

Meeting of the Governing Body of Brent Knoll Special School held on
Wednesday 5 October 2022 at 6:00 pm

Membership (Instrument 2.3.15) PG x 3, LA x1, Staff x1, Head x 1, Foundation x 3, Co-option x 3. Total 12	Initials	Designation	Term of Office End date	Attendance
Mr. Andy Taylor	AT	Headteacher	Ex-Officio	Present
Ms. Lucy Govan	LG	Co-opted Governor	10/11/2023.	Present
Mr. Gregory Marsden	GM	Staff Governor	13.072026	Present
Ms. Eibhlish Fleming	EF	Foundation Governor	11/02/2023	Apologies
Mr. Simon Whitlock	SW	Co-opted (Vice Chair)	22/05/2025	Remote
Vacancy		<i>Parent Governor</i>		
Ms. Cheryl Cowie	CC	Parent Governor	16/11/2025	Present
Ms. Laura Deitz	LD	Parent Governor (Chair)	02/07/2023	Present
Vacancy		<i>Co-opted</i>		
Mr. Rohan Grove	RG	Local Authority	29/11/2024	Remote
Mr. James Bamford	JB	Foundation Governor	01/12/2024	Apologies
Mr. James Cherry	JC	Foundation Governor	01/12/2024	Remote
Also				
Paul Shaw	PS	Assistant Head	N/A	Present
Gaynor Peerless	GP	Assistant Head	N/A	Present
Mr. Mike Garrick	MG	Clerk	N/A	Present

No	Item								
1.0	<u>Welcome, Apologies for absence and any Changes to the Business of the Meeting</u>								
1.1	The Chair opened the meeting by welcoming everyone. Apologies for absence were received and noted from Eibhlish Fleming and James Bamford .								
1.2	Changes to the business of the meeting: No change was made to the business of the meeting.								
2.0	<u>Declaration of Interest and Register of Interests</u>								
2.1	Declaration of Interest: James Cherry advised governors that he had worked (as part of his employment) on the Behaviour Guidance issued to Head's referred to in item 13 on the agenda of this meeting.								
2.2	Register of Interest: The Chair reminded that a declaration of interest form had been circulated for completion and return to the Clerk. It was noted that there the information was required as part of the governance information that must be published on the school website. Governors were urged to complete and return the form as soon as possible, when received the information would be compiled and the forms sent to the school to be kept for audit purposes.								
	<table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>Action</th> <th>Who</th> <th>When</th> </tr> </thead> <tbody> <tr> <td>A 1</td> <td>Register of Interest form 2022/23 to be completed and returned to Clerk or CC</td> <td>All Govs</td> <td>By next FGB</td> </tr> </tbody> </table>		Action	Who	When	A 1	Register of Interest form 2022/23 to be completed and returned to Clerk or CC	All Govs	By next FGB
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3.0	<u>School Performance Data – Attainment</u>								
3.1	Paul Shaw (PS) and Gaynor Peerless (GP), Assistant Heads gave a presentation on the Achievement Outcomes for the academic year 2021/22.								
3.2	GP took governors through the report on Therapies and Additional Support for 2021/22. She advised that due to the covid19 pandemic, the range of therapies had been restricted. Those provided were; Speech and language, Occupational Therapy, Educational Psychology, Art therapy, Speech Bubbles, Movement Works and Safeguarding and school home support.								

3.3	There was a question (Q) from a governor - The Speech and Language provision – how often do the therapists come in? It was reported that there were 2 therapists who came in twice per week.
3.4	Governors were also asked to note the data on the frequency and outcome information provided for the various therapies. GP took governors through the next steps highlighting that the services that were being reintroduced this year including Mentor support, Emotional Literacy Support (ELSAs), a Girls group, Lunchtime club, Conversational groups, life skills, and Travel training in Key Stage 4.
3.5	Q Is this going to be enough? Clarification was provided that these services were in addition to those already in place.
3.6	PS Provided a presentation on Achievement for 2021/22. He reminded that the school had been awarded an Exceptional Outcomes Award for 2019 for the progress made by pupils and student. It was noted that the award still stands and highlighted that over the previous 2 years the progress 8 data had been paused. The position at that time in terms of the progress 8 data the school was in the 10% of special schools nationally and in terms of progress in KS2 - Reading, Writing, Maths, the school was in the top 5%. A new set of data would be issued in November 2022. PS felt that the outcomes were likely to be similar.
3.7	Reference was made to the work undertaken in Drama and the Music Mark Awards achieved for 2021-22
3.8	GP took the governors through the KS1 and KS2 data. It was highlighted that all pupils in KS1 were working below the SATs test standards for Reading Writing and Math's. There was a similar position in KS 2. Governors were advised that there were no statutory result requirements for KS3.
3.9	KS4 Achievement: PS took governors through the data, highlighting that 5 students (from a cohort of 15) took GCSEs at the end of KS4. All entered achieved grades 1-9. One student achieved grade 4 in Maths. Students achieved an average of 7 qualifications; all were entered for and achieved two level1 qualifications, these were - Trinity Arts Award and BTEC Home Cooking Skills.
3.10	Q How does this compare to previous years? PS stated that it was broadly similar. Governors were taken through the breakdown of grades achieved by the students who took GCSEs. Also highlighted were entry level results - for English, Science and functions skills maths. Reference was made to the looking at new qualifications that students can access, such as BTECH cooking skills, also the explained was the ASDAN and AQA unit award.
3.11	Governors were taken through the information provided on the destination of post 16 students; it was noted that there were 7 students identified for participation in the Brent Knoll Post16 pilot.
3.12	Q What are vocational tasters? Clarification was provided that these were a selection of courses such as Catering, Art and Building that students would do over a year prior then choosing an area of specific interest to study for a longer period.
3.13	Progress data: It was noted that the information was taken from the Personal Development Tracker. PS highlighted that emotional understanding was an area for development as this was the lowest area of progress.
3.14	Q Is the graph based on averages? Information was provided about the ability of the system to breakdown the information to a granular level and across each of the areas.
3.15	The progress data for progress from KS1 to KS2 and KS2 -4 was showing that on average

	pupils and students make 3 levels of progress across each of the respective key stages which was excellent. The Brent Knoll Steps were explained and also the categorisations of what constitutes excellent progress, good progress, working towards and below. PS flagged how the information was being used.
3.16	Q Can the new pathways be used as a basis for 3 different speeds? Information was provided on the actions taken where pupils and students are not making progress in line with the whole school progress model. It was noted that this would be shown on the Personal Development Tracker, which shows progress made both in academic and non-academic areas.
3.17	Q Is there an issue; the data was showing that non- pupil premium and non-free school meals students were performing less well than pupil premium pupils and students? PS and the Head explained that the differences were marginal and pointed out that the percentages shown reflected the small number of pupil/students involved overall. Looking at Maths and English; girls were performing lower than boys. Action was being taken across the school to raise the self-esteem and confidence of girls. In the foundation subjects' pupils were making good progress in all areas.
3.18	There was discussion about the data collected by the school. PS showed how the data was being used to identify the key priorities by creating a flow between the personal development tracker, Behaviour monitoring system , Attendance and Punctuality, Brent Knoll Steps and Rag rating.
3.19	The Head reported that the Challenge Partners Review had taken place earlier in the day, the reviewer felt that the pentangulation of the data now being done by the school would address the data concerns raised at the last Ofsted. He spoke also about the weekly meetings with the DSL and Sam Waring to go through safeguarding as it may relate to behaviour, lack of progress and or Attendance. Also, speaking to class teachers about what was being done before deciding on action
3.20	Q How does the data systems fit with the average student? Clarification was provided that the school collects data for all pupils/students. The various data drops undertaken during the year were reviewed and action would be taken for those identified as performing below expectations.
3.21	Q Was it that Ofsted was saying that the data for pupils/students with some degree of additional challenge was not being pulled together or was it about every pupil/student? Clarification was provided that the concern was about the system for all pupils/students.
3.22	Q Does some of the data/information feed into the annual reviews and individual targets? Clarification was provided that it does.
3.23	Governors were asked to note that data will be shared with the Special Schools Learning Partnership for moderation. Action in the current year highlighted included the re-introduction of the Duke of Edinburgh Award, ELSA, introduction of new qualification (to be taught at KS4) Personal and Social Development, the implementation of the pathways, girls' group, and Post 16 provision.
3.24	GE and PS were thanked for their presentations, they left the meeting at 6:50 pm
4.0	<u>Election of Chair and Vice Chair</u>
4.1	Term of Office: Governors were reminded that the governing body had previously decided that the term of office of the Chair and Vice Chair should be 2 years.
4.2	Election of Chair: It was noted that the term of office of the current Chair ends at the first meeting of the governing body in the Autumn term 2023 – subject to her re-election and appointment at the end of her term as a parent governor.

4.3	Election of a Vice Chair: To elect a Vice-Chair for the period ending the first meeting of the governing body held on Autumn 2024. Election to be undertaken at the next FGB meeting.
5.0	<u>Governing Body Membership</u>
5.1	Changes to the Governing Body: It was reported that Gregory Marsden had been elected as the new Staff Governor for a 4-year period ending 13.07.2026. Gregg was welcomed.
5.2	Term of Office end before the end of the Spring Term 2023: It was noted that the term of office of Eibhlish Fleming -Foundation Governor ends on 11 February 2023.
5.3	Vacancies: There were 2 vacancies; one for a Parent Governor and the other a co-option. Governors were advised that EF had moved out of the area and planned to stand down in the Spring 2023. Information was provided that CVs had been received via Inspiring Governance of two prospective governors. The Head and Chair would follow up and make contact and report back at the next meeting.
5.4	Parent Governor: The Head advised that he would be making the necessary arrangements to hold an election. He stated that there was at least one candidate, so far, interested in the role. It was anticipated that the vacancy would be filled by the end of term.
5.5	DBS Checks: The governors were reminded that they are legally required to complete a DBS check. New governors needed to arrange with the school, within 21 days of their appointment, to start the application process for one to be undertaken. Existing governors to ensure that their DBS check is renewed every three years.
6.0	<u>Minutes of the last meeting and Any matters Arising</u>
6.1	Minutes: The Minutes of the meeting held on 21 June 2022 had been circulated with the agenda papers prior to the meeting. After discussion, the Minutes were AGREED as a true record and approved for signature by the Chair.
6.2	Matters Arising: There were no matters arising not included elsewhere on the agenda of this meeting.
7.0	<u>Governing Body Committees</u>
7.1	Committee memberships: Information was provided about the committee structure and arrangements. It was noted that in addition to the Clerked meetings, there was also an un-clerked meeting each term. It noted that there were vacancies on each of the committees in particular the Children Families and Community Committee. It was also felt that when elected or appointed, the new parent governor should be assigned to this committee. After discussion, the committee assignments were AGREED as follows: -
7.2	Children Families & Community Committee: Head, Cheryl Cowie, Gregg Marsden, and Rohan Groves - (<i>Vacancy for Parent Governor</i>)
7.3	Pay & Resources Committee: Head, Simon Whitlock, James Bamford, and James Cherry
7.4	Teaching & Learning Committee: Head, Laura Deitz, Lucy Govan, James Cherry and Eibhlish Fleming.
7.5	Headteacher's Performance management Committee: Laura Deitz, Eibhlish Fleming, James Bamford and Adviser Rob Jones.
7.6	Adhoc Committees: Complaints /Pupil Discipline/ Staff discipline: Any 3 governors, not previously involved and without a conflict of interest, may be called.

7.7	Link governor responsibilities: Link assignments were AGREED as follows: - <ul style="list-style-type: none"> ▪ Building and Health & Safety: Vacancy ▪ Safeguarding: Cheryl Cowie ▪ Mental Health & Wellbeing: Rohan Grove & Cheryl Cowie 			
7.8	Review of committee terms of reference (TOR) and election of committee Chairs: Governors were reminded that they must (a) elect a Chair for the committee at their first meeting this academic year and (b) review their terms of reference annually and whether or not there are any changes proposed , the TOR must be referred to the full governing body for approval.			
8.0	<u>Governing Body Procedures, Activities, and Information for Governors</u>			
8.1	Remote Participation: A copy of the Virtual Governance Policy had been provided. The governing body reviewed the arrangements. After consideration, the governing body AGREED the arrangements and policy			
8.2	Review and adopt a Governors' Code of Conduct: A copy of the 2022 model National Governance Association's (NGA) code of conduct was made available. CC AGREED to review the Brent Knoll document against the model and make any changes and circulate to governors for signature.			
8.3	Skills Audit: Governors were asked to complete and the Skills Audit form and return it to the Clerk by the next full governing body meeting. CC undertook to undertake the analysis to identify any gaps and training needs.			
8.4	Agenda plan for 2022-23: It was explained that a plan of the items to be included each term and annually was included in the TOR of each of the committees. Governors were reminded that the LA provides a termly model to which the Head and Chair adds and or adjusts in accordance governing body and school specific matters.			
		Action	Who	When
	A 2	Skills Audit – form to be completed and sent to CC or Clerk	All Govs	BY next FGB
9.0	<u>Headteacher's Report</u>			
9.1	The Head made reference to the School Development Plan (SIP) and Self Evaluation Statement (SES) documents 2022-2023. He advised that the documents had been part of the reviewed by Challenge Partners reviewers. The Head pointed out that the SIP included additional headings for Safeguarding and Mental Health and Wellbeing in addition to the four Ofsted areas.			
9.2	Governors agreed that the monitoring of the progress on the identified priorities and areas for development would be done via the committees. He made reference to the actions, the impact and progress section which will be completed during the year as progress is made. The progress made would be fed into updating the SES.			
9.3	The Head advised that he provide his written Headteacher's Report at the next full governing body meeting. He asked that governors go through the report beforehand and come to the meeting with questions. It was noted that there was currently 1 Looked After Child at the school, there were no concerns about achievement and progress.			
9.4	The Head was thanked for his Report.			
10.0	<u>Financial Management</u>			
	Budget 2022/23: There were no particular concerns at this point, the budget was proceeding			

	as planned. The Bursar would be providing a full update at the next meeting of the Resources Committee meeting and the next full governing body meeting.			
11.0	<u>Keeping Children Safe in Education</u>			
11.1	Keeping Children Safe in Education 2022 (KCSiE 2022): It was noted that there was new statutory KCSiE 2022 guidance, effective from 1 September 2022. Reference was made to the requirement for governors to undertake safeguarding training as part of their induction and also to confirm that they have read and understand the new guidance.			
11.2	Discussion took place about opportunities for training on KCSiE, CC undertook to review what is on offer. Reference was made to 'The Key,' and training that may be available via the Local Authority. CC undertook to look into what was available. A copy of the full document and NSPCC update had been circulated. The Head advised that there would be staff Safeguarding training on 31 October, he invited governors to attend and stated that he would also ask the School Business Manager to look into the possibility of accessing online training for governors to attend.			
11.3	CC reported that the SBM may need to undertake a risk assessment to determine whether any individual governors need enhanced DBS checks. Such enhanced checks were required if the governor interacts with pupils/students without the presence of a member of staff. CC advised that the DBS for LG was due for renewal at the end of November – the Chair agreed to advise her of the same. It was noted the CC regularly attends the Pupils Forum but was not alone with the pupils/students.			
11.4	CC AGREED to circulate a declaration for governors to sign and confirm that they have read and understand the KCSiE guidance.			
		Action	Who	When
	A 3	KCSiE declaration to be circulated to governors to sign and return to CC or Clerk	CC	By next FGB
12.0	<u>Update from Chair on Any Chair's Action taken</u>			
	The Chair reported on her meeting with the Head and SLT to discuss the Challenge partners review and discussions on recruitment to the governing body and about the school website.			
13.0	<u>Information to be Published on the School Website</u>			
13.1	Governors were reminded that they need to ensure that information published on the school website meets legal requirements, is up-to-date and includes key information about governors and associate members and their registered interests, governor attendance over the last academic year, the school's complaints procedure, use and impact of the Pupil Premium, equalities data and objectives and the school's SEND provision.			
13.2	It was noted that LG reviews the website, the Chair undertook to check with her that she would continue in this role. It was noted that an email contact for the governing body would be added to the governors' page, also add pen portraits for new governors.			
14.0	<u>Policy Review</u>			
14.1	Pay Policy: It was noted that the school adopts the LA model, there had been minor changes – the update of the pay scales in the Pay Policy. After consideration, the governing body AGREED the Pay Policy.			

14.2	The Performance Appraisal Policy: It was noted that the school follows the LA model, no change to the model had been notified. After consideration, the governing body AGREED the Performance Appraisal Policy.
14.3	Behaviour Policy review: Governors were asked to note that new guidance had been issued to Headteacher's, particular reference was made to responding to the behaviour of pupils with SEND in the guidance for use from 1 September 2022. The Head stated changes would be made to the school's policy would be made later in the year, following on from the work being done with Studio 3.
14.4	School suspensions and permanent exclusions: new guidance on the suspensions and permanent exclusion had been updated with effect from 1 September 2022. A link to the guidance was provided on the agenda. The Head gave a summary of the changes which were procedural and advised that he recently attended Local Authority training on the guidance.
15.0	<u>Dates & Times of future meetings</u>
15.1	<ul style="list-style-type: none"> ▪ Wednesday 23 November 2022 at 6:00 pm ▪ Wednesday 22 March 2023 at 6:00 pm ▪ Wednesday 21 June 2023 at 6:00 pm
15.2	There was a question about whether a governor's away day should be considered. The Head felt that it would be appropriate at the end of the academic year or the start of the next to review the school's vision. Discussion took place about the possibility of a whole governing body morning and or learning walks. The Head highlighted that this would cause operational difficulties, e.g., arranging staff cover, unless the learning walk was done with the SLT alone.
15.3	A further suggestion was made that a regular slot be set aside for governors to visit; also, that a learning walk be appended to the un-clerked subcommittee meetings; this was felt to be a good option and would be put in place going forward.
16.0	<u>Confidential Part 2 Minutes</u>
16.1	Minutes: The Part 2 minutes of the meeting held on 21 June had been circulated with agenda papers. After consideration, the Minutes were AGREED as a true record and approved for signature by the Chair.
16.2	Matters Arising: There were no matters arising.
17.0	<u>Any urgent other or Confidential business</u>
	There were no further matters to consider, the meeting ended at 7: 25 pm

SIGNED :.....Date 23 November 2022