**LOCAL GOVERNING BODY OF ZETLAND PRIMARY SCHOOL**

**MINUTES OF A MEETING HELD ON THURSDAY 7 MARCH 2019**

**Governors Present:**

**Trustee Appointed Governors:** Mrs S Leng (Chair), Mr J Douglas, Ms M Hill (part of the meeting) and Mr P Robinson (Vice Chair)

**Head Teacher:** Mr S English

**Parent Governors:** Mrs K French and Mrs M Fellows

**Non-Governing Staff Member:** Mrs T Barnes (School Business Manager) (part of the meeting)

**Clerk:**

Jonathan Gordon, Redcar and Cleveland School Governance Support Service

**Also Present:**

Mr N Wilkin, Early Years Foundation Stage (EYFS) teacher (part of the meeting)

*The meeting was held at the school and started at 4.00 pm. Of the 11 governors in post at the time of the meeting, at least 7 were present for the whole of the meeting and the required quorum was met at all times.*

|  |  |
| --- | --- |
| **1.** | **APOLOGIES AND CONSENT TO ABSENCE** |
| 1.11.21.3 | Apologies had been received from Mrs B McGlasson, Mr P Richardson, Mrs M C Mamoulides and Mr D Thompson.RESOLVED to consent to the absences of the above named governors. **ACTION: Clerk**Governors noted that Ms M Hill would be late to the meeting. |
| **2**. | **ANY OTHER BUSINESS**The Head Teacher declared a staffing matter for consideration under Any Other Business. |
| **3.** | **DECLARATIONS OF INTEREST AND ANY DECLARATION OF GIFTS** Governors were given an opportunity to declare any interest in a specific matter to be discussed at the present meeting, as well as the acceptance of any gifts, hospitality, awards, prizes or any other benefit which might be seen to compromise the personal judgement or integrity of an individual. There were no such declarations. |
| **4.**4.14.1.14.24.3 | **CHAIR’S CORRESPONDENCE**Retirement/ Resignations*Due to the confidential nature of the information, the discussion was recorded in a confidential appendix.**See Confidential Appendix*Working Request*Due to the confidential nature of the information, the discussion was recorded in a confidential appendix.**See Confidential Appendix*ComplaintWithout discussing any detail, the Chair informed governors that she had received a letter of complaint. The complaint had been passed to Mr J Douglas to address.  |
|  |  |
| **5.**5.15.25.2.15.2.25.2.35.2.45.2.55.2.65.35.3.15.3.25.3.35.3.45.3.55.3.65.3.7 | **MINUTES AND MATTERS ARISING****Purpose**Minutes of the local governing body meeting held on 20 November 2018 had been circulated in advance of the meeting, to be approved and signed as a true record. Governors also had an opportunity to question progress with any matter discussed at that meeting which would not arise during the course of the present meeting.**Discussion/ Challenge** Arising from Item 6.2.2- Governor Calendar The Head Teacher confirmed that the governor calendar had been developed. Visits had been planned for March 2019. The Head Teacher asked for governor availability to attend link governor visits during the summer term. Arising from Item 6.3.2- SharePointThe Clerk confirmed that he had access to governor username and passwords for SharePoint. In the first instance, the Clerk would circulate the username and password to the Vice Chair, to ensure he was able to gain access to the system. Arising from Item 7.3- Increase to administration post hours*Due to the confidential nature of the information, the discussion was recorded in a confidential appendix.**See Confidential Appendix*Arising from Item 9.3- ‘Friends of Zetland’ AccountThe Head Teacher would arrange a date for Mr D Thompson to audit the ‘Friends of Zetland’ account. Arising from Item 17.2- Performance ManagementAt the last meeting, governors agreed for Mr Douglas to discuss how performance management objectives were set, with staff. Mr Douglas would endeavour to make arrangements to discuss performance management with staff as soon as possible. Arising from Item 27- Online Publication of Statutory InformationAt the last meeting Mrs Fellows had agreed that she would check over the school’s website to ensure that it was statutory compliant. The Clerk had sent an audit tool for Mrs Fellows to complete. The Head Teacher had also sent an audit tool for Mrs Fellows to complete. Mrs Fellows confirmed that she had checked the school’s website and had completed the audits. Mrs Fellows had identified an issue with policies being able to load on mobile phones and tablets. The Head Teacher would check this with Itchy Robot, the website provider, as to why policies may not load on phones and tablets. In relation to the audit checklists, Mrs Fellows had sent the Head Teacher a number of queries and the Head Teacher was in the process of answering and addressing the queries. The Head Teacher would provide feedback on the website at the next meeting.**Outcome**RESOLVED that the minutes of the meeting held on 20 November 2018 be approved and signed by the Chair. **ACTION: Chair**Governors were to provide their availability to attend link governor visits during the summer term. **ACTION: Governors**In the first instance, the Clerk would provide log in details to the Vice Chair to see if he was able to log in to the SharePoint system. **ACTION: Clerk and Vice Chair** *Due to the confidential nature of the information, the discussion was recorded in a confidential appendix.**See Confidential Appendix*The Head Teacher would arrange a date for Mr D Thompson to audit the ‘Friends of Zetland’ account. **ACTION: Head Teacher**Mr Douglas would discuss how performance management objectives were set, with staff. **ACTION: Mr Douglas**The Head Teacher would email Itchy Robot to discuss policies being able to load on mobile phones and tablets. He would also provide feedback on the school’s website at the next meeting **ACTION: Head Teacher** *Ms M Hill attended the meeting at 4.30 p.m.*  |
| **6.**6.16.26.2.16.2.26.2.36.3 | **FINANCE WORKING PARTY MINUTES****Purpose**Minutes of the Finance Working Party meeting dated 5 March 2019 had been circulated to governors to inform them of discussions that had taken place. **Discussion/ Challenge** Developed capital would be fully utilised this financial year. Spend had included IT upgrades. Governors noted the overspend in relation to agency supply cover. The overspend would continue until the end of the academic year. There had been some staff absence but the cover had also been pupil led to support pupils with Special Educational Needs and Disabilities (SEND). Some of the overspend would be reimbursed through the staff absence scheme and SEND funding. *Due to the confidential nature of the information, the discussion was recorded in a confidential appendix.**See Confidential Appendix***Outcome** Governors noted the minutes.  |
|  |  |
| **FINANCE** |
| **7.**7.17.1.17.1.27.27.2.17.2.27.3 | **SCHOOL BUSINESS MANAGER’S REPORT****Purpose**The School Business Manager had prepared a report to provide governors with an insight into the finance and administration of the school. The report, circulated to governors in advance of the meeting, included sections relating to: office activity update, audits and actions, budget monitoring, commentary on KPIs, Education and Skills Funding Agency (ESFA) returns, external bids, Continuous Professional Development (CPD) and performance management, census data and trends, General Data Protection Regulations (GDPR) commentary and contributions to Ironstone Academy Trust. Additionally, the school’s management accounts were presented at the meeting. **Discussion/ Challenge**The School Business Manager confirmed that the school business managers from across the trust had worked collaboratively to produce the local governing body report. This also ensured consistency across the trust in terms of reporting. The Head Teacher reported that ‘office quiet time’ had been introduced across the trust. This had been successfully implemented in school. **Outcome**Governors noted the School Business Manager’s report and management accounts.  |
| **8.**8.18.2 | **FINANCIAL MONITORING** **Purpose**The management accounts for 2018/19 had been circulated for governors’ information.**Outcome**Governors had discussed the management accounts as part of agenda items 6 and 7. The School Business Manager offered to go through the management accounts regularly with the Chair. **ACTION: School Business Manager and Chair** |
| **9.**9.19.29.2.19.2.29.3 | **RESPONSIBLE OFFICER VISIT REPORT****Purpose**Governors were provided with the responsible officer visit report, to note items auditors had identified during their visit. **Discussion/ Challenge** The School Business Manager reported that there had been one low risk identified. Anderson Barrowcliff identified that the balance on the aged debtor report did not agree to the trial balance. If the reports were not agreed to the trial balance on a monthly basis there was a possibility that a large difference would not be picked up, meaning that debtors were incorrect and the management information supplied would be inaccurate. The School Business Manager noted that this was something that she had already been aware of prior to the responsible officer visit. As part of new monthly reporting procedures the area of risk identified was being addressed. **Outcome**Governors noted the report and the area of risk identified.  |
| **EVALUATION OF PERFORMANCE, COMPLIANCE AND RISK MANAGEMENT** |
| *Mr N Wilkin attended the meeting at 4.35 p.m.* |
| **10.**10.110.210.310.410.510.610.710.810.910.1010.1110.1210.1310.1410.1510.1610.1710.1810.1910.20 | **BOLD BEGINNINGS**During the summer term 2017, Her Majesty’s Inspectors visited successful primary schools in which children, including those from disadvantaged backgrounds, achieved well. The report Bold Beginnings examined the provision in Reception classes and the common elements that were found in the most successful schools.A summary of Bold Beginnings had been circulated for governors’ information. Mr Wilkin noted that a lot of the good practice identified within Bold Beginnings was taking place in Reception. The report focused on Reception classes. In the most successful schools, reading was at the heart of the curriculum- children listened to stories, poems and rhymes regularly feeding their imagination and enhancing their vocabulary/ language and comprehension skills. Effective systematic teaching of synthetic phonics was evident in securing the alphabetic code with children which also supported their early writing. At the school and in the Nursery setting there was a focus on the prime areas including listening to stories. Within the pm Nursery the more able children had additional letters and sounds activities in preparation for moving into Reception. Children were being taught in particular phonic phases. Mr Wilkin noted that the Bold Beginnings document discussed that in the most successful schools there was sufficient direct teaching time every day in reading, writing and maths and there were opportunities for the children to practice these skills on top of the direct teaching in small groups, partner work and in play. Mr Wilkin noted that the school had daily differentiated group math sessions. Previously maths had been taught as a whole class but following advice the children were within clearly defined groups and the children came to the adults for direct teaching. **A governor noted that it was highly likely that the EYFS setting would also have class teaching of maths, for example when the children lined up they would be counted.** Mr Wilkin noted that the group work had started since December and had been working well.Mr Wilkin noted the importance of literacy but the children were also getting the access to math skills as well. Afternoon sessions focused on understanding the world and the expressive art areas of the EYFS Profile, with direct group writing sessions. Reading provision and intervention sessions were also part of the school’s afternoon activity. **In response to a question from a governor,** Mr Wilkin noted that the EYFS provision was making the pupils Year 1 ready. Options were available to the pupils to do reading and writing at a table or at other areas of learning, for example, pupils had opportunities to write in the sand. It was not the case that a teacher had to sit with a pupil all the time. Direct teaching was important but it was also important that pupils were given other independent opportunities. The pupils shouldn’t always just be sat down learning. The Head Teacher noted how pupils were engaged in EYFS and across school. A governor noted how positive relationships had been formed between staff and pupils. The Head Teacher reported on how the science curriculum had been developed with support from Nicky Waller, Primary Science Advisory Teacher. Mr Wilkin noted how engaged the pupils were in a photosynthesis topic of looking at leaves and why some leaves were green and others were brown.In Reception, staff were currently teaching through a dinosaur topic. Staff were using elements of the ‘Curiosity approach’ to resource the teaching areas. Children were highly engaged in learning through their role play as they begun to understand what a Palaeontologist does. In pupils’ targeted work for shape and measure, they have used 2D shapes to make dinosaur models and pictures, and they have thoroughly enjoyed making measuring strips to measure classroom items. In this area much work had been done with pupils demonstrating their own initiative, following teacher led work. **A governor noted how the Bold Beginnings document described that leaders in the most successful schools had discussed the need to generate a ‘love of learning and enjoyment of school’.** Governors discussed how that love of learning was being generated in school.The Head Teacher noted that on the school improvement plan during the last couple of years has been transition from EYFS to Key Stage 1 (KS1). If pupils were engaged in EYFS the transition to KS1 was much easier. Mr Wilkin discussed parental engagement with governors. In addition to the individual reading workshop that was part of the entry to Reception, Mr Wilkin had led an information session for parents, entitled ‘Expectations in Reception’. This was held at the end of the autumn term, and was attended by 10 parents. This was to be repeated in the coming weeks for those parents unable to attend in December. Staff would be inviting all parents over a staggered timetable to watch their child in a discreet phonics session. Following this they would be able to stay for a short period and read with their child. It was hoped that through this session parents would be able to gain an insight into the skills their child needs in order to become independent in reading and writing. **In response to a question on trust practices**, Mr Wilkin noted that an EYFS group met four times a year to discuss and share best practice. Mr Wilkin confirmed that he was carrying out moderation work for the local authority. The Head Teacher noted that two other members of staff were also moderators for the local authority this academic year, in relation to writing. Mr Wilkin noted that the EYFS setting, at the school, was addressing the needs of the children. Practice in the Bold Beginning document would be addressed. **A governor questioned the transition arrangements for EYFS into KS1 as she was aware that the Bold Beginnings document did not recommend a staggered approach to transition.** Mr Wilkin and the Head Teacher described the transition last academic year. It was acknowledged that the first week, in September, had been staggered slightly. This was an area to pick up with the EYFS team for transition this year. **ACTION: Head Teacher**Secondary schools this academic year would only be doing a one week transition period. The Head Teacher noted the plans for the Year 6 pupils, following the SATs exams. Governors thanked Mr Wilkin for his presentation.*Mr Wilkin left the meeting at 5.35 p.m.* |
| **11.** | **HEAD TEACHER’S REPORT/ KEY PERFORMANCE INDICATORS (KPIs)** |
| 11.111.211.2.111.2.211.2.311.2.411.2.511.2.611.2.711.2.811.2.911.311.3.111.3.2 | **Purpose**Governors were provided with the Head Teacher’s report and supplementary report which set out information relating to: school contextual data, leadership, management and finance, teaching performance and staff data, personal development, behaviour and welfare, outcomes for pupils, safeguarding, premises matters and analysis against Key Performance Indicators (KPIs). **Discussion/Challenge**Outcomes- Key Stage 2 (KS2)The Head Teacher presented updated KS2 targets for governors’ information. Governors noted that the Year 6 group had a high number of pupils with SEND (26%). It was predicted that between 74-78% of pupils would achieve the expected standard in reading, writing and maths combined. A group of pupils were struggling in relation to maths. Focused group interventions were taking place with those pupils. Staff were also doing a lot of bar modelling with pupils which helped pupils visualise mathematical problems. The Chair and Mr Douglas had visited Year 5 and 6 and had produced a report on their observations of the morning. Consideration would be given to a maths focus day, after Easter. The Head Teacher noted that some pupils were panicking in relation to exam questioning. **In response to a question**, the Head Teacher acknowledged that it was more girls that were panicking in relation to exam style questioning. Governors challenged whether relaxation classes could be arranged for the pupils. The Head Teacher responded positively to the suggestion and also noted that in the weeks prior to the SATs exams staff did do positive visualisation techniques with pupils. Staff could look into doing something that would be more gender specific to girls in addition to those visualisation techniques already used. The Redcar and Cleveland Sport Partnership also had a wellbeing resource. This could be considered next year, budget allowing. The Head Teacher reported that maths had been considered as part of the peer review process. Visits/ TripsGovernors noted that a London trip was taking place on 15 March 2019 for Year 5 and Year 6.Year 3 and 4 would be attending a three day outward bounds residential at Carlton on 3 until 5 April 2019. AttendanceA governor noted that the 2017/18 attendance data highlighted that unauthorised family holidays (at the school) were almost double the national average. The Head Teacher reported that attendance was discussed at parent evenings. There had also been a problem with “lates”- children arriving after the register had closed. In order to address attendance and punctuality issues, the Head Teacher had implemented a “Beat the Bell” scheme where a week of on time attendance leads to rewards. It was a saving scheme where the children could save a week and improve their rewards up to a maximum of four weeks. School Council were overseeing the initiative. Mr Douglas had spoken with Jill Benson, Attendance Officer, and had discussed the rigorous attendance procedures in place. The Chair, through her visits had noticed that office staff went above and beyond in relation to ensuring pupils attended school. For example, ringing parents to ensure they were awake to bring their child/ren to school. The Head Teacher reported that EYFS has had a deep clean in response to sickness and Scarlet Fever. KPIsGovernors discussed the areas where the school had not met the trust KPIs. **Outcome**Governors noted the Head Teacher’s report. The Head Teacher would consider techniques to help, in particular girls, with the stress of SATs. **ACTION: Head Teacher** |
| **12.**12.112.2 | **DATA****Purpose**A copy of the Inspection Data Summary Report (IDSR) and School Performance Summary 2017/18 had been circulated to provide governors with data information.**Outcome**Governors noted the data information.  |
| **13**.13.113.213.2.113.2.213.3 | **SCHOOL VISION** **Purpose**For governors to agree on their vision.**Discussion/ Challenge**School Council had involvement in helping update the school vision. A small number of pupils in lower school had answered that school was ‘sad’. As this was quite a surprising response, staff carried out a piece of work as to why the small number of pupils thought that school was ‘sad’. Following this piece of work staff realised that where a child struggled to express themselves they called something ‘sad’. A further piece of work was undertaken around the meaning of sad and sadness. The Chair had put together the information and suggested the following to governors:“As Governors, we will work with staff and parents to help our children to enjoy their learning and reach their full potential in all areas of their school life.We aim to use our individual skills and experience to both support and constructively challenge the school by developing an in depth understanding of the work of the school.  We will keep up to date through regular training in order to fulfill our role.We strive to support staff to inspire and encourage all groups of children, including boys, girls, more able, vulnerable learners, Pupil Premium, children for whom English is their second language and children with special educational and/or medical needs.We aim to ensure the school is financially secure and making the most effective use of resources available in the best interests of the children.We strive to be proactive and visible to both our children and parents.Along with our staff and our children we are‘Remembering Yesterday, Learning for Today, Striving for Tomorrow’”**Outcome**Governors agreed with the above vision. The Head Teacher would place it on the school’s website. **ACTION: Head Teacher** |
| **14.****14.1****14.2**14.2.114.2.214.3 | **SELF-EVALUATION FORM (SEF)****Purpose**A copy of the updated SEF had been circulated to governors in advance of the meeting. This was to highlight the strengths and weaknesses of the school and tackle areas of development rigorously in order to improve the quality of provision pupils receive and standards they achieve. **Discussion/ Challenge**The Head Teacher confirmed that the SEF had been updated to reflect current data. The self-evaluation judgement in all areas was ‘at least good’.An agreement had been made between the head teachers, across the trust, to reduce the size of the SEF document and to ensure commonality amongst schools in the trust. The SEF would need to be reviewed in light of the pending changes to the Ofsted framework.**Outcomes**Governors noted the SEF documentation.  |
| **15.**15.115.215.2.115.2.2 | **SCHOOL IMPROVEMENT PRIORITIES** **Purpose**A copy of the School Improvement Plan (SIP) had been circulated to highlight to governors the key priorities as well as providing the process through which all those involved in the management and development of the school were drawn to make their respective contribution. Staff, governors, parents and pupils all had their part to play in the process. The SIP becomes a statement of management intentions and was a central document in both internal and external monitoring of the school’s progress. The SIP was red, amber and green (RAG) rated. **Outcome**Governors monitored the SIP.The performance management committee would meet on Thursday 28 March 2019 to monitor progress against the Head Teacher’s objectives. **ACTION: Performance Management Committee** |
| **16.**16.116.216.2.116.2.216.2.316.3 | **GOVERNOR FEEDBACK****Purpose**An opportunity was provided for governors to feedback on link governor visits. **Discussion/ Challenge** Governors had continued to be active in school. Link governor visitshad taken place in Year 5 and 6, Year 3 and 4 and EYFS. The Chair had also attended a parental consultation evening and provided feedback from the evening to governors. One suggestion was to have a comment box for parents on the school yard, to ensure anonymity.Mrs McGlasson (Safeguarding Link Governor) and the Chair (Pupil Premium and Looked After Children Link Governor) had conducted pupil discussions across school. Findings from the discussions had been acted upon, specifically providing drop in sessions for Year 5 and 6 for ELSA and revisiting worry boxes. The Chair noted the mental health guidance within the termly briefing paper.  **Outcome**Governors noted the feedback from visits.  |
| **GOVERNANCE** |
| **17.**17.117.1.117.1.217.317.3.117.3.2 | **MEMBERSHIP UPDATE AND SCHEME OF DELEGATION/ GOVERNANCE HANDBOOK UPDATE****Purpose**A copy of the local governing body membership list had been circulated to governors in advance of the meeting to highlight terms of office, vacancies and issues of the local governing body. The Clerk had circulated the updated Governance Handbook and Scheme of Delegation, for governors’ information.The National Governance Association skills audit had been circulated for governors to complete and return to the Clerk. **Outcome**Governors noted the membership information and updated scheme of delegation/ governance handbook. Governors were to return their completed skills audit to the Clerk. **ACTION: Governors** |
| **18.**18.118.1.118.1.218.218.2.118.2.2 | **GOVERNOR MONITORING AND EVALUATION ARRANGEMENTS****Purpose**Governors were to arrange visits to the school and challenge information received in governing body meetings. Governors were also to review the link governor structure. **Outcome**Governors were to provide their availability, for the summer term, to the Head Teacher. **ACTION: Governors**Governors agreed for Mrs M Fellows to be a link governor for EYFS and for Mrs French to be a link governor for KS1. Mrs Mamoulides was also a link governor for KS1. **ACTION: Clerk to update link governor list** |
| **19.** | **GOVERNANCE SECTION OF THE WEBSITE**Governors were to provide their governor pen portraits to the Head Teacher, to place on the school’s website. **ACTION: Governors and Head Teacher**  |
| **20.**20.120.2 | **GOVERNOR TRAINING ISSUES/ REPORT**As part of the governing body’s continued development a training report was circulated for governors’ information. **The Chair questioned whether governors had carried out PREVENT training**. The Head Teacher would circulate a PREVENT training module, electronically, for all governors who had not received PREVENT training**. ACTION: Head Teacher and Governors** |
| **21.**21.121.221.321.421.521.621.721.821.9 | **GOVERNANCE SUPPORT TERMLY BRIEFING PAPER**A copy of the Redcar and Cleveland Governance Support Service Termly Briefing Paper had been circulated to governors in advance of the meeting. The Clerk highlighted the key areas of the paper as follows:Mental Health and Behaviour in SchoolsIn November 2018, the Department for Education (DfE) published non-statutory, departmental advice on Mental Health and Behaviour in Schools. The governing body was advised to: 1. remind themselves of the statutory duties of schools in promoting and supporting good mental health and wellbeing of pupils;
2. clarify their role in ensuring that those statutory duties are met; and
3. familiarise themselves with the published advice on Mental Health and Behaviour in Schools to evaluate the quality of provision for recognising and responding to mental health and emotional wellbeing issues.

Ofsted School Inspection Framework: Proposed Changes to the Inspection FrameworkFollowing announcements by Amanda Spielman, Her Majesty’s Chief Inspector, in autumn term 2018, the anticipated consultation on proposed changes to the education inspection framework was published on 16 January 2019. The termly briefing paper summarised the reason for the changes and an overview of the proposed changes for governors’ information. Governors were advised to respond to the consultation by the closing date of 5 April 2019.Controlling Access to School PremisesIn November 2018, the DfE published guidance to help schools understand what they should do to remove someone who was on the premises without permission. Included in the briefing paper was information as to who can be barred from the premises and the process for doing so. The Clerk advised that governing boards should have an agreed policy which as a minimum: 1. sets out conditions of access to school premises- i.e. expected behaviour and conduct;
2. how, and by whom, the decision to withdraw access, will be made;
3. ensures the individual is given notice that, should they cause or permit a nuisance or disturbance on school premises whilst barred, it may constitute a criminal offence under Section 547 of the Education Act 1996 therefore the police have the power to remove the individual from the school premises;
4. sets out the process for making representation against the decision; and it explains that in making representation the individual should demonstrate why the reasons for the ban no longer apply; and
5. explains, if and when, the decision will be reviewed.

The Head Teacher suggested having a trust policy on controlling access to school premises. **ACTION: Board of Trustees**School AttendanceUpdated non-statutory guidance was published by the DfE to help schools and local authorities maintain high levels of school attendance and plan the school day and year. The guidance document has two main sections. One dealing with legal requirements on the content of the admission and attendance registers and how to accurately record absences; the other around requirements on setting the school day and year. A useful section included in the guidance gives departmental responses to frequently asked questions. These were detailed in the termly briefing paper. Governing boards have a key role in challenging school leaders to maintain high levels of attendance and reduce persistent absences. Governors were advised to use the guidance published by the DfE to satisfy themselves that the school was compliant, and inform good practice on promoting attendance.  Special Educational Needs and Disabilities (SEND) Governance Review GuideEvery governing body was responsible for holding leaders to account for the education of learners with SEND. The SEND Governance Review Guide was available to download. The guide sets out a framework to ensure that learners with SEND, access high-quality provision. It aims to help governing boards to effectively deliver on their responsibility by focusing on how it can support high quality outcomes for learners with SEND. Redcar and Cleveland Education Service has produced a “best practice” audit tool to evaluate the quality of SEND provision, a copy of which was provided by the Clerk. The governing body was recommended to review the SEND provision, using either the SEND Governance Review Guide or the “best practice” audit tool produced by Redcar and Cleveland Education Services. Following the review, further actions could be addressed by governors. |
| **OTHER** |
| **22.**22.122.1.122.1.222.2 | **IRONSTONE ACADEMY TRUST UPDATE****Purpose** Minutes of the most recent meeting of the board of trustees had been circulated for information purposes. Additionally, a copy of the minutes from the annual general meeting of members had been provided to governors. **Outcome**Governors noted the minutes.  |
| **23.**23.123.1.123.1.223.223.2.123.2.2 | **ZETLAND PRIMARY SCHOOL POLICY REVIEW****Purpose**The following trust policies had been circulated for information: Peer on Peer Abuse Policy, SEND Policy, Habitual or Vexatious Complaints Policy and Physical Interventions Policy. Additionally, a copy of the Internet and Acceptable Use Policy had been circulated for approval.**Outcome**Governors noted the trust policies. Governors suggested having a link to the Ironstone Academy Trust policies through the school’s website. **ACTION: Head Teacher**Governors approved the Internet and Acceptable Use Policy.  |
| **24.** | **ANY OTHER BUSINESS**Staffing Matter*Due to the confidential nature of the information, the discussion was recorded within a confidential appendix.**See Confidential Appendix* |
| **25.** | **APPROVAL OF DOCUMENTS FOR INSPECTION**RESOLVED that the agenda and supporting documents of the present meeting be made available for public inspection with the exception of:* board of trustee minutes (until approved by trustees);
* member minutes (until approved by members);
* SEF;
* SIP; and
* Responsible officer report.
 |
| **26.**26.126.2 | **ACTION: Clerk****IDENTIFICATION OF MATTERS FOR TRUSTEES**The Head Teacher informed governors that it would be good practice to have the Special Education Needs and Disabilities Co-ordinator as part of the Senior Leadership Team. This would be discussed with trustees.Additionally: the changes to staffing; the comments on bold beginnings; and controlling access to school premises policy would be highlighted for trustees. |
| **27.** | **DATE AND TIME OF FUTURE MEETINGS**Governors were reminded that the next meeting would be held at 4.00 p.m. on:* Monday 10 June 2019

Meeting closed at 6.55 p.m. |
| These minutes have been approved by the local governing body as a true record of proceedings:**Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****LOCAL GOVERNING BODY OF ZETLAND PRIMARY SCHOOL****MINUTES OF A MEETING HELD ON THURSDAY 7 MARCH 2019****CONFIDENTIAL APPENDIX** |
| **4.**4.14.1.14.1.24.24.2.14.2.24.2.3 | **CHAIR’S CORRESPONDENCE**Retirement/ ResignationsThe Chair informed governors of a retirement letter that she had received Mr Wilkin. Mr Wilkin would be retiring at the end of the academic year. The Chair had responded to him. A resignation letter had been received from Chris Harrison. The resignation would take effect from the end of the academic year. Working RequestThe Chair had received a flexible working request from Sue Archer to reduce her working hours from full time to a 0.8 contract. This would be based on a one year fixed term.Governors agreed with this request in principle but the decision was deferred until a position could be filled to cover the 0.2 hours. Upon receiving the retirement letter from Chris Harrison, the school would consider putting a contract in place for the position of a Higher Level Teaching Assistant (HLTA) with a one day teaching contract (a split contract). This would cover the planning, preparation and assessment needs of the school along with potentially covering the 0.2 hours from the flexible working request. |
| **5.**5.25.2.35.35.3.15.3.2 | **MINUTES AND MATTERS ARISING** **Discussion/ Challenge**Arising from Item 7.3- Increase to administration post hoursAt the previous meeting governors had agreed to the temporary increase of the 20 hour administration post to 25 hours. It had been agreed that the contract variation would be reviewed. The Head Teacher confirmed that the position would be reviewed in April 2019. Due to the increasing amount of work in the school office the Head Teacher suggested that this would need to change to a 25 hour post. **Outcomes:**Governors agreed with the suggestion that the administration office post would need to be increased to 25 hours. Governors also agreed that consideration would need to be given to the job grade of the admin member of staff, due to responsibilities undertaken and that the member of staff would be completing an office administration course. |
| **6.**6.26.2.3 | **FINANCE WORKING PARTY MINUTES** **Discussion/ Challenge** A member of staff had decided to ‘step down’ as a member of the senior leadership team.  |
| **24** | **ANY OTHER BUSINESS**Staffing MatterThe Chair had received a request asking to reconsider a job evaluation request. The Chair was going to meet with human resources and the member of staff, with her union representative to discuss.Meeting closed at 6.55 p.m. |

These minutes have been approved by the local governing body as a true record of proceedings:

**Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**