

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.



CHADDESLEY CORBETT ENDOWED PRIMARY SCHOOL

FULL GOVERNING BODY MEETING

13th October 2021, 6pm

Membership in attendance: Gill Griffiths (Chair of Governors), Keith Buncle, Jackie Griffiths, Emma James (Headteacher), Matt Kirk, Polly McMeeking, Amanda Merricks, Jodie Poole, Ian Preston, Lisa Surgeon, Hannah Wyld

Apologies: Jan Pugh

Clerk: Kate Joiner

Actions:

Item	Action	Responsibility	Due
Matters arising	Complete Health and Safety Audit	Matt Kirk and Ian Preston	End of term – report at Resources 18 th Jan 2022
	Attend safeguarding training	All governors	10 th November, 6pm Zoom
	Attend parents evening	As many governors as possible	2 nd and 4 th November
Governance	Add good questioning and challenge and evaluation of impact of meeting to next agenda	Clerk	27 th January 2022
	Circulate a list of governor questions	Clerk	22 nd October
	Submit questions on HT report prior to the meeting	All governors	20 th January 2022
	Add question to the next skills audit and circulate to all	Clerk	Jan 2022
	Recirculate the governance planner	Clerk	15 th October

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

	Read visits policy, attend monitoring visit and complete feedback template	HW, MK, JG, JP, KB, LP	10 th November
	Produce governor ID cards	MK	29 th October
	Amend pay committee ToR	Chair	29 th October
	Pay committee meet	JG, JP, LS	23 rd November
Headteacher report	Circulate safeguarding data missing from report	Headteacher	22 nd October
Policies	Compare complaints to DfE model	HW	29 th October
	Circulate the Behaviour policy	Clerk	15 th October

The meeting was opened at 6pm

1. Welcomes and apologies

Everyone was welcomed to the meeting. Apologies were received and accepted from Jan Pugh.

Barry Carpenter and Hugh Richards were invited to the meeting as Associate Members but were unable to attend.

2. Declarations of interest

There were no declarations of interest, governors were all reminded to complete their annual declaration if they have not already done so.

3. Notifications of any business to be discussed confidentially, or AOB

There were no notifications of AOB.

4. Previous minutes

The previous minutes of 30th June and 17th September 2021 were agreed as an accurate record and were signed at the meeting.

Matters arising

- The governor vacancy was discussed at the June meeting, Lisa Spurgeon was suggested and agreed. The Board officially noted this appointment and welcomed Lisa to the meeting.
- It was agreed that governors Matt Kirk and Ian Preston will complete a Health and safety audit.
- The finance audit has been completed and is on the Resources agenda for discussion.

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

- Governor safeguarding training will be held on Zoom, Wednesday 10th November at 6pm. There will be a particular focus on the changes since the Keeping Children Safe in Education (KCSiE) guidance update.
- Parents evenings are the 2nd and 4th November, governors were encouraged to attend as an opportunity to engage with parents.

5. Governance

5.1 Analysis of the governor self-evaluation

The papers were circulated prior to the meeting and taken as read.

Approximately half of governors completed the evaluation, it was noted that some work was not able to be completed due to the pandemic.

The areas for development are the level of challenge by governors; questioning the impact of the School Evaluation Form (SEF) and performance related pay for staff. It was decided to add a section to the next agenda to explore good questions and challenge, governors will further confirm at the end of each meeting the impact of the discussion on the children. The Clerk will circulate an example list of appropriate questions.

The Resources committee and Pay panel will address performance related pay training that may be required.

Governors will submit questions of the Headteacher report in advance of meetings. It was highlighted that governors can request the information that is covered in the headteacher report and agreed on the following:

School improvement

Progress

Pupil Premium (PP) strategy and impact

Strategic plan outcomes and impact

Looked after Children (LAC)

Safeguarding

Staff attendance

Staff Continuing Professional Development (CPD)

Engagement with external stakeholders

Special Education Needs and Disabilities (SEND) provision (ARC)

Governors agree that the current format is clear and concise, reports will be alternate between verbal and written. Governors further discussed financial information and asked for a narrative to accompany financial data which highlights key variances.

Governors formally thanked the previous Chair as the evaluation

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

demonstrated that respondents were all confident in her ability and knowledge.

5.2 Receive analysis of the governor skills audit

The analysis was circulated prior to the meeting and taken as read.

It was highlighted that there is some lack of knowledge about the fundamentals of governance. Governors discussed this and decided that all governors have access to training via the NGA Learning Link and should make the most of the facility to enhance their knowledge.

Governors suggested that a question is added to the next evaluation that specifically asks about the actions governors intend to take as a result of the skills audit. Another skills audit will be circulated in early 2022, so training needs identified can be considered in the budget preparations.

5.3 Agree governor training for 2021-22

Governors discussed the training provision from the local authority (LA), the school does not currently pay into the LA Service Level Agreement (SLA) for Governor Services. Various options were considered and it was decided to add this to the Resources agenda for discussion.

There are some training courses that are free, links are on the governance planner which will be recirculated following the meeting.

Governors were asked to upload training on Governor Hub once completed.

5.4 Receive feedback from the Teaching and Learning (T&L) committee SEND Provision

The contractors for the autism base will begin creating the compound over the half term, the only documentation outstanding is related to an agreement between the trust and the LA.

Governor Lisa Spurgeon is looking at the contract in detail, but the contractor was encouraging, they do not anticipate any supply issues that will impact on the build. As it is an LA funded project, the contractors can purchase materials now for use as required. Governors have made it clear there is no more money, but the contractor is confident that they can engineer the project to ensure that it is on budget.

Will the site be safe for children during the build? The building area will all be fenced off, but there will be an observation panel for the children to see what is going on.

What about night-time security? That is for the contractor to arrange if necessary.

Whose insurance covers the build? The school have insurance with the LA

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

who have been notified of the work.

Governors are confident the project is on track to be completed by Easter. Job specifications are being developed to ensure the school is prepared for the opening. However, adverts are unlikely to go out until after Christmas to ensure that the build is going to be ready.

How confident are leaders that there will be a good field of applicants?

Leaders are confident that there will be quality applicants as the overall package is attractive. The LA have agreed the budget for 10 children, even if there is a slow build up initially.

Teaching and Learning

A proposed framework for a group governor monitoring visit was shared during the meeting. Maths was proposed as a potential first visit after half term. This would involve the Maths Subject Leader and include various areas for exploration and discussion, including the views of parents and children and how the school engage them in relation to Maths.

It was emphasised that the purpose is to visit the school and ask questions, not to make judgements.

It was further highlighted that this is a way to triangulate the information reported at governor meetings.

Governors will revisit the governor visits policy and devise a simple feedback template.

Governors for this first visit were agreed as Hannah Wyld, Matt Kirk, Jackie Griffiths, Jodie Poole, Keith Buncle and Lisa Spurgeon and will take place on Wednesday 10th November.

5.5 Receive highlights of the strategic planning session and agree a date for discussing the strategy

Governors in attendance at the strategy meeting drafted the following vision:

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

This will be shared with staff on a TED day after half term and it will also be shared with pupils. Governors suggested that the annual parents questionnaire could be amended to seek their feedback on how they would like to see the school develop. The questionnaires are usually handed out at parents evening. Governor Matt Kirk agreed to produce ID cards for governors prior to the evening. Governors were further invited to have a professional photograph for the website on 2nd November.

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

The strategy document will be developed following stakeholder engagement.

5.6 Highlight any Chairs actions

There have been no Chairs actions.

5.7 Agree membership of the pay committee and the terms of reference (ToR)

The ToR was circulated prior to the meeting. There were some minor amendments suggested that will be actioned following the meeting.

The staff reviews will be completed by the 31st October.

It was confirmed that support staff receive annual increments, their pay is not performance related.

Subject to the minor amendments the ToR was approved.

The pay committee was agreed as Jackie Griffiths, Jodie Poole, Lisa Spurgeon (Ian Preston reserve), the reviews will be held on the afternoon of 23rd November and governors would like papers a week in advance.

6. Headteacher update

6.1 Receive and ask questions of the Headteacher report, SEF and School Development Plan (SDP).

The report was circulated prior to the meeting and taken as read. The following key points were raised and questions asked:

- **There was some data missing from the safeguarding collection, can leaders confirm the whole school attendance?** Whole school attendance was 98%, the headteacher will resend the report with the gaps filled.
- **Were the fixed term exclusions for one child and if so, do they have one-to-one support?** Yes, this child has SEND support when needed. Leaders explained that they do not offer one-to-one support at all times, as they want children to access the whole curriculum as far as possible in the same way as the rest of the class, when the SEND support is not required on a one-to-one basis they work with a small group of children.
- **How does the Golden Challenge increase greater depth?** When teachers introduce an activity, they explain what is expected in line with age related expectations (ARE), at the same time children are told about the Golden Challenge which is based on activities at greater depth. This replaces the extension task at the end of the class and motivates children to aim higher from the start. Teachers are sharing best practice so this can be effective across all areas of the curriculum. Over time leaders hope it will increase the number of children achieving greater depth.

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

- **How do leaders know that the school is LGBTQ+ friendly, as reported in the SEF? What evidence is there to support this statement?**
There was an LGBTQ+ statement relevant forms, there is clear signage, the school holds an annual diversity week, there is a non-gender specific uniform and staff do not use gender groupings. Feedback from parents is also that they feel the school is inclusive, some parents have chosen the school on this basis.
- **In the teacher performance management targets last year there was the expectation that every teacher is a leader, is this going to be continued in 2021-22?** Yes, this will continue. The focus has moved slightly to assessments, how staff are assessing ARE for that subject and making comparisons with national curriculum standards.
- **Are there specific initiatives to improve the Writing priority outlined in the SDP?** Data was shared at the meeting that was discussed by the T&L committee.
- **What happens to children who fail the phonics screening in Year 1?**
They retake the screening in Year 2 and the majority pass.
Leaders are exploring how they can engage parents with the reading records. There are some workshops for parents planned.
- **Is it the same parents who do not engage, if so, will a workshop solve the issue as they are unlikely to attend?** Leaders thought this may be the case too, but were pleased to discover that some of the parents who do not usually engage with the reading records are attending the workshop.
- **What is the next step?** Staff will support parents to ensure they fill in the reading record, but if absolutely necessary the school will support children where parents do not have capacity.
- **Are there parents who are illiterate themselves and can school signpost adult support?** Yes, there are some parents who struggle with their own literacy. Leaders know there are some homes without books and will support families wherever possible.
- **Why are certain year groups struggling more than others in writing?**
There is a big increase in what is expected in terms of writing for the Year 5 cohort, some of which was challenging for parents to teach at home (during lockdown). The parents of the younger year groups found it more manageable.

Leaders highlighted the following:

- Workshops will be provided for parents about writing and terminology.
- Lots of staff training has already been completed, including building learning sequences.
- Pupils have their own self-assessment strategy.
- There has been lots of moderation during the summer term.
- Writing is being celebrated.
- The next step will be part of staff targets, including providing opportunities for extended writing across the curriculum.

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

- There is a focus on supporting upper Key Stage 2 boys engagement.

Is cursive writing on the curriculum? Yes, this is the way the school teaches writing, children are asked to use cursive writing from the start. AREs are that cursive writing is used from Year 2.

- **Are those children who are struggling with cursive writing and not at ARE those that have joined the school later and are struggling to adapt?** No, leaders allow for this. Cursive writing is only a small part of the criteria for measuring ARE.
- Governors asked that the number of complaints are added to the headteacher report.

7. Safeguarding update

The section 175 audit has been completed, there are some actions that are required, including the changing proformas for early help.

Leaders would like governors to consider investment in an electronic platform such as MyConcern or CPOMS so there is an electronic chronology, this would allow the DSL to see all relevant information.

Amanda Merricks left the meeting at 8.07pm.

It was confirmed they the Single Central Record (SCR) is up to date.

8. Policies

8.1 Safeguarding

Approved.

8.2 Complaints

Governors queried the stages of the complaints policy.

It was rewritten in 2019 to reflect the updated changes.

It was agreed that governor Hannah Wyld will compare the school policy to the Department for Education (DfE) model. Subject to any proposed changes following this comparison, governors approved the current policy in the interim.

8.3 Freedom of Information (Fol)

Approved.

8.4 SEND

The policy has been read by the SEND link, a minor change was made as a

By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position in the community.

result.

Approved

8.5 Admissions 2022-23 and 2023-24

Governors queried the section that referenced that places would not be refused based on SEND. There was lengthy discussion, but governors agreed to leave the section in its current format.

It was confirmed that the ARC admissions will be outlined in a separate policy.

Approved.

8.6 Behaviour

The policy will be circulated following the meeting.

9. AOB

There being no other business the meeting was closed at 8.26pm

Signed.....

Date.....