



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 15<sup>th</sup> June, 7pm in the Staff Room**

Meeting Focus – Children's Welfare

The meeting was opened with prayer.

	<p><b>Present:</b> Brian Baker, Jane Burke, Emma Craughan, Helen Fletcher-Reilly (Chair), Kate Goater, Mike Jee (Head), Debbie Ricks, Chris Snell (Co-Chair)  <b>Apologies:</b> Leila Kemp, Al Knox, Carolynn Lorimer, Mark Standen (Vice-Chair)  <b>Clerk:</b> Jennie Ring  <b>Also present:</b></p>	<b>Action</b>
173	<p><b>Apologies for absence</b> – were received and accepted from Leila Kemp, Al Knox, Carolynn Lorimer and Mark Standen.</p>	
174	<p><b>Declaration of Interest</b> – none</p>	
175	<p><b>Urgent matters to be considered for inclusion</b> - none</p>	
176	<p><b>Approval of minutes of meeting 18<sup>th</sup> May 2023 and Confidential Part II Minutes of meeting 27<sup>th</sup> April 2023.</b></p> <p>Both sets of minutes were agreed and signed.</p>	
177	<p><b>Matters arising</b></p> <p><b>General matters arising</b></p> <p>Governors agreed the approval of the School Financial Value Statement (SFVS) and the Scheme of Delegation.</p> <p>The Chair nominated Mrs Ricks and Mrs Craughan as Co-Chairs for election at the July meeting when her term of service as a governor comes to an end. Mrs Ricks and Mrs Craughan agreed to the nomination. The Chair invited governors to consider the nomination.</p> <p>The action table from May's meeting was reviewed:</p> <p>Item 2 (minute 162) – the Co-Chair agreed to get in touch with a possible auditor for the School Fund.</p>	<p><b>Clerk</b></p> <p><b>CoCh</b></p>

	<p>Item 3 (minute 162) – The Head reported absence figures for spring term – a loss of 12 teaching days and 32 teaching assistant days, which represents two-thirds of the usual level of sickness absence. Figures are pro-rata and reasons for absence included migraines.</p> <p><b>Is there a process for sickness absence?</b> Yes, with 3 stages. One staff member has reached stage 2. Another has resigned. A brief discussion took place on the stages of the process. <b>Are absences communicated in terms of percentages, as with children’s absence?</b> Absences are communicated with information going back 12 months.</p> <p>This term so far staffing is very good with little absence – only two, because of sickness and a migraine.</p> <p>Item 4 (minute 163) – the monitoring visit reports are partly written.</p> <p>Item 7 (minute 166) – enquiry has shown that the Statement of Internal Control and Best Value Statement are now incorporated into the SFVS.</p> <p>Item 9 (minute 190) – is covered later in the agenda.</p> <p>All other actions were complete.</p> <p>The Head communicated the Tomlin family’s agreement to and delight in the Special Support Centre being named the Tomlin Centre.</p>	<b>CL/KG</b>
178	<p><b>Questions arising from monitoring visits</b> – none</p> <p><b>Governor Day</b> – the staff were appreciative of the governor’s presence. Governors gave encouragement to those staff observed. A few staff members commented on not having been seen.</p> <p><b>Mrs Lorimer emailed about a message on unauthorised absence fines...</b> The next newsletter will have information for parents. If there are more than 5 days unauthorised absence in a 10 week period this is reported to the local authority and they decide whether or not to issue a fine. A discussion took place on whether there was guidance available from the local authority and possible circumstances surrounding absences, with details relating to a specific example.</p> <p>One governor brought the parent What’s app groups into the discussion.</p> <p>There will be a letter from all schools in the locality going out to all parents which will include a parental code of conduct – this will cover unauthorised absence, and may add some guidelines for the purpose and use of parental What’s app groups. There was a suggestion that governors also need to communicate with parents on this topic.</p> <p><b>Are family unauthorised absences followed up with safeguarding in mind?</b> Yes, through phone calls and other appropriate avenues.</p>	<b>Clerk</b>
179	<p><b>Children &amp; Family Support Worker (CFSW)– activities and outcomes</b></p> <p>The Head affirmed the CFSW – her approach is very thorough, is conservative and she is now a Designated Safeguarding Lead (DSL). Provision Mapper is a very thorough and comprehensive tool. The Head gave detail on the processes for two children.</p>	

	<p>Does the number of children with Educational Health Care Plans (EHCP) equate to 9 families? No, less families. There are sibling groups involved in the 9 plans.</p> <p>Welfare visits – happen with someone else? Yes, where practicably possible – the visitors will comprise of the Head and one other – either the Assistant Heads or the CFSW.</p> <p>Where there is a challenge in getting a child to school is the issue with the children or the parents mostly? It’s with the parents usually, the children want to come. The problem could be related to transport. The Head outlined one example in detail.</p> <p>Core group – what does it involve? Through child protection monitoring a decision is made for a particular child and regular core group meetings are held comprising professionals, parents and school staff. If a parent doesn’t attend the meeting still goes ahead. The Head gave some detail on a specific child.</p> <p>Does the CFSW have enough capacity with a 0.8 contract? She is never not busy, it’s a broad role and some children’s situations are shared with the Deputy Head. St Margaret’s is the only school I know of that has a CFSW. Do you feel secure with her in the role? Yes, she is bright, degree educated, has a wealth of skills, and has trained for this kind of work.</p> <p>There is an increase in the number of parents contacting the school due to behaviour at home. Do you think there is an increase in identifying these issues because of the CFSW’s presence at school? This could be, she has a high profile, although I think it is some and some. There was a discussion on this and an increase in children being identified as having autism spectrum disorder characteristics, what this means for next academic year, the variety of need not seen before, the possible sources of this including covid related effects or inexperienced parenting, and the importance of keeping the core purpose of the school in focus, ie to educate. The danger that the more the school tries to do the more it will be asked to do was acknowledged along with parental expectation rising as a result. Related to this sometimes parents see EHCPs as a catch-all. Finally, some of the issues over which parents ask for help can be seen at home but are not experienced in school. As a consequence of observing this and from listening to parents the Head outlined what he would like to say to parents on this topic at an appropriate juncture.</p> <p>The benefit of having the CFSW is the 1:1 support – what would happen if this was taken out? She is nearly always the person children go to with things like friendship issues and outside issues brought into school. She is comparatively expensive. This is offset by benefit to the school in terms of children’s access and readiness to learn.</p> <p>A discussion took place on the 5 or 6 children not on residential trips – the provision for them, the reasons they aren’t attending, options for working with the concerns of anxieties of the children or parents and what might be done in the future to prepare children for what may be their first time away from home for nights.</p>	
180	<p><b>Headteacher’s Report - Including safeguarding, exclusions, attendance, H&amp;S incidents, security incidents, staff absence</b></p>	

	<p>The report submitted by the CFSW covered safeguarding. There have been no exclusions this year so far. Attendance is at 93.8%, which reflects figures in other schools in the locality. A vomiting bug has taken its toll. Persistent absence is below national average.</p> <p><i>Is there a reason for no EYFS figures?</i> Early Years is tricky, attendance can be really low. The system only reports from aged 5 upwards.</p>	
181	<b>Complaints</b> – none	
182	<p><b>Pupil mental health and wellbeing</b></p> <p>The report submitted by the CFSW covered pupil mental health and wellbeing.</p>	
183	<p><b>SEND/CLA/PP progress update</b> (Special Educational Needs and Disabilities, Children Looked After, Pupil Premium)</p> <p>The Head invited questions arising from the SEND update submitted as part of the meeting pack following some general comments: SEN at the school is very strong – when I speak to staff they are clear on their role, know why they are doing what and how to judge whether impact and outcomes are successful. In autumn term staff will receive input on Autism Spectrum Disorder and early childhood trauma from the new Teacher in Charge of the Tomlin Centre. The Assistant Headteacher for Inclusion has transformed SEN and has high expectations. By the end of next year the school could have 8-10 children with EHCPs, which is about the expected number for a school this size. This includes 2 or 3 in the pipeline, one to come from nursery and one already in place.</p> <p><i>Has offering the CFSW the opportunity to become full time been considered?</i> Her current 0.8 contract is good for her wellbeing and with a young family it's unlikely she would want to become full time.</p> <p><i>Are there plans in place for extra adults in YR if we know there are children with EHCPs arriving?</i> Yes, there will be more children with ECHP than this year and the need for staff is concentrated in the first two years, taking from classes that are well provided for and are able to take the loss.</p> <p><i>The CFSW spoke of transition to secondary school, is there any work done on transition from nursery to Early Years?</i> The school receives children from 15 nurseries, the biggest group coming from William Older. Transition day provides opportunity for familiarisation, one to one time, and corporate activities like story time. For children with a need of some kind information from nurseries is diverse and often sparse By April the school knows if there are children with needs coming into YR. Visits are now taking place to assess and plan provision.</p> <p>The locality Heads are meeting to propose and draft a standard transition information form to provide to nurseries.</p> <p>A discussion took place on the detail of the cohort to arrive in September, the percentage of those who are summer born (50%), the size of classes, gender mix, and arrangements for teaching staff.</p> <p><i>With regard to the figures given for PP children at ARE in Y2 – are these typical of locality figures and benchmarked?</i> I don't know yet. They are about average nationally</p>	

	<p>and quite good compared to the past years. Other school's results will be available by the next meeting. <i>At the next meeting will we be able to assess the attainment gap?</i> Yes, for all three areas and greater depth. <i>As far as you can tell are the gaps typical?</i> No, they are narrow. Indications are for 70%, higher than national average for Good Level of Development (GLD) and 90% for Y1 Phonics.</p> <p><i>Can we attribute the level of attainment for phonics to the introduction of Monster Phonics?</i> It certainly has had an impact. However, other factors are involved: the makeup of a cohort, the continuous provision being provided in the Early Years, which is bearing fruit now, and skilled support staff.</p> <p><i>Is there any sort of formal evaluation at the year end?</i> Subject leaders do this and it form part of their appraisals. The evaluations would include consideration of the cohort's characteristics. The tracking system set up during covid times show consistency in these characteristics through the school years.</p>	
184	<p><b>Pupil voice</b></p> <p>The report submitted by the CFSW covered pupil voice in relation to transition, Forest School, anti-bullying, and anti-racism and reported the involvement of the School Council and assemblies.</p>	
185	<p><b>Educational Offsite Visits for 2023-24</b></p> <p>Trips to Dalesdown for Y4 and Cobnor for Y6 were proposed for next academic year. A discussion took place on financial responsibility, contributions from parents, the extent to which assistance can be offered and from what part of the budget, what happens when payment isn't forthcoming, risk management arrangements and what feedback is received from children.</p> <p>The staff's significant contribution to the visits was acknowledged.</p> <p>The visits for 2023-24 were approved.</p>	
186	<p><b>Academisation update</b></p> <p>The Heads in the Deanery met with the CEO of Bishop Otter Academy Trust (BOAT) which comprises one school, St Nicholas and St Mary CE Primary School in Shoreham. He is looking to expand the academy.</p> <p>The choice is either to join this academy, with which there will be opportunity contribute to shaping the enlarged academy, or to form an academy amongst ourselves.</p> <p><i>Why is BOAT comprised of only one school?</i> It's mainly to do with its location, being closer to schools in the Brighton &amp; Hove area, many of whom are not inclined to become academies.</p> <p>The next stage is to ask the CEO of BOAT to summarise what might need to happen in the next 2 years with information on cost, timescales and milestones for Heads in the Deanery to discuss and present to governors in autumn term.</p> <p>A discussion took place covering the financial picture, the school admission numbers, possible timings on becoming an academy, how this might affect how finances are used,</p>	

	<p>the expected lengths of service remaining for the Heads involved in the Deanery group, what options have had to be ruled out and why, and some advantages of becoming part of BOAT.</p> <p><b>Who is going to define the roadmap/strategy?</b> The blueprint from BOAT will be shared with the Heads from the Deanery and governors, then responses considered with the aim of streamlining it into one that all could adhere to. Even to this point the school is still not committed to anything, but it is a good opportunity to contribute elements that the school considers important to the process and formation of the enlarged academy trust.</p> <p><b>What is the level of commitment if things don't work out as part of an academy? Can schools pull out?</b> A multi-academy trust (MAT) is still accountable to the Department for Education and if it is struggling it would be directed to other trusts or rebrokered.</p>	
187	<p><b>Policies</b></p> <p>A discussion took place between the Head and Clerk on the administrative processes for policies. It was agreed that the Clerk would provide the Head with a summary of policies that are due for review and need to come to governors at the beginning of each term. The Head agreed to follow up the policies mentioned with the aim of having them ready to approval at the July meeting.</p>	
188	<p><b>Chair's action</b></p> <p>-Last year's issue will finally be concluded on Friday 23<sup>rd</sup> June.</p> <p>-The Chair affirmed the Head's work and persistence in pursuing a claim for compensation for damage to the field during works resulting in the receipt of £40K which will be allocated to the Reserves. Some will be spent on a laser projector for the hall and £1500 on shelving. The rest will contribute to balancing the budget.</p> <p><b>Is the field OK now?</b> There are a few scars – a dip where moisture gathers resulting in richer greenery, and few things not quite right.</p> <p>-The Co-Chair raised with Highways Department the condition of the footpath on the south boundary of the school. The Department has agreed to come and look at it. The Parish Council has also expressed concern.</p>	
189	<p><b>Date of next meeting</b> – Wednesday 12<sup>th</sup> July 2023, 6pm, in the Staff Room. Refreshments at 6pm. Meeting to follow.</p>	

Governors adjourned outside to look at the progress of building work. Discussions covered entrance width, plans inside and outside, timelines, children's play arrangement while the work progresses and their ability to see the works at safe times from safe places.

## ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	177	Clerk – agenda planning July election Co-Chairs	Post meeting	<b>D</b>
2	177	Co-Chair – contact possible auditor for School Fund	Post meeting	
2	177	CL/KG – monitoring visit completion	By end of term	
3	178	Clerk – contact Chair re “a few members commented on not having been seen”	Post meeting	<b>D</b>