

Present:

Jayne Askew (Staff Governor)
Joan Haines (Chair of LGB)
Dughall McCormick (Co-opted Governor)
Antony Morris (Staff Governor) (PART OF)
Steve Perren (Principal)
Kate Shepherd (Parent Governor)

In Attendance:

Lia Heaton (Clerk)
Ali Ley (PART OF)
Jean Parker
Zoe Parker (PART OF)
Dan Pearce (PART OF)

1. Apologies for absence, consent and declaration of interest

- 1.1 Apologies for absence were received from Tracy Wheldon (with consent). The terminology of 'with' and 'without consent' was clarified.
- 1.2 The Chair declared an expression of interest in financial matters due to some training she is being paid to do in Castle Hill and High Park Schools.
- 1.3 **ACTION:** Dughall McCormick to complete a 'declaration of interest form' after Easter when he commences an interim headship role at Thornhill Infant School in Dewsbury **(DM)**.
- 1.4 It was noted that all Governors should be completing their declaration of interest forms annually, and all were currently up to date.

2. Notification of items to be brought up under Any Other Business

- 2.1 Pupil absence protocol.
- 2.2 Review of LGB Governance Body.
- 2.3 Copy of report to ICAT from the Chair. This was a summary of the functions, performance and effectiveness of the LGB as viewed by the Chair. The paper was distributed to the group for information and requires no further discussion.
- 2.4 Recruitment of Deputy Principal.

3. Minutes of the meeting held on 30th January 2018

- The minutes of the meeting were approved and signed by the Chair as a correct account of the meeting's proceedings subject to the following amendments:
- 3.1 Correct spelling of a Governor's name to be amended from 'Jane' to 'Jayne' Askew.

4. Matters arising

- 4.1 **RESOLVED:** That future minutes should conclude with a summary of actions for

clarity.

ACTION: To be incorporated into future minutes (**Clerking Service**).

- 4.2 **RESOLVED:** That the LAC (Looked After Children) acronym be changed to CLA (Children Looked After). This was due to negative connotations which could be linked to the phonetics of 'lac' as in 'lacking'.
- 4.3 KS confirmed that she had completed GDP training. Other governors were scheduled to undertake this on 28th March 2018.
- 4.4 KS had yet to seek clarification with the ICAT Board of Directors regarding the line of communication. It was discussed that delegation and vision of ICAT was on the website which should clarify this.
Q: What does ICAT stand for?
A: Interaction and Communication Academy Trust. The school has a representative on the ICAT board (the Chair of Governors) and the Principal has regular meetings with the CEO of ICAT.
- 4.5 **ACTION:** Safeguarding training link still to be forwarded to the Chair and TW (**KS**).
- 4.6 Peer Review – the Principal had completed two School Improvement Partnership (SIP) meetings, one with Sally McFarlane (National Lead in Education) and one with Helen Metcalf (Kirklees SIP). A report is awaited from both but initial feedback had been positive regarding developing the curriculum and work on providing a new assessment protocol.
ACTION: Report to be forwarded to Governors when received (**Principal**). The Chair had spoken to Gill Robinson (ICAT CEO). Gill felt that external SIP support is more appropriate for the school, which Governors agreed with.
- 4.7 Safeguarding - The Intimate Care Policy. KS still had issues around this and would continue looking into this with some independent help and support.

5. Presentations

5.1 Finance

THIS SECTION HAS BEEN REMOVED FOR GDPR COMPLIANCE

FOR FURTHER INFORMATION PLEASE CONTACT
MR. STEVE PERREN (PRINCIPAL)
CASTLE HILL SCHOOL
NEWSOME ROAD SOUTH
NEWSOME
HUDDERSFIELD
HD4 6JL
Email:office@castlehillschool.org.uk

The Chair thanked the Principal for this update and reminded Governors that based on the last financial update, the School was £74k budget positive.

5.2 Feeding and Swallowing – Zoe Parker

The subject of the presentation had been amended to 'Sensory Impairments' to better cater for the Governor's information needs. The presentation centred around children's needs and how the school classified these. Needs focused around three areas – visual, hearing and multi-sensory impairments. The school has pupils who fell under all categories. Zoe provided an overview of definitions, symptoms, how children can be affected and how teachers can be aware and help. Methods of communication the school adopted were explained and included personal identifiers (for staff members), greeting routines, physical cues, auditory cues, movement cues, touch cues (designed by the School) and objects of reference (for both sessions and rooms). The importance of routines and repetition was explained. Finally, Zoe finished her presentation with a summary of what her role covered and next steps including embedding structured cues across the school, training staff, development of a sensory garden and attending a new MSI conference.

Q: Is there not a category for cerebral hearing impairments?

A: This would tend to come into the multi-sensory impaired classification as it is most common with visual and hearing impaired children. Cerebral hearing is more difficult to assess and subsequently there is less research in this area.

RESOLVED: That Governors be more aware of pupil confidentiality. Reports and discussions do not need to name individuals.

The group thanked Zoe for the informative presentation.

5.3 Sixth Form – Transition, WRL pathways, Tracking after Castle Hill – Dan Pearce

5.3.1 Transition:

10 pupils would be leaving the school this year. The school are engaging with these families with varying degrees of success and it is not currently known where all these pupils will move to. It is likely that 3 of these would commence college and it is expected that they will successfully make this transition. The college link is very positive although there is a balance of complex needs and academic ability to be considered. The school are currently going through a process to assess how well previous graduates (from 2015) had fared when entering new provisions. This will allow the school to make more informed and knowledgeable recommendations to parents at the stage where they are considering their child's next steps. This research, whilst still not fully complete, has found that the vast majority of leavers have progressed well with very few leaving their provisions.

Q: There seems to be a dominant provision source (e.g. college/Waves/Connect) which changes yearly, is this just due to trends at the time?

A: There doesn't seem to be an annual preference which the majority of leavers choose. The positive from this is an increase in options now.

Q: Do we publish any of these figures regarding further education/employment/training?

A: We are currently just tracking destinations.

5.3.2 WRL – Pathway

A handout was distributed on the Work Related Learning (WRL) Pathway Plan. This document detailed suggested programmes of study teamed with work experience opportunities. It was noted that it was difficult for the school's pupils to experience a true work experience opportunity although mini enterprise sessions and other opportunities to work alongside professionals were realistic. A variety of these type of opportunities was discussed. Transition also forms part of this plan so pupils have a better understanding of the next stage in their life after the school. The document focused on Key Stage 4 and 5. More information can be found on the Curriculum Overview on the website and on the School Improvement Plan (SIP).

5.4 Residential and After School Club – Dan Pearce

5.4.1 An upcoming trip to the Calvert Trust (based on the edge of the Lake District) was presented with a related handout distributed. The organisation catered fantastically for wheel chair users but was equally suitable for all the school's pupils. A good initial response had been made by parents to allow their child a two night stay. It is anticipated that 15 pupils from the Sixth Form will attend (almost 50% of the Sixth Form group). The school was currently focusing on establishing out of school routines including eating requirements, sleeping habits and medication. Scheduled activities included stables, archery, rock climbing, swimming and wheelchair challenge courses.

Q: Is the staffing to pupil ratio one to one?

A: The first half of the week will be a staff to pupil ratio of 5:7. The second half of the week will be a 5:8 ratio. It was noted that staff will be responsible for night duties including administration of medication. All the staff are members of the Sixth Form and therefore familiar to the pupils. The first half of the week will consist of pupils with a higher sensory dependency, the second half is a more independent group of pupils.

Q: It will be a heavy workload for staff, will they be recognised for these efforts? **A:** Staff are being paid for their work outside their contracted hours. The week has been split into two so staff only attend half a week (other than Dan who will be present throughout). A Bank Holiday is imminent shortly after the trip for some recuperation. The school had also been fortunate with funding for the trip and

had the opportunity to hire a larger bus than the school bus to accommodate more wheelchairs in one trip.

The Governor's expressed their excitement related to the trip.

5.4.2 The After School Club runs every Tuesday until 5pm and consists of a true mix of ages and needs. Parent's contribution is £8 per session which covers just under 50% of the costs. Lottery funding and fundraising fill the cost gap.

6 to 8 pupils attend each term. Forthcoming projects include the installation of an art project for the Hall and some sports activities are planned.

Q: Can Pupil Premium be used for this?

A: No, as there is no guarantee that students with Pupil Premium will attend. Pupil Premium has been allocated to music therapy. However, Sports Premium is available. There has also been some savings with the staff budget which can be used.

Q: What about families who find the £8 fee prohibitive – have these families been identified and how is this addressed?

A: Parents were originally consulted regarding contributions which flagged no issues. It was pointed out that it was highly likely that the cost would be covered by parent's Direct Payments so they would unlikely be out of pocket.

The Chair and group expressed their thanks to Dan for his presentations.

Antony Morris left the meeting at this point.

5.5 Data/MAPP/PIP/Evidence of Learning/Accreditation – Ali Ley

The Castle Hill School Progress Report Autumn Term 2017 draft copy was distributed to the group. This focused on assessment and development. The report aims to provide all stakeholders with a comprehensive view of the whole school data on a termly basis. An overview included an assessment timeline,

Development Matters baselines and outcomes. P level baselines, Mapping and Assessing Pupil Progress (MAPP), and target setting breakdowns were also detailed. The report was detailed numerically and included graphical representations.

Q: What instigated the creation of this detailed report?

A: Assessment reports have always been done by the school. The Principal explained he had recently attended an OFSTED briefing where the presenters had been asked what would help to obtain an outstanding accreditation. One of the suggestions was providing graduated responses to data on an ongoing basis. To date the school didn't have this data and it was important to monitor the period between target setting and deadlines to ensure interventions could be made where targets were in danger of falling short. This provides some degree of "live" data

which allows a response period which the school was previously lacking. The school can now work smarter and intervene on data outcomes.

Q: How are P levels and MAPP connected?

A: MAPP shows learning intentions based on outcomes and shows ongoing progress throughout the year. P levels are less detailed but are still a statutory requirement.

Q: Will we keep P levels when they are not a statutory requirement?

A: They are of some value but need to be more meaningful and is something lots of academies will be considering.

ACTION: Governors had a need to talk knowledgably about progress especially to OFSTED. The Chair and KS would meet with Ali to build up this knowledge including terminology (**Chair, KS, Ali**).

Q: What about pupils who may skew the data with limited progress/development?

A: Progression Guidance is used to provide comparative data but was last undated some time ago so its reliability is questionable. The guidance, however builds in progression expectations for all groups of students including those who are less able, therefore this does not skew the data. It was noted that P levels also can't show detailed progression without being broken down into their constituent parts. This process in itself creates problems regarding recoding individual learning journeys. This is where MAPP is useful. It was also noted that P levels are subjective and it may be felt that pupils enter the school on incorrect P levels which can then be more difficult to reclassify.

The report was viewed to be extremely informative and useful and it was felt that the timeslot allocated to this was insufficient.

ACTION: More time to be allocated to the detail and understanding of this report as soon as possible. Governors subsequently to be briefed further (**Chair, KS and Ali**).

Ali was thanked for the excellent presentation and she welcomed any feedback from Governors.

5.6 Teaching School Report – Ali Ley

A report was distributed from Ali (Director of the Teaching School) on the Pennine Teaching School Alliance. Castle Hill became the lead school in September 2017 in partnership with Roberttown Junior and Infant School. An initial audit identifies individual levels of engagement and strategic partners. There are three main areas of remit for the Teaching School – Initial Teacher Training (ITT), School to School Support (StSS) and Continual Professional Leadership Development (CPLD). Accountability and KPI's for the Teaching School were detailed.

Q: Who picked the two schools and why the link?

A: Roberttown wanted to join with an established partnership and it is good to pair with schools with different operations/requirements.

Q: Are all the Teaching Schools in competition with each other?

A: There is a degree of collaborative competition to meet KPIs. However there is a high level of working together.

Q: How is your salary funded?

A: National College provide a grant which is a large part of the salary and the rolling out of bids helps contribute. This is the usual method for salary funding within Teaching Schools.

Current developments and an action plan were also presented.

The Chair thanked Ali for her presentation.

5.7 Behaviour Report and Case Study – Steve Perren

The Principal circulated a Behaviour Case Study with Form 4 Outcome frequency.

The purpose of the report was to demonstrate how the school manages behaviour with pastoral support plans and risk assessments. A frequency pie chart illustrated increases in Form 4 which was further broken down by department and class.

There has been increases in Primary, Sixth Form, Early Years and AFA. The Principal felt that these increases were more to do with monitoring and addressing issues. A case study on a real example was also detailed.

It was agreed that this report was useful to see trends over time.

The Chair thanked the Principal for the report and commentary.

5.8 Question and Answer Session with Actions

Q and A's took place throughout all the above presentations with actions recorded as applicable.

6. Policies for ratification

6.1 Inclusion Policy

RESOLVED: Governors agreed the amendments.

6.2 CLA Policy

RESOLVED : Governors agreed the amendments.

- 6.3 Intensive Interaction Policy
RESOLVED: Governors agreed the amendments.

7. Health and Safety

- 7.1 Other than snow issues, there had been a safe period. The 'Beast from the East' had caused some problems which were all managed effectively. It was noted that the text supplier, on the initial snow day, had failed and has since been replaced. The Chair thanked the Principal for monitoring the weather very closely both early in the morning and late at night in order to manage the situation.

8. Any Other Business

- 8.1 Pupil absence protocol.
The Principal distributed a copy of the updated protocol. This was designed to enable contact with parents as soon as possible.
- 8.2 LGB Review
The Chair had contacted ICAT's preferred reviewer in preparation for a review. This was to be looked into as soon as possible.
- 8.3 Recruitment of Deputy Principal
There had been 4 applicants. Interviews would be taking place week commencing 26th March 2018. One day would consist of tasks including data analysis, learning walk, professional discussions, lunch with the student council and lesson observations. The second day would focus on interviews. 3 of the 4 applicants had been invited to interview stage.

9. Dates of future meetings and possible agenda items

RESOLVED: That an earlier start date be trialled at the next meeting (5.30pm). This is due to a number of lengthy meetings finishing at 9pm which was viewed as unsustainable for those working early and travelling some distance to the meeting.

ACTION: That an update on Katrina Whale/fundraising be included as an agenda item for the next meeting.

RESOLVED: That the following dates be scheduled for future meetings:

- 9.1 Tuesday 1 May 2018 at 5.30pm
9.2 Tuesday 10 July 2018

10. Agenda, minutes and related papers – school copy

RESOLVED: That no part of the agenda, minutes or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.

The meeting closed at 8.58pm.

Summary of Actions

Action Number	Action	By Whom
1	Dughall McCormick to complete a 'declaration of interest form' after Easter when he commences an interim headship role at Thornhill Infant School in Leeds	DM
2	Summary of actions to be incorporated into future minutes	Clerking Service
3	Safeguarding training link still to be forwarded to the Chair and TW	KS
4	Peer group SIP report to be forwarded to Governors when available	Principal
5	Meeting to discuss managing and monitoring progress including terminology	Chair, KS, Ali Leys
6	More time to be allocated to the detail and understanding of the Castle Hill School Progress Report Autumn Term 2017 report as soon as possible. Governors subsequently to be briefed further	Chair, KS, Ali Leys
7	That an update on Katrina Whale/fundraising be included as an agenda item for the next meeting (requested by KS)	Clerking Service