

**STOCKS GREEN (SG) PRIMARY SCHOOL  
MINUTES of Full Governing Body (FGB) Meeting**

**Held on Tuesday 16<sup>th</sup> May 2023 at 7.00 pm in a classroom**

Agenda Item	Minute	Action
<b>Procedural</b>		
1.	<p><b>Attendance:</b> Di Ayling (DA), Yvonne Buckley (YB), Rob Chewter (RC) (Chair), June Cooke (JC) (vice-chair), Ruth Dixon (RD), Joe Endersby (JE), Peter Hipkiss (PH) (Headteacher), Becky Mackay (BM), Alan McLean (AM), William Moore (WM), Bridget Salmon (BS) (from 7.10pm), Dave Wallace (DW), Andrea Woollett (AW) (Clerk)</p> <p><b>Apologies for absence:</b> there were none.</p>	
2.	<p><b>Declaration of Business Interests</b></p> <p>There were no new ones and none against an agenda item.</p>	
3.	<p><b>Membership Issues - Succession</b></p> <p>i. <b>Co-opted governors' terms of office</b> DA, YB, RD, and DW, co-opted governors whose terms of office run out in September, were asked at the last meeting to consider if they wish to continue as governors. They all expressed a wish to continue.</p> <p>At the FGB meeting on Tuesday 11<sup>th</sup> July 2023 the skill set required for the FGB will be considered along with a decision on co-option for the 4 vacant places. A vote will be taken.</p> <p>PH will arrange a staff election in September when JE's term of office expires.</p> <p>ii. <b>New co-opted governor</b> RD contacted Elaine Greenshields about becoming a SG governor. She visited the school and was shown round by RD, PH and RC. They reported that they believe she would be a good fit for SG. Her application and skill set were considered at Pay and Performance (P &amp; P) committee. They agreed to recommend her co-option to the FGB who considered her skill set a good fit for the future needs of the FGB and unanimously agreed to ask her to join, subject to references and DBS check. RC to contact her to invite her to join. RD and AW to start the induction process, once safeguarding established.</p> <p>iii. <b>Governor roles for agreement at July meeting.</b> RC and JC expressed their willingness to stand again as Chair and Vice-chair respectively. AW asked governors to complete nomination forms, filed on Sharepoint (SP), ready for elections at the 11th July 2023 meeting.</p> <p>Committee members and chairs will be agreed on 11<sup>th</sup> July 2023 once co-opted governor and FGB chair elections have taken place.</p> <p>Governors have ensured that all arrangements for the correct skill set needed to continue good governance, chair and vice chair positions agreed and committee functions fully set up, will be ready for the new academic year 2023 to 2024.</p>	<p><b>AW</b></p> <p><b>PH</b></p> <p><b>RC RD/AW</b></p> <p><b>All</b></p>
4.	<p><b>Minutes of meeting of 20th March 2023</b></p> <p>The minutes were agreed as correct and signed by the chair RC.</p>	

5.	<b>Action Points</b> <b>See Appendix 1</b>	
6.	<b>Matters arising.</b> <b>A.O.B.</b> A governor queried when the Public Sector Equality Duty is reviewed? It should be reviewed every 4 years. PH thinks It is part of the Equality Statement with equality objectives. He will check	PH
<b>School Improvement</b>		
7.	<b>Headteacher Update</b> i. <b>PH circulated his report on SP prior to the meeting.</b> RC thanked PH for an excellent report which provides governors with all the information needed. The executive summary at the beginning is particularly helpful as is the future proofing section at the end.  PH advised governors that the report will be circulated before the committee meetings in future, with each committee section linked to their monitoring statements. This will be much more efficient use of time and better support committee decisions.  <b>Successes</b> <ul style="list-style-type: none"> <li>The roll out of the new behaviour policy is underway. The children all know the three school rules of: Ready, Respectful and Safe. All staff have had training on the process for behaviour management and the microscript. The next step is to look to fully introduce restorative practice.</li> <li>The school has re-established links with other local schools and hosted a joint moderation of writing session for East Peckham and Hildenborough.</li> <li>The school has begun its work on developing reading areas and the English team has lead staff training on this.</li> <li>The school has someone on staff who will be taking on more hours from half term to cover the two pupils who have received high needs funding.</li> <li>The new leadership and HLTA structure have been shared with staff and both are awaiting interviews.</li> <li>The 'OPAL style' free flow provision was trialled during the coronation celebrations and was hugely successful and resulted in no behaviour incidents recorded throughout the entire lunchtime and afternoon. Feedback from parents regarding the celebrations was very positive.</li> <li>Parent survey results showed positive improvements in most priority areas from the previous academic year.</li> </ul> <b>Challenges</b> <ul style="list-style-type: none"> <li>Further driving of improvements has been difficult in school this term due to bank holidays, SATs and competing priorities.</li> <li>Due to some challenging behaviour in a specific year group, we have had to move staff to cover the needs of some pupils while we wait for a member of staff to be able to increase their hours.</li> <li>Allocating staff for next year is waiting on the outcomes of the leadership and HLTA positions.</li> <li>Water leaks have caused timetabling and planning issues (especially for SATs week) – as well as some bad smells! Where have the leaks come from? The water urn in the office. This has been claimed on insurance. The pressure in the</li> </ul>	

kitchen and shower are much improved since the new boiler but there have been radiator leaks leading to a major flood in the Deputy Heads room. PH reassured the governors that everything is currently under control.

- Parents identified the website as an area for development in the recent parent survey.

### Governors asked PH which areas he would like to highlight

#### Key Facts May 2023

- Pupil Numbers:** there are 214 on role – 4 vacant places.
- Attendance:** 95.4%, which is an improvement from 94.7% in March so on track to meet target of 96% by the end of year. Persistent absence dropped 8% below national average, which pleased governors. **The SIP focus on absence is starting to show good results.**
- Behaviour:** there were no fixed term or permanent exclusions.
- Staffing:** The **staff absence** figures are mainly due to mid-day supervisors (MDS) absence for compassionate leave and medical treatment.

There were no staff **complaints**.

**Staff wellbeing** continues to be on staff meeting agendas and overall seems to be positive. Supervision sessions are available weekly and 1 member of staff has accessed this.

No staff are leaving at present.

A member of staff has agreed to take on more hours in Term 6 to cover the vacancy that school was struggling to fill. In the meantime, Kirsty Alfredson has moved into Year R and Clare Mitchel into Year 3, both with extra hours allocated.

#### v. **Training:**

Peter Hipkiss – NPQH – Finished!

HT Induction Session 4 – Governance

Urzsula Saganowska – NPQLT – Finished!

Claire Hodgson – NPQSL

Joe Endersby – NPQH

Joe Endersby and Yvonne Buckley – SENCo and Inclusion conference

Joe Endersby and Yvonne Buckley – Safer Recruitment in Education Settings

Jo Wiltshire – KS1 Moderator training (passed the assessment and is now a qualified KS1 moderator)

George Newton – KS2 Moderator Training (passed the assessment and is now a qualified KS2 moderator)

Jo Wiltshire – Achieving the Reading for Pleasure Mark

#### **Personal Professional Development**

Talk for Teaching – has been paused this term due to time commitments

**Targeted Teacher Development:** Emily Smith NPQLT

**Staff Meeting Focus has been on:** PE, Feedback Policy, Reading Book Corner Development

**Upcoming Staff Meetings/Training Focus will be:** Feedback Policy, Assessment system and Foundation Subject Assessment, Managing Resilience, Moderation, Spelling, Maths Deep Dive next steps, Transition.

- Safeguarding:** There have been 6 safeguarding concerns raised since March with 4 being monitored. There is 1 Child in Need.
- Phonics** is now on track with 86.7% expected in Y1 and 100% for retakes in Y2.
- Early Years Foundation Stage (EYFS)** has become an urgent focus since Early Year's Advisor, Polly Sharman's visit. £4,500 has been put into the budget for immediate refurbishment and curriculum changes. The classroom looks tired and school is beginning to clear out redundant items, old adult furniture and resources that are not needed ready for a new start in

September. The Curriculum is not as clear as required. It needs to be clearly mapped with a plan for the year adapted appropriately for SG children. SG children have a higher standard of language than the national average but lower personal, social and emotional skills. The correct standards are in place but this needs to be demonstrated on paper. **Will the Sounds Write programme affect this?** Yes, it is already positive and teachers speak highly of its impact.

- ix. **Inclusion** The need for more clarity was a theme in staff and parent surveys. Staff will be looking at this in depth to agree how inclusion will be tackled at SG to ensure everyone has a clear knowledge of how it is implemented. A first wave of interventions will be identified to give all stakeholders a clear vision of first steps and which further interventions are put in place if necessary. Additional SEN access is becoming more difficult so more steps need to be implemented in school.

**Governors asked about Pupil Premium (PP) numbers as they have been told 14 and the headteacher report lists 12.** This is because one late entry pupil, identified from previous school as PP, is not and 1 PP pupil has left. The correct number is 12.

- x. **The Feedback Policy** needs to be more consistent. This was discussed at today's staff meeting. Once the Arbor system is running this will be easier.

#### ii. **Progress of School Improvement Plan (SIP)**

The SIP has been carefully monitored within committees – see Appendix 3

#### iii. **School Inspection Data Summary Report (IDSR) and Analyse School Performance (ASP)**

PH did a power point presentation to advise governors on the relevance of the IDSR. This will be the initial information Ofsted researches for an inspection to identify areas of interest and inspection trails. Performance data for 2022 should not be directly compared with 2019 because of the disturbance in education of Covid.

**When is the IDSR updated?** It should be September but it was December this year.

The grey areas show that there is nothing statistically significant from the previous year.

At the end of last year **KS1 and KS2** attainment is significantly above national average being in the highest 20%.

**Maths** performance is significantly above in the highest 20%.

**Writing** is significantly above in KS2.

**Science** is in the highest percentage.

**Summary line is KS1 strong but more challenging for KS2.**

**Absence** is in the highest level of 20% within the school's deprivation scale, including that of Free School Meal (FSM) pupils. This has led to absence being a major focus for the school this year.

**SEND, FSM and Education, Health and Care plans (EHCP)** numbers are well below national average. **English as an Additional Language (EAL)** numbers are close to average. **School stability** is above average. **Staff absence** is low in 2021.

**There are no exclusions.** **What about the family in Y3?** That will show up in next year's data.

**Ethnicity is 85% British white.**

**Significance for Stocks Green.**

Ofsted will interrogate the data and will look at absence. FSM attendance will not show improvement but this can be explained and how the school has made impact since then.

The data shows good progress in writing but this has not tracked through this year and it will be a focus for next year. **Governors noted this is beginning to be addressed with 2 trained moderators to ensure internal assessment will be accurate.**

The biggest concern is the curriculum which is still a key focus. Phonics, assessment, computing and reading have had major work done this year and good progress is now being made. PH intended to start more work on the wider curriculum next year but following a deep dive process with the School Improvement Advisor (SIA) he believes it is urgent to start work on the wider curriculum now. A lot of work has already been done by staff on the curriculum and it is there on paper but not yet embedded in practice. Phonics and reading have been radically updated but the school is not far enough on the journey yet. It is not seen as a problem but part of the journey.

An outstanding grading means everything needs to be embedded and very precise. Good is best fit and PH is aiming to be on that side of the scale.

**Do you teach modern foreign languages? Yes, French. What does the National Curriculum provide schools with? It is an outline and individual schools need to give context relevant to the school and pupils' knowledge.**

**Governors expressed concern at the additional work for staff and how this may affect their welfare and workload. They thanked staff and said they are impressed with all the extra work staff have taken on and want to ensure that having so much additional work does not impact them negatively. The 2 members of staff represented reported that staff wellbeing is very good and the staff are excited about making the changes and improving the experience that the children receive. They all work very well together as a team and support each other. They expressed concern for PH who is driving through the changes and wish to support him as much as possible.**

**The governors are delighted with all the improvements staff have already achieved and also wish to support PH and the staff team in every way possible.**

**iv. ASP**

- v. The ASP Measures Progress. It demonstrates how much progress is made
- vi. from KS1 through to end of KS2 so staff can track if children have made the
- vii. right amount of progress. At present this shows that pupils have made better progress with writing and maths than with reading.

Progress is broadly in line with what is expected with nothing statistically significant. Progress is above local and national for expected scores but greater depth is a little below.

**A clear and detailed headteacher report and demonstration of assessment data has given governors a good understanding of the achievement and progress of pupils at SG. This will help inform the priorities for the coming year and onward. The governors are also assured of the whole school team's wellbeing and enthusiasm to**

	provide the children with the very best educational experience possible and applaud the extra mile the staff are making.	
8.	<p><b>Governor Day</b></p> <p>i. <b>Formal Monitoring:</b> RD was thanked for the very comprehensive report for Behaviour and Diversity which was looked at in detail at the P &amp; P meeting.</p> <p>ii. The reports for monitoring Reading, Forest School and PE were posted on SP today and will be discussed at the next FGB meeting.</p> <p>ii. Eco schools. JC spoke to the school cook about waste at lunchtimes, what is thrown away and what is on the floor. This can be measured and discussed with children as part of eco schools programme.</p> <p>iii. Informal monitoring – meals, staff wellbeing, displays Governors ate a school meal with the children. The meals Nourish provide appear to be nutritionally well balanced. KS1 take more school lunches than KS2. Lunchboxes were mixed but had improved since 2022. The children understood how the lunchtime process works and demonstrated good behaviour and attitude. There were no health and safety concerns. A new Display policy is being written that will be discussed at S &amp; C. Governors noted a high quality of displays in classrooms and corridors to inspire the children. Staff at tea and chat time appeared relaxed, engaged and enjoying their work at the school. They felt supported by the head.</p>	
9.	<p><b>3/5 year strategic planning meeting</b></p> <p>PH had not been involved in the last strategy meeting and would like to update the vision. He wishes to discuss this with governors. Governors asked him to produce a rough draft of his vision that governors could work from. There are priorities from this year's SIP that are still outstanding which will be taken forward along with other areas for development that have arisen. PH to compile draft vision/plan for governors to consider early in the next term.</p> <p>This will enable governors to join with the school team to discuss in detail the vision and forward plan for the next 3 years.</p>	PH
10.1	<p><b>Finance and Premises (F &amp; P) Committee - AM</b> <b>For full details see minutes on Sharepoint (SP) from meeting of 9<sup>th</sup> May 2023.</b></p> <p>i. <b>Financial Year End 22/23 – fund rollovers.</b> The predicted Revenue Fund rollover of £64,317 became an actual rollover of £109,809. A figure of £45,492 more than predicted. The Capital Fund rollover is - £2895 deficit rollover due to the LED lighting loan. AM explained that the school is in a healthy position at the moment. The increased rollover was mainly due to a number of additional income sources and items of expenditure budgeted for by school but funded by the PTA.</p> <p>ii. <b>New proposed 3 year budget – 2023-2026 –</b> F &amp; P reviewed the budget in depth. The large surplus rollover is a positive that allows the school to invest this year. The surplus is gradually running down over the next 3 years but it will still be in surplus. The majority of investment is one off costs such as OPAL, EYFS and leadership team changes. The key point is sustainability. F &amp; P are comfortable with spending the surplus where fixed costs are incurred but not where ongoing expenses are incurred. They recommended the budget to FGB for approval. <b>The budget was agreed by the FGB and signed for submittal to Schools Financial Services by 31<sup>st</sup> May 2023.</b></p>	



	<p>iii. <b>Best Value Statement – this was agreed with the amendments suggested by S &amp; C.</b></p> <p>iv. <b>Governing Body Decision Planner – there are no changes to report.</b></p> <p>v. <b>Statutory Policies</b></p> <p><b>Lettings (FGB); this was agreed with F &amp; P suggested changes.</b></p> <p><b>Policies agreed by F &amp; P: Pricing and Charging; Charging and Remissions; Records Management:</b> the committee considered it was vague and needed consideration along with the Freedom of Information Policy. PH and JS to look at the policy and report to the next meeting.</p> <p>Post meeting note. AW had checked the policy. It is a model policy that sits alongside an Information Storage Toolkit. She sent the latest, 2018, version to JS and PH for consideration.</p> <p>vi. <b>VAT reimbursement procedures – it was agreed to claim VAT monthly.</b></p> <p>vii. <b>SIP priorities – the milestones were discussed see monitoring - Appendix 3</b></p> <p>viii. <b>Future expenditure –</b></p> <ol style="list-style-type: none"> <li><b>Decision on OPAL project. It was unanimously agreed to purchase the OPAL project.</b></li> <li><b>Infant Playground tarmac update:</b> There is still no contractor agreed to do the work.</li> </ol> <p>The prudent but forward-thinking management of the budget has enabled investment in important new projects which will enhance the educational offer at SG.</p>	PH/JS
11.	<p><b>Pay and Performance Committee (P &amp; P)</b></p> <p>For full details see Minutes on SP from meeting 2<sup>nd</sup> May 2023.</p> <ol style="list-style-type: none"> <li><b>SIP priorities –</b> The milestones relevant to P &amp; P were carefully monitored. See SIP monitoring - Appendix 3</li> <li><b>Headteacher appraisal.</b> Tel German was agreed as the external advisor to attend the appraisal meeting which is set for 25<sup>th</sup> September 2023.</li> <li><b>Staffing –</b> staff wellbeing is judged as good; PH will be producing a full staffing structure for 2023 to 2024 to be presented at P &amp; P meeting of 4<sup>th</sup> July 2023.</li> <li><b>Parent Survey –</b> BS circulated the results to all governors with suggestions of actions to be taken. She explained that the result was really positive, parents welcomed the energy around school and are more excited about the experience their children receive</li> </ol> <p>There were a few items raised by a minority which governors consider important to address to reassure parents that their concerns are heard and governors and school are responding.</p> <p><b>Website:</b> It is disappointing that there are still comments about the website as work has been done to ensure it is compliant. <b>Is it worth informing parents of the update?</b> It was work to make sure the site is compliant which has not changed the look or operation of the site so parents will not recognise this. The site does look dated compared to other schools although governors find the site very easy to operate. PH is keen to update the site. A parent photographer has kindly been in during the year taking photos, at no charge, for an update of the website. <b>Governors do not want window dressing but correct and easy to find content.</b> PH will start with a survey to parents of what functionality they would prefer and a working party. <b>There have already been several surveys will this be overload for parents? PH does not think so and will plan to do this in September.</b></p>	PH

	<p><b>Communication:</b> Most parents think communication has improved but there are a small number with queries, particularly in Y2. <i>Is there any significant reason for this? This may be about communication of attainment levels at parents evenings. The present system is difficult to understand. Once the new Arbor system is up and running this should be better. Would it be helpful to have reports sent out before consultations? This causes extra work for teachers with no real benefit. If more consultation time is needed is this provided? Yes, follow-up meetings can be arranged.</i></p> <p><b>Clubs:</b> The lack of clubs comment is strange as there are a wide variety of sports and other clubs on offer. <i>A governor explained that she thinks this is mainly a concern in KS1. It is a school principal not to have any clubs extending the school day for the lower key stage in consideration of the children's welfare. This is understood but Y2 are old enough to cope with an after school club.</i> Georgina Newton (GN) is looking at restarting a gymnastics club. The previous club let the school down many times so she is investigating other offers.</p> <p>Some clubs charge and some are free and by charging £1 a session for all clubs the school is able to subsidise clubs and make them available to all children. It is expected that the new OPAL programme at lunchtime will make a big difference to parents' perception of what is available.</p> <p><i>A governor mentioned a "Battle of the Books" club which has a set reading list and children compete as a team. This could feed into the new reading scheme and provide a non sporting club. PH will mention this to JW. Is there a timetable of clubs available? Yes, it is in the entrance hall and on the website. Could you invite children from other schools? This would be difficult.</i> The netball club for instance has good progression. In the summer term the children from Y4 begin to take part ready for the new academic year.</p> <p><b>SEN:</b> JE and YB expressed their upset at the remark about SEN training. JE is doing the SENCo training but already has a lot of SEN experience. BS explained that her intention was not to query what is already on offer. She appreciates the good expertise already existing within the Inclusion team. However, governors wish to inform parents that their concerns are heard and keep them informed of additional training and research which is ongoing to improve further the offer being delivered. Part of the problem is with parents perception around what is expected and understanding of data and this needs to be addressed. The new Arbor system will help with this. JE, in collaboration with PH and YB, will be creating a new vision and SEN schedule. It will be important to share this with parents.</p> <p>v. <b>Pay and Reward Policy</b> – a small change was made regarding the TCP's for support staff. <b>The policy was agreed. It was also agreed to change the review date to state that the policy will be reviewed when the model Pay and Reward Policy is formally issued by Kent.</b></p> <p><i>Governors are pleased to note that interventions in place since the last parent survey have increased stakeholder satisfaction. They are now looking to put in place further strategies to address the current concerns raised.</i></p>
<p>12. <b>Standards and Curriculum (S &amp; C)</b>  <b>For full details see minutes on SP from meeting of 3<sup>rd</sup> May 2023.</b></p> <p>i. <b>SIP priorities</b> – The milestones relevant to S &amp; C were carefully monitored. See SIP monitoring - Appendix 3</p> <p>ii. <b>Assessment data – Pupil Premium/SEN/Focus Groups.</b> It was noted that once the Arbor system is in operation the "measure titles" will change and this</p>	



	<p>will make monitoring easier. There were no surprises and steady progress is being made.</p> <p>iii. <b>Subject leader reports – Maths and English.</b> JE and Jo Wiltshire (JW), who attended the meeting, talked through their reports. This was useful feedback and enabled governors to ask questions. The outcomes are in the minutes.</p> <p>iv. <b>Sports Premium</b> The school plans to move, in part, away from the SPRINT provider to the Tonbridge Schools Partnership (TSP) now that training of all staff has taken place. The curriculum and opportunities which are available through TSP, is now the main focus. This will be a cost saving.</p> <p>The subject leaders have worked hard to reintroduce a variety of sport throughout the school and ensure all staff are able to deliver PE well. The problem of the field being unusable much of the year because of water logging was discussed. RM has a contact who has knowledge of the process of looking for a grant towards a Multi Use Games Area (MUGA). She will follow this up and report back to governors at the next meeting.</p> <p>The school needs to educate parents about the new OPAL play system. Children will be getting muddy and there will be more mud in the school. The very positive benefits of the system outweigh the additional cleaning involved.</p> <p>v. <b>Safeguarding</b> – there were no concerns. There are no updates to the Child Protection Policy. <b>All governors have now completed their Prevent Training.</b></p> <p>vi. <b>Policies:</b> <b>Relationship and Sex Education RSE:</b> PH is waiting for curriculum information from an outside source who help deliver RSE. <b>Best Value Statement – this was agreed</b> <b>RE Policy agreed</b></p> <p>The school is on track to reach expected targets, safeguarding is in place and well monitored as is the monitoring of core subject areas.</p>	RM
13.	<p><b>SEND</b> DA circulated a report on Inclusion prior to the meeting. Items for note - 35 pupils in cultural diversity group, more than a full class. 39 late starters, which is a high number for a one form entry school.</p>	
14.	<p><b>RD - Training and Development/Website</b></p> <p>i. RD circulated training update in April. The final module of the NGA's Equality, Diversity and Inclusion course is now available.</p> <p>ii. <b>Website Compliance</b> The May Governance Monthly Bulletin highlighted the new voluntary recommendation for governors to collect FGB diversity data. It was agreed that the FGB should do this. A section will be added to the skills audit for completion at the all day meeting.</p> <p>The clerk highlighted the following courses:</p> <p><b>Vision and Values</b> - <a href="#">Wednesday 7 June 2023</a></p> <p><b>Part 1: Theory - The Ofsted Inspection Framework on Wednesday 7 June 2023 at 12.30pm – 1.30pm.</b> In this one hour session we will explore</p>	RD

	<p>the Ofsted Inspection Framework including the different types of inspection.</p> <p><b>Part 2: Practical – The interview on Wednesday 14 June 2023 at 6pm - 7pm.</b> Having completed the theory, this practical session, with activities, will focus on the governance Ofsted Interview.</p> <p><b>Introduction to Chairing Skills - <a href="#">Tuesday 20 June 2023</a></b></p> <p><b>Securing good Attendance and Tackling Persistent Absence - Ofsted Webinar</b> <a href="#">In this webinar</a> (50 minutes), the presenters discuss how inspectors look at attendance during a school inspection.</p>	
15.	<p><b>Governance updates – with added comments on school's position.</b> <b>NGA</b> <b>Ofsted Inspections</b> - wellbeing <a href="#">resources</a> and the leader wellbeing evaluation <a href="#">tool</a>. <a href="#">visit the Governing Matters page</a> to read these articles and more.</p> <p><b>NGA's guidance for Governors on transgender pupils.</b> Read the full guidance on the <a href="#">Knowledge Centre</a>.</p> <p><b>School capacity data reveals falling pupil numbers - see <a href="#">government statistics</a></b> published this week.</p> <p><b>Tackling child exploitation and extra-familial harm – <a href="#">New Practice Principles</a>.</b> Plus see the impact of vulnerability on educational engagement and attainment in our <a href="#">vulnerability toolkit</a></p> <p><b>Strategic direction</b> - Steve Edmonds on <b>14 June, 12.30pm</b>, where he explores the first core function of governing boards: ensuring clarity of vision, ethos and strategic direction.</p> <p><b>Reminder - providing a 32.5 hour school week from September</b> <b>Already in place</b></p> <p><b>Trials to boost science and reading made available to schools</b> The Education Endowment Foundation (EEF) is working with the DfE in 2022-23 to support schools in accessing evidence-informed programmes that have the potential to raise pupil attainment. The full EEF offer is listed in the <a href="#">Access EEF Funded Projects</a> brochure, which includes details of all trials and programmes available this year. Governing boards can use the EEF's <a href="#">search function</a> to find out which projects are available to them and register their interest. You can find out more about the projects by signing up to EEF's upcoming <a href="#">recruitment webinars</a>.</p> <p><b>The School is interested in this but at present there are other important areas of focus.</b></p> <p><b>The modern education system impacts staff wellbeing</b> The increase in responsibilities demanded of teachers in modern education has affected their mental health and wellbeing. <a href="#">Teaching: the new reality</a>.</p> <p><b>Governance Monthly Bulletin</b></p>	

## Assessment and Moderation

When reviewing and taking account of information shared by school leaders, boards should assure for clarity and subsequent questioning, that assessment moderation arrangements have been reviewed and are robust.

**This is so and the Arbor system will make it better.**

### Actions for Boards:

- review [KCSIE 2022](#) for full information and requirements . **All governors every September.**
  - seek clarification that all checks are in place – **checked regularly in committee & FGB.**
  - regularly monitor that checks are in place, especially when new members join the board – ensure all Governor Statutory Information and Legal Declarations are complete. All completed.
- See Inclusion Policy and check list.**
- [GovernorHub, resources, Clerk and Governor resources doc. 011](#) - Governor Statutory Information and Legal Declaration Form – **All up to date.**
- ensure all requirements for statutory governance information is in place on both the school website ( [LA maintained schools](#) and [GIAS](#) . **All in place.**

### In Addition to Reading and Phonics the Following Issues have been Identified

- Staff keeping records of concerns separate to safeguarding records e.g. FLO/ SENCO; All concerns must be held in one single record. **Ensured by CPOMS.**
- Concerns around attendance e.g. records of concern linked to Persistent Absence of disadvantaged pupils, should be held in the single safeguarding record. Check leaders know how they are ensuring the safety of pupils not in school. **CPOMS.**
- Not **all** safeguarding is followed up in a timely manner and recorded, including chasing other services and recording outcomes or incomplete records. **SG records and follows up all incidents.**
- In the curriculum, leaders have not identified and mapped the essential knowledge and skills that children need in a sequential order that builds year on year. In addition, there is a lack of planned ambition (mapped sequence of learning milestones) in EYFS to help pupils learn and develop and this links to the wider curriculum progression. **This has been identified as being an important area of focus for SG. Curriculum progression is now mapped out and is beginning to be embedded within school.**
- Schools should have processes for recording low-level concerns about staff. **This is in place.**
- **All governors** should receive safeguarding training before they ratify safeguarding/child protection policies. **All governors have completed the NGA on-line safeguarding course.**
- Evidence of training in safer recruitment, safeguarding and prevent is undertaken; course certificates should always be available . **Relevant governors are trained in safer recruitment and updating their courses is being investigated. All governors have completed Prevent training. Certificates are held in the school office for Prevent. Other course certificates are held in the Governor Visit Book.**

	Weaknesses have been identified in governance monitoring and accountability – <a href="#">2nd core role of school governance</a> . <b>Governors monitor in a rigorous but supportive manner and this is recorded in committee and FGB minutes.</b>	
<b>Other</b>		
<b>12.</b>	<b>Chair's Actions/</b> RC reported that there has been no correspondence. There was one concern which PH dealt with and there has been no further action required.	
<b>13.</b>	<b>A.O.B.</b>  Governors enquired if there are any events governors can attend over Terms 5 and 6.  Musical evening 25 <sup>th</sup> May. The school play - 12 <sup>th</sup> July play. Sports day - 14 <sup>th</sup> June. Reserve date 5 <sup>th</sup> July. There are no consultations in Term 6. Parents have an end of year report and consultations are offered if required.  <a href="#">A governor commented on the Site Manager welcoming children into school one morning and suggested that governors could do this on occasion. RC sometimes stands with PH in the morning. PH said other governors would be welcome.</a>	
<b>14.</b>	<b>Meeting dates for 2023 to 2024</b> – these have been circulated. The January and March FGB meetings have been incorporated into one full day meeting in February. S and C meetings will be held 3 times a year to coincide with data drops.  <b>Next meeting:</b> 10 <sup>th</sup> July 2023 <b>Set date of next year equivalent :</b> Tuesday 21 <sup>st</sup> May 2024.  <a href="#">The rationalisation of meetings will ensure good, timely governance that supports staff without increasing their workload.</a>	
<b>15.</b>	<b>Confidentiality</b> See confidential minutes	

**Signed**

**Date**

[Comments/Questions](#)

[Answers](#)

[Impact](#)

[SIP monitoring](#)

# Appendix 1

Completed or ongoing actions from the meeting of 20<sup>th</sup> March 2023.

Item	Action	Action by
1.	Action carried forward. YB to talk to governors about Mainstream Core Standards at next S & C meeting on 3 <sup>rd</sup> May 2023. <b>This will be done at the first S &amp; C meeting in October.</b>	<b>YB</b>
2.	Action carried forward. PH to meet with RC, RD, JC and AW to review and update policies. <b>This is still outstanding. A suggestion is to put the policies on the website under 3 categories: Safeguarding, curriculum and general. Statutory policies have all been reviewed and signed. There is a countywide programme to keep track of policies. Is there a cost? Yes, there will be. Is there a facility on Arbour? PH is not sure. He will investigate. Governors think the timetable for policies is in place. There is still a need to update some policies in order to fulfil this requirement.</b>	<b>PH</b>
3.	Action carried forward. PH to liaise with JC and S & C over music curriculum and resources. <b>Jo Wiltshire and JC will meet in Term 6.</b>	<b>PH/JC</b>
4.	Agenda Item 3 i.. RD to contact Elaine Greenshields regarding governor vacancy. <b>See agenda item 3 ii.</b>	<b>RD</b>
5.	Agenda Item 3 ii. DA, YB, RD, and DW (co-opted governors) and JE (staff governor). BS (co-opted governor) in November 2023. They were asked to consider whether they would wish to continue. Staff governor election to be arranged for September. <b>See Agenda Item 3.i.</b>	<b>DA, YB, RD, DW JE BS PH</b>
6.	Agenda Item 7. Xv. <b>PH to keep governors updated on future proofing. Ongoing</b>	<b>PH/govs</b>
7.	Agenda Item 9. ISDR and ASP presentation to be agenda item for May. <b>Agenda item 7.iv.</b>	<b>PH/AW</b>
8.	Agenda Item 10.3. AW to ask JS to change RC's experience to 7 where needed. <b>Completed.</b>	<b>AW/JS</b>
9.	Agenda Item 10.6. PH to change mention of wearing trousers in Educational Visits Policy to be non-specific. <b>Completed.</b>	<b>PH</b>
10.	Agenda Item 11.ii. PH to ensure updated Intimate Care Policy on website and changes made to Governor Monitoring Visits before posting on website. <b>Completed.</b>	<b>PH</b>
11.	Agenda Item 12. RC to contact Tel German to arrange next years appraisal in September. <b>Completed.</b>	<b>RC</b>
12.	Agenda Item 1.iii. All governors to complete Prevent training and confirm this with RD. <b>All have done the Prevent course.</b>	<b>All</b>
13.	Agenda Item 15. RM to send link about understanding your data. AW to record courses attended by governors as an appendix to the minutes. <b>RM circulated the link.</b>	<b>RM AW</b>
14.	Agenda Item 20. AW to check date of next meeting with PH. AW also to check dates for data drops and financial regulations. <b>This has been done and new dates set for next year.</b>	<b>AW</b>