

# LITTLE PAXTON PRIMARY SCHOOL

## Governors Meeting Minutes

### Minutes of the Full Governors Meeting

Held on Monday 17<sup>th</sup> July 2023 at 6.30pm

<b>Present:</b>	<b>Maxine Howells (MH) - Chair</b> <b>Alex Simkin (AS)</b> <b>Kirsty Gatherer (KG)</b> <b>Georgina Hobbs (GH)</b>	<b>Claire Cannon (CC)</b> <b>Nicola Hubbard (NH)</b> <b>Sarah O'Callaghan (SO)</b> <b>Sam Byers (SB)</b>
<b>In attendance:</b>	<b>Lorna Lawrence – Clerk</b> <b>Bex Jenkins (RJ) – Associate governor</b> <b>Dom Saxby - Observer</b> <b>Caroline Entwistle</b> <b>Helen Morrell</b>	

		<b>Action owner</b>
<b>1.</b>	<b>Welcome and apologies for absence.</b>  The chair welcomed everyone to the meeting.  Apologies received and accepted from Abby Jordan and Nickie Moore. Graham Everitt and Ian Cunningham are on long term leave.  The meeting was quorate.  Introductions were made for the two new potential governors.  RJ will be answering questions on behalf of the Headteacher at today's meeting.	
<b>2.</b>	<b>Declarations of Interest</b>  There were no new declarations of interest.	
<b>3.</b>	<b>LA Governor nomination</b>  Caroline Entwistle is in attendance as a nominated governor by the LA.  Helen Morrell is in attendance as a potential co-opted governor.  Both gave a brief introduction and then left the room at 6.42pm.  Governors discussed and voted on the memberships. <b>Decision – all governors in favour of the appointments.</b>  CE and HM returned to the room at 6.46pm and were advised of the outcomes.	

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4.	<b>Minutes of previous meeting (20/06/23) and matters arising</b>  The minutes were accepted as an accurate record.  The actions were discussed, and the action log has been updated.	
5.	<b>Governor Action Plan</b>  This agenda item is a standing agenda item for governors to be aware of the action plan.  The action plan has been updated by the chair to show any progress since the last review. The chair runs through the RAG rating, and it was noted that there have been some steps forward but there is still a long way to go to becoming an effective governing board. The governor services will be running a bespoke training course to cover scrutiny and challenge, particularly around data.  It was noted that the school are now using a new system to track their data. CC and NH will be shown the system to aid monitoring visits.	CC & NH
6.	<b>Headteachers report</b>  The headteachers report was circulated prior to the meeting. The chair thanked the headteacher for the detailed report.  Governors were invited to submit questions prior to the meeting and also during the meeting itself.  <i>A governor asked how do our attendance figures compare to last term?</i> All year's attendance at the end of the Spring Term - 94.45% and summer term - 95.9%  <i>A governor asked how are we tackling attendance as part of wider improvement strategies, such as for attainment, behaviour, special educational needs and/or disabilities (SEND), wellbeing and safeguarding?</i> Termly meetings to discuss attendance with Attendance Officer. Meet with EWO and discuss concerns and seek advice as necessary. Follow the Cambridgeshire agreed processes.  <i>A governor asked how does the attendance of children eligible for PPG and those with SEND compared to figures for all children?</i> PP Attendance for the year: 93.06% authorised 5.73% not authorised 1.7% versus no PP 95.30% Authorised 3.90% and 0.75% SEN: EHCP 90.93% authorised 6.36% unauthorised 2.64% SEN Support 94.79% Authorised 4.46% Unauthorised 0.72% No SEN 95.09% Authorised 4.11% unauthorised 0.76%	

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	<p><i>A governor asked have we identified any barriers to attendance? What are these barriers? How do we plan to tackle these?</i> No specific barriers identified - most unauthorised attendance across all children is often family holidays. The introduction of the new policy from September is much more rigorous in setting out expectations and consequences.</p> <p><i>A governor asked what is different about the new attendance policy? How was it communicated with parents?</i> The new policy will not be shared until Governors approve. Paxton Press information shared on 28th June and website updated. New statutory policy required from September 2023. Information supplied by Cambridgeshire County Council following the guidance from the DFE. Much more detailed policy. Clearly details the process for arrival at school, lateness and reporting absence. Identifies definitions for leave which was not in the previous policy. (Previous policy is on the school website)</p> <p>Governors had a discussion about the absence reporting process and how this could be improved, and that it is the job of all the class teachers to help monitor absence.</p> <p><i>A governor asked what strategies are in place to support the child in year 1 who has received 3 suspensions?</i> The EHCP achieved - 1:1 support. Specialist SEND support and the inclusion team is working with them.</p> <p><i>A governor commented and asked thank you for the detailed information of all of the work done by the current SENDCOs. Congratulations - this sounds busy. What has been the impact on delivery in the classroom?</i> Teachers have been observed to use more dyslexia-friendly teaching strategies in the classroom, to support children with dyslexia, but this also improves QFT. Regular weekly learning walks have enabled the Sendco and deputy to monitor the quality of teaching for children with SEND.</p> <ul style="list-style-type: none"><li>- Teachers have been able to use the pupil passports to guide them with strategies and adaptations to use in lessons which benefits specific children with SEND in their classes.</li><li>- Teachers have used the provision such as slopes, grips, overlays during lessons which has supported delivery and enabled children to access the learning.</li><li>- Drop-in sessions after schools where teachers have discussed the learning difficulties of individual children have enabled teachers to tailor their teaching to individual children's learning needs and considered seating and resources.</li><li>- Teaching Assistants have been able to implement strategies learnt at the AET Level 1 training, positively affecting the learning of children with ASD that they support.</li><li>- Teachers have been able to use Cambridgeshire County Council's OAP toolkit and training resources from the Sendco and deputy to support them to</li></ul>	
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	<p>deliver lessons that take the needs of children with SEND into account.</p> <p><i>A governor asked and outcomes for pupils so far.</i> Children with ASD have been supported by TAs who have more in-depth knowledge of how to provide good provision to children with this area of need.</p> <ul style="list-style-type: none"><li>- Parents are more able to support their children at home with their mental health, having received the tools to do so at the recent mental health workshop delivered by the Sendco and deputy.</li><li>- With the Word Aware intervention delivered by two TA's, children have widened their knowledge of vocabulary - backed up by tracking data collected and spent time supporting their communication skills.</li><li>- Sensory Circuits has been a consistent start to the day for many children with SEND in the last term.</li><li>- Children with an EHCP have received more targeted interventions, matched to the advice given in EHCPs, in addition to QFT. Small group interventions have also included those in Wave 2, which has helped to fill the gaps in their learning too.</li><li>- Confidential discussions around provision in the SENDCO cluster meetings have enabled me to consider which would be most beneficial for children at LP.</li></ul> <p><i>A governor asked how is this measured? What further support can other leaders and governors provide to the SENDCOs as this is a challenging area?</i> This is currently difficult due to a lack of data available. Quality first teaching needs to become consistent.</p> <p><i>Governors noted SIA comments re SEND" Despite the efforts of leaders, classroom provision for SEND pupils is not effective. Teachers should be held account for this, using appraisal and the Teachers Standards as appropriate."</i> The deputy headteacher stated that this was not representative of internal monitoring. All staff are being spoken to tomorrow about the expectations of them and it was part of the new starter's induction.</p> <p><i>A governor asked what does flexible grouping mean?</i> This is a teaching strategy that involves grouping children based upon their individual needs and abilities. It means that the school can create groups that are tailored to meet the specific needs of each child, which we believe, helps to improve learning outcomes. The groups often change e.g., to work with children based upon their academic ability within a specific area e.g., time, reading comprehension. Flexible grouping targets individual needs, promotes collaboration and peer-learning.</p> <p><i>A governor asked how does this relate to the identified challenges faced by the cohort of children eligible for PPG?</i> The children eligible for PPG are assessed (along with their peers) to decide which group they need to be in for that specific subject, unit of work or even lesson.</p> <p><i>A governor asked how does this choice of spend link to the EEF or other research-based evidence for good practice?</i> The EEF recommends flexible</p>	
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	<p>grouping as an effective way to support collaborative learning and to provide targeted support to children with different needs and abilities. The EEF guidance report “Improving Mathematics in the Early Years and KS1” recommends using high-quality targeted support to help all children learn mathematics and suggests that small-group support, with teacher providing targeted activities really supports learning outcomes.</p> <p><i>A governor asked can you describe exactly what you mean by “culture of safeguarding” - how is this evidence? How do you know?</i> This refers to the environment within the school where everyone is committed to keeping children safe from harm. Safeguarding and child protection are at the forefront of all relevant aspects of process and policy development, and all staff, work together and with the right authorities to keep the community safe. This is created through ongoing vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. The school does more than just carry out the right DBS checks and implementing safeguarding procedures. They have a whole-school approach to safeguarding, which involves involving everyone in the school, ensuring that safeguarding, and child protection are at the forefront of all relevant aspects of process and policy development, and ultimately, ensuring that all systems, processes and policies operate with the best interests of the child at their heart.</p> <p>In summary, Little Paxton has a culture of safeguarding, a shared commitment and responsibility to ensure the safety and welfare of children, which is embedded in the ethos, policies, and practices of the school.</p> <p><i>A governor asked what actions and support are in place for the prejudice-based incidents?</i> PSHE lesson, assemblies around diversity, individual children spoken to (age appropriate).</p> <p><i>A governor asked what accounts for the vast differences in incident and points across year groups and what is being done about this?</i> Depends on the cohorts - Y5 and Y3, in particular, have very physical boys. Y4 has a child who has a lot of SEMH needs, which often shows as difficult behaviour - Inclusion team working closely with him. Children are reminded of “Ready, respectful, Safe” expectations. The process of staff involvement is followed - CT, PL, DHT, HT.</p> <p><i>A governor asked how many incidents of bullying have been reported this term? Are these spread across the year groups? Any particular groups more affected?</i> Year 5 is currently the cohort where the most issues seem to be. There was one serious allegation of bullying - fully investigated. There are other incidents that flare up but are not persistent and targeted - however they are investigated and dealt with in very similar ways to bullying. Parents informed, investigated, witnesses spoken to, individuals spoken to.</p> <p>The chair reads the 5 key priorities for the governing body highlighted by the SIA. They are:</p>	
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	<p>1. Leaders continue to meet the expectations of the monitoring plan, involving regular checks and follow up conversations, leading to improved communication amongst the CLT</p> <p>2. Phase Leaders need to be able to talk confidently (and with evidence/data) about their impact on improving teaching and learning and progress/outcomes for pupils</p> <p>3. Parent perceptions are currently less positive than would be hoped for. It is imperative that leaders respond to this data and seek to understand the reasons for this and plan for how to tackle it.</p> <p>4. SEND adaptations still require significant attention. Despite the efforts of leaders, classroom provision for SEND pupils is not effective. Teachers should be held account for this, using appraisal and the Teachers Standards as appropriate.</p> <p>5. OPAL lunchtime provision is excellent and provides a wide range of opportunities for pupils to support their social, emotional and physical development.</p>	
7.	<p><b>Stakeholder voice</b></p> <p>Staff survey – this received 23 responses, the school was hoping for a higher response rate. It was noted that there were some positives in the results.</p> <p>Question 10 in the survey was 'The school is well led and managed', it was noted that around half didn't know or disagreed. <i>A governor asked if there was a feeling of whether these responses may be related to performance issues or absence</i> There has been a lot of change in the leadership team so this may be a reason for it. It is believed that if the question was asked now the answers may be different as the leadership team is more established.</p> <p>It has been suggested to re-do the staff survey in September.</p> <p>Parent View – It was noted that of the responses 65% of parents would not recommend the school. Governors had a discussion on why this might be. It was noted that this could have been from parents who were unhappy when the teaching staff changed in year 1. The school have taken lessons from this and recognise that this was not communicated to parents very well. There has been a change in the leadership team and the expectations are that the school make time for parents and create a welcoming culture.</p>	
8.	<p><b>Ofsted</b></p> <p>This item will be carried forward to the September FGB.</p>	
9.	<p><b>Data Committee update</b></p>	

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	<p>A data committee meeting has not been held; however, data was made available on google drive for governors to review. A question-and-answer document was also included. The following were discussed at this meeting:</p> <p><i>A governor asked there were no PKS in Y1 at all but in Y2 the %are high in several areas. Does this show a regression in a number of pupils if they were WTS last year but now PKS and what is in place to support them?</i> The school did not use the term PKS as part of last year's data, rather just used the term WTS. Moving forward with INSIGHT and a more robust system will ensure the data is consistent from one year to the next.</p> <p><i>A governor asked Thank you for the data comparison document. For year 5 into 6 - what is this data based on? It shows an increase from 25% Y5) ARE+ for PPG to 42% Y6) which looks positive. Which of the areas of spend appear to have made the most impact? How do you know? How has the gap in comparison to national for all pupils narrowed?</i> Spring data (Y5 22 - Y6 23) Specific interventions throughout the year have had an impact. This is tracked by looking at test results as the year progressed. Cannot compare the national data yet as SATs results and the national data has not been released yet.</p> <p><i>A governor asked about ARE+ combined the year 5 gap between PPG and all is 18% and by year 6 this has widened to 28%. Is this a concern? What has been the main issue creating this widened gap? What reflections on the provisions in place has this led to?</i> The deputy headteacher explained that they didn't have an answer to that as the summer data will need to be analysed.</p> <p>The school's SAT's results are as follows:</p> <p>Reading – 71%, ARE 73% Maths – 69%, ARE 73% Writing – 69%, ARE 71% GPS – 76%, ARE 72%</p> <p>The different groups data is as follows:</p> <p>Reading: EAL (7) - 71% SEND (8) - 25% PP (12) - 58%</p> <p>Writing: EAL (7) - 71% SEND (8) - 13% PP (12) - 50%</p>	
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	<p>Maths: EAL (7) - 71% SEND (8) - 38% PP (12) - 58%</p> <p>SPAG: EAL (7) - 71% SEND (8) - 38% PP (12) - 75%</p> <p>Combined: EAL (7) - 71% SEND (8) - 13% PP (12) - 42%</p>	
10.	<p><b>Link governor reports</b></p> <p>The link visit reports that have been completed were circulated prior to the meeting. There were no comments or questions on the reports.</p>	
11.	<p><b>Policies to review</b></p> <p>The following policies were reviewed:</p> <ul style="list-style-type: none"><li>• Attendance Policy – <b>Decision – approved</b>, subject to clarification on lateness and the timings on point 4, what happens between 9.10 and 9.15. BJ will look into this point. Governors had a discussion on the process for reporting absence and that key information may be missed, it was suggested that a separate email address for reporting absence be introduced. The school will look into this.</li><li>• Management of sickness and absence- headteacher approved, for info only.</li></ul>	<b>BJ</b>
12.	<p><b>Safeguarding</b></p> <p>The Single Central Record has been reviewed by school leaders and will be reviewed by governor's next term.</p>	
13.	<p><b>Governor Business</b></p> <p>The skills audit will be sent to the two new governors for completion. Once all are back the chair will review the data.</p>	



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	<p>Proposed dates for next academic year have been circulated to governors for review. It is noted that the model will be changing to have less FGB's and introduce two committees. Governors are asked to consider what committee they would like to join.</p> <p>The chair will be reviewing link roles for next academic year. The chair noted their thanks to SB for her role as vice-chair this year.</p> <p>The chair and vice-chair positions for the FGB and committees will be confirmed in the September FGB.</p>	<b>All governors</b>
<b>14.</b>	<b>Correspondence received</b>  This agenda item is covered under confidential minutes.	
<b>15.</b>	<b>Consider impact of meeting</b> <ul style="list-style-type: none"><li>• Governor visits have been impactful for school leaders</li><li>• Data conversations have been helpful in deciding what is required going forward.</li><li>• New governors noted that it has been helpful to see challenge in practice.</li></ul>	
<b>16.</b>	<b>Any other business</b>  Governors were sent documents to look at funding for ICT work, this will be moved to the next FGB.  The deputy headteacher raised that the school day needs to be increased by 5 minutes each day, however the deadline for this has moved to September 2024 and will therefore be discussed at the next FGB.  The chair wanted to highlight the success of OPAL that was identified by the SIA.	
<b>17.</b>	<b>Date of next meeting</b>  Next FGB will be confirmed at a later date.	

The meeting closed at 8.50pm

### ACTIONS:

No.	Action	Owner	Timescale
<b>Actions from February 2023</b>			

Signed by Chair of Governors ..... Date .....

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2	<i>Populate “questions that Ofsted might ask governors” – Update 22/05/23 – MH to look at gaps</i>	NM	Sept FGB
<b>Actions from 27<sup>th</sup> March 2023</b>			
2	<i>Skills audit to be completed by all governors</i>	All governors	Sept FGB
<b>Actions from 20<sup>th</sup> June 2023</b>			
1	<i>Write an about me piece for Paxton Press</i>	All governors	Sept FGB
<b>Actions from 17<sup>th</sup> July 2023</b>			
1	<i>Review the new system for tracking date</i>	CC & NH	
2	<i>Look at the attendance policy and what happens between 9.10 and 9.15am and amend accordingly</i>	RJ	
3	<i>Governors to think about what committees they would like to be on next year &amp; link roles</i>	All governors	