



Little Paxton Primary School Governing Body

**Minutes for the meeting of the Full Governing Body
held on Monday 22nd March at 6.30pm**

The meeting was hosted on Zoom due to social distancing during the Coronavirus pandemic

Present:

Anna-Sofia Conway	Parent Governor	Christopher Muwanguzi	Parent Governor
Neil Donoghue	Co-opted Governor	Nickie Moore	Head Teacher
Richard Fairbairn	Co-opted Governor	Stephen Robinson	Co-opted Governor
Tim Gawler	Parent Governor	Paul Warmington (Chair)	LA Governor
Victoria McAuley-Eccles	Co-opted Governor	Austin Willet	Parent Governor
David Jones	Co-opted Governor		

In attendance:

Rebekah Jenkins	Associate Member
Gemma Pearce	Clerk

1. Welcome and apologies

PW welcomed the Governing Body (GB) to the meeting.

Apologies received and accepted from:

Ian Cunningham Parent Governor

No apologies were received from:

Katie Delgado Staff Governor

The meeting was quorate.

2. Declaration of interests

There were no new interests declared

3. **Governors' responsibilities: Challenge, Scrutiny, Support**

The Chair reminded the GB of their role:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

4. **Approval of minutes from previous meetings**

Minutes were circulated for governors to review prior to the meeting.

- a. FGB 22.02.21
- b. Resources Committee 08.03.21

There were no comments and both sets of minutes were approved.

5. **Appointment of co-opted governor – Stephen Robinson**

The Chair informed the governors that he and RF had met on Zoom with Stephen Robinson who applied through Governors For Schools to be a co-opted governor. As highlighted in the previous meeting they were impressed with his skill set and felt he could contribute a lot to the Governing Body (GB). The GB voted and accepted Stephen as a co-opted governor.

ACTION: Clerk to update necessary documentation, inform LA and liaise with Stephen on governor induction.

Stephen Robinson joined the meeting.

6. **Topic Presentation + Q&A**

Mrs Webb joined the meeting

Mrs Webb, staff member with responsibility for Pupil Premium (PP), joined the meeting to give an overview of her work so far in the role and how PP is being managed in school.

- Took on PP role in December, month prior to lockdown
- Over lockdown she collated list of PP children, found out who was in school, who was at home
- Spoke to teachers regarding engagement of children at home - most were engaged
- Biggest challenge at home was access to enough devices in families with multiple children
- Tried to get devices to them but difficult as laptops from government hadn't arrived
- Did manage to give iPad's to some children but towards end of lockdown
- Worked with class teachers to get packs to PP children who were not engaged
- Some PP children did not take up extra support but the offer was there
- Has identified a lack of resilience in children so looking at training for teachers to support children to be more resilient learners
- She has been on a PP conference which supported her at start of journey.
 - Was very interested in not just having standard interventions for PP children but look at background to issue

- Very interested in pre-teaching and post-teaching and talking to teachers about introducing this in lessons.
- Has created an action plan in the same format as SDP and ties in to this.
- Commented that the biggest impact on PP is better quality teaching, and use PP funding to go towards improving teaching. Also additional support from class TA's.
- TA's have been used to delivering group interventions, need empowering to look at individuals needs

QU: It seems like PP was previously reactive and intervention led? Yes, and now see need to look at root causes of troubles for PP children.

QU: How are you noticing that children aren't resilient? Mostly notice in own class so far due to lockdown, but sees that they give up earlier and need to be introduced to more problem solving tactics. Other class teachers support this.

QU: How can you record and monitor resilience? Hard to define, maybe a questionnaire asking children about their confidence.

The link governors for PP commented on discussions between governors and staff - don't want to label PP children as children with problems, just look at what can be done for them

The HT commented that a few years ago schools were expected to have plans for PP. HT feels strongly that PP children should not be pigeon-holed based on background. HT has found that giving responsibility to some of the more disadvantaged children really helps them. Potentially move away from teachers even knowing who PP are.

Staff on the GB commented that they don't see PP children as an individual group. Measure interventions on data and scores- not just for PP but for all children who have a need that needs addressing. Generally interventions are successful unless there is a SEN learning barrier. For example booster sessions for Y6 definitely saw results from tailor made interventions and progression of children in these groups. Class teacher feel they shouldn't need to know who is PP – sometimes a bias and ceilings put on PP children – background shouldn't matter, need does.

It was commented that PP funding does not need to be just spent on PP children, can be used more broadly looking at broad areas of need. In a school with relatively low PP numbers there is a danger to try and target it to children. Needs to be some way to measure if you are being effective with money which can be hard.

It was recommended that the GB read the EEF document on PP recommended. The use of Quality First Teaching and wider strategies was supported. If a PP children is underperforming in data there is a need to look at why. If all PP children in a class are under-performing it is a teaching issue, if it is an individual then spend money on supporting them.

The Chair thanked Mrs Webb for her time and insights.

Mrs Webb left the meeting

7. Actions update from previous FGB

C&S

2020/2021- 034	Link Assessment Policy to Marking and Feedback Policy and review both at next C&S meeting	CLT	Next C&S	Scheduled for 17 May FGB
----------------	---	-----	----------	--------------------------

2020/2021- 035	Discussion on SRE and look at updated SRE policy	CLT	Next C&S	On this agenda
2020/2021- 036	SEN Information Report & Policy – update with SENCo and re-discuss	HT & SENCo	Next C&S	On-going but defer to later meeting (TBC). HT confident current information on web-site meets requirements. Chris and Ian monitor until report complete.
2020/2021- 050	Mark up SDP with completed actions	HT	By 22 nd Jan	Complete

FGB

2020/2021- 064	Save and upload approved minutes from previous meetings	Clerk	ASAP	Complete
2020/2021- 065	Send confirmation letter of acceptance of PW as LA governor to Paul and LA and update governor documents as necessary	Clerk	ASAP	Complete
2020/2021- 066	Add Exclusions Committee to Constitution of committees with same wording as the disciplinary committee	Clerk	ASAP	Complete
2020/2021- 067	Coordinate guidance notes and input from DJ on exclusion and disciplinary committee role and circulate to all governors.	Clerk, PW, DJ	Before next FGB	DJ to compile over Easter holidays
2020/2021- 068	Save all approved policies	Clerk	ASAP	Complete
2020/2021- 069	Save necessary documents and update meeting dates from item 11	Clerk	ASAP	Complete
2020/2021- 070	Check process of appointing Co-opted governor and organise this with the Chair	Clerk	By next FGB	Complete
2020/2021- 071	Follow up with Tracey Boram about governor position	PW, RF	By next FGB	ACTION: PW meeting with 3 potential co-opted governors. Then PW to bring details to FGB co-opt 2 of them.
2020/2021- 072	Ask LA if 10 th March monitoring visits will be recorded and if so if can be shared as it is fully booked	Clerk	By 10 th March	Have emailed to enquire – follow up

8. Head Teacher's Report

The HT provided a verbal report to governors:

- School been back for 2 weeks.
- The HT supported Mrs Webb's observation and has noticed a slip in resilience.
- Quite a few children off this week with a cold.
- Behaviour and attitude of those who have come back has been great. Behaviour issues have been in children who have been in the whole time.
- Maths and reading seemed to have been carried out fine at home, resilience in writing has suffered.
- There has been one incidence of bullying, just before children came back that was dealt with following the school policy.
- Bex Jenkins has completed Designated Safeguarding Lead (DSL) updated training.
- There has been one accident to report – occurred with a stick at lunchtime – school have investigated and it does seem to have been an accident.
- A LAIG visit with LA has occurred – feedback in item 13.
- There has been a monitoring visit with Newly Qualified Teacher (NQT) induction Quality Assurance advisor from LA which went well – the report was circulated to governors prior to the meeting.

QU: How many NQT's are there? How are they settling in and how are they doing with COVID? There are 2 NQT's this year and there were 3 last year. Last year the 3 NQT's did a fantastic job through COVID, always went above and beyond what was asked of them. It helps that BJ knows many of the NQT's from their training year which helps to know their strengths and weaknesses. All NQT's have been very impressive and on-board with the vision of the school. They work hard and productively and collaborate well and work as a team. BJ expressed frustration that she hasn't been able to be in their classrooms more – she does planning with them but would like to do more to help in class.

QU: Do the NQT's have they had the support they would normally have? Yes, they are being mentored and supported. Have a mentor and another support person. What they haven't had is time to go and visit other schools and settings. As come out of COVID make sure they have these opportunities.

The GB noted that the NQT QA report was very positive and praised the school for the content of the report.

9. School Evaluation Report

The School Effectiveness Framework (SEF) was circulated prior to the meeting. The HT noted that the School Development Plan (SDP) has been updated to a new format and questioned if the governors feel the SEF sits alongside the SDP in its current format?

QU: How was the SEF developed? The current SEF is based on a format the HT has used previously.

QU: What is the purpose of the SEF? The SEF is a reflection document, reflecting on performance. The HT feels that the current version is clunky and hard to access.

The purpose of the SEF was discussed. The document asks the HT and school to make judgements on itself against the OFSTED framework. The SDP only picks up key areas that school are focusing on improving. Need a SEF for the breadth of area it covers and to ensure measuring up against OFSTED framework and to not forget the areas of the framework that are not in the SDP. If school lose sight of what OFSTED are looking for by just focusing on SDP there is a risk of being blindsided on inspection. The GB commented that the SEF is a useful document to have to hand to pick up on the schools strengths but felt the actions section of the SEF is where it gets repetitive with SDP – is the next steps section of the SEF not necessary since they are in SDP? The possibility of combining the SEF and SDP in to one document to avoid repetition was discussed. CM offered to work with the HT to format an

accessible and easy to use document. It was agreed that it is important to have the SEF as an accessible document that focusses on strengths and evidence for these.

ACTION: Chris to support CLT in formatting SEF alongside SDP to be more user friendly.

The GB discussed with the HT that whilst the SDP picks up on the areas in the SEF that need the most improvement, there is also the opportunity for school to start to work on areas in the SEF that are 'green' RAG rated and look to move these from 'Good' to 'Outstanding'. The HT commented that she has been focusing on getting everything to green as there was too much amber rather than worrying about the next level. She commented that while a lot of improvement has been made since OFSTEF quite a lot still needs to be embedded as the opportunity to do this has been limited due to the reduced amount of time in school since OFSTED due to COVID. The GB agreed this should be a priority but that now this is developing well if there are opportunities to further improve green areas these should be considered.

The commented that she is keen to get pupil voice in the SEF but lockdown has prevented those conversations with children. She hasn't had a period of time to go and look at children's books and talk with children and is looking forward to being able to do this again.

QU: Do GB think the way we are planning to work is going to support the judgement the school is making? Are we planning to provide the right amount of scrutiny and judgements? It was commented that conversations in meetings and in governor visits are being productive now. The GB feels more like a pro-active, inclusive, team compared to experiences in the past. It was agreed the GB is going in a positive direction just need to keep asking the questions. The GB feel like they are getting to a place where they are meeting the challenge, scrutiny, support objectives. It was commented that it is important that the GB remain aware of evidence for all the positive changes that the HT is implementing in school so that they are aware of this should they speak with OFSTED. Evidence should be part of all visits.

QU: Is behaviour and attitudes something that is being monitored (rated good in SEF)? This is not an area that is in SDP as school are confident in this area but this is something that GB should be looking at in their visits when they are able to visit school and this should be included in a template for visits.

It was commented that the SEF shows strengths and does a good job at highlighting issues. HT doesn't feel anything would sit in RI or inadequate now. There were some areas that previously were in these areas but a lot of those have been moved on by HT over last couple of years. The SDP continues to focus on areas of improvement.

ASC left the meeting.

10. Review of Policies

All policies were circulated for review and comment before the meeting. Suggested amendments were incorporated and final policies reviewed at the meeting.

- a. SRE Policy - approved
- b. NQT Policy - approved

QU: Can you confirm there is a 2 year NQT period from September? From September there is a new 2 year early career framework. Y1 80% teaching, Y2 has 5% extra release and mentoring carries on into the 2nd year.

11. Link Governor Reports (including training)

Finance – Austin

- SFVS drafted, just a couple of points to clarify with PW and RF – sent email. Can then complete and circulate in advance of FGB meeting in April.
- 2020/21 budget – little change from last FGB update. Looking at £60k surplus so move in to next year with £150k in reserve.
- The School Business Manager (SBM) has done some initial modelling on next budget. Starting point on this year actuals rather than previous budget amounts. SBM and HT are doing more modelling on salaries. SBM getting some clarification from LA on some areas. AW will review the budget in the Easter holidays and then catch up with SBM after holidays. There is a meeting with the school Financial Advisor on 21st April and a finalised budget will be circulated for FGB on 26th April as soon as possible but it won't be full 7 days in advance. AW asked for about 25 minutes to be scheduled in the next FGB for budget review.

PW thanked AW for all his work on this and all his work with the SBM.

Safeguarding – David

- Nothing to update since last meeting, next visit due start of next term.
- Stephen Robinson offered to support at next visit.
- HT is attending training on the Single Central Record (SCR)

Pupil Premium & SEND – Chris

- Ian and Chris have had 3 meetings since taking on these roles, meeting again 19 Apr. They are looking at data to identify issues and challenges. Since the meetings have been during lockdown so far the focus has been on lockdown specific issues. The plan is to review learning from that and now look at next stages
- A questionnaire was sent to SEND and PP parents and they plan to review this
- Asked DJ to link in with him to discuss safeguarding related to SEND and PP
- It was noted that there has been an increase in Free School Meal pupils since 2019 but the number of children with English as an additional language (EAL) has gone down
 - The HT informed the governors that she has recently appointed a member of staff with responsibility for EAL children.
 - The GB discussed an interest in understanding if EAL children have struggled more during lockdown if parents cannot support home-learning.
 - The HT informed the governors that she has been trying to find a way to communicate with some parents by finding a translator but this has been hard. DJ provided a recommendation and that in his experience schools often use people who are known to the school as children social care can offer a translator but this is at cost of travel and services.

QU: [Is there a sliding scale of level of English comprehension?](#) Yes, school have a spreadsheet that looks at how much English they have. Interesting that sometimes written first language is English even if they speak another language as first language.

Effectiveness of Leadership & Management – Paul

- Had meeting with HT around training for staff and HT.
- Training for up and down roles across school.
- Feedback at next FGB

Curriculum/Quality of Education – Richard, Neil & Tim

- A monitoring visit for SDP point 2 was carried out on 17th March
- Spoke with 5 members of staff to monitor SDP points 2.4.1 and 2.9
- A full report on the visit was circulated prior to the meeting
- Governors appreciated chance to meet teachers
- Positive meeting highlighted positivity and enthusiasm amongst teachers
- 3 monitoring points were identified, this visit addressed first one.
- RAG rating in SDP was confirmed by conversations with teachers.
- Zoom was an efficient way of having the meeting to meet teachers across the school

Maths – Anna-Sofia

- Planning to arrange meeting with maths leads.

12. Training Opportunities

- All governors were encouraged to do Prevent training and to confirm completion to the Clerk and HT.
- TG updated the GB on up-coming training available from the LA and promised to circulate details by email.

13. Correspondence received

PW provided governors with feedback from the latest LAIG meeting. LAIG meeting happens regularly as LP is a Requires Improvement (RI) school. Key points from meeting:

- The LAIG commends the HT and DHT for maintaining the schools clear strategic improvements during this very challenging time.
- Huge thanks to the staff who have all worked very hard during lockdown and produced high quality remote learning.
- It is pleasing to hear that the school is now cohesive and united and that staff are working well together and have gone the extra mile.
- It is pleasing to hear that subject leader development has continued throughout this period and there are now some good subject leaders.
- SEND provision has continued to improve throughout this period and good procedures and practices are now in place.
- Careful tracking and monitoring of the coverage of subject areas has been carried out and this is great credit to the school.
- Governors now have a clear road map for prioritising their work and it is important that progress towards achieving this is sustained.
- Congratulations to the NQTs who have worked very well during this very difficult year.

QU: Was the meeting all positive? Yes

The chair noted frustration about a lack of support for a particular child who has been raised to the LA several times.

The GB offered support to HT and all staff and noted that the last year has been very traumatic for all involved and everyone is still processing everything that has happened. They appreciated that staff have had to deal with the challenges of COVID whilst also regularly answering to the LA following the OFSTED visit. The GB offered full support to the HT and thanked her for her hard work.

14. Safeguarding

The GB agreed there were no safeguarding concerns raised in this meeting.

15. Any other urgent business

There was no other urgent business.

16. Dates of next meetings of the Governing Body

Full Governing Body 26 April 2021 (Topic Discussion- What have we learnt from Covid)
Resources Committee 21 June 2021

The meeting closed at 9:15 pm

Actions carried forward

2020/2021- 034	Link Assessment Policy to Marking and Feedback Policy and review both at next C&S meeting	CLT	17 May FGB
2020/2021- 036	SEN Information Report & Policy – update with SENCo and re-discuss	HT & SENCo	Ongoing - Defer to later meeting (TBC)
2020/2021- 067	Coordinate guidance notes and input from DJ on exclusion and disciplinary committee role and circulate to all governors.	Clerk, PW, DJ	Finish over Easter holidays
2020/2021- 071	Follow up with Tracey Boram about governor position	PW, RF	By next FGB

New actions arising from this meeting

2020/2021- 072	Complete governor induction and registration process for Stephen Robinson.	Clerk	ASAP
2020/2021- 073	Meet with potential new governors identified by LA .	PW and RF	Before next FGB
2020/2021- 074	Format SEF alongside SDP to be more user friendly.	CM and CLT	ASAP

Signed by..... Date.....