

Minutes of FGB Meeting for Burwell Village College Primary School

Held on Tuesday 11th July at 1700 hours

Governors:	Antony Kern (Headteacher – AK), Stephen Taylor (ST), Edris Tildesley (ET - Chair), Mary Barnes (MB), Lauren Sewell (LS), Rhiannon Beale (RB), Martha Cannon (MC), Hannah James (HJ), Rhiannon Beal (RB) (arrived at 17:53)
In attendance:	
Clerk:	Meleena Walsh (Camclerk - MW)

	Discussion	Decisions Made / Actions Agreed
1.	Welcome The GB was quorate based on the number of governors in post.	
2. i. ii	Apologies for Absence Receive apologies for absence: Tom Cock, Reena Appadoo, Consent/Non-consent to absence Consent given as above – yes	
3	Declaration of direct or indirect pecuniary interest in any of the following items None declared	No declarations for items on this agenda were made.
4 i	Minutes of last FGB meeting: 14th June 2023 To approve the minutes of the FGB meeting 14 th June 2023	Minutes of FGB meetings 14 th June 2023 were APPROVED and duly signed by the Chair.
5	Agreed Actions Update Actions 123 – 127 & 130 completed	
6 i.	School Improvement Headteacher's Report: <i>focus on data – progress report; Review of achievement of the year including end of year outcomes</i> The Head presented the SEF 2022/2023 to the FGB (uploaded to the Teams prior to the meeting). This document will be presented to Ofsted when a school inspection is scheduled. The SEF reflects the judgement that the school has deemed itself to be at, in the current academic year. The SEF is measured using the Ofsted framework. The governors had a discussion around the SEF. It was noted that there were no strengths or weaknesses added onto the SEF. The Head responded that this would be added to the document once the SDP had been agreed with SLT.	

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It was noted that the online parent questionnaire has gone from 65% (2022) to 88% (2023) that would now recommend the school to other parents.

Q./ A governor asked - How does the SEF get shared with parents?

A./ The Head responded - a summary is shared and also the school priorities for the forthcoming academic year in an end of year letter.

Q./ A governor asked - What about the government (Labour) focus on speaking for children being a priority?

A./ The Head responded – Language acquisition and oracy has been high on the agenda for a while. We know that, in general, children’s use of language and exposure to high quality language is reducing for a number of reasons. This is high priority in the EYFS curriculum and the staff are putting in place support. There are various screening programmes that the school uses to assess children’s language acquisition and the outcomes of these along with any support materials can be highlighted to parents early.

The Head gave an overview of the data.

GLD is the same as last year as are most areas of learning. 58%.

National is 65%

However, the cohorts are very different in presentation. Progress data shows that pupils made more progress in PSED this year as this was an identified weakness early on. The SLT have spent time with the core subject leaders and EYFS teachers to understand what has not happened for these children and what needs to be put in place for the following academic year.

Q./ A governor asked - Are you surprised that the GLD has not improved for the EYFS in 2023 and what will you be doing about the new intake for September?

A./ The Head responded that this was to do primarily with the PSED and physical development. Additional focus was being put on handwriting in 2023 and a discussion was currently being had around continuous provision in year 1 and how this could support children in the transition from Reception. The EYFS cohort from September 2022 made good progress and then plateaued.

Q./ A governor asked - Do we know why progress has plateaued?

A./ The Head responded - It is related to PSED where children made rapid progress in the first term.

Q./ A governor asked - When was that issue picked up?

A./ The Head responded - it was a Christmas time when the issue around phonics was picked up and the font was changed from cursive to print to help the children with their writing.

Q./ A governor asked - How are we supporting this cohort moving into September 2023.

A./ The Head responded - There will be selected groups taken out in the afternoons to over teach their phonics and a focus on handwriting formation.

It was also noted that moving out of the EYFS setting where there is child led learning to more structured activities in KS1 will be beneficial to the learning development of the cohort. The cohort being physically

split into two distinct classes will also benefit their levels of concentration and the number of other pupils with which they interact.

Q./ A governor questioned - Have the children in EYFS been supported in their transition from EYFS into KS1?

A./ The Head responded - There have been transition days and the teachers have been having a dialogue with parents of pupils that may struggle with the KS1 curriculum and giving them support materials and ideas for the summer holidays. A rapport is already being built with the parents of vulnerable pupils that will need to have support through the 6 weeks holiday (and those pupils that are border line).

Q./ A governor asked - Is there a plan improve accelerate the progress of the year 1 cohort when they are in year 2?

A./ The Head responded - Yes, there will be 2 assistant headteachers working in year 2 to support the levels of attainment for the cohort.

Q./ A governor asked - Is the KS1 data based on SATS or teacher assessment?

A./ The Head responded - The data is based on the SATS. On the retakes for the Year 1 phonics test only 33% (around 20 children) made expected attainment. The thought is that the number is low due to the catchup program that has been used. The school will revert to using Fast Track phonics intervention to see if it improves the attainment with year 3 and potentially year 2.

Q./ A governor asked - Is there a point by which, children simply do not learn through phonics?

A./ The Head responded - According to the DfE all children will learn phonics if it is taught correctly. There may be some questions raised around how relentlessly the school have re-enforced the learning of phonics i.e., following up with parents working with their child at home, delivery of the number of sessions in school.

Q./ A governors asked - Are the children that have not passed the phonics screening being held back (educationally) due to this?

A./ The Head responded – yes, this is impacting the pupils' ability to write.

Q./ A governor asked - Are there any members of the teaching staff that have shown to have good skills in building a rapport with parents that could buddy up or share their skills with other, less confident staff members?

A./ The Head responded - it is more about building the right culture with the parents i.e., giving them easy to follow support materials and following up on it.

Q./ A governor asked – why is there a drop in the progress in science?

A./ The Head responded that it could be more to do with the previous cohort than this as this level is back in line with national averages.

It was noted that overall, the data for KS2 was positive with maths, writing and science all an improvement for expected attainment on the previous year.

The Head considers that it likely that national data published in November for the cohort will show a greater level of progress across KS2, better than in 2022.

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	<p>Q./ A governor asked - Do you have a view of how the year 5 cohort are likely to progress? A./ The Head responded - The SATS results should be better in 2024 as this is a stronger cohort.</p> <p>It was noted that the school attendance was within the national average.</p> <p>Q./ A governor stated - The lowest 20% of pupils ARE still remains behind, what outcomes have you had with your discussions with SLT? A./ The Head responded - The teachers are getting alongside the 20% before the end of the academic year and working with the parents for summer activities. There will be continued interventions running and in Autumn term 1 the progress will be monitored.</p> <p>A governor commented – The LA Safeguarding report suggested that the report to governors should contain the number of concerns logged, the category and level of the concern. Could the GB have a summary from September? The Head responded that there can be a baseline comparison provided for Autumn term 1 for governors.</p> <p>Q./ A governor asked if the number of concerns logged could be broken down into the number of families that are involved? A./ The Head responded that they would look into how My Concerns can be utilised to create this breakdown.</p> <p>Review of SDP 2022-23: The Head shared the SDP with the GB prior to the meeting. The Head was pleased to state that the majority of the items that were on the SDP had been completed.</p> <p>Review of the draft SDP for 2023/24 – The Head shared the new SDP with the GB prior to the meeting. There will be a meeting with staff on 17th July 2023 to agree SDP priorities and review the SEF.</p> <p>Q./ A governor asked – will you be including the 20% of pupils that are not making the expected levels of progress onto the new SDP? A./ The Head responded – yes, this will be included in the SDP for 2023-24.</p>	<p><i>The Chair/Safeguarding lead to liaise with the Head to pick up on actions from the Safeguarding report</i></p>
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vi	<p>Pecuniary interests register These have been completed and handed the Head. The clerk advised the FGB that this would be easier to record if done on Governor Hub.</p>	
vii	<p>Governor training – a new format document will be made by RB and uploaded into Teams to record training undertaken by the GB. MC has undertaken the Termly Governor Briefing and will upload the slides onto Teams.</p> <p>The Head informed the GB that there would be Safeguarding training on 1st September 2023 and all governors were able to attend.</p>	<p>132 Termly Briefing Notes to be uploaded onto Teams.</p> <p>133 RB to create a new training document for GB training and put onto Teams.</p>
viii	<p>Governor visits / monitoring activity MB and ET had undertaken a SEND monitoring visit. The report will be made available to the GB on Teams. LS undertaken RE & PSHE visit. The report had been made available to the GB on Teams. TC and ET have undertaken a history visit. The report will be available on Teams. MB had undertaken a EYFS visit looking at the transition from Jolly Phonics to Bug Club. Governors were reminded to complete the governor monitoring report document.</p>	<p>134 Safeguarding training will be available on 1st September 2023</p>
ix	<p>Governors Handbook review The GB approved the governor handbook.</p>	
x	<p>Focus and structure of future meetings</p> <p>It was agreed that the meetings in principle were good. However, the GB agreed that the subject leader presentations should be tailored to fit with the SDP. The Head's report to be made available to the governors 10 days prior to the meeting so that governors can feedback questions prior to the meeting for the Head to be able to answer. It was agreed that there should be a clearer focus for each meeting – targeting particular areas.</p>	<p>135 Clearer meeting plan to be set for the forthcoming academic year. Chair, Head and ST to plan.</p>
xi	<p>Dates of planned meetings for academic year 2023-24</p> <p>26th September 2023 7th November 2023 12th December 2023 6th February 2024 26th March 2024 (draft budget) 7th May 2024 18th June 2024 16th July 2024 (business meeting)</p>	

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8 i	<p>Finance</p> <p>Budget Monitoring Report ST informed the GB that there was still no report available for the GB due to the new system that has been rolled out within the school. There have been a number of ICT problems around the new system. The school business manager is confident that there will be a report available in September 2023.</p> <p>It was noted that the lack of reporting system was making it difficult for the GB to monitor the budget spend at the current time.</p> <p>The GB noted there thanks to Karen Taylor, Business Manager for her hard work on the implementation of the new financial system.</p>	
9 i	<p>Policies</p> <p>BVC Specific policies Assessment Policy – the policy duly adopted by the FGB.</p> <p>Q./ A governor asked – has the policy been developed with the teaching staff?</p> <p>A./ The Head responded that this was done in consultation with the teaching staff.</p> <p>Premises Management and Site Security Policy – the policy was duly adopted by the FGB.</p> <p>Q./ A governor asked - How do you define what is a competent person?</p> <p>A./ The Head responded – This is quite an ambiguous statement but this would be checked at employment and the member of staff having received the correct training.</p> <p>Critical Incident Plan – the policy was duly opted by the FGB (pending the removal/replacement of two LA names).</p> <p>Q./ A governor asked – have you practised an invac/lockdown?</p> <p>A./ The Head responded – this has not been undertaken yet due to the managing of the effects of the children following this type of lockdown.</p> <p>A governor commented that the procedure needed to be agreed with the staff so that they are clear on the procedure.</p> <p>Standard LA policies</p> <p>nil</p>	<p>136 Head to define the term competent person for the Premises Management and Site Security Policy</p>

10	Communication between staff, parents and governors 5 points from the GB <ol style="list-style-type: none"> 1. Positive data outcomes at KS2 2. Wide range of governor visits into school this term 3. Governors recognise that the transition days organised by the school will support children and help build relationships with parents 4. GB is complete and all roles and responsibilities are agreed. 5. SDP for 2023-24 mostly achieved and planning in place for 2023-24 	
11	What impact is the GB having on particular vulnerable groups? Foci on the lowest 20% and on the monitoring of the cohorts as they move through. Joint SEND visit. Safeguarding report shows a good culture around safeguarding.	
12	AOB It was noted that some new parents have struggled with some of the communication that has come out from the office as they are not familiar with the set up.	
13	Dates of planned meetings Next FGB meeting 26 th September 2023 at 5pm	
	Meeting closed at 19:22	

ACTIONS:

No.	Action	Owner	Timescale
FGB Actions from 13th June 2023			
123	Head to provide end of year figures to show the breakdown of absences and across which areas of staffing	Head	11 July 2023
124	Governor Hub training records to be send to ST and RB	Clerk	14 June 2023
125	Governor visit report monitoring feedback to be added to the agenda schedule.	Head and Chair	11 July 2023
126	Access to CGS recommended training list sent to ST.	Clerk	13 June 2023
127	Governor handbook to be approved by the FGB	Head	11 July 2023
128	The RSE policy to be send out to parents for consultation.	Head	26 th September 2023
129	Gender/transgender updates – which policy should this be added to and the content to be brought to the first FGB meeting at the start of the academic year.	Head	September 2023

130	LA Authority Safeguarding report to be made available to governors by Teams.	Head	20 June 2023
FGB Actions from 11th July 2023			
131	Head and safeguarding lead governor to pick up on action from the Safeguarding report	Head, Chair	October 2023
132	Head to produce baseline data regarding concerns raised in 2022-23	Head	26 th September 2023
133	Code of conduct to be completed	FGB	21 st July 2023
134	Termly Briefing Notes to be uploaded onto Teams.	MC	11 th July 2023
135	New training document for GB training and put onto Teams.	RB	10 th September 22023
136	Safeguarding training will be available on 1 st September 2023 in school.	All governors	1 st September 2023
137	Clearer meeting plan to be set for the forthcoming academic year.	Head, Chair, ST	19 th September 2023
138	Define the term competent person for the Premises Management and Site Security Policy	Head	26 th September 2023