



Working and learning together for success

SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL

FULL GOVERNING BODY (FGB) MEETING MINUTES

11 March 2020 at 5pm

Present:	Robert Rees (Chair)	LA Governor
	Andrew Stockton (HT)	Headteacher Governor
	Sharon Hamblin (SH)	Co-opted Governor
	Lynsey Rose (LR)	Co-opted Governor
	Marisa Lamb (ML)	Co-opted Governor
	Janet Dulledge (JD)	Foundation Governor
	Sandy Matheson (SM)	Foundation Governor
	James Whittingham (JW)	Parent Governor
	Roxanne Lines (RL)	Parent Governor
	Steven West (SW) – <i>until 6pm</i>	Parent Governor
In Attendance:	Kelly Reid (Clerk)	Clerk
Apologies:	Richard Mackenzie (RM)	Foundation Governor
	Rebecca Paddock (RP)	Staff Governor
	Charlotte Weavers (CW)	Associate Member
Quorate:	Yes	

Item		Action
1.	<p>Welcome and Apologies</p> <p>The chair opened the meeting at 5pm and welcomed all. Apologies were received and accepted from RM, RP and CW.</p>	
2.	<p>Declarations of pecuniary interest</p> <p>No declarations of interest were made.</p>	
3.	<p>Agree any urgent business</p> <p>It was agreed that the headteacher would update on COVAD-19 in item 18.</p>	
4.	<p>Minutes of the meeting held 27 November 2019</p> <p>The minutes were circulated to governors before the meeting. The minutes of the full governing body (FGB) meeting held on 27 November 2019 were agreed as an accurate record and signed by the chair.</p>	

5.	Matters arising from the minutes 27 November 2019				
	Item	Action	Responsibility	Completed	
27.11.19 12.3	Confirm WGBT on Evaluating SMSC on 12 February to Hampshire Governor Services.	RR		Yes	
27.11.19 12.4	FGB agenda item: Development and training governor	Clerk		Yes	
27.11.19 14	Agenda item for Personnel, Performance and Pay Committee: questionnaire on staff wellbeing.	Clerk		Yes	
27.11.19 16.1	Agenda item for Child and Curriculum: ELSA capacity	Clerk		Yes	
27.11.19 9	Arrange to review the budget in the half terms that the Resources Committee does not meet.	Chair		Yes	
6.	Headteacher's report to governors				
<p>The headteacher's report was circulated to governors before the meeting. The headteacher commented that there are key questions throughout the report. Link governors should follow these questions up at monitoring visits.</p> <p>Page 3 summarises the key elements of the new Ofsted inspection framework. The school does not expect to be inspected until 2023 but must not be complacent. The new framework is broader in terms of curriculum coverage and has deeper subject reviews. The learning journey and how it is sequenced is vital. Inspections will focus on 5-6 subjects. Reading is always a focus, English and maths also tend to be reviewed.</p> <p>The headteacher has spoken to subject leaders. Subjects leaders must ensure that there is continuity between year groups. Teachers must be enabled to teach effectively so continuing professional development (CPD) requirements must be considered.</p> <p>Q – Is there an update on the relationship framework? A – This will be introduced from September 2020. We will continue to develop appropriate sex education; this is an important part of PHSE.</p> <p>The headteacher commented that he has met with the Diocese. There is some disparity between the DfE relationship framework and the guidance from the Church of England. What is key for this school is that all relationships are respected. There are many different types of relationships in which children flourish. The school will be clear at the point where it asks parents to discuss relationships with children, teachers will present facts but not give an opinion. There will be agreed wording for teachers to use.</p>					

Q – Do the Diocese agree with this?

A – The Diocese is clear on the church’s stance and also understands that the education framework recognises many different relationships.

The draft policy is currently being written, using the Diocese model policy. This will be circulated to governors before the end of the term. Once governors have approved the policy it will be sent to parents. Parents will be asked to contact the school if they have any concerns.

Q – How will you manage children who are withdrawn from SRE lessons by parents?

A – Parents will understand that we will hold factual conversations about different relationships. We will not explore why they exist or seek children’s views. We will ask children to talk further with their parents if they have questions.

A governor commented that it was a difficult area. The Church of England traditional teachings were at danger of being different from the education framework. The Diocese has suggested that a key concept for Church of England schools is to provide information without promotion.

Key Q: Do subject leaders of foundation subjects at SJS have a clear understanding of the sequence of learning across the four years? How is pupil progress evaluated?

A – The school is working on this now. Learning journeys will be mapped. We will look at stretch and challenge, especially for greater depth (GD).

The headteacher advised that the focus is on a quality curriculum delivered over four years. Knowledge acquisition is key. Subject leaders need ownership of the process. They are the only person who sees the four-year overview. The evaluation will be from relevant assessment tasks.

Q – What will happen if there is no progression?

A – Then we would not have mapped correctly. The challenge is for year leaders to look for gaps and how they are scaffolded.

Q – Is age-related expectations (ARE) the target?

A – Yes, ARE, but some children will go further with stretch and challenge. Some will be below and will be supported.

The headteacher remarked that governor monitoring visits may want to focus more on sequencing.

It was agreed that subject leaders should continue to present to governors at the Child and Curriculum Committee. The Child and Curriculum Committee has already received presentations from the English, math and music leads. Governors requested that the next subject leaders to present would be geography, history and PHSE. The clerk will include this on the agenda and will also amend the terms of reference for this committee to include the subject leader presentations.

Clerk

<p>A summary of logged incidents on CPOMS is given on page 7 of the report. CPOMS is an online database that records and tracks safeguarding incidents. There were 125 separate entries from November 2019 to February 2020. Some entries will be for the same families. The report does not distinguish between causes for concerns or entries to update existing incidents.</p> <p>Q – Can the number of children that the incidents relate be part of the report? A – No, as it would be the pupil report which would not be anonymous. The headteacher will contact CPOMS to ask if this is possible.</p> <p>Q – At what point should be expressing concern over figures? A – The safeguarding governor can investigate patterns or trends. Questions to the designated safeguarding leads should be how the school is supporting families, what actions are being taken. We can unpick cases and talk through the process.</p> <p>The headteacher commented that he can assure governors that all incidents are supported effectively, with external agencies contacted where necessary.</p> <p>Q – Will the assistant headteacher working away from the school on secondment impact? A – No, she is in contact. She is notified when incidents are added to CPOMS. The report is discussed with the headteacher every week.</p> <p>Page 8 of the report has a revised reporting format. This will be more holistic. A different year group will be visited each week. A variety of lessons will be observed, children will be talked to, there will be book scrutiny. Areas can be explored further with staff if required. The summaries will be uploaded to GovernorHub, link governors will find these useful.</p> <p>Year 4 has children with complex behaviours. A few children are using a lot of resources. Changes will be made after half term. The two years groups that have emotional vulnerabilities are Year 4 and Year 5. A lot of emotional literacy support assistant (ELSA) time is with these year groups. Teacher time is needed for engagement with families. The senior leadership team (SLT) structure allows for intervention to ensure that teaching and learning time is not disrupted. It is important the headteacher and assistant headteacher have the capacity for this.</p> <p>Q – What happens if the SLT is not available? A – Then the year leaders would assist. This is part of the behaviour policy. The headteacher has a table in his room for children to work from. This is a demand on time but this allows the class to continue to learn.</p> <p>Q – How much of a demand on the headteachers time? A – The headteacher has an 8-9 hour teaching commitment, 2 hours timetabled support and a further 2-3 hours are spent supporting children.</p> <p>Q – Would more Learning Support Assistant (LSA) support reduce this?</p>	<p>HT</p>
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	<p>A – Yes. It would reduce contact with several teachers. We need a 1-2-1 for a child in Year 4 to monitor, support and withdraw when needed.</p> <p>Q – Is there aggressive behaviour? A – Yes. There is a plan for each child.</p> <p>Q – At what point do you engage parents? A – It does depend on the context. We see complex behaviours daily. In the interim, we are providing resources at the school's cost.</p> <p>Q – Can an additional LSA help with medical needs and reduce office staff time on this? A – Yes, if built into their job profile. It is part of the office staff profile as there are some acute medical needs to be managed.</p> <p>Data in the report was discussed at the Child and Curriculum Committee. Data is from phase 1, the school is now into phase 2.</p> <p>The headteacher commented that the key question ‘How is pupil conferencing being used by teachers to ensure that gaps to ARE are closing rapidly from current phase 1 assessment?’ was a useful question for link governors to unpick during monitoring visits. Governors should also ask what proportion of children are on track for GD.</p> <p>Q – Has the Parentview survey been highlighted to parents? A – This has been emailed to parents today.</p>	
<p>7.</p>	<p>Progress against School Improvement Plan</p> <p>This item covered in item 6.</p>	
<p>8.</p>	<p>Committee minutes</p> <p>The minutes of the meeting held by the Child and Curriculum Committee and the meeting held by the Finance and Resources Committee were circulated to governors before the meeting. The Personnel, Performance and Pay Committee has also met, and the minutes will be circulated when available.</p>	
<p>9.</p>	<p>ELSA capacity</p> <p>The headteacher has spoken to Jane Durnford, the ELSA and home school link worker (HSLW) about capacity. Jane is at capacity for ELSA work as she is working with so many families. An additional 15-hour ELSA role is required. The school will advertise internally for this role.</p> <p>The school will also need to appoint an LSA as a member of the current LSA team has resigned to join the SCITT programme. The school is also considering if it has sufficient learning resources for children not on the special educational needs (SEN)</p>	

	<p>register. The LSA role could provide useful general support for classes and allow more children to be supported.</p> <p>SW left at the end of this item, at 6pm.</p>	
10.	<p>Budget review and priorities for coming financial year</p> <p>The budget share has been announced. There will be a £155 increase per pupil. The minimum per pupil finding guarantee has also been applied and the school will receive a lump sum of £44,000. The school will receive £134,000 more than last year which is a 10% increase. The school will also not be required to pay pension contributions for support staff, this will save approximately £45,000. The headteacher commented that it was a good position to be in and it allowed for strategic financial planning.</p> <p>The income will allow the school to offer three-year contracts for new positions.</p>	
11.	<p>Approve Schools Financial Value Standard (SFVS) audit</p> <p>The SFVS was circulated to governors at the meeting. The chair of governors and headteacher had met to review it. The SFVS checklist evaluates the school's financial management and it is felt that the school is meeting all requirements. One area that could be more extensive is benchmarking. It can be hard to use benchmarking to draw a comparison between schools, especially for bespoke projects such as the ICT strategy. Expenditure at the school on IT equipment is high but the school purchases and does not lease equipment. Benchmarking will be an action for development and was requested as a future agenda item.</p> <p>The SFVS dashboard compares the school entered data against similar schools. Expenditure is broadly in line with the comparison schools and the headteacher commented that this was reassuring. The average teacher cost is £47,315 and this is in the middle 20% of comparison schools. The school has experienced staff who are at the top of the main pay scale or on the upper pay range. The pupil to adult ratio is in the highest 10%. The teacher contact ratio is lower than recommended but this means that teachers at the school get more release time. Average class size is in the highest 10% but the school already knows that class sizes are large. A typical class is 28-29 so the comparison definitions are narrow</p> <p>Governors approved the SFVS audit.</p>	Clerk
12.	<p>Update on Pupil Premium & Sports Provision funding</p> <p>Pupil premium and the sport premium are both updated in the headteacher's report. Governors were also referred to the strategy reports published on the school website. The pupil premium funding has not been announced but an increase of 4 or 5% is expected.</p>	

13.	<p>Spiritual, Moral, Social and Cultural Development (SMSC)</p> <p>Whole governing body training (WGBT) was held recently on evaluating SMSC. An area for consideration was the visibility of culture. Year leaders have been asked to evidence culture references and where they can be displayed. A governor commented that British values are not part of the SMSC policy and the headteacher advised that there is a separate statement for this. The WGBT trainer had commented that as the school is working toward gold accreditation for rights respecting, this would mean that British values are embedded well.</p>	
14.	<p>Policy review: Major Emergency with Lockdown Policy</p> <p>The major emergency with lockdown policy was circulated to governors before the meeting. There have been few changes since the last review. It is a policy that works well. There is a comprehensive list of contacts.</p> <p>Q – Has this been tested with students? A – We have tested lockdown 1 with children. We have only tested lockdown 2 with staff as we would not want to alarm children. Lockdown 2 is where we would keep children away from windows. Our view is that our children will listen and follow instructions, so we don't see the benefit in practising this.</p> <p>Governors approved the major emergency with lockdown policy.</p>	
15.	<p>WGBT training feedback</p> <p>As covered in item 13. Governors were reminded that training will be held at the infant school on pupil wellbeing and attainment on 30 March.</p>	
16.	<p>GB administration: GB officers for 2020-21</p> <p>Governors were reminded that the chair intends to step down at the start of the next academic year. Governors should consider what roles they can take on the governing body. Officers for the new academic year will be agreed at the April strategy meeting so that there is a period of handover.</p>	Clerk
17.	<p>Governor monitoring plan</p> <p>The governor monitoring plan has been circulated. Each term has a monitoring focus.</p> <p>Q – Has the Forging Links Committee met? A – This will be arranged.</p> <p>Q – What is the current situation with the sex education policy? A – We continue to use the approved policy and resources this year. The new policy will take effect from September.</p>	

<p>18.</p>	<p>Agreed urgent business</p> <p>The headteacher has emailed governors about COVID-19. There is a sense of urgency for forward planning. Potentially there may be school closures in the coming weeks. General hygiene is a focus and parents have been sent the latest advice from Public Health England. There is increased hygiene at the school. Children are asked to wash their hands and their hands are sanitised before lunch. Tables are disinfected between children at lunchtime.</p> <p>If the school is required to close, staff will be expected to work their directed time and be available to children during the school day. Most families can access learning online. Packs will be created for those who cannot access the internet.</p> <p>Some parents have advised that they are considering withdrawing their child from the residential trip to East Dene. Parents have up until the 30 March to decide. The residential will take place the week of 28 April. The headteacher has contacted Stone Farm and there is some capacity for children to go later in the summer term if the trip in April has to be cancelled.</p> <p>Q – If parents withdraw their children from school due to a medical need how is this noted?</p> <p>A – It is marked as absence through exceptional circumstances. This is as advised by the government and Hampshire. This also applies if families are asked to self-isolate.</p> <p>Q – How will you support children that may go without if they are not at school for their free school lunch?</p> <p>A – We would expect a directive about free school meal provision if schools close</p> <p>Q – Will there be support for children with SEN?</p> <p>A – We would hold conversations on these child’s needs. We can track back with work set.</p>	
<p>17.</p>	<p>Items for the next agenda</p> <p>Governor requested a staffing update.</p>	
<p>18.</p>	<p>Dates of the next meeting</p> <p>Governors were reminded that parents’ evening would be held next week.</p> <p>The dates of the next meetings, all at 5pm, are:</p> <ul style="list-style-type: none"> • Finance and Resources – 22 April 2020 • FGB (Strategic and Budget) – 6 May 2020 • Child and Curriculum – 13 May 2020 • Personnel, Performance and Pay – 3 June 2020 • FGB (Year Leaders’ Presentations) – 24 June 2020 • FGB – 1 July 2020 	

	The meeting closed at 6.58pm.	
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Summary of actions

Agenda Item	Actions Agreed	Responsibility	Completed
11.3.20 6	CCC agenda item: subject leader presentations geography / history / PHSE	Clerk	
11.3.20 6	Amend CCC TOR to include subject leader presentations.	Clerk	Yes
11.3.20 6	Contact CPOMS to see if it is possible to include the number of children that incidents relate to.	HT	
11.3.20 11	Agenda item: benchmarking	Clerk	
11.3.20 16	FGB Strategy agenda item: GB officers for 2020-21	Clerk	
11.3.20 17	FGB Strategy agenda item: Staffing update	Clerk	