

BANISTER PRIMARY SCHOOL  
MEETING OF THE FULL GOVERNING BODY  
THURSDAY 27<sup>th</sup> JANUARY 2022

9.00 AM

**MINUTES**

**Those Present**

Kate Vincent (Headteacher)	KV
Peter McBride (Chair)	Mac
Vivek Kohli	VK
Peter Davison	PD
Matthew Turpin	MT
Megan Streb	MS
Richard Congreve	RC
Ibrahim Enemosah	IE
Luke Newman	LN

**Apologies:**

Romana Syed	RS
Steve Leggett	SL
Marion Clelland	MC
Christina Spiers	CS
Hayley Joy	HJ

**Absent:**

Vicky Boothman	VB
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**In Attendance:**

Katie Pevreall (Clerk)	KP
David Hockin (SBM)	DH

**Notes:**

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**1. Welcome, Present and Apologies**

**1a.** The Chair welcomed everyone to the meeting. Apologies were accepted from Romana Syed, Steve Leggett, Marion Clelland, Christina Spiers and Hayley Joy.

**2. Declaration of Interest**

**2a.** There were none to declare.

**3. Minutes and Actions from Previous Meeting**

**3a.** The minutes were agreed as a true record and were signed by Mac.

**3b.** All actions had been completed.

**4. Correspondence**

**4a.** The board discussed the resignation of the SCC CEO. Schools had been informed earlier in the week.

**5. Communications Between Headteacher and Governors**

**5a.** There had been some communication regarding the staffing issues as a result of covid. This would be discussed in more detail later in the meeting.

## **6. Subcommittee Reports and Matters Arising**

### **6a. GP**

**6aa.** It was estimated that the school would receive £1.816m for the next academic year.

**6ab.** The surplus had increased but there had been no major changes. The committee had agreed to bring ideas for capital expenditure to the next meeting.

**6ac.** The committee had discussed financial benchmarking and there were no adverse outliers which was very positive. Staffing costs in comparison to other schools remained low and supply teaching costs were much lower than other schools.

**6ad.** The committee had discussed the health and safety impact of covid.

### **6b. TLC**

**6ba.** The meeting focus was to review the data from the Autumn term. It was clear that the lockdowns had had an impact on learning. Baseline assessments had been carried out to identify where there were gaps in knowledge. It was noted that, particularly in Y3, skills were not as secure as first thought.

**6bb.** Supply costs were higher than previous years but still lower than other schools in the city. The majority of support had been provided internally when teachers were absent.

**6bc.** Writing was a concern across the school. It had been noted that writing was most affected by lockdowns as face-to-face learning was needed to build those skills.

**6bd.** The targets set were aspirational and had not been adjusted for covid. The school was still aiming for the same high standards.

**6be.** Governors requested that the school pass on their thanks to CN and TP for their contributions at TLC which were excellent.

## **7. Headteacher Report**

**7a.** A document about current covid numbers had been shared prior to the meeting. There had been more cases in January than almost the entire of the last two years put together. There were significant concentrations of it with an outbreak on each floor but in different classes. Nearly 10% of the school population had been off with covid. It was hoped now that the peak had been reached. There were still three members of staff off with covid but all would return by early next week.

**7b.** The biggest impact of this had been staff absence and a shortage of agency supply teachers. The school was able to cover gaps internally but TP and KV had both needed to spend a couple of days teaching at one stage.

**7c.** KV had concerns about how this was affecting improvement and progress particularly in terms of the curriculum. She had been exploring two options; short-term leadership support from an agency and curriculum software.

**7d.** KV had spoken with several different agencies about the school's requirements if an interim leader were to be used. She had been provided with five CV's which she would review before half term.

**7e.** Ben Connolly joined the meeting.

**7f.** KV had demoed one piece of curriculum software which would not be suitable. She was awaiting another three demos. She had also started to investigate the cost of employing a developer to create a platform specifically for Banister's needs.

7g. If interim support was pursued, it would be at a cost of £300 to £550 per day for six to eight weeks with an approximate cost of £20,000.

7h. There were some potential staffing changes that were not yet confirmed that would offset this cost if they went ahead.

**Q: Will this support put additional pressure on subject leaders, or will it be received as welcome support?**

**A: Received as welcome support. The interim support would be there to decrease the workload of subject leaders at this time.**

**Q: Given that, prior to an outbreak, the school had planned to develop the curriculum in this way and SLT had the capacity to do so, is there additional funding that can be sought to offset this cost?**

**A: DH will look into this.**

**ACTION: DH to look into funding to offset cost of software/interim support**

7i. IE left the meeting

## **8. Leader in Me Update**

8a. Ben Connolly (BC) shared a presentation with governors about Leader in Me. He noted that the program was an opportunity for children to fully discover their own voice and realise they are leaders in their own lives. He reminded governors of the seven habits which were being embedded into teaching.

8b. So far, the school had put in place leadership roles within classes across the year groups. The children had started planning, preparing, and running their own assemblies in KS2 and there was a staff lighthouse team (LHT) and a student lighthouse team (SLHT). BC shared the rubric of success criteria.

8c. VK left the meeting.

8d. The LHT met weekly discuss how to successfully reach the next level of development. The aim was to reach the 'mature' level by the end of the academic year.

8e. The next step was to introduce Wildly Important Goals to children. BC was trialling this with his Y5 class currently with pairs of children coming up with strategies to help with their times table goals. If successful this would be rolled out to the other Y5 class, then Y3, Y1 and the whole school.

**Q: What are you hoping that children will be able to do once they have had the experience of setting Wildly Important Goals?**

**A: It's hope that they will understand how to write a smart target and take ownership of their own improvement. The LHT will likely choose a key set of skills for improvement and work with the children on these.**

8f. The plan was to have children run the next parents' evening. They had been practicing their greeting skills and discussing how they can talk through their progress and successes.

**Q: Has it been a helpful programme coming out of the pandemic or has it been an extra pressure?**

**A: It has helped enormously. In particular for children habits 4-6 have allowed them to develop skills working together to share, organise themselves and use people's strengths in group work. For BC it has not been extra work but focused the purpose of work.**

**Q: If governors asked children what they thought of Leader in Me, what do you think they would say?**

**A: SLHT are aware of the opportunities coming up including WIGs, and motivational celebrations. The other children across the school would have different levels of understanding depending on their year group. They would all be aware of the seven habits in some way.**

8g. It was agreed governors would come into school after half term to observe what progress had been made since their visits in October.

**ACTION: Govs to visit after half term**

**9. SEND Update**

**9a.** All SEN assessments had been completed across the school where parental agreement was given. There were three ECHPs going through this week and Mrs Roberts had completed two EHCP reviews on her keeping in touch days.

**9b.** There had been an increase in CAMHs activity, and the school was receiving many requests and diagnoses. The number of children in the school with an ASD diagnosis was increasing.

**9c.** The school was having conversations with parents to manage the expectations of CAMHs and the possible outcomes for their child.

**10. Governor Business**

**10a.** Visits would be carried out after half term.

**11. AOB**

**11a.** Governors discussed the proposal that Southampton Solent University join the Southampton Cooperative Learning Trust. It was agreed that they be invited to join the Trust as partners, but rather than focus in closer cooperation with Solent, the Trust schools should work towards collaboration with the other Trusts in the city, on an informal basis.

**ACTIONS:**

Page no.	Item	Action	Person Responsible
3	7h	DH to look into funding to offset cost of software/interim support	DH
4	8g	Govs to visit after half term	ALL