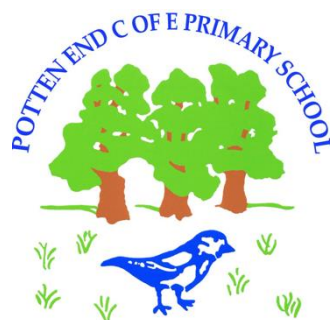




Potten End C of E Primary School

Minutes of the meeting of the Governing Board held on
Thursday 10th March 2022 at 7.30pm at the school

Governors	
Robert Dale (RD – Chair) Parent.	Present
Geraldine Salt (GS) Co-opted.	Present
Pam Kirk (PK) Co-opted.	Apologies
Pat Gale (PG) Co-opted.	Present
Valerie Gunn (VG) Co-opted.	Apologies
Beverley Hamilton (BH) Foundation Appointed.	Present
Joseph Roberts (JR) Foundation Ex Officio.	Present
Emma Harris (EH) Foundation Parochial Church Appointed.	Present
Denise Kennedy (DK) Headteacher.	Present
Amanda King (AK) Local Authority.	Present
Chris Eaton (CE) Parent.	Present
Marianne Barker (MB) Parent.	Present
Steve Cutler (SC) Parent.	Apologies
Jack Perkins (JP) Parent.	Present
In Attendance	
Vicki Ford (VF) Associate Member.	Present
Julie Raybould – HFL Clerk	

Supporting Documents:

Potten End Draft FGB Agenda 10.03.22	Relationship at work policy 240222
Assessment Policy	Resources_Committee_Minutes_240222
Attendance Policy revised Feb 22	SEF Year 2021-22 updated
Draft FGB Minutes 27.01.22 926 Potten End	SFVS Self Assessment Dashboard 28-02-22
Equality Scheme 240222	SIAMS Self-Evaluation 2022
Heads report Spring 22 FGB	
PE SFVS FY2022 Full v0.3	
PE SIP 2021-22	

The meeting opened at 7.33pm

[illegible]

- School Improvement Plan
- Self Evaluation Form
- SIAMS Self Evaluation Form

Head's Report

DK referred to her report circulated in advance. Questions were invited.

EH noted that the school's average class size is above the national figure. DK noted that a full cohort of 30 is expected in September.

Q: What was the outcome of year 6 secondary allocations? There was some disappointment due to unrealistic selections. Ashlyns, JFK, Laureate, Verulam, Adeyfield, Longdean and out of county grammars are among the allocated schools.

Q: Regarding pupil Y4 writing attainment, query the maths differential? This has been rag rated as Amber.

Q: Query that most classes seem to be achieving less well in maths? This is a Hertfordshire trend. Gaps in learning are partly due to the timing of content teaching and the impact of extended online learning. Support is targeted and progress is evident in the children's books. The impact of staff absence due to Covid was noted, with the requirement to make a judgement at the end of year 3 after an extended period of absence. Assessments are made on whether children are likely to meet Are Related Expectations (ARE) at the end of the year. Governors debated the learning gaps reflected in the data generally. It was noted that there is no quick fix to addressing gaps, more an extended process. The breadth of differentiation required in lessons was noted.

Q: Looking at the SEND figures, 16.2% are on the register with 29.5% of pupils being monitored – any particular issues to flag? There is a high level of SEMH need, also communication and language needs and children with dyslexia.

Q: Any parental concerns to note? Not specifically. Children are very resilient. Staff are vigilant in recognising needs in their classes, enabling early intervention. Staff have received CPD to assist in this.

Q: Can you explain the different CPOMS safeguarding categories? Behaviour related logs do not only focus on negative behaviour, but could relate to children exhibiting concerning emotions.

Cause for Concern: relates to the Child Protection abuse categories (eg: neglect, social, emotional)

Child on Child: peer on peer abuse.

Child Protection: relates to the involvement of external agencies.

Parental Contact: refers to each communication from a parent.

Safeguarding: refers to meetings with professionals.

Verbal and aggressive incidents: includes matters such as swearing.

Governors noted the diligent and thorough reporting, which can result in a high level of recorded incidents. The school culture is that staff record all concerns.

The safeguarding link governor has viewed some anonymised detail for context.

Q: Does the school regularly have trainee teachers? There are currently 2 trainee teachers from the University of Hertfordshire undertaking placements. The class teachers are in the room when trainee teachers are teaching. Mentors visit regularly to quality assure the trainees. DK noted the benefit of the class teacher having more time to focus on intervention work.

Q: What is a 'lesson waft'? A learning walk by the headteacher, monitoring Quality First teaching.

Q: Query Year 3 attendance – unauthorised absence – how do children catch up? They don't – work is not provided if a parent chooses to take their child out of school for holidays.

Absences related to medical or bereavement are authorised.

JR arrived 20.13 <u>School Improvement Plan:</u> Q: What is happening with the mental health kite mark? It is ongoing, evidence is being gathered. The Wellbeing and Science quality marks are also being pursued. Science was highlighted as a strength by Ofsted – the report for the Science quality mark is to be submitted imminently. Q: The work on behaviour is rag rated amber – how do you plan to address parental perception about bullying? Workshops with parents are planned. Issues are focused on SEND children. Some parents with specific concerns in this area are reluctant to attend workshops. Work with children is ongoing, particularly in the understanding of what constitutes bullying. Provision is in place for when children are unregulated. The school communicates regularly with parents to raise awareness of what is happening in school. Some children are able to recognise when they are unregulated. Ofsted advised that any negative commentary from parents was not representative of what inspectors saw on the day. Q: If there is an incident/report of bullying, how do you handle this? Both sets of parents are contacted for meetings. The school works with both children to address issues. Q: How does the school manage situations where children are frequently unregulated? These children are already being supported by external agencies. They will be removed from the classroom where possible, to de-escalate. If there has been a physical assault then children will remain out of place for a set period of time and receive one-to-one support to manage their behaviour. The school's approach is one of nurture. 6 children currently have personalised risk management plans. RD reminded governors that unacceptable behaviour and the appropriate responses are detailed in the Behaviour Policy which governors review annually. EH suggested that a STEPS information session for parents is arranged. It was noted that the actions raised by Ofsted were of no surprise to the school and have been addressed in the School Improvement Plan. <u>SEF</u> The GB noted the SEF. Ofsted were able to endorse the school's own self evaluation. It was noted that next Curriculum meeting will focus on a deep dive into the quality of education. Non committee members were invited to join this session. <u>SIAMS Self Evaluation.</u> Q: Is there no area that the school can judge itself as excellent? Not currently. DK noted that the Good judgement is not strong and that there is work to be done with Christian ethos and spiritual strands. A SIAMS inspection is expected in 1-2 years time. A recent visit to another school has highlighted that the school's Good judgement could be more secure. Attention was drawn to the SIAMS action plan shared on Governorhub. The establishment of a SIAMS sub committee was suggested although it was not immediately clear if this would be of benefit. Action: To be discussed further at next meeting. To consider incorporating discussions with the Curriculum Committee agenda. <u>GDPR</u> No GDPR issues to report.	RD/EH	
7. Committee reports <u>Curriculum Committee</u>		

This committee has not met. Equalities will be a future focus. <u>Finance</u> A fire drill is planned to take place later this term and in summer term. The matter of the evacuation of the village hall was deferred. The impact of Covid on staffing costs was highlighted. The land ownership matter has not progressed. Skills audits have been completed and gaps identified. The school plans to turn the nursery into a multi-use library area, intervention space and break out area. The 4 year plan checklist has been reviewed. Most actions are being completed.		
8. SFVS RD referred to the dashboard shared in advance of the meeting. A brief overview of the purpose and compilation of the document was provided. The year on year comparison and benchmarking data was highlighted. The following areas were flagged: The in year deficit was highlighted and is as a result of planned expenditure of reserves on school improvement. Expenditure on teaching staff remains high despite the green rating on the dashboard. This is because the percentage spend is diluted by the increased overall spend. Educational supply expenditure has been rated Amber due to expenditure on Read Write Inc. The teacher contact ratio was explained – the school’s figure remains high this year and it was noted that to achieve a Green Rating teachers must have 20% PPA time – it was noted that some staff are contracted (by historical arrangement) to complete this PPA work at home outside of timetabled time which does skew the data but would still be less than 20%. The GB debated how the school’s situation could be more accurately reflected in this data, and it was noted that the metrics make this a challenge. A decline in predicted pupil numbers is anticipated and the impact on income was noted. This is a local trend. The associated commentary was reviewed. A brief overview was given, focussing on questions which are new to the document this year. The GB approved the SFVS.		
9. Safeguarding & SCR update A safeguarding link visit has taken place. Safeguarding CPD has taken place, including Peer on Peer. Twilight KCSIE training has taken place (this happens twice per year) No issues were raised during the recent Ofsted visit. The school is compliant with EPEP requirements (1 child) The school’s safeguarding culture is strong.		
10. Church/Diocese Update JR has completed a link visit Action: Report to be shared. Collective worship has taken place for 3 year groups. A spiritual leaders led collective worship has also taken place, with a further event planned. The Bishop Of Hertford will visit the school on 20th June. A church picnic is to be arranged on 12th June with the Bishop. Fundraising and awareness opportunities are planned for 16 September. DK noted the wellbeing support offered to headteachers by the Diocese.	JR/RD	
11. Governor training, skills and upcoming vacancies EH highlighted the reflective nature of the skills audits. It was noted that CE’s term of office will end 19.06.22		

Pre-school – RD RD noted of an unexpected bereavement at the Pre-school. They have reached out for EYFS staffing support, which unfortunately the school do not have the capacity to support. JR has reached out to offer pastoral support.		
16. Date of next meeting: 19.05.22 @ 7.30pm, 07.07.22 @ 7.30pm		

Actions

Item	Action	By/when
1	Staff governor election process to commence	DK - asap
1	M.Hall's registration – website & databases to be updated	DK/Clerk - asap
4	Approved minutes to be signed and dated by the chair and filed in school	RD
5.8	Equalities/Inclusion group training to be arranged	EH
5.8	Pupil Voice feedback to be presented at next meeting	DK
6	SIAMS SEF – consider working party/sub committee, or to be progressed through Curriculum Committee	EH/RD
10	Church/Diocese link visit report to be shared	JR
11	Parent governor election to be arranged in summer term	DK
12	Link visit reports to be circulated	ALL
13	Equalities Scheme deferred – to be further considered, including an Equalities Statement, by the curriculum committee.	RD/DK

The meeting closed at 21.56pm