



Minutes of the Southfields Primary School Full Governing Body

Date: 15th January 2020

Time: 6.00 pm

Present	
Laura Martin (Headteacher)	In attendance
John Durance (Chair)	Nigel Manders-Jones (clerk)
Emma Millington (Staff)	Joanne Cook <i>prospective Co-opted Governor.</i>
Tracey Whale (Co-Opted)	Clara King (observer)
Natalie Lumb	Sharon Payne Head of Inclusion/Assistant Head
Jeremy Lumb	

Item	Issue
1.0	Welcome and apologies Apologies were received and accepted from Brian Rush (LA) Lauren Tawn (Staff) Liam Boyle (co-opted).
2.0	New Governor appointment (Jo Cook) <i>The Chair of Governors introduced Joanne cook as prospective Co-opted Governor. Joanne Cook is ;</i> <ul style="list-style-type: none"> • <i>A Qualified and practising teacher</i> • <i>Has worked in and around Peterborough</i> • <i>Is experience in leadership both in school and Early year.</i> • <i>A PTA member</i> • <i>Is a parent of two children enrolled at the school.</i>
2.1	Governor unanimously approved Joanne as a co-opted member of the Governors.
2.2	The Chair of Governors confirmed that membership of PTA should not preclude membership of the Governors but should be declared if necessary.
2.3	Action Chair of Governors to complete induction of new Governor.
3.0	Declaration of interest None declared
4.0	Minutes of the last meeting 17th October 2019 The minutes of the meeting reviewed and signed as an accurate record

4.1

Matters arising

		Owner	Completion by	progress
2.5	Action Jonathan Lewis to email presentation to Headteacher for distribution on the G drive.	Headteacher	December 11 th 2019	Complete.
3.1	Action Those Governors not present to complete pecuniary interest forms by next to FGB.	Natalie Lumb Jeremy Lumb.	December 11 th 2019	In progress.
6.1	Action Clerk to investigate the process for re-appointment of local Authority Governor by next FGB.	Clerk	December 11 th 2019	Complete
7.1	Action Chair of Governors to ensure that the new governor onboarding process is completed for the next full Governing body meeting.	Chair of Governors	December 11 th 2019	In progress, JD to check
10.3	Action Chair of Governors to ask Jez Lumb if he is willing to Chair Performance Review Committee	Chair of Governors	December 11 th 2019	complete
10.6	Action Headteacher to confirm the cut-off date for Salary review panel meeting.	Headteacher	October 18 2019	complete
13.4	Action the Head boy and girl, along with the school council members to be invited to attend an early meeting prior to the spring term Governing body meeting to meet with the Governors.	Headteacher	December 11 th 2019	In school day.
14.3	Action Chair of Governors to contact Governors to determine preference for joining Development groups before next FGB.	Chair of Governors	November 5 th 2019	Complete.
15.0	Inclusion update Action inclusion update to be included at next FGB.	Headteacher	December 11 th 2019	Agenda item
17.1	Action minutes from the Performance Management Committee to be included at next FGB	Clerk	December 11 th 2019	Complete
18.1	Action Governors to respond to 2Eskimos activate registration email.	All Governors	November 5 th 2019	Complete. HT to resend the activation email.

4.2

Action Chairs of performance review and Finance committee to discuss

	creating a focus group to review outcomes against budget allocations.		
5.0	For review		
	Policy/Document	Notes	Outcome
	Prospectus 2020	Q Last year we discussed moving over to electronic prospectus' where possible and monitoring at what point the hard copies of the prospectus ran out. Do we have this figure/ date? A .We ordered in bulk last year as this was much cheaper, we have enough left for 2020-21; therefore, this work is complete. We do have the induction pack made each year by the printers, and I think this should continue	Approved
	Confidentiality policy		Approved
	Children in care (Iac)		Approved
	Asthma policy		Approved
	Sex & relationships policy	Governors ratified the current policy on 16 January 2019, and this will run up until August 2020.	There is a new policy which will be implemented in September 2020. This policy has now got to go out for Parent Consultation and will be presented for ratification in a later FGB before implementation in September 2020.
	Complaints policy	STAGE 2 (5) amendment "The complainant will receive a written response to his/ her complaint from the investigating person within fourteen school term days from its receipt setting out the procedure for dealing with the complaint. A full and detailed written response will be made within 28 school term days from the receipt of the original complaint."	Approved with amendment
6.0	Headteacher's report Governors express their appreciation of the new style of Headteachers report previously circulated The following questions were asked .		
6.1	Q Last year, there were pupil premium forms sent out to encourage families to apply that may be missing out on potential funding. Are there plans to do this again in Yr. R and for those new to the school?		
	A. Yes, we have written a letter, and this has gone out early December, and another reminder will be sent out again this month.		
6.2	Q Do the attendance plans make a difference/ have impact?		
	A. We have now increased the 40 plans to 65 Plans this week - which teachers monitor weekly/daily, and yes, they do make a difference. Once pupils are on a plan, the majority improve.		
6.3	Q To show we are monitoring leavers, should the report provide data showing how many pupils left and how many have places in new schools or similar?		

	A. This is in the heads report - No leavers as in table.
6.4	Q Have the majority of staff now had positive handling training? Once they have will future sessions be planned to allow a time balance for Mrs King
	A. All staff have positive handling and reasonable force training annually as part of their safeguarding update. In addition to this training throughout the year would focus on behaviour as communication, de-escalation strategies as well as our own school behaviour logging systems. Further to this but not statutory Mrs King is a trainer for "Positive Handling" and has trained 22 staff on a 7-hour programme which is certified and accredited.
6.5	Q Is Mrs Bennets' workload structured to allow for the additional time required for implementing the forest school
	A. Mrs T Martin is a Teacher who works in Year 1 for additional days this allows Mrs Bennett the time to work on forest school with pupils within her own class and other year 2 classes as part of her next step in forest school accreditation. Forest school is completed in groups of about 10 children - outdoor clothing has been purchased for each pupil in year 1 to complete the forest school programme.
6.6	Q How are we supporting the RI teacher following performance management?
	A. Currently, the NQT mentor is supporting this teacher to work towards good from developing, whilst she has passed her first term, she has targets to support further improvement.
6.7	Q Will Mrs Davis also carry on with her previous interventions' role?
	A. Currently, we do not have the funding for this she is employed to cover Mrs S Ward PPA cover. However, yes, when the new funding is shared by the LA, we would like to utilise her skills working with vulnerable pupils.
6.8	Q Do we provide additional support for the NQT at 'developing' standard
	A . As above same as RI answer as this is the same teacher
6.9	Q Have we applied to the teachers' pension supplementary grant fund?
	A. Yes, we have applied for this, and this will be paid in March £1046.81
6.10	Q What progress has been made with the planned TA development? Is the impact noticeable?
	A. There are strengths and areas to develop further. Speech and language is improving, supporting basic skills, and resourcing is improving; the use of IT is improving. Behaviour and attendance in some cases is an area to develop further
6.11	Q What is the additional spending on building maintenance and learning resources for?
	A. This has been previously shared with the Finance and resources committee however here is the outline Building Maintenance - <ul style="list-style-type: none"> • Hot water calorifier £3615 for the kitchens • Repairing broken windows mechanisms £1467 • Blinds £2808 health and safety,

	<ul style="list-style-type: none"> • Remedial works £1217 • Insulation and net2 works £765 CCTV link, • Lights staffroom mended £400 • External lighting £500 • Bench repaired £700, • Fixtures and fittings £827 plus lots of other things smaller items - full breakdown to be shared at the next finance meeting <p>Learning Resources –</p> <ul style="list-style-type: none"> • Books for topics, themes and teacher books, reading lighthouse £4,000, • Maths exercise books power maths, and Rugs replaced £2267, • Science resources £1500, • IT equipment laptops/ projectors replaced £2,500, school trips generally went up due to the ski visit and other numbers of trips due to the date of them this year £25,000. • In addition to this, there are other smaller amounts, but these are higher costs.
6.12	<p>Q The leaders' reports were a lot more reader-friendly with the consistent format. Have patterns been identified from these that will be addressed?</p>
	<p>A. The SMT has identified through links to basic skills areas to work on and further develop.</p> <ul style="list-style-type: none"> • Behaviour is a crucial area and quite rightly identified as an area to work on. • Mathematics across the school is the real focus for this term CK/DS are aware, and plans are in place. • GHASP is also an area to develop with across the school. Plans for Spring term have focused on key areas for improvement. • The SEF and SDP remain our key priorities. • Reading is improving with a focus this term on any inconsistencies.
7.0	<p>Inclusion Update, review and debate concerning behaviour policy and the management of problem children and families. Sharon delivered her report previously circulated .Governors' attention was drawn to.</p> <ul style="list-style-type: none"> • The High levels of need in Current Reception year. • There is a waiting list for access to Early Help. • All parents, irrespective of need, are required to complete a 10-week parenting course in order to access further support. Parents must complete all elements . • Parental support and consent are required for early help assessment. • Focus this term on Speech and language training (Elklan) Governors are invited to attend . • Elkland enables Staff to be more effective in their support of children with speech, language and communication needs and should be embedded across everything the school does. • The school hosts sensory integration training sessions lead by Occupational health. • Big strides programme is continuing following very positive parental feedback. Evidence in books is improving. Children are set 3 targets with the expectation that 80% of pupils achieve the target.

	<ul style="list-style-type: none"> • There is a correlation between behaviour need with a Cohort and lower success. • A full audit of big strides across all classes has been completed. Inconsistencies have been addressed. • Teacher Training on completing pupil profiles has been completed. • Inclusion Parents Café have taken place. • Staff are increasingly confident at identifying possible SEN. • The inclusion team spend a significant amount of time supporting pupils with behavioural needs; this is sometimes at the expense of pupils with SEN. • There is a significant demand for statutory SEN paperwork is placed upon the inclusion team.
7.1	Governors were asked to consider how best to demonstrate their support to the staff and encourage the strong leadership to refocus upon staff welfare and morale, especially in the context of pupils with extreme behaviour.
7.2	The Headteacher explained that the LA behaviour support team have worked with the school and believe the school in their audit to have exemplar practice. Practice and provision at the school continues to develop in response to the increasing severity of pupil need. 17 fixed-term exclusions have been issued, but that they were largely ineffective.
7.3	<ul style="list-style-type: none"> • The school purchases a gold package (6 visits P.a.) for Ed Psych support. Pupils are prioritised for support, • An Ed. Psych report is required for EHCP. • 38 Pupils have been identified as needing support. • Independent Ed Psych reports are rarely accepted as part of EHCP process.
7.4	The Local Authority behaviour panel has closed down, but the school has asked the Local authority for additional support. As a result, the LA allocated two behavioural specialists have been visited the school to discuss 14 pupils identified to be at high risk of exclusion as a result of persistent disruptive and violent behaviour.
7.5	<p>The outcome of LA support for 8 pupils :</p> <ul style="list-style-type: none"> • Support for escalation to residential care for one pupil. • Support for the EHCP process through parental requests. • Support for placement of two pupils at a school which specialises with students with SEMH (social, emotional and mental health) difficulties (Y4+) • Support for a managed move for one pupil. • Support for Camhs referrals • Support for Four LAC pupils • Revision of the expectation that identified pupils will spend significant time within the classroom.
7.6	Sharon Payne cautioned that whilst support is available, the usual EHCP processes and time scales will apply . Any placements will need parental

	agreement through an annual review.
7.7	Further support from L.A Specialists is planned for 27 th January for parental meetings to explain the process and gain parental support and consent.
7.8	<p>Communication in respect to challenging pupils has been reviewed, as a result</p> <ul style="list-style-type: none"> • Weekly Quad meetings to be followed by inclusion team meetings to focus on identified pupils. • Logged, regular fortnightly class teacher meetings with parents of identified pupils.(with support if necessary) to take place • Feedback from termly Team around the child meetings is to be sent to Class teachers .Parental actions to be identified.
7.9	A Governor expressed the view that it would be advantageous that there should be a consistency in oversight for all meetings (Key Worker), to prevent parents "playing staff off against" each other. It was confirmed that identified pupils have a key worker , especially those involved in team around the child. In the future parents will be invited to attend transition meetings. Managing a single pupil in crisis impacts on the whole class.
7.10	<p>The Headteacher confirmed that further development in the school's provision is planned to include</p> <ul style="list-style-type: none"> • The provision of A 3-day school-based counsellor, (specialist skilled TA) • The creation of a timetabled dedicated crisis/nurture room staffed by experienced , trained Teaching Assistants • The appointment of a behaviour lead teacher. <p>The staff Governor expressed the view that the creation of a safe space for children in crisis would be welcomed by staff and pupils .</p>
7.11	The Governors reiterated their support of the Headteacher to permanently exclude if necessary. They were confident that that policy and procedures at the school would provide sufficient evidence to support the decision if necessary.
7.12	The Headteacher confirmed that the sanction of permanent exclusion had been explained through a newsletter,
7.13	Action Staff Governor to conduct confidential discussions within all year groups to share future provision and if staff feel supported when dealing with challenging behaviour. The outcome to be shared at the next Governors meeting.
7.14	The Chair of Governors thanked the headteacher and Head of Inclusion for their time and commitment.
7.15	Q Following Jonathan Lewis' advice that they will put more investment into maintained schools is there any information/ communication from the LA on how they plan to support this?
7.16	A. I think that this could be a starting point to write to the LA formally to ask for further clarification on this. However, to date, we have had a trained

	therapist working with one family LAC and also the behaviour team for a morning to discuss the schools' provision and plans as well as individual pupils.
7.17	Action Chair of Governors to contact Jonathan Lewis by the end of January to thank him for the behavioural support provided ask what other support is available.
7.18	Q Is there conflict management training available from the LA to support staff that work with difficult families?
	A. No there is not however EPM have in the past trained the admin team with this so I am sure that they would be able to support this further should we wish to do additional training beyond our own school-based training.
8.0	Pupil Premium Report Clara King delivered her report previously circulated. The following questions were asked.
8.1	Q How have new Pupil Premium Passports affected teacher workloads?
	A. The change has been positive, taking less time to complete and keep up to date with. Teachers are currently reviewing Autumn term targets and will meet with Parents to discuss new targets moving forward.
8.2	Q Has the distribution of pupil Premium children across classes evened out with the class re-structuring?
	A. Yes, there is a more even proportion of pupils across year groups, particularly in those that were restructured. This is not as apparent lower down in EYFS who currently have two classes with FSM and one without any.
8.3	Q Have we identified the reason for the lower attendance in year 2?
	A. Yes. 4 children have had holidays during term time (but no other time off), and several pupils have had illnesses which lasted more than 48 hours. There are a few identified pupils who are regularly late, and these are being picked up by the Attendance Officer as this also affects attendance.
9.0	Quality Mark & Public Sector Equality Duty. The Headteacher explained that the Public Sector Equality Duty has been reviewed and is incorporated within the whole school equality policy.
10.0	January Ski Trip – Clara King Provided Governors with comprehensive details of <ul style="list-style-type: none"> • Travel arrangements • Risk assessments • Threat from Terrorism and Evacuations

	<ul style="list-style-type: none"> • Emergency Cards and Procedures • Insurance
10.1	<p>Q. Considering potential future trips of this nature; have we monitored the cost to the school of this residential?</p>
	<p>A. When we first set up the trip, the initial risk assessments would be taken out of the trip as this is beyond the normal cost of the trip annually moving forward.</p> <p>For all residentials, we always purchase additional items that are used year on year - these are also not related to the trip but to the school under broadening resources. (For instance - buckets and spades, snow-ball makers, blankets, spare ski kits/outdoor clothing, spare wellies) would all be considered generic resources that would be used at other points of the year not just during this visit). We have spent less on this visit for perishables as we have weight restrictions. There is no cost over and above any other residential once the pre-visit is taken out and expanding generic resources. This may change when we arrive, but this is doubtful.</p>
11.0	<p>Any other business – <i>Examples of children's work from the ARE cohort were available for Governors to review before or after the meeting.</i></p>
12.0	<p>Confirm the date of next FGB meeting 11th March, Governors in school (to include Staff Governors)</p>
12.1	<p>Action HT to email Governor day timetable to Governors.</p>
12.2	<p>Finance and Resources 13th February (Apologies from Chair of Committee)</p>
	<p>Meeting closed 8:15 PM</p>

Action Minutes of the Southfields Primary School Full Governing Body

Date: 15th January 2020

Time: 6.00 pm

	Action	Who	Completed by
2.3	Action Chair of Governors to complete induction of new Governor.	Chair of Governors	11 th March
18.1	Action Governors to respond to 2Eskimos activate registration email. HT to resend the activation email.	Headteacher	11 th March
4.2	Action Chairs of performance review and Finance committees to discuss creating a focus group to review outcomes against budget allocations.	Chairs of performance review and Finance committees	11 th March
7.13	Action Staff Governor to conduct confidential discussions within all year groups to share future provision and if staff feel supported when dealing with challenging behaviour. The outcome to be shared at the next Governors meeting.	Staff Governor	11 th March
7.17	Action Chair of Governors to contact Jonathan Lewis by the end of January to thank him for the behavioural support provided ask what other support is available.	Chair of Governors	January 30 th
12.1	Action HT to email Governor day timetable to Governors.	Headteacher	