



HORRABRIDGE PRIMARY AND NURSERY SCHOOL

Full Governing Board

Meeting 165 Minutes				Part I
18 th March 2024, 18:00			Location: Year 6 classroom	
Attendees	Initials	Governor type	Term	Responsibilities
Emiko Adjene	EA	Co-opted	18/11/20 - 17/11/24	Curriculum School Imp. Deputy
Nicola Beeching	NB	Co-opted	17/04/23 – 16/04/27	Community, Staff, Wellbeing Personnel Nursery
John Clarke	JC	Headteacher	01/01/09 – ongoing	Headteacher
Tom Cooper	TC	Partnership	20/09/23 - 19/09/27	Vice Chair of Governors P&P Committee Chair Safeguarding Deputy
Caroline Daniel	CD	Parent	18/11/20 – 17/11/24	Chair of Governors Behaviour & Attendance Premises, H&S, Maintenance
Pam Law	PL	Co-opted	15/01/24 – 14/01/28	
Tracy Lear	TL	Co-opted	20/11/23 – 19/11/27	SEND Deputy Pupil Premium
Caroline Morgan	CM	Co-opted	15/01/23 – 14/001/28	Safeguarding Lead
Alison Smith	AS	Staff	08/09/23 - 07/09/27	
Sam Sykes	SS	Parent	13/11/23 - 12/11/27	SEND Lead

Absent	Apology/ non-apology	Governor Type	Term	Responsibilities
Hannah Downing	Personal	Associate	20/09/23 - 19/09/27	SENDCo @ HPNS
Christine James	Personal	Parent	06/02/22 – 05/02/26	Children in Care
Carol Waterman-Smith	Personal	Partnership	20/11/23 – 19/11/27	School Improvement Lead
Katrina Shipp	Personal	Parent	19/02/24 - 18/02/28	Finance Committee Chair

In Attendance	Initials	
Sam Brown	SB	Clerk
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Minutes to:
Attendees and Apologies
School Website



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Full Governing Board

Minutes

Ref, time 165.#	Action or Decision	Owner/ Decision	Date Due	Progress /Date actioned
	The meeting started at 18:00.			
1	<u>Starting the meeting</u> a) The Chair welcomed everyone to the meeting. b) Apologies received from CW, KS & CJ were sanctioned by the board. c) The meeting was quorate. d) Consideration was given towards identifying Part II items – there were none.	Agreed		
2	<u>Declarations of Interest</u> There were no conflicts of interest to declare. Those present undertook to declare immediately any additional conflicts of interest that became apparent as the meeting progressed.			
3	<u>Previous Minutes</u> The Part 1 minutes of the FGB Meeting 164, 19/02/24, were agreed as a true and accurate record and were signed by the Chair. <u>Actions arising from previous FGBs</u> All actions were either complete, in progress, or covered within this meeting's agenda. To note: <ul style="list-style-type: none"> - JC: issue Spring Term newsletter by Easter – The school was not going to be able to fulfil this action. Staffing absences in school were affecting output. A Summer Term newsletter would be issued after Easter. EA offered to write an update from Governor for the newsletter. - JC: what was the procedure for staff to protect themselves during provision of intimate care? Staff paired up when delivering intimate care. 	Agreed		
		JC EA	Summer term	Complete Complete
4	<u>Business brought forward by the Chair</u> See doc: 202324 Skills Audit report a) Headteacher's written report - review of content/format: Governors had considered the report's content and agreed that it was fit for purpose. This action would be marked complete on the governor action plan. b) Skills Audit review: The audit results were positive given many of the board were new to governance. The retirement of some longer serving governors meant that the governor mentoring scheme was currently stretched. CD and SB committed to be available, prior governor meetings, for an additional half an hour to offer assistance.	Agreed		

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	<p>The resulting Training Plan was agreed – governors would let SB know if they could attend training on the suggested dates.</p> <p>Governors considered succession of the Chair role as of September when CD would be stepping down. The Skills Audit report contained information about upcoming leadership training and Co-chair case-studies. Those interested in Chairing were asked to contact CD.</p> <p>c) Governors gave praise to the staffing team who, due to staff absences affecting workload, had experienced a challenging term. Governors agreed to provide an end of term Thank You to all staff on 28th March. CD/JC/PL to arrange. The PTFA could be approached for support too.</p>	<p>Agreed All</p> <p>All</p> <p>CD/JC/PL</p>	<p>15/04/24</p> <p>15/04/24</p> <p>28/03/24</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Complete</p>
5	<p><u>Clerk's update</u> Correspondence sent:</p> <ul style="list-style-type: none"> - Summer term Training Dates 202324 - Maintained school's governance guide - maintained-governance-guide-summary-20240307 <p>a) DES Summer Training diary: bookings could be made via the clerk.</p> <p>b) Governors were informed of the publication "Maintained schools government guide" to replace the previous Governors' and Clerking Competency manuals. Notable changes: increased clarity on the use of Chair's Actions, revised Asbestos guidance, revised requirement to read Section 2 of future KCSiE.</p> <p>c) Governors were signposted to "Governors for schools" recorded webinars on Inclusive Governance.</p>			
6	<p><u>Headteacher's verbal report</u> See doc: Evaluated evidencing the impact sport premium 23/24</p> <p><u>PE Premium Strategy Update:</u> QUESTION: When is the auditing of pupils' interests planned? Auditing of interests had been completed through the school council and views collated were to be shared with staff to see what they could offer for the Summer Term.</p> <p>QUESTION: Was parent support sought to assist with running clubs? Yes.</p> <p>QUESTION: What was the uptake of pupils participating in extra break and lunch time activities? Extra break/lunchtime activities varied depending on the activity. Currently tag rugby engaged around 30 pupils from Y3-6, Cross country for Tavy 13 engaged around 60 (Y1-Y6) and Dodge Ball around 30 from KS2. Organised football engaged around 40 from KS2 daily. Many others chose to play football/basketball individually, in pairs, or in small groups on the playground. The school now had approximately 20 football/basketballs available which some children choose to access in a non-competitive scenario.</p>			

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	<p>QUESTION: What % of pupils (approximately) did not get involved in any additional physical activity outside of core PE lessons. Approximately 20%. In the Summer Term a Dodge Ball club would be run and the school would be personally inviting children who didn't access other active clubs.</p> <p>QUESTION: What clubs did the school offer that were less traditionally sporting, but that were physical? Examples given: Gardening and ultimate frisbee.</p> <p>QUESTION: What has been the impact of the Plymouth Argyle coaches on teachers and pupils? It had:</p> <ul style="list-style-type: none"> - increased teacher knowledge/skills. - developed higher quality delivery of lessons (inc. adult: pupil ratio) thereby benefitting pupils' skill development. - created links to an after-school club run by Plymouth Argyle. - provided an opportunity for some pupils to compete in Plymstock against Argyle Academy footballers. <p>Continued provision of the scheme was unclear, there were financial implications to consider.</p> <p>It was noted that many of the children who had accessed funded places with Marjon Hockey Club were seeing success at regional level.</p> <p><u>Staffing update:</u> HPNS had been experiencing an unusually high level of staff absence (see minutes of meeting #164). Since that meeting, the staffing challenges had improved slightly, with some staff having returned to work, but there were still challenges in some year groups. HPNS' School Improvement Partner (SIP) from Devon Education Services (DES) had, during a recent visit, commented positively about the school's approach to managing the absences and advised the school to continue to focus on maintaining stability and quality of teaching for the children - JC was confident HPNS had done so and that the significant majority of children had continued to receive the education that had been planned for them. JC was hopeful for an improved staffing situation after the Easter Break.</p> <p>QUESTION: Had there been a financial impact due to the absences? Yes, supply staff had been recruited to meet need. JC was spending a significant amount of time assisting with Year 6 SAT preparations.</p> <p>QUESTION: What was the feeling from the parent community? Parents had been positive, supportive, and understanding of the school's challenges. Some EHCP reviews were taking place outside of the desired timescales, but parents had been understanding of the reasons. Parent governors concurred that the feedback from other parents was positive.</p> <p>QUESTION: How was the impact on staff being managed? The impact on staff varied depending on which cohort they worked in, and where those staff absences were occurring. JC had invited suggestions from staff about how to manage workload and change process/expectations which had been actioned. The staffing team were supportive of one-another and had risen to the challenge. Thanks had been given to all staff, and the Governor thanks (see item 4) would be gratefully received.</p>			

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	<p><u>Flexible Working Requests:</u> JC had received four requests in recent weeks, all were within the Headteacher's ability to consider and approve/decline. In making his decision, JC would consider the impact on the school to include the budget and staffing structure for next year. The budget for 24/25 was currently being formulated but already posed many challenges. Advice from the SIP had been that many schools, due to restricted budgets, were now moving to staffing models which did not include general Teaching Assistants (TA) in every class. Due to natural attrition, the school was currently running with two fewer TAs than it had started the academic year with. JC hoped to continue to provide general class TAs, with R/KS1 classes being the priority. During its benchmarking activities, the Finance Committee had noted that HPNS spent more on TAs than other comparable schools.</p> <p>QUESTION: Were the requests coming from staff who had been long-term absent? No, not all.</p> <p>QUESTION: What might be the impact from not having general class TAs? For larger cohorts, meeting the needs of all children would be challenging where there was a high rate of SEN need within that class. EHCP TAs would be provided where a TA was specified within the EHCP.</p> <p>QUESTION: When considering the mental health of teachers, did a reduction in TA support increase the strain on teachers? Potentially. The DfE was in the process of releasing guidance about reducing teacher workload which the school would then consult and look to follow. JC was confident that HPNS' staffing complement, and TA support, was in a stronger position than most schools. HPNS' greater prevalence of EHCP children meant that it could provide TAs who could then provide support to the EHCP child and other children where appropriate.</p> <p>QUESTION: Did agreeing the Flexible working requests present a greater strain to the remaining staff on some days? Flexible working requests did not have to be approved, and compromises could be sought with the applicants to ensure that the remaining staffing weren't negatively impacted on any one day (e.g. Fridays if all the applicants were seeking a longer weekend).</p> <p>QUESTION: Might a decrease in TA support affect the school's ability to provide off-site trips? Potentially. The school would continue to seek parent volunteers to assist with trips.</p> <p>QUESTION: When parents assisted on trips, accompanying children on the school bus, were they DBS checked? Yes.</p> <p>QUESTION: Was there a trend in the reasons for the Flexible working requests? Were these related to school/work issues? The reasons for each request were varied and different, there were no trends, and they were not related to the school's working environment.</p>			
7	<u>School Development Plan review:</u> Item carried forward.	C.fwd		

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8	<p><u>Reading/Writing/Maths termly data and School Improvement Terms of Reference (ToR):</u> Item carried forward to FGB 167</p> <p>The end of term assessment weeks were currently underway. Data would be ready for governor review after the Easter Break. CW/CM had arranged a monitoring visit with JC and would provide feedback to the full board at FGB167.</p>	<p>C.fwd</p> <p>CW/CM</p>	<p>FGB167 (May)</p>	<p>On agenda 167</p>
9	<p><u>Working Party feedback – Partnerships</u></p> <p>Initial meetings with a Trust had taken place with some initial governor questions being answered:</p> <ul style="list-style-type: none"> - HPNS could retain its schemes of learning where there was good impact as evidenced in data. - Trust support was put in place, where needs were identified, via a Trust School Improvement Team (which included a qualified Ofsted inspector). - Schools earned autonomy, based on evidence, to deliver their schemes. - HPNS could retain a local governing board with reduced responsibility (e.g. no Finance responsibilities). - Career progression for staff was encouraged, and was sometimes facilitated through staff moving permanently to other schools (with their agreement) - There was no mandatory movement of staff between school sites. - The Trust budget was diverted to where there was identified need using a cycle of school improvement. - Schools retained their Ethos and Vision. - A SENDCo team worked across all the schools. <p>QUESTION: Would HPNS benefit from the Trust’s cycle of school improvement? Yes, where HPNS might have development needs that aligned with the school improvement cycle.</p> <p>QUESTION: How did the Trust achieve economies of scale where schools ran different schemes of learning? There were overlaps of work between each scheme. Curriculum leads from all schools worked together to share best practice.</p> <p>QUESTION: Was the Trust open to future growth? Yes, the Trust was looking to grow in HPNS’ geographical area.</p> <p>The working party would next meet after Easter where it would choose some other Trusts to investigate.</p> <p>In the Summer Term, the Working Party hoped to be able to present a few other Trusts for consideration and would seek direction from the full board about next steps.</p>	<p>Working Party</p> <p>Working Party</p>	<p>w/c 15th April</p> <p>Summer Term</p>	<p>Complete</p> <p>On agenda 166</p>
10	<p><u>Published Admission Number (PAN)</u> <i>See doc: PAN considerations</i></p>			

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	<p>Governors were provided with an overview of the PAN, and the suggestion from Devon Local Authority for all Governing Boards to review their future PAN, September 2026 onwards, to consider the decreasing birth rate. JC presented various possible scenarios:</p> <ul style="list-style-type: none"> - Keep PAN at 30 - Reduce to 15 enabling class merges (e.g. combined Yr. 1 and 2 class) - Reduce to 20 enabling class merges (e.g. combined R/Yr2/Yr2 class) <p>JC recommended retaining PAN at 30. Combined classes were generally seen as less desirable by parents and were traditionally challenging to deliver a combined curriculum to. Knock on effects throughout the school occurred as the children aged, and curriculums had to be adapted to suit the combined further up the school. Current intake for September 2024 was predicted to be 26, a positive number given the local demographic and reducing children numbers.</p> <p>QUESTION: Was retaining a 30 PAN a unique selling point for HPNS? Possibly, yes. JC was aware of local schools that offered a combined class model.</p> <p>Governors agreed to retain PAN at 30 and would review this again in September when the Admission Policy for September 2026 was under review.</p>	Agreed		
11	<p><u>Governor portfolio/ToR reports</u> See docs:</p> <ul style="list-style-type: none"> - <i>Personnel ToR monitoring form Mar24</i> - <i>Curriculum lead – monitoring summary</i> - <i>External visit report – Maths D Chaplin</i> - <i>Reading and Phonics Feb 24</i> - <i>Maths Monitoring Mar 24</i> <p>a) Pupil Premium (TL): - TL had arranged a monitoring visit, item carried forward. b) Children in Care (CJ): - item carried forward c) Personnel (NB): Report received and taken as read by the board. d) Curriculum (EA): Report received and taken as read by the board.</p> <p>D.Chaplin's Maths monitoring report was encouraging, with many positives identified in the new scheme of learning. DC had conducted a maths monitoring visit and concurred that children had been positive about their learning experience, demonstrating use of taught strategies etc.</p>	C.fwd C.fwd		

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	<p>QUESTION: Did the report's recommendations focus on the highest 10% in the class only? The recommendations were for the entire cohort of learners rather than only the top 10%. "Teaching in the moment" enabled targeted teaching to the full breadth of ability within a class.</p> <p>QUESTION: Does the school intend to take on all the recommendations? Are these all feasible? Yes.</p> <p>QUESTION: What was the Maths Lead's (JC) view or response to the review? It was a good visit and JC welcomed D.Chaplin's thoughts/observations. Due to staffing challenges, JC had not been able to complete all planned maths monitoring visits as he would have liked so D.Chaplin's visit had presented a good opportunity to complete those visits with additional support.</p> <p>QUESTION: When could the board expect to see tangible evidence of impact - i.e. results? Through Spring Term data monitoring (FGB167), KS2 SATS. It was noted that staff absences might impact some results.</p> <p>QUESTION: Was the school starting to see improvements in engaging all children with their learning (ref: Ofsted report and School Development Plan (SDP))? This element of the SDP had continued during the staffing absences. Paired teaching observations were taking place, and staff were identifying the impact of various strategies to improve engagement.</p>			
12	<p><u>Performance and Pay (P&P) Committee update</u></p> <p>At its meeting of 11/03/24 the P&P Committee had:</p> <ul style="list-style-type: none"> - Reviewed the appraisal process for teachers. - Understood that mid-term reviews of Teacher appraisals had been delayed due to staff absences but were due to take place at the start of the Summer Term. - The committee would be delving further into TA appraisals during the Summer Term. - Reviewed and affirmed the fairness of the pay progression for staff. - Reviewed the ECT induction/support process. 			
13	<p><u>Policies & Procedures</u></p> <ul style="list-style-type: none"> a) Policies approved by ToR holders, committees, individuals in line with delegations: <ul style="list-style-type: none"> - The Freedom of Information Policy and Publication Scheme review was overdue. JC to follow up. b) Policies reviewed and approved by the Full Governing Board: <ul style="list-style-type: none"> - Finance Policy Mar 24 (as recommended by the Finance Committee). 	<p>JC</p> <p>Agreed</p>	FGB 166	complete

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14	<p><u>Premises, H&S & Maintenance</u> See docs:</p> <ul style="list-style-type: none"> - Maintenance Report Mar 24 - Maintenance H&S Spot check 20240307 <p>CD had visited the school, the feeling in school was positive and staff had been upbeat. CD's submitted report to governors was taken as read.</p> <p>Action from FGB164: JC to follow up on wall repairs with potential contractors. The school continued to gain quotes for the repair. Carry forward.</p> <p>QUESTION: Was the school continuing to monitor the retaining wall for movement? Yes, measurements were unchanged at present.</p>	C.fwd		On agenda 167
15	<p><u>Safeguarding</u> See docs:</p> <ul style="list-style-type: none"> - <i>Safeguarding action plan 2023.24</i> <ul style="list-style-type: none"> a) Audit Action Plan review: The action plan continued; item carried forward. b) Filtering and monitoring update: carry forward. <p>CJ/TC/CM would arrange a meeting to conduct a handover/sharing of the Safeguarding Lead Governor role.</p>	C.fwd C.fwd CJ/TC/CM	FGB166	On agenda 167 In progress
16	<p><u>Training</u></p> <ul style="list-style-type: none"> a) Confirmation of training attended: <ul style="list-style-type: none"> PL: Attendance and behaviour (DES) CM: Headteacher's Capability/appraisal (NGA) AS: Finance in maintained schools (NGA) TL: Exclusions and Suspension (DES) b) Identified training needs: See agenda item 4 for approval of training programme. 			
17	<p>What have we done today that has positively impacted the quality of our children's education?</p> <ul style="list-style-type: none"> - Monitored progress of the Curriculum delivery in reading, phonics and maths. - Supported staff and provided thanks during what was a challenging term. - Considered the future PAN and agreed to review in the Autumn Term. 			

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	- Reviewed the impact of the Sports Premium. 19:49: The meeting ended.			
Next Meetings: FGB: 29 th April 2024, 6pm Finance Committee: 25 th March 2024, 1pm Pay & Performance Committee: 7 th June 2024, 7pm	Location: FGB: Year 6 Classroom FC: Headteacher's Office Pay & Performance Committee: virtual			

Signed as a true and accurate record:

Signed	Date