



**Heatherwood School Local Governing Body
Business Meeting
Thursday 27 January 2022 at 14:00
via MS Teams**

Those Present:		
Lisa Suter	Executive Headteacher	LS
Bridget Coy	Head of School	BC
Gary Bullock	Parent Governor – Chair/T&L Link	GB
Mel Pidgeon	Parent Governor – Safeguarding Link	MP
Anne-Marie O'Dell	Non-Teaching Governor	AMO'D
Marc Bratcher	Governor – Vice Chair/Wellbeing Link	MB
Also Present:		
Warren Carratt	CEO	CEO
Suzanne Fulwood	Teacher	SF
Apologies:		
Fiona Kirkham	Governor – T&L Link	FK
No Apologies:		

1. APOLOGIES FOR ABSENCE	Actions
1.1. To receive apologies for absence Apologies were noted for FK.	
1.2. To accept apologies for absence Apologies were accepted.	
2. ITEMS OF URGENT BUSINESS	
2.1 Chair to determine any items of urgent business None.	
3. DECLARATION OF INTERESTS	
There were no declarations received.	
4. HEATHERWOOD SCHOOL LOCAL GOVERNING BODY MINUTES	
4.1 To approve the minutes of the following meeting: The minutes of the meeting held on 9 December 2021 were reviewed and approved.	
4.2 Review of Action Tracker The outstanding actions on the tracker were reviewed and updated.	
4.3 Matters arising from the Minutes There were no matters arising.	
5. ITEMS TO BE CONSIDERED	
5.1 SIP priorities – deep dive review of specific curriculum area(s) (attached document) LS provided context, and reminded governors that the focus of today’s meeting is about reading at Heatherwood, which SF will lead, and then BC will connect where this is reflected in the school self-evaluation form (SEF) and the school improvement plan (SIP). BC shared a presentation, which SF started to talk through. SF stated reading comes in different forms for our pupils, including auditory, interaction and environmental stimuli. Communication is the strong foundation of reading, and this is at the centre of what we do at Heatherwood. All pupils are on a journey, and will be at different stages. SF explained about the different pathways of reading: sensory; intensive interaction; tracking; engaging in environmental changes; choice making; this then moves toward reading and phonics.	

GB stated this made sense to him, and clarified how pupils can 'read' without this being about words on a page. GB gave examples of how this relates to his experience as a parent of a child with complex needs.

SF talked about the school's drive to meet individual needs in their reading offer. SF stated every child is deemed to be a reader. BC talked about outcomes in EHCPs, and that typically targets are about the intended outcomes of the school's reading curriculum.

The CEO asked why a synthetic systematic phonics (SSP) programme is important for a school like Heatherwood. BC stated it ensured consistency for incremental learning as pupils move toward more complex phonics and reading. AMO'D stated that she had seen first-hand how this provides consistency in adult's approach to supporting phonics. LS felt this was particularly helpful in supporting consistent repetition for learners.

SF said this also meant there was no cap on pupils learning potential.

GB asked if there was a consistent use of sounds across the school curriculum. SF stated that was the case.

BC went on to talk about the SEF, which highlights reading and writing. This links into teacher appraisal targets and also the school improvement plan. BC talked through learner engagement and how school nurture this.

SF talked about the investment in reading material, including Read Write Inc materials.

BC and LS talked about the option to use more INSET days next year to help embed learning in the workforce.

GB asked about the open week school used to hold for parents, pre-COVID, and suggested having an open day per class. LS felt this was feasible and school leaders will consider this further.

BC went on to outline quality assurance (QA) – SF talked through the monitoring she undertakes in school on a termly basis e.g. looking at reading areas, what are texts in classes like, what is planning like etc. SF also undertakes learning walks to observe practice, and will work with the Nexus MAT phonics lead on wider moderation.

GB felt this formalised learning more clearly.

SF stated that there has been whole-school training.

LS talked about the importance of keeping focused on the "why". BC stated that staff have been sharing practice systematically which has injected momentum.

BC then moved on to talking about the school's reading scheme, which breaks skills down. The CEO asked if this was the same as a progression grid and BC said yes.

GB said this was good work, and heralded an expansion of home learning that pupils and families can undertake.

<p>BC went on to talk about the monitoring and moderation that takes place across all school, which is driven by the repetitive refrain of leaders asking “how do we know?”. This was then brought back to the SIP’s intended target.</p> <p>GB felt this presentation crystallised the school improvement framework and made the reading curriculum – as one example – really clear for governors.</p> <p>BC felt that the discussion gave leaders some really helpful considerations for further engagement with families.</p> <p>MP stated she felt much clearer, and that there was an opportunity to engage parents.</p> <p>MB felt the presentation was really helpful, and it is great to see the enduring importance of reading.</p>	
<p>5.2 B11 School Review Report</p> <p>BC shared the B11 report. The visit was focused on reading and phonics across school. GB attended the visit at either end of the day.</p> <p>BC felt the report is more narrative and less analytical. BC felt the reviewer wanted to focus on telling stories, and school talked about the range of skills pupils developed as part of the wider reading strategy. Some time was lost on the day with discussions which overran. BC stated this was helpful in terms of helping school leaders understand the importance of managing the next Ofsted inspection tightly.</p> <p>There was discussion about how much Ofsted inspectors would know about school.</p> <p>BC felt that the content of the LGB discussion so far had covered the majority of the B11 report.</p> <p>BC was reassured that the B11 review didn’t identify any areas for improvement that the school didn’t know themselves.</p>	
<p>5.3 Annual Self-Assessment – NGA Skills Audit</p> <p>Governors were informed that the annual skills self-assessment was about to commence and to expect to receive their assessment form shortly. They were advised to complete the audit and return it to clerkingservices@nexusmat.org</p>	
<p>6. GOVERNANCE MATTERS</p>	
<p>6.1 Governors to complete Activity Log</p> <p>Governors were reminded to email any activity to clerkingservices@nexusmat.org</p>	
<p>6.2 Trust Verbal Update of Key Issues</p> <p>The CEO advised the LGB about the steps the Trust is taking to mitigate the impact of the Health & Social Care Levy. The CEO also advised of recruitment being undertaken for the new Nexus MAT special school opening in September 2022.</p>	

7 ANY OTHER URGENT BUSINESS	
7.1 To consider any other urgent business agreed by the Chair MB stated he could only attend LGBs virtually for the foreseeable future. GB confirmed this was fine.	
8. CONFIDENTIALITY & RISK	
8.1. To consider the confidentiality of any items discussed during the meeting None.	
8.2. To consider any areas of risk discussed during the meeting None.	

10. DATES OF NEXT MEETING	
----------------------------------	--

Thursday 17 th March 2022	14:00 – 16:00	Heatherwood School	Business Meeting
Thursday 5 th May 2022	14:00 – 16:00	Heatherwood School	Quality of Education
Thursday 23 rd June 2022	14:00 – 16:00	Heatherwood School	Business Meeting
Tuesday 28 th June 2022	16:00 – 19:00	Crags School	Leadership Summit

Minutes approved

CHAIR	SIGNATURE	DATE
GARY BULLOCK	GARY BULLOCK	17.03.22