

**Haslingfield Primary School  
Full Governing Body**

**MINUTES  
On Thursday 21<sup>st</sup> July at 6.30pm via Zoom**

**Present:** Paula Durrant (Chair), Donna Peck, Guy Lewis, Poppy Short, Natalie Gillies, Janet Reinemann, Pieter Hall and James Hayward (Headteacher).

**Apologies:** None received

**In attendance:** George Hayes (Clerk)

<b>1.</b>	<b>Welcome/Introduction and apologies</b>  The Chair opened the meeting and welcomed those present, noting that everyone was in attendance, with no apologies for absence.
<b>2.</b>	<b>Declaration of interest</b>  There were no Declarations of Interest raised in relation to matters on the agenda.
<b>3.</b>	<b>Review of minutes held on 9<sup>th</sup> March 2022 and matters arising</b>  Minutes from the meeting held on 9 <sup>th</sup> March 2022 had been circulated in advance of the meeting for Governors' prior consideration.  It was confirmed that these were a true and accurate record of the meeting held. Janet Reinemann proposed approval of the minutes, which was seconded by Poppy Short.  It was confirmed that there were no matters arising from the minutes which weren't otherwise covered through the course of this meeting's agenda.
<b>4.</b>	<b>Head Teacher Report- update on progress /key issues links to School Development Plan</b>  The Headteacher shared his report on screen, having already circulated this to governors prior to the meeting. The Headteacher provided a verbal summary of key highlights included within the report as follows:  EYFS Statutory Outcomes: the Headteacher noted that the cohort was made up of only 12 children, which meant that percentages could be easily skewed given the percentage proportion that each child accounted for. The Headteacher added that three children had needs identified through an Education Health and Care Plan (EHCP) and six were summer born.  The school is therefore not entirely surprised with a 58% EYFS Good Level of Development outcome, whilst recognising the ongoing work that needs to be done in this area of the school. Writing had been identified as the main area of focus. The Headteacher reminded governors that there had been staffing inconsistencies within this cohort, beyond the school's control.

Year 1 Phonics: 88% of the school's Year 1 cohort passed the Year 1 Phonics Screening. When discussing this with Local Authority colleagues, it would appear that this data compares well with other local schools. There is 1 child who was expected to achieve the standard who didn't, this child's screening did coincide with the LA moderation process, which may have added to the pressure of the situation. Of the remaining 2 children, both are relatively close to the 32 mark pass threshold. School leaders retain confidence in the Little Wandle Phonics Programme, which started to be implemented in the school from January 2022.

KS1 Outcomes: The Headteacher reported these outcomes as follows;

Reading: 90%

Writing: 80%

Maths: 85%

The school had undertaken a comparison of progress through the course of Year 2, based upon the cohorts Year 1 finishing position. The percentage of children achieving the Greater Depth Standard is also considered to be a particular strength of this cohort.

Year 4 Multiplication Test: This was the first time that this external assessment had been undertaken, with no official reporting expectations externally. 26% of children achieved full marks, with 47% of children achieving above 21 marks (out of the total 24). The Headteacher outlined the process undertaken, which could be considered a high-pressure testing situation. The school's performance indicatively appears to be similar to other school's performance.

KS2 Outcomes: The Headteacher reported these outcomes as follows;

Reading: 100%

Writing: 90%

Maths: 100%

Science: 100%

Grammar, Punctuation and Spelling: 97%

Combined Reading, Writing and Maths: 90%

The school is particularly celebrating this data, given that children appear to have caught up well from the impact of Covid-19. The Headteacher noted that the cohort had lower levels of SEND in comparison to other classes within school and have historically been strong. The percentage of children achieving the Greater Depth Standard is also particularly strong.

Whilst celebrating this data, the Headteacher recognised the challenges in comparing this data year-on-year, because the next Year 6 cohort has more identified additional need, so this will need to be considered when target-setting during the Autumn Term.

It was shared that the school has targeted its focus upon SEND this year, with most SEND children having made rapid progress from the previous academic year. As part of this work, leaders have received interventions and ensured that teachers know how these children are accessing the curriculum. Whilst not all of these children achieve age-related expectations, progress is still strong.

The Headteacher highlighted that data suggests the Year 3 cohort doesn't appear to have made as much progress as other cohorts – this is something which remains under review from school leaders. This cohort does have 30% SEND, with the transition from KS1 to KS2 typically demonstrating a data dip, which is likely to be further impacted by the pandemic. Discussions are ongoing with teachers regarding the appropriateness and consistency of assessment and this cohort are planned to receive additional targeted support via Catch Up Funding during the next academic year.

With regard to children eligible to Pupil Premium Funding – the Headteacher outlined that 50% of children had achieved age related expectations, but 50% have not. However, the Headteacher highlighted that 71% of eligible children are considered to have made expected progress from their starting point, meaning that the gap hasn't got bigger. Attendance data also suggests a positive trend and the school recognises that progress isn't always linear.

Overall, the school believes that the positive impact of tutoring and catch up funding investments is demonstrated within the data. A closer breakdown of data outcomes demonstrates that progress remains good.

**Question:** Is the funding still available for catch up and tutoring for the next academic year?

**Response:** Yes – school-led tutoring is a three-year programme. The Government have provided 75% of costs this year, which reduces to 60% next year and 25% in the third year. This has formed part of the school's budget setting strategy, noting that over time the costs to the school will be greater, but that there should be less reliance and need for this additional provision as more children catch up.

In relation to the school's specific arrangements for tutoring – the Headteacher outlined that the company that has been used to date which may be experiencing challenging circumstances. This may create some delays if the school is required to find an alternative provider, earlier in the new academic year.

The Headteacher shared the difficulties of measuring children's attendance this year, given the continued impact of Covid-19 related absences. Overall, during the Summer Term, the school has achieved 97-98% attendance averages, which shows positive progress.

The school is currently receiving a lot of term-time authorised absence requests, with a common theme being children's missed opportunities to see family during the pandemic. Whilst the Headteacher shared his sympathy with this situation, he is also reminding parents of the missed education and learning as a result of the pandemic.

The Headteacher has made a video and provided video publicity to promote the school's consistent approach towards these absences. 11.3% unauthorised absences typically relate to children being taken on holiday during term time.

**Question:** Is the school fining parents for these unauthorised absences?

**Response:** Yes – the school notifies the Local Authority and the Local Authority then administrate the fine process. The school prefers to work alongside families wherever possible and only use this measure as a last resort.

The Headteacher's Report provided an overview of safeguarding caseloads, including the particular circumstances related to one case.

It was agreed for staffing, structure and recruitment to be discussed later in the meeting, under confidential business.

It was agreed that behaviour needs to be a consideration for the next academic year. The school approved a new behaviour policy in March, with the next step to work with teachers to ensure that they understood the approach, in order to embed and provide a consistent approach, lived out by everyone in school. This work will be prioritised during the September INSET, as well as considering behaviour incident reporting, in order to provide better comparison data to demonstrate impact in the future.

**5. Overview of Strategic Plan- update on meeting of key priorities**

The Headteacher felt that the update shared provided an honest overview of the progress made towards the action plan, noting that some aspects are met in part.

Of particular note was the EYFS target not being met. This was for a number of reasons, including some operational reasons and staffing instability beyond the school's control. This will remain a key focus moving forward, with the Headteacher providing additional leadership in this area to support the school's new Early Years leader. Some additional budget has been allocated to invest in refreshing the EYFS environment and ensuring that it is fit for purpose for the new curriculum.

**Question:** What is the impact of not achieving this action plan upon children and their outcomes?

**Response:** By not meeting this target, the Headteacher is concerned that some aspects of learning aren't secure or embedded as they should be and the potential knock-on impact of this as the cohort moves into Year 1. It is felt that the current provision doesn't necessarily meet the expectations of the new EYFS framework.

**Question:** Will this make Year 1 children less able as they enter next September?

**Response:** A lot of children are going into Year 1 with the necessary key skills, but the concern is whether these skills are yet secure. The Headteacher is confident that the school has a good structure in place to support any gaps in learning and the school is committed to providing a gradual approach towards transition from EYFS to Year 1's more structured learning environment.

**Question:** The Writing Action Plan suggests that this has been met, but some data shared suggests that Writing outcomes haven't aligned with the forecast. This has also been an OFSTED area of focus previously. Does this demonstrate enough improvement?

**Response:** Yes – the school has improved writing outcomes from 56% last year. In one particular year group this hasn't progressed as well as it could, but this is recognised. Overall writing outcomes have progressed positively. There remains a need to continue with the approach, including more focus for Pupil Premium eligible children specifically.

It was agreed for Donna Peck to provide a more in-depth focussed presentation on Writing and the school's approach at the next FGB meeting.

**ACTION:** Donna Peck to provide a presentation on Writing and the school's approach at the next FGB meeting.

The Headteacher outlined the following key priorities for next year and welcomed governors considerations and comment outside the meeting;

- Standards in the Early Years Foundation Stage (EYFS)
- For Pupil Premium children to make good or better than good progress in Reading, Writing and Maths
- For Pupil Premium children with SEND to still have access to a broad curriculum, having their needs met to ensure this
- For leaders to have a good understanding of the progression of skills in their subjects, alongside more opportunities to quality assure provision.

Other identified aspects for development include;

- Ensuring governor monitoring links to key priorities and supports the broader evaluation of school performance
- Ensuring that curriculum delivery is consistent across mixed-age classes
- Enabling leadership to construct visionary curriculum design
- Embedding the school's positive behaviour policy and values

The Chair noted that the strategic plan had been set by Governors at the beginning of the academic year, to consider strengths and areas for development for the Governing Body. It was felt that this plan going forward needed to more closely align with the School Development Plan.

It was confirmed that the Chair has reviewed the objectives of the Governors Strategic Plan and what governors have done to demonstrate impact over the course of the academic year. Whilst it is recognised that some aspects of work are still to be done, it was felt that the work of the Governing Body has progressed, including some additional and unanticipated projects completed. An important aspects for governors going forward included the need for succession planning, in order to become less reliant upon particular key individuals.

## **6. Governor Visits**

The following updates were provided from respective governors based upon their most recent visits;

PE: a recent visit included a conversation about the types of provision, how the curriculum is constructed and ensuring a breadth of sports and opportunities. The curriculum leader has committed to undertaking a parental questionnaire. It was noted that another four extra-curricular clubs have been introduced, based upon children's interests. Some amendments to the PE Policy are in progress and observations have been undertaken to quality assure provision of sports coaches. A new curriculum map was also shared.

SEND: the main focus of the recent meeting was the APGO action planning progress. It was noted that there were 22 themes on the action plan, with each action then having associated actions. A parent questionnaire has been sent out to parents of SEND children, which unfortunately yielded a disappointing initial response. The SENDCO anticipates working with teachers early in the new academic year to define reasonable adjustments for individual

children, based upon the SEND Code of Practice. The first "SEND Surgery" has been held, which helped to discuss particular children, interventions and support.

New assessments tools have been invested in, which includes chronological and reading assessments. Support continues to be provided by the Local Authority Advisory Teacher, with plans in place to train another member of staff to be involved in SEND and support the consistency of approach amongst multiple people. Parent/Carer Coffee Mornings have been planned aligned to identified improvements to communications and parental engagement. The visit had provided assurances that most actions are in progress, with the next review meeting scheduled for November.

The Chair noted and welcomed how external visits and audits are supporting the prioritisation of governors, as well as school and subject leaders.

Safeguarding and Pupil Voice: Pupil voice consisted of conversations with children from each year group, particularly focussed upon their learning in Science. This demonstrated a pleasing amount of knowledge recall. The safeguarding visit covered a wide range of issues, including health and safety related matters such as pest control. Whilst good progress has been made in closing some of the identified priorities, with most ongoing actions related to the physical safety of the building.

Building and Premises: a report had been circulated prior to the meeting summarising the key findings from the visit. The visit had reinforced the school's need to invest in infrastructure to improve facilities, with the longer term potential of also making revenue savings e.g. making the building more climate conscious. A checklist has been developed to enable more regular building checks and avoid significant capital expenditure projects, moving to a more preventative method of building maintenance.

It was agreed that the Local Authority still needed to progress significant issues related to heating and electrics of the building, with a continued focus upon ensuring that children benefit from a safe learning environment.

Forest Schools: Children observed were clearly excited about provision. It is unfortunate that funding constraints mean that this approach cannot be delivered more broadly across the school's age range.

In concluding this section of the meeting, the Chair confirmed that visit reports should be emailed to the Headteacher in the first instance, then to be uploaded to GovernorHub for all governors' access and oversight.

## **7. External Visits/Audits**

The Headteacher updated that the school has received visits from:

- School Improvement Advisor: who has primarily supported the restructure process and introduced the new Assistant Director to the school, who has in turn supported the business planning processes
- Other Headteachers: particularly the Headteacher at the Queens Federation, which is anticipated to continue next year.
- Maths and English Advisors: have continued regular visits

	<ul style="list-style-type: none"> <li>- EYFS Advisor: has visited with a focus upon improving the environment, including a session with the new EYFS teacher, focussed upon assessment.</li> </ul> <p>The Headteacher confirmed that the school has invested in the Local Authority Enhanced Package for the next academic year, with indicative dates and areas of focus already confirmed.</p>
<p><b>8.</b></p>	<p><b>Standing items</b></p> <ul style="list-style-type: none"> <li>• <u>Safeguarding- school fencing</u></li> </ul> <p>The Headteacher updated that heras fencing has been installed temporarily, which enhances the safety for children on site, but has caused some visual complaints from neighbouring properties</p> <ul style="list-style-type: none"> <li>• <u>Premises and Health and Safety – discussion on current premises work/action being taken</u></li> </ul> <p>Fire Exit Door contact points have been moved beyond the reach of children, the alarm system has been updated and works are planned over the summer to replace the front doors and glass roof over Hawthorne Class. The Local Authority are contributing towards this.</p> <ul style="list-style-type: none"> <li>• <u>GDPR/website compliance</u></li> </ul> <p>The website was considered to be compliant with statutory expectations and the school had no GDPR cases to report to this meeting.</p>
<p><b>9.</b></p>	<p><b>Policies</b></p> <p>It was confirmed that there were no policies to review at this meeting.</p> <p>The meeting discussed the importance of forward planning policies and ensuring that only essential policies are coming to governors, with some delegated authority provided to leaders, to ensure that this becomes more manageable going forward.</p>
<p><b>10.</b></p>	<p><b>Sub Committee reports</b></p> <ul style="list-style-type: none"> <li>- <u>Resources</u></li> </ul> <p>The Headteacher updated that the main discussions had related to wraparound care facilities. JS Sports are taking over ownership of this provision, which will mean the Headteacher still has oversight of the quality of provision, aligned to OFSTED requirements. There will be a pre-booking system in place, which has enabled final bills to be administrated for any outstanding payments due to the school. Office staff have been provided with additional time to accommodate administrating this important work and the majority of monies owed have now been paid. Payment plans are being agreed where there may be difficulties.</p> <p><b>Question:</b> Have all bills for outstanding balances now been circulated?  <b>Response:</b> Yes – this should now be complete to the Headteacher’s understanding.</p> <ul style="list-style-type: none"> <li>- <u>Standards</u></li> </ul> <p>The Committee Chair updated on the meeting held which had provided a more in depth opportunity to discuss data outcomes, with governors being pleased to see how well the school has performed, whilst being mindful that children are typically coming from good starting points. More in depth data linked to particular groups and cohorts was shared, including an administration error related to the data of the Year 5 cohort.</p> <p>Governors extended their thanks and congratulations to the Headteacher and staff at the school for children’s outcomes, which demonstrate very good progress and a positive impact of Covid-19 home learning and transitions back into school.</p>

	<p><b>Question:</b> As far as budgets are concerned – how does the recent teachers pay announcement impact upon forecasts?  <b>Response:</b> It is understood that this is the formal announcement and notification of information that the school had already received and included within budget forecasting.</p> <p><b>Question:</b> Where does money for teachers pay rises come from?  <b>Response:</b> The current expectation from the Department for Education is that this will come from existing school budgets, however funding per pupil may continue to increase, but this remains uncertain.</p> <p>Governors recognised the importance of financial forecasting and a forward-view of pupil numbers and the direct correlation of this with the school’s staffing structure requirements.</p>
<p><b>11. Clerking</b></p>	<p>It was updated that the school is currently without a clerk. The Chair extended thanks to those who had minuted sub-committees and supporting with circulating documentation.</p> <p>The Chair noted that it had been a challenging year, with a need to recognise the value of clerking going forward. The school has put forward to become part of the LA Clerking Service for the forthcoming academic year and awaits confirmation of this.</p> <p>It was noted that the Chair of Governors had been required to undertake a significant amount of additional work this year to cover particular requirements.</p> <p><b>Question:</b> Has a figure been included within the budget for clerking requirements going forward?  <b>Response:</b> No, not currently, but the school will remain mindful of this as discussions continue to progress.</p>
<p><b>12. Date of next Meeting:</b></p>	<p>The Headteacher and Chair of Governors have discussed the need to align meetings to in-school activity, enabling timeliness of reporting based upon in-school activity.</p> <p>The Headteacher has drafted a strategic calendar which will be circulated to all governors which best align to the needs of the school e.g. internal deadlines for data and budgets.</p> <p>Indicative dates for the Autumn Term were as follows;</p> <ul style="list-style-type: none"> <li>- Wednesday 21<sup>st</sup> September FGB 6.00pm (in person)</li> <li>- Wednesday 12<sup>th</sup> October Resources Committee 6.00pm (virtual)</li> <li>- Wednesday 9<sup>th</sup> November Standards Committee 6.00pm (virtual)</li> <li>- Wednesday 23<sup>rd</sup> November FGB 6.00pm (in person)</li> </ul> <p>Governors agreed with the dates / approach proposed, with dates to be added onto GovernorHub.</p>
<p><b>13. Any urgent business agreed with the Chair in advance</b></p>	<p>It was confirmed that no additional business had been received.</p> <p>Donna Peck left the meeting at this point due to the confidential nature of business to be covered hereafter.</p>



<p><b>Confidential Agenda items</b></p> <p><b>Due to the nature of business to be covered for the remainder of the meeting, Governors moved to confidential business. Any business recorded hereafter is not for publication or release beyond those present.</b></p>	
<p><b>14.</b></p>	<p><b>Staff appraisal outcomes</b></p> <p>The Headteacher overviewed the school’s appraisal process undertaken, and the pay recommendations following this. The process had demonstrated three individuals who have met all of their targets and were thus recommended for a one-point increment, based upon their performance.</p> <p>Governors approved the Headteacher’s recommendation, particularly given that this had been included with the school’s budget forecasting.</p>
<p><b>15.</b></p>	<p><b>Update on outcome of staff restructure and future model</b></p> <p>The Headteacher outlined the process undertaken, supported by the School Improvement Advisor and EPM.</p> <p>It was confirmed that there were no voluntary redundancy offers received, which then led to a period of compulsory redundancy which was based upon the completion of a skills audit of questions. The Headteacher met with every member of staff, with a clearly define business plan. The Headteacher has needed to look at affordability, remaining clear that the position becomes redundant, rather than individual people.</p> <p>The focus of the process was upon Upper Pay Scale teachers due to the high proportion that the school’s structure previously had. All three teachers scored relatively evenly in this process.</p> <p>Upon conclusion of the process, the EYFS Teacher was selected for redundancy, based upon the various considerations of the process undertaken. It was noted that parents have been supportive of the process and outcome since it has been announced.</p> <p>The Chair noted that it was the Chair of Governors, Pieter Hall and Janet Reinemann who had formed the panel, in order to avoid any conflict for parent governors. It was confirmed that all data presented was anonymised, with the decision made purely upon the information that staff had already been made aware of.</p> <p>Governors welcomed the way in which the Headteacher had communicated such a difficult decision and process to parents, setting out the rationale behind the process requirements.</p> <p>It was noted that governors have since received communication from the affected individual, highlighting concerns regarding the conclusions and how the school had come to find itself in this budgetary position. The Headteacher confirmed that the correspondence related purely to historic issues that have led to this position, rather than anything regarding the process undertaken now.</p> <p>Governors acknowledged that they should’ve considered the school’s falling roll more closely in an attempt to avoid such similar circumstances in the future. The Chair has asked the Headteacher to continually review the future staffing model for the school.</p>

	<p>The Chair confirmed that she had attended an exit interview with the individual member of staff.</p> <p>The Headteacher expressed that he feels secure regarding the model moving forward, but that he will keep this under continual review, including changes to the leadership structure if there were organic opportunities to consider change in the future.</p> <p>Governors discussed the benefits of a diverse staffing structure, including people who have experience, alongside people who are newer to the profession and bring more recent training and skills. The Headteacher recognised that parents may not always welcome the change and prefer continuity, but that the Governing Body have to be realistic that this can't necessarily be achieved in the longer term and could have a detrimental impact upon investing in other areas.</p> <p>Governors discussed the importance of promoting the school and it's successes under it's new leadership in order to boost Number on Roll and thus budget sustainability. The Headteacher suggested the need was to focus upon optimising pupil numbers up to the school's PAN.</p> <p>The Chair acknowledged the difficulties that this process had presented, recognising the Headteacher's professionalism in dealing with this from inception to conclusion. Governors feel that the school is in a better place moving into the new academic year and is in a better place to make a positive difference for children moving forward.</p>
<p><b>16.</b></p>	<p><b>Close of Meeting</b></p> <p>The meeting closed at 20:30 with the Chair extending thanks for the LA Governance support, including clerking the meeting, and looking forward to meeting governors in school to celebrate the end of the academic year.</p>