

**St Bartholomew's Church of England Primary School  
Governing Body  
Minutes of GB2 held on Tuesday 6<sup>th</sup> December 2022 5.00pm via Teams**

Present: Cheryl Govier, Steve Briggs, Tammy Court, Gemma Coward, Sonia Yorke  
(for Finance report only)

Also Present: Emma Harwood (Clerk)

Agenda Item	Detail
1	<p><b>Apologies for Absence and acceptance or non-acceptance</b> CG send apologies as will not be able to attend first 15 minutes – SB to chair until CG is present</p>
2.	<p><b>Declarations of interest</b> No new declarations declared</p>
3.	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• PE and PP report update – no changes</li> <li>• Unofficial fund – Has been signed off by County, SY confirms that she has the paperwork, which requires sign off from the Chair if the board is in agreement. The balance of the August 2022 statement is alignment with our accounting systems. The board has confirmed their agreement and approves.</li> <li>• Grants – SY confirms that she has not applied for any grants as yet this term, however GC and TC have applied for a lottery grant of £7,200.00 to get RAMA life to work with some of the hard-to-reach year 5 children and some of the children that are disengaged at school to do an entrepreneurial project with them that would enable them to fundraise for playtime equipment suitable for upper KS2 as the current playing equipment is built for first school age children. GC and TC have not heard back at present.</li> <li>• Chartered accounts – This will reflect the recent pay reviews, which has resulted in a lot of negatives in the finances. SY confirms that the teachers' pay review has impacted by £6,000.00 and the support staff by £16,000.00. At the moment there is no word from County as to whether they are going to assist in funding this, at the moment SY believes that county's position is that we've got to try and meet it from our own contingency, however we are still waiting to hear. SY confirms every school in the county is in the same position. The impact on the spreadsheets following the pay increases have resulted in us being in the minus in all of those area's including all of the additional hour's support, SY asks board whether we continue with overtime. Whole board agrees that the additional hours are vital to keep the school running efficiently and therefore we should continue as before. Board confirms that we should also continue with planned projects as these too are essential to the running of the school. GC and SY reiterate that every school is in the same position, in that the impact of the pay increases have wiped out all school's contingency funds and created a negative that would not of otherwise have been there before. GC also confirms that we are being greatly impacted by not having the funding to support some high need children, GC confirms that this has been included in our Ofsted readiness report also. TC asks that if an inspector visits and sees that the school has been heavily impacted, could this then to go to be used as evidence that the school require more. GC confirms that it is being used at the next core group so that they are able to see this. GC also confirms that the school has received the backdated funds for a child that has recently left the school for the 2:1 support. GC confirms no funds have been received for the</li> </ul>

Signed Chair of Governors .....  ..... Date...17/01/2023.....

	<p>costed plan of a child on a part time timetable, or the 1:1 that has been necessary for that child. Another child on a part time table is currently progressing through an EHCP at present.</p> <p>SY continues to go through other negatives with DFCG as we have paid for some ICT equipment which SY is waiting to be reimbursed. Wrap around care money is with county, however when the ParentPay money comes through this will be resolved.</p> <p>PP has overspent due to some contracts are linked to PP, which is another impact, the same with the A codes.</p> <p>SB states that we should not be despondent with regards to the finances and assures the SBM has done so well in managing the finances, it is just the circumstances are out of our control, SB hopes that in the new year the LA will address this.</p> <p>SY confirms that at the SBM conference (which was a mix of primary and secondary schools) the difficulty with school finances was discussed. SY has also raised it with finance.</p> <p>SY states that we have been asked to submit a month nine report this year, which is not normally asked for which will need to go back after the next GB meeting.</p> <ul style="list-style-type: none"> <li>• 17.18pm CG arrives to meeting.</li> <li>• Dishwasher – SY has sent in three quotes, SY did ask for the comparison. SY asks board if they are happy for her to go with the best value quote based on modal, location, price etc. Board all in agreement.</li> <li>• GC confirms that the impact in responding to the needs of the children financially, the alternative provisions and additional resources that have been necessary to purchase and put in place has taken so much time and although school has calmed slightly in the last few weeks, we are now seeing even more so the impact on SBM's time. The delay in the new office staff member starting has also had an impact on administration and SBM's role. Support staff sickness has an ongoing impact as it is short term sickness, where we do not get any money for, however this still needs to be covered.</li> <li>• 17.23pm SY leaves meeting.</li> </ul>
4.	<p><b>Minutes from GB1</b> Actions from GB1:</p> <ul style="list-style-type: none"> <li>• GC has resolved the clerical errors on the SDP.</li> <li>• Review Governor visits, to be discussed within this meeting.</li> <li>• Separate policy for reporting low level concerns has been completed by GC.</li> <li>• SEND visit report still outstanding due to work commitments of the SENDCo, however the SENDCo has submitted a report for this GB.</li> <li>• Minutes agreed.</li> </ul>
5.	<p><b>Pay Committee commences 17.29pm – TC leaves meeting for pay committee to continue.</b></p> <p>See confidential minutes</p> <p>Pay committee ends 17.37pm</p> <p>17.38PM – TC and GC re-join meeting</p>
6.	<p><b>Headteacher Report and Suspension and Exclusion update</b></p> <p><b>Discuss Ofsted readiness visit from 20/11/22</b></p>

GC reads main points from the Ofsted readiness report; strengths, subject leadership – leaders do exactly that, they lead. Despite several changes during the past few years to the SENDCo role, transition has been relatively seamless, adding to a real strength of the school. Headteacher provides high quality strategic leadership to the school, see also the governance section. Quality of education, reading, maths and history are well sequenced with carefully thought through curriculum plans. It's worth noting the scheme the maths leader has created following the review of the curriculum. The provision with EYFS is strong, the curriculum is contextualised for the school and individual cohorts. Teaching assistants particularly in year 1 provide excellent support of teachers and pupils alike. Teaching assistants who teach phonics are well trained and provide pupils with an appropriate learning experience. Safeguarding policy information is all up to date. Staff receive regular training. There is a thorough chronology recorded on 'my concern', tested out by Mark Mead during the visit. Governance, despite there being an extremely small governing body there is no let-up in the support and challenge they provide to the school leaders. Governors actively involved in the strategic planning of the school. Governors' knowledge of the school is first class. The school are confident in approaching Ofsted.

Development points: The school has a high level of SEND pupils. These pupils have a high level of need a significant amount of support is required to enable these pupils to access the entire curriculum. This is severely impacting on the capacity of school leaders to further accelerate progress across the school that has already taken place. As the school continues to grow as a result of the area review it is vital regular moderation of years 5 and 6 takes place. It is essential that leaders and teachers are given the support required so that the newly formed two tier system is as effective as it can be. Leaders need to check reading books for year 1 pupils to reassure themselves that the books are matched to phonics ability. General class behaviour is positive however the significant needs of a few are dramatically impacting on others. Leaders should monitor classes where there are two-year groups to assure themselves that there are rotations between the teacher and the TA when working with the year group and that the teacher always maintains ownership of all pupils.

Upon arrival to the school, it is vital that photo ID is checked for persons working with the pupils. ID was not asked for. Governance: Governor minutes need to reflect the challenges and support that's provided by the governing body by including how they followed up the response they received to their questions e.g., how governor visits are targeted and then how findings are fed back. There are only two non-staff members of the governing body, the local authority needs to be aware of how fragile this situation is and should do whatever they can support. Leaders are aware of the SIPS finding and these have been discussed with school leaders and the arrangements for safeguarding are effective.

CG felt the SIP representative was really positive and that it felt very constructive, and he was able to pick up some of the areas where we could do better. With regards to governance comments were around the fact that we had made comments in some visit reports and within our minutes, but how do governors follow this up when they go on a visit, and our need to be more intentional about how governors record this. It was suggested that other governors check and sign to say that they have read the other governors monitoring report and to state any actions, to ensure that the follow ups are actioned.

Overall CG felt the comments were positive and that there was nothing that was highlighted that we couldn't action quickly. GC felt affirms that there was nothing asked that leadership were not already aware of and already looking at ways in which to resolve. An example of this is the reading books where there was a child in one class where their reading book didn't match their ability, it was then questioned whether this

would be the case with all of the children, however the linked governor had done their monitoring a week previous so therefore GC was assured that this had been accurate at this point, therefore GC knew where to follow this up, demonstrating the triangulation of monitoring. GC confirms that the English Lead has now gone back and read with every child in that class and checked their books again to ensure that this was one a nominally.

CG asks TC how she thought the experience was. TC met the SIP as the KS2 English Lead and they looked at the KS2 reading. TC confirms she spoke about the changes that were made to the reading work that they were doing in KS2. How it was restructured and how the KS1 and KS2 leads visited other schools to see what they did, but it didn't quite fit so it was adjusted to make it more suitable. TC felt it was all very positive. TC felt the feedback was helpful. TC and KS1 Lead to meet and go through the questions and to ensure that they do not contradict each other.

TC confirms that she felt other staff also felt this to be a positive experience.

GC confirms that the TA's feedback was so positive that it gave a needed lift to the group of staff.

CG recognises that this visit happened at a very busy time and thanks staff for coming together.

GC also notes that we then had a visit from a Headteacher, whose school members of our staff are visiting in January to look at writing, and the key feedback from the headteacher was that we had rightly identified that writing is a key next step for us and there were still elements of the school that needed work in terms of environment, however GC confirms that further work has taken place since then, and feels that we are now my much better placed.

GC discusses staff visits in January. Teachers are going out in two groups, they are going to look at writing specifically and writing lessons and standards in writing books across the curriculum, and take photographs of those books to bring back to school to do a comparison with our books to see what they can learn from that. They will also look at behaviour at the same time.

CG confirms to the board that GC has forged a relationship with this school as it has a lot of similarities to ours.

From the last Headteacher report there are two outstanding Health and safety audit points. Fencing and paving were completed over the summer, new windows remain outstanding due to surveyor making capital funding request. Leaves gutters and drains clearance completed. Badger works awaiting.

Core group actions added to the SDP. GC confirms that they haven't spent the money on the sensory spaces and that we need to ensure that now the areas are clear we might be able to identify better where those spaces should be.

Review of suspensions and permanent exclusion paperwork. CG confirms that she has no further questions surrounding this as now that the paperwork has been read, CG feel confident around the process. CG makes governors aware that it is important that they are aware of the processes and can confirm that they are carried out appropriately in readiness for an Ofsted inspection. GC confirms that she has to ensure that the staff are aware of what the processes are and what we must do, and that if any element of

the process is missed out, for example, if the teacher is not giving the pupil the work to do at home if they are on a part time timetable, or not giving them the work when they are suspended and it could lead to us being challenged. GC confirms that all staff know what their responsibilities are. GC confirms she has included in the SharePoint folder for governors, the EYFS and KS1 behaviour log and KS2, which specifies what has had to be implemented and what the impact it has had, demonstrating the impact of our actions to encourage positive behaviour.

CG acknowledges that she will need to follow through with teachers is how work is being provided and what work is being provided to children that are being temporarily suspended.

GC confirms that SLT have been looking at the impact and following some training with support solutions for school, providing support with an HMI, and HMI was affirming the importance of demonstrating the impact on what we do. GC goes on to say how helpful this resource has been. TC also confirms that she had found this resource valuable and completed reading, writing and the effective questioning worktop and all were really helpful. TC goes to express that it's helpful to speak with people all around the country with shared experiences and ideas. TC recognises that one of our weaknesses are that children are unable to articulate their learning. TC has initiated that within planning we have one to two sessions in each half term on every single subject to articulate their learning, whether it's through a play or a poem, and it will all be recorded and shared on social media, so that the children become more accustomed to public speaking. TC states that this may have not been something that came to mind had she not attended these workshops. GC agrees.

GC to update on staffing absence and next steps; staff member to return on part time timetable, GC confirms that everyone is clear on what support is required for that particular class. They are working on a double set of phonics and moved a TA to be a strong consistent person in that class, which was picked up in the Ofsted readiness visit on how effective they are. That TA is reading with every child, every afternoon in order to lift where there has been a little bit of a drop in standards in that area.

GC confirms that reading and phonics is really important in year 1 and is reflected in the SDP. GC goes onto confirm that all classes that are not on track with that are now all working all that and everyone will be up to date by the end of term with the help of the double phonics lessons.

Review the part time timetables and the safeguarding procedures in place and the plan and date to reintegrate and how safeguarding is managed with agencies. GC explains safeguarding around alternative provisions is a big area. Either GC or the SENDCo or both have been out to the alternative provisions and done the alternative provision checklist for each of those provisions so that we know that the children are safe in those provisions. GC gives an example of an incident at an alternative provision where it was handled well and deescalated quickly, demonstrating the success of the alternative provision, as had that incident occurred at school the position would be to permanent exclusion. The DSL from that provision was able to recognise where they may need to make changes to meet the child's needs and working with GC and other agencies to have a positive outcome.

GC reassures governors that all of the safeguarding checks have been done for the alternative provisions, GC is aware who all of the DSLs are for each provision and they are aware of GC and that they are working together to do those check to ensure that the children are safe at all times, as they are still our responsibility even when they are not on our school site.

Reintegration; GC confirms as of next term, one of the provisions will be providing a primary school teacher who will do work with the child on our site, although not in the classroom however they will still be part of our community. This will take place to ensure that child that they are still part of our school community.

Governor visits to look at behaviour and attitude and to talk to children to understand their experiences. GC confirms that this can be part of a safeguarding visit. GC goes onto to say that we need to demonstrate the triangulation with the key areas that we are working as well as our SDP and SEF. GC suggests a way to do this would be to track a child through part of their day to see what that looks like for them, particularly a child who may find aspects of the school day challenging. CG confirms that she will reassess governors visits to see where this can be arranged. GC suggests that TC could track a child through a lunch time for example and CG could look at the experience. TC confirms that she could do this.

Receive update on the two bullying concerns reported and investigated and the outcome of these; both were resolved at the satisfaction of the parents.

GC confirms key points:

DSL went back through and looked at everything surrounding the concern, for example had they recorded everything in a timely manner, had we made sure that everything that had been done had been recorded, and it was felt that both issues were resolved, however in both of the cases there are complex agencies working with the families to support them, as in addition the children have other needs due to their situation.

Receive update on peer on peer (child on child now?) cases and follow up; see safeguarding report. GC adds that clarification that the peer on peer refers to the sexualised behaviour. GC goes on to confirm that NSPPC PANTS work has been completed to follow this up. GC says the SIP who carried out the Ofsted readiness visit looked at one of these cases also.

Next term the school aims to develop the school council to give children more ownership over club choices by applying to organise them themselves. GC confirms that the aim was to get this ready for next term but unfortunately have not had the capacity, so the aim will now be the second half of the spring term. However, children have given their views from 1st half of term which were used to implement clubs. GC has thought about whether, although we don't have any PP money to use, is whether we should be funding the PP in case that is a barrier to clubs, however we have offered lunchtime clubs and ones free of charge, but we may need to look at this in the future. CG states that she had a lovely conversation with some children who had been to 'Homework and Picnic Club' and asked them what they had been doing and they said that they had a lovely time and enjoyed the picnic and they got their homework completed!

A personal development sheet to be created (for the children): GC confirms that this hasn't been completed yet, however GC took part in a Edutalk and has had conversations with the people linked into the personal development, such as the RSHE and the RE and Spirituality leads, GC has spoken with all of them, however GC would like to do a one-sided sheet with our offer, to ensure it's ready.

We're on a programme of the 42 experiences we guarantee our children will have during their time at St Bartholomew's. CG asks why 42? GC answers that they were thinking this would be the number each half term throughout their school life. CG queries whether it should be a lower number to ensure it is achievable, perhaps 30.

CG thanks GC for her work on this.

### Governors Questions

How have teaching standards and progress been maintained in the class where the teacher has been absent for a substantial for a significant amount of time?

-Despite training for the supply teachers on phonics and reading and close monitoring by the KS1 leader there has been an impact on reading standards.

-The class teacher has met with the HT who has been clear in directing double phonics and reading all day from the very skilled TA. This is already in action.

What is the feeling of parents?

-Parents have been very anxious about the situation and there have been lots of queries.

Our persistent absence compared to similar schools, the LA and national seems to be high. What are the reasons for that?

-The part time timetables (4) are the key reason for the high persistent absence. Although this is authorised absence it still impacts on persistent absence figures. One of these children is under the age of 5 so does not legally need to be in school full time.

-Nationally, there have been cases of Scarlet Fever, Chicken Pox and there are still COVID cases. The media and UKPHA have sent schools information of SF and CP to share with parents and carers which we have done. This demonstrates the national issue.

-There are 31 persistent absentees and 24 of them are due to illness. 2 are due to part time timetables and 5 were due to unauthorised holidays and four were fined but one was under the age of 5.

Unauthorised family holidays also seem to be higher than similar schools the LA and national – has the reinstating of fines made a difference? What can we do to support in giving a clear message around persistent absence?

-Unauthorised term time holiday is only 0.2% below the national average. We aspire to reduce this with the reintroduction of fine and the actions below

-Parents and carers are given clear messages around unauthorised term time holidays in newsletters. The next newsletter will have the image of the hours lost due to absence

-Reinstatement of fines has not yet made an impact. There have been no other families who had hit the criteria for a fine as it has to be ten sessions to trigger this

-We have families who know, from the policy, the process and go for 9.5 sessions so there is issue around knowing and playing the system

Persistent absence is particularly high in year 5 – is any targeted work being done with this cohort and their families?

-Each Year 5 pupil is represented by 2.24%. This equates to 9 children

-9 of these children is due to illness. All of the parents/ carers have received a letter one of concern around the attendance due to illness. The attendance is being monitored following illness and, if it does not improve a letter 2 which is requesting medical evidence will take place

- Two also have lates and three had unauthorised holiday. All three have been fined in line with policy

-One family are at CiN and the social worker is aware of the illness impact on attendance. Another family are being supported by complex services. Attendance and lateness are supported by this service

-Year 1 is another year group of concern

- Each Year 1 pupil is represented by 1.75%. This is 6 children.

-One children had two separate occasions of a part time timetable. They are now full time at alternative provision

	<p>-One child had unauthorised term time holiday and was fined  -4 children have had illness, including one with hospitalisation. One had Chicken Pox. One child had a letter one of concern sent home.  -One family supported by complex service as there is illness and lates which are being addressed through this support  Pupil Premium  -Persistent absence looks high for PP children in Year 2 (1 child represents 5.55%), Year 4 (1 child represents 2.77%) and Year 5 (1 child represents 3.12  -In Year 2, the one PA PP child is being addressed via a prosecution  -In Year 4, the two PA PP children have been addressed via TAF and CiN  -In Year 5, the three PA PP children have been addressed (1 fine for unauthorised term time holiday) and two children are illness</p>
7.	<p><b>School Leader Reports</b></p> <p>CG and GC have discussed this when compiling the agenda and felt it would be inappropriate to ask school leads for full reports when they would not have the capacity to do this. Leaders have submitted monitoring reports instead. CG confirms that we can look at the responses to questions at a later date. CG states that she felt the monitoring reports were really helpful and consistent. GC confirms that monitoring has been a key part of the SDP and it assists with helping subject leaders help understand what is happening in the classrooms and being focused about what they are looking at. TC confirms this.</p> <p><b>Governor Questions</b></p> <p><b>Phonics and SPAG:</b>  How long before those classes currently showing as 'not on track' will be back where expected? Have teachers got clear plans for getting there?  -By the end of term all classes will be on track again  -Yes, they have a plan of two phonics lessons a day; Phase 3 and 5 in Year 1. In EYFS they will be doing 2 lesson a day to catch up and the same in year 2 Starling class. All classes are actioning this. This will be recorded on the English leader monitoring form</p> <p><b>English:</b>  Report states that handwriting lessons are a weakness – what is being done to support this?  -The children are having handwriting lessons  -English lead exploring 'I'm a Clever Writer'. Both leads have had a zoom session and spoken to a teacher who has implemented this. It has had a huge impact on handwriting. Next session in January  -EYFS/ KS1 English lead has been implementing focusing on key letters for handwriting in work. This is showing impact already in work. This is being shared at PDM on 06.12.22</p> <p><b>KS2 Report:</b>  Knowing that in the last pupil voice questionnaire children commented that they weren't being challenged enough and seeing children in Wagtail saying that work can be too easy, have we noticed an increase in children asking adults for more challenging work? Do we feel content that children are being stretched and challenged enough across the school?  It has not been observed by staff that children have asked for more challenging work, however we have ensured that there are further challenges available when completing tasks. Maths lessons are planned to have a main activity and a reasoning activity which is accessible to all children if appropriate. These tasks are expected to be completed independently. Challenging Greater Depth children has been a focus for monitoring (e.g.,</p>



	<p>see 03/11/22) and it is remaining a focus for Spring Term to increase 'orange' marking with children working at Greater Depth. This has been fed back to all KS2 teachers.</p> <p>How are the job shares working out within KS2? How do teachers manage handover effectively?</p> <p>Chaffinch and Starling class have a weekly handover with both teachers. Communication is regular between teachers, due to Chaffinch class teachers being present in school together on Wed-Fri. A handover between Starling teachers takes place on a Wednesday and email communication is frequent throughout the week, with notes from Friday briefing being emailed across on Friday afternoon. PDMs are attended via Teams by Starling class teacher not in school on Tuesdays.</p> <p><b>Maths:</b> How has the issue of 'not enough evidence of greater depth' been addressed? -On Fridays, Year 2 are trialling a recap, previous learning and then last questioning is a reasoning question based on place value. KS2 planning has been improved to include regularity of reasoning questions, while reducing fluency tasks to ensure time is available for higher lever tasks.</p>
8.	<p><b>SDP and Governor Visits</b></p> <p>An action from GB1 was to review the governor visits and how the process was. SB confirms that the visits were effective in terms of understanding and relevance.</p> <p>CG asks if there were any staff comments on the visits and it was all positive.</p> <p>CG confirms that SBM and Headteacher went through the SCR.</p> <p>CG confirms that Phase leader reports would be required for next GB. CG also enquires how often the monitoring reports would happen and what additional information we gain from the full subject reports in comparison to the monitoring ones. GC confirmed that through performance management she talked with all of the subject leaders (which is every teacher) and they are all monitoring, therefore over a term we would have a least one from every subject as it is all being done. CG responds by saying that she finds the monitoring reports very helpful, they explain where the strengths and weaknesses are which gives all the information we need. CG asks GC if it is more important that when governors are in school completing their visits, they pick up on issues with the other staff other than the subject leads in regards to what the areas for development are in a particular subject area, to ensure that there is an awareness of subject development and curriculum amongst all staff. GC confirms that subject leader's feedback to all staff what the areas of development are and suggests governors could enquire as to what training they have received on the subject area and how confident they feel about teaching it as these are key questions about teachers being supported to develop their subject knowledge. CG observes that the monitoring reports are helpful and didn't want to create additional work for teachers that was unnecessary, however feels there is some validity in having some of the phase leaders reports so that governors have a clear overview of the key stages, SB agrees with this. CG confirms that governors would require phase leader reports for GB3 with the data, followed by that governors would require one with data for both the spring and summer terms, and the monitoring reports in between. CG asks TC to make a list of the subject monitoring reports to be split across GB3 and GB4. CG suggests that Art, Music and RSHE should be included in GB3 as they are developing subjects and split the rest</p>

	<p>between the next two upcoming meetings. CG confirms R.E should be included in both GB3 and GB4. GC adds that teachers should use their last monitoring reports and colour code additional information so governors can easily track progress and follow up from the previous report.</p>
9.	<p><b>Safeguarding and Online Safety</b></p> <p>CG confirms that she found the behaviour log scrutinises helpful. GC confirms that they haven't had any online safety concerns this term, TC confirms this. TC looks back at the headteachers report and confirms it was a huge success in regards to what parents knew and where to find help, 98% of parents agreed with this. TC does have a review to go through our 360 tool, although we don't have to go through another accreditation as yet, however TC confirms that we should be moving up to level one now, national expectations are for 2 and 3 and we are on track for everything. TC confirms that our Data Protection is much high than the national standards according to the 360 tool. CG thanks TC in all her work with this, TC confirms it is very much a team effort.</p>
10.	<p><b>Policies</b></p> <p>Charging and Remission – Policy agreed  Finance - Policy agreed  Financial Management Scheme  Critical Incidents (from GB1) – This maybe from last year, EH (clerk) will check GB1 agenda from last year as it seems to have filtered through by accident.  Business Continuity Plan – SBM awaiting confirmations from LA, action to follow up for GB3. As soon as LA have actioned plan will be emailed to governors for approval.  Attendance Policy – GC confirms that statements in yellow are to be included and ones in red deleted – All suggested amendments approved.  Accessibility – SB confirms that in the audit in appendix 1 can be completed on his next health and safety visit. CG asks should we be completing an audit and how often. Agreed SB (health and safety link governor) and SY (SBM), along with the SENDCo will speak about how often and when an audit should take place. SB will use this audit at the next health and safety visit takes place, with SBM and SENDCo. Policy agreed.  TED - Policy agreed  Policy for Appraising support staff - agreed  Improving Individual Performance for Support Staff  Privacy Notices - agreed  Governor visits and procedures for visits  Admission arrangements  EYFS (2-year policy) – Due to capacity this will need to be moved as GB3 agenda item.  Reporting Low Level Concerns – GC confirms purpose of this policy, an confirms that the colour coding in this document is to explain the priority of the concerns and is to remain this way. Policy agreed. GC to now share with staff.  Uniform Policy - Move this policy to GB3. GC confirms that although the paper policy is not in place, everything behind the written policy is already in place, for example, pre-loved uniform is available and parents know how to purchase this, also that PP is being utilised where appropriate. No child is disadvantaged due to uniform. Action for GB3.</p> <p>GC raises point that our rolling policy plan should be reviewed again, as for example the low lever concern, TED and appraisal policies should all be reviewed in GB1. GC is also concerned that we have missed any new statutory policies for the four-year rolling programme. Agreed EH (Clerk) to check statutory policies on SSE website against our</p>

	<p>rolling plan, and check that everything that is statutory included, then meet to discuss the appropriate times when policies should be reviewed, with SBM.</p> <p><b>Governor Questions</b></p> <p><b>Attendance policy</b> Is the section about celebrating attendance a new addition? <b>No, we have been sending home celebration letters for a year or more as, in line with our values, when barriers are overcome, we feel this should be celebrated.</b> If not, how often have we sent home letters to celebrate good attendance when barriers have been overcome and improvements have been made? <b>Every two weeks, when attendance is monitored those who have made marked improvement have a celebration letter.</b> What has been the impact of those? <b>Parents and carers have fed back how nice it is to have the improvement recognised. It has also led to increased communication with the attendance officer.</b></p>
11.	<p><b>Health and Safety</b></p> <p>SB confirms visit update included in headteachers report. SB confirms visit to follow next term.</p>
12.	<p><b>Christian Distinctiveness and SIAMS</b></p> <p>CG confirms her visit report has been discussed and in SharePoint folder. GC confirms time will be put back next term to look at SIAMS and SEF in greater detail.</p>
13.	<p><b>Clerks Briefing</b> All documents and information uploaded to SharePoint</p>
14.	<p><b>School Website</b> CG completed a school website check, which has been sent to GC and EH with the actions that need to be completed. Policies all actioned immediately. GC is concerned about the website, as we need more staff in place in school who know how to amend the website when necessary. EH confirms that she is happy to make time to demonstrate use of admin area of website. SB suggests that the known anomalies be included within training. Training to be completed within the first two weeks on January, preferably before GB3.</p>
15.	<p><b>MAT Update</b> GC confirms should have had a meeting with the RSC but this hasn't happened, Chrystia was going to chase up. They wanted us to do some work with them around Early Years, a visit has been arranged for the New Year. CG confirms that we need to have submitted our request to join an academy as soon as possible and there are so many schools putting in applications. CG to update further on this.</p>
14.	<p><b>Staffing update and Governor recruitment and training</b></p> <ul style="list-style-type: none"> <li>• Following LA guidance and protocols a permanent contract has been given to member staff with SEND and interventions experience to ensure that the school has this expertise going forward.</li> <li>• CG recognises governor recruitment is a challenge. SB has attempted to explore this further. CG goes on to say that one of the outcomes of the core group was</li> </ul>

	<p>for CG to contact Governor Services for further support. GC has spoken to QET about whether they can identify some governors in our locality.</p> <ul style="list-style-type: none"> <li>Action for EH and CG to resend information about parent governor to all parents.</li> </ul>
15.	<p><b>MAT</b></p> <p>Chrysta has visited, they are going to get us some support through a member that has previously done some SEND training with us. Our SENDCo is now a member of their SENDCo group. GC really encouraged by their visit. They have also asked if our EYFS lead is able to support some of their school.</p>
16.	<p><b>Feedback and effectiveness of meeting</b></p> <p>GC felt that there have been some productive decisions that will impact of staff wellbeing, and found that looking at the actions in the Headteachers report helpful and looking into the monitoring reports and how we are going to do this going forward. TC confirms that the decisions around the monitoring reports will be appreciated by staff.</p> <p>CG (Chair) updates board that JM is no longer a governor due to a number of reasons. We are grateful for JM contribution over her time as a governor.</p> <p>CG thanks GC and all staff for completing a challenging term.</p>

Meeting closed 8.00pm

### Actions

Action detail	Member	Completion date	Completed Y/N
Sign minutes	Chair	GB3	
EH to look at policies and rolling programme	Clerk/Chair	GB3	
Uniform policy	GC/TC	GB3	
EYFS (2 year policy)	GC to follow up	GB3	
Follow up Business Continuity Plan	GC/SBM	GB3	
School website training	EH	GB3	

Signed Chair of Governors .....  ..... Date...17/01/2023.....