



John Blandy Primary School

Meeting	Local Governing Body	Where	John Blandy Primary School
Date	Tuesday 3 December 2019	Time	19.00
Attendees	Lucie Belcher (LB, chair, parent governor), Sarah Thompson (ST, co-head teacher), Suzanne Elliot (SE, co-head teacher), Helen Benson (HBe, support staff governor), Hannah Boon (HBo, parent governor), Janice Simpson (JS, community governor), David Hancox (DH, community governor), Jane Tidy (JT, parent governor), Judi Kingdon (JK, teaching staff governor), Kerri Treherne (KT, community governor)		
Apologies	Clare Butcher (CB, community governor)		
Clerk	Octavia Kelly		

MINUTES

Meeting opened at 7.05 pm.

Welcome and opening business	
Welcome, quoracy and apologies Meeting was quorate. Apologies were received from Clare Butcher and accepted. Judi Kingdon, elected in October as the teaching staff governor, was welcomed.	
Urgent matters as previously notified to the Chair None	
Declarations of pecuniary interests None	
Minutes of last meeting (17 September 2019)	

For signing

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<p>Approval of minutes of last meeting</p> <p>Minutes were approved.</p> <p>Matters arising from minutes of last meeting</p> <ul style="list-style-type: none"> • Governors to do GPDR training – all governors have now completed GPDR training. Closed. • Policy schedule – has been drawn up and passed to OK for incorporation into LGB agendas across the academic year. Closed. • Independent person – DH has not yet contacted John Disley to ascertain that he is happy to continue as ‘independent person’ for the purposes of the complaints procedure. Ongoing. 	
<p>ACTION DH to contact John Disley to ascertain that he is happy to continue as ‘independent person’ for the purposes of the complaints procedure.</p>	<p>DH</p>
<ul style="list-style-type: none"> • Access plan – has been written and circulated. Closed. • List of subject lead teachers – available on school website under Key Information/Curriculum 2019-2020. Closed. 	
<p>Governing body</p> <p>Replacement of Stephen Arrowsmith as community governor – the Instrument of Government states that the LGB can have ‘up to’ 5 community governors, so it is not compulsory to have 5. However, it would be helpful to have the additional skills. Enquiries as to interest are being made but the role is not yet being advertised. Governors are asked to suggest possible candidates.</p>	
<p>ACTION Governors to suggest possible candidates for the community governor vacancy. OK to circulate skills audit.</p>	<p>All governors /OK</p>
<p>Governor visits</p> <p>Health and Safety (HBo) – HBo has made the first of the 3 regular visits of the academic year. She carried out a pupil voice, which was very positive: children said they had had a fire drill and knew how to proceed in one. A report will be written up in due course.</p> <p>Please see also section on health and safety later in these minutes.</p>	
<p>ACTION: HBo to write report on Health and Safety visit</p>	<p>HBo</p>

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<p><i>Pupil Premium (JT)</i> – a discussion was started on expenditure but will need to be resumed. JT will write a report.</p>																
<p>ACTION: discussion of PP expenditure to be continued; JT to write report</p>	<p>JT</p>															
<p><i>Safeguarding (KT)</i> – a meeting between KT and the headteachers has been repeatedly postponed because the reporting system has been changed this year and is not ready for use. The county safeguarding officer has offered to attend the meeting when it does take place to give advice.</p> <p>Actions following March Governance review</p> <ul style="list-style-type: none"> • Main issue was failure to document and quantify evidence of governance activity • The offer of help from Duncan Millard, academy CEO and Ofsted inspector, in preparing governors for Ofsted inspections, will be taken up. 																
<p>ACTION Invite Duncan Millard and Siobhan Vinnall to give advice to governors on preparation for an Ofsted inspection.</p>	<p>SE/ST/LB</p>															
<ul style="list-style-type: none"> • The headteachers have considered how best the governors can support the School Development Plan (SDP). They feel it is best to revert to having subject link governors who will give teachers ‘mock’ Ofsted inspections, asking them questions from a list of sample Ofsted questions and following that up with a further visit in which areas of weakness are addressed. While governors do not wish to take up teachers’ time without reason, it will helpful for them to probe subject leaders’ knowledge and the school would not otherwise have capacity to do so. Governors will also be familiarised with the Ofsted inspection process so will be better able to cover for other governors’ absences on the day of an inspection, even if they do not have knowledge of those governors’ subjects. <p>Subject link governors were assigned as follows:</p> <table border="1" data-bbox="247 1803 1209 1998"> <thead> <tr> <th>Subject</th> <th>Subject lead teacher</th> <th>Subject link governor</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>Laura White</td> <td>LB & JT</td> </tr> <tr> <td>Maths</td> <td>Suzanne Elliot</td> <td>JS</td> </tr> <tr> <td>Science</td> <td>Judi Kingdon</td> <td>HBo</td> </tr> <tr> <td>PE</td> <td>Sam Primmer</td> <td>JT</td> </tr> </tbody> </table>	Subject	Subject lead teacher	Subject link governor	Literacy	Laura White	LB & JT	Maths	Suzanne Elliot	JS	Science	Judi Kingdon	HBo	PE	Sam Primmer	JT	
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Computing	Kate Hardy	LB	
Art & DT	Kayleigh O'Donnell	KT	
Geography	Elliot Coard	DH	
History	Jo Coultas	DH	
Music	Sarah Thompson	KT	
PHSE	Bimla Surtees	HBo	
French	Sarah Thompson	KT	
Religious Studies	Karey Evans	HBo	
ACTION LB to ask CB, who was unable to attend this meeting, whether she would like to be a subject link governor in place of one of those listed above			LB
<p>Summary of recommendations:</p> <ul style="list-style-type: none"> • <i>Clear evidence of governor engagement</i> – there is greater evidence within minutes of challenge. Emailed questions from HBo to be printed and filed in the governor file. 			
ACTION Emailed questions from HBo to be printed and filed in the governor file.			SE/ST
<ul style="list-style-type: none"> • <i>Co-heads have clear roles</i> as outlined in their appraisals. • <i>Governor monitoring of teacher workload</i> is documented in the minutes and in emailed challenges from HBo. • <i>Agenda setting</i> – the agenda was discussed by the chair and headteachers in advance of the meeting, as recommended in the governance review. This practice will be repeated before each LGB meeting. • <i>P&S committee meetings are being robustly documented</i> • <i>Formation of a resources committee</i> – the purpose of establishing such a committee would be to reduce the committee's dependence on the expertise of just one individual governor, DH. However, JT is becoming more involved in finance, having attended a meeting and been given access to financial data, and the headteachers also receive considerable support from the academy finance team. While it may be necessary to designate a second finance governor, probably JT, a separate resources committee is not required. • <i>Headteachers' voices</i> – the headteachers are influencing other staff through presentations, SE's leadership of maths and planned twilight training sessions with subject leads. • <i>Early Years</i> – Bimla Surtees will provide a report. 			

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<ul style="list-style-type: none"> • <i>Confidential minutes</i> are being used effectively. • <i>Skills audit</i> – will be circulated by OK as above. • <i>Procedure when governors informally approached with complaints</i> – governors try to de-escalate complaints but if that fails parents are encouraged to submit complaints via email. • <i>Generic governor email address</i> – this is not required as the office has governors' personal email addresses and can forward any correspondence. Safeguarding issues that cannot be addressed to the designated safeguarding lead staff should be notified to the office for attention of the governors. Most complaints of any kind would go to the headteachers in the first instance and the parents' survey did not suggest that parents found difficulty in lodging complaints. • <i>Newsletter</i> – it was agreed that the newsletter is helpful and should be continued. A piece on governors and their roles will be included in the newsletter at the end of January and at the end of the summer term or beginning of the autumn term to reassure parents that independent monitoring of the school is being carried out through governance. • <i>Elections of chair and vice chair</i> – OK to incorporate into agenda for last LGB meeting of the summer term. • Succession planning – discussion deferred to next LGB meeting. • <i>Chair's summary</i> – a chair's summary at the start of each LGB meeting would be helpful. 	
<p>ACTION OK to incorporate chair's summary into each LGB agenda</p>	<p>OK</p>
<ul style="list-style-type: none"> • <i>Positive impact of governance on pupils</i> – reintroducing subject link governors should enhance the impact of governance on pupils. The skills audit will also be reviewed, and any areas of weakness addressed. 	
<p>Summary of discussion at pay committee meeting</p> <p>All teachers for whom an appraisal is required have undergone one and all those eligible to do so progressed. The recruitment of a temporary teacher at a lower paygrade than their predecessor makes for a slight saving.</p>	
<p>Headteacher's report</p> <p>The SENCo had calculated that the school fell short by 100 hours per week of the TA time it requires. HBo has verified the SENCo's claim, which was made on the basis of a crude allocation of the bare minimum of TA support needed by the 36 children who are registered as SEN but have no EHCP, and hence no legally stipulated number of hours of support. In any case, each EHCP only</p>	

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brings in up to £4.5 K of additional funding, which is not enough to pay a TA's salary, and some EHCPs bring in less.

Few children have been officially diagnosed as having SEN by the age at which they are in reception and there only 2 children in reception who officially have SEN. However, at reception age, all children require considerable support whether or not they have SEN but because the TAs are occupied for longer than the allocated hours with the SEN children the other children receive less support than they should. However, The Y6 teachers have been providing booster sessions in their own time because there is not enough TA support during school hours to deploy TAs to offer such sessions.

No TAs were recruited after the last round of interviews because applicants were not sufficiently experienced. However, the budget only covers existing TA staff so if any further TA support were taken on it would be an additional cost, at a time when the budget surplus is smaller than previously thought owing to an administrative error. It is, however, academy policy that education must take precedence over financial constraints. It was acknowledged at an Academy Resources meeting that there are structural issues behind the rising demand for SEN support, which is causing difficulties across the academy. Even one more SEN child can have a severe impact where there are already several SEN children in a class. JBS has an additional disadvantage compared to other academy schools in the form of a historical deficit dating back to the time when the school was academized and incurred redundancy costs. FJS, an academy school facing similar SEN need, has 3 TAs against 1 at JBS for a cohort with equivalent need.

Bullying incident

- After an accusation by parents an investigation of medical notes, CPOMs, teacher notes and behaviour plans, was carried out into alleged bullying. It was found that bullying had taken place but that it stemmed from the accused child's SEN rather than from any truly malicious intent. The behaviour policy proved effective: it ensured that records had been kept which provided enough evidence to draw proper conclusions and could be referred to when communicating with the parents of the victim. The parents of the accused child accepted, especially when faced with strong evidence, that their child's behaviour required action; that child, as well as the victim, has been receiving support from the headteachers.

Some mistakes in the past have prompted improvements in the handling of bullying incidents, notably:

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- Records kept within the school should not be anonymised to the point that the children involved cannot be later identified. The identification of the children by staff within the school does not represent a breach of confidentiality and record keeping is futile without it. If, on the other hand, the records are made available outside the school, they should be redacted to preserve anonymity.
- Busy staff have sometimes not entered the time of an incident in records.

However, overall staff are much more aware of the importance of monitoring behaviour, and CPOMs has assisted record keeping and facilitated reporting.

CPOMs can be used to show that reduced TA presence correlates with worse behaviour, but the reverse can also be true: some classes are more highly staffed precisely because of poor behaviour.

Parent questionnaires

Responses were per family rather than per child, and 124 were received from 162 families. Not all questions were answered, however. There was one very negative response, but the headteachers were already aware of the responder's grievances. Some parents who complained that their SEN children are not receiving support are not in fact aware of the level of support received by their children. Some expect support directly from the SENCo, when in fact the SENCo is responsible for co-ordinating, rather than providing, support. Teachers, other than NQTs for whom the time is specifically reserved, have difficulty finding the time to talk to parents of SEN children and inform them of how their children are being supported. Pupil profiles are sent home to be signed but may not be enough to convey what support is being provided.

SDP/SEF

SEF is still being revised and discussion of it will be deferred to the next meeting.

The academy has advised that the **SDP** should be shortened, so that it pinpoints 5 or 6 priority areas that are not covered by other compulsory documentation as is, for example, behaviour policy.

Priority areas are:

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<ul style="list-style-type: none"> • Governance – governors to be more actively involved in the life of the school. • Reducing teacher workload and improving staff wellbeing. <ul style="list-style-type: none"> ○ The school would like to release teachers from class for longer periods to enable them to carry out their increased workload, but is struggling to afford to cover the release time. • School values. • Training, especially that of NQTs/SCITT trainees. To this end the school has invested in the OTSA NQT programme. • To become an outstanding reading school – a staff-driven target, which has been made an objective for each member of staff in appraisals. <ul style="list-style-type: none"> ○ There is a funding requirement for the reading priority, which has been partially met by the Friends of the school. ○ Training in London for the literacy lead teacher was paid for by the school but the teacher underwent it during her free time and paid for her own travel. <p>Performance targets have been raised this year and are based on Fischer Family Trust (FFT) generated goals, as advised by the Academy Director of Education, Louise Warren. FFT targets factor in data on previous attainment, social background and SEN. The targets have been moderated by teachers but only slightly and remain considerably higher on average than those set previously without reference to FFT data. The governors questioned if these new targets were realistic, to which the headteachers responded that Ofsted will use FFT-based objectives to assess the school so using them in school will be useful preparation for inspection. Outcome data is rapidly skewed, however, by children joining and leaving the school.</p> <p>A stakeholder version of the SDP was sent to parents and children in September.</p> <p>School vision</p> <p>Governors are currently considering the school vision and will discuss how it can be incorporated into documentation that will be seen by Ofsted. Deferred until next LGB meeting.</p>	
<p>Budget report - DH</p> <p>The budget at the end of P2 was originally forecast to be £58K but that figure has now been revised to £12K following the discovery of the omission of the cost of employing a part-time teacher from the budget.</p>	

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<p>The committee agreed that attempts to reduce the historical deficit should be suspended in the face of continuing demand for TA support and while it is not desirable to have an in-year deficit, any surplus should be spent on such support to help retain staff and ensure children are not educationally disadvantaged.</p> <p>It should be noted that of the academy schools, only JBS and FJS are forecast to have surplus budgets with others incurring in-year deficits.</p> <p>Academy income generation meeting – JT</p> <ul style="list-style-type: none"> • Many schools are simply asking parents for money, but parents are already regularly requested to pay for specific items or trips. Some parents may, however, prefer to pay a one-off sum annually rather than for individual events. <ul style="list-style-type: none"> ○ Parents of children in reception are already asked for £2 per term. If the parents of children in other classes gave similarly, it would make a real difference. They may be prepared to do so: parents are keen to see their children’s school properly funded. • Donations from parents are rare. • A lottery was re-introduced but was not a success. • A percentage is deducted by fundraising platforms, so they are not as financially efficient as asking for direct contributions. Furthermore, ParentPay will not permit voluntary overpayments; parents can only be asked to pay up to a specified maximum. • Raising money for the school is likely to be more successful than raising it for a central academy ‘pot’. • Some parents prefer to give time rather than money; options for donations of time, money or items could be outlined in the newsletter. Any donation is better than none. • Companies could be asked to match parental donations. <ul style="list-style-type: none"> ○ Named bricks in the new building could be sold and Kier asked to match the money raised. 	
<p>Health and safety report – HBo</p> <p>The condition of the buildings is broadly satisfactory, though there is no budget for maintenance should repairs be required. There is, however, almost always at least one toilet that is out of order, reducing the number available for use. HBo saw one toilet that was marked out of order when there was no apparent problem with it. The headteachers responded that having a caretaker for only 1 day a week means that problems are not rectified rapidly enough. They are asking for the refurbishment of a larger proportion of the toilets than are currently earmarked for improvement as part of the building project.</p>	

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<p>COSSH is a recurring concern and the school is not yet compliant with regulations:</p> <ul style="list-style-type: none"> • A risk assessment of all substances on the premises should be carried out • Substances should be catalogued in a COSSH register, which does not currently exist. This is despite requests made to both the cleaners and the academy. • Information on COSSH substances must be shared with those who use them. <p>The headteachers commented that while COSSH leaflets are now printed off immediately for every new substance ordered such records were not kept in the past and the school has not yet been able to update them.</p>	
<p>Policies</p> <p>The following policies were approved by the committee:</p> <ul style="list-style-type: none"> • Staff disciplinary policy • Teacher pay policy • Equalities policy <p>The access plan was also approved.</p>	
<p>Summary of discussion at Performance and Standards Committee meeting, 27 November – JS</p> <p>Ys 4 and 6 were discussed in detail.</p> <p>Y4</p> <ul style="list-style-type: none"> • The cohort is still a concern but the headteachers are running booster sessions aimed at ensuring middle ability children reach expected level. <ul style="list-style-type: none"> ○ Even 10-15 minute sessions can make a difference. • A third of the school's SEN children are in Y4 • Part of the problem may stem from an overly positive assessment of the cohort in the early years. Y2 SATs results did not reflected this assessment. • Targets are unrealistically high. 	

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<p>Y6</p> <ul style="list-style-type: none"> • Baseline data, from when the cohort sat its first SATs paper after returning from the school holidays, was poor, but considerable progress has been made since then according to the results of the SATs paper the cohort sat recently, the data for which were not included in that analysed. <p>It was suggested that Y3 be asked to indicate what point they have reached when the time officially allocated for an assessment has elapsed but to continue working on the paper so that their understanding, as against their speed of working, can be more accurately assessed.</p> <p>The new assessment materials are proving effective.</p> <p>A report from the SENCO will be attached to these minutes.</p>	
<p>ACTION SENCO report to be attached to these minutes</p>	<p>SE/ST</p>
<p>An anonymised <i>EYFS report</i>, which has not been produced in previous years, revealed some challenges:</p> <ul style="list-style-type: none"> • 6 SEN children with very significant needs • 14 summer-born children. • One teacher was away for 2 terms, so the cohort was short of a teacher for most of the academic year <p>In view of these difficulties, the cohort did well, with only 1 child failing, narrowly, to reach goals.</p> <p>The <i>times tables tests</i> are now done online, and some children who find it difficult to use a computer, may achieve lower scores than truly reflect their abilities. A TA can type for a child, but only if the child's SEN is documented. The children will be given practice with computers and be advised to move on if they get a question wrong. A weblink to a mock test website is available on the Y4 webpage, in the newsletter and in 'Meet the teacher', but parents will be reminded of it at Christmas. Children will also be encouraged to play computer games to help familiarise them with computers.</p>	
<p>ACTION Send reminder of weblink to times tables mock website</p>	<p>SE/ST</p>
<p>Academy news</p>	

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None of note.	
<p>Dates of next LGB meetings:</p> <p>Tuesday 28 January 2020 Tuesday 17 March 2020 Tuesday 05 May 2020 Tuesday 14 July 2020</p>	

Meeting ended 2115

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