p> <p><b>Action:</b> Facilities to be provided for a brief review of the new website for the autumn governing body meeting.</p> <p>A review of Website Compliance will be part of the review by David Scott.</p>	HT
<b>10.5</b>	<b>HR and Organisational Development</b>	
	Taken as read and discussed in the HT report.	
<b>10.6</b>	<b>Business Development and Marketing</b>	
	Governors were talked through the report	
<b>11.</b>	<b>OTHER VISITS</b>	
	None to report	
<b>12.</b>	<b>TRAINING</b>	
	Governors reflected on the Safeguarding Training session which immediately preceded the meeting. <i>They felt it had been useful and would impact on their practice by making them more aware of potential issues.</i>	
<b>13.</b>	<b>FINANCE AND FUNDING</b>	
13.1	<b>Management accounts</b>	
	<p>Governors were taken through the management accounts circulated in advance of the meeting. Particular attention was drawn to:</p> <ul style="list-style-type: none"> <li>• The deficit forecast</li> </ul>	



	<ul style="list-style-type: none"> <li>• The likely improvement in the figures by the year end</li> <li>• The summary presented is supported by a wealth of other information</li> <li>• The HT and SBM meet monthly to review the budgets</li> </ul>	
13.2	<p><b>Budget year end</b> Governors were talked through the Budget report. Points of particular note drawn to their attention included:</p> <ul style="list-style-type: none"> <li>• The budget assumes 41 students (and actual admissions may well exceed that)</li> <li>• The significant reduction in the deficit figure</li> <li>• Staffing is £100k less than last year (even after absorbing salary increases)</li> <li>• The income next year is based on 36 students (as the funding is based on census from the previous year). <i>Please see confidential minutes B</i></li> <li>• OHCAT will conduct the census next year</li> <li>• Increasing admission numbers is crucial</li> <li>• Governors reviewed the list of SLA and buy back services</li> <li>• The Core Services charge is 7% as an RI School (good Schools pay less)</li> <li>• Governors were briefed on the concern that the photocopying contract is proving extortionately expensive. It may be cheaper to pay a penalty to break the contract and start using the OHCAT service rather than continue.</li> </ul> <p><b>ACTION POINT:</b> Governors charged the SBM with exploring possible options and with the HT to decide how best to proceed. Governors were agreed that renewing the contract was not an option.</p>	HT SBM
<b>14.</b>	<b>POLICIES AND PROCEDURES</b>	
	<p>Governors noted the suite of policies approved by the OHC&amp;AT Board</p> <ul style="list-style-type: none"> <li>• Attendance Policy (Academies)</li> <li>• Child Protection, Adult Protection &amp; Safeguarding Policy</li> <li>• Complaints Policy (Academies)</li> <li>• Families and Visitors Code of Conduct</li> <li>• Gifts and Hospitality Policy</li> <li>• Lone Working Policy</li> <li>• Mental Capacity and Consent Policy</li> <li>• Missing Child Policy (Academies)</li> <li>• Recruitment and Selection Policy</li> </ul> <p>As noted in the agenda the policies are accessible to Governors through the Governor Portal.</p> <p>There were no local policies to review.</p>	

<b>15. GDPR</b>	
<p>Governors noted the briefing from the Trust Board.</p> <p><i>To fulfil their obligation to the PTA's compliance with GDPR they will need to be asked to complete a check list for Governors to review.</i></p> <p><b>ACTION POINT:</b> The Staff Governor will ask the PTA to complete the check list supplied by the Chair.</p>	KH
<b>16. ANY OTHER BUSINESS</b>	
<p>Governors were agreed that with the expected increase in the number of students all Governors should fit in a learning walk before the next meeting.</p>	All Govs
<b>17. DATES OF FUTURE MEETINGS:</b>	
<p>Wednesday 14<sup>th</sup> November 2018  Wednesday 20<sup>th</sup> February 2019  Wednesday 12<sup>th</sup> June 2019</p>	
<b>18. CONFIDENTIALITY</b>	
<p>A discussion relating to the budget was recorded in Confidential minutes.</p> <p>The Management Accounts and Budget are confidential.</p>	

The meeting closed at 8.15pm

Signed .....14<sup>th</sup> November 2018