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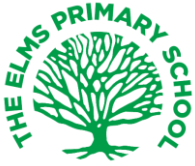
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Meeting	Full Governing Body	Where	Online
Date	Wednesday 1 st February 2023	Time	6.00pm
Attendees	Sharon Farrell (SF, Executive Headteacher), Charlotte Mitchell (CM, Head of The Elms Primary School), Bryn Jones (BJ, Head of Folly View Primary School), Pauline Forbes (PF, Chair), Claire Cossey (CC, staff governor), Lucy Edwards (LE, parent governor), Ian Pugh (IP, parent governor), Michael Outen (MG, parent governor), Wayne Hinton-Lewis (WH-L, parent governor), Debbie Hulme (DH, community governor), Sarah Gristwood (SG, associate governor) Alexandra Molton (AM, Clerk)		

No	Description	Action
Procedural Matters		
1	Welcome new members, visitors or staff presenting PF welcomed governors to the meeting, and especially our new parent governor, MO, who will be the Safeguarding governor for TEP. BJ and SF will give an update on the H&S for both schools as both H&S governors are not in attendance.	
2	Apologies for absence and acceptance/non-acceptance/quoracy Apologies from TG, AP and FS. HB and KM were not in attendance at the meeting.	
3	Declaration of any personal or business interests None were made at this point in the meeting.	
Ensuring Accountability		
4	To approve the minutes of the last meeting on 6th December 2022. BJ has not completed his action to allow governor access to FFT for FVP but all other actions had been completed. The minutes were accepted as a true and accurate record of the meeting.	
5	Executive Head report This was uploaded to GovernorHub before the meeting and questions were submitted. Data from both schools was provided on the day of the meeting. <i>What are the reasons for persistent absence and what are both schools doing to try and reduce this?</i>	



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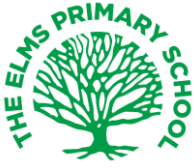
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<p>SF: All children are on the school's radar for attendance. Flow chart for attendance tracking (from FLT) call, voicemail, text, emails to chase attendance.</p> <p>BJ: We have 10 below 70% all of which we have a reason for ranging from EBSA, SEND, anxiety, DV. We are in contact with the OCC attendance team for advice with reduced timetables and meetings with the family.</p> <p>CM: We have 71 below 90%. Attendance has been promoted in the newsletter a few times and SM and EC have letters ready to go out to these families.</p> <p><i>Good to see attendance improving but unauthorised absence increasing. Is this linked to persistent absence?</i></p> <p>SF: Attendance is attached to emotional based school avoidance (EBSA) pupils and another child who is unable to access learning. Other unauthorised will be unauthorised holidays etc.</p> <p><i>Can you give some examples of support staff targets? Do they link in with teaching staff targets?</i></p> <p>SF: Yes, once the teachers' targets have been set the support staff targets feed into these.</p> <p>Objective 1: For all staff to support learners to undertake retrieval practice in order to consolidate and deepen their retention of the knowledge and skills contained in the school's curriculum.</p> <p>Their second objective is an individual target they want to work on e.g. To be able to deliver effective phonic lessons using the Read Write Inc. program; To feel confident enough in their English writing subject knowledge to be able to effectively support the children in their class; To have a good understanding of the computer systems used in school; To become familiar with the assessment materials used in school.</p> <p><i>Did the safeguarding review go as you would have hoped or has it thrown anything up need to improve immediately?</i></p> <p>SF: Feedback has been given to HoS and they can discuss what has already been implemented in more detail during the safeguarding section of the agenda.</p> <p><i>Great to see progress with KS1 SEN support children.</i></p> <p><i>Can I clarify whether Autumn results for FV are the same time as Dec results for TEP? Did all KS1 classes (across both schools) complete the same assessments?</i></p> <p>SF: Dec results have not been entered for FVP as yet. We will be advising updated data at the meeting.</p>	
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Year 6 writing is still a worry but still many months before SATs/move to secondary school.

SF: This is a focus for support from Trust and moderation to ensure that we can move forward swiftly.

Great to see progress in all EYFS classes. What were the key findings from the staff wellbeing survey?

SF: This is still being analysed by Mental Health leads and HR.

17 children with EHCPs at The Elms is a high number- how is the SENCo finding the increase in numbers and related workload, and is 3 days a week enough SENCo time now that the school has increased in size?

SF: Ideally, we would have a full time SENCo with this number of SEN pupils however, a decision was made with HC that we would appoint a SEND Assistant to support admin and interventions with pupils. As we know, there is expected to be a reduction in number on role for TEP over the next few years and so a decision around a shared SENCO may be an option across both schools or revert to a full time role in the future.

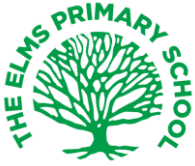
How has the increase in the number of CWCF pupils at FVP impacted on workload, and is the plan for this to be part of the Head of School role longer term?

SF: There has been a sudden increase as the children have moved to a foster parent who already has children attending FVP. As with many CWCF pupils we are never too sure how long they will stay as they are in temporary foster care. We are considering whether this role can be given to another member of the school to ease the pressure on the HoS.

There is a big gap between Year 6 SEN & PP December data and the target set, especially in maths, are these targets still realistic or might they be reviewed?

Joe Moore (Yr6 teacher) response: I am responsible as the teacher of maths for all the SEN (for maths) and lower ability children in Y6; all my targets are as accurate as I can be, based on many years of predicting results based on Dec outcomes. The progress rise between Dec and May is normally very rapid in maths; March data will tell us more, but at present my predictions are still accurate.

The numbers of EYFS children likely to achieve GLD is low overall - have you seen a change in the 'school readiness' of this cohort following Covid, and should the numbers of children on the SEND



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register in these classes be higher?

SF: Hazel class especially has a number of children with needs. What the table for the governor doesn't show is that there are 3x EAL children, 2x LAC children and 1x SEND child who really needs a 1:1. There is a strong possibility that there will be more children added to the SEND register and these children are being monitored, but also are waiting for SALT referrals. This cohort of Reception children will still be feeling the effects of COVID as they will have missed the 2-3 year old funding places at pre-school and there is a huge speech and language gap.

EYFS data in Hazel class: the aspirational target has already been exceeded, will this target be updated?

SF: Sorry – an error in copying; data should be 44%.

For the EYFS data tracking, the %'s in The Elms for December don't look right or am I reading them wrong?

SF: I have checked the data and it is all correct. If you are thinking about the children on track to achieve GLD as it has risen significantly from Sept baseline – that is correct and expected.

H&S audits FVP and TEP

Have all the recommendations been actioned?

SF: These are in progress at moment as only sent to staff on Thursday.

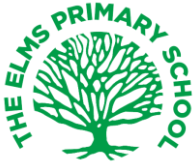
Is there anything that cannot be fixed quickly?

SF: A.Hancock will check whether he has capacity to complete some issues before looking for contractors i.e. gate issues in EYFS area / Wall on playground.

Peer review TEP

In the peer review document, what does the colour coding for the maths actions at the start mean?

SF: The colours (we think) relate to the following: Green: Something the school is already addressing and working on; Amber: The school is aware and this is on their action plan; Red: Something that the Trust has seen works well in other schools and the school to consider implementing going forward.



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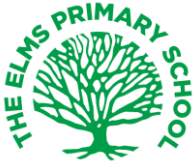
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<p><i>Is the maths lead currently working on the red section from March 2021 focus? Maths one page summary.</i> SF: The red sections do not mean urgent actions – see above. The Maths lead and Curriculum lead are planning to meet to discuss actions from the review.</p> <p><i>How are you helping to improve consistency across the school?</i> SF: The new Maths lead has an action plan to look at improving practice across the school. Actions to be shared with link governor.</p> <p><i>Incredibly positive read – well done, everyone!</i></p> <p><u>FVP whole school profile</u></p> <p><i>Does Seedlings have space for any more children or is it at capacity?</i> SF: We do have some space however we have to be mindful of ratio 1:4 and so more children will require more staff.</p> <p><i>In the whole school profile for FVP, what do the parts colour coded red mean?</i> SF: Not sure which part this is referring to?</p> <p><u>TEP PP strategy 2022-2023</u></p> <p><i>What are you doing to help increase engagement with PP parents and helping to increase their confidence with their child's learning?</i> SF: <ul style="list-style-type: none"> · Pupil premium parent survey · Range of SLT available twice daily on the gate · Coffee morning · Curriculum maps available · Mental health in monthly newsletter · Direct calling for parents evening who haven't booked appointments </p> <p><i>What are the EEF 5 a day principles?</i> SF: The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND. Teachers should develop a repertoire of these strategies,</p>	
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which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching.

Explicit instruction - Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

Cognitive and metacognitive strategies - Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

Scaffolding - When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

Flexible grouping - Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

Using technology - Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

How will breakfast club have a positive impact upon PP children? Have you seen a difference since breakfast club has been open?

SF: 3 PP children are currently attending. We are hoping that there may be more places on offer next year. Unfortunately, we do not have any spare places as many places are taken up by FVP/TEP staff.

Are you doing anything hugely different to last year?

SF: We have new PP leaders – Assistant Heads are driving the actions and monitoring the impact.

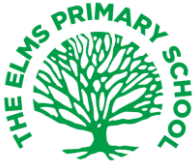
FVP PP strategy 2022-2023

Can we have budgeted costs filled in before this is approved? It currently says 'insert here' for all budget costs.

SF: Sorry wrong version, uploaded correct version

Has it been possible to have a consistent TA delivering daily phonics to 1:1/small group?

SF: Teaching Assistants have been working across year groups with phonics in 1:/a small group to



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ensure a consistent adult who is then able to track progress through the intervention and build relationships with the children.

Are booster groups taking place during breakfast club? Who runs the booster groups?

SF: The PP children accessing breakfast club are children where there were concerns around attendance (lateness of arrival) and missing learning. The children arrive at 8 for breakfast and then are supported by two members of staff who ensure that the children are ready to access learning in the classroom (support around readiness for learning).

What is the uptake of children using N7umbots and times table at home?

SF: We are waiting for this to be set up but will be running additional lunchtime opportunities for PP children to access these apps if needed.

SF explained that in lots of areas monitoring and data looks different and it is stored in different places. Both schools have previously used FFT for storing data and setting targets but there have been IT issues with FFT regarding both schools becoming Primaries and also children being moved between the schools.

Bromcom also caused some challenges at TEP as it would not connect with existing IT systems.

As a result of these different factors, we do not have data from current Y1s (EYFS) or Y3s (KS1) as FFT have not pushed through the data from their side which means we are not able to compare where these children are with where we thought they would be or targets which have been set. Hopefully this will be rectified ready for the meeting after Easter and we can then analyse this data properly.

SF explained that the EYFS data shows that the children are doing very well based on their baselines from September. Levels of children on entry in September who were expected to achieve GLD were really low. Our targets are still aspirational but we are not planning on changing these. These results help to show how the children are progressing. The context behind the data is really important in making the information meaningful. SF has added some narrative to the data for each class to give a clearer picture of the situation in each classroom.

It is really useful to have this context and understand where they are at the start of their school



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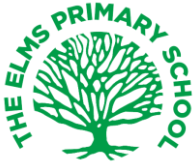
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	<p><i>journey.</i></p> <p>SF asked governors to add any further questions about the data which was provided into GovernorHub for all to see, and she will then respond.</p> <p><i>What are the plans for next year in terms of teachers/classes at each school?</i></p> <p>SF: It is still a bit early to have this conversation as we need to wait until we have some indication of pupil numbers at each school. We are expecting 1FE for Reception at TEP and 1FE for FVP and we have made a plan for this staff structure to be in place but we cannot really look at this all in detail until at least after half term, when we should have come idea of how many families have chosen each school as their first choice for Reception.</p>	
6	<p>Verbal update on school life at The Elms Primary</p> <p>CM gave an update: The SLT have started lesson observations this week with six done this week and a few to do next week. Hattie and Lyn King have started in 3B. One of our HLTA has gained a position elsewhere and will be leaving the school so we need to look at replacing them. Subject leads have been updating policies/action plans/doing pupil voice/looking at books and lessons. Our new writing moderation sheet has been used and this has been useful for teachers. Absence cover is becoming trickier as TAs do not want to step up to cover for teacher absence. Sophie Dors from the central team has been supporting with the SCR and ensuring this is up to date and ready for Ofsted. A peer review has been carried out at school and this was very positive. Shelley has started up a mental health group with staff members and this is made up of staff from different areas of school. CM has been doing some work with Ron Piper regarding support for Headteachers, which was really helpful. Behaviour continues to be good on the whole, although there have been a few isolated incidents, including some issues with cyber bullying with a few children which have been dealt with. The Nest is still helping children transition into school at the start of the day and Emma Cheedy is supporting our vulnerable families. The Winter fair raised £950 and was really successful and lots of fun.</p>



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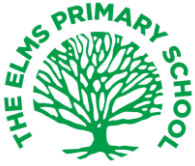
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<p>Christmas assemblies and nativity went ahead as planned and were really successful. Music lessons for Year 3 and swimming for Year 4 continue this term. The planned parent coffee morning was not as successful as we had hoped, but we hope to rearrange this again for later in the year. We have assemblies for Year 5 and 6 with parents coming up.</p> <p>SF explained that FVP did not have any striking teachers today. Some teachers decided to strike at TEP, so SLT needed to close Reception and Year 1 (except for vulnerable or key worker children). This was not as much impact as at some schools. We had put a plan in place for this and carried out a risk assessment beforehand. We will review how this went and make changes in light of the potential upcoming strikes planned for March.</p> <p>SF explained that there are some issues among our TA staff who are dissatisfied, largely with their pay, and we are trying to unpick the issues here to gain a better understanding of how these vital staff members feel and look to address these issues where we can. There are also some concerns among TA staff about levels of behaviour in class and how classrooms are being managed. This is partly due to us being nurturing schools who try to give the children a happy and secure base in school and our big focus on pastoral care.</p> <p><i>If TAs do not step up to cover a class what is the impact? What is the policy in terms of how long TAs can cover a class for a teacher?</i></p> <p>SF: There is a policy in place for this, and TAs were initially happy to step up to cover this in the short term but issues with things like behaviour of the children has made some a bit more reluctant to take this on.</p> <p>Regarding strikes we can only use HLTA to cover teacher absence. It may be that we choose to cover a different class next time if we need to.</p> <p><i>Are there any plans for after school clubs for next term?</i></p> <p>CM: I asked staff to sign up for clubs at the start of the year. Some of the teachers who had signed up to take clubs for this term were then unable to commit to these, so these will now take place in term 4.</p> <p>SF reminded us that we need to be really mindful of what we are asking staff to do. Teachers usually manage after school clubs as a goodwill gesture but support staff will usually want to be paid and also any external providers which come into school to run clubs will also want payment,</p>	
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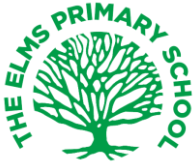
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	so we need to be mindful of the impact that this then has on our budgets over the year.	
7	<p>Verbal update on school life at Folly View Primary</p> <p>BJ gave a verbal update: We have settled in nicely to the new site and are starting to feel comfortable. Unfortunately there are still lots of snagging issues – a few big ones like having no heating in some parts of the building, lighting and external doors – and many, many small issues. These individual issues need to be logged with Alex Hancock, who logs with OCC, who logs with their contractor. This leads to some frustrating delays. Transition to the new site was particularly challenging for some children but this has largely settled down now. Parents seem to have coped very well with the move but were upset that pathways to school had not been salted when we had very frosty and icy weather. Overall behaviour is good and the children are well settled, although some higher level issues continue to rumble on among a small number of children. The site is increasingly being used for events outside of school. We have had an increase in vulnerable families – specifically in terms of mental health, financial issues and relationship breakdowns which is affecting the children’s SEMH. 7 MASH referrals have gone to BJ since the last meeting- 5 of these have now been closed pending close observation from school. There are concerns within the home for families where there are relationship issues between partners or older siblings, which then impacts upon our younger children. At the start of the year we had no CWCFs but started the year with 7, with a further 2 currently being assessed. These children are fostered in the first instance and OCC have a duty to look after these children. School has to produce a personal education plan for each child and we can apply for funding for these children. The CWCF Lead draws up these plans and BJ is the lead on this at FVP. Two meetings a year then take place to look at how the children are getting on. These are vulnerable children who have experienced significant loss and trauma and our staff work really hard to provide the pastoral care and support that these children need. BJ and Jo Baird (JB) are leading on supporting on this as our current pastoral lead is not at school at the moment and won’t be for some time due to family issues. Lauren Cronk has requested flexible working so she is not available at school one day a week. Our maths, science, history and English leads have all done pupil voice, book looks and lesson observations. We have then met to look at the results of this and identify any additional needs. We have a new Year 3 member of staff will start with us after Easter so one of these staff will then move over to cover Lauren’s teaching day.</p>	



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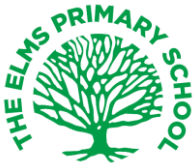
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	<p>Stay and play has taken place in Reception this term. Parents are coming in to watch PE lessons tomorrow. Mystery Readers will be coming into the school to read to the children. Nativity plays took place in our new big hall. An assembly with a PCSO took place which was really successful to give the children an understanding of what the Police do in the community. Art, choir, hockey, craft and science clubs are running after school this term. We also have ukulele lessons in Year 3 and Rock Steady.</p> <p>SF informed governors that she has added a document to the GovernorHub folder for Term 3 which explains the breakdown of vulnerabilities at both schools to give some context to this.</p> <p>SF also reiterated that the snagging at FVP is taking a long time and lots of this is being pushed back to the Trust from OCC.</p> <p>PF invited MO and WH-L to give a flavour of the new school from a parent perspective. Both felt that the new school has been really well set up and confirmed that their own children are having a very positive experience.</p>	
8	<p>PP Update IP has met with CM, BJ, Shelley Mackintosh (SM) and Jo Baird to look at this in more detail. IP explained that PP funding is additional funding which the schools receives for vulnerable and military families and the school then decides how to spend this – which can be on resources, clubs or external support, depending on what is considered appropriate. There are slightly different challenges in each school: FVP is looking at closing the Phonics and Communication gaps; TEP is looking at closing the gaps for PPG children to be at national level by the end of KS1 and KS2. All actions within the strategies have been put into place. The group discussed staff engagement with parents and the importance of this in terms of keeping children on track. Persistent absences at both schools were discussed and it was recognised that these are mainly within the PPG children community. SM and JB can identify which families are affected and are putting plans in place to support these. PPG children are given priority for places in after school clubs and funding for this. PPG children funding for trips has been increased at TEP. Breakfast clubs are being run by both schools and PPG children are being invited to these</p>	



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specifically – places are funded for them and governors recognised the importance of the children starting the day in a positive way.
The meeting discussed the challenges of both schools becoming all-through Primaries.
There are plans to streamline IT systems next year to make this smoother.
Schools are looking to work closely together next year to share ideas and best practice for improving outcome for PPG children.

How will your meetings monitor progress?

IP: The first two terms have been spent at looking at the need in both schools and understanding how these can be addressed. Now there is a strategy and plans in place we can start to look closely at the impact this is making to PP children.

Is it an outside company who sets up Numbots or time in school which is needed to get this organised?

CC: At the moment the office are working on getting this organised in terms of setting up our subscription.
CC can then add the data from Bromcom into the system and then get this up and running.

Are these practice maths questions at home?

CC: Yes, it is linked to Times Table Rockstars but for is younger children and looking at number facts and number bonds. This should feed into KS2 and make the transition to Times Table Rockstars in Year 3 smoother.

Is Numbots planned for KS1 at TEP too?

CC: I am not sure that this has information has been shared but I will make sure that the maths lead is aware of this.

SF reiterated that we will make sure that information is shared between the schools about any useful resources.

Are we looking to plug into the Sparks programme which they have at FCC to try and get Years 5 and 6 ready for this? It would be good to have these benefits integrated.

SF: Yes. We do rely on information being shared between staff to drive awareness of the resources which are available but we are hoping to organise some subscriptions which can be shared, either between the schools or Trust-wide, to try and make cost savings whilst giving



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	<p>everyone access to the same great resources. We have set up a Trust subscription to the National College which will mean that all schools which sign up can get access to this at a lower cost.</p>	
9	<p>Safeguarding Update DH gave an update: DH has met with JB and BJ at FVP to talk through her role as Safeguarding governor for FVP and the results of the recent OCC Safeguarding audit. SF confirmed that GR is still working on putting together the Trust Safeguarding audit which was carried out at both schools recently and hopefully this will be available soon. DH will be meeting with JB and BJ termly from now on and be able to update GR about Safeguarding at FVP. BJ will send DH through a summary of the most vulnerable families at FVP for her information. SF explained that GR will be carrying out termly audits of both schools which should also help DH and MO to stay informed and up to date. SF reiterated that with Ofsted on the horizon for both schools, it is important that all governors are up to date with their Safeguarding training and understanding of the current issues and challenges at each school. A further update on Safeguarding will follow at the next meeting. PF thanked governors for their responses regarding training and what areas we need to look to organise training in for governors. GR will run some Safeguarding training linked to the areas which have been identified by governors as being areas of weakness. GR will run the first session of this before the Ofsted working group meeting on 7th February at 6pm online. PF also reminded governors that all of them need to have completed the Level 2 Generalist Safeguarding training and asked that those who have not completed this yet ensure this is completed by the Easter holidays. GR is carrying out a training session at FCC on 23rd February, 9-11am, if any governors would like to attend this rather than complete the training online. PF explained that governors need to have a more in-depth understanding of individual Safeguarding cases at each school and the different agencies and support involved with these families.</p>	
10	<p>Finance Update PF, SF, CM and BJ met with Anne Lynn and Tracey from the central team. We are in a better position than we were previously, although we are still looking at a deficit. SF explained to governors that the Trust understands why we are in the position we are currently in and we have had to strip back on some areas which we had planned to spend money on this year. We still need to meet to discuss the impact of this upon both schools, which are</p>	



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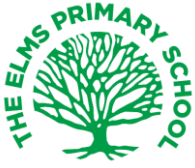
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	<p>short-staffed. This is the biggest cost for both schools and we need to plan for a structure which each school can afford but which meets the needs of the children. SF explained that the staff pay rises which were not fully budgeted for resulted in additional spending of £34k for TEP and £26k for FVP.</p> <p>PF explained that we need to safeguard our reserves as much as possible to ensure that these are not drastically reduced in the forthcoming years.</p>	
11	<p>Health and Safety</p> <p>SF was involved in a site walk across both schools and action plans were put into place and disseminated to staff, who have since been dealing with these.</p> <p>At TEP there are some areas of quite high-level work which we might need to look at contracting out to external companies.</p> <p>A condition survey is shortly due to take place at TEP to look at windows, doors etc. A lot of these items will become more and more urgent with the passing of time.</p> <p>The termly walk rounds which have taken place are available on GovernorHub for governors to review.</p>	
Strategic Matters		
12	<p>Link governor reports</p> <p>All link governors have not met with their subject leads. PF asked for governors to share their reports on these with the subject leads and then the LGB. A template for this is available on GovernorHub in the link governor visits folder.</p> <p>PF suggested meeting with subject leads from both schools in future if possible to save everyone time.</p>	
13	<p>Ofsted preparation</p> <p>The next meeting of this working group is on Tuesday 7th February. All governors are welcome to attend.</p>	
Other Matters		
14	<p>Any other business agreed as being urgent.</p> <p>SF has announced that she will be retiring at the end of this academic year. The Trust is currently putting together a candidate pack and adverts for this should be going out shortly.</p> <p><i>Will this be advertised as another fixed-term post or a permanent post?</i></p> <p>PF: This will be advertised as a permanent opportunity.</p> <p>SF confirmed that a letter to confirm her retirement will be going out to parents shortly.</p>	



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	SF explained that we have put in an application for FVP to be a nurture base through NurtureUK. An update on this will follow.	
15	Next Meeting Dates (full LGB): 29 th March 2023 24 th May 2023 12 th July 2023	