



# HORRBRIDGE PRIMARY AND NURSERY SCHOOL

## Full Governing Board

Meeting 161 Minutes				Part I
18 <sup>th</sup> October 2023, 18:00			Location: Staff room & virtual	
Attendees	Initials	Governor type	Term	Responsibilities
Nicola Beeching (virtual attendance)	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
Caroline Daniel (virtual attendance)	CD	Parent	18/11/20 – 17/11/24	Chair of Governors SEND Deputy Behaviour & Attendance Lead Premises, H&S
Hannah Downing (virtual attendance)	HD	Associate	20/09/23 - 19/09/27	SENDCo @ HPNS
Christine James	CJ	Parent	6/02/22 – 05/02/26	Children in Care Safeguarding Lead
Alison Smith	AS	Staff	08/09/23 - 07/09/27	
Claire Treliving	CT	Parent	03/02/20 – 02/02/24	Vice Chair of Governors P&P Comm. Chair SEND Lead Pupil Premium

Absent	Apology/ non-apology	Governor Type	Term	Responsibilities
Emiko Adjene	Personal Commitments	Co-opted	18/11/20 - 17/11/24	Curriculum Lead School Imp. Deputy
Sophie Bailey	Personal Commitments	Co-opted	05/01/22 – 04/01/26	School Imp. Lead Curriculum Deputy

In Attendance	Initials	
Sam Brown	SB	Clerk
Carol Waterman-Smith	CW	Observer
Andy Moorhead	AM	Guest contributor – Community Association

Minutes to:
Attendees and Apologies
School Website
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# HORRABRIDGE PRIMARY AND NURSERY SCHOOL

## Full Governing Board

### Minutes

Ref, time 161.#	Action or Decision	Owner/ Decision	Date Due	Progress/D ate actioned
	The meeting started at 1805. CT Chaired the meeting.			
1	<u>Starting the meeting</u> a) The Chair welcomed everyone to the meeting. b) <b>Apologies received from EA &amp; SBP were sanctioned by the board.</b> c) The meeting was quorate. d) Consideration of Part II items – agenda item 161.7 c) was identified as part II and would be discussed at the end of the meeting. This was because the minutes of this meeting would likely be made public prior the publication of the official Ofsted report.	<b>Agreed</b>		
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>Community Association (CA) – A.Moorhead</u> The Community Association had received revised contracts from the Local Authority (LA) which, when signed by the CA trustees, would enable completion of the land transfers from the Tavistock Co-operative Trust back to the School and CA. Having compared the LA proposed legal documentation with those from prior the school joining the Trust (1996 paperwork), AM was concerned about discrepancies which would now put the onus for premises maintenance entirely upon School Governors and the CA, with no responsibility remaining with the LA. Historically, prior the school joining the Co-operative Trust, the LA had retained some responsibility. AM sought confirmation that Governors understood this revised level of responsibility. AM couldn't confirm that the CA was willing to take on such a level of responsibility without a level of LA responsibility remaining in the contract.  18:11 - NB joined the meeting.  <b>Governors committed to meet with the LA (M.Ellis) to clarify discrepancies before proceeding.</b> * Post meeting note: cancelled as M.Ellis advised that she was unable to offer advise on the paperwork.  <b>R.Youngs-Pearce, a solicitor and previous school governor, would be contacted for advice.</b>	JC/CD/A M  CD/JC	FGB 162  FGB 162	Cancelled  On agenda 162

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	1814: AM left the meeting.			
4	<p><u>Previous meeting</u></p> <p>a) <u>Previous Minutes</u> The Part 1 minutes of the FGB Meeting 160, 23/09/23, <b>were agreed as a true and accurate record and were signed by the Chair.</b></p> <p>b) <u>Actions arising from previous FGBs</u> All actions were either complete, in progress, or covered within this meeting. To note:</p> <ul style="list-style-type: none"> <li>- <b>EA: complete 2 x NGA holding to account modules - outstanding</b></li> <li>- <b>EA: read KCSiE 2023</b></li> <li>- All: confirming to abide to the Governor Code of Conduct - HD/TC/AS had confirmed, the rest remained outstanding and would be <b>followed up by the Clerk.</b></li> <li>- All: confirm accessed L2 Safeguarding slides – TC/AS/CJ/CD had confirmed they had done so, the rest remained outstanding and would be <b>followed up by the Clerk.</b></li> <li>- TC: Safeguarding lead training – training was sourced but TC unable to attend (working commitments). <b>SB to monitor for future dates. CJ and TC would need to conduct a thorough handover.</b></li> <li>- TC: Level 3 safeguarding training – the priority was for TC to be Lead Governor trained prior Level 3. Work commitments made L3 training tricky to access and was not compulsory for governors.</li> </ul>	<p><b>Agreed</b></p> <p><b>EA</b> <b>EA</b></p> <p><b>SB</b></p> <p><b>SB</b> <b>SB</b> <b>CJ/TC</b></p>	<p>FGB162 FGB162</p> <p>FGB162</p> <p>FGB162 FGB 162 Christma s</p>	<p>outstanding complete</p> <p>Agenda162</p> <p>Agenda162 Complete Agenda162</p>
5	<p><u>Business brought forward by the Chair</u></p> <p>a) <u>Parent governor vacancy</u> – two nominations had been received. <b>The school would run an election process,</b> after the half term, with the successful candidate anticipated to be elected prior FGB162.</p> <p>b) <u>Letting of the school pitch (MUGA)</u>: governors considered a recent application, from the Horrabridge Football Association, to hire the MUGA pitch. Consulting the Lettings Policy, <b>Governors designated the association as a “Designated User” and approved the letting.</b></p>	<p><b>JC</b></p> <p><b>Agreed</b></p>	FGB162	Complete
6	<p><u>Clerk’s update</u></p> <p><i>Correspondence sent:</i></p> <ul style="list-style-type: none"> <li>- <i>Devon Education Services (DES) weekly updates</i></li> <li>- <i>National Governance Association (NGA) weekly update</i></li> </ul> <p><i>See docs:</i></p> <ul style="list-style-type: none"> <li>- <i>Governance Update Feedback form</i></li> </ul> <p>a) <u>DES Governance Briefing Feedback, 20/09/23</u> – see referenced document. <b>JC had consequently contacted F.Butler for advice about changing the status of the Nursery to be School led rather than Governor led and awaited a response.</b></p> <p>b) <u>Training: DES Recruiting Governors Feedback, 18/10/23</u> – The course had highlighted a few websites which the Governors could consider advertising on but these were unlikely to be successful due to the school’s rural</p>	<p><b>JC</b></p>	FGB162	Agenda162

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	location. Governors were reminded to be proactive in seeking new governors to join the board. HD was consulting with the Tavistock Gazette to arrange an article on School Governance.			
7	<p><u>Headteacher's verbal report</u>  See docs:</p> <ul style="list-style-type: none"> <li>- ASP data Oct 23.pdf historic, pre 22/23</li> <li>- IDSR Oct 23.docx historic, pre 22/23</li> <li>- DATA SCHOOLS 2023 Horrabridge.xlsx 22/23</li> <li>- SDP 2023-2024 (1).docx</li> </ul> <p>a) <u>Analysed School Performance Data (ASP)</u>  JC presented, and explained, the ASP report. Key Stage 2 data for Reading, Writing and Maths (R/W/M) had been above national and local averages. The scaled score had identified that not so many children had achieved at the higher level.</p> <p><b>QUESTION: Had the school reflected upon the percentage of pupils achieving the highest standard overall being over half of the national average. Had the school planned actions to address this?</b> The difference in percentage reflected one pupil's data, so whilst there was a gap, it was not statistically significant. The data had been specific to that cohort and was not historically a trend over the years. However, it was something that the school would look to tackle over the coming year.</p> <p><b>QUESTION: Please explain adjusted scores and confidence interval. What do they mean?</b> Adjusted scores were as a result of the data being validated/checked with there being very minor data changes as a result. The confidence interval was the band within which the data was 95% confident to fit. If the data sat within the confidence interval, it meant the data was not significantly above or below national data. For HPNS, the Key stage 2 data showed nothing of concern and JC was confident all children made good progress.</p> <p>b) <u>Inspection Summary Data Report (ISDR)</u>  Ofsted inspectors had reflected on this data during their recent visit. HPNS generally sat in the middle of the data due to its smaller class sizes. There were some lower results for 21/22 but JC knew the facts behind the figures and had been able to confidently explain the results to Inspectors, including the support that had been put in place and the impact of that upon children. The data had not been part of a trend, rather it was indicative of that cohort.</p> <p><b>QUESTION: Had any lessons been learnt from the children not reaching phonics standard? Had those children now reached the standard? Did they continue to receive support in Key Stage 2 to reach the standard? Were there underlying cognition difficulties?</b> Of the 5 who re-took in Yr.2, 3 had passed (which was above the national average). The other two, now in Yr.3, were being supported further to ensure they caught up as much as possible. The lower phonics</p>			

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	<p>score for Yr.1 was felt to be due to some less strong teaching of phonics in Yr.1 at that time. It was noted that three pupils had missed passing by just 1 mark. The phonics lead was working closely with the Yr.1 teacher to develop strong practice and Ofsted inspectors had noted a positive start so far.</p> <p><b>QUESTION: KS2 multiplication - Why were results significantly below national results? HPNS was in the lowest 20% when Maths overall was a strong achieving subject.</b> There had been a lack of focused teaching and times tables now required more emphasis moving forward. Additional time was now in place to teach and assess times tables. The data was pertinent to the current Yr.6 cohort. JC anticipated that, due to the high needs of the class, the current Yr.4 data might not be high.</p> <p><b>QUESTION: Absence for SEN pupils was 20% higher than national average, why?</b> This was significantly skewed by a few pupils whose attendance was very low. Some had arrived at HPNS during the year who had not previously been attending school in a full-time capacity. Ofsted had also queried this data, JC had been able to explain the underlying reasons satisfactorily.</p> <p>c) <u>Ofsted feedback</u>: taken as Part II, at the end of this meeting, because the minutes of this meeting would be published prior the release of the Ofsted report.</p> <p>d) <u>Review of progress against SDP priority #1</u></p> <p><b>QUESTION: SDP- How was the SENDCo addressing some classes where SEN provision was causing concern (e.g. Yr.4)?</b> Consistency in teaching was key for this cohort who was now benefitting from one full time teacher. Consequently, the class was much more settled. Parent engagement, and support, had been sought in some cases which had enabled a consistent behaviour expectation to be set for children in school, and at home. HD was investigating additional funding for some children in other year groups, but the school might need to consider funding its own in-house play therapy. HD was using some leadership time to monitor the impact of interventions and then feedback to individual teachers as/when required. Monitoring continued during Senior Leadership Team meetings, with teachers being supported to provide different approaches specific to individual children's needs.</p> <p><b>QUESTION: Were there concerns about any provision being offered in class?</b> No, JC was confident there was a robust offer in place to all children. The school continued to work on ensuring that consistency across all classes was embedded.</p>			
8	<p><u>Governor portfolio or Terms of Reference (ToR) reports</u>  See docs:  <i>Attendance and Behaviour Autumn 23.docx</i>  <i>SEND Monitoring Form Induction 5th Oct 23</i>  <i>Personnel ToR Monitoring Form 09-10-23.docx</i>  <i>Governor Mentor role descriptor.docx</i></p>			

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	<p>a) Curriculum – carry forward.  b) Attendance and Behaviour – report received, no further questions.  c) SEND – report received, no further questions.  d) Nursery – carry forward.  e) Personnel – report received.</p> <p><b>QUESTION: Was there an update about staff Wellbeing in school?</b> A wellbeing meeting was being planned on 19<sup>th</sup> October. Staff wellbeing representatives had volunteered in each Key Stage. JC reported that he believed staff wellbeing at HPNS was comparable with other schools, supported by recent discussions with other Headteachers. JC believed anxiety would be partly relieved amongst the staff, now that Ofsted had visited.</p> <p>f) <u>Governor Mentor</u>: <b>The governor induction process was fit for purpose.</b> Newer governors were invited to provide feedback to SB/CT with suggestions to develop either the induction or buddy processes.</p>	<p><b>EA</b></p> <p><b>NB</b></p> <p><b>Agreed</b></p>	<p>FGB162</p> <p>FGB162</p>	<p>Agenda162</p> <p>Agenda162</p>
<p>9 1852</p>	<p><u>Working Party Feedback – Partnership/Academisation</u>  See docs:</p> <ul style="list-style-type: none"> <li>- 231004 DfE meeting</li> </ul> <p>a) <u>Working Party Membership</u>: the working party sought new members – if any governors were interested, they should contact CD.</p> <p>b) <u>Feedback from DfE meeting</u>: During a meeting with the Department for Education (DfE), and two other primary schools, the working party had received a steer towards six Trusts that they might want to investigate first. The three schools at that meeting could, over time, consider forming a local hub within a Trust. The list of six trusts that the DfE provided was not definitive, HPNS could also consider alternatives. HPNS' working party had conducted initial, online, research about the six suggested trusts. The other two schools hadn't yet set up their own governing board working parties. HPNS' working party would next meet to consider HPNS' needs/wants/non-negotiables prior making contact with any Trusts. The general feeling was that the three schools at the DfE meeting would value some form of working together in the future, formalised or not, and that his process had already been positive in setting up lines of communication and support between local schools. HPNS' working party remained alert to its responsibility to investigate potential partners thoroughly and would feedback to the Full Governing Board again soon.</p>			
<p>10 1902</p>	<p><u>Performance &amp; Pay Committee meeting (18.10.23) feedback</u>  Roles completed from the committee's Terms of Reference:</p> <ul style="list-style-type: none"> <li>- Received the Headteacher pay recommendations and made appropriate pay decisions.</li> <li>- Reviewed the Induction process for staff</li> <li>- Reviewed the <b>Pay Policy and recommended it for FGB approval – to be on agenda 162 (Nov)</b></li> </ul> <p>The Committee required new members to ensure future succession, any interested governors should talk to CT or CD.</p>	<p><b>SB</b></p>	<p>Nov FGB</p>	<p>Agenda162</p>



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	a) Confirmation of attendance at, and feedback from, training: <ul style="list-style-type: none"> <li>- NB: DES' termly governance briefing</li> <li>- NB: <a href="#">Conference resources 2023 - Governors for Schools</a></li> <li>- NB: Developing your governor skills (DES)</li> <li>- NB: Parental engagement (DES)</li> <li>- AS: Governance of Safeguarding (DES)</li> </ul> b) Identified training needs: <ul style="list-style-type: none"> <li>- EA: Developing your governance skills. EA had been unable to attend the recent course, <b>SB to monitor for future course dates.</b></li> </ul>	<b>SB</b>	Spring 23	Complete
15	What have we done today that has positively impacted the quality of our children's education? <ul style="list-style-type: none"> <li>- Reflected on data and the progress in school including outcomes of the recent Ofsted visit, &amp; how these will impact future school developments</li> <li>- Governor monitoring activities had taken place</li> <li>- Reviewed the SEND policy</li> <li>- Heard of progress made by the Academisation/Partnership Working party</li> </ul>			
7	19:20 – CW left the meeting which moved into Part II 19:47: The meeting ended.			
<b>Next Meetings:</b> <b>FGB:20/11/23 @ 6pm</b> <b>FC: 09/11/23 @ 6pm</b> <b>P&amp;P: 04/12/23 @ 6pm</b>		Location: FGB: Year 6 Classroom FC: tbc Pay & Performance Committee: virtual		

Signed as a true and accurate record:

Signed	Date