

Minutes of Full Governors Meeting

Held at Swavesey Primary School on 08/12/2021 at 6.30pm

Governors present: Anna Norden (AN) - Headteacher
Tina Carminati (TC)
Steve Byfield (SB)
Hannah Parish (HP)
Catherine Cannon (CC)
Rachel Hallam (RH)
Diane Herrington (DH)
Lynsey Fulcher (LF)
Alison Fox (AF)
Andrew Baker (AB)

Apologies: Lucy Parsons (LP), Claire Daniel (CD)

The Meeting was quorate.

Also Present: Laura McAuley (LM), Lucy Poskitt (LPo)

Clerk: Katie Tween (KT)

	Action
1. Welcome and Apologies for absence Apologies received and accepted from Lucy Parsons and Claire Daniel. The Chair welcomed all to the meeting.	
2. Declaration of interests None declared. The Chair reminded all to send any outstanding Annual Declarations of Pecuniary Interest forms to the Clerk.	
3. Minutes of the Previous Meeting (20.10.21) and Matters Arising The minutes of the Full Governing Body meeting held on 20/10/21 had been uploaded to the Every system for all to read in advance. It was agreed that they were a true record of the meeting and should therefore be approved and signed. The open actions were considered: <i>Safeguarding visit to be arranged.</i> This had taken place that day (08.12.21). <i>LF and AN to meet the review the subject links document to check all staff details were up to date before it was circulated.</i> Action to remain open. All other actions were either closed or listed elsewhere on the agenda.	 LF LF/AN

	Action
<p>4. Committee Updates</p> <p><u>CLA Committee</u></p> <ul style="list-style-type: none"> - It was noted that the committee minutes were not accessible to non-CLA governors. AN agreed to investigate and resolve. - The subject lead presentations had again been very successful. In Art, scrapbooks were being created by the children applicable to their ages and the committee was looking forward to seeing those. There had also been a very well thought through DT presentation and another from Maths. - All leads will be monitoring through visits and from now on the relevant subject link governor would be invited to the committee when their subject lead was presenting. Summary reports were available for those that had already happened. In February, Music, Science and Computing leads would be invited. - There had been a detailed in-depth discussion about how data was now being presented. It was noted that it was important to look at the context of the data, not just the data itself. - The committee had also discussed positive behaviour and the anti-bullying policy. - There had also been a good discussion about pupil premium. <p><u>Resources Committee</u></p> <ul style="list-style-type: none"> - The committee had received a Head Teacher’s update and an interesting report from WW on the budget. - The committee had reviewed and approved a lot of policies. - Pay increases for staff had been discussed; there was still a delay in a national agreement on pay so the school had to wait and see how that panned out. - The SFVS report that had to be completed each year was due in March; this year it would be done in February but going forward the committee intended to look at it in advance spread across meetings. 	<p>AN</p>
<p>5. Head Teacher’s Report</p> <p>The Head had uploaded a written report to Every in advance and governors had had the opportunity to submit their questions in advance. These questions were responded to in writing, as copied below, as well as verbally at the meeting.</p> <p>Governor Questions, Challenge and Support</p> <p><i>Q./ Looking at the Special needs table it's skewed heavily towards year 5/6 with numbers generally increasing as you go up the school. Does this reflect more SEN in these year groups or just the fact that it takes time once children join the school to get the assessments for EHCPs etc in place and so therefore the needs aren't identified and categorised until children are further through school?</i></p> <p>A mixture of the two. There are more needs in Yr5/6 than other year groups. Early data for the two year groups show that they were both lower attaining on entry to school and individuals had specific needs. This was greater for the present Yr5s, where they were significantly below in all areas of baseline assessment except one compared to the LA average – only 66% made GLD and this was good practice for them.</p>	

SWAVESEY PRIMARY SCHOOL GOVERNING BODY

Full Governing Body Meeting Minutes, 08/12/2021

	Action
<p>For both year groups a high percentage of children had speech and language needs on entry to school and it was at this point we were given a speech and language therapist to come into school once a week for a morning to undertake sessions as the needs were so high. Two of the Year 5s who started with us moved on to special school last academic year which is an indicator of their needs. It was the needs of this year group and the impact to the school which led to the creation of the SNUG and the position of a non-classroom based SENDCo. Additionally, the present Yr6s have changed as a cohort with some children moving out of catchment, as well as growing in number by 10, some of the children who have come to us as in year admissions have also had specific needs.</p> <p>However, for the school as a whole the children’s needs become more evident as the demands of the curriculum increase and they find it more difficult to understand and so support needs to be provided. For others social emotional needs develop as their circumstances change and they are impacted by significant events leading to support being needed e.g. death of a parent, domestic violence. Finally, for some children needs are evident at early stages (preschool/reception) but EHCPs take time to be granted. It is only once the gap grows for thresholds to be met (at least two years below age related expectations is the baseline) or enough cycles of the school’s own work is evidenced for assessments to be considered by panel – the latter takes time.</p> <p><i>Q./ Would you say there are any trends or is it just the way the data is reported that it makes it look like a trend?</i></p> <p>The trends from the data are true from what is provided in the report. We do have more needs within the Yr5/6 groups and there is less need at this time elsewhere in the school. SEMH (social emotional mental health) is the largest area of need and for many this overlaps with other needs as this priority area for them negatively impacts on areas such as cognitive development and therefore their learning.</p> <p>Our SEND needs can be seen more contextually below, with our EHCPs being consistently within the highest two quartiles and our overall SEND (as our total on roll has increased) moving from the highest quartile in 2019 to the middle from data taken in Jan 2021.</p>	

SWAVESEY PRIMARY SCHOOL GOVERNING BODY

Full Governing Body Meeting Minutes, 08/12/2021

Action

		2019	2020	2021	Low	Quintile	High		
					Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	296	288	293	■	■	■	■	■
	Nat	282	281	278					
% FSM6 pupils	Sch	5	5	7	■	■	■	■	■
	Nat	23	23	25					
% SEND support	Sch	17.2	14.6	10.9	■	■	■	■	■
	Nat	12.6	12.8	12.6					
% SEND EHC plan	Sch	2.4	2.4	3.4	■	■	■	■	■
	Nat	1.6	1.8	2.1					
% of EAL	Sch	4	3	4	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	86	82	75	■	■	■	■	■
	Nat	86	81	82					

Q./ When the data reporting systems are in fully in place and up and running in BromCom could you show governors how data is recorded and progress is tracked? We appreciate the detailed analysis is for CLA but may be useful for all governors to have an overview?

AN shared her screen to show governors a broadsheet for Reading and explained that there were sheets like this for Reading, Writing and Maths. They showed the end of Key Stage assessment, the missing year (covid closure), the assessment at the end of last year, the national key stage data if applicable, the target grade for each child and their current level. AN explained that this gave the school the ability to track the pupils from one year to the next. Eventually this will include each of the different subjects so that progress could be tracked.

Covid

AN shared the latest update from the Local Authority on covid. This confirmed that the Enhanced Response Area status would be extended until 24.12.21 which meant that the school would continue with the enhanced restrictions. Locally there had been a significant increase in case numbers and local settings were being affected.

Within school, one class had hit the 10% trigger that indicated possible transmission within that class. Families had therefore been requested to take the children for PCR tests and as a school that class had been “ring-fenced” to minimise any inter-class

SWAVESEY PRIMARY SCHOOL GOVERNING BODY

Full Governing Body Meeting Minutes, 08/12/2021

	Action
<p>transmission. Some changes had also been made to planned activities and they continued to distance wherever possible and to keep meetings remote unless essential to be face to face. The Christmas lunch was to be split across two extended lunchtimes. They had hoped to do phase parties but will instead do class parties. As a whole, they continued as a school to be as rigorous as possible. The big challenge was that people had had enough; AN was having more arguments with families around testing and keeping children at home. There had been one incident where parents had insisted on sending a child in against the school advice. This was hard on the Admin team; absence conversations were taking a significant amount of time on top of the normal day to day work.</p> <p><i>Q./ Do you anticipate more people removing their child early for Christmas?</i> <i>A./ It is a possibility but the rules are clear; it would be unauthorised absence and the school had to stick to the regulations.</i></p> <p><u>SEND Briefing</u> AN explained that SEND for the LA was a huge concern because the rise in SEN across the County was significant. The number of EHCPs granted had increased from 2000 to 9000 and alongside that came funding issues. The County was in deficit of approximately £26million. Needs were increasing, support was increasing and costs were increasing but there was no additional funding. Cambridgeshire County Council had supported the LA with loans but these would need to be paid back so something needed to be done. As a result, the way SEN was supported in Cambridgeshire was being looked at. AN shared a SEND presentation including the Cambridgeshire context and explained that this would be a 2-3 year project. AN had offered her services to the LA for the Transformation Programme.</p> <p><i>Q./ The idea of early intervention seems good, but how does this help if issues are not identified or present until later?</i> <i>A./ Early intervention can still apply later, it would be when the need arises. At the moment there is an 18 month wait for professional support. Early support should be able to be accessed at all stages, not just early in life.</i></p> <p><i>Q./ We don't yet know the outcome of the workstreams yet, but is there anything concerning about our school's provision based on the areas that will be considered?</i> <i>A./ Nothing concerning at the moment. AN explained that going to panels had helped her to get a better understanding of what was being looked for. She could disseminate that to the SENCO so she understood how best to present information for the panel. Since they had started this approach they had been more successful with panel applications; they had learnt what the system required and could therefore get more out of it. As the system changes, they would need to keep up to date to make sure they could stay ahead. She also explained that she had always been a firm believer in early intervention and this was demonstrated by, for example, the SENCO working with the pre-school.</i></p> <p>Staff governors added that the STEPS protocol was in line with that and that early intervention was already key to the school's ethos.</p> <p><i>Q./ Transition usually costs money; how will this affect the LA's budget when it was already in deficit?</i></p>	

SWAVESEY PRIMARY SCHOOL GOVERNING BODY

Full Governing Body Meeting Minutes, 08/12/2021

	Action
<p>A. It had been recognised that this would require investment; an amount was going to be moved over to the High Needs block to cover some of it and this had been voted for through the Schools Forum. As a school, Swavesey got quite a lot of money back from the High Needs fund.</p> <p>The County Council was also supporting this and will give money to the Local Authority. The government had also agreed that this piece of work should help start to reduce the deficit.</p>	
<p>6. Safeguarding Update</p> <p>AB gave an update; AB, SB and AN had met this morning and the documentation was available on Every. They had found that the Single Central Record was out of date; quite a lot of the out of date sections were just a case of dates needing to be updated, but the target was for it to be fully updated by the next meeting (Spring term).</p> <p>There had been one homophobic incident. It was noted that the children had been introduced to new language through the RSE curriculum and that they had been exploring things that they had been learning. However, they needed to ensure that the children understood the difference between exploring language in a lesson and using that language.</p> <p><i>Q./ You mentioned “virtual school” in relation to children in care; what does that mean?</i></p> <p><i>A./ All children in care (also known as “looked after children”) are assigned to a virtual school of the county in which they were taken into care. This virtual school had the over-arching responsibility for a child’s progress and education and also controlled the additional funding attached to that child. The school that the child actually attends has the day to day responsibility for education. Rules vary between counties, but the virtual school and the real school work together.</i></p> <p><i>RH left the meeting at 8pm.</i></p>	
<p>7. Staff and Pupil Well-being</p> <ul style="list-style-type: none"> - LF was the well-being lead. - They were trying to organise an outdoor staff get together but were being mindful of everyone’s different personal risk assessments. - AN thanked LPos for all of the work on well-being and mental health that she had been doing. - Staff well-being was up and down; it had been a long, challenging term. - The Chair of Governors thanked all who were trying to make events work safely rather than simply cancelling outright. 	
<p>8. Policies</p> <p>The Whistleblowing policy was deferred as it needed some updating.</p>	KT
<p>9. Governor Visits and Responsibilities</p> <ul style="list-style-type: none"> - LF agreed to send the updated list of governor responsibilities to the clerk to circulate. 	LF

SWAVESEY PRIMARY SCHOOL GOVERNING BODY

Full Governing Body Meeting Minutes, 08/12/2021

<ul style="list-style-type: none"> - AF had carried out a pupil premium visit. 	Action
<p>11. Governor Training</p> <p><u>Training Updates</u> Staff had attended autism training and Speech and Language therapy training. The English and Maths leads had also attended specific training.</p>	
<p>12. Correspondence</p> <ul style="list-style-type: none"> - AN agreed to put together positive comments received from parents and circulate before the next meeting. - AN had also received a letter regarding covid; a 10 page document which was not specific to Swavesey and had likely been sent to lots of other schools. It did not need a reply but AN had reported it to the LA. 	AN
<p>13. AOB</p> <ul style="list-style-type: none"> - There was an on-going Stage 3 complaint and as a result of that complaint, there was likely to be some recommendations that the governing body would need to ensure were acted upon. - LPos would be re-sending a survey to all governors. 	

The Chair thanked the Governing Body and closed the meeting. Next meeting to be held on 9th February.

Actions

Item	Action	Responsible
3	LF to sign minutes of previous meeting and return to school office.	LF
3	LF to send the governor visit template to KT to circulate.	LF/KT
3	LF and AN to meet to review the subject links document to check all staff details were up to date before it was circulated.	LF/AN
4	AN to ensure that all governors could access the CLA committee minutes.	AN
8	The whistleblowing policy to be deferred to the next FGB.	KT
12	AN to collate positive feedback received from parents for the next meeting.	AN