



**Minutes of an FGB Meeting  
for Burwell Village College Primary School  
held on 20<sup>th</sup> November 2024.**

<b>Governors:</b>	Antony Kern (Headteacher – AK), Steve Taylor (ST), Edris Tildesley (ET - Chair), Reena Appadoo (RA), Lauren Sewell (LS), Fiona Jackson (FJ), Tom Cock (TC), Martha Cannon (MC).
<b>In attendance:</b>	Alison Beardon (AB): SENDCo
<b>Clerk:</b>	David Barker

<b>Agenda Item.</b>	<b>Minutes.</b>	<b>Decisions made/actions agreed.</b>
1.	<b>Welcome.</b>	
i	The Chair welcomed governors and AB, the school's SENDCo, to the meeting.	
ii	<p>The following agenda item was moved forward from item 7 iv below. The SENDCo gave a presentation to governors:</p> <ul style="list-style-type: none"> <li>• Currently there are 47 children on the school's SEND register (there are 383 pupils who attend the school). This equates to some 12.3% of pupils at the school. 2% of pupils at the school have EHCPs or are in the process of obtaining one. 40.4% of the SEND pupils are also eligible for the Pupil Premium grant, and 5% of school pupils are both SEND and eligible for the Pupil Premium grant. The school figure of 12.3% of pupils being on the SEND register compares with national data which shows that 14.1% of pupils are on the SEND register for schools as an average nationally.</li> <li>• During the OFSTED inspection in March this year, inspectors wanted to know why the proportion of pupils on the SEND register was lower at the school than for schools nationally. The school's view is that only children who require a learning plan are put on the SEND register, but not necessarily all those children exhibiting some traits of SEND. A governor commented that there was not a vast difference in the proportions of pupils on the SEND register when the school's data is compared to schools nationally.</li> <li>• <b>A governor wanted to know at what point a pupil would be included on the SEND register.</b> Governors were informed that pupils who are on Waves 4 and 5 would be included, but children who, for example, had possible autistic traits would receive adaptations to in-class provision and would not necessarily have a learning plan.</li> <li>• The SENDCo explained that there were 4 different categories of SEND. These were cognition and learning, communicating and interacting, social, emotional and mental health difficulties and sensory and/or physical needs. Most pupils in the school who are on the SEND register have identified cognition and learning needs. Some EHCP pupils have social, emotional and mental health needs in addition to cognition and learning needs.</li> </ul> <p><b>A governor wanted to know if this was usual.</b> Governors were advised that the school does not have access to other schools' data for SEND so there is no information to use to compare Burwell with schools nationally. It was drawn to governors' attention that at Burwell</p>	

some children join the school with SEND targets. The school assesses these pupils needs promptly when they join, many will receive suitably adapted provision but will not necessarily be placed on an intervention wave.

- There has been an increase in the number of pupils who have SEND at the school. Since January this year 25 new pupils have joined, a third of whom have joined with an identified SEND need, additionally 3 pupils were not in full-time schooling, but are now in school full-time. These children are managing well, and this reflects well on the teachers in the school.

***A governor wanted to know how promptly the needs of pupils joining the school in Reception are assessed.***

Governors were informed that a baseline assessment is carried out within the first two weeks, also handover meetings with local pre-schools would have taken place prior to admission, therefore the school is aware of the needs of pupils joining. Other assessments, for example speech and language assessments, are also considered.

***A governor wanted to know whether the school re-assesses those who require wave support.***

Governors were advised that this was the case, and that some may go straight onto Wave 4 or 5.

***A governor wanted to know if teachers were trained to recognise the possible indicators of SEND.***

Governors were advised that this was so. Training is on offer through the year, some of which is available from SEND services.

- Continuing with her presentation, the SENDCo pointed out that Y3 and Y4 had a greater proportion of pupils with SEND than other year groups. 7 of these pupils were new to the school in January.

***A governor wanted to know why the proportion of pupils with SEND was greater in Year 3 and 4 compared with other year groups. Was this due to the characteristics of these cohorts or was this due to the impact of assessment processes through the school?***

Governors were informed that there is an identification through assessment aspect of this issue, because as the children grow older the learning gaps becomes more apparent. The wave process allows for support to be put in place. A governor commented that Y1 appeared to be quite low in terms of SEND needs. Governors were advised that there were fewer pupils in this year group compared to other year groups.

***A governor wanted to know why it was that pupils with SEND are joining the school.***

Governors were advised that some join the school through parent choice. This shows that parents view the school positively and is very encouraging. A governor commented that this is encouraging provided it doesn't impact upon the outcomes for other children. The Headteacher commented that this is something that the school needs to be aware of, but getting children into the school is important. The school reorganises staff deployment and resources in response to emerging pupil needs.

***A governor wanted to know how the transition to secondary school of SEND pupils without an EHCP works. How is information about interventions and support provided to the new setting?***

Governors were advised that transition meetings are held with relevant staff members at the schools where each child's particular needs are discussed. Documentation is sent over on My Concern at the beginning of term.

***A governor wanted to know if any children are missed in this process.***

Governors were advised that there have been issues with this in the past, but the school logs information sent and informs the receiving school appropriately.

***A governor wanted to know if children can move up and down the intervention waves.***

Governors were advised that children could move up and down the wave process. For example, interventions if successful in addressing a pupils' needs, can result in them moving down the wave process. A governor commented that it was unlikely that pupils with EHCP needs would no longer require the EHCP. Governors were advised that this was the case and only one example could be thought of in which a child no longer required an EHCP.

***A governor asked if there were any children in the school who were in year groups younger than usual for their age.***

Governors were advised that there was only one such child and this was not a school decision, this child was held in Nursery prior to joining the school.

- Continuing with her presentation the SENDCo outlined how external support is accessed. Referrals to Speech and Language therapy are made with a TA working alongside the Speech and Language Therapist. The TA is then able to carry on the work independently of the therapist when their time working with the child is completed.
- Referrals are made to Community Paediatrics for pupils with possible ADHD and Autism. Referrals are made to YOUnited CAMHS for early help support. SEND services support by reviewing needs through the school and creating a plan that will support the school. This support can be via online meetings to discuss general issues. Also, staff can ask for advice regarding specific pupils and observations can be organised which focus on a class as whole, a year group or an individual pupil. SEND services are also contacted to request a Health and Care needs assessment.

***A governor asked if the school has the right amount of staff resources for numbers of pupils with SEND needs.***

Governors were informed that they are trying to recruit a new TA.

***A governor wanted to know that, if this TA were recruited would there be the right numbers of staff for the levels of SEND needs across the school?***

Governors were advised that having an extra person doesn't necessarily solve the issues in a classroom. The school aims to provide the skills to staff so SEND needs can be addressed. However, the school is still seeking to recruit another SEND TA. The SEND budget is easily spent, this budget pays for the SENDCo and additional support, and as far as the DfE is concerned, the school is spending a proportional amount.

***A governor asked whether the school would be able to recruit a further member of staff.***

Governors were advised that as the budget currently stands this would not be possible. There is no funding available for this and currently the SEND budget is overspent. The cost including on-costs of a TA is around £25,000 for which the school receives some £4,000 towards the cost of TA, further, the school's notional SEN budget allows for £6,000 to be contributed by the school, but the remaining funding gap must come out of the school budget. The assumption by the DfE is that the £4,000k + £6,000 is enough financial support.

***A governor wanted to know how the school supports parents of children with SEND issues.***

	<p>Governors were advised that Little Readers Cafes are in place to support parents reading with their child. There is a recognition that the reception years are important in enabling parents and families to begin effective routines that will support learning. Parents are supportive and this strategy has been successful.</p> <p><b>A governor asked at what point do parents get involved? Do parents know if their child is on a wave plan?</b> Governors were advised that for those pupils with a summary plan, this is shared with and co-written by parents, other plans are shared at parents' evenings.</p> <p><b>A governor wanted to know if there was anything they were concerned with in terms of SEND.</b> Governors were advised that the school's greatest concern is to ensure the right support is in place for each child.</p> <p><b>A governor wanted to know how easy it was to access external support.</b> Governors were informed that access to Speech and Language Therapy is good, they tend to work with one Speech Therapist who follows up referrals very promptly. Referrals to other external services can take longer to be actioned e.g., Community Paediatrics which can involve a wait of a year or more. Needs assessments can take a long time to come through. For example, one needs assessment was applied for in January, the assessment took place in October and the school still do not have the outcomes or a plan in place. This is due to a lack of Educational Psychologists. The support from SEND services hasn't been particularly useful. When the SENDCo started the role, their support was found to be quite helpful, but this is no longer the case.</p> <p><b>A governor wanted to know if there was any further provision needed for SEND which could be considered when the new budget is set for 25/26.</b> Governors were advised that this would all depend upon those children joining the school. Governors were further informed that the school has been advised that a further 2 pupils with EHCPs may be joining the school. The Headteacher commented that the school could have a further 2 or 3 SEND TAs but there are not the finances for this. There are concerns about the pressures faced by the SENDCo who needs to complete time-consuming forms and referrals. It would be good to have another member of staff to take some of this pressure away allowing her to concentrate on other issues that need her attention (e.g., pupils with high level needs). The Chair suggested that this issue be seriously considered at the next budget setting meeting. The Headteacher confirmed this as well as noting that other actions could be considered to alleviate the pressure on the SENDCo.</p> <p><b>A governor asked if there were teachers who would like to do more.</b> Governors were advised that perhaps there were a couple of TAs who might be interested. The SENDCo advised that everyone is working at capacity, so it is difficult to get training completed.</p> <p>The Chair thanked the SENDCo for her presentation and work.</p>	
2.	<b>Apologies for Absence.</b>	
	Rhiannon Beal gave her apologies which were accepted by the board.	
3.	<b>Declaration of direct or indirect pecuniary interest in any of the following items.</b>	
	RA declared that she is a trustee at Ely food bank and that this had been declared on GovernorHub.	

4.	<b>Review of previous FGB. meeting minutes.</b>	
	Minutes approved.	<b>Decision: The minutes of the meeting held on 25<sup>th</sup> September 2024 were approved.</b>
5.	<b>Agreed Actions Update.</b> <ol style="list-style-type: none"> <li>i. For the clerk to amend the minutes. Completed.</li> <li>ii. For the Headteacher to ensure that the most recent version of the Governing Body's Instrument of Government is placed on the school's website. Completed.</li> <li>iii. For the clerk to investigate the costs of the GovernorHub platform and report back to Governing Body at the next meeting. Completed</li> <li>iv. For review of the Lettings Policy to be an agenda item at the next FGB. Completed.</li> <li>v. For the Intimate Care policy to be an agenda item at the next FGB. Completed.</li> <li>vi. For the Headteacher to ensure that both the Attendance Policy and the Health and Safety policy were consistent in their guidance for returning to school in cases of diarrhoea and vomiting. Completed.</li> </ol>	
6.	<b>Governor business</b> <ol style="list-style-type: none"> <li>i. <b>Governing Body Membership - Edris Tildesley's nomination as LA governor.</b> <ul style="list-style-type: none"> <li>• ET was asked to leave the room, while her nomination was discussed. Governors were asked for their views, unanimously agreeing to ET's nomination as the LA governor for the school. Governors expressed how fortunate they were to have ET as Chair and how ET's contributions were highly valued.</li> <li>• Governors discussed a recent application of interested parties who would like to join the Governing Board. The vice-chair has been leading on this. He commented that it had been encouraging that many parents had shown an interest in joining the board, and it was important to make sure that parents who have showed an interest are thanked. Governors discussed a recent application from an interested party who had expressed an interest in joining the governing board. The applicant (Mr Sanders) had visited the school and has a wide range of both educational and management consultancy experience. Governors approved Mr Sanders' application and looked forward to him joining the board.</li> </ul> </li> <li>ii. <b>GovernorHub – decision.</b> <p>Governors were advised that there would be no additional cost to the board using GovernorHub platform. Governors decided to approve the use of GovernorHub. Actions that need to be taken by the clerk are:</p> <ul style="list-style-type: none"> <li>• Give permissions for administrators.</li> <li>• Allocate roles and populate committees.</li> <li>• Ensure governors can upload documents.</li> <li>• Remove F Jackman from the governor list.</li> <li>• Set up meeting and document folders.</li> </ul> </li> </ol>	<b>Decision: Edris Tildesley was approved by the Governing Board to be the LA appointed governor for the school.</b>  <b>Decision: Mr Sanders' application to join the Governing Board was approved.</b>  <b>Decision: Governors approved the use of GovernorHub.</b>

	<ul style="list-style-type: none"> <li>• Ready the system and communicate with governors so the system goes 'live' for the governing board by the beginning of next term.</li> </ul> <p><b>iii. Instrument of governance.</b> The Headteacher gave an overview of the composition of the governing board commenting that there was no need to change this. This was agreed.</p> <p><b>iv. Pay committee report.</b> The Pay committee had met and were happy with the procedures in operation in the school. Pay decisions have all been made including that of the Headteacher (the HTPM committee has met, and new objectives created). Pay and performance management policies were also approved.</p> <p><b>v. Governor visits.</b> Feedback from individual governors.</p> <p>FJ: has visited with a focus on phonics, reading, spelling, and was impressed at how quickly the children picked up the learning. It was good to see them being given time to explore and that this time was being used to reinforce the phonics in a playful environment. Also, FJ has completed Early Years and Phonics training on GovernorHub. She has also learned about the English Hub where funding is available for application.</p> <p>LS: has attended two meetings. There is a huge amount of work involved in the PTA, with lots of volunteers on the committee, and another 7 volunteers. Newsletters will be sent out about the work of the PTA.</p> <p><b><i>A governor wanted to know how the Headteacher felt the Film Night went.</i></b> The Headteacher commented that the event worked out well.</p> <p>LS also updated the board with regards to sustainability. All schools should have a Sustainability Policy by 2025 and an eco-governor. There is sustainability training available for governors.</p> <p>MC: Has observed all year groups' music lessons except for Reception. She was impressed with the lessons and will write the visit reports for these. A question she has is, how do staff prepare for teaching music?</p> <p>TC: has date in his diary to look at high attainers in maths.</p> <p>MC reported that she is unable to arrange a geography visit this term and will look at this again in Spring. LS offered to visit to review geography before the teacher who is leaving finished work at the school. The Headteacher commented that it would be useful to find out the status of geography. It was agreed that LS would carry out a geography visit.</p> <p><b>vi. Health and safety.</b> RA: carried out a Health and Safety visit in October with the site manager and school business manager using the template provided in the Governor's Handbook. The plan is to carry out termly Health and Safety visits. RA suggested that there be a standing agenda item for health and safety for each FGB meeting. RA updated the board with regards to the road safety campaign. A school competition will be launched on 21.11.24 with an assembly, and letters will be going out to parents 21.11.24 and 22.11.24. Pupils will be asked to create a poster campaign, focusing on road safety and the school. There will be a competition with goody bags as a prize, furthermore the winning entries will</p>	<p><b>Decision: The Instrument of Governance was approved.</b></p>
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	<p>have their posters laminated in A3 size. Turners will carry out sessions in December in which they will bring an articulated lorry cab for the children to deepen their understanding of the drivers' experience. Gifts will also be given. Any governors would be welcome to support on the following dates 5/12/24, 12/12/24 (both are Thursdays)- let RA/the School Business Manager know.</p> <p>RA emphasised that road safety is a priority throughout the year and that Tina's haberdashery will display the winning posters.</p> <p>There was a recent village consultation event to consider the creation of a 20mph speed limit through the village, those in attendance declined the idea. RA was informed that the Parish Council would like to talk to her about a proposal for putting in place a 20mph zone outside the school. RA will contact the Parish councillor- Paul Webb- to take this forward.</p> <p>RA was thanked by governors for her work on road safety.</p>	
7.	<p><b>School Improvement</b></p> <p><b>i. Data information.</b></p> <p>Governors were informed that there has been a change in how often achievement data is collected in the school. Data collection had been taking place each half term in the past, and this is not recommended practice, rather, it is recommended that data collection should take place on a termly basis-due to the impact that data collection activities have on teacher workload. This has been agreed. Staff can update Target Tracker statements regularly and assessments should be ongoing and not left to the end of term. This new approach is being trialled to see how effective it is and the impact it has upon teacher workload.</p> <p><b>ii. Pupil premium.</b></p> <p>Key points raised were:</p> <ul style="list-style-type: none"> <li>Governors were presented with the new Pupil Premium Strategy. The Headteacher is the lead for Pupil Premium and £4,000 has been allocated to create aspirational opportunities for the children. This will focus on identifying people from industry and other walks of life to talk to pupils about the wider world. This initiative would have a real-life purpose and broaden horizons for pupils. The school is working on how to link these aspirational opportunities to the curriculum, thereby making these events worthwhile and meaningful. As this is a new initiative, the Headteacher is unsure as to the total likely cost.</li> </ul> <p>A governor suggested that parents are asked to contribute to such talks. This was agreed by the Headteacher.</p> <ul style="list-style-type: none"> <li>The number of Pupil Premium and the proportion of Pupil Premium pupils in the school is increasing. Any child is entitled to a Free School Meal if their parents have claimed Universal Benefits or other benefits. These pupils are still eligible to be in receipt of the pupil premium grant for a further 6 years, even if during those 6 years their parents stopped claiming the benefits that entitled their child to the Pupil Premium grant in the first place.</li> </ul> <p><b><i>A governor wanted to know if all pupils who are eligible for Free School Meals are being captured.</i></b></p> <p>Governors were advised that probably not all were captured, but that it is difficult to know exactly what the situation is.</p> <p><b><i>A governor wanted to know if there had been any noticeable impact of the two teachers who no longer have a class.</i></b></p> <p>Governors were advised that it is very early days at present but that both teachers are very busy, and the signs are that this is a beneficial strategy; it appears to be going well. The Headteacher suggested that governors asked them for their views. These teachers can visit classes, model/support, and high-quality teaching. Currently they are spending a large amount of time in</p>	<p>Action: For the Headteacher to communicate with parents regarding the idea of aspirational opportunities and invite their contributions.</p>

	<p>the Early Years Foundation Stage. They will be at the next FGB to discuss their roles.</p> <p>Governors were updated with information about staffing changes at the school.</p> <p>Molly Bloomfield (Y4) is leaving and Ellie Hudson (Y3 and geography lead) will be leaving in January for personal reasons. A supply teacher will be needed, although the school is looking for a permanent replacement there is a scarcity of teachers currently. As an interim measure the school will seek to employ a supply teacher for the medium term, but the costs are higher.</p> <p><b><i>A governor asked about the employment terms for supply teachers; can their employment term be changed?</i></b></p> <p>Governors were advised that this can happen, usually contract start, and end dates are agreed but these can be changed. A supply teacher on a medium-term contract has a different workload expectation to one permanently employed.</p> <p><b><i>A governor wanted to know if the school had received any interest from the adverts placed.</i></b></p> <p>Governors were informed that there had been some, one looked around recently but has not applied yet.</p> <p><b><i>A governor wanted to find out if, for pupils with first language not English, this has a detrimental effect upon their learning and how does the school support these children.</i></b></p> <p>Governors were advised that reported EAL is different to those who cannot speak English. Almost all EAL pupils are fluent in English, and they speak their first language at home. A Ukrainian child joined with no English.</p> <p><b>iii. Sports funding.</b></p> <p>Sports Funding will be put on the agenda of the next FGB.</p>	
8.	<p><b>Finance</b></p> <p><b>i. BMR</b></p> <p>A finance meeting was held last Monday and the BMR was reviewed. The key points raised for governors were:</p> <ul style="list-style-type: none"> <li>• The financial position of the school is better than anticipated due to savings made within staffing costs.</li> <li>• There was a good conversation about next year's funding, with the funding allocations being made clear to the school for 25/26 towards the end of December. The funding model is changing slightly with the monies being rolled into one budget allocation rather than separate budget allocations. For next year, the National Insurance increases will likely impact on the school. The government are providing funding towards this increased cost which will be based upon pupil numbers rather than the specific costs of the teachers in the school. With Burwell having many experienced teachers and some at the upper ends of the pay scale, the school may find there is a gap between government funding for the National Insurance increase and the actual cost the school will have to fund.</li> <li>• Figures for staff costs are correct, and the school is looking at a carry forward of £222,000, however there may be some clawback of some £4,800 due to COVID funding.</li> <li>• The October census showed there were 381 pupils in school and there are 383 pupils now. Funding for next year based on 381 pupils.</li> <li>• The School Business Manager has worked very hard with the challenges of the system with which there are still ongoing issues. All these issues have</li> </ul>	



	<p>been reported and are being worked through, for example there is an issue with the variance figures in the budget which are not accurate. The Governing Board thanked the School Business Manager, the Finance link governors and Headteacher for their work on the budget.</p> <p><b>ii. LA update</b> None available</p>	
9.	<p><b>Policies</b></p> <p><b>a. BVC specific policies</b></p> <p>i. SEND and Inclusion. Governors commented that they would like to see the wording of SEND/SEN consistently used in the documentation.</p> <p>ii. SEND information report.</p> <p>iii. Designated teacher policy (LAC and PLAC) <b>A governor asked whether there needs to be a named governors within the policy.</b> Governors were advised that this was no longer necessary.</p> <p>iv. Capability. <b>A governor asked if the school is using the LA capability policy.</b> Governors were advised that the school does not use the LA policy because it is classed as an 'appraisal and capability policy' and these two aspects need to be separate. The capability policy the school uses works well and is more effective. Governors recommended that the term 'clean governors' is changed to impartial governors.</p> <p>v. Lettings policy.</p> <p>vi. Critical and major incidents policy. <b>A governor asked whether the phone numbers detailed in the policy should be included there as some were private numbers.</b> Governors were assured that governors only have sight of this document, and the phone numbers recorded there are work phone numbers.</p> <p><b>A governor asked if the policy had ever been tested.</b> Governors were advised that the policy had been tested in the past, but not recently, and the school will try and test it out this academic year. There will be the need to remind teachers and staff about the evacuation procedures. It was also requested that the document is checked and corrected for spelling/punctuation errors.</p> <p><b>b. Standard LA policies</b></p> <p>i. Intimate care</p>	<p>Action; for the Headteacher to review both documents seeking consistency of terminology where possible.</p> <p><b>Decision: With above as a proviso, the SEND and Inclusion Policy was approved.</b></p> <p><b>Decision: With the above as a proviso the SEND information report was approved.</b></p> <p>Action: To remove the term 'clean governors' from the capability policy and replace it with the term 'impartial governors' from the Capability Policy.</p> <p><b>Decision: With the proviso this change to the policy is carried out the Capability Policy was approved.</b></p> <p><b>Decision: The Designated teacher policy (LAC and PLAC) was approved.</b></p> <p><b>Decision: The Lettings Policy was approved.</b></p>

		<p><b>Decision: The Critical Incidents Policy was approved.</b></p> <p><b>Decision: The Intimate Care policy was approved.</b></p>
10.	<b>Safeguarding</b>	
	<ul style="list-style-type: none"> <li>• There was nothing to raise for this item.</li> </ul>	
11.	<b>Dates &amp; foci of planned meetings</b>	
	<ul style="list-style-type: none"> <li>• Wednesday 15<sup>th</sup> January at 5.00pm: Full Governing Board meeting: Progress Update.</li> <li>• Wednesday 26<sup>th</sup> March at 5.00pm: Full Governing Board meeting: Budget, Mid-Year Review.</li> <li>• Wednesday 21<sup>st</sup> May at 5.00pm: Full Governing Board Meeting: Strategic Overview, Progress Update.</li> <li>• Wednesday 16<sup>th</sup> July at 5.00pm: Full Governing Board meeting.</li> </ul>	
12.	<b>Meeting close.</b>	
	The meeting closed at 19.18.	