



Meeting: LGB Spring Meeting

Location: Teams

Date: Monday 24th January 2022 at 5:00pm

PRESENT	Gary Quarless – Headteacher Maggie Carter – Chair of Governors Rachel Manifield – Vice Chair of Governors Gavin Garman – Governor Hayley Brice – Governor Mary May – Governor Mike Muir – Governor	
IN ATTENDANCE	Nicola Jones – Deputy Headteacher Ruth Zimmerman – SEN Director, Special Partnership Trust	
APOLOGIES	None	
ITEM		
1.	Welcome and apologies, agree quoracy	
1.1	Chair welcomed everyone to the meeting and wished governors a happy new year.	
1.2	Chair welcomed GQ to his first LGB. Chair also welcomed RZ, in her new role as SEN Director. Introductions were made.	
1.3	Chair explained that SP has left the school so we are in the process of electing a new staff governor. By the next meeting, we should have a new staff governor.	
2.	Agree previous minutes, matters arising	
2.1	Previous minutes agreed.	
3.	Declaration of Business and Pecuniary Interests	
3.1	No conflicts of interest noted.	
4.	Covid update	
4.1	GQ acknowledged the outstanding job that AN has been doing with Covid. A week ago, we had 27 staff absent and pockets of Covid outbreaks around the school. Classes with a high number of cases were put into class bubbles. GC explained that the rate of infection is now slowing down. Staff have been flexible to ensure that all classes are covered, however due to short notice for some of the changes, we have seen some additional dysregulation from some older students. GQ added that there is a residential camp taking place this week, which will be going ahead due to the reduction in the number of cases over the weekend and the fact that they will be in a bubble for a few days. GQ stated that decisions are made based on educating pupils safely.	
4.2	<p>GG asked if we have data on staff vaccination take up. GQ stated that we are not allowed to ask for that information. AN explained that the uptake in January was around 94%. Some staff were not confident about the vaccination in January but have since had the vaccination. AN added that there are only a few who are now not vaccinated. GQ explained that the self-isolation requirement for unvaccinated staff is different to vaccinated staff which could cause some issues.</p> <p>Chair asked what the situation is within the residences. GQ said that it is a domino impact and is being affected like the rest of the school. GQ added that two key staff are on Team Teach training all week, and the Deputy Head of Care is absent with Covid.</p> <p>MMA asked if we have the right to expect care staff to be vaccinated, and whether they are all vaccinated.</p>	

	<p>RZ explained that the care team is employed through education so they are currently being treated in the same way as education staff. RZ added that she would look into whether vaccinations should be required for care staff.</p> <p>NJ explained that someone from the local health team came into school on Tuesday and went through our risk assessment. They were complimentary about the measures in place, but are aware that we are experiencing a spike in cases at the moment.</p>	RZ
5.	Head Teacher report presentation / questions	
5.1	GQ thanked the team for putting together the Headteacher's report. GQ said that the report sits with NJ and the rest of SLT. GQ stressed that the feedback following the previous impact meeting highlighted that there was lack of clarity of impact, therefore the report is impact heavy. GQ said that future reports will be more refined.	
5.2	<p>GG asked what a positive outcome is for the school in relation to admissions/tribunals.</p> <p>NJ explained that it relates to what we are arguing. Sometimes a parent will go to tribunal to argue to come to our school, whereas other times, we are not named on EHCP paperwork. NJ said that she is unsure of the two final outcomes. NJ to advise on the outcomes of the last two tribunals.</p>	NJ
5.3	<p>GG asked why the persistent absences are quite high.</p> <p>GQ explained that it is quite high but it is in line with what is happening across the country. The Autumn term tends to have the highest rates of absence and Covid has also had an impact on the data. GQ explained that the wellbeing of staff is upmost in everyone's minds and staff are doing a great job of supporting each other.</p> <p>RZ added that the pattern of absence is reflected across the other schools. RZ added that it was also higher last term as the X code for Covid has now gone, so Covid absence is now just marked as ill and is therefore reflecting as normal sickness absence.</p> <p>NJ explained that as the year progresses, we will see the figure fall. NJ added that some children are absent for other reasons and we are working with the EWO to follow these up appropriately.</p>	
5.4	<p>MMA asked if teachers across the school are teaching all subjects or if some subjects are still being taught by specialist teachers.</p> <p>NJ explained that when the children get to year 10/11, if the right pathway for them is GCSEs, they still retain Science, English and Maths with subject specialist teachers.</p> <p>MMA asked if the more generic subjects are being taught by the class teacher.</p> <p>NJ said yes.</p> <p>GQ said teachers within the older year groups have fed back that they are enjoying the increase in quality of relationships they have with their students. This will lead to deeper and greater engagement from students and with better staffing levels, we will also be able to develop SEN input, subject capabilities and mentoring.</p>	
5.5	<p>RM asked why the judgment for behaviours and attitudes has moved from +3 to -2 and the reasons behind this.</p> <p>NJ explained that 3 is requires improvement and 2 is a good. We believe we are now heading towards a good as we have seen a positive improvement in behaviours and attitudes, including attendance. NJ added that we are looking for further evidence of this but we are seeing a positive trend in less serious incidents of behaviour, even though we had a small spike last term.</p> <p>GQ added that if you look over a period of one year, there are always spikes around specific times of the year such as Christmas.</p>	
5.6	<p>GG asked if the number of staff appointments can be taken off the number of vacancies.</p> <p>NJ explained that there are still 6 Teaching Assistant vacancies but we did make 6 Teaching Assistant appointments last term.</p> <p>GQ explained that this is a trend across the country and it continues to be difficult to recruit.</p> <p>NJ explained that we are holding recruitment open mornings, highlighting the quality of CPD and wellbeing within the school. This is also being added into the adverts, showing that we are a great place to work. NJ added that it is a very competitive landscape at the moment.</p>	
5.7	<p>Chair said that 105 consults is a big number and we are conscious of the time that it takes to process those requests but are only able to meet a relatively small number of those. Chair asked how the process is managed and the impact on the staff who are involved in this process.</p> <p>GQ explained that the whole admissions process is up for review. GQ stated that there will be a respectful handover from BW to GQ. GQ added that something that stands out is the lateness of</p>	

	<p>the distribution of admissions including just before Christmas. GQ stated that it needs to be a much more distributed system to reduce the workload for particular members of staff. GQ noted that some case officers are mindful of the type of pupils they refer for consultation but many are not as mindful so there are also many inappropriate consultations. GQ said that he will start to build relationships with the local authority.</p> <p>Chair said that the number of consultations we get at Orchard Manor School is huge compared to other schools. Chair said we need to be clear what we do support and what we don't support so that time isn't wasted for staff or families. Getting this message across to the local authority will be really important.</p> <p>RZ said that Orchard Manor School have more referrals than the other schools but every school has more referrals than places. This will be looked at across SPT.</p>	
5.8	<p>Chair asked if the staff survey is being redone.</p> <p>GQ said that it has been done and we are waiting for the results and the report.</p> <p>Chair said that the comparatives around this will be really important.</p> <p>AN to share the report with governors.</p>	AN
5.9	<p>Chair reminded SLT to expand acronyms so that governors know what they mean.</p> <p>AN to create and share a list of acronyms with governors.</p>	AN
5.10	<p>RZ said that she has had the pleasure of watching Guy looking at the Headteacher reports. They are part of a triangulation process and there are clear spreadsheets to show where everyone is working. This is also an opportunity for Heads to see how other Heads are operating to give a bigger picture.</p>	
6.	School SEF	
6.1	<p>Chair explained that the SEF is the school's judgment about itself. In summary, in some areas we are still judging ourselves as requires improvement, including QofE, but there are some areas where we think we are good.</p>	
6.2	<p>GG asked who wrote the SEF and how they came to the decisions.</p> <p>NJ explained that she is the main author but has worked with other senior leaders and the Headteacher to make the judgments. These are the judgments that were agreed by the whole SLT. NJ added that the document was also taken to the impact tracker meeting and we spoke to SPT about the whole process of making the judgments. A lot of thought goes into the SEF.</p>	
6.3	<p>GG said that he was surprised that there are only 13 children with SALT.</p> <p>NJ explained that this is the number of pupils whose main diagnosis is SALT. Some pupils will have ASD and SALT but their main diagnosis is ASD. NJ explained that as we move from SIMS to Arbor, we will have a chance to check the data so these figures may change. NJ added that ASD will be always be the majority.</p>	
6.4	<p>MMA said that the SEF is comprehensive and ambitious. If the school can achieve these things that would be great. MMA suggested that a timeline for achievement would be beneficial. MMA added that it is very impressive and contains all of the things governors would want to see.</p>	
6.5	<p>RM asked about why there is a missing 3% amongst the types of learners (L2L, B2L, etc.).</p> <p>NJ thanked RM for pointing it out and said she would double check the figures.</p>	NJ
6.6	<p>Chair asked why there isn't a leadership and management judgment.</p> <p>GQ explained that the school is in a state of flux due to SLT picking up bits of admin and other jobs. As it stands, the judgment would be good with elements of outstanding and elements of requires improvement. We are having robust conversations which will be continued following the visioning day. GQ added that there will be a plan for the board to consider following the visioning day. As things stand, there are great people within SLT so he would judge it as a strong good.</p> <p>Chair asked if GQ would be confident to put this in the judgment box.</p> <p>GQ said yes.</p> <p>NJ said that it is about the whole team, including governors, subject leads and HLTAs who line manage the Teaching Assistants. NJ stated that we are ready to fix our judgment but even if we say we are a good now, there is still work to do. We need to ensure impact on curriculum and pupil outcomes.</p> <p>RZ added that within the process of quality assurance and the school looking at the SEF, questions are asked at the impact tracker meetings including what the impact is and how it can be shown. RZ</p>	

	<p>added that the staff have listened, gone away, defended judgements and worked really hard around self reflection.</p> <p>Chair said that the impact meetings are quite challenging for the staff in terms of ‘so what’.</p> <p>GQ added that he hasn’t had any conversations with SLT or the wider team where they are not aware of where we are and where we are going. There has been a lot of change and the team have covered so much, but the team haven’t had the time to celebrate all of the successes and achievements as they are always starting the next job. Conversations about success are becoming a bigger part of conversations.</p>	
7.	School Pupil Premium, Recovery Premium and Sports Premium	
7.1	<p>Chair said that she met with the leads for each area, including watching a Sports Leaders session which was really interesting. Chair urged governors to visit a lesson when they are doing a monitoring visit. Chair explained that CK has lots of ideas on how to improve the offer to pupils, including a focus on getting girls involved with PE. Chair stated that the pupil premium funding is focussed on the more disadvantaged pupils, but it is interesting to see how the pupil premium funding supports all pupils.</p>	
7.2	<p>MMA said that it would be interesting to see in 12 months time what difference the funding has made to the pupils who were worthy of pupil premium funding.</p>	
7.3	<p>GG asked if the swimming pool will reopen.</p> <p>GQ explained that the swimming pool will reopen at some point but there are currently issues with the boiler and the roof. GQ has had conversations with MR and Alex (SPT) about whether we fix it and make do, or pull it down and start again which could be a serious fundraiser opportunity. This will be a bigger conversation. In the short term, we can patch it up and get it ready for the summer term. There will be cost and training implications around this.</p> <p>GG asked if there is a pool in the community we could use.</p> <p>NJ said yes, including Lady’s Mile swimming pool. NJ said that Team 1 go there regularly and using larger pools has always been part of the curriculum. We haven’t just relied on the school pool.</p> <p>HB said that the swimming pool is important for sensory needs and regulation. HB added that it is important that the swimming pool is back in use soon.</p> <p>GQ said it will hopefully be open for the summer term. GQ added that the boiler is more of a worry.</p> <p>Chair asked how many pupils we have with a water therapy need.</p> <p>GQ said that we would need to check but sensory needs and regulation are important to a lot of our pupils. The integration of English and Maths into different environments is also important, on top of satisfying sensory needs.</p> <p>HB added that the last correspondence parents had about the pool was that we were lacking sand for filtration. HB asked why there have not been more communication about why it has not been open. GQ explained that is what happened initially. GQ to ask MR for an update and provide an update to parents.</p> <p>HB said that we could raise awareness in the community.</p> <p>Chair agreed that it would be something the community would get behind from a fundraising point of view.</p>	GQ
8.	Development Plans	
8.1	<p><u>Impact Tracker Meetings</u></p> <p>GQ and NJ are working to streamline the reporting process. The school will be combining the impact tracker with the SDP. Over the next 6 weeks, we will have a detailed look at each of the 6 lines and how we report on them so there is clarity and wider ownership of them. This week’s tracker meeting will be focussed on the Quality of Education. The other areas have all been covered but not in the depth of detail that Quality of Education has. GQ said that he will feedback to governors following the meeting.</p> <p>Chair asked if the meetings are still monthly.</p> <p>GQ said that we haven’t asked to change how often they are but to make reporting more streamlined with a focus on impact and accountability. Once we have done our visioning day, this will sit alongside the reporting. GQ said that we need to lessen the overload on reporting.</p> <p>Chair said thank you to MMA and RM for joining the Impact Tracker Meetings that she couldn’t attend.</p>	

	<p>MMA said that she found the meeting very interesting and that it would be a good thing for all governors to attend over the next year. MMA said that she got a really good feel about where the school fits within the Trust.</p> <p>Chair said that one of the things that stands out from the meetings is how we get all governors to have a wider feel about SPT's ethos and vision.</p> <p>GQ added that the core SPT came to the school to spend time with the admin team, talking about values, ethos and how to blend this into the school. A lot of SLT attended the day and commented that it was really positive.</p> <p>GQ said that it is important for governors to be part of different meetings.</p> <p>NJ said that she has reported on the school's behalf within the important track meetings during the last two terms, due to having an Interim Headteacher. This ensured stability and consistency across the two terms which could have been destabilising. The trust asked challenging questions which made us think hard about what we are doing and the impact we are having. The reporting is hard work but it is also good to show the impact we are having on the children.</p> <p>HB said that it would be good for governors to see the bigger picture.</p> <p>GQ added that in the future, different members of SLT will be working with working groups across SPT so that we have a deeper understanding of pedagogy and practice across the trust, and ensure our school is inputting into that.</p>	
8.2	<p><u>School Development Plan</u></p> <p>MMA asked if SLT could discuss the key parts of the SDP with the lead governor as it is a big document. MMA said that it would be good for governors to ask questions relating to their related section within the SDP.</p> <p>Chair agreed that governors could discuss the relevant parts of the SDP relating to their lead governor role with their SLT link. The monitoring reports should triangulate the information we have within the SDP, and the report can reflect and show how it links.</p> <p>GQ agreed. GQ added that it is essential that GQ is part of those meetings so that he can gain a wider understanding. GQ explained that monitoring visits are a snapshot of time, so it is important that it is shared and we can have further conversations to ask any further questions.</p> <p>Chair asked what governing lawfully refers to.</p> <p>NJ explained that it is the governors' role and responsibility and is a phrase used across the trust to show an effective governing body.</p> <p>RZ said that it refers to working in partnership with other schools and other governing bodies, so the frameworks, agendas and processes are all compliant and working within a legal framework.</p>	
8.3	<p><u>Governor Development Plan</u></p> <p>Chair explained that GQ has made some amendments to the Governor Development Plan which was shared with governors today.</p> <p>GQ explained that the version shared today is the version from SPT. GQ explained that he had a conversation with MC about the sections in green which ensures the vision and values, as well as the procedures, are equitable across the Trust. GQ said that he would soften some of the phraseology.</p> <p>Chair added that the draft governor development plan didn't reflect the Trust elements. Chair said that she agreed with the additions and that we need to reflect the Trust ethos but we need to work out how, as a new LGB, we get a sense of what the ethos is rather than reading documents.</p> <p>RZ said that it is a process of highlighting areas for discussion. RZ added that SPT only want the LGB to reflect the areas and values of SPT if they agree with them.</p> <p>GQ said that the government development plan can be a working document.</p> <p>RZ added that once the document is in place there could be an opportunity for working groups to develop it further.</p> <p>RM commented that the governor development plan is quite detailed. RM said that she is still unclear about where the LGB sits and the level of scrutiny needed. The document reads as an inspection document. RM asked if the reality of what we do matches the document and whether we are really at that level of support and scrutiny. RM said that she sees some areas sitting with the Trust. RM added that governors are in voluntary roles and there is quite a lot in the document if it all needs to be achieved.</p>	GQ

	<p>Chair explained that traditionally a FGB is the support and challenge for SLT, but within a MAT it is not the same. We need to be clear around what SPT are doing but also what governors can do to support that.</p> <p>GQ explained that his role is key in establishing individual and collective relationship with all of the governors. As things get refined in school, the content and nature of reporting from SLT will change including the wider Trust elements. GQ added that monitoring meetings will enable depth and clarity and governor input will be acknowledged and valued. Following the visioning day, governors will be a part of a long term and annual plan for the school. This will blend in the values of the Trust but also the importance of the network and relationships within the school.</p> <p>RM said that we are still in early days with SPT so it will evolve.</p> <p>RZ explained that the LGB doesn't have to be there as an academy, but governors have local knowledge and links so it is still important. SPT provide the framework and systems but the LGB will have a more valuable view and asked more relevant questions than the Trust. The Trust and Headteacher will support the LGB within the context and time that governors have. RZ added that the LGB is a very valuable role to a school.</p> <p>GG said that the focus of governor training is strategic but the Trust is where the more strategic scrutiny comes from. The LGB seems to now be more operational, and that is where we can have more impact. GG said that as a volunteer, he doesn't know the impact on Trust but does know the impact on the school, pupils and staff working at the school and it is how you get a feel of that.</p> <p>GQ explained that the Headteacher should simplify the strategic, policy and procedural elements so that governors understand it but don't get bogged down in it. It needs to be concise, clean and easy to use. GQ said that he knows governors are passionate about outcomes for pupils and the wellbeing of staff. GQ explained that he hopes governors don't get overwhelmed by the strategic side of things.</p> <p>Chair said that the governor development plan is still work in progress.</p>	
8.4	<p><u>Governor Monitoring Guidance</u></p> <p>Chair said that this is guidance based on conversations that have been taking place around monitoring visits. It focuses on what governors should be doing, who they should be talking to, opportunities to triangulate, etc. Chair said it is some thoughts and generic questions as starting points for monitoring visits and reports.</p> <p>GQ explained that going forward, governors can meet with GQ and NJ to get the answers to any questions they may have following their monitoring.</p> <p>Chair explained that the LGB are still learning as it is only the second round of monitoring visits since being part of SPT. Chair said that it is worth sending the report to the SLT link before it goes to Clerk. GQ said that he would like to see governor reports before they get sent out. GQ asked what governors think about a session with GQ and NJ to help governors ahead of the next round of monitoring.</p> <p>MMu said that he would find it useful especially as he has only done one report and doesn't know if it is any good or if the right information is in the report.</p> <p>RM stated that she isn't sure she agrees with sharing the report with GQ before they go out. RM said that it is the governor's document and it is shared ahead of the LGB meeting so that the meeting is the right forum to discuss it. The LGB meeting is the opportunity to ask questions. RM said that what might be more beneficial is 1-1 meetings but this may depends on each lead area as some are more operational than others.</p> <p>Chair said that she recognises the need for meetings with GQ and NJ but it might be different for different lead roles.</p> <p>AN to coordinate governors who would like to meet with GQ/NJ.</p>	AN
8.5	<p><u>Governor Opportunities</u></p> <p>Chair explained that the document shows the expectations and mandatory areas for governors but also the more informal opportunities, depending on the time each governor has. Chair said that it would be good to have time as group which is not driven by the formal requirements of these meetings, and having a day which is more around CPD rather than a business session. Chair added that it would be an opportunity to get to know each other and share our understanding of the school, and go into more depth about things we don't have a chance to in this forum. Chair said that this wouldn't be mandatory, but an opportunity focussed on the principle of getting to know the school.</p>	

	<p>The other areas are around governor visibility, coming along to events, and governor representation at different things so the school community understands who you are as a governor.</p> <p>GQ said that he is mindful of people's time and the fact that many governors also have full time roles.</p> <p>HB commented that it would be a good idea to meet informally and to be able to ask questions which aren't a part of these meetings.</p> <p>Chair and AN to have a look at doing something in the summer term as governors and put together a couple of options to share with governors for their thoughts.</p> <p>Chair added that governors can go to AN and GQ with any questions they have.</p>	MC/AN
9.	Governor Monitoring Visits	
9.1	<p><u>Safeguarding, Health & Safety, Attendance</u></p> <p>Chair asked why GG did the investigation rather than SPT.</p> <p>GG said that it was a fairly low key investigation.</p> <p>RZ said that it depends on the level of the complaint. Level 3 would be when SPT get involved. The tiered structure is beneficial for the complaint to move through if necessary.</p> <p>GG asked if governors from OMS might get involved in investigations in other schools as an independent person.</p> <p>RZ said yes.</p> <p>GG said some key responsibilities will have moved following the admin review and we need to make sure these are picked up and the same amount of time allocated to these responsibilities.</p> <p>Chair said that the school has been mindful around the change of roles to ensure all of the work is covered.</p>	
9.2	<p><u>Assessment, Progress and Curriculum</u></p> <p>RM explained her expertise is not in education and the curriculum is a vast subject. The curriculum is touched on in the SDP, SEF and Headteacher's report so is not sure what value this lead role is adding.</p> <p>Chair agreed, as a lot of this is part of the impact tracker meeting, and there is so much information being shared about Quality of Education. Chair asked how RM's role fits into that.</p> <p>RZ explained that the role around curriculum should be focussed on asking questions as members of the school community, asking what do you want to know and what do you need to know. Some of the vigorous challenge may be more difficult but questions about the local impact and developments are important.</p> <p>GQ added that it is important that as teachers we de-jargon the information when speaking to governors and parents, and we need to be able to explain succinctly the answer to questions. GQ said that he can see the progression over the next few years, with a whole school framework around curriculum and assessment which the board will be a part of.</p> <p>Chair said that the curriculum governor role will evolve.</p>	
9.3	<p><u>Residential</u></p> <p>MMu said that it was nice to be in the residential houses in an official capacity. MMu explained that we had a positive Social Care Ofsted. MMu explained that there needs to be greater flexibility around the residential team being able to access money. MMu commented that we are changing the way the residential team order things, with changes in terms of availability of money and the houses now have credit cards. However, the availability of cash is still important for independent life skills.</p> <p>Chair said it is important to facilitate preparation for adulthood.</p> <p>MMu added that things are changing and we are being listened to by SPT, but things are not moving as fast as we would have wanted them to.</p> <p>GQ said that he has already had a conversation with SPT around the framework for cash within the trust. JW is going to be refining the financial processes again with his team. GQ explained that AN will be looking at the finances to ensure a more refined system for ordering and topping up the petty cash.</p> <p>MMu agreed and said that he was aware this was happening but it is slower than hoped. MMu said that the other key area is the number of residential pupils. Year 11s are coming in but they are only here for another few months, so we need more numbers at a younger level. MMu explained that</p>	

	<p>he talked to JW about evidencing the positive impact we are having, to show success in terms of keeping families together but having a pupil in residence.</p> <p>Chair said that there is a plan for using the residential houses more to maximise what we have, and this is being discussed with the local authority.</p> <p>GQ added that the focus going forward initially is to prioritise the Year 11 programme. There will also be a focus on some of the points from the Ofsted report and independent life skills programmes including more proactive planning for events such as shopping. The residential plan implementation process will be slow but conversations are taking place with the local authority.</p> <p>Chair said that we all recognise that the residences are a underused resource and we need to look at how we make better use of them.</p>	
9.4	<p><u>Community</u></p> <p>MMA explained that the journey our pupils take is really important. MMA said that when she started the community lead role there was recognition that we needed to raise the school's profile in the local community as we weren't well viewed so we set about trying to change that. This has been very successful. There have been many events, local dignitaries have visited the school and there are lots of plans for the future.</p> <p>Chair thanked MMA for her work around this as well as the admin team.</p> <p>MMA said that AN and MS have been amazing.</p> <p>Chair added that the school's profile on social media is amazing.</p>	
9.5	<p><u>Personal Development, Behaviour, Wellbeing and CPD</u></p> <p>HB explained that as part of the last staff survey, there was a request for more ASD training and an audit needed to identify the sensory needs of the children. HB said that she felt that the two year trajectory for training was a long time and if pupils are only at OMS for another few months, they will miss out on that approach. HB added that pupils whose sensory needs are not met are likely to not be ready to learn. HB explained that the DofE wellbeing charter is interesting and the school are keen to move forward with it. The support amongst staff is great. HB explained that three staff are training to be Team Teach trainers so other staff can then be trained. There is also some communication and interaction training to follow. HB said that she is still building a picture around the wider communication between parents and stakeholders.</p> <p>GQ said that in relation to timeframes, it is not just about training but sequential development of a deep skill set which does take a long time, and at least two years. Pupils will have different needs, and this work is traditionally done by an OT who interview staff and the family to build up a total picture of a child, then there is a diagnosis, and they can put forward a sensory diet specific to that pupil. Behind that, there is a raft of skill and understanding that staff need to develop. If we are going to do it, we need to do it properly. The reduction of NHS therapeutic support means that there is more onus on schools within these areas, with added professional development needed to support pupils to the full potential.</p> <p>HB said that learning will be affected if the sensory needs are not met.</p> <p>NJ explained that an OT audit has been completed and we are now looking at the report to identify support and training needed for staff. NJ added that we need to budget for this. NJ added that no one wants to wait two years but the context is around embedding it and seeing something quite different to what we have now. NJ explained that HB's concern about the background of some of the CPD provided is not a worry as the training was personalised for us, focusing on what students are communicating to us, and how to support pupils in different ways so their needs are met. NJ said that it is not about managing behaviour as an outcome but getting underneath it.</p>	
10.	Governor Hub	
10.1	<p>AN explained that SPT have introduced a new system for all governors across the Trust called Governor Hub. The Hub is a system to hold governor documents rather than them being shared via emails. Governors can then refer back to the documents whenever they need to. AN advised governors that they would receive a welcome email from Governor Hub so they can sign in for the first time. AN explained that she would provide support for governors accessing the Hub and for the next meeting, documents will be shared both via email and on the Hub so governors have time to get used to it.</p>	
11.	Admin Review	

11.1	<p>AN explained that an admin review and consultation process took place in October/November which led to staff moving into new roles as well as some staff leaving. The key areas have been identified and are being picked up immediately. The new roles are exciting and the team are feeling really positive about the team moving forward.</p> <p>GQ explained that adverts are out for the three remaining admin vacancies but whilst the roles are still vacant, SLT are still picking up some of the workload. In relation to staff transitioning into new roles, the whole staff team have been respectful in respect to the position we find ourselves in. A poster is being distributed to the whole team so that staff know who to go to from now on. The transition will likely be ongoing for the rest of this term.</p> <p>Chair said that the poster is a good idea so staff know who to go to about what.</p> <p>GQ said that there has been a focus on rationalising roles and having a reflective team. Over the next two terms, roles will be embedded and there will be minor tweaks.</p> <p>RM asked that as the Pupil Data Manager has left, who is picking up the attendance monitoring.</p> <p>GQ explained that it is currently PGP but some of the administrative parts of this will move to the admin team.</p> <p>HB asked if the two staff who left had exit interviews.</p> <p>GQ explained that exit interviews are always offered to staff but it is voluntary as to whether they want to take it up. In the new admin structure, this will be included as an internal element of HR and is up for discussion as to the process and whether it should be done by the line manager or HR.</p> <p>NJ explained that the exit interviews are looked at as part of the Headteacher's report. NJ said that it is beneficial for the interview to take place with HR as the employee may not want to share some things relating to their school experience with their line manager.</p>	
12.	Introduction to the SPT SEN Director	
12.1	<p>RZ explained that as part of SPT, she is in a new role of SEN Director. This reflects that the Trust has got bigger and there are a wide range of needs across the Trust. The purpose of the role is strategic development of SEN across the Trust. We want to take that to a much higher quality offer, by identifying and developing the best systems to support and manage the CPD proposal across Trust and link this with the pay proposal. Although OMS is one defined population, within that, there is such a range of SEN, and it is the same across the Trust. The Trust is now much more engaged in research and development to grow the model in schools, with quality assurance research leading to a quality offer that we can know meets the SEN high standards. There will be a focus on clear CPD, recruitment and retention. The Trust want to make sure everyone, whether support staff, admin or teaching, are accessing universal CPD which is quality assurance research based and underpins why certain methodologies are being used. The offer need to be refreshed every year and encouragement to access more targeted CPD so we have specialists within the Trust. For example, if a member of support staff accesses universal training and they make big impact, they can then engage in targeted CPD based on an area they are interested in which leads to specialists in different areas. If you are currently a Teaching Assistant, to move through to a high earner, you need to become a teacher; but if we can develop specialists of SEN who don't have to be teachers but who are equipped in an area of specialism, this can be linked to a salary range. This would attract people in and keep people as they move up. The ultimate aim is to be a centre of excellence and advocate for pupils' needs. This will in turn support the EHCP and admissions process as there will be specialist dialogue which we can add to that.</p>	
12.2	<p>HB said that she loved the sound of the new role and the impact that RZ will have.</p> <p>GG said that it is very interested to hear the practicalities of getting research going. GG added that he would be keen to get involved in this.</p> <p>MMA said that this is just what we need as a school.</p> <p>GQ explained that RZ will be in school once every fortnight, meeting with GQ and NJ, undertaking SLT and Middle management coaching and mentoring, and encouraging reflection and next steps to enable us to move forward.</p>	
13.	Policies	
13.1	<p>GQ explained that the school will be incorporating all of the SPT policies and they will then be tweaked in time, at a pace and priority list led by GQ. Key policies will be highlighted at LGB. GQ added that underneath the policies, there will be procedures which are unique to OMS. GQ said</p>	

	that there are further conversations to be had and that he is aware of staff uncertainty around policies.	
13.2	Chair explained that staff may be concerned around moving away from DCC model policies and moving to policies which may be unfamiliar to unions. Staff will need reassurance around this. GQ said that most of the concerns raised relate to minor tweaks in wording.	
14.	Concerns or Good News Stories to Share	
14.1	GQ explained that staff have agreed to creating a school wide video to celebrate diverse teaching and learning across the whole school, and the achievements of staff and pupils. This will be put together this over half term and governors will be invited to be part of that video.	
14.2	HB stated that the school has got involved with a funding scheme linked to shopping online. This will raise money online for the school. Chair said that it is great that there is now a specific role within school focussing on fundraising.	
14.3	GQ said that he is considering whether he should do a weekly newsletter or blog for parents. HB said that some parents miss or don't receive emails from school so it is important that we reach out to different types of parents. RM said that we need to target parents in lots of different ways as one size does not fit all of our parents. There is a broad spectrum of people accessing the information, so it should be emailed and a paper copy put into bags if we want to hit everyone. GQ asked governors to email their thoughts to him. Chair suggested contacting parents to find out what they would find the most beneficial.	LGB
15.	AOB	
15.1	None.	
16.	Next Meetings	
16.1	The next LGB meeting is on Monday 23 rd May 2022 at 5:00pm.	
17.	Summary of Actions	
17.1	<ul style="list-style-type: none"> • Vaccinations amongst care staff – Investigate whether care staff should be vaccinated. • Tribunal outcomes – Find out the outcomes of the last two tribunals. • Wellbeing survey – Share the wellbeing survey report with governors once we receive it. • Acronyms – Create and put together a list of acronyms with explanations for governors. • Types of learners – Check the figures in relation to L2L and B2L within the Headteacher's report as there is a discrepancy. • Swimming pool – Get an update from MR and share an update with all parents. • Governor development plan – GQ to go through the SPT version of the government development plan and soften some of the phraseology. • Meetings with NJ/GQ – Coordinate governor meetings with NJ and GQ around monitoring visits and reports. • Informal governor opportunities – Look into and suggest some options of informal governor gatherings. • Parent communication – Share thoughts with GQ around parent communication. 	RZ NJ AN AN NJ GQ GQ AN AN/MC LGB

Meeting finished at 7:40pm

Signed

Date