

RAVENSWOOD SCHOOL



MINUTES OF THE FULL GOVERNORS MEETING 4.45pm – Wednesday 21st May 2025

Ref	Agenda Item	Action by
1	<p>ATTENDANCE</p> <p>Toby Willis (TW) (Chair) Mark Senior (MS) (Headteacher) Mike Evans (ME) (Minutes) Jeanne Wood (JW) Beverley Campbell (BC) Julie Davis (JD) Isobel Osborne (IO)</p> <p>School Officers</p> <p>Becky Mitchell (BM) (Assistant Headteacher) Cheri Frost (CF) (Assistant Headteacher)</p>	
2	<p>APOLOGIES FOR ABSENCE</p> <p>Dawn Perrett (Clerk to the Governors) (DP) Charlotte Rosevear (CR) Stuart Iles (SI) Polli Bravery (PB) (Assistant Headteacher) Katie Barnes (KB) (Deputy Headteacher)</p>	
3	<p>DECLARATION OF PERSONAL INTERESTS IN ANY AGENDA ITEM</p> <p>None</p>	
4	<p>MINUTES OF MEETING – 02.04.2025</p> <p>There were no amendments to the Minutes and TW electronically signed the minutes with thanks to ME.</p>	
5	<p>MATTERS ARISING FROM MEETING – 02.04.2025</p> <p>None</p>	
6	<p>REPORT FROM BUSINESS COMMITTEE – 30.04.2025</p> <p>TW confirmed that this had been a very straightforward meeting. He reported that SJ had stepped down as a Governor due to work commitments, which meant that SI would now chair the committee with TW as Deputy.</p> <p>The main focus of the meeting had been the inconsistencies in the figures provided to the school to inform the budget setting process. MS informed Governors that the Liberata contract with NS had come to an end and the new provider had not yet been confirmed. MS said that he would be asking for quarterly meetings to ensure that the school knew what was left to spend. He did confirm that following his meeting on 9th May, two</p>	

	<p>projects had been included back into the budget (new playground in the Primary area and the re-vamp of seven toilet areas).</p> <p>There were no further questions.</p>	
7	<p>FINANCE</p> <p>The final budget was discussed under agenda item 14.</p>	
8	<p>REPORT FROM PUPIL COMMITTEE – 07.05.2025</p> <p>ME reported the meeting had observed that, despite a very short term, a lot of items had been completed in the school improvement plan. Governors noted that staffing changes and gaps had influenced pupil progress and members of staff were dealing with challenging behaviour as a priority, confident that an improvement in learning would then follow.</p> <p>There were clear interventions in place for learning, behaviour and attendance. Governors also appreciated the detailed report on Work Experience, showing a large increase in new placements and positive feedback from both pupils and employers.</p> <p>There were no further questions.</p>	
9	<p>USE OF RPI FOR NOTING</p> <p>MS reported that the school was in a very good place and that members of staff are very skilled in dealing with challenging behaviour. Hawk class was particularly challenging and an extra member of staff had been added to the class team to help and support. There had been a change of class teacher in Willow class which had resulted in some difficulties, but behaviour had settled in Term 5.</p> <p>Challenge Question: how do we compare with previous years? Answer: that's difficult to answer as cohorts vary so much. For example, pupils may join the school from an environment with little structure and few boundaries, meaning that they will push the limits. The most important thing is that the school learns from incidents and tries to ensure that they don't recur in the future.</p> <p>Challenge Question: do members of staff in challenging classes get any support? Answer: MS meets regularly with PB to check on which staff have been involved and there is always a debrief after every incident. From the debrief, the school aims to learn what might be done differently next time to mitigate the risk – behaviour would then change over time.</p> <p>Challenge Question: what has the school learned from the incidents in Hawk and Willow classes? Answer: in Hawk class, the LSA had stepped up in the absence of a class teacher and then when a new class teacher was appointed, it</p>	

	<p>seemed like “another September” for pupils. On the other hand, the changes in Willow class had worked very well.</p> <p>MS and IO confirmed that the picture in post16 was a very positive one.</p>	
10	<p>P16 PUPIL PROGRESS (SPRING TERM)</p> <p>IO reported that, in the long-term absence of a member of staff, the pupils had been extremely well supported, but there were gaps that needed to be addressed. IO has identified those gaps and how the situation can be rectified so that pupils would achieve their targets. Her focus has always been on pupils making steady progress.</p> <p>When looking at the Communications data, for example, elements of their Speaking/Listening exam at the end of April and their Work Experience presentations could be used as evidence.</p> <p>Challenge Question: will all pupils reach their targets? Answer: there is one pupil who may not reach their target due to some challenging behaviour.</p> <p>Question: will progress in Maths improve towards the end of the year or are pupils behind? Answer: there is a mismatch currently between the AQA entry level and Pearson requirements. Once the school moves away from Pearson, the pupils will follow a curriculum which will reinforce key life skills that they need. At the moment, a great deal of time is spent on preparing pupils on exam technique.</p>	
11	<p>MONITORING OF SAFEGUARDING BY A GOVERNOR - FOR DISCUSSION</p> <p>JD reported that her last visit to the school to monitor safeguarding arrangements had been on a very busy day. The members of staff that she had met with were all open and honest and there were some very positive conversations. JD also said that MS had suggested that on a future visit, she may walk round the school with an incorrect colour lanyard to see if she was challenged.</p> <p>TW thanked JD for her information-rich report.</p>	
12	<p>SAFEGUARDING - ALLEGATIONS – VERBAL</p> <p>There were no allegations to report.</p>	
13	<p>WELLBEING - VERBAL</p> <p>The committee had had an email conversation and it had been agreed that, as term 5 was so short, the committee would meet in term 6</p>	

<p>14</p>	<p>APPROVAL OF BUDGET</p> <p>MS reported that the budget showed a very positive picture for the school. He had been able to advertise for 4 LSAs and also include the projects which had previously been discussed and approved at Business Committee meetings. A huge debt of gratitude was owed to Philippa Rowland (PR) for all her hard work in ensuring that the budget was so accurate.</p> <p>Challenge Question: are you sure that these figures are as accurate as possible?</p> <p>Answer: yes, but variations may creep in during the course of the school year. We have also included £20,000 in the budget for a replacement Sunshine Minibus which will have a tail lift. We are just waiting for a sponsor to conclude the purchase.</p> <p>After considering the figures for Year 1, Governors unanimously approved the final budget for the next academic year.</p>	<p>TW to email Governor thanks to PR</p>
<p>15</p>	<p>IMPACT OF TRAINING DAYS</p> <p>MS took Governors through his detailed analysis of all the training that had been undertaken by staff in the last academic year. In addition to all the “usual” training:</p> <ul style="list-style-type: none"> • Safer Intervention – Support staff (LSA) • Safeguarding update – KCSIE 2024 – Child protections updates • Fire Safety – refresh on school procedures. • Planning for EHCP provision • Literacy / calculation strategies that are used in schools • Subject leadership • SIP 2024 progress and next steps • Child Protection in Education (new staff) or Child Protection Refresher Training (staff who have already completed above) • Food Hygiene Training • Appointed First Aider Training • Fire Safety <p>the staff had also completed three workshops days which has resulted in the school having the status as a Positive Education School. The skills acquired during those three days were already in evidence in the school. MS summarised the effect of an extra INSET day by confirming that the school been able to deliver a sound training package which has supported staff development and ensured that they continue to meet the needs of the pupils within the school.</p> <p>Challenge Question: how do you measure the effectiveness of the training?</p> <p>Answer: there are some statutory elements to the annual training but staff feedback (especially on the Positive Education training) has all been</p>	

	<p>very positive and the observations during learning walks will also influence some of the training for the next academic year.</p> <p>Challenge Question: as far as the Positive Education training is concerned, will you be able to assess the impact on the pupils?</p> <p>Answer: this will become more apparent as members of staff apply the principles they have learned but we have already seen changes which will affect the pupils (eg Positive Praise added to the Communications Policy).</p> <p>MS requested that there should be 6 INSET days next academic year and Governors unanimously agreed.</p>	
16	<p>ASSISTANT HEAD FOCUS (BM)</p> <p>BM explained to Governors that her SLT responsibilities were conducted within 2.5 days per week allocation against her other half time teaching responsibilities. Her detailed description covered five main areas with BM giving Governors the highlights in each section:</p> <p>Operational, Strategic, School Support, CPD and Personal</p> <ul style="list-style-type: none"> • Supporting Hawk class with no teacher (Sep-Dec 2024) • Supporting new teacher into Hawk class (from Jan 2025) • Ongoing support for new teacher in Primary. • Ravenswood/ Sense charity shop pottery project – maintaining school link with Sense Charity shop enterprise project (instigated by MS) – overseeing and running operations and logistics in product - delivery, finance collecting and maintaining good relations with this valuable WEX opportunity • Deliver EEC training (x2 full sessions and numerous 1:1s to support less confident staff with specific needs). • Ongoing monitoring of EEC system and trips and Risk Assessments logged – trip approval and monitoring. • School Improvement Partner: 2x meetings with School Improvement Partner to discuss progress, SIP and set goals and suggested tasks for forthcoming term. • Learning walks: 3x rounds of learning walks/ lesson observations and providing written feedback as well as follow-up actions/ support. • Coursework/ Internal Moderation Accreditation coursework internal moderation for termly AQA Units, AQA maths papers, ASDAN modules and Step-up English papers. • Feedback to teachers where action needed, monitoring and feedback processes until all correct and in-line with policies, procedures and exam board requirements. 	

	<ul style="list-style-type: none"> • Attending school events including: Halloween disco, Easter Bingo, Shakespeare Festival, • Chosen member of staff to contact for 2 teachers currently out of school following operations • Butterfly Project – Pine class • Paediatric First Aid Training (Nov 2024) / Trauma Informed Schools Training (Dec 2024) / Calvert Trust visit for potential future residential planning (Jan 2025) / SWALLS Deputy and Assistant Heads Conference (Mar 2025) / AQA Unit Awards Training (Mar 2025) / AQA Exams insights training (May 2025) • Continuing to run Inclusive Theatrical venture outside of school hours for young people and adults to access musical theatre and training in performing arts areas (2x classes per week). • Continuing to work weekly with adult services engagement to support adults with additional needs in social care system – experiencing what ‘life after school’ looks like for people with SEND. <p>Challenge Question: how has the new staffing structure worked this year?</p> <p>Answer: it has worked very well. The way that the SLT roles had been divided meant that she was grateful for the experience and advice of colleagues that had undertaken aspects of her role in the past. BM said that she was passionate about being a teacher!</p> <p>There were no other questions and TW thanked BM for giving Governors an insight into her role and thanked her for all that she was doing.</p>	
17	<p>POLICIES FOR APPROVAL BY FGB</p> <p>SECONDMENT POLICY This was an SSE policy with no changes. Governors unanimously accepted and adopted this policy.</p>	
18	<p>CONFIDENTIAL ITEMS There was one confidential item. School staff left while it was discussed by Governors and confidential Minutes cover this.</p>	
19	<p>MEETING OUR EQUALITY DUTIES</p> <p>1. ELIMINATE DISCRIMINATION & HARASSMENT – Safeguarding Monitoring Report, Impact of Staff Training Days, Use of RPI report</p> <p>2. ADVANCE EQUALITY OF OPPORTUNITY – Pupil Progress data, Secondment Policy, Impact of Staff Training Days</p>	

	3. FOSTER GOOD RELATIONS BETWEEN DIFFERENT GROUPS – Secondment Policy, Impact of Staff Training Days, Assistant Head Focus, Outreach Opportunities	
20	CORRESPONDENCE None.	
21	<p>AOB</p> <p>MS reported that he had been approached by the LA to see whether he would be willing to take on an extra 8 Reception and EY pupils and use the Children’s Centre (at the front of Kingshill School). MS said that he had concerns about the physical distance from the main school site, eg at lunchtimes. NS would like the school to open the new provision in September 2025, but there would have to be some statutory training for EY teachers beforehand and MS envisaged a staggered transition.</p> <p>MS said that he could see several advantages to pursuing the project:</p> <ul style="list-style-type: none"> • reception pupils would continue in the school for the next 14 years • assisting the local authority • helping the wider community • increase in school staffing • additional car parking <p>As far as staffing was concerned, MS said that he was currently considering an HLTA to lead, working in conjunction with the HoD (Primary) and it may be possible to base a member of SLT in the building. The school would have to find ways to ensure that staff in the Children’s Centre did not feel isolated from the main site. He added that there would still have to be a consultation process for each pupil, so that their needs could be met.</p> <p>Question: would there be funding for the extra members of staff? Answer: yes, place funding and TUF would be in place</p> <p>Observation: we would have to provide a pleasant environment for both staff and pupils</p> <p>Question: would there be space for break-out rooms? Answer: yes, there is room</p> <p>Question: given the physical distance from the main site, could you not move an older class into this building? Answer: unfortunately the Children’s Centre is designed for younger pupils, so would only suit Reception and EY</p> <p>Question: is there sufficient capacity in SLT to take on this extra work? Answer: yes, and this would be principally to support the HoD (Primary)</p>	

	Governors agreed this proposal in principle and MS would go back to the LA to say that the school was happy to explore the next steps.	
	DATE OF THE NEXT MEETING 4.45 pm Wednesday 16 th July 2025	
	MEETING CLOSED AT 6.36pm.	

SIGNED..... DATED