



## Hurstbourne Tarrant Church of England (controlled) Primary School

Headteacher: Mr Gareth Dee BSc.Econ (Hons) PGCE

*Our Core Christian Values: Respect, Honesty, Love & Care*

*“Through our Christian values of Respect, Honesty, Care and Love, we aim to ensure that our school is a place which enables you to fulfil your journey together in mutual respect within an environment that enables you to have a positive purpose in life being true to yourself and others”.*

### MINUTES OF THE FULL GOVERNING BODY MEETING Thursday 9<sup>th</sup> February 2023

<b>Governors Present:</b>	Mr Gareth Dee (GD)	- Head Teacher
	Mr Rob Price (RP)	- Staff Governor
	Mrs Miriam Edwards (ME)	- Co-Opted Governor (Chair)
	Mrs Kate Walbyoff (KW)	- Foundation Governor
	Mrs Penny Lewis (PL)	- Parent Governor
	Mrs Joanne Ray	- Co-opted Governor
	Rev Julie Howell	- Foundation Governor

<b>Apologies:</b>	Mr Freddy Colquhoun (FC)	- Parent Governor
	Mr Roddy Wakeford	- LEA Governor
	Mr Rob Perry	- Parent Governor
	Mr Phil Woods	- Co-opted governor
	Mr Ian Morris	- Co-opted Governor

<b>Not present:</b>	Dr David Ellis (DE)	- Clerk
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The meeting opened with a prayer.

#### 1. Declaration of Pecuniary Interests

There were no Pecuniary Interests declared.

#### 2. Minutes of the Previous Meeting & Matters Arising

The minutes of the Full Governing Body meeting held on 24<sup>th</sup> November 2022 were unanimously agreed, with two minor amendments, for signature by the Chair.

***There were no matters arising from the minutes.***

#### 3. Training update

Governors discussed the whole governing body training which had taken place the



previous week. The subject had been Ofsted inspections, and how the governing body should prepare for one. It was agreed to set up a small working party of governors to create a 'knowledge' pack for all governors, covering all aspects of governance.

#### **4. Head Teacher's Report & School Improvement Plan Update**

The Head Teacher's report had been circulated prior to the meeting. The Chair invited questions rather than the Head Teacher read through his report.

Attendance was at 96.3%, with the national average being 93.4%

*Q: Absence requests – what is exceptional?*

A funeral, wedding, wellbeing/relationship difficulties, children requiring quieter holidays if they have severe SEN.

There is no ability to physically force children in to school – provided we are aware of the reasons for absence, then we can assist wherever we can, and continue to remind parents about the impact of absence both on the child and the school.

*Q: looking at ARE/ASI – reflecting on LLP report and SATS scores “what are the improvements in teaching across the school to uplift the results?”*

White Rose maths has a much larger teaching unit on place values to underpin maths – it is hoped that as children come through the school with a heavily hit place value under their belt, improvements with problem solving and reasoning should be seen. White Rose has developed a whole set of resources (it is run by former teachers and professors).

*Q: Is it for children or teachers?*

The school paid in for all resources, so there are teaching videos for staff, and activities for them to use (for example Mrs Ellis is specifically choosing the activities she feels are appropriate for her children). Mr Solomon has been using the powerpoints for self training.

*Q: How is the subject leadership being addressed to improve all the key measures?*

Because Mr Price is class based, the HT has taken a lot of this on himself.

Mr Solomon is early reading, and with a student in the classroom, can now be freed up to coach and mentor other teachers.

The HT has done learning and SEND walks, focussing on Maths, calling children into his office to talk about maths, feeding back to Mr Price as subject lead, so he is kept updated with the current situation.

Next step is to ask “what does a good maths book look like?” Teachers will be using their judgement, not just going into resources because they're there, knowing the children and selecting what task is appropriate, and seeing the calculations by the children in their books.

*Q: one issue was brighter children not being stretched enough? One child had so many ticks when I went into winter class.*

The HT is asking the question of children “is maths too easy, too difficult, about right?” They might have ticks because they've been taught well.

With regard to the child who the LLP spoke to and who told her that “maths was easy” paints a different picture when his book is viewed, and when asked the same question



again after her visit, he admitted he found it quite difficult. We have to show Ofsted that the LLP is not always representative. Therefore a lot of evidence is consequently being gathered.

*Q How do you monitor the children's progress - by looking at the books?*  
Yes, plus populating the SIP Maths section.

*Q: thinking about this data against last year, it appears that every 2 years there's a challenging class coming through. So a question for us all – what does outstanding look like for HBT in the context of that sort of repetitive pattern? (the governor was not expecting an answer right then in the meeting!)*

GD would prefer to state “what does excellence look like” rather than ‘outstanding’ and for him that is every single child in every single lesson making progress, by pitching the lesson right for every single child and group, adults being deployed effectively, knowing exactly where those children are as a result of assessments in previous sessions, and knowing what the next step is.

When the HT undertakes lesson observations, he is looking at all children, and will approach those who are least likely to make progress in the lesson (bottom 20%).

*Comment: As governors we need to articulate what excellent looks like – all children every lesson.*

*Q: How is the slow progress in Y2 being approached?*

Mr Solomon's paternity leave and the preparation for the nativity play were key factors in this during the autumn term. There has been a change in timetable to increase maths level being taught. The data monitoring after Easter will need to be checked to ensure the progress has evened out. There's no reason to doubt this will happen.

Data is only one element of it. Our internal tracking data is of little interest to Ofsted, but they will speak to children and look in books which is why presentation is so important. That will tell whether a child has pride in their work.

*Q: A head teacher should be able to discern these things. What about younger members of staff, who may not have a 'gut feeling' to know if child is struggling?*

A good teacher will know. Our teaching staff are all experienced. ECTs might be cheaper but need mentoring to learn these skills.

## **5. Curriculum & Standards Committee update - see separate committee minutes from January for full details**

JR/ME had met the new SENDCo, who was extremely positive, very knowledgeable for a teacher without the SENDCo qualification, had been engaging with staff and children, and had achieved a great deal in the short time she had been in post. In about 4 days, she had met in school with a large number of SEND children's parents, undertaken two learning walks, one with the HT and one with a governor who had also visited all classrooms with her.

Interesting data regarding SEND children is that there was one child in KS1, but 15 in KS2 (soon to be 16). As percentages – KS1 that is 2.2% of children are SEND. In KS2,

at 15 (out of 51), 29.4% are SEND children. Q: have all SEN children in KSI actually been correctly identified? Although not on the SEN register, discussions were had regarding children in KSI, and would be on the 'watch list' by the end of term. This would include recently inherited children from other schools.

The national average is 14%. When the whole school is put together it's still almost 17% so is still high, and a high level for a teacher to manage.

The HT mentioned that the school had a very different SEND profile to when he started at HBT 10 years before. Hampshire as a county is above the national average. There are also a backlog of EHCPs to be processed across the county. These take a whole day to complete by a SENDCo

*Q Do we expect SEN children to still make the 2 points of progress?*

We aspire to it, and show how we are putting the support in place, but accept they won't necessarily make that progress.

## **6. Resources Committee update** - see separate committee minutes from for full details

The Head Teacher updated that the school was to receive £71,821 from the closure of Hatherden Primary School and taking 7 children from there.

Children with medical needs policy:

*Q: The origin of policy came about as a result of a governor reading the SEND policy.*

*Do we have any children with special medical plans?*

Yes, medicines and inhalers are with the admin officer, and there is also an information book in staff room, updated by the admin assistant in charge of health and safety, including photographs of medication. All staff are first aid, some are epi pen trained, and those with lapsed first aid are being trained by 31<sup>st</sup> March (next Inset day).

The policy was unanimously agreed.

## **7. Pay & Personnel Committee update**

Owing to the number of governors able to vote on the Head Teacher's pay increase, the matter was rolled over to the March FGB meeting.

That meeting will also need to ratify Mrs Perrett becoming permanent teaching assistant.

## **8. Wellbeing Governor Update**

The wellbeing governor updated that there was now a wellbeing tab on the website being populated under 'about us', with resources for staff and parents to use.

A draft policy had been sent to the HT for consideration.

The next focus would be a pupil voice questionnaire on wellbeing, asking if they know what's available at school? Mrs Lewis to liaise with Mr Price to organise some questions.

## **9. Any Other Business**

Governors would need to organise a parent questionnaire as part of the Ofsted training feedback to have contact with stakeholders.



The parent governor vacancy was in the process of the election period, and the results would be known by the next meeting.

The Chair presented the Star Governor award to Mrs Ray for her proactive approach to her SEND governor role.

Mrs Ray and Mrs Walbyoff, who had undertaken the Head Teacher's Performance Management, were thanked for their hard work and had been additionally thanked by Stella Counsell, the advisor during the HTPM process, for their professionalism

## **10. Reflection**

It was felt that in general, and as a result of the Ofsted training, governors were asking more strategic questions and holding the head teacher to account.

## **11. Date of Next Meeting**

The next meeting was due to be held on Thursday 16<sup>th</sup> March 2023.