Hotwells Primary School
Meeting of the Local Governing Body
Term 1, Thursday 13th October 2022, 4.55pm

Final MINUTES OF MEETING

Overall Objective of the Meeting: Consider Ofsted feedback and priorities

Governors Present	**In Attendance** (non-voting)	**Apologies**
Rhiannon Benson (From 1715 – Item 3) Chris Bond, Chair Anthea Bruges, Vice-Chair Michael Martin Sara Yarnold (Headteacher)	Keira Stobie, Clerk Kee Jones, Deputy Headteacher Matt Edwards, Deputy Headteacher Sally Morris (SBM) (Until 1700 – Item 1) Quorum = 4 (half in post)	

Feedback on actions from T6 2021 - 2022 Meeting (Reviewed in meeting)

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
1	Welcome	KS to update self-certification material for Governors on Governor Hub.	KS
1	Welcome	All Governors to begin annual self-certification process on Governor Hub	All Governors
2	Head's Report	SY to pass on idea of community involvement in music provision to the visiting Music Lead	SY
2	Head's Report	Leadership Team to present comparative overview of results from CST at a future LGB meeting	SY/KJ/ME
5	Safeguarding	SY to investigate the availability of places for Governors on Safeguarding inset day	SY
6	Governor Matters	KS to clarify number of Staff Governors recommended	KS
6	Governor Matters	SY to coordinate Staff Governor elections for T1	SY
6	Governor Matters	RB to advertise the availability of Parent Governor positions at the EYFS induction evening	RB
6	Governor Matters	KS to contact MM regarding recording observations of school events	KS
6	Governor Matters	KS to highlight Governor questions in minutes of LGB meetings	KS
6	Governor Matters	KS to liaise with Juliet Turner regarding Admissions Paper	KS
7	Policy Updates	AB to rationalise Policy Tracker so DfE guidance is accurately reflected	AB

7	Policy Updates	KS to liaise with AB regarding policies to be brought to the T1 meeting for approval	KS
7	Policy Updates	KS to inform Governors of policies requiring review before the T1 meeting	KS
9	Approval of previous minutes and matters arising	AB to mark as signed on Governor Hub the T5 minutes	AB
9	Approval of previous minutes and matters arising	SY to follow up subscribing to BCC PP checker	SY
9	Approval of previous minutes and matters arising	MS/ME to bring Online Safeguarding Policy to the T1 LGB meeting	MS/ME

Item	Final Minutes of Meeting
	SBM Report SM was available to answer questions related to her report prior to the meeting. Some existing projects were continuing and the school was in the process of applying for additional funding from CST to enable others to be undertaken. Some H and S issues had had to take priority and so the school was reapplying for funding for projects that had not received funding in 2021 – 2022. EYFS SM was thanked for her support with this project which had transformed this area. The offer of 30 hrs nursery provision was being advertised on school tours and was beginning to generate interest. Website Work to overhaul this was being planned. *Governor Question: The website currently looks good so what work is being considered?* The current model was awkward to update and a refresh is needed. A new model is available and so the next stage is to generate the content using the excellent photos recently taken. Banners Banners promoting the school were planned for when the Ofsted report had been formalised. Solar panels This project was being led by MM. Concerns had been raised regarding the roof in question and the school was conscious that it did not have reserves to cover any issues exposed during installation. Therefore, detailed scrutiny of the contract was required and the CST lawyers had been contacted in relation to this. These legal fees were being paid for by BCC and it was believed that any work could be reversed should issues arise and the school wished not to proceed. Staffing This had been discussed by SM and KJ.

	ACTION: SM to report on plans for staffing costs at the T2 LGB meeting. SM left the meeting at this point.
1	**Welcome (AB)** Apologies for lateness had been received from RB, AB and SY. All were accepted and the meeting was quorate. This year represented a new chapter for Hotwells with KJ's recent appointment as Head. CB reported that it had been an enjoyable insight to be involved with the interview process. Three candidates had been involved (one had withdrawn before the day) all of whom had given positive feedback on the process. The first day had started with a paper-based finance task, followed by giving feedback on a recorded lesson. There was a 15 min learning walk observing three classes for the candidates to then provide feedback on, a teaching task and a meeting with School Council. The next day involved one-hour interviews at Trinity School and candidates presented their three-year vision for Hotwells. This task had been set at the end of day one. *Governor Question: Had all three candidates proceeded to the second day of the process?* This was confirmed. It now felt that the school was entering a consolidation phase after a considerable amount of change. There had already been positive feedback from families regarding KJ's appointment expressing that they were glad the school would not be facing another upheaval. *Governor Question: Was the Ofsted judgement public knowledge?* The outcome was still confidential so staff are only able to say that they were looking forward to sharing the details with the community in due course. Two staff members had expressed interest in potentially becoming Staff Governors and it was hoped that one would be in position by the next LGB meeting. **ACTION: SY to continue with Staff Governor elections.** No new declarations of interest, changes to contact details or training undertaken were reported.
2	**Verbal update on school since Ofsted (SY)** Staff were tired but looking forward to consolidating all the good work going on at the school without the addition worry of a pending Ofsted visit. The experience had made them feel validated, and that all their hard work had been worth it. All monitoring and scrutiny would be continuing, however, it would now be solely focused on achieving the best for pupils. It was worth noting that during the recent Ofsted visit JL had felt able to push for an even higher grade than that which was awarded in some areas.
3	**Head's report (SY)** Curriculum highlights were listed and the school is now maintaining a log of quotes from families and staff which demonstrate the school's values and aims in action. There had been a PP monitoring visit and a Safeguarding Audit was due on 24th November. This will focus on validating the process employed during the CST audit and it would be advantageous if the Safeguarding Governor could attend. **ACTION: KS to contact MS regarding attendance at forthcoming Safeguarding Audit.** A monitoring map had been established which would be particularly useful to ensure all staff are up to speed in all areas given the high number of recent changes. However, it was noted that even those who had only been in post since the start of term still performed brilliantly during the Ofsted visit.

An additional burden fell on key personnel because the two ECT staff members were unable to take on subject leadership roles.

Work had begun on the SDP which included the CST wide SEND focus. All areas highlighted for future work correlate with comments within the draft Ofsted report.

A longstanding staff member had moved on to a full-time role elsewhere.

Governor Question: Was the school in a position to replace the hours lost?

It was hoped this would be possible, although it was possible that the hours might have to be reduced.

Governor Question: Was the school required to justify this choice to CST?

The CST finance department was aware of the situation.

Pupil numbers had increased by approximately eight or nine and SY/KJ/ME were now regularly providing tours for prospective families, which were generating good feedback. Each tour was followed up with an email including the presentation given on the tour, which features the elements of school life that cannot be seen on a brief visit. There was anecdotal evidence that families were selecting the school over other options, and some pupils were arriving from other local schools. However, there are sometimes very good reasons for this and these pupils might need additional support when they join.

A Stay and Play initiative was running for prospective reception age pupils and an invitation to the school's art exhibition had also been extended to all prospective families.

The school had received favourable comments from the Ofsted inspectors regarding attendance monitoring processes.

Governor Question: What impact did Forest School have on attendance? If families were unable to afford the cost involved would this then result in lower attendance figures?

If families were unable to pay to participate then all costs would be covered by the school as it was recognised that these were considerable. Families were asked to contribute as the school could not cover the full cost and a range of options were in place to ease the burden payment put on families.

RB joined the meeting at this point.

The PTA were supportive of Forest School so they might be approached as a possible source of funding in the future. Companies were also known to be enthusiastic and therefore could be approached as well. In spite of the costs involved, the initiative was extremely popular with prospective families and therefore the school was eager to continue with it and had mapped out how it would fit within the curriculum this year.

The number of pupils in receipt of PP funding had increased from 16% to 26% since the start of 2022 which put the school above the national average for the first time. This meant many more pupils were now entitled to free school meals but the funds received could also be put towards Forest School as well.

Governor Question: Was this due to existing pupils changing status?

It was mostly due to new pupils joining the school.

Governor Question: The additional funding for a SEND pupil was often not sufficient to entirely cover the measures required. Was this also the case for PP funding?

This was a complex matter because there is frequently overlap between these categories.

Assessment was being used to strategically tailor classroom teaching and support and funds for additional tutoring were also being sought.

Governor Question: Did the school have access to good tutors?

	It had been found that class teachers made the best tutors and so the school was looking at how to enable staff to continue providing this additional support in the future. *Governor Question: It appears that being able to provide options for children between 8 am and 5 pm is attractive to prospective families. Is this something the school can offer?* After school clubs are available until 6 pm every weekday, however, there has been extremely low take up of the breakfast club offer. Initial data for this academic year is strong with good progress seen in KS2. PIXL meetings have started and these have been identifying any gaps in learning for Yr 6 pupils. The Governors expressed their thanks to the staff for everything they were doing and SY stressed that this was a team effort so thanks were also due to the Governors as well.
4	**Policies (AB)** A policies spreadsheet has been obtained from CST and from this policies that the school is directly responsible for have been identified. There were also additional documents listed which the Governors were not directly involved with but needed to be confident were being properly maintained, for example, by the Safeguarding Governor examining the Single Central Record. However, it was emphasised that Governors were still expected to be aware of and to officially make note of all policies and changes. ME highlighted that the Behaviour Policy should be added to the list as it required substantial input from the school. **ACTION: AB to add Behaviour Policy to policy document.** The procedure for policy review was then clarified. KS would use the streamlined policy spreadsheet created by AB to alert the Chair of Governors, Head and SBM when policies were due for review. The Chair, Head and SBM would then decide which Governor(s) and staff member(s) would be involved in the review process, and the updated policy would then be brought to the next LGB meeting for noting or approval. **ACTION: AB to upload policy document to Governor Hub.**
5	**Governor Area Updates (CB)** <u>Sustainability (MM)</u> To add to earlier comments regarding the solar panels, 48 had been sourced, financed by the school paying 30p (thirty pence) per kWHr over approximately fifteen years. This would represent a 20% saving. *Governor Question: Does this mean the school will make a profit once the investment has been paid off?* This could be the case as the school would own the panels outright but it should be noted that BCC will be paying any maintenance costs during this period. *Governor Question: Are there any upfront costs for the school?* All costs are included in the payback scheme. <u>Finance (MM)</u> It has not yet been possible to arrange a meeting with SM and clarification of the responsibilities of the Finance Governor would be welcome prior to this. As the finance data had not been ready for this LGB meeting, it was recommended that before the T2 LGB meeting these were discussed by SM and MM. It could also be beneficial for MM to join any CST finance audits scheduled in the future. **ACTION: MM and SM to discuss financial data prior to the T2 LGB meeting.** <u>Staff (CB)</u> The general impression was that morale was good and that the school was also benefitting from the fresh input from those joining this term.

	On tours, SLT had noted a similar style in each classroom and this gave a favourable, considered impression. However, planning for change was essential as SLT were covering staff absences to avoid the outlay of booking supply staff. This needs to be carefully balanced in order that is does not negatively impact on teaching and learning. In addition, support staff were also being drawn away from being in targeted classes to provide additional cover elsewhere. *Governor Question: How can the school gain additional income to alleviate this?* Increasing pupil numbers would be the only method, however, the additional funding this would bring would be received retrospectively, and so the school is forced to increase outlay before the funds are guaranteed. *Governor Question: Is there any mechanism for applying to CST for additional funding?* CST does have a five-year support plan in place for the school and has a policy whereby the reserves from all schools are collated in a centralised fund and distributed as needs demand. Finance was raised during the interview process for the new Head and the CST representatives present commented that they were not overly concerned as the balance achieved when considering all CST schools meant that the Trust was on a sound financial footing. The rising cost of fuel and staff pay rises were also having a serious impact though.
6	**Resignations and Elections (KS)** <u>Parent Governors</u> Families of pupils joining EYFS were being targeted, potentially at the next Community Catch Up event. MM offered to help with this, and expressed his willingness to stand down should multiple applications be received. **ACTION: SY to continue the recruitment process for Parent Governors and report on this at the T2 LGB meeting.** <u>Governor Roles and Responsibilities</u> CST were supportive of the arrangements in place at the school, however, Governors were encouraged to express any wish to change area of focus. It was also highlighted that there was a Health and Safety Governor vacancy which was currently being covered by AB. CB and AB were nominated to continue as Chair and Vice-Chair respectively and were re-elected to these roles. Proposed: RB Seconded: MM Agreed unanimously.
7	**Clerk's Business (KS)** Thanks were extended to ME for preparing the new School Charter. Proposer: AB Seconder: CB Approved unanimously. No changes had been made to the Governor Handbook or Governor Code of Conduct. Proposer: CB Seconder: RB Approved unanimously. Governors were thanked for completing the self-certification process on Governor Hub and those with items still outstanding were encouraged to complete this as soon as possible. **ACTION: All Governors to fully complete the self-certification process on Governor Hub as soon as possible.**

	Attention was also drawn to the additional documentation regarding Safeguarding and changes to KCSIE available on Governor Hub from SY and a quiz on this should be available from CST soon. CST were inviting all SEND Governors to the Trust wide Inset day on this topic and they hoped this would be the first of many occasions were Governors could participate, both at Trust and school Inset events. However, the logistical challenges this posed were noted. *Governor Question: Were the school Inset days already planned out for the year?* There was a plan for the January date to be devoted to Safeguarding, but others were more fluid. **ACTION: Details of forthcoming Inset days to be included in future Head's reports.** Governors' attention was drawn to changes regarding exclusions and SLT reported that these were being managed through training from CST's legal services. Standard letters had been redrafted and were now more detailed and the school was also now required to minute any reintegration meetings held. *Governor Question: Would this new guidance impact on the school's willingness to accept a pupil?* The school is entitled to state why it does not feel it can adequately meet the need of a pupil, but this is frequently over ruled. The need to update the Behaviour Policy had previously been noted and an Inset session at the start of the year had already initiated work in this area. **ACTION: KJ/ME to bring the updated Behaviour Policy to the T2 LGB meeting.** The suggestion of requesting questions on reports in advance was discussed. This method had been employed by the TLS Committee and was felt to add to the stress experienced by those concerned and was not positive or appropriate. Therefore, unless requiring specific data, all questions would continue to be delivered verbally during meetings. The document "What every Governor should know" is available on Governor Hub should Governors wish to clarify what should be covered in their area.
8	**Approval of previous minutes and Matters Arising (CB)** An Admissions Paper prepared by CST had been circulated prior to the meeting and the key elements were verbally summarised. It was recommended by the Chair that the Governors follow the guidance from CST and this was agreed by all Governors. The minutes were agreed and approved with no amendments. All action points are RAG rated at the start of this document. Proposed: SY Seconded: MM Agreed unanimously. **ACTION: CB to mark as signed on Governor Hub the T6 minutes.**
9	**SEND focus (RB/KJ)** As Link Governor and staff member responsible for SEND and PP, RB and KJ had kindly agreed to demonstrate to Governors the typical format of their meetings. RB had sent questions in advance to KJ, based partially on recent training received, which they would usually discuss in person or on line. Following the meeting, KJ would then produce a document which could be uploaded onto Governor Hub and became a useful reference for subsequent meetings. PP A review of this area had been carried out on 12/10/22, prior to which KJ had been required to complete a self-evaluation document. This outlined the strategies being deployed within the school, and would be uploaded onto Governor Hub for Governors to read. **ACTION: KJ to upload PP review self-evaluation document to Governor Hub.**

A key consideration was the impact of socio-economic factors on learning and how the school worked to overcome these. One area of particular interest to Governors was the funding of a Speech and Language therapist.

Governor Question: How does the provision of Speech and Language therapy work?

The therapist visited once a month, although this had previously been every fortnight. The work undertaken was directed by the school and would typically include assessments or work with small groups, not all of whom would be in receipt of PP funding. It was noted that the NHS Speech and Language therapists did not provide reports and therefore it was challenging for the school to produce evidence of need in this area unless additional services were arranged.

Governor Question: Would particular pupils be highlighted by the class teacher for this monitoring?

This would be one of a range of inputs considered. Although families might raise concerns regarding a pupil's speech, this was frequently found to be within the range considered normal for the developmental stage in question by the therapist and so their focus would tend to be more on linguistic understanding. This work would then be continued by the class teacher and any other staff supporting that pupil.

Governor Question: Would the conclusions reached by the therapist be communicated to the family in question?

A report would be sent to the family and KJ would also arrange a follow up discussion. It could then feed into any SEND support plan as well.

Alongside the SDP, the school was currently considering the allocation of the PP funds and teaching strategies employed. The Education Endowment Fund "five a day" principles were to be used to underpin these.

Governor Question: Are these principles something all staff members are aware of?

A huge amount of work has been done in this area as part of adopting the CUSP curriculum and pupil interviews have very clearly illustrated them in action. Working with other CST schools in this area had also been enormously beneficial.

ACTION: KJ to share the Education Endowment Fund "five a day" principles with all Governors.

SEND

As some of the data-based questions could not immediately be answered, a working document had been produced for ongoing monitoring.

There was a relatively small number of pupils at the school on the SEND register (6.5% on roll or approximately 8 – 10 pupils) which is below the national average. However, the school had also identified 21 pupils (20% on roll) for SEND monitoring. Teaching strategies were differentiated for these pupils, but they were not subject to the constant target setting of those on the SEND register. Pupils could move between these groups over time.

Governor Question: Were the families informed of these measures?

The class teachers would discuss these with families.

Two pupils have EHCPs and a third pupil has undergone a supported transfer to specialist provision. One of the two remaining pupils is in Yr 6 and therefore planning is underway to support their transition to secondary education, which will probably not be in mainstream provision. An annual review on the other is now due.

Governor Question: What does an EHCP involve?

An EHCP sets out the statutory support a pupil is entitled to and the school has a legal duty to provide this. There is usually a high threshold to qualify but the school has noted a greater degree of flexibility within EHCP stipulations over time.

EHCPs are reviewed annually with families and any other agencies involved and the school will also meet separately three times per year with the family as well. Often EHCPs set targets that can stretch over multiple years and therefore these meetings help break targets down into smaller, more immediate steps.

	<u>Progress</u> Positive progress was reported for 2021 – 2022, the most recent period for which data is available. No pupils were below the expected level for reading and there were clear explanatory narratives behind the three pupils who were below the expected level in maths. It was pointed out that the percentages did not add up to 100% due to pupils not being present when initial assessments occurred at the start of that academic year. <u>Attendance</u> Figures were published as part of the Head's report and were positive for this half term. *Governor Question: How did the attendance for this cohort compare to the overall picture?* The attendance of this group was actually higher than for the school overall and it was suggested that these families in particular wanted their children to attend due to the nature of the school. There were no obvious discrepancies, however COVID was still impacting on attendance data and any comparisons made. <u>Exclusions</u> None had been made this year and it would be unexpected should such an eventuality arise. There were no previously excluded pupils currently at the school. It was noted that the school had cultivated strong links with external professionals including a school psychologist provided privately through CST. Waiting lists were still high, particularly for concerns regarding potential autism or ADHD. *Governor Question: In light of this, would the school act as if this had been confirmed while awaiting an assessment?* Bristol Autism Service will support pupils if they are on the pathway to assessment and training is available for staff as well. This would be good to disseminate throughout the school although some adjustments, particularly those related to sensory overload, are difficult to achieve to Ofsted standards. The Behaviour Curriculum also helps create a suitable atmosphere for these pupils. *Governor Question: How is the school involved in identifying such pupils?* Teacher reports feed in to the assessment process. *Governor Question: Was a school nurse visiting regularly?* This was not an automatic service but was available on request when needed. <u>Ofsted</u> During their recent visit, Ofsted had first looked at the documentation and had then targeted pupils with ECHPs in their observations. The school has noted this as a valuable use of such documentation and will incorporate the strategy into future internal monitoring. It was commented that this visit was very early in the academic year and therefore the conclusions drawn were valid. It was highlighted that SEND provision was one of the focus areas on the SDP and plans were outlined. The SEND Information Report was also being updated. *Governor Question: How would Governors know such plans were being successfully implemented?* **ACTION: SLT to feedback regarding progress on the SEND area of the SDP at the T2 LGB meeting.** This was considered a very useful exercise and a valuable example of a Link Governor/Staff member meeting. One particular learning point was the use of questions resulting from Governor training.
10	**AOB and Close** It was decided that each of the areas highlighted in the SDP should be reported on at future LGB meetings. As SEND was scheduled for T2, it was suggested to concentrate on Leadership in T3.

	ACTION: KS to include a review of the Leadership strand of the SDP on the T3 LGB meeting agenda.
	Meeting closed at 6.30 pm.

Signed as a true record: Date:

Chair of Governors,
Chris Bond

DECISIONS GRID

AGENDA NUMBER	AGENDA ITEM	DECISION
1	Welcome	Apologies accepted
4	Policies	The procedure for policy review was clarified
6	Resignations and Elections	CB and AB re-elected as Chair and Vice-Chair respectively
7	Clerk's Business	The School Charter, Governor Code of Conduct and Governor Handbook were approved unanimously
7	Clerk's Business	Questions on reports would continue to be delivered verbally in meetings
8	Approval of minutes and matters arising	The Governors agreed to follow CST guidance regarding changes to admissions
8	Approval of minutes and matters arising	The minutes were accepted as an accurate account of the previous meeting

ACTIONS GRID

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
	SBM Report	SM to report on plans for staffing costs at the T2 LGB meeting.	SM
1	Welcome	SY to continue with Staff Governor elections.	SY
3	Head's Report	KS to contact MS regarding attendance at forthcoming Safeguarding Audit.	KS
4	Policies	AB to add Behaviour Policy to policy document.	AB
4	Policies	AB to upload policy document to Governor Hub.	AB
5	Governor Area Updates	MM and SM to discuss financial data prior to the T2 LGB meeting.	MM/SM
6	Resignations and Elections	SY to continue the recruitment process for Parent Governors and report on this at the T2 LGB meeting.	SY
7	Clerk's Business	All Governors to fully complete the self-certification process on Governor Hub as soon as possible.	All Governors
7	Clerk's Business	Details of forthcoming Inset days to be included in future Head's reports.	KJ
7	Clerk's Business	KJ/ME to bring the updated Behaviour Policy to the T2 LGB meeting.	KJ/ME
8	Approval of previous minutes and matters arising	CB to mark as signed on Governor Hub the T6 minutes.	CB
9	SEND focus	KJ to upload PP review self-evaluation document to Governor Hub.	KJ
9	SEND focus	KJ to share the Education Endowment Fund "five a day" principles with all Governors.	KJ
9	SEND focus	SLT to feedback regarding progress on the SEND area of the SDP at the T2 LGB meeting.	SLT

10	AOB and Close	KS to include a review of the Leadership strand of the SDP on the T3 LGB meeting agenda.	KS