Chetwynd Junior School
Full governing board
Minutes

Date: Monday 22nd May 2023 at 5:30pm
Location: Held in school

Governors In Attendance

Stephanie Lawes (SA)	Head Teacher
Chris Atkins (CA)	Chair
Phil Sanders (PS)	Vice Chair
Steve Mountford (SM)	
Nathan Townsend (NT)	
Louise Kitson (LK)	
Hannah Wood (HW)	
Jodie Marston (JM)	
John Waine (JW)	

Apologies
Julie Attwood (JAt)

In Attendance

Lisa Boffey (LB)	Clerk
Cathy Brotherhood (CB)	Deputy Head Teacher

Item	Minutes	Action
1.	**Attendance and apologies** CA welcomed governors to the meeting which started at 17:30 and was quorate throughout. Apologies were received and accepted from JA.	
2.	**Declarations of interest** CA declared that he is a governor at Whitestone Infants and Etone College. NT declared that his wife works in school.	
3.	**Minutes of previous meeting** The minutes of the previous meeting 27/3/23 were circulated in advance and were agreed by governors to be a true and accurate record. It is recommended that these are signed by the Chair on GovernorHub.	
4.	**Matters arising** The table below has been updated to reflect actions from the previous meeting.	
5.	**Governance** • **Terms of Reference (TOR)** Draft TOR was shared with governors on GovernorHub. CA read through the responsibilities of governors explained within the documents. Governors were invited to review these in more detail and provide comment if appropriate. Proposed new committee format is as follows: - FRS – Finance, Resources & Staffing - PS&C - Performance, Standards & Curriculum - PC - Pay Committee • **Meeting dates – Proposed meeting dates**	

Meeting	Time	Autumn	Spring	Summer
Full governors	(5:30-7:30pm)	9th October 2023	4th March 2024	13th May 2024
FRS	(5:30-7pm)	5th December 2023	18th March 2024	~
CP&SC	(5:30-7:00pm)	~	15th January 2024	15th July 2024
Pay Committee	(5:30-6:30pm)	November 15th 2023	~	10th June 2024

• **Link governor roles**
Governors were asked to think about their preference for link governor roles to be agreed at the first academic meeting of the year. Suggested link governor roles include:
- SEND
- Safeguarding / Attendance
- Pupil Premium

	• **School Improvement Plan Governance** The proposed new Terms of reference and committees will cover the SIP governance requirements • **Policy working group.** Some governors have proposed a policy working group to review the approval needs and statutory policies and reduce the workload of the FGB. **CA, PS, HW and SA will arrange to meet and review policy tracker to determine requirements.** **LB will share statutory policy list with HW.**	**CA, PS, HW, SL** **LB**
6.	**Headteacher's report** The headteachers report was shared with governors ahead of the meeting via GovernorHub and was taken as read. Q – The newly appointed teachers on fixed-term contracts, is this more effective to school financially? There is no difference to the scale point as they are paid the same. SL clarified the budget submission is forecast to account for expected annual staff increases. Q – How do DFE fund teachers, is this done on an average? Funding is based on pupil numbers and deprivation of the area. Q – So would moving to a 4-form school benefit us? Yes, for the first 4 years school would receive funding for 30 pupils even if classes are not full. Q – The apprentice from MHR sports, can you advise the cost difference between that and a Level 1 teaching assistant (LSA)? A sports apprentice costs as follows: 37.5 hours per week- 4 hours per week must be allocated to training (undertaken by MHR) Hourly rate of £6 per hour Cost of £10,350 per year to Chetwynd Junior School Cost of £1350 per year to MHR Sports Services A level one teaching assistant costs: Hourly rate £11.18 per hour 37.5 hours would equate to £19,285 per year. The apprentice will not be in class but will be around at lunch, play, sports time and supporting in other areas. It will be an 18 month commitment and will require supervision. **Staffing** **A governor passed on their thanks to NEU staff who chose not to strike on 27/4 & 2/5 and noted their exemplary commitment to children's education.** This message was also portrayed to staff by SL. **Pupil wellbeing** Q – The SATS are reportedly more challenging this year, has this affected children's confidence? There was a large shift in SATS. Word count increased massively which reduced time children had to access paper. Papers were significantly more challenging than previous years. Autumn and Summer assessments were based on 2019 and 2022 papers and there have been significant changes. Maths questions were difficult due to the wording of problems and the grammar papers were more challenging than in recent years. Staff feeling is that the tests were there to identify weaknesses rather than strengths. Q – Are SATS set by examinations boards as GCSE's? Yes, but SATS are the same across all schools and the board who set these cannot be selected by the school. Q – What organisations is used to set these? The Standards Testing agency under DFE. Q – Are year 2 SATS no longer required for future year groups? Yes, they are getting rid of the testing for year 2 from next year. Governors who were in attendance of the meeting with architects regarding potential school changes provided feedback to governors. The opinion was they are just getting an initial feel from the school and it is early stages. They were receptive to the requests of school and it felt they were experienced and may be able to offer good suggestions.	

	It was suggested to offer a pedestrian holding area for parents at the entrance of school, changes to the bike area, separate pedestrian entrance, extending the car park and a cooking area for food technology. Architects acknowledged the safeguarding concerns of lacking space at the entrance. Due to timings, only the exterior was observed during this meeting. Plans will be submitted for both options of remaining as a junior school or changing to primary school and increasing to a 4-form entry school. A governor noted they feel that CA remaining as Chair of governors for both Chetwynd JS and Whitestone is a conflict of interest and a decision should be made to step down at one of the schools as Chair. CA advised he would consider any reason of what the conflict of interest is if provided.	
7.	**School Improvement Plan (SIP)** JM provided an update on literacy following the OFSTED review. The document was shared with governors on GovernorHub in advance of the meeting. The review conducted by OFSTED was a positive experience for subject leads. Q – Has the individual who carried out the review done a lot of work with primary/junior schools? Yes, she was very experienced and has a wealth of qualifications. We did feel she was an expert and provided a lot of relevant suggestions. Reported positives of the visit included: - Handwriting and presentation books. - Staff PPA being conducted together. - Staff training opportunities. - Team Teach, staff working together towards the SIP. - The building and presentations around school being a clear indicator of work themes. - Positive steps and progress in the phonics scheme. - The behaviour and attitudes of the children and that staff are very hard-working. The work that has been done in reading incentives was highlighted within the discussion. **A governor advised this reflects brilliant teaching and teachers should be thanked.** Areas to focus on following the visit include: - National curriculum – recommended to have evidence where items are linked to the curriculum. - A progression document for years 2-6 is being completed to allow teachers to be able to identify gaps and expected attainment in their transition between year groups. - Expectations of vocabulary to be increased. School are considering CPD for writing and considerations of how to help staff including changes to the spelling scheme. - Text on offer was approved but words used and accepted by the teachers could be improved. It was highlighted speaking and listening did not offer enough variety. JM is undertaking a qualification and recently covered speech and language. JM is looking to share materials from this course with staff. Writing is featured on the SIP as this has taken a dip since Covid and remains a school focus. SL conducted observations 2 weeks ago. Staff meetings have allowed the feedback from the OFSTED to be shared. Observations have shown staff have taken on board the information shared within staff meetings and training. It was very positive to observe, and the feeling is that the visit was very beneficial. Q – Is it possible for a similar presentation for Maths as this is also featuring on the SIP? We can but it may not be as detailed. SL see's Maths and writing being on the SIP next year and SL would like an OFSTED observation into Maths. Although attainment is ok, greater depth may need focus. SL will speak with staff about having an update provided. **Governors feel the information shared for writing is very informative and shows that the SIP is being considered.**	

8.	**Data** The report was shared prior to the meeting via GovernorHub. Q – A governor highlighted GPS pattern on the graph appears stats dipping from earlier assessment across the board. SL noted the % increments are deceiving on the graphs so the data has figures documented. Y4 Spelling was a huge issue in the year group. It has been highlighted teachers were unsure how to teach spelling, as a result school have looked to change the scheme. Y4 came in at 60% and achieved 48% in spelling. Y3 started at 68% achieved 74% in Spring Y6 – (did not have baseline) 59% in Autumn and currently 78%. KS1 didn't do GPS as this is not shared from Whitestone. Q – The document showing KS1 outcomes look good as there are a significant number of pupils at target or above target i.e. GD. However, this does not indicate if the ones below target are purely Pupil Premium (PP) or Special Educational Needs and Disabilities (SEND) pupils - so how do we as a governing body ascertain we are addressing these gaps? Writing: 39 pupils below: 11 of which are PP (25 PP children in Year 6) 11 of which are SEND (17 SEND children in Year 6) 4 are both SEND and PP Reading: 16 pupils below: 3 of which are PP (25 PP children in Year 6) 3 of which are SEND (17 SEND children in Year 6) 1 are both SEND and PP Maths: 23 pupils below: 6 of which are PP (25 PP children in Year 6) 6 of which are SEND (17 SEND children in Year 6) 1 are both SEND and PP **The governor welcomed this data as it shows school are addressing the gaps.** SL advised subject leader reports may provide additional detail into the data in more depth. SL welcomed additional feedback as this allows her to share the most appropriate and relevant information. **Maths subject leader report** Q – Attainment focus, how do we know children are at 'expected' or not. SL shared comparison data and does not have any concerns at present in relation to this. The only projected concern from Spring would be writing. However, writing submission is not until the middle to end of June and so the children make a lot of progress in this area each year. Obviously, the papers this year have seen a shift in the level of difficulty and therefore we await our outcomes on the 11th July. Q – The report comments in relation to Y4 – will the additional class address the GD deficit in Y5 and Y6? That is the hope for the Y4 cohort and smaller classes will improve outcomes for pupils. Q – Can you explain the Boy/Girl gap in Year 3 in Maths? It is a particular issue with this cohort in terms of confidence. It is being rigorously monitored to ensure intervention is effective and will continue to be tracked. Q – Do you have any thoughts on the cause of this? We don't know whether this is cohort specific as there has been nothing specific to identify a reason for this. It will be closely monitored and intervention in place as appropriate. Q – PP data shows some PP children are out performing non-PP children, is this something we should be celebrating and capturing in our PP documentation? Absolutely. On the PP statement last year, I referred to PP outcomes and I will do this again this year. As our data does show our gaps are reducing.	
9.	**Finance** This report was shared with governors ahead of the meeting was taken as read.	

	Q - In the years 2024-25 and 2025-26 against the current annual balance we are showing a deficit, can you advise on this. This is because the eligible number of pupils for pupil premium funding is significantly higher this year, taken from the October census. This has put £40,000 in the 23/24 budget. We have not forecasted such a high PP number in future years as a precaution, but the situation may be higher. We are also expecting two EHC Plans to be accepted for two current Year 3 pupils. Also, we are gaining more income from lettings which won't be forecasted. Q - Do we need to do anything to address this now or in the near future? Monitor recruitment. Continue to work with lettings. monitor budgets for different cost centres. Governors note the deficit is looking to be an improvement on last year, Largest concern is staff pay rises but this is across the board.	
10.	**Health & Safety** This was covered within the HT report.	
11.	**Safeguarding** Q – The reported number of causes for concern [redacted] seems a large number, is this of concern? We have 362 children on roll so this volume of incidents may be low level and some may be multiple reports in relation to a CP or CIN child. Teachers are told to report things they feel should be. Q - What impact does this have on the primary purpose of educating the children? Safeguarding is huge and does form the primary function of a staff member, in many ways, ahead of educating in the society we live and work in today. The Role of DB tries to take this out of class as does having 4 non-teaching DSLs. However, Teachers and LSAs are the front line and so inevitably they will be, in most cases, the first to raise a concern. Attendance is lower than should be. Since Covid there is increased absence and persistence absence. SL explained challenges with attendance and the responsibilities of school. Q – do you receive funding to manage this? No. SL explained that home visits have proven to make a difference to attendance levels. Q – Where does the responsibility for home visits lie? With school entirely. Some governors feel that this should not be a responsibility of the school as the legal responsibility of education lies with the DFE but SL confirmed Safeguarding responsibilities falls with school and staff need to ensure every effort is made to keep children safe and in school. Q – Where else can you get support from? Social services have not assisted, school have consulted independent safeguarding who's advise was to improve positive relationships with the family. Q – A governor queried the Communication category within the report. This can mean queries with an outside agency regarding a child (e.g. Front door). Governors acknowledge that the school is doing everything and above to support children but feel responsibilities are challenging.	
12.	**Policies for review** Attendance and Complaints policies were shared with governors in advance of the meeting. No changes have been made to these however they are due for review. **Governors approve these policies.**	
13.	**Any other business** None	
14.	**Date of next meeting and meeting close** Next meeting – 17th July 2023 at 17:30 The meeting ended at 19:42.	

Actions from previous meeting

Action and person responsible for carrying it out	Who / Date for completion	Update
Governor skills audit to be completed individually	Governors by March 23	Ongoing
GovernorHub training records to be updated/completed	All governors - next meeting	Complete

Share new Terms of reference/meeting format	CA – when complete	Complete
HW to check SM's previous elected dated from earlier minutes	HW	ongoing
Governance agenda item for next meeting to include: • Terms of reference • Meeting dates • Link governor roles • SIP Governance • Policy working group		Complete
Governors to complete declarations, confirmations & training records by next meeting	All govs	Complete
SL to share disadvantaged training log on with governors	SL	Complete
Data to next agenda	LB	Complete
LSA update to governors	SL	Complete

Actions from this meeting

Action and person responsible for carrying it out	**Who / Date for completion**
CA, PS, HW and SA to meet and discuss policy working group requirements	CA, PS, HW and SA Next governor meeting
Share statutory policy list requiring governor approval with HW	LB – 26/5/23

Chair of governors

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