



HORRABRIDGE PRIMARY AND NURSERY SCHOOL

Full Governing Board

Meeting 163 Minutes			Part I	
15 th January 2024, 18:00			Location: Year 6 classroom	
Attendees	Initials	Governor type	Term	Responsibilities
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	Safeguarding Deputy
Hannah Downing	HD	Associate	20/09/23 - 19/09/27	SENDCo @ HPNS
Christine James	CJ	Parent	06/02/22 – 05/02/26	Children in Care
Pam Law	PL	Co-opted	15/01/24 – 14/01/28	-
Tracey 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
Claire Treliving (CHAIR)	CT	Parent	03/02/20 – 02/02/24	Vice Chair of Governors P&P Committee Chair
Carol Waterman- Smith	CW	Partnership	20/11/23 – 19/11/27	School Improvement

Absent	Apology/ non-apology	Governor Type	Term	Responsibilities
Emiko Adjene	Apology - personal	Co-opted	18/11/20 - 17/11/24	
Caroline Daniel	Apology - personal	Parent	18/11/20 – 17/11/24	Chair of Governors Behaviour & Attendance Lead Premises, H&S, Maintenance

In Attendance	Initials	
Sam Brown	SB	Clerk
-		

Minutes to:
Attendees and Apologies
School Website



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Full Governing Board

Minutes

Ref, time 163. #	Action or Decision	Owner/ Decision	Date Due	Progress /Date actioned
	The meeting started at 1800. CT chaired the meeting in CD's absence.			
1	<u>Starting the meeting</u> a) The Chair welcomed everyone to the meeting. b) Apologies received from EA, CD, & SS were sanctioned by the board. TL had communicated that she might be late. c) The meeting was quorate. d) Consideration of Part II items – none identified.	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 meeting</u> See doc: - <i>Minutes FC Meeting 27 201123 Part 1 DRAFT</i> a) <u>Previous Minutes</u> The Part 1 minutes of the FGB Meeting 162, 20/11/23, were agreed as a true and accurate record and were signed by the Chair b) <u>Actions arising from previous FGBs</u> All actions were either complete, in progress, or covered within this meeting's agenda. To note: - The Finance Committee meeting minutes, of 20/11/23, had been shared with the board prior Christmas and were included as an annex to this meeting.	Agreed		
4	<u>Business brought forward by the Chair</u> See doc: - <i>NGA subscription invoice.pdf</i> a) Recognising that many governors accessed the NGA's resources and e-learning modules, the board re-affirmed their agreement to continue with the NGA subscription for 23/24.	Agreed		

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	<p>- <i>RWMS Termly data</i></p> <p>18:12: SS joined the meeting. JC provided governors with an overview of the Reading/Writing/Maths (R/W/M) data noting that the size of the cohorts significantly impacted some of the percentages.</p> <p>Key headlines:</p> <ul style="list-style-type: none"> - HPNS compared favourably against national figures in reading in Key Stage (KS) 1 and 2. - HPNS writing figures were broadly in line with national. - Maths results varied through the school, hovering around national averages. - The Yr.4 cohort was not on track to achieve national average outcomes. Governors understood that this cohort was one of particularly high need and that support was in place and under constant review by the school. <p>QUESTION: Expected Standard (EXS) figures for Year.1 have dropped significantly from the September baseline – why is this? E.g. reading 95 – 70%. JC had consulted with the Reception class teacher to gain clarity on grading structures at the end of the Reception year. Children were judged as either being at the expected standard, or not. This judgement criteria didn't reflect if a child was significantly above the expected standard. It was understood that there was a significant leap for children to go from achieving EXS at the end of Reception, to the achieving EXS at the end of their Autumn Term in Year 1. Evidence and research suggested that moving children onto year 1 content, ahead of completing their EYFS stage, was not effective. The school was considering ways forward to close the gap by the end of future Autumn Terms, it might introduce lunchtime tutoring for example.</p> <p>QUESTION: Did the difference in data represent a normal trend for year groups moving from EYFS into Year 1? Yes. JC held no concerns about the quality of teaching in either cohort.</p> <p>QUESTION: The data reported that Maths results were potentially dropping through the years – why? SATS were externally verified so HPNS could be confident of those results. All other assessments along the child's journey through school were internally marked. Whilst teachers used best efforts to ensure marking of assessments was robust and consistent, there wasn't an exact science on how to make the judgements. Teachers had traditionally identified 3 children, in each cohort, who they felt could achieve EXS with targeted support. The school had changed this approach this term, teachers would now identify one child for each learning area (R/W/M). It was hoped that a positive impact from this approach would be seen in the Spring Term data.</p> <p>Governors commented positively about the significant improvement in EXS Writing in Year 2, to 66%, from its low September baseline of 34%. The school had identified that this year group had missed a key aspect of learning during year 1. Having addressed this during year 2, via rapid acceleration, the school was now seeing positive impacts in the children and data.</p>			
8	<u>School Development Plan review</u>			

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1828	<p>See docs: - SDP 2023-2024 priority no.3 reviewed Dec 23</p> <p>QUESTION: did JC feel like progress was being made towards addressing low level disruption from those classes identified as suffering from this? How could governors ensure they were receiving consistency in this regard, as it can have a significant impact on learning? Progress was being made toward addressing any low level disruption, some classes significantly so with others proving more challenging. HD and JC were seeing improvements during their class observations. Where classes were identified as needing additional support to address potential disruption, teachers were receiving support from the Senior Leadership Team (SLT), individual children were receiving targeted support, and there were occasional extractions of children from the class. Timetabling was being reviewed to ensure adaptations were being made where necessary. Teachers were feeling supported by SLT, and JC reported that any impact on other children's learning was being minimised.</p> <p>QUESTION: what strategies were proving most effective?</p> <ul style="list-style-type: none"> - Being clear with children about boundaries and consequences. - Consistency, from adults, in the application of behaviour flow charts. - Using the same approach for all children, whilst being mindful to apply flexibility for some dependent on need. - Flexible timetabling where needed, with external support being sought where needed. - Specialist support was being accessed where current strategies were proving ineffective. Feedback from specialists tended to be that HPNS had already implemented any recommendations that the specialist might be able to make. <p>QUESTION: Was behaviour affecting data and the reaching of benchmarks? There was some potential for lost learning for some children, but the majority of children were not affected. The school was being solution driven to support children to access the classroom, and their learning, as much as possible. Reintegration back into the classroom was being managed effectively.</p> <p>QUESTON: Recognising that leaving/retiring support staff were not being replaced, was the school feeling an impact from this? Support staff had been re-deployed to meet demand around the school, all classes retained at least one TA. Staffing was under greater pressure but was currently at a manageable stage. Reintegrating children back into the class as soon as possible relieved the pressure on staff outside of the classroom and HD/JC were available to offer support too. The school had reflected on recent financial benchmarking figures and the amount it spent on TAs was favourable against similar type and size of schools. The Finance Committee would be considering the Benchmarking Report at its meeting of 22nd January. Additional funding was accessed where possible.</p> <p>QUESTION: The training in active learning, delivered by the LA, seems not to have had the desired impact in all classrooms. What action are you going to take to ensure this is addressed? The teaching staff met last week and</p>			

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	<p>shared the approaches that they were using in their classrooms which had the most effect. Teachers were now trialling these techniques in their own classes, with TAs observing, to identify which methods might work best with their own cohorts. JC would be seeking feedback from teachers at their next staff meeting.</p> <p>QUESTION: Would the pupil voice be sought around what methods they liked and felt best worked? Possibly. For now, the school was focussed on gauging teacher and TA feedback initially. The SLT were considering using IRIS (a video recording technique) to observe which techniques had the most impact.</p> <p>QUESTION: Was the school content that the training provided by the Local Authority’s School Improvement Partner (SIP) was sufficient, or did it need to source alternative training elsewhere? JC reported confidence in the expertise of the SIP, who had met with staff during the recent Non-Pupil Day, and the school was looking forward to the SIP’s next visit, later this term. At that next visit, the school and SIP would be considering next steps, identifying strategies that had the most impact, and looking to build up the current successes.</p>			
9 1850	<p><u>Governor Visioning Day - review</u> See doc:</p> <ul style="list-style-type: none"> - <i>Governor Action Plan</i> a) Evaluation/outcomes/actions: The day had been useful/constructive. As a follow up, CT reminded governors to remain strategic rather than operational in their monitoring. To do this, governors should focus on monitoring the Strategic plan and School Development Plan. CT and CD were planning a training session for all governors about how to use Q-cards and monitor effectively, date and time tbc. b) Governor Action Plan: This plan, derived from the external evaluation of the board’s effectiveness during 2023, continued to make good progress and evolved over time. To note: <ul style="list-style-type: none"> - Competency 2.3: succession planning – there was a need to identify who would succeed CT as the Vice Chair - Competency 5.1: HT reports challenge – when the board next received the HT’s report (March), they would consider whether the report provided sufficient/effective information. JC currently used the Local Authorities proforma, with some adaptations to suit the school – clerk to add to the agenda. 	CT/CD	w/c 22/01/24	Complete
10	<p><u>Working Party Feedback: Partnerships</u></p> <ul style="list-style-type: none"> a) The planned meeting with a Trust of interest had been postponed (exceptional circumstances) – feedback carried forward, clerk to add to the agenda. The Clerk reminded all that researching academisation was a governor-led activity. JC would be attending this initial meeting alone, with questions that had been submitted by governors. 	SB	FGB165	Complete
11 1857	<p><u>Governor Portfolio or Terms of Reference (ToR) reports</u> See docs:</p> <ul style="list-style-type: none"> - <i>Attendance report Jan 24</i> 			

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	<ul style="list-style-type: none"> - SEND form 240103 - Community_Staff_Parental_Links Monitoring Spring 24 a) Attendance and Behaviour ToR: No further questions from governors. b) SEND ToR: <p>QUESTION: Noting from the SEND report that the school was not receiving its entitlement of Educational Psychologist (Ed. Psych) provision from the LA, was this a service the school could opt out of going forwards? Might that enable improved access to professionals in a timelier fashion? Had the school researched possible alternative sources for this service? HD reported that it was possible to opt out of that service and was aware that some Multi Academy Trusts had already done so, choosing to employ their own, in-house, Ed.Psychs. As a small, maintained, school recruiting its own Ed.Psych would be challenging because it wouldn't be a full time position. HD hadn't researched switching to a private Ed.Psych provider because the lack of Ed.Psych visits wasn't holding up the EHCP application process. At present, it wasn't possible to buy into the Ed.Psych Service Level Agreement (SLA), the LA had withdrawn the offer due to the lack of Ed.Psychs. HPNS had been assured by the LA that it hadn't lost the money that it had paid for that service, but it was unclear how that money might be returned to the school or whether it would remain as a credit on the LA's SLA accounts.</p> c) Community, Staff and Parental Links: No further questions from governors. d) HT Appraisal Panel – A date for the termly HT appraisal review had been set, SB would ensure EA was aware that there was a new member (CM) of the panel who could be asked to join him on the day. It would be preferable that the panel at review was the same as the members who agreed the original appraisal. <p><i>*post meeting note: JC was unable to confirm the date of the appraisal meeting – SB would follow up with EA.</i></p>	SB/EA	w/c 22/01/24	Complete 19/03/24
12 1905	<p><u>Performance and Pay Committee</u></p> <p>The Committee had met on 11/12/23 where it had completed the following from its Terms of Reference:</p> <ul style="list-style-type: none"> - Received the HT Appraisal Panel's Appraisal report and recommendation - Agreed to the recommendations made by the HT Appraisal Panel - Received confirmation of the clerk's annual appraisal and the resulting targets set. 			
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"> - NB: Freedom of Information Policy – carry forward - NB: Freedom of Information request handling procedure – carry forward 	c.fwd c.fwd		

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	<ul style="list-style-type: none"> - CD: Emergency Management Plan b) Policies reviewed and approved by the Full Governing Board: <ul style="list-style-type: none"> - Equality and Diversity Policy - Equality Objectives review 	Agreed	On agenda FGB164	
14 1911	<u>Premises, H&S & Maintenance</u> Nothing to note.			
15 1920	<u>Safeguarding termly written report</u> See docs: <ul style="list-style-type: none"> - 2023_24 Autumn Termly Safeguarding report final a) Governors received the termly written report. Questions had been set, and answered, within the report. b) The Annual S175 Safeguarding return had been completed by the school, in consultation with governors, and had been submitted to the Local Authority ahead of the 31st January deadline. c) From the S175, an Audit action plan had been set which would remain on future FGB agendas until all actions were complete – SB to add to the next agenda. 	SB	FGB164	complete
16	<u>Training</u> a) Feedback from training attended <ul style="list-style-type: none"> - NB: Parental engagement. <p>QUESTION: Having attended the training, and reflecting on the Q-card suggested questions, did the school hold a parent engagement plan or strategy and was this included on the School Development Plan? No.</p> <p>QUESTION: Feeding back from parent’s comments heard by a governor, was home learning motivational for children and parents and did the school communicate effectively with the parent community? Should the school consider reinstating a newsletter? The school had reintroduced, post-covid, “meet the teacher” evenings where parents could learn all about what their children would be learning over the coming term/year. The school communicated with parents, outside of this, via ParentMail and ensured its curriculum offer was published on the school website. Parents were able to make contact with class teachers to find out more when needed. JC was content that there were enough links in place to communicate with parents and vice versa. The SLT did not want to put additional pressure on staff by asking that they deliver additional time to inform parents of the school’s offer. The Clerk reminded governors that parents should be redirected to the school with concerns/complaints/queries, rather than approaching governors directly.</p> <p>1919: CJ left the meeting.</p> b) Identified training needs <ul style="list-style-type: none"> - TC and TL volunteered for Pupil exclusions procedures: 14th Mar, 10 – 11.30 DES – SB to make the booking 	SB	w/c 22/01	complete

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	<p>Governors should contact the Clerk to confirm availability for the below training and send certificates to SB on completion:</p> <ul style="list-style-type: none"> - CM: HT appraisal panel: 7th Feb, 17.30 – 19.00 or 22nd Feb, 10 – 11.30 - CM: Safeguarding Lead: 30th Jan, 10 – 11.30 - CM: Level 3 S.Guarding – after completion of gov. induction. - SS: Induction - NGA: Governance: Your role, your respons.... - SS: SEND for governors – NGA: The governance of SEND - TL: SEND for governors – NGA: The governance of SEND - TL: Pupil Premium - NGA: Pupil Premium 	All	ongoing	
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"> - Agreed equality policies - Recruited new governors - Reviewed the SDP - Identified how the school is minimising low level disruption. <p>1935: The meeting ended.</p>			
<p>Next Meetings: FGB: 19th February 2024, 6pm Finance Committee: 22nd January 2024, 1.00pm Pay & Performance Committee: 11th March 2024, 6pm</p>	<p>Location: FGB: Year 6 Classroom FC: tbc Pay & Performance Committee: virtual</p>			

Signed as a true and accurate record:

Signed	Date