

# Minutes of FGB Meeting for Burwell Village College Primary School

Held on Tuesday 13<sup>th</sup> June at 1700 hours

<b>Governors:</b>	Antony Kern (Headteacher – AK), Stephen Taylor (ST), Edris Tildesley (ET - Chair), Mary Barnes (MB)(joined virtually), Reena Appadoo (RA), Tom Cock (TC), Lauren Sewell (LS), Rhiannon Beale (RB), Martha Cannon (MC) arrived at 17:09
<b>In attendance:</b>	
<b>Clerk:</b>	Meleena Walsh (Camclerk - MW)

	<b>Discussion</b>	<b>Decisions Made / Actions Agreed</b>
<b>1.</b>	<b>Welcome</b> The GB was quorate based on the number of governors in post.	
<b>2.</b> i. ii	<b>Apologies for Absence</b> Receive apologies for absence: Consent/Non-consent to absence No apologies received from Hannah James Consent given as above -nil	
<b>3</b>	<b>Declaration of direct or indirect pecuniary interest in any of the following items</b>  None declared	No declarations for items on this agenda were made.
<b>4</b> i	<b>Minutes of last FGB meeting(s): 2<sup>nd</sup> May 2023</b> To approve the minutes of the FGB meeting 2 <sup>nd</sup> May 2023	Minutes of FGB meetings 2 <sup>nd</sup> May 2023 were <b>APPROVED and duly signed by the Chair.</b>
<b>5</b>	<b>Agreed Actions Update</b>  Action 116 Head to provide a comparison on staff absence. Absence detailed as follows 2021-2022 285 days. (across approximately 50 members staff), staff absence has increased to 323 days in 2022-2023 (this includes three members of staff with long term absence). This also includes teachers attending medical appointments.  The Head reassured the governors that he was not concerned at the level of the absences (the number of the teachers that have been or are currently off, is significantly low).  Governors asked how many teaching days have been lost? Headteacher could not answer to this level of detail.  Governors asked how this compares to other schools absence rates? The Headteacher could not answer this.  Governors requested that this be an annual (at least) update with clarity around the numbers of days being lost due to teacher	123 Head to provide end of year figures to show the breakdown of absences and across which areas of staffing.

	<p>absence in particular. HT suggested that this was twice per year as part of the HT report.</p> <p>Actions from 2<sup>nd</sup> May 2023 numbers 120 -122 completed.</p>	
<p>6</p> <p>i.</p>	<p><b>Subject Presentation</b></p> <p><b>PSHE: Relationships and Sex Education – Sarah Bradley</b>  Sarah Bradley was welcomed by the GB. Sarah Bradley is the PSHE lead for the school. Sarah Bradley gave a presentation on PSHE. The PSHE curriculum document presentation will be shared on Teams for the governors after the meeting.</p> <p>The governors were given the opportunity to ask questions.</p> <p><b>Key Headlines for the PSHE curriculum</b>  The curriculum coverage is progressive, age appropriate and not repeated.</p> <p>Q./ A governor asked - How do we measure the impact of the PSHE curriculum, how do we know it is having impact on the children?</p> <p>A./ SB responded - I think that the pupil voice will be a good way of understanding the impact on how children feel about being kept safe. There will also be a questionnaire for the pupils to complete. It can also be measured by the behaviour of the children around the school and on the playground. A potential issue that is being faced it that as the pupils get further up the school the parent engagement is challenging - around what online platforms are being accessed by their children (some are not age appropriate)</p> <p>Q. A governor asked - Is this an opportunity to pick up any individual pupil issues moving forward?  A./ The Head responded - This would be the same principle as reporting safeguarding.</p> <p>Q./ A governor asked - When do you plan to conduct pupil voice?  A./ SB responded - I would like to get a pupil voice in summer term 2 so that this can be used as a comparison in Autumn 1 (2023) when we have been using the new curriculum plan.</p> <p>Q./ A governor asked - How do you ensure that all pupils are getting what they need from the cultural capital element of the PSHE curriculum?  A./ SB responded - The curriculum is on a 2 year cycle. The Head added - the cultural capital will become more standardised as it is</p>	

	<p>embedded across the school to ensure that none of the elements from the PSHE curriculum are missed. If something is not covered in cycle A then it is covered in cycle B.</p> <p>Q./ A governor questioned - How do you ensure that all pupils are getting the foundation skills that they need to progress along the curriculum (pupils that may come into the school in year 3 and have not been in the school since reception)?</p> <p>A./ SB replied - A lot of the objectives are recapped at the start of the new unit to ensure that the pupils have the skills from the year before.</p> <p>Q./ A governor commented - You mention that some elements of the PSHE curriculum need longer blocks of time on them to embed – is there time in the curriculum for this?</p> <p>A./ The Head replied - The other parts of the curriculum are structured to fit into 10 weeks, leaving 2 weeks to allow for coverage on the units of PSHE that need further time to embed.</p> <p>Q./ A governor asked - Why is EYFS not on this curriculum plan?</p> <p>A./ SB replied - EYFS follow their own long term planning which covers all of the statutory requirements and the development matters. This is very clear to follow and monitor.</p> <p>The Chair and governors thanked Sarah Bradley for her work on the PSHE curriculum.</p>	
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<p><b>7</b></p> <p>i</p>	<p><b>School Improvement</b></p> <p><b>Headteacher's Report</b></p> <p>The Headteacher's report was made available to the GB prior to the meeting via Teams.</p> <p>There were no further updates made to the report since being made available to the governors.</p> <p>It was noted that there were now 2 pupils recorded in the CIN category for pupil safeguarding concerns.</p> <p>It was noted that there was the same number of racist incidents this term as the previous term. The Head clarified that these were two different incidents involving different pupils. The Head reiterated that these incidents were being dealt with in line with the school policy.</p> <p>It was noted that the pupil absenteeism is, on balance, better than that across county. There is one persistent DA which is being pursued following the school policy and county guidelines. The interventions that have been put into place have not worked as the DA attendance has dropped from 56% to 43.3%. It was noted that the pupils was not categorised as a CIN or CP as there has been</p>	
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	<p>no engagement by the parents with external agencies.</p> <p>Q./ A governor asked - At what point does the school have to say that it has done enough?  A./ The Head responded - The school has done everything that is within its capacity to support the pupil and his family and this has been clearly documented. The family continues to be monitored whilst the process is running.</p>	
ii	<p><b>Staffing Update</b></p> <p>One member of the teaching staff will be starting maternity leave in October 2023. The post will covered by a job share. The staffing will continue in the same model that is currently operating. It was noted that the staffing was in its second year for 100% staffing retention.</p>	
iii	<p><b>School Development Plan</b></p> <p>This was made available to the FGB prior to the meeting.</p> <p>The governors were given the opportunity to ask questions.</p> <p>Q./ A governor questioned - What do you mean by tutoring by external agencies (as detailed on the SDP)?  A./ The Head replied - This is a provision that is targeted for selected children across specific areas of the curriculum. This is usually being delivered between a one to one to one to three ratio. There are around 13 pupils undertaking this and the impact of this is being monitored and reviewed. The funding towards the tutoring will shortly be ceasing.</p> <p>The Head reiterated that - All teachers provide one session after school for tutoring on areas that they think pupils in their class need. However, there is a discussion around whether this needs to be more targeted and whether the provision that is currently being provided is having an impact.</p> <p>Q./ A governor asked - What is the level of up uptake on the tutoring?  A./ The Head responded - The teacher tutoring is fully utilised, However, not all of the online tutoring has been taken up – this may be an issue around timings available and whether families can fit this into the home setting.</p> <p>Q./ A governor asked - What had changed in the teacher moderation – (year 2 believe to be low)?  A./ The Head replied - There is still an element of caution from the teachers and the preconceived ideas of what the pupils are from the previous class teacher. The plan to allow for the teachers to have a transition period of 3 days so that the new teachers can make their own assessment of the levels for the pupils.</p>	

iv	<p>Q./ A governor questioned - How does the moderation work for reception around preconceived ideas on levels of attainment?  A./ The Head replied - The school tries not to share (with the teachers) whether children are disadvantaged or pupil premium so that all children are not measured against preconceived ideas of ability.</p> <p>A comment was made by the Head (in the Head's opinion) that the parents at this school have their priorities slightly skewed around their children being happy and then their mental wellbeing and that their education is secondary. Children that thrive well academically are shown to be happier at school as they are receiving positive affirmation and success in their work. The curriculum has changed enough to become more inspirational for the pupils and is thus more engaging.</p> <p>Q./ A governor asked – if moderation of EYFS has taken place, why is attainment low when the progress is good?  A./ The Head answered - This is due to the progress made in the first term is accelerated and then it levels off. The cohort this year is slightly challenging. To try to steady the dip in attainment there will be a staffing change for year 1 to support the cohort as it moves in to KS1. There will be interventions running to support any areas (phonics, writing etc) that the attainment needs to be raised.</p> <p>The governors were in full support for the teachers being able to continue the CPD.</p> <p><b>Finance</b></p> <p>ST reported that there was still no financial reports available as the new system is still not fully implemented and working. Training has been undertaken by Karen Taylor on the new system and there is the possibility that there will be a report for governors in July 2023.</p> <p>ST reported that Karen Taylor is happier that things are progressing (all be it slowly) with the new system.</p>	
8	<p><b>Governor Business</b></p> <p>i <b>Governor Training feedback from courses attended</b>  Nothing to report.</p> <p>ii <b>Governor Visits</b></p> <p>ET undertook a look on the Single Central Record – the report is on Teams.</p> <p><b>Governor Feedback from Strategic Day</b>  Held on 8<sup>th</sup> June 2023. It was noted that the day was well organised and very useful. The governors felt that they had a</p>	124 Clerk. -Governor Hub training records to be send to ST and RB

	<p>better overview of the school.</p> <p>A governor asked if there could be time allocated at the GB meetings to share more findings from school visits. It was noted that this could be scheduled during the next academic year.</p> <p>Governor visits for history summer 2 – TC Monday 10<sup>th</sup> July 2023 (pm)  Governor visit for PSHE for summer 2 – LS Friday 23<sup>rd</sup> June 2023 (am)  Governors to visit a Friday afternoon CPD and Health and Safety – RA and TC – 14<sup>th</sup> July 2023 (am)  HTPM – ET, ST and RA arrange with Sue Bowman for Summer 2</p> <p><b>Governor Induction</b>  ST had prepared a new governor induction handbook for new governors. Clearly detailing the Who, What and Where for new governors.</p> <p>Governor Handbook has been produced and is ready for scrutiny by the FGB. To be brought back to FGB in July for approval.</p>	<p>125 Governor visit report monitoring feedback to be added to the agenda schedule.</p> <p>126 Clerk to send ST the CGS recommended training list.</p> <p>127 Governor handbook to be approved by the GB</p>
<p><b>9</b></p> <p><b>i</b></p>	<p><b>Policies</b></p> <p><b>BVC Specific policies</b></p> <p>1. Relationships and Sex Education Policy – the governors duly adopted the policy.</p> <p>Q./ A governor asked - How will you cope with the responses received (if any) from the parents?  A./ The Head replied - This will be sent out by an online survey, any responses gathered together and dealt with accordingly.</p> <p>Q./ A governor asked - How will teachers cope with children asking for more details on SRE topics that might not be age appropriate?  A./ The Head replied - There is a clear process in the PSHE curriculum for teachers to follow.</p> <p>The Head had undertaken a discussion with SLT around gender/transgender etc and which policy this should be an addendum to. It was initially thought that it should go into the equality policy.</p> <p><b>Standard LA policies</b></p> <p><b>nil</b></p>	<p>128 – The RSE policy to be sent out to parents for consultation.</p> <p>129 – Gender/transgender policy 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.</p>

<b>10</b>	<p><b>Safeguarding</b>  LA Safeguarding review – Safeguarding continues to be effective. The recording of concerns and general culture of safeguarding around the school was good. The SCR was very thorough and well maintained. There was a need for more clarity around the safeguarding data that governors are receiving.</p> <p>92% of children felt safe around school and could identify places in school that they felt safe. Many of these places were where there were trusted adults.</p>	130 – Head to make the report available to governors by Teams
<b>11</b>	<p><b>Communication between staff, parents and governors</b>  <b>5 points from the GB</b></p> <ol style="list-style-type: none"> <li>1. Excellent LA Safeguarding report received for the school demonstrates that safeguarding is effective and children feel and are safe.</li> <li>2. Successful Governor Strategic Day supporting school development planning for the next academic year</li> <li>3. Positive feedback from the parents and teachers on the Strategic Day</li> <li>4. Great welcome session for the new reception children</li> <li>5. Excellent PSHE presentation received</li> </ol>	
<b>12</b>	<p><b>What impact is the GB having on particular vulnerable groups?</b>  Discussed the level of absenteeism within the school and the level of support for those pupils and families.</p> <p>Discussion undertaken around lower levels of attainment for pupils in EYFS.</p>	
<b>13</b>	<p><b>AOB</b>  Possible change of timings for the meetings to be later. Governors were asked if they could switch to 6pm start but consideration needs to be given for the staff attending the meeting.</p>	
<b>14</b>	<p><b>Dates of planned meetings</b>  11 July 2023 (business meeting) <b>to start at 5pm</b></p>	
	Meeting closed at 19:16pm	

**ACTIONS:**

No.	Action	Owner	Timescale
<b>FGB Actions from 13<sup>th</sup> June 2023</b>			
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	20 June 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