

**DERRY HILL CHURCH OF ENGLAND (VOLUNTARY AIDED) PRIMARY SCHOOL MINUTES
FULL GOVERNING BODY MEETING HELD ON
THURSDAY 24TH NOVEMBER 2022 AT 6PM**

Present: Carol Foley, Richard French, Hayley Roberts, Tracey Davies, Paula Wheatcroft, Josh West, Richard Carter, Jeremy Gummow, Laura Holloway, Georgina Foxwell-Trewartha and Victoria Misselbrook.

Clerk: Danny Holland

1	<p>Welcome and Opening Prayer</p> <p>The meeting was formally opened by the Chair.</p>
2	<p>Apologies for Absence</p> <p>Apologies had been received and accepted from Reverend Linda Carter.</p>
3	<p>Register of Business & Pecuniary Interests</p> <p>No changes declared.</p>
4	<p>Minutes of the Previous Meetings</p> <p>The minutes of the meeting held on the 29th September 2022 had been circulated prior to the meeting and were agreed by those present.</p>
5	<p>Matters Arising & Actions (from previous minutes)</p> <ul style="list-style-type: none"> • Matters Arising <p>None</p> <ul style="list-style-type: none"> • Review of Actions <p>Action RF: During next H&S monitoring visit RF to check caretaker's log of access ladder inspections. <i>Ongoing.</i></p>
6	<p>Head teachers performance management</p> <p>The panel has met and completed the head teachers performance management review.</p>
7	<p>Finance</p> <p>The following documents had been shared with governors prior to the meeting:</p> <ul style="list-style-type: none"> • SBM Report

- Budget Monitoring Report
- Bank mandate approval
- I&E return – this has been reviewed and signed off by CF and sent to the LA.

TD advised that the bank mandate had been amended. The amendments were to add Josh West and Victoria Misselbrook and to remove Louise Pimm and Emma Williams.

Question: Last year, there were Covid rules in place about open windows and increased ventilation. Is this still in place? How does this balance against the drive for energy efficiency and managing utility costs? Internal classroom doors are left open to help with ventilation but external doors and windows are now closed mostly to help manage the energy consumption. There are no regulations in place now stating that we are required to maintain air flow.

Question: In additional income, is line 2301 of the report the supply pool insurance claim? Or does it also include the Ukrainian Children Support and PE Grant that is mentioned in the summary? Yes

Question: The PE Grant costs seems to have increased by £10k. Is there a reason why total PE costs this year are circa 3x higher than budgeted for? When the original budget was set we hadn't been informed of the PE Grant. Once we received the grant we had to budget for it being spent hence the additional cost.

Question: The current report shows an in year deficit of £9k, but given that some costs are due to supply cover, please can you advise whether the anticipated supply insurance is expected to cover this deficit (although noted that it isn't included yet as the claim isn't complete). The supply pool insurance will not cover all of the supply cover, for example there is a 3 day excess for most staff before we can claim. Also some of the supply is not due to sickness.

With the predicted circa. £9K in-year TD advised that school reserves will need to be used reducing the c/f reserves to circa. £30K.

Whilst the Chancellor had announced that additional funding would be given to schools, the finer details as to what schools will receive is not yet known.

In terms of maintaining the contingency it was agreed that this should be maintained and the school continue to use/reuse resources already within school. It was also noted that there are many 'unknowns' when setting the budget. In terms of supporting the needs of the children a review of the needs and resources will be taken following the 1st data drop at the end of Term 3.

8 Health/Safety & Premises

The maintenance checks are up to date.

Question: Have there been any H&S near misses or incidents that we should be aware

	<p>of? Incidents since the last meeting: Parent fell on front playground, missed their footing – first aid given. Child accidentally head butted a staff member, first aid given but no other action.</p>
<p>9</p>	<p>Head Report</p> <p>Data previously shared with governors to be made available electronically via One Note. Action: HR</p> <p>Attendance</p> <p>Question: In terms of highlighting and rewarding attendance of classes, is this happening? Celebrating individual attendance is an element within the SDP that is being reviewed and developed .</p> <p>A new protocol for arriving at school and lining up has been introduced and is proving very beneficial to the start of the day and children’s readiness for learning. It has created a much calmer start to the school day.</p> <p>Question: What is the revised SLT structure and any strengths/weaknesses that governors should be aware of with regards to the structure? The SLT structure still remains the same just with the removal of KS leaders.</p> <p>Strength - There is less segregation between staff and the natural divide between key stages will not occur. In having separate key stage meetings there is sometimes the risk of key messages not being passed consistently. Key stage meetings add another meeting to the term which is not conducive to teacher workload – especially when subject specific meetings are having to take place such as Little Wandle meetings etc. General staff meetings have been very much focused this year and have supported the whole team in making improvements / developing subject knowledge. Assistant heads need a view of the whole school – especially as the key focus for many external visits is staff understanding progression from EYFS to Year 6 – the removal of KS leaders allows for this to happen more freely. Removing key stage leaders allows for better relationships to be built across the whole team and not specifically in key stages (and with new staff this is essential).</p> <p>Weaknesses -_Whilst upon the revision it reduces clarity around which assistant HT will deal with pastoral / behavioral issues at each key stage the SLT are discussing this to agree in light of the new behaviour policy.</p> <p>Question: Due to the data concerns for some classes should we consider spending more of our budget (i.e. surplus) to provide even more interventions to bridge the gap? It is very difficult when we look at the surplus due to the huge changes that could swallow up the surplus this year such as pay rises and energy costs. We are however considering using the national tutoring funding to cover some intervention costs.</p> <p>Question: Are there any external intervention providers the school could consider? We are looking at using Kate South for some intervention work using the National Tutoring funding money.</p>

Question: How do we ensure clubs are accessible for all disadvantaged pupils? In order to ensure clubs are accessible for our disadvantaged pupils we offer a range of free and funded clubs. This term we have offered the following free / funded clubs:

- Construction club
- Art club
- Up and Under Sports club
- Multi sports

Question: Do our clubs cater for SEN pupils? Our clubs cater for the majority of SEN children however some children with significant needs cannot attend as they require 1:1 supervision and the LA will not support finances for this. We have however sourced alternative provision for one of our children who will begin offsite forest school support one morning a week.

SDP

As a result of the LA visits additional actions have been added.

Question: Are the books in the library supporting Little Wandle? Little Wandle books are available and all the books in the library have been banded.

SEF

The main body of the SEF has been updated, once the data for 2 children are known this will be included and added to OneNote.

Action: HR

LA Review

The LA review took place and no rapid actions were identified. The SIA will monitor as part of their visits progress against those minor actions identified.

Question: The LA school improvement report has actions due for completion by Dec 2022. Are there any of these actions that are unreasonable to complete within the required timeframe? Yes – the actions were set by the LA. There are however some actions that had a longer timeframe and have already been actioned. An action plan has been produced to ensure all actions are covered and realistic timescales set for those that were not manageable. This has been shared with all staff.

Question: What is the Sports Premium Funding being used for this year? Currently the Sports Premium Funding is being used for: sports coaching, the cost of the Chippenham Partnership and some of the funding is being set aside for Sport's Week later in the year. Funding has also covered travel costs to get to the events, supply cover for PLT meetings, and after school sports club for children. We are continuing to source further outside coaching services but this is proving challenging.

AGAT pupils

Question: How do pupils know they are AGAT? We do not necessarily inform children that they are gifted and talented as this can cause challenges within the classroom. In

	<p>school children will be aware if they are invited to Braeside courses or given more challenging work / extension activities.</p> <p>Question: How are we monitoring the provision and support for AGAT learners? Throughout the school we ensure low threshold / high ceiling work where all children will be challenged at different points. Provision and support internally for our children is offered through quality first teaching and by ensuring our children have opportunities to extend their work / challenge their thinking and skills. This should not be a one off event and should be offered as part of our curriculum offer. There are opportunities beyond our curriculum that provide extra opportunities such as Braeside and work with local secondary schools. Following our Pupil Premium meetings at the end of the Autumn Term we will offer Braeside courses to those children who show they are working at greater depth in individual areas of the curriculum. Staff have been asked to identify who their gifted and talented children are in all areas of the curriculum – this is also supported by the end of term assessments (both foundation and core). Curriculum leaders in each area will be responsible for monitoring the provision offered to gifted and talented children in their areas – this will need to be reported back to SLT.</p>
10	<p>Safeguarding</p> <p>The Autumn safeguarding newsletter will be issued by the end of term. Action: HR</p> <p>LA have completed a safeguarding effectiveness review and a separate safeguarding compliance visit.</p> <p>HR shared with Governors an anonymised breakdown of child protection concerns recorded since September so that trends could be identified and monitored.</p> <p>Question: What is the safeguarding data showing? The graphs presented show the different levels of incidents and concerns relating to safeguarding and behaviour. When looking at the breakdown of incidents and concerns recorded this is not necessarily different children, it could be there has been more concerns logged for one child. A concern is related to Safeguarding and an incident is relating to Behaviour. All staff have access to Safeguard.</p> <p>Question: How does the school ensure that EAL children including Ukraine children understand Safeguarding at the school and how to report any concerns? Michelle Lee who works with our Ukraine families has worked closely with the children to ensure they understand our safeguarding processes – this has been supported by the translation skills of one of our Ukrainian children. Coloured lanyards / who to speak to if they do not feel safe etc communicated to all children.</p> <p>Question: When logging concerns on Safeguard how do staff differentiate between a Child on Child behaviour concern and Child on Child Safeguarding concern for sexual harassment? Incidents on safeguard are logged in two different ways – either as a behaviour incident or a safeguarding concern. The way in which it is recorded will be</p>

	<p>determined by the severity of the incident. The staff can use the Brook Traffic Light tool to support them in making a decision as to whether it is an incident or a concern. Staff are also encouraged to come and speak to a safeguarding lead if they are not sure and we can support them in identifying which level of concern to raise.</p>
11	<p>Governance</p> <p>Monitoring reports – the following reports had been produced and made available:</p> <ul style="list-style-type: none"> ○ Behaviour Policy – GFT ○ EYFS – GFT ○ Safeguarding – CF ○ Staff wellness – CF ○ HCV 8th Nov– CF <p>During the recent LA visits, CF demonstrated how Governors use the One Note system to organise documents and share/record information. LA feedback was extremely positive and the school was praised for its efficient governor systems.</p> <p>Monitoring areas 22/23 – CF advised that within the monitoring areas there are overlaps and inclusion across all areas of the curriculum so multiple areas could be monitored during a visit. Tuesday 3rd January is a TD where subject leaders will have allocated time so an opportunity for governors to come into school.</p> <p>Governor Training</p> <ul style="list-style-type: none"> ○ Safeguarding - all ○ CF - Ofsted Webinar – Governance & Inspection. ○ CF - LA Governor Briefing ○ CF - Managing staff wellbeing ○ CF - Safeguarding for governors <p>Governor calendar – all tasks on schedule and the calendar has been updated.</p> <p>Staff Wellbeing and Communications policies are being written.</p>
12	<p>Church School Distinctiveness and SIAMS</p> <p>VM advised that the RE curriculum is being looked at in respect of what is being taught in line with the expectation. A meeting with the Diocese Representative (Nicola Coupe) has been held. The school is looking at joining the PSA to access CDP opportunities.</p> <p>The Collective Worship policy is being reviewed.</p>
13	<p>Policies</p> <p>The following policies had been circulated prior to the meeting and were adopted.</p>

- Accessibility Plan
- DHS Appraisal Policy
- DHS Art Policy
- DHS Behaviour Policy

Question: Do we have pupil voice regarding the effectiveness of the behaviour policy (that we are reviewing)? Pupil Voice has been captured and when the revised policy is issued comments made by children will be included.

Action HR: To be added to the Behaviour policy that level 3 incidents could lead to exclusions.

- DHS Charging and Remissions Policy
- DHS Code of Conduct for Staff
- DHS Complaints Policy
- DHS Design and Technology Policy
- DHS English Policy
- DHS Equality Statement
- DHS EYFS Policy
- DHS First Aid Policy

Question: How often do staff undergo first aid training renewal/refresh? We do a whole school basic first aid every 3 years.

Question: Is 6 members of staff trained in paediatric first aid sufficient? Given the relative risk of injuries to minors at school, should this be increased? Paediatric first aid only applies to children in reception year – so the 6 staff we have are just to cover the requirements to always have a paediatric first aider available when reception children are present / on trips with reception etc. This is why most of the staff trained in paediatric first aid are those that work with the younger classes / MDSA's etc.

Question: Is it compulsory that a paediatric first aid trained member of staff is present on school trips? If the trip was for reception children or included any reception children then yes. However this does not have to be the case for any classes Y1 and upwards.

Question: Is there an AED at the school and if not, should we consider getting/fundraising for one? There isn't. Our nearest is the village hall. However the gov have announced that all schools should receive one within the next year.

- DHS Geography Policy
- DHS Handwriting Policy - observations
- DHS History Policy
- DHS Policy for managing serial and unreasonable complaints Sept 2022
- DHS Maths Policy

	<ul style="list-style-type: none"> • DHS Music Policy • DHS Online Safety Policy • DHS Pay Policy 2022 – <i>remains unchanged, ‘absolute’ performance measures. % increase is based on non-performance basis due to this being a COLA increase.</i> • DHS Phonics and Early Reading Policy • DHS PHSE Policy • DHS Relationships and Health Education Policy • DHS Send Information Report Sept 2022 • DHS SEND Policy November 2022 – 5 HLTA • DHS Supporting Pupils with Medical Conditions 2022 • Teaching and learning 2022 • DHS Whistleblowing 2022 • DHS Science • DHS RE <p>Action: HR to explore a streamlined way for staff and governors to access policies.</p>
14	<p>AOB</p> <p>Parental Complaint – Governors were made aware of a stage 1 complaint that had been received, investigated and responded to with no further action required.</p>
15	<p>Meeting Close</p> <p>RC closed the meeting with a prayer.</p> <p>Next Meeting: Thursday 26th January 2023 6pm</p>