

Minutes of the SPRING TERM 1 2022
Full Governing Body Meeting
Chatsworth High School and Community College

Date: 4th February 2022

Meeting started: 12:00

Meeting ended: 1:58

Venue: The meeting was held virtually via Microsoft Teams.

The meeting met its quorum [6/7]

Present:	Ms Helen Birkinhead	Headteacher (ex-officio)
	Mr Steve Davismoon	Co-Opted Governor (Chair) [part meeting]
	Ms Amanda Downing	Co-opted Governor
	Ms Katie Jones	Staff Governor
	Mr George Kenyon	Co-opted Governor
	Cllr Gina Reynolds	Co-opted Governor
In Attendance:	Ms Kathryn Connor	Assistant Headteacher [part meeting]
	Dr Martin Hanbury	CEO [part meeting]
	Mrs Louise Hutchinson	Trustee
	Miss Gayle Myers	Associate Member
	Mrs Emma Taylor	Clerk – Just A Sec
	Ms Sandra Moore	Prospective Parent Governor [part meeting]
Absent:	There were no absences.	

1. WELCOME AND APOLOGIES

Dr Hanbury welcomed attendees to the meeting, particularly Ms Moore who would attend the first part of the meeting as a prospective Parent Governor.

Apologies were received and accepted from Mr Kumar Siva, Co-Opted Governor and Ms Vicky McRae, Trust Finance Manager.

2. DECLARATIONS OF NON/PECUNIARY INTERESTS

There were no declarations of conflicts of interest in any items on the agenda.

3. MINUTES/CONFIDENTIAL MINUTES OF THE MEETING ON 10th DECEMBER 2021

The minutes [and confidential minutes] of the meeting of the Governing Body on 10th December 2021 had been shared via GovernorHub in advance of the meeting.

Mrs Hutchinson shared the draft minutes on screen and the following sentence was considered:-

If Ms Jones remained unable to attend further meetings, the Staff Governor role would require review.

It was noted that Ms Jones had been unable to attend the meeting on 10th December 2021 due to lack of cover in respect of her teaching commitments. The discussions had focused upon the requirement for school leaders to ensure that cover was in place to ensure that Ms Jones was able to attend Governing Body meetings. Governors appreciated the significant staffing challenges which had arisen as a consequence of the pandemic and would not wish to give the impression of implied criticism regarding non-attendance. The sentence would therefore be amended to reflect this.

Action: Mrs Taylor to amend the following sentence within the draft minutes dated 10th December 2021:-

If Ms Jones remained unable to attend further meetings, the Staff Governor role would require review.

Agreed: Subject to amendment of the sentence, *if Ms Jones remained unable to attend further meetings, the Staff Governor role would require review*, Governors approved the minutes [and confidential minutes] of the Governing Body meeting held on 10th December 2021 as a true and accurate record.

4. MATTERS ARISING

The following Matters Arising were discussed and updated:-

- **Agenda item 5 - Governance**

Ms Birkinhead to provide behaviour support information separately in the absence of Kathryn Connor.

Update: Ms Connor would provide this information within agenda item 8.

- **Agenda item 5 - Governance** Mrs Taylor to insert 'confidentiality' after Any Other Business within the agenda template.

Update: this action had been completed.

- **Agenda item 6/7: Update on Covid-19**

Governors will receive an update concerning GDPR at the Autumn 2021 meeting [Autumn 2 meeting].

Update: this action would be delivered by Ms McRae at the next meeting.

- Agenda item 8 – Governance Items

Mr Davismoon to speak with Mr Kenyon to discuss collaboration in connection with supporting disabled students in Higher Education.

Update: this action had not yet been completed however, email information had been exchanged and discussions would take place.

Clerk to highlight any outstanding declarations at the Autumn 2 meeting.

Update: outstanding declarations had been highlighted. These would be completed within the current meeting should time permit and otherwise completed outside of the meeting.

Ms Birkinhead to confirm that the records held by Get Information About Schools was accurate.

Update: this action had been completed.

Governors to confirm on GovernorHub that they have read the Keeping Children Safe in Education update.

Update: outstanding confirmations had been highlighted. These would be completed within the current meeting should time permit and otherwise completed outside of the meeting.

Ms Birkinhead to update Governors in regard to Parent Governor vacancies at the Autumn 2 meeting.

Update: Ms Moore had expressed an interest in becoming a Parent Governor and had joined the meeting today to meet other Governors. One further Parent Governor vacancy remained and Ms Birkinhead would seek nominations from parents of pupils who would be transferring to Year 7 in the next academic year. Ms Birkinhead enquired whether Just A Sec would provide a service for completion of the safer recruitment process and DBS checks, which would normally be carried out by Ms McRae.

Action: Mrs Taylor and Ms Birkinhead to liaise concerning completion of the safer recruitment process and DBS checks outside the meeting.

Governors to consider Link Governor roles in readiness for discussion at the Autumn 2 meeting.

Update: it was agreed that this would be further informed by agenda item 6 and would therefore be progressed outside of the meeting.

- Agenda item 12 – Staffing

Mrs Hutchinson to coordinate the PMR for completion by the end of October 2021 and to confirm whether external advice would be provided by The Schools People.

Update: the Performance Management Process had been completed.

5. ITEMS FOR ANY OTHER BUSINESS

There were no items of Any Other Business.

6. GOVERNANCE

Dr Hanbury addressed the meeting in regard to Governance, having circulated the following documents via GovernorHub in advance of the meeting:-

- A Competency Framework for Governance published by the Department for Education [DfE]
- Governance Handbook published by the DfE
- Governance: A Brief Guide, Support, Challenge, Responsibility and Accountability
- Governor Training PowerPoint presentation

Whilst Trustees retained overall accountability in respect of the quality of education, the role of the Governing Body included a duty to monitor the performance of the school. Governors were encouraged to think critically about the school and to scrutinise and challenge all officers of the school with the aim of supporting the delivery of high-quality education.

Mr Davismoon joined the meeting at 12:12.

Governors were reminded of the core functions of the Governing Body, namely:-

1. Ensuring clarity of vision, ethos and strategic direction.
The school leadership team would work with Governors to ensure that the school vision was clear and had been determined collaboratively.
2. Holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff.
As a special school, educational performance was not assessed by reference to the benchmark of public examinations results. Governors would determine whether progress had been achieved in accordance with the expectations of the school and it was vital that Governors understood these expectations and were provided with sufficient information to accurately analyse educational improvement data and staffing and performance.
3. Overseeing the financial performance of the school and making sure that its money is well spent, including the Pupil Premium.
Governors would be provided with sufficient information to facilitate a light touch approach.

Governors were invited to consider and discuss the following example questions:-

- How does the school fulfil its statutory responsibilities for safeguarding and the Prevent duty? How do governors know? How do they hold leaders to account?
Governor response: Governors were aware of the statutory safeguarding responsibilities and would monitor completion of annual training of staff members and Governors and the work completed by Designated Safeguarding Leads [DSLs].

Cllr Reynolds recommended that a crib sheet be prepared, particularly for the benefit of new and prospective Governors, which detailed members of the safeguarding team, the identities of DSLs and the training which had been completed. Miss Myers agreed to produce this document.

Action: Miss Myers to prepare a one page safeguarding sheet detailing members of the safeguarding team, the identities of DSLs and the training which had been completed.

Ms Moore left the meeting at 12:23.

- How do governors work together with school leaders and trustees to ensure that the vision, ethos and strategic direction of the school are clear and apparent in the day-to-day running of the school?

Response:

- Governors should be familiar with and receive regular updates in regard to progression of the School Improvement Plan.
- Governors should understand where responsibility for key areas such as Curriculum and Pastoral oversight lay.
- Governors should be clear about the vision for the school. Whilst Governors were in agreement with the level of detail contained within safeguarding and financial management documents, for example, Governors would benefit from having sight of the key headlines of the overriding school priorities. It was agreed that Ms Birkinhead would circulate the most recent ethos statement and the shared vision and 'straplines' articulating the school vision would be discussed at the next meeting.

Action: Ms Birkinhead to provide the ethos statement to Mrs Taylor for circulation to Governors and discussion at the meeting on 11th March 2022.

- Who is responsible for the performance management of the headteacher and other senior leaders?

Response: Dr Hanbury was responsible for Headteacher performance management. Dr Hanbury's performance management was undertaken by Trustees and an external school improvement partner.

- How do governors ensure that staff well-being is considered and supported?

Response: Dr Hanbury confirmed that staff well-being remained a key priority. Performance management targets for all members of the Trust Senior Leadership Team [SLT] encompassed staff wellbeing.

Governors thanked Dr Hanbury for the informative governance information.

Action: Dr Hanbury to provide Governors with documentation in regard to the work on the vision statement, to include staff and parent feedback.

7. SAFEGUARDING REPORT

Miss Myers referred Governors to the Safeguarding Report for Governors January 2022, the Child Protection Online Management System [CPOMS] flowchart and the Safeguarding Procedure Spring Term 2022, which had been circulated via GovernorHub in advance of the meeting.

The key issues arising from the Safeguarding Report for Governors were as follows:-

- The main categories of safeguarding need recorded on CPOMS between February 2021 and January 2022 had been presented in graph format and demonstrated the highest areas of need/concern as home issues and neglect related issues. This was reflective of the high levels of deprivation within Salford.
- Home issues were often linked to the challenging behaviour displayed by students within school.
- Neglect related issues were often linked to families who were struggling financially or emotionally.

Q: What were the attendance levels for students at risk within these cohorts.

Often those students presenting with the most challenging behaviour who were experiencing home issues achieved 100% attendance. However, these home issues could also manifest themselves in low attendance.

Q: Were families who suffered from neglect related issues signposted by the school to support provisions including Welfare Rights, Debt Support, Salford Assist and Affordable Warmth.

Social care and / or family support workers would be expected to signpost this information and support as part of the Early Help assessment process. Unfortunately, it had been very difficult to secure prompt social care involvement as part of the Early Help referral process. Therefore, many of the Early Help actions had been put in place by the school by the time social care became involved.

Q: Had there been any referrals from Operation Encompass in regard to incidents of domestic violence.

There had been a small number of referrals.

Action: Miss Myers to include the number of Operation Encompass referrals within future safeguarding reports.

Q: Were home issues classified as such by the school or via CPOMS.

Miss Myers explained that CPOMS permitted users to record the detail of incidents, together with timelines to track actions and facilities to upload documents. The incidents would be categorised within CPOMS but behind the categorisation there would be a narrative explanation of what the issue was. Most of the home issues concerned challenging behaviour within the home and parents were very proactive at informing the school of these types of incidents.

A further graph within the Safeguarding Report for Governors January 2022 provided a breakdown of the number of incidents recorded between 1st September 2021 and 25th January 2022. 65 students out of 140 students had entries recorded onto CPOMS.

The most vulnerable students were detailed below:- •

1 student was subject to a Child Protection Plan.

- 12 students were Child in Need, which involved regular social worker meetings due to due to high levels of concern.
- 4 students were of high level concern but did not meet the criteria to require family support worker or social worker intervention.

The number of incidents recorded had been broken down on a monthly basis and demonstrated 'peaks' in October and November 2021. The increased recordings in these two months could occur for a variety of reasons and this pattern was not unexpected in the lead up to Christmas.

Q: Did the figure of 65 represent 65 individual students or 10 students with multiple incidents.

There were 65 individual students with at least one entry within the dates provided.

Q: Would it be possible to compare the number of incidents against the figures for the same date range within 2020 and 2021, perhaps expressed as a percentage, to understand how seasonal variations compared.

This would be possible. Miss Myers would prepare three safeguarding reports each academic year, which would assist with comparison. Producing the safeguarding reports and receiving Governor feedback had provided an excellent opportunity for safeguarding reflection and review. Governors were invited to comment upon any areas of reporting they would like to be refined and / or expanded to ensure that the reports were as useful as possible.

The CPOMS Flowchart which had been uploaded on to GovernorHub detailed the current safeguarding procedures, which had been shared with staff members.

It was recognised that CPOMS represented a valuable and secure safeguarding tool. Information was entered directly on to CPOMS and fully replaced paper based safeguarding referrals. Low level concerns, such as dirty clothes for example,

would be logged on to CPOMS by staff members. Other concerns would be reported to the relevant safeguarding lead and followed by an entry on CPOMS. Miss Myers reviewed the entries on a daily basis to determine whether further action was required. Staff members were using the reporting systems well.

Further to feedback from the Safeguarding Audit which had been completed by Carolyn Eyre and information from the Ofsted Inspection at Chatsworth Futures, the Safeguarding and Child Protection policies had been updated and separated into distinct policies.

All members of staff had completed mandatory safeguarding training during the two inset days at the beginning of the school term. A quiz was completed thereafter to reinforce the learning. Additional non-compulsory safeguarding and child protection training would be completed as part of an annual cycle.

Cllr Reynolds confirmed that she would contact Miss Myers to arrange for the completion of a safeguarding monitoring visit.

Two case studies had been provided for Governor information. These were not based upon real pupils but provided realistic examples of the types of safeguarding issues which arose. Governors did not raise any questions and noted the useful information in regard to safeguarding.

8. BEHAVIOUR REPORT

Ms Connor [KS4 Lead] joined the meeting at 1:20.

Governors received a verbal update in regard to behaviour:-

- Pursuant to the Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention (PROACT-SCIPr) Programme, there remained occasions where Restrictive Physical Interventions (RPIs) could not be avoided to ensure the safety of the student and / or staff members.
- Physical interventions were recorded on forms which were signed by a member of the Behaviour Support Team.
- Ms Connor monitored the physical interventions on a daily basis, which included consideration of behavioural patterns. Weekly reports were provided to Dr Hanbury and Ms Birkinhead and termly reports were provided to Governors.
- Physical interventions from the commencement of the 2021-2022 academic year were recorded as follows:-
 - September 2021: 147 interventions
 - October 2021: 119 interventions
 - November 2021: 117 interventions
 - December 2021: 102 interventions
 - January 2022: 70 interventions

- The number of physical interventions had increased when compared to the figures in the previous year however, this reflected three students who had joined the school with significant behavioural needs. Whilst an alternative provision was being considered for one of the students, the remaining two students had responded well to the behavioural strategies which had been put in place. The recording of physical interventions had assisted to understand where there were behavioural patterns and to monitor the effectiveness of changes in routines and different strategies which had been put into place.

Governors reflected that the efforts of all staff members to address challenging behaviour within school were greatly appreciated and requested that this feedback was passed on to staff members. Dr Hanbury endorsed this view and further recognised the input from Ms Connor who forensically reviewed the behavioural data and provided excellent support for staff members, including regular debriefs which were important to maintain resilience.

Action: Ms Connor to provide an email copy of the behavioural data provided within the meeting to Mrs Taylor to upload to GovernorHub.

Ms Connor left the meeting at 1:30.

9. QUALITY OF EDUCATION

Governors were referred to the Self-Evaluation Reports [Autumn 1 and Autumn 2], the Curriculum Plan 2021 – 2022 and the Self-Assessment Report which had been circulated via GovernorHub in advance of the meeting.

Ms Birkinhead explained that analysis contained within the Self-Evaluation Reports incorporated information gathered from a number of different stakeholders. The findings informed the [SAR].

The Curriculum Plan continued to evolve and was subject to ongoing review to ensure that it continued to drive high standards of teaching.

Ms Jones noted that the Curriculum Plan had resulted in a period of adjustment during the first half term however, the experience of staff members had been positive. The production of schemes of work had become more streamlined and reduced planning time for teachers. Resources and areas of good practice were shared between staff members and this had been very beneficial.

The next SAR would be produced by Miss Myers and would address behaviour and attitudes. Members of the business team would contribute to the SAR to ensure a rounded review. Miss Myers' experience of leading the SAR was that the momentum and rigour associated with this way of working had been very positive.

Contributions from the Leadership team had been open and honest and they had clear views in regard to required actions arising from the reviews.

Governors noted the Self-Evaluation Reports [Autumn 1 and Autumn 2], the Curriculum Plan 2021 – 2022 and the Self-Assessment Report.

10. QUALITY IMPROVEMENT PLAN

Governors were referred to the Quality Improvement Plan, September 2021 to August 2022 [QIP], which had been circulated via GovernorHub in advance of the meeting.

The QIP was informed by the School Evaluation Forms, which also fed into the Quality Assurance Cycle. Reviews were shared with staff members who provided feedback. Ms Birkinhead commended the self-reflection completed by leaders which had facilitated open dialogue and healthy challenge in terms of driving standards.

Governors had noted the honest commentary provided by school leaders within the detailed documents provided. Governors remained confident with the processes which had been outlined by Ms Birkinhead and Miss Myers during the meeting today.

Cllr Reynolds endorsed this confidence. The documentation provided Governors with clear awareness of the actions which were in place to progress areas such as curriculum development.

Q: Would it be feasible to provide additional context in regard to the external drives for addressing any issues raised together with timescales. It would be useful to understand what success looked like and whether monitoring stage points had been put in place and achieved.

Ms Birkinhead confirmed that the current Ofsted framework was followed because this was appropriate for the students. The impact statement contained within the QIP was reviewed on a weekly basis. The SLT ensured that the actions undertaken to achieve success were transparent.

Miss Myers assured Governors that all staff members remained passionate about the school. The staff team had grown and the additional expertise included strong Assistant Headteachers who enabled collaboration and collective thinking. A strong ethos of teamwork was in place and visits to the school were encouraged to see this work in practice.

Approved: Governors approved the QIP.

11. HEADTEACHER'S REPORT

Dr Hanbury left the meeting at 1:49.

Governors were referred to the Headteacher's Report, which had been circulated via GovernorHub in advance of the meeting.

Ms Birkinhead provided the following headlines from the report:

- Deputy Headteachers maintained individual Key Stage responsibilities and this arrangement worked well.
- Input from Rachel Hill and Ms McRae as part of the SLT had been very positive and would inform the next QA cycle.
- Staff and student wellbeing were supported by weekly meetings on Tuesday mornings, which were used as an opportunity to get to know staff members. Ms Jones noted that the focus upon positive areas of practice and areas most enjoyed by staff members had been valuable.
- The school had invested in the PULSE programme, which facilitated prompt feedback to and from staff in regard to specific wellbeing questions.
- Feedback had been gathered from Year 7 students on their first term in school and this would be shared with Governors.
- The school continued to grow and an increase of 27 students was forecast in 2022-23. Whilst positive, growth would further challenge capacity and short and longer term solutions were under review, which could include reconfiguration of the Deans space.
- There was a fairly high proportion of students for whom English was an Additional Language and the school was investigating the possibility of securing additional funding to support these students in addition to their SEN.

Governors noted the content of the Headteacher's Report.

12. BUDGET REVIEW

This item was deferred to the meeting on 11th March 2022.

13. UPDATE ON COVID-19

Ms Birkinhead provided Governors with a verbal update in regard to Covid-19. Whilst the number of positive cases were reducing significantly, it was not clear what the impact of the new omicron variant would be. A further Local Authority review was awaited and precautions within school would remain in place in the meantime.

Governors noted the verbal update in regard to Covid-19.

14. RIGHTS RESPECTING SCHOOL GOVERNOR

Ms Birkinhead informed Governors that Cath Stones, HS7 teacher, was leading the journey to achieve the Silver Level (Rights Committed) Accreditation of the Rights Respecting Schools Award. This aligned with work to ensure that the student Emotional Well-Being programme presented by Graham Lunt within the previous meeting was fully embedded within the school.

A named Governor was sought to assist with the work towards the Rights Respecting Schools Award. Ms Jones volunteered to assist with this and was thanked for her assistance.

Approved: Ms Jones to be the named Governor in regard to the Rights Respecting Schools work.

15. ADMISSIONS POLICY 2022

Governors were referred to the Admissions Policy 2022, which had been circulated via GovernorHub in advance of the meeting. Governors did not raise any questions.

Approved: Governors approved the Admissions Policy 2022.

16. LONE WORKING POLICY

This item was deferred to the meeting on 11th March 2022.

17. AOB

There were no items to be included under Any Other Business.

18. CONFIDENTIALITY

There were no confidential items.

19. NEXT MEETING

Governors noted the time and date of the next meeting:-

11th March 2022 at 12:00

Signed.....Date.....
Mr Davismoon (Chair of Governors)

The meeting concluded at 1:58