



Cheriton Primary School

Minutes of the Full Governing Body Meeting held at school on Thursday 23rd March 2023 7-9 pm

Associated documents can be found in the OneDrive folder "Meeting Items 2023-03-23"

<p>Present: Andrew Goldsworthy, Headteacher (HT) Elizabeth Brett, Chair (EB) Susan Henderson (SH) Rachel Holmes (RHo) Frances Lawrence (FL) Nicholas Parmley (NP) Jenny Reeves (JR)</p>	<p>Apologies: Elisabeth Flett (EF) Rebecca Haskins (RHa)</p> <p>Absent: Christopher Durant (CD) Emily Moorhouse (EM)</p> <p>In Attendance: Rhona Hatchley (Clerk)</p>
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Key: evidence of challenge/question; evidence of support

Quorum: With 7 out of 11 governors present, the meeting was always quorate

Item		Action
1.	<p>Welcome by the Chair and Apologies The Chair welcomed everybody to the meeting.</p>	None
2.	<p>Declarations of personal and pecuniary interest. <i>to note any conflict with any item on the agenda</i> None declared. The Chair reminded Governors of the documents needing confirmation (Keeping Children Safe in Education, NGA Code of Conduct, Governors' Good Practice Guide and Completion of the HGS e-Learning Safeguarding Course). The Clerk thanked all those Governors who have already updated their Governor Hub pages. Others are reminded to do so as soon as possible please.</p>	Govs pls to check Gov Hub pages are up to date
3.	<p>Correspondence and request for AOB One request for AOB was received from the Chair. See item 16 below.</p>	Item added
4.	<p>Minutes of the previous meeting on 26th January 2023</p> <p>a. Approval of the minutes These had been uploaded on OneDrive in advance. They were reviewed and agreed by all present as an accurate record of the meeting. They were signed by the Chair and handed to the Clerk for filing in the School Office.</p> <p>b. Actions arising from the previous minutes not covered later in the agenda Item 4b The Staff well-being survey has not been conducted yet but will be done in due course.</p>	HT

	<p>Forest School Open Afternoon is still under consideration for the Summer Term.</p> <p>Item 6 The Designated Safeguarding Lead (DSL) is making sure all safeguarding matters raised at staff meetings are minuted. The safeguarding document circulated to Governors by the Chair gives very good guidance on questions to be asked on monitoring visits.</p> <p>Item 7a Elaine W has completed her three-day First Aid Course. Feedback is that it was worth doing and she now feels more confident in her First Aid knowledge.</p>	HT
5.	<p>Headteacher's Report and Questions</p> <p>The HT had circulated the report in advance and asked for questions to be emailed to him. The questions received and answered in advance are below in green shading and white, with additional Q & A and comments from the meeting added in blue shading.</p> <p>Q1 Wondering whether if you leave HT report in Word you could ask governors to raise comments directly on document and you could respond directly. Might make things easier for you and Rhona.</p> <p>HT. This might be better. Happy to try it next time if someone reminds me.</p> <p>Q. On the fixed term exclusion are you able to say anything further? Clearly this was an unusual scenario in the school, do you think it has had a positive outcome for the affected child and the school in general?</p> <p>HT. The exclusion or fixed term suspension as it should now be called, was imposed on a boy who physically assaulted a girl. The incident involved inappropriate touching of the girl and physical and verbal harassment which could be classified as Child-on-Child abuse. This incident came after a period of gradually worsening behaviour including swearing at other children and being uncooperative in class. The suspension was used to send a clear message to the boy that his behaviour was unacceptable and must not be repeated. It also demonstrated to the victim that we took her complaint seriously and she was right to tell an adult about it. It also allowed the victim to be in school without worrying about the boy. The long term impact of the suspension on the child remains to be seen but he is being more careful about the choices he is making at the moment.</p> <p>Q. What happened when the child returned to school?</p> <p>HT. There was an immediate meeting with the child and the parents and expectations of behaviour were set.</p> <p>Q. Was there an impact on other children?</p> <p>HT. Children were not told directly but many knew. Some were shocked.</p> <p>Q. How is the other child?</p> <p>HT. They seem fine and saw that robust action was taken. The suspension also afforded them a three day break from the boy after the incident.</p> <p>Q. Great to see the school participating in a good number of 'normal activities' was International Women's Day recognised in any way?</p> <p>HT. No. It passed us by.</p>	HT to test live Word document for next HT report

HT. There are a large number of special days and it is hard to acknowledge them all or decide which to celebrate. A Governor commented that this was widely covered in the media and might be a good one to cover in future.

Q. EY Sept 23 school places are announced on the 17th April (I believe) is there anything we could do in prep for this date to increase numbers ie make contact with local nurseries, social media – tie this in with a post promoting Forest School etc so parents know there are spaces available.

HT. I doubt there are any children whom have not applied for places by this stage of the game. I think our efforts with regard to attracting pupils would be better aimed at those due to start in September 2024. I do think, as previously discussed, a free Forest school session would be a good start to drawing them in.

Q. Are all staff using CPOM's including classroom support staff?

HT. We have 1 member of staff who has not written comments directly into the CPOMS system. She does however, write regular comments in the behaviour book at playtimes which are copied onto the CPOMS system on a regular basis. She also shares her observations with the relevant teachers and DSL.

Q. If Ofsted was to ask her about this what would she say?

HT. She would confirm that everything had been written up in the correct way. A Governor added that as long as you have coaching and instructions in place this situation is covered.

Q. The Inspired Learning Partnership Group (ILP) update sounds very positive, you mention it will lead to short term progress - have you defined what you hope this will look like with the ILP? I.e. what success will look like for you and the staff?

HT. At our initial meeting we produced the following contract with goals and a timetable.

Trust and School Improvement Offer 2023

We are looking forward to supporting Cheriton Primary School and to help you to continue transforming lives and building futures. Our overarching aim through this programme of support is to empower your team and ensure that school improvement is sustainable.

Key focus areas of support as agreed with the Headteacher will be:

- Staff recognising the role of subject leader and how they can carry out this role effectively and
- measure impact
- To support the school to develop 'golden threads' of learning I.e., threshold concepts across their
- two-year planning cycle to further develop with the staff knowledge organisers
- To provide a mentor for the Headteacher
- To provide Early Years curriculum support
- To provide formal coaching for the Headteacher and support for the governing body

We agreed the following ways of working together over the next 9 months:

As a group of professionals, we value honesty, we believe in showing our vulnerabilities and are welcome direct feedback to support improvements. This works both ways as a receiver and giver of support. ILP staff will empower Cheriton staff and give them a window to view other experiences from across Inspire Learning Partnership. At all times ILP staff will be sensitive to the needs of Cheriton Primary School.

Accountability – Cheriton staff will take action as necessary following visits with ILP. All staff will agree to work to deadlines. We will identify and celebrate success no matter how small.

Suggested Curriculum Foci at 16 March 2023

- History
- DT
- Art
- EY
- Reading

Timeline	Leads	Days
Spring 2 – Inset Day 31/03/2023	Alice & Loretta	1
Summer 1	Alice & Loretta	1
Summer 2	Curriculum - Alice & Loretta Safeguarding - Amanda	1 1
Autumn 1	Safeguarding Training Quality Assurance	0.5 1
Autumn 2	Curriculum – Alice & Loretta	1.5
Formal coaching delivered by Claire Lowe. 4 sessions across the 9 months to be agreed		
Headteacher link with Tariq (BPS Principal) as required		

Q. Have you and the ILP defined what success will look like?

HT. The ILP had had a meeting with staff and generated a contract.

Q. The Chair asked whether the other school is an academy which has a different type of governing body?

HT. It is. This is headed by a CEO supported by a trust managing the finances. One of the trustees will come and support CPS. The Chair added that a CPS governor visit that had taken place to another school to seek advice from their GB prior to the previous inspection in 2019. This was very helpful and so the offer from ILP to give governors support post the September 2022 inspection would be welcomed. The HT added that the ILP works in one other school and is made up of Newly Qualified Teachers (NQTs) only.

Q. How did the rest of the staff find the input?

HT. Some were sceptical but all are prepared to listen and would value ideas and support. The Deputy to the CEO also had a valuable discussion about curriculum and assessment. A Governor added it is important for staff to feel empowered and the input should dovetail with any other support.

Q. What is the deadline for the first round of Knowledge Organisers (KO1)?

HT. We aim to have knowledge organiser created ready before the delivery of each unit of work going forwards. It may be possible to get ahead with this but it remains to be seen how long it takes to create each one. The member of staff from the ILP with responsibility for this at her school does not have a class

responsibility. She is a non-teaching deputy who has all day every day to devote to their creation and to work on assessment through the school.

Q. Have you been able to keep up the momentum for the Leader in Me (LIM) programme throughout the school considering new staff and focus on Ofsted development work?

HT. No. Although new staff have received some induction it has not been something we have had the time to focus on yet. The planned Lighthouse meeting with Preston Candover will hopefully give us some clearer direction with this. I do not want to lose the positive impact that LIM has had but one of the many negative outcomes of the OFSTED inspection has been the impact in LIM in school. As we begin to identify the school's values through the curriculum, I am hopeful that we will begin to rebuild staff ability to embed the 7 habits into the curriculum.

A Governor added that the children had loved the programme. The Chair hopes it will be better embedded in future.

Q. Does RHa & LK spend time in class 2 to observe Yr 1 children and learning objectives in action? Deadline for this KO is 20/7/23 – are you on track?

HT. They have not been into the class with Year 1 this year but RHa has previously taught this age group so has a good understanding. We are currently looking to get other subject leaders into the Yr R class to gain a better understanding of what their subject(s) look like in Year R

Q. It is clear from report that attendance is a priority. It needs to be but the national figures are closer than I expected to Cheriton's . Prioritisation needs to continue.

HT. At a recent course the Chair was told that schools including governors, "need to create a culture which prioritises and obsesses about attendance".

Q. Attendance: Is the impact of SEND interventions affected by absences?

HT. Any lost days will impact their learning. They are missing interventions but can also find it harder to catch up when work is missed

Q. Looking at attendance, Yr R YTD – 40% (school) v's 28% (FFT) - appreciate there's 10 pupils so this impacts %'s but is this reflective of what you've seen in previously years? Does this cohort have a large % of 4yr olds? Are YR parents choosing to keep children home need to because child is over stretched/ tired or for other reasons?

HT. See data below on Yr R absences.

The 10 children have a total of 98 absences between them.

child	No. of absences	% attendance	Current age
A	16	87%	4
B	2	98%	5
C	14	90%	4
D	27	78%	5
E	4	97%	4
F	5	96%	5
G	8	95%	4
H	3	97%	4
I	5	96%	4
J	14	86%	4

Reasons given for absence include, scarlet fever, flu, sickness, high temp, whooping cough, upset tummy, chicken pox, diarrhoea. There are three instances of tiredness being given as a reason but this is usually after a weekend where late nights have been had rather than as a result of a tiring school week. There also a small number of unauthorised absences. I do not have comparative data easily to hand to compare this with previous years.

The Chair suggested that Governors must discuss trends in absence. The HT added that the national situation is in fact pretty bad as there has been a cultural change among parents since COVID.

Q. Is illness genuine or are parents deciding to keep children at home anyway?

HT It is difficult to tell.

Q. Is it always the same children? What can we do as a group? Is it something we should be thinking about in more detail?

HT. There are a few children with genuinely weaker dispositions including one unfortunately often hospitalised. However it may just be a bout of poor health post COVID isolation.

Q. Is there any communication about this issue to parents?

HT Yes very much so.

The Chair added that trends can be tracked and attendance processes in school must be robust.

Q. Is the Attendance Policy robust enough and is it being followed to the letter?

HT. This will be checked. The policy is on the website if required.

Q. Do Reception absences count as the children are under 5 and does it skew the school's figures?

HT. Yes it does go on the database (see table above) but does not need to be reported as figures can be selected by year group. Overall the HT is being hard on requests for absence and no one is taking as many days as they were.

A Governor commented that post-COVID parents want their children at home more particularly if they are working from home themselves. Work must be done to set a good new precedent with the incoming YR R in September 2023. The Chair added that a positive message should be given that school is an exciting time for children and every day counts. A Governor suggested a parent pledge or parent expectation document as a way of highlighting this. The HT added that 60% of the current YR R is young for the year which might also explain the position.

Q. The Chair asked whether it might be useful to compare the data with the pre-school.

HT. This is possible but has not been done yet.

Q. Safeguarding- Referencing The Knowledge survey governors were asked to look at - Do you think any of our absent children are missing school because they feel unsafe? Do we periodically formally ask children if they feel safe in and out of school and online?

	<p>HT. We have 2 children who do not attend school due to emotional based school avoidance. One of these is likely to be due to autism and the events which took place in a previous school. The second is struggling with issues outside of school which it is believed have left him unable to attend. We have not asked the children these questions for several years.</p> <p>The HT added that school needs to implement questionnaires for children.</p>	HT to implement questionnaires for children
6.	<p>Governor Progress Review Meeting with Learning Leadership Partner (LLP) – feedback</p> <p>The Chair, HT, NP and RHo attended the meeting chaired by Kyla Barber (KB). The School Improvement Plan (SIP) is the central working document. Items in the HT report above cover some of this and KB is keen to observe how Governors hold the HT to account.</p> <p>There was positive progress in most areas but areas for action include:</p> <ul style="list-style-type: none"> • Governor monitoring • Curriculum update for parents <p>The Governors present at the meeting thought it was very positive and a good opportunity to catch up, but also felt there was some repetition with the SIP, the HT report and the Learning Committee. There is also less confidence among Governors measuring their impact against the SIP. The Chair suggested setting an agenda for the next meeting which avoids repetition if possible. The next meeting is on May 23rd.</p>	Set a new agenda for next LLP meeting on 23 rd May
7.	<p>Safeguarding See Item 5 above</p> <p>Regular meetings have taken place with the DSL and LF.</p> <p>The Chair outlined a safeguarding scenario of homophobic bullying which had been included in the HT’s report to raise the safeguarding profile with FGB. Governors were asked to consider: “what you should do next” and “what should you say to the child”? Scenarios of this type are also routinely shown to staff for practice. Governors all felt this was a useful exercise.</p> <p>The HT referenced the tragic events at Cavendish CE Primary School where a Headteacher committed suicide following an Ofsted report. All have been very shocked to hear about it (see also item 13a below). A Governor commented that this sensitive issue has some relevance to earlier comments in the HT’s report (item 5 above) about the importance of reporting of safeguarding accurately.</p>	None
8.	<p>Collaborative Agreement with Upham Primary School</p> <p>A draft of this agreement had been circulated to Governors in advance. It enables UPS and CPS to convene a joint grievance panel if their own Governors are tainted. A quorum would be 3 Governors with at least one from the school handling the case. This has been approved at Upham’s recent FGB. All governors approved the agreement.</p>	None
9.	<p>SFVS for FGB approval</p> <p>The SFVS was reviewed at the recent Resources Committee meeting and the Committee Chair recommended it to the FGB for approval. There were no questions raised. The Chair thanked Sally Craddock for her input. All Governors approved the document which NP will sign for submission by 31st March.</p>	NP to sign and submit SFVS.

<p>10.</p>	<p>Committee Reports</p> <p>a. Learning The Chair of Committee and two other Governors were unable to attend at short notice and so the Committee meeting scheduled for 9th March did not take place in full. However the HT led a helpful discussion about Pupil Progress data. Any outstanding Committee business, including policy reviews, will be dealt with in due course.</p> <p>Use of the new Sonar assessment reporting tool has made pupil attainment data much more accessible. The Chair and FL looked at a progress snapshot by class. As it is a new system there is no baseline yet however there will be comparable data and threads later in the year. It helps staff in lesson planning and can also be used to generate reports for parents. It saves the HT time and gives value for money. <i>The Chair added that it demonstrates the positive impact of a system chosen by the school. Governors agreed that it will look very professional and will be safer from a GDPR perspective than cutting and pasting reports.</i> The HT continues to look at NFER data.</p> <p>b. Resources The Resources Committee meeting took place on 9th March and the minutes were uploaded on OneDrive in advance. The Committee Chair reported that benchmarking data is in line with historical figures and CPS compares reasonably with others.</p> <p>The Health and Safety Audit has been done by JR with an agreed schedule going forward.</p> <p>The Policy renewal schedule is being cross checked and maintained. Policies approved by the Resources Committee were:</p> <ul style="list-style-type: none"> • Pay Policy - approved • Protection of Biometric Information Policy - approved • Staff Grievance Committee - approved 	<p>Learning Committee business to be re-scheduled.</p>
<p>11.</p>	<p>Other Policies for approval All policies listed on the agenda as due for approval are with the relevant committees for review apart from the Health and Safety Audit (see item 10b above) and the Sex and Relationships Education Policy.</p>	<p>None</p>
<p>12.</p>	<p>Governor Matters</p> <p>a. Governor Visits/Monitoring The Chair expressed concern that monitoring visits are not taking place as frequently as they should be. It is an important aspect of the leadership and management of the school. Suggested barriers to carrying these out might be: availability because of work; being in a volunteer role; IT issues such as uploading results; lack of training and/or confidence.</p> <p>How can we get around this? The Chair circulated a summary of areas to be monitored with a suggested timeframe, highlighting which elements could be covered in each of the following ways:</p> <ul style="list-style-type: none"> • Monitoring through existing scheduled meeting times • Governors meeting with the HT via Teams or in person 	

	<ul style="list-style-type: none"> • Face to face Governor visits to school during the school day • Possible virtual meetings out of school hours <p>It was suggested that new Governors shadow those more experienced on visits. JR offered to do more monitoring as her work can sometimes be flexible. The Chair suggested compiling a list of five things it would be useful to look out for in a classroom. Links with the class teacher are very important, visits should be a positive experience and teachers do enjoy the opportunity to showcase what they are doing. The HT is happy to help.</p> <p>The Chair added that visit report writing is essential and these must be minuted and linked to the relevant agendas. The Curriculum and Resources Chairs also agreed to have a fifteen minute overlap in the middle of their regular meetings.</p> <p>b. New Governor Induction/Governor vacancies Induction courses are very booked up at the moment but it is hoped that new Governors will be able to attend them soon. There are now two co-opted Governor vacancies. Word is being circulated in the village. A Governor suggested using the Alresford Mums WhatsApp group.</p> <p>c. Review Progress against Governor Development target on SIP This was covered in the HT report (item 5 above)</p> <p>d. Postponed Party Postponed until the end of term. To be discussed at the next FGB in May.</p> <p>e. Soft Skills Survey Results The Chair circulated a summary report of the FGB’s Team Coacting Profile. Results demonstrate that happily the FGB has a very healthy balance of Harmonisers, Perfectors, Achievers and Innovators.</p>	<p>Governors to increase number of monitoring visits.</p> <p>Committee Chairs to schedule 15 minute overlap of meetings</p> <p>New Governors to attend induction courses</p> <p>Add postponed party to May FGB agenda.</p>
13.	<p>Stakeholders</p> <p>a. Governor newsletter The termly newsletter has been drafted. In light of the tragic events at Cavendish Primary (see item 7 above) the Chair has reordered the newsletter removing some of the references to Ofsted. Governors agreed this was wise and that the sad event was a significant moment which has enabled people to express thoughts about Ofsted and for Ofsted to rethink their strategy.</p> <p>The Chair asked whether any Governors who went to the KS1 performance could contribute a quotation to demonstrate governor involvement. JR agreed to do so.</p> <p>b. Parent Consultation attendance This was well-attended and a good way to promote the school. It was suggested that posters advertising the tea afterwards would be useful another time. <i>A Governor added that whilst speaking to parents afterwards, the sense of a school community was very strong. Another Governor said that World Book Day had given children at the school a wonderful opportunity to mix with those not yet at CPS.</i></p>	<p>JR to submit quotation for newsletter</p>

<p>14.</p>	<p>Development and Training</p> <p>a. WGB Training Holding Leaders to Account Governors agreed on Monday 15th as a possible date. The Chair will confirm it.</p> <p>b. Governor Training Governors had taken the following training courses since January:</p> <ul style="list-style-type: none"> • LB - Pupil Premium/ Attendance Briefing • SH - Part induction and Safeguarding • NP - Local governor Forum -agreed to share information about this on OneDrive • JR - School Buildings/ Understanding H&S in schools / H and S link Governor. <p>Q. The Chair asked whether the course had helped with the Health and Safety Audit? JR. Although the course could have been more interactive, it had made her think about the role differently.</p>	<p>Chair to confirm WGBT date</p>										
<p>15.</p>	<p>Monitoring Impact How have we:</p> <table border="1" data-bbox="268 837 1311 1473"> <tr> <td data-bbox="268 837 874 958">Helped to set long-terms plans for the school, decide where improvements need to be made and how to make them?</td> <td data-bbox="874 837 1311 958">Through planning Governor Visits</td> </tr> <tr> <td data-bbox="268 958 874 1079">Looked at the quality of education being offered and ensured the head is doing everything possible to improve results?</td> <td data-bbox="874 958 1311 1079">In Learning Committee.</td> </tr> <tr> <td data-bbox="268 1079 874 1236">Examined budgets and spending proposals to monitor whether the school is getting value for money and ensured the money is spent in the right areas?</td> <td data-bbox="874 1079 1311 1236">In Resources Committee, reviewing the SFVS and benchmarking</td> </tr> <tr> <td data-bbox="268 1236 874 1357">Monitored safeguarding and attendance?</td> <td data-bbox="874 1236 1311 1357">Have “obsessed” over attendance.</td> </tr> <tr> <td data-bbox="268 1357 874 1473">Ensured that the voices of stakeholders are heard?</td> <td data-bbox="874 1357 1311 1473">Have reviewed the Governor newsletter and heard from parents at tea</td> </tr> </table>	Helped to set long-terms plans for the school, decide where improvements need to be made and how to make them?	Through planning Governor Visits	Looked at the quality of education being offered and ensured the head is doing everything possible to improve results?	In Learning Committee.	Examined budgets and spending proposals to monitor whether the school is getting value for money and ensured the money is spent in the right areas?	In Resources Committee, reviewing the SFVS and benchmarking	Monitored safeguarding and attendance?	Have “obsessed” over attendance.	Ensured that the voices of stakeholders are heard?	Have reviewed the Governor newsletter and heard from parents at tea	
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<p>16.</p>	<p>AOB After 8 years as a Governor, Mrs Frances Lawrence has decided not to renew her term of office and will step down after this FGB. The Chair thanked Fran very warmly for her contribution of time and experience and all agreed that she will be greatly missed. She was presented with a gift by the Chair on behalf of Governors.</p>											

17.	Dates of future meetings		
	FGB 11 th May 19:00-21:00 13 th July 19:00-21:00 WGB Training 15 th May 19.00-21.00	Committees Resources 27 th April 17:00 Learning 27 th April 18:15 Resources 29 th June 17:00 Learning 29 th June 18:00	

CPS FGB Meeting 230323 Minutes

Signed:

Date:

Summary of Actions Arising from FGB 23rd March 2023

Item	Action	Assigned
2	Govs pls to check Gov Hub pages are up to date	All Govs
4b	The Staff well-being survey has not been conducted yet but will be done in due course. Forest School Open Afternoon is still under consideration for the Summer Term.	HT HT
5	Test live Word document for next HT report Implement questionnaires for children	HT HT
6	Set a new agenda for next LLP meeting on 23 rd May to avoid repetition with SIP and Learning Committee	Chair/NP/RHo
9	Sign and submit SFVS.	NP
10a	Learning Committee business to be re-scheduled.	RHo
12a	Increase number of monitoring visits. Committee Chairs to schedule 15 minute overlap of meetings	All Govs Rho/NP
12b	New Governors to attend induction courses	KS
12d	Add postponed party to May FGB agenda.	Clerk
13a	JR to submit quotation to the Chair for the newsletter	JR
14a	Confirm WGBT for 15 th May	Chair