

Minutes of a meeting of the local governing body of Sparkenhoe Community Primary School held virtually via Microsoft Teams Monday 5th July 2021 at 4pm

Present

Rhian Jones – Headteacher
Jo Webb – Local Governor (Chair)
Nick Allsopp – Local Governor
Jenny Bosworth – Local Governor
Emma Cull – Local Governor
Michael Cooper – Local Staff Governor

In attendance

Tom Bott – School Business Manager
Penny Cooper – Deputy Headteacher
Neil Thorpe – Associate Member
Robyn Cooper – Clerk to the Local Governing Board

1. Apologies for Absence

Apologies were received and accepted from Fatima Mangera and Kassam Mahomed.

2. Declaration of Governors' Interests

There were no declarations of interest declared in the business to be transacted.

3. Confirmation of the Minutes of the Last Meeting – 24th May 2021

The minutes of the meeting held on the 24th May 2021 had been previously circulated to all governors and were taken as read, confirmed, and signed as an accurate record of the meeting.

4. Matters Arising from the Minutes

- Mrs Cooper confirmed that the school safeguarding training delivered by the LA was scheduled for 25th October. She would circulate the information to governors once she had more details. Mrs Cooper would deliver a session for governors at the first LGB meeting in September.
ACTION: PC/Agenda Item
- The action plan would be circulated at the start of the academic year.
ACTION: JW
- Dr Allsopp had arranged a visit to look at pupil premium/sports premium and SEND on the 7th July.
- Ms Webb reported that she had undertaken a health and safety visit but not EYFS.

5. Headteacher's Report

The Headteacher's report had been circulated to the LGB. Ms Jones highlighted the following:

- Ms Jones highlighted the challenges in the rising numbers of SEND pupils. She explained that numbers had been increasing for a while, but they would increase again next year. Ms Jones stated that they were considering next steps in terms of provision and where more withdrawal space could be

allocated. Ms Jones explained that they would not have funding for all pupils as they were still going through the statutory assessment process. She stated that they would not have the final figures until October, but they had to have the staff in place. Ms Jones explained that they were looking at internal recruitment and agencies as external recruitment had not been successful.

Q (EC): How do you find agency staff and are you happy with the quality?

Ms Jones explained that there were agencies that specialise in SEN support staff as there was now a greater need across all schools. She explained that they worked with 2 agencies and a third this year and this linked into the work Mr Bott had done with preferred partners. Mr Bott explained the informal tendering process that was undertaken, meeting with all the agencies used across the trust and 2 were chosen. He explained that the choice was made around quality and retention of staff rather than cost.

Ms Jones explained that when considering where to create space they were looking at the Nursery and the impact of falling numbers. She stated that the Nursery room was large and there was the possibility of turning half into a classroom. Ms Jones stated that Mel Thorpe had arranged contractors to look at the space over the summer holidays and what might be possible.

Q: How is SEN support provided for Y5 and Y6? Can you clarify what SEN means in terms of pupil ability and outcomes?

Ms Jones explained that those pupils on SEN support and did not receive Element 3 were supported by the teacher and TAs. She stated that they may have interventions. Ms Jones explained that these pupils' needs could be met in the mainstream classroom.

Q (JW): Was there an impact on the non-funded SEND pupils in the classroom in terms of teaching?

Ms Jones stated that there was not an impact on teaching, and it was good classroom practice to differentiate. She explained that high needs SEND pupils had an individual plan so did not access the main curriculum. She stated that pupils took part in lessons with activities adapted to individual needs.

Q (EC) What was the parental involvement when going through the EHCP process?

Ms Jones explained that needs were normally identified when a child was very young, so they were working with parents from day 1. She stated that the relationships with families were very good and the SENCo works hard to meet them prior to the child joining the school. Ms Jones explained that it was an involved process and the assessment and meetings with professionals took a lot of time.

Q (EC): What was the impact on workload for staff? How do you manage that?

Ms Jones stated that they had discussed previously recruiting an SEN teacher and this had been put back into the budget plan. She explained that they would take over planning and support for teachers as it was a lot of work to individually adapt work.

Q (NA): What was the situation at this point in the term in terms of parents' confidence in the school and Covid-19 safety?

Ms Jones stated that confidence was very high. She stated that there was only one pupil who had never come back to school and everyone else attended regularly. Dr Allsopp asked whether they would be removing the bubble system. Ms Jones stated that they would wait for the official guidance.

Q: Could you explain why you move teachers between years?

Ms Jones explained that they had moved teachers around for next year as they had not done last year to ensure continuity after the disruption. She explained that it was a good opportunity to move teachers between year groups with the new curriculum work. **Ms Cull asked whether teachers were consulted on year group moves.** Ms Jones explained that they did talk to the teachers about where they were moving to and depending on how far up or down the school, they were moving discuss it with them and explain the decision. She explained that it was about increasing subject knowledge and experience as well as ensuring staff moved from Gopsall to Saxby and had time in the main school building. Ms Jones highlighted that they also moved TAs around for their CPD and to support transition (e.g. Foundation Stage TAs moving to KS1).

Q (EC): The wellbeing survey was very positive; how do you do undertake the survey?

Ms Jones explained that it was anonymous.

Q (NA): How do you undertake talent management in school? Do you scaffold CPD?

Ms Jones stated that they did talent spot but did not necessarily scaffold CPD. She explained that staff had informal conversations about interests, and they were encouraged to be proactive and go and find relevant CPD. She stated that if possible, they provided opportunities to lead in an area or research an area. Ms Jones highlighted the senior leadership was stable but there was the possibility of opportunities coming up across the Trust. She explained that they had shaken up the subject leadership (apart from the core subjects) and now each phase had a team of 4 people (incl. the phase leader) as champions. Mr Cooper highlighted that in the past the SLT had recommended CPD but staff were very much encouraged to be proactive and undertake relevant CPD.

Q (EC): How was information communicated with parents? How do you get a sense of the general feeling? Do you do any consultations/surveys with parents?

Ms Jones explained that they would normally undertake a survey, but they had not done this year. She stated that in the past they had received a large response and they had been very positive. Ms Jones explained that there had been a lot more communication this year than previously due to the circumstances. She explained these tended to be emails and they no longer produced long newsletters. Ms Jones stated that the SLT and staff were outside every morning and afternoon and parents also contacted the school by email all the time.

- Ms Jones drew governor's attention to the section of the report on the review of the school improvement plan and next steps. She highlighted the priority to embed the work undertaken by Mr Cheetham the curriculum. Ms Jones highlighted the plans for computing in school and they were looking at support for teachers and CPD and there was a meeting with the Trust.

Ms Jones also highlighted the focus on EYFS. She took the governors through the changes in provision as outlined in the report and the need to continue to look at the balance of teacher led activities and the provision provides opportunities for all areas of learning. Ms Jones explained that this was why they had asked the Triad to focus on EYFS in the visit.

Q (EC): What are pupil conferences?

Ms Jones explained that this was something they had started with the older children as a way of working with them on an individual basis. She stated that they were undertaken 3 times a term for the majority of pupils and they talked about progress, looked at books, strengths and where they were in their learning journey. Ms Jones stated that they wanted to make the most of these conferences next year.

Q: I see increased numbers eligible for Pupil Premium funding. When does this come to the school?

Ms Jones stated that it came into school next year. Mr Bott explained the pupil premium funding was based on the numbers at the October census. **Ms Webb asked whether they had plans for the additional funding.** Mr Bott explained that it was not a direct correlation as UFSM funding had gone down.

Q: Not sure we can explore further the impact of the pandemic especially on disadvantaged, but it makes stark reading. Why isn't there a gap in Y4?

Ms Jones stated that it was due to individual children. She explained that a full analysis had not been carried out yet.

Q: Why are so many children in Y6 above expectation in reading? (46%)

Ms Jones explained that this was partly because they were before the pandemic and they were always going to achieve. She stated that a lot of work had been done with reading, particularly in years 5 and 6. She stated that they had worked on reading for pleasure and that pupils chose books that they were interested in. She stated that it was also something they were able to do at home.

Q: Looking at the Y6 outcomes - can I check this is lower than predicted but still higher than national results in 2019 and before? How about KS1?

Ms Jones confirmed that it was higher than national and previous results. She stated that KS1 were lower than predicted and lower than National.

Q: What strategies will the school use to support writing?

Ms Jones explained that they were looking at the English units and redesigning the whole flow of writing. She suggested that the English coordinator attend an autumn term meeting to explain the changes. Ms Jones stated that they needed to look at the application of writing. Ms Webb highlighted that it was also the hardest subject to do during home learning. Ms Jones stated that it was harder for teachers to see what pupils were doing and intervene. She stated that they would normally walk round the classroom, talk, and remind. **Ms Cull asked about the teaching of handwriting.** Ms Jones explained that pupils had a couple of handwriting sessions a week and it was also part of phonics. **Ms Webb highlighted that she could see the impact of handwriting teaching when in school with the Writing Wall of Fame. She asked whether home learning had an impact on handwriting.** Ms Jones explained that they could teach handwriting online, but it was harder to monitor what the children were doing.

6. Health and Safety

Ms Jones drew governors' attention to the health and safety update in the Headteacher's report. She highlighted the work being undertaken to ensure the a detailed refresher training took place at the August inset and the in-depth health and safety inductions took place. Mel Thorpe was putting together a health and safety handbook for staff.

Ms Jones highlighted that the work required from the fire risk assessments in May 2019 had been completed. She acknowledged the work put in to get the funding from the LA. She stated that it had been planned in and done in tight timescale to ensure they retained the funding and some premises staff had stayed until midnight to ensure they did not miss out.

Ms Webb acknowledged the work done this year in terms of health and safety, premises and the risk assessments and highlighted its' importance.

7. Local Governing Body Business

a. Local Governor Vacancy

Ms Webb highlighted that there was a prospective governor for the local governor vacancy, and she would circulate their details.

ACTION: JW to circulate prospective governor details

b. Training and Development

There was no training reported.

c. Governor roles

This would be reviewed at the first meeting next academic year.

d. Skills audit

The skills audit was deferred.

e. Governor remote visits

Ms Webb had undertaken a health and safety visit and would circulate a report. She stated that she was mindful that she had not undertaken a walkthrough but hoped to be able to undertake more school-based visits next year.

ACTION: JW to circulate report

8. Finance and Staffing Updates

a. Outturn [Standing Item]

Mr Bott highlighted that they were 10 months into the financial year and the budget was positive, which was credit to all the teams in school. He explained that the 2021/22 budget had been agreed by the Trust's resources committee. Mr Bott stated that he had been asked to attend the meeting and it had been agreed that the school's financial intervention programme was removed.

b. CIF Bids [Standing Item]

Mr Bott reported that the school was unsuccessful in the CIF bids. He explained that it was based on a points system and the school's bids were 1 and 2 points off being successful. Mr Bott highlighted that the other Trust schools were successful. He stated that they hoped to be successful next year, which would also provide more time to plan the work.

9. Review of Policies, Procedures and Publications

The RSE policy was agreed by the local governing board.

10. Safeguarding

a) Annual Safeguarding Audit

- Mrs Cooper explained the format of the report and related issues in completing it. She stated that as soon as they had completed the report a copy would be circulated to the governing board.
- Prevent training needed to be arranged for Ms Webb.
- Ms Webb asked about the domestic violence training for staff. Ms Jones explained that they were looking into it. She explained that it was about helping staff stop cues etc.

11. Attenborough Learning Trust

- Ms Webb and Ms Jones reported that they had attended a development event for Chairs and Headteachers to look at the headteachers report. Ms Jones explained that there was some good discussion and they were looking at what the Trust needed in terms of statutory requirements and streamlining the reports but still allow schools to individualise. She stated that the Trust would look at putting a template together. Ms Webb stated that it was interesting to meet other governors and Headteachers and also consider the different types of school in the Trust and variance in reports.
- Ms Webb highlighted that she would be attending a LGB meeting at Uplands Infant School to observe.

12. Documents Received by the Chair of Governors

There were no documents to share.

13. Any Other Business

There was no further business.

14. Date of Next Meetings

2021/2022 Suggested Dates

- 27th September 2021
- 1st November 2021
- 6th December 2021
- 7th February 2022
- 4th April 2022
- 23rd May 2022
- 4th July 2022

Signed..... Date:

