



International, Inspiring, Incredible

Reference: SGC/03/12/24

Date: 12 December, 2024

RECORD OF DECISIONS (RoD) FROM SGC MEETING 03 December, 2024

Present	Dunx McClement (DMcC) David Wright (DW) Kim Jackaman (KJ) Gary Margerison (GM) Elaine Briers (EB) Melissa Stead (MS) Kelly Lockley (KL) Gary Gorman Vicki Manders-Trett (VM-T) Tim Twaite (TT) Kieran Nevin (KN) David Cobb (DC) Madi Timlin (MT) Simon Bowles (SB)	Chair Vice Chair Headteacher (HT) DSC Representative Teaching Staff Representative Parent Representative Parent Representative Parent Representative Parent Representative Parent Representative Representative Representative Safeguarding Governor Environment Governor
Apologies	Denise Welsh (ASBM) David Norfield (DN) Warwick Burrows (WB) Nil Nigleku (NN) Lynne Robertson (LR)	Assistant School Business Manager (ASBM) Community Representative Padre Finance Governor Parent Representative School Business Manager

RECORDS OF DECISIONS	ACTIONS
<p>ITEM 1: Opening Remarks by Chair</p> <p>The Chair extended his apologies for the change in meeting dates.</p> <p>The Chair thanked the sub-committees for their efforts over the last calendar year.</p> <p>The Chair informed the committee of the significant reduction in budget that the school had received in May 24. The Chair acknowledged that this budget was below a reasonable operating budget and that communication had been poor from DCS. The Chair noted the significant progress that had been made in this area and that, in agreement with DCS Head and the NMR, the school was able to submit business cases for spends >£10,000.</p>	



The Headteacher confirmed that two such business cases had been submitted and agreed, and that two more were currently in development.

The Chair outlined the purpose and function of the proposed Educational Commissioner for DCS Schools under the NATO umbrella (SHAPE, AF North and Naples):

- Position usually held at a 2* level.
- Purpose to act on behalf of the schools to enable actions that sit above and beyond the mandated provision of DCS.
- The UK NMR has been identified as the 'best fit' to fill this position on behalf of those schools.
- The NMR's office is waiting on DCS for a proposed route on how the Educational Commissioner role can be added to the NMR's portfolio

The Chair provided an overview of the British Section's School Strategy for Supporting the Service Child.

The Chair informed the Committee that the NMR had sat on the new DCS Assurance Board on behalf of the three DCS schools within NATO. The NMR had raised three areas of challenge to the Board:

- Budget, including management and ownership
- Staffing, including, recruitment, retention and CPD
- SEND provision and quality of the offer, including Speech and Language Therapy (SALT) and Educational Psychology (EP)

Representation on the Assurance Board covered a wide area of responsibilities and was at an appropriate level of seniority across military and civilian departments. The headline outcomes were that key publishable attainment measures were above the national average in all areas except A-Level.

The Chair informed the Committee that the recent Rose Review had been very successful and that the Head Teacher and Chair had received a very positive debrief from the review team. The school and Committee were waiting on the final written report from the Head Reviewer.

Question: What is the proposed timeframe for the publishing of the written report?

Answer: Twenty-five working days. Although this would fall within the Christmas period, so the expectation is that it will be received early in January 2025.

The Chair requested that the Committee's congratulations and thanks to KJ, IR and the British Section Staff be recorded in the minutes.

The Chair identified the Committee's focus for next term as being to support the school with software/platform compliance issues.

<p>The Chair communicated the Headteacher’s request that members of the Committee attend the British Section’s Christmas performances and speak on behalf of the Committee at these events. It was agreed that members with children in each performance would provide this function.</p>	
<p>ITEM 2 - Apologies for absence</p> <p>Apologies sent by WB, NN, DN, LR and DW.</p>	
<p>ITEM 3: Headteachers Report</p> <p>The Headteacher reported that it had been a busy and difficult term, but that all staff had risen to the challenges presented and had worked flexibly to overcome these challenges.</p> <p>The Headteacher requested that the Committee’s congratulations and thanks to the British Section staff be recorded in the minutes.</p> <p>The Headteacher summarised the current staffing situation and the on-going issues with the SSA team. It was reported that the SSA team is currently almost at full strength, with one position recently filled and one to be advertised.</p> <p>The Headteacher explained the purpose of the Establishment Committee, and its impact on recruitment of staff.</p> <p>The Headteacher reported that the British Section was currently operating below its historical LSA staffing level, and that a request for permission to advertise for a vacant SEND LSA position had been submitted to the Establishment Committee.</p> <p>The Headteacher reported that current pupil numbers sat at 152 children.</p> <p>The Headteacher summarised the breakdown of pupils by category. The academic and pastoral success of the international pupils was highlighted.</p> <p>Question: Why are there such relatively high SEND needs in Y1?</p> <p>Answer: Relative high SEND needs in that year group are as a result of the needs of that specific cohort.</p> <p>Question: Given the number of EAL children in EYFS, are the staff in those classes sufficiently supported to manage the additional needs?</p> <p>Answer: Experienced staff with a good adult:child ratio. Good language development teaching for EAL children is good language development teaching for all EYFS children.</p> <p>Question: If the numbers of EAL and International children are identical, is there any value in having them identified twice in two separate categories?</p>	

Answer: The numbers of EAL and International children are often not identical. International children often have English as a first language (Canadians or Americans), and members of the British Armed Forces do not always have English as a first language (Nepali).

The Headteacher summarised the key assessment points for the academic year 23/24 and noted that end of KS1 and end of KS2 results were all significantly above the national average.

The Headteacher informed the Committee that the data analysis of the end of Year 4 multiplication assessment had revealed an issue with children's multiplication and division facts fluency. This had then informed priority one of the School Development Plan.

The Headteacher explained the changes in how the assessment data was being presented as a result of the loss of the Insight assessment tool. The Committee was informed that Insight was a platform that the school was no longer allowed to use due to its prohibition by DCS. The school had been directed to use Bromcom which was a platform with insufficient data analysis tools for the school's need. The SBM was tasked to create a bespoke assessment analysis tool that allowed for deeper analysis of the data than Bromcom.

Question: Do EAL children add value to the assessment data at the end of KS1 and KS2?

Answer: It depends very much on the individual child, but often, yes, they do. The Headteacher made the point that progress, not necessarily attainment, was the true measure of a successful school.

The Headteacher presented and summarised the attainment predictions for the end of this academic year (24/25). The Head Teacher noted that these were aspirational targets.

The Headteacher presented and summarised the School Development Plan (SDP) for the academic year 24/24:

1. High quality teaching of multiplication and division leads to all pupils using and applying their knowledge of multiplication/division facts with fluency.
2. To introduce, Supersonic phonics friends, ensuring a rigorous approach to planning phonics sessions, assessment and tracking.
3. To ensure that adaptive teaching strategies, resources support all children to reach their full potential. Through this approach, children are encouraged to take an active role in their own learning and set goals for their own progress.
4. Subject leaders and class teachers are confident teaching the National Curriculum yet, the use of Mantle of the Expert will lift the teaching and learning, increase opportunities for greater depth thinking and provide opportunities to articulate their thoughts to peers and adults in school.

Question: Do you publish the reportable, headline assessment data?

Answer: Yes, on the school's website.

The Headteacher presented and summarised the results of the recent (November) parent questionnaire. It was noted by the Committee that parent satisfaction was very high in all areas. The Headteacher noted that only one family had consistently disagreed with the affirmative statements in the questionnaire.

Question: Does the school follow up with the disagrees?

Answer: It is difficult to follow up directly because of the anonymous nature of the questionnaire. The school has, however, already taken steps to follow up any 'disagrees'.

The Headteacher presented and summarised the results of the recent pupil questionnaire.

The SEND Lead (EB) presented and summarised the SEND report. The SEND Lead reported that the number of children with SEND needs at the school was continuing to increase as was the complexity of those needs. The SEND Lead explained the graduated response approach to supporting children with SEND needs.

The SEND Lead noted the difficulties experienced by the school due to the lack of SALT provision and an EP. It was reported that the new EP had visited the school recently.

Question: Has the lack of SALT and EP support created a significant back log in children waiting consultation?

Answer: Yes, both for children awaiting an initial consult and for children with previously diagnosed needs.

Question: How does the school decide on supportability of children, and how often are families refused a place on the grounds of supportability?

Answer: The school reviews the likely needs of each child based on information disclosed by the parents on the application form. If the school is confident there are no supportability issues then educational supportability is confirmed by the school. If there are needs disclosed that the school has supportability concerns about, then the school completes a MOD ASSESSMENT OF SUPPORTABILITY OVERSEAS (MASO) and this is assessed by the MASO board. It is rare that a child is deemed unsupported.

The Headteacher summarised the safeguarding actions for this term. Actions of the sub-committee were as follows:

- supported the school in completing the 175 Safeguarding audit and in creating the subsequent action plan, which was agreed with Kelly Partington, the DCS Safeguarding Manager & DSL. The 175 is a mandatory, annual DCS safeguarding audit of all safeguarding practices across a setting.
- met with the lead reviewer (Gareth Flemington) and discussed next steps for safeguarding
- focussed on the E-safety curriculum
- audited the single central record statement (SCR)

<p>The DCS representative (GM) explained the difference between his spot check of the SCR and the sub-committee’s audit.</p> <p>It was noted by the Headteacher, the Chair and the DCS Representative that the school’s SCR was exemplary due to the efforts of the SBM, Mrs Lynne Robertson.</p> <p>The Headteacher requested that the Committee’s congratulations and thanks to Mrs Robertson be recorded in the minutes.</p> <p>The Headteacher presented and summarised the Health and Safety report for this term.</p> <p>The Headteacher presented and summarised the Attendance report for this term. It was noted that statutory attendance at the British Section (95.4%) exceeded the definition of ‘good’ attendance (95%).</p> <p>The Headteacher presented and summarised the main points of the verbal feedback from the lead reviewer in the recent Rose Review. It was noted that actions from the review were those already identified by the school in the SDP.</p>	
<p>ITEM 4: School Development Plan</p> <p>The Headteacher had already presented a summary of the SDP in the Headteacher’s Report. The Committee had received a copy prior to the meeting.</p>	
<p>ITEM 5: Sub-committee updates – Update provided by the Sub Committee Leaders</p> <p>Finance sub-committee: all actions reported in Chair’s opening remarks.</p> <p>Personnel sub-committee: all actions reported in Chair’s opening remarks and Headteacher’s Report.</p> <p>Environment sub-committee: completed H&S walk arounds and observed fire drills and lock down drills. No concerns. Identified the build of the new Belgium School as a possible issue – specifically the understood intent to use the grass area in front of the school as a laydown area for the building site.</p>	
<p>ITEM 6: Safeguarding & Pupils’ Welfare (S&PW) Sub-Committee Update</p> <p>Difficulty in recruiting for SSA positions raised officially by the sub-committee to the Chair as issue creates clear safeguarding risk and compromises the effectiveness of the risk assessment. The Chair acknowledged this and said that he had been working with the NMR and DCS on this matter.</p> <p>A change to the SGC training requirements was identified and the list has been updated.</p> <p>Action: Changes to be highlighted and communicated to the Committee.</p>	<p>MT</p>

<p>ITEM 7: Policy Review</p> <p>The Headteacher informed the Committee that the school was currently checking and updating (where required) all school specific policies as part of the preparation for the new DCS website. The Headteacher raised concerns over the suitability and accessibility of the new site as communication from Upavon seemed to suggest that schools would not have the function to make changes/additions themselves. The site would be a depository for long term documents only.</p> <p>Action: GM to raise these issues with DCS and to communicate definitive answers as to what the purpose and functionality of the site is.</p> <p>The Chair raised the issue of contradictory directives about the site being communicated by DCS through different pathways.</p> <p>Question: Where is the governance for digital platforms?</p> <p>Answer: That responsibility rests with the Committee.</p> <p>Action: The Chair requested that David Wright (Vice Chair) take on that responsibility and conduct a deep dive into this matter during the Spring 25 term.</p>	<p>GM</p> <p>DW</p>
<p>ITEM 9: SGC Recruitment/Departures</p> <p>The Chair reported that there was currently only one vacant position within the Committee. The outgoing member was the sole international parent representative on the SGC. Ideally the new member would also be an international parent.</p> <p>Action: To recruit for that vacant position.</p>	<p>DMcC</p>
<p>ITEM 10: School Recruitment/Departures</p> <p>The Headteacher reported that there was one vacant position within the SEND LSA team and that a request had been submitted to the DCS Establishment Committee to recruit to that position.</p> <p>The Headteacher confirmed that one SSA position was vacant and was currently being advertised.</p> <p>The Headteacher reported that a member of the LSA team was likely to be leaving in January due to the retirement of the military spouse.</p>	
<p>ITEM 11 – Closing Remarks</p> <p>The Chair thanked the Committee for their efforts on behalf of the British Section.</p>	
<p>ITEM 12: AOB</p>	

<p>Mrs Manders-Trett reminded the Committee of the excellent work currently being carried out by the PSA and urged all members to support their efforts to raise money on behalf of the school.</p>	
<p>ITEM 13: Date(s) of Next Meeting(s)</p> <p>The next SGC meeting will be held at the British Section School Thursday 13 March 2025 at 13.30hrs</p>	

Distribution: All SGC Members