

**Minutes of Full Governors Meeting**

Held at Swavesey Primary School on 14/07/2021 at 6.30pm

**Governors present:** Anna Norden (AN) - Headteacher  
 Colin Oakman (CO) - Chair  
 Tina Carminati (TC)  
 Steve Byfield (SB)  
 Hannah Parish (HP)  
 Catherine Cannon (CC)  
 Andrew Baker (AB)  
 Laura McAuley (LM)  
 Rachel Hallam (RH)  
 Diane Herrington (DH)  
 Lucy Parsons (LP)  
 Lynsey Fulcher (LF)  
 Claire Daniel (CD)

**Apologies:** Alison Fox (AF)

The Meeting was quorate.

**Also Present:** Associate Members: Lucy Poskitt (LP) –Deputy Head  
 Wendy Whistler (WW) – Business Manager

**Clerk:** Katie Tween (KT)

	<b>Action</b>
<p><b>1. Welcome and Apologies for absence</b>                      Apologies received and accepted from Alison Fox.</p>	
<p><b>2. Declaration of interests</b>                      None declared.</p>	
<p><b>3. Minutes &amp; Matters Arising from Meeting held on 05/05/2021.</b>                      The minutes of the Full Governing Body meeting held on 05/05/21 had been uploaded to the Every system for all to read in advance. It was <b>agreed</b> that they were a true record of the meeting and should therefore be <b>approved</b> and signed.</p> <p><b><u>Matters Arising &amp; Action Points</u></b></p> <ul style="list-style-type: none"> <li>- <i>SB to summarise the presentations from the annual conference.</i> The Chair thanked SB for his summary of the Disadvantaged Pupils presentation. SB noted that the Ofsted one was already sufficiently short to not need a separate summary.</li> <li>- <i>WW to check staff governor email addresses are up to date on Every.</i> Action to remain open.</li> <li>- <i>Resources Committee to prepare draft Governors' Reports to Parents for approval at the next meeting.</i> The Chair confirmed that the reports had been done and would be sent out this week.</li> </ul>	<p style="text-align: center;"><b>CO</b></p> <p style="text-align: center;"><b>WW</b></p>

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<p>- <i>CO to write to EY&amp;P team thanking them on behalf of governing body.</i> The Chair advised that he had decided not to write to EY&amp;P separately, but instead include them in the Annual Report. Governors confirmed that they were happy with this approach.</p> <p>All other actions were confirmed to be closed.</p>	
<p><b>4. Committee Updates</b></p> <p><b>CLA Committee</b></p> <p>The Head provided an update following the committee’s most recent meeting. The majority of the meeting had focused on assessment. Staff had felt it was appropriate to maintain assessment systems fully this year. The committee had discussed whether the system should be adjusted, as normally 100% of objectives had to be met for a pupil to be working at a particular level and that that may not be appropriate given the disrupted year. However, it was decided that to change the system would have compromised the information that the pupils’ new teachers needed and also make identifying gaps more difficult. It was therefore decided to continue to judge and assess the children’s attainment based on 100% achievement. However, for those children who had missed this level by one or two objectives and where this was thought to be because of covid related reasons, their report would be annotated with an asterisk to indicate that they had only just missed out. This then allowed accurate feedback to be given to parents and pupils whilst also identifying the next steps needed. This compromise meant that they had a true picture of attainment across the school.</p> <p>Attainment data was lower this year because of covid, as it was with other local schools. Writing was the area most impacted which was due to the stamina involved – home learning had meant that children could have more easily had breaks or changed tasks and therefore their writing stamina was not as good. Vocabulary had also been affected – in school, teachers drip fed fantastic vocabulary to pupils all of the time; this was something that they worked hard on as a school, but there had been a regression in that this year.</p> <p>The committee had discussed all of this as well as looking at the data and looking at the School Development Plan. The Chair thanked AN for the update and noted that the asterisk system was a wonderful innovation.</p> <p><b>Resources Committee</b></p> <p>LF provided an update based on the two most recent committee meetings:</p> <ul style="list-style-type: none"> <li>- WW had submitted the SFVS on behalf of the governing body. They had agreed that they needed to keep referring back to it, so it would be kept on the committee agenda.</li> <li>- WW had given an update on the budget.</li> <li>- The committee had discussed the purchase of the new boards, which had since come to the full governing body for approval.</li> <li>- They had reviewed policies, including the Internal Financial Procedures and LF noted that all governors should be aware of what the governor responsibilities are for finances, including spending limits e.g. for the purchase of the boards.</li> <li>- The committee had also had a focus group meeting on staff pay regarding pay scales, specifically for support staff. LF was now undertaking some work to</li> </ul>	

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<p>check that there was progression available for all support staff and that they were all on a pay scale that existed.</p> <ul style="list-style-type: none"> <li>- The support staff pay award will be made in Autumn and then back dated to April.</li> </ul>	
<p><b>5. Head Teacher’s Report</b></p> <p>The Head had circulated a written report in advance but drew attention to the following points.</p> <p><u>Pupil numbers</u></p> <ul style="list-style-type: none"> <li>- Pupil numbers had increased since the last meeting and additional children were joining in September (in other classes aswell as the new Reception intake). They were at 306 currently, likely to be 310 in September.</li> <li>- There were now not many spaces across the school because of the class sizes. Reception had more space, but if no more new admissions then only Reception and Year 2 would be under PAN.</li> <li>- These numbers were good for the school – the census is done in October which means that the numbers then will be higher than the projected figures at budget.</li> <li>- The downside was that there were no spaces in Year 5 and 6 so if children moved into the village then they could probably not accommodate them, unless the council required them to. However in the future it was likely to balance out again.</li> </ul> <p><i>Q./ What does PAN stand for?</i>  <i>A./ Pupil Admission Number: the school’s is 40, which is too many for one class but not enough for two, which is why there are the mixed age-group classes.</i></p> <p><i>Q./ In what situation could the council insist that the school takes additional pupils?</i>  <i>A./ If the child was in a high priority category, such as SEND or a LAC (Looked After Child) or if the child is in catchment and the parents successfully appeal. As a school it was also important to be careful with long-term planning so, for example, if one sibling could be placed but the other sibling’s class was full, it may be worth going over PAN for that sibling. However, this would depend on the nature of the classes involved and the specific circumstances and situation. It also depended on other local school place availability.</i></p> <p><u>SEND</u>            More EHCPs had been completed and there were more still in process. They had been working towards these so it was good that the funding will now be available.</p> <p><u>School Development Plan</u>            Some aspects of this had not been possible due to covid restrictions, specifically the bubble restrictions that meant staff could not work across the school in the normal way.</p> <p><u>Attendance</u>            Attendance on the whole had been very good, apart from this week with the bubble closures.</p>	

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<p><i>Q./ The figures refer to “excluding GRT families” – are there any safeguarding issues to be aware of with GRT (Gypsy, Roma and Travelling) families?</i></p> <p><i>A./ GRT children were permitted 100 sessions of absence for travelling/business reasons, but these must be evidenced. The school had good relationships with their GRT families and generally know their plans. Covid had meant that some had not travelled as much. If the children went over the 100 sessions then any above that were no longer authorised and they went into the normal absence process. There were no safeguarding concerns at the moment.</i></p> <p><u>Report from Conference on Disadvantaged Children</u></p> <p>SB had circulated a report following the annual governor conference. There had been a presentation on Disadvantaged Children. AN made the following additional points:</p> <ul style="list-style-type: none"> <li>- The government was using the term “disadvantaged” differently now. In the past, it had specifically referred to children in receipt of free school meals, or for the past six years those who qualified for pupil premium funding.</li> <li>- For the tutoring scheme, the term “disadvantaged” does not specifically refer to those groups, it refers to children who have been disadvantaged by covid in some way compared to other children.</li> <li>- This year, the tutoring money could be spent based on the school’s view of who had been disadvantaged. As a school, they had strived to think about pupils as individuals rather than just as part of one of the groups.</li> <li>- The government was now acknowledging that pupils may be disadvantaged by factors other than financially.</li> <li>- There would not be any more money available for the children who fell outside one of the labelled groups, but schools were expected to think about them.</li> <li>- Quality first teaching was a priority for the school/</li> <li>- LP added that they had to make sure that the provision was of benefit to all children – they already did do this, but it was now written as guidance.</li> </ul>	
<p><b>6. Safeguarding Update</b></p> <p>AN provided an update:</p> <ul style="list-style-type: none"> <li>- The safeguarding audit had been completed.</li> <li>- They had to have an Online Safety Lead now and this probably had to be a main school DSL rather than an EY&amp;P one.</li> <li>- On the audit, only one date for training could be selected. AN recognised that they had done updates throughout the year but this could not be reflected on the form.</li> <li>- The rest of the audit had been straightforward.</li> <li>- They had had a governor safeguarding meeting that day and the file check was the next day. That will be added to Every once it was ready.</li> </ul> <p>AB added that they went through a standard set of questions and the information from the termly briefings helped inform those questions and discussions. He requested that any governors who attended the termly briefings give feedback to him or HP. The current questions would be available in the report for governors to see.</p> <ul style="list-style-type: none"> <li>- The KCSIE was being updated and the Child Protection training in September would reflect that. There had been three lots of changes in recent months. The clerk advised that all governors needed to read Part 1 of KCSIE and asked</li> </ul>	<b>All</b>

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<p>how that would be recorded. The Head advised that this would be managed through the Every system.</p>	
<p><b>7. Staff and Pupil Well-being</b></p> <p>The Chair noted that the school had got so close to not having to close a bubble and then suddenly had had to do so. He asked how everyone was feeling.</p> <p>Staff were tired and there was a lot of additional anxiety. Staff governors noted that they were grateful to AN for supporting everyone.</p> <p>For bubbles who had closed, they just went straight to remote learning, but others had had a mixture of remote and face to face learning. This was very hard particularly in the last two weeks of term when there had already been lots of last minute changes such as no transition days. It was hard for staff to have to keep making changes.</p> <p>Governors extended their thanks and appreciation to AN and her team. LP reminded all to check in with their link teachers. Staff had also fed back their thanks to AN to the governing body which was appreciated.</p> <p>Governors asked about the physical health of those affected by covid. Two staff members were quite poorly and would not be returning before the end of term. Some children had been poorly and others had been fine. Those who had been poorly had had cold symptoms and headaches rather than the traditional covid symptoms. Public Health England believed that there must have been an asymptomatic child initially, as the contact tracing that they had carried out had not identified any other source.</p>	
<p><b>8. Governor Visits</b></p> <p>CO had discussed maths progress with LP. This will be fed back to CLA but it was based on the long-term plan that they want to work on, as well as identifying gaps after the lockdowns.</p>	
<p><b>9. Governor Training</b></p> <p>SB had attended the induction training and had found it very useful. Lots of material had been sent over afterwards.</p>	
<p><b>10. Correspondence</b></p> <p>CO had been asked by George Hayes to complete an Annual Governance Statement. He was hoping to be able to use most of the content from the annual reports. It was due to be submitted by Friday.</p> <p>Governors were happy with the annual reports that had been put together.</p> <p>AN shared a piece of very positive feedback from a parent. It had arrived at a difficult time and provided a much needed boost to all of the staff.</p> <p>CO reminded all of the FGB strategic objectives. The focus this year had been on well-being and he felt that they had done a good job in monitoring that and that it had been the right decision to keep it front and centre. Succession planning had also gone</p>	

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well. Regarding being “Ofsted ready” he reminded governors to keep working through the Ofsted framework, noting that they needed to focus on what the governors’ responsibilities were and what a “good” school looked like.	
<b>11. Clerking/Governor Services SLA</b>  It was noted that this had already been agreed and submitted. No further action needed.	
<b>12. Valedictory</b>  It was CO’s last meeting, both as Chair and as a governor. AN explained that the relationship between the Head and Chair was a fundamental one and expressed her gratitude to CO for his time and support. She had valued his enthusiasm, his ability to listen and his advice which she had always welcomed.  CO also gave a few words, expressing that he was humbled and inspired by the work that the school did. He encouraged the governors to continue with the open approach he had adopted and noted that he was pleased to be leaving it in such a good place. He had been at the school as a pupil so had now come full circle. Governors all expressed their thanks to CO.	

**The Chair thanked the Governing Body and closed the meeting.**

**Actions**

Item	Action	Responsible
3	Minutes to be signed and given to the school office	CO
3	WW to check staff governor email addresses are up to date on Every	WW
6	Any governor who attends termly briefing to update the safeguarding governors with any additional information.	All