



HORRABRIDGE PRIMARY AND NURSERY SCHOOL

Full Governing Board

Meeting 160 Minutes				Part I
20 th September 2023, 18:00			Location: Year 6 classroom	
Attendees	Initials	Governor type	Term	Responsibilities
Emiko Adjene	EA	Co-opted	18/11/20 - 17/11/24	Curriculum Lead School Imp. Deputy
Sophie Bailey	SBP	Co-opted	05/01/22 – 04/01/26	School Imp. Lead Curriculum Deputy
Nicola Beeching	NB	Co-opted	17/04/23 – 16/04/27	Community, staff & wellbeing Personnel EYFS (inc. Nursery)
John Clarke	JC	Headteacher	01/01/09 – ongoing	Headteacher
Tom Cooper	TC	Partnership	20/09/23 – 19/09/27	Safeguarding Deputy
Caroline Daniel	CD	Parent	18/11/20 – 17/11/24	Chair of Governors SEND Deputy Behaviour & Attendance Lead Premises and H&S
Christine James	CJ	Parent	6/02/22 – 05/02/26	Children in Care Safeguarding Deputy
Alison Smith	AS	Staff	08/09/23 – 07/09/27	
Claire Treliving	CT	Parent	03/02/20 – 02/02/24	Vice Chair of the Governors P&P Committee Chair SEND Lead Pupil Premium

Absent	Apology/ non-apology	Governor Type	Term	Responsibilities
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In Attendance	Initials	
Sam Brown	SB	Clerk
Tracey Leare	TL	Observer

Minutes to:
Attendees and Apologies
School Website

Ref, time 160.#	Action or Decision	Owner/ Decision	Date Due	Progress /Date actioned
	Governors considered recruitment activities to attract new governors to the roll. Advertisements in local papers had taken place. Governors would continue to approach known contacts.			
5	<u>Clerk's update</u> <i>Correspondence sent:</i> <ul style="list-style-type: none"> - <i>Devon Education Services (DES) weekly updates</i> - <i>National Governance Association (NGA) weekly updates</i> - <i>DES Autumn Term Checklist (inc. details on the Partnerships Open Week)</i> <i>See doc: Clerk's annual update</i> <ol style="list-style-type: none"> a) The clerk introduced the Team's MSOffice SharePoint which would be used in place of GovZone. Governors should access SharePoint to identify when their Monitoring Reports were due with the clerk for inclusion in future meeting packs. b) Governors confirmed they had received the Clerk's Annual Update. They were reminded of: Quorum, the appropriate way to send apologies for absence, and the nature of a Part 2 (confidential) meeting. 			
6	<u>Annual Chair/Vice elections for a term of 1-year</u> <ol style="list-style-type: none"> a) CD had nominated for the Chair role. Governors appointed CD as the Chair for a term of 1-year. b) CT had nominated for the Vice Chair role, having advised that her term of governance was due to expire on 01/02/24. Governors agreed to appoint CT as the Vice Chair for a term of 1-year. 	Agreed Agreed		
7	<u>Vision and Values</u> <ol style="list-style-type: none"> a) Governors reaffirmed the Vision and Values for 23/24. <ul style="list-style-type: none"> - The school was investigating ways to advertise the school's values around the school (e.g. a banner) 	Agreed JC	FGB161	In progress
8	<u>Strategic Plan</u> <i>See docs: Vision & Strategic Plan</i> <ol style="list-style-type: none"> a) The Strategic Plan, set during 2022_23, was still relevant and did not require an update at this time. b) Governors would continue to monitor progress towards achievement of the Strategic Plan via the yearly School Development Plan (SDP). One SDP priority was monitored at each Governor meeting for the rest of the year. 	Agreed		
9 1819	<u>Headteacher's report - verbal</u> <i>See docs:</i> <ul style="list-style-type: none"> - <i>SEF updated Sept 2023</i> - <i>Evidencing the impact of the Primary PE and Sport Premium 23.24</i> <ol style="list-style-type: none"> a) <u>Self-Evaluation Form (SEF)</u>: Governors confirmed receipt of the SEF which had been used to inform the School Development Plan (SDP). Input from staff, and external reports, had been used to inform the SEF. 			

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	<p>QUESTION: Quoting the SEF: “Leaders have a clear and ambitious vision maintained before, during, and after covid (need to ensure all staff can identify the priorities in the SDP/feel involved).” How has the school’s experience of COVID informed its approach to the vision "post-covid"? Were there any areas that were identified for development and changed consequently? Attendance had been key post-COVID, nationally and at HPNS. Whilst attendance figures at HPNS compared favourably to national, they remained an area of priority for the school. The school’s employment of a Parent Support Advisor (PSA) was having a positive impact on assisting families with improved attendance. HPNS also continued to offer the National Tutoring Programme to assist children who had lost ground during COVID.</p> <p>QUESTION: The school’s digital literacy had developed (both students and staff) during COVID, was the impact positive enough that the school would continue to use and develop its digital literacy? Had the school kept a record of who had accessed, and benefitted from, an increase in digital delivery? HPNS had primarily reverted to its pre-COVID methods of delivery and did not hold records showing the impact from digital learning during that time. JC reported many families had, during COVID, experienced technical difficulties accessing digital learning (lack of resources). The school aimed to cater for all needs by reverting to pre-COVID methods for homework delivery etc.</p> <p>b) <u>Sports Premium</u>: Reflecting on the Sports Premium Impact Report, JC provided a brief overview for governors. HPNS received approximately £17k which was ring-fenced to develop children’s physical development/activity. The school recognised that developing children’s physical activity could be achieved through non-sporting activities too (e.g. gardening club provided physical development too) . Governors complemented the school on its use of the Premium to offer physical development activities outside of sport. The Report had been published on the school’s website.</p> <p>QUESTION: How did HPNS evidence the Premium’s use & impact? The Report identified spending (e.g. Mealtime Assistant (MTA) training, equipment purchasing, engagement with external sports providers). The school assessed impact by recording the take up of children of the activities on offer (registers).</p> <p>QUESTION: What impact had the additional training for MTAs had on activity levels for the less active children? There were some new MTAs employed at the school and the school had identified ongoing training needs for the MTA cohort.</p> <p>c) <u>Staffing structure</u>: JC requested governors approve an increase in Teaching Assistant (TA) provision by 1.60 Full Time Equivalent (FTE) to meet an increase in Special Educational Needs (SEND) provision in the school that had been unknown at the time the staffing structure had last been reviewed. Educational Health Care Plans (EHCP) were either existing, or were anticipated to be in place soon, and would cover approximately £8k of a 1.0FTE staffing cost with HPNS making up an additional £6k. Further EHCPs were anticipated, with an approximate income of £3900, which would go towards the 0.6FTE TA. The Net cost to HPNS over an academic year would be £11k, with an impact net cost of £6,500 this financial year. The current budget held a carry forward of £29,500 this financial year.</p>			

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	<p>QUESTION: Were there any other anticipated staffing changes that would affect the budget? No. QUESTION: Was the identified scale for the newly created rolls comparable with already existing rolls in the school? Yes, the school used Devon County's suggested scale of pay for TA's = Grade C. QUESTION: Would the creation of the roles negatively impact finances elsewhere in school? No.</p> <p>Governors agreed to the proposed staffing re-structure with an increase in the TA provision by 1.60FTE.</p>	Agreed		
10	<p><u>School Development Plan (SDP) 23/24</u> Carried forward to FGB161</p>	C.forward		On agenda 161
11	<p><u>Governor Function 23/24</u> See docs:</p> <ul style="list-style-type: none"> - <i>Delegation planner 2023_24 DRAFT.pdf</i> - <i>Terms of Reference (DRAFT 23_24)</i> - <i>Roles Governor 2324- DRAFT.pdf</i> - <i>Suggested curriculum questions for governors.docx</i> - <i>Governor Code of Conduct Sep 23 DRAFT.docx</i> - <i>Governor Action Plan.docx</i> <p>a) The Delegation Planner 23/24 was agreed.</p> <p>b) Terms of Reference (ToR) were agreed with the following amendments:</p> <ul style="list-style-type: none"> - Safeguarding ToR, Lead = CJ. Deputy = TC - Community, Staff and Wellbeing ToR = NB - Personnel = NB <p>c) Curriculum monitoring allocations for the year were agreed with the following amendments:</p> <ul style="list-style-type: none"> - Maths = TC - EYFS (inc. Nursery and Reception) = NB - English (inc. Reading and Writing) = CT - The wider curriculum would be monitored in line with requests from JC as they were developed over the year. Governors confirmed receipt of the suggested deep dive questions from JC. <p>d) The Board agreed the Governor Code of Conduct (CoC) 23/24. SB would circulate a self-declaration of agreeing to the CoC to all governors for completion.</p> <p>e) All governors had reviewed and amended their Annual Business Interests Declaration via MSForm.</p> <p>f) All governors, other than EA and CD, had confirmed their reading of KCSiE 2023 via MSForm.</p> <p>g) The Governor Action Plan 23/24 was agreed and monitored. Governors were reminded to revisit the plan over the year.</p> <p>QUESTION: SBP had completed the identified Data Training via National Governance Association and had identified that the data monitoring tools from the Fischer Family Trust (FFT) might have some useful applications for HPNS and its governors, did JC use the FFT? No, JC used Analyse pupil performance (APP), which had not yet</p>	<p>Agreed</p> <p>Agreed</p> <p>Agreed</p> <p>Agreed SB</p> <p>EA&CD Agreed</p>	<p>FGB161</p> <p>FGB161</p>	<p>Complete</p> <p>CD complete. EA on agenda 161</p>

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	<p>been published for the previous academic year. Governors requested that, where possible, data was presented to the board with comparatives (e.g. national, regional, year on year etc.).</p> <p>QUESTION: Did the board have access to APP? JC held a log-in for Analysed School Performance (ASP) and the Inspection Data Report (ISDR), he would present both to the October Full Board meeting.</p> <p>h) There were six vacancies on the board. TL was in attendance as an observer with a view to becoming a governor. Recruitment activities had been discussed at agenda item 4. 2 x Partnership vacancy 1 x Parent vacancy: JC would seek nominations from the Parent Community, with support available from the Clerk. 2 x Co-opted vacancy 1 x Local Authority vacancy Advise: CT term ends on 01/02/24</p> <p>Governor Appointments</p> <p>i. Governors appointed TC as a Partnership Governor for a term of 4 years. TC was added to the 1st, 2nd, and Admissions Committees. Two references had been received for TC. TC's DBS and Sec128 checks were in progress and would be monitored by JC.</p> <p>ii. Governors appointed H.Downing as an Associate Member, onto the Admissions Committee, for a term of 4 years.</p> <p>iii. A.Smith had been elected (non-contested) as the Staff Governor, as of 08/09/23, for a 4-year term. AS was appointed onto the Admissions committee.</p> <p>iv. CD was appointed onto the Finance Committee</p> <p>v. CJ, TC & CD were appointed onto the Performance & Pay Committee</p>	<p>JC</p> <p>JC</p> <p>Agreed</p> <p>JC</p> <p>Agreed</p> <p>Agreed</p> <p>Agreed</p> <p>Agreed</p>	<p>FGB161</p> <p>FGB161</p> <p>FGB161</p> <p>FGB161</p>	<p>On agenda 161</p> <p>On agenda 161</p> <p>complete</p>
12 1912	<p><u>Wellbeing Working Party (HA/NB/HD/CD)</u></p> <p>a) <u>Feedback from staff morale follow up survey:</u> The wellbeing team had met to consider the feedback received and identified that staff needed another conduit with which to communicate about staff wellbeing. The school had identified two staff members (1 x Key stage one, & 1 x Key stage two) who would assist with being available to staff to discuss wellbeing concerns. There would also be an anonymous box in the staff room where staff could put ideas for future development.</p> <p>b) <u>Next steps:</u> Governors recognised the direct impact of staff wellbeing on children's outcomes and were keen that senior leaders acted where they were able to effect change. There was some concern that the staff felt disenchanted about communicating their wellbeing concerns, or their suggestions for wellbeing improvement. It was recognised that this could be a national trend in the education sector, but that the school should try to do what it could to improve staff wellbeing. Staff would be encouraged to access the new methods of communication and governors would monitor the impact on staff wellbeing over time. Some of the working party members would meet with staff over the year to measure success and look for additional feedback. The clerk reminded governors</p>			

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	<p>to remain strategic in their monitoring rather than becoming operationally involved in the delivery of wellbeing. Policies were in place, and all (staff and governors) would need to ensure those policies were followed. Governors concurred and, recognising that mental health is everyone's issue, communicated that whilst they could not change the external factors affecting the education system, they would monitor what was happening internally at HPNS to positively change the experience for HPNS staff.</p> <p>QUESTION: Was the school engaging with the DfE's "Big Ambition" (pupil wellbeing survey)? Yes. It was noted that it would be useful if HPNS could access its own results from that survey.</p>			
13 1925	<p><u>Governor Portfolio or ToR reports</u> See doc: <i>Parent Survey Results 2022_23</i></p> <p>a) Community, Staff & Parental Links ToR: Having consulted the Parent Survey results from the end of 22/23, the school would undertake the following actions:</p> <ul style="list-style-type: none"> - Address any mismatch in diversity in the use of male v female role models in its curriculum teaching. - Take part in the Tavistock Pride event. - Commit to share more information with parents about what children were learning in school via parent information evenings. The Year 1&2 parent evening had already taken place with good attendance being reported. Events for the remaining year groups were in the diary. - Commit to give parents more notice about upcoming trips, especially where financial contributions were being requested. - Re-communicate the Breakfast Club menu. - Commit that every class would receive a visitor, or conduct a visit, every term. - The results of the Parent Survey needed unpicking around the parent community's understanding of Bullying. Most parents who believed their child to have been bullied felt that the school had achieved a resolution, or that they were happy with the outcome. There remained a few responses (4 of 161) who were dissatisfied with the outcome for their child. <p>QUESTION: What are we doing to go back to the parents to recognise their concerns, and what steps might the school next take? Bullying was defined nationally so the school needed to educate families around what bullying is.</p> <p>b) The Headteacher Appraisal was due to take place on 14th Nov at 1pm. EA confirmed his attendance, as the Panel lead, NB would confirm her attendance to EA and the Clerk.</p>	NB	FGB 161	confirmed
14	<p><u>Policies & Procedures</u> See docs:</p> <ul style="list-style-type: none"> - 2025 Horrabridge Admissions Policy - Admissions Policy amendment details - Staff – ECT induction Policy Sept 23 - Children with health need who cannot attend school Policy Sept 23 <p>a) Policies approved by ToR holders, committees, individuals in line with delegations: b) Policies reviewed and approved by the Full Governing Board:</p>			

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	<ul style="list-style-type: none"> - Staff – ECT Induction Policy Sept 23* - Children with health needs who cannot attend School Policy Sept 23* <p>c) Governors agreed there were no further amendments to suggest for the 2024/45 Draft Admissions Policy and that it should go forward for public consultation (1st November – 12th January). JC would reference the public consultation on the School Website and School Newsletter. SB send info to JC on how to consult.</p> <p>* Equality Impact Assessments had been conducted on these policies</p>	<p>Agreed</p> <p>Agreed JC/SB</p>	01/11/23	Complete Nov 23
15	<p><u>Premises, H&S & Maintenance</u></p> <p>CD had conducted a walk around; the report would be available for the next Governor Meeting. Due to caretaker availability, NORSE owed caretaking hours to the school. The school had requested a refund for the hours not fulfilled. The school's Caretaker was due to return to work on 21/09/23. The "return to work" interviews would be conducted by NORSE.</p>	CD	FGB161	Complete
16 1946	<p><u>Safeguarding</u></p> <p>See docs:</p> <ul style="list-style-type: none"> - 2022.23SummerTermlySafeguardingReport <p>a) <u>Summer Term Safeguarding Report:</u> received by governors ahead of this meeting – see the referenced document for questions set to the School Leadership by governors.</p> <p>b) Action: CJ to conduct a spot check of the Single Central Register (SCR).</p>	CJ	FGB161	On agenda 161
17 1948	<p><u>Training</u></p> <p>See docs:</p> <ul style="list-style-type: none"> - Autumn Term 23 Training Dates <p>a) Feedback from training attended</p> <p>b) Identified training needs:</p> <ul style="list-style-type: none"> - TC: Safeguarding lead governor. TC to confirm to SB his availability for: 18th Oct, online, 1.00 – 2.30. - Level 3 Safeguarding training for TC: SB to research upcoming dates. L3 training was desirable rather than mandatory. - Governors were tasked with completing this year's Level 2 Safeguarding slides from the school. SB would send all governors the link and governors should confirm with SB when they have completed the task. 	<p>TC</p> <p>SB</p> <p>All</p>	<p>18/10/23</p> <p>FGB161</p> <p>FGB161</p>	<p>on agenda 161</p> <p>complete</p>
18 1951	<p>What have we done today that has positively impacted the quality of our children's education?</p> <ul style="list-style-type: none"> - Reaffirmed the school vision and values - Considered wellbeing and identified changes that the school was making for future monitoring - Increased TA support to meet new SEND demand - Appointed a new governor whilst recognising the importance of recruiting more over the coming months. 			

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	19:52: The meeting ended.			
Date of the next meetings: a) FGB: 18 th October 2023. 6pm. Yr. 6 classroom b) FC: 09 th November 2023, 6pm, Staff room c) P&P: 09 th October 2023, virtual				

Signed as a true and accurate record:

Signed	Date