**Baguley Hall Primary School**

**Governing Body Meeting Minutes**

**School: Baguley Hall Primary School**

**Quorum: 5 (Met at this meeting)**

**Chair: Carol Steedman**

**Clerk: Colette Garner**

**Date of meeting: 22 November 2021**

**Venue: Baguley Hall Primary School**

**Attendance**

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| **Name** | **Designate**  **Governor type** | **‘End of Term of Office’ date** | **Present (P)/apologies (Ap)/absent (A)** |
| Kate Bulman | Headteacher (HT) | N/A | P |
| Carol Steedman (Chair) | Partnership | 23/03/23 | P |
| Peter Renshaw | Co-opted | 26/03/22 | P |
| Mike Allison | Partnership | 15/07/23 | P |
| Laura Lodge | Co-opted | 01/09/22 | P |
| Helen Stevens | Co-Opted | 22/11/25 | P |
| \*Yanghong Huang | Co-Opted | 23/11/24 | P |
| \*\*Claire Goulding (DHT) | Associate | 22/03/23 | P |
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| Kayleigh Spencer | Parent | 19/04/25 | Ap |
| Katie McDwyer | LA governor | 30/11/25 | Ap |
| Victoria Cook | Staff | 12/12/24 | Ap |
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*\*Arrived late during the Maths Curriculum presentation.*

*\*\*Left early. See item 6.*

**Others present**

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| **Name** | **Role** |
| Colette Garner | Clerk (One Education) |
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**Agenda Items**

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|  | **Curriculum Presentations in Maths and Science** | | |
| Subject Leaders in Maths and Science delivered presentations to the governors based on the Deep Dive Reports for their subjects. The Reports are included in the meeting papers. The following points were highlighted in discussion.  Science  Children are being taught to work and think scientifically with ‘Prediction’ as the autumn term focus; ‘Fair Test’, the spring term focus and ‘Conclusions’ the summer term focus.  There is a need to ensure that gaps in children’s learning are addressed and teachers must find time to include any missed learning and to ensure that all areas of the science curriculum are taught.  There are opportunities for cross-curricular links such as developing non-fiction writing through science objectives.  A Science staff inset day and a Science Week are planned for January.  *Q. Does the school invite visitors to talk to the children during curriculum focused weeks?*  Yes, very much so in the past. Covid has interrupted school visits and visitors, however the hope is that these will resume as the covid situation improves.  *Q. Are visitors only invited in curriculum focused weeks or throughout the year?*  Pre-covid, there were many visitors to the school. Memorable events included a Careers Day with many different careers represented and people from the local community, including parents and carers, involved.  *Q. Is science well resourced in school?*  Yes. There is a central resource area which is well organised and resources are checked and replenished regularly.  *Q. Is there any science that the school is prevented from doing because of a lack of resources?*  No.  Maths  Maths remains a priority area. A new maths scheme ‘Power Maths’ has recently been introduced.  There is a Maths Lead in every phase across the school.  The school’s Calculation Policy has been revised following the introduction of Power Maths.  Power Maths provides much more challenge than previous approaches.  The scheme is a text book based mastery approach which is recommended by the DfE.  The whole class work together following a sequence of lessons with immediate same day intervention for those children who need more support.  Concepts are taught following a Concrete / Pictorial / Abstract (CPA) approach.  End of unit checks and assessment are built in.  The Teachers Planning Book, along with training videos provide support for staff.  The scheme encourages a growth mindset with a belief that everyone is able to do maths.  *\*Yanghong Huang arrived.*  Lessons are very structured starting with teacher modelling, guided practice, independent work and a practice book where every question is approached in a different way, using different skills.  The lessons move at pace and are very challenging for the children.  Weekly arithmetic lessons are continuing.  The school is continuing to use Progress and Understanding in Maths (PUMA) assessments.  Children have been streamed because some children are unable to access their cohort’s work and are being taught the previous year’s objectives.  The Maths team is being developed and meet together twice every half term.  *Q. The scheme relies on same day interventions for children that have not fully grasped that day’s lesson. Do these always happen?*  As far as possible, however the greatest challenge is staff absence which makes everything very difficult. To date, Year 5 interventions have been very consistent, however staff sickness in Year 3 and Year 4 have disrupted the interventions.  Governors thanked the Subject Leaders for their presentations and the work they are doing. | | | |
|  | **Action decisions** | **Owner** | **Timescale** |
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| **1** | **Apologies and Welcome** | | |
| Apologies were received and accepted from Vicky Cook, Kayleigh Spencer and Katie McDwyer  Carol Steedman welcomed and introduced Helen Spencer, a new co-opted governor and invited all present to introduce themselves to Helen. | | | |
|  | **Action decisions** | **Owner** | **Timescale** |
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| **2** | **Declaration of Pecuniary Interests** | | |
| There were no declarations of pecuniary interest expressed in connection with any item on the agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **3** | **Chair and Vice Chair Elections** | | |
| Chair of Governors  Carol Steedman expressed her willingness to continue as Chair and was re-elected for a period of 1 year.  Vice Chair of Governors  Peter Renshaw expressed his willingness to continue as Vice Chair and was re-elected for a period of 1 year. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Carol Steedman elected as Chair of Governors * Peter Renshaw elected as Vice Chair of Governors | Gov. Body  Gov. Body | 1 year  1 year |

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| **4** | **Appointment of Governing Body Clerk** | | |
| Governors approved the appointment of One Education as the Governing Body clerk. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * One Education Ltd appointed as the Governing Body clerk | Gov. Body |  |

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| **5** | **Minutes of the Previous Meeting (12/07/21) and Matters Arising** | | |
| The minutes of the meeting held on 12/07/21 were approved as an accurate record of the meeting. The school will provide a paper copy of the approved minutes to be signed by the Chair and stored in school.  Matters Arising  Item 3. The Access Plan was emailed to governors 13/07/21  Item 8. The Governor Vision Day took place on 18/10/21.  The new flooring is scheduled to be fitted. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the meeting held on 12/07/21 approved | Gov. Body |  |

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| **6** | **Headteacher’s Report** | | |
| A number of written reports were circulated in advance and are included in the meeting papers. The written reports include School on a Page (SOAP) and the School Development Plan (SDP)  The following points were raised/highlighted in discussion:  The External Advisers Quality Assurance (QA) visit is scheduled to take place 01/12/21 and will be an agenda item on the spring term standards committee meeting.  SOAP  The report contains much of the information that governors need in an easily accessible format. Governors are not expected to retain all the important headlines about the school and given the short notice that schools receive from Ofsted, the SOAP will be particularly useful to governors.  The Chair has asked whether a section on data can be included.  The report contains a section on each of the following: School Context; SDP; Self Evaluation and Overall Effectiveness of the school; School Development Plan (SDP) 2021-22; Pupil Premium; Sports Funding; Quality of Teaching and Areas to Celebrate.  School Context  Number on roll 499  53% Pupil Premium  23% Special Educational Needs and Disabilities (SEND)  5% Education Health and Care Plans (EHCP) plus pending EHCPs, emergency funding and alternative provision increasing high level needs to 6.5%  13% English as an Additional Language (EAL)  91% Attendance Year to Date (YTD) (FFT Nat 94%)  1.2% Persistent Absence YTD. High but should diminish as the year progresses.  3 pupils (7 sessions) fixed term exclusions.  2 Looked After Children (LAC)  3 Special Guardianship Order (SGO)  10 Child Protection  8 Child in Need  3 NHS planning  1 Team Around the Family (TAF)  8 Education and Health Assessment (EHA)  The section on Quality of Teaching on SOAP has not been completed yet because judgements will be made based on the progress that children make over time. Good progress over time relates to good teaching.  A grading with be given towards the end of every term based on assessment data progress in the prime areas in Early Years (EY) and Reading, Writing and Maths in Key Stage 1 (KS1) and KS2.  Wellbeing of staff and pupils  There are 47 children who take part in weekly nurture groups at the school. The children involved change throughout the year with some receiving nurture group support for the whole year.  Speech and Language bubbles support children with high levels of need in the Early Years (EY).  A mixed Reception / Y1 class teaches children who are not yet developmentally ready to move onto the Y1 curriculum.  Staff wellbeing continues to be a priority and is part of the School Development Plan (SDP). The Employee Assist Programme, which is different from the BUPA membership provision, provides targeted support for staff.  The school continues to conduct Absence Management Reviews (AMR) and Return to Work (RTW) meetings to support staff back into work following periods of absence. Leave of absence requests are dealt with sympathetically.  The school has joined the National College for all teachers and Teaching Assistants (TAs). There is a wealth of training material available which staff can access at any time and which school can use for targeted Continuing Professional Development (CPD).  A number of staff are taking National Professional Qualifications (NPQs) which are all fully funded by the DfE this year and are excellent courses.  The school inset day next week has been designated as a Wellbeing Weekend day.  The school provides staffroom refreshments.  *Q. Have the staff been offered the flu vaccine?*  Yes, the school pays for all staff under the age of 50 who would like a flu vaccine.  Quality of Education  The biggest challenge to the quality of education is staff absence.  Read Write Inc (RWI) groups are very rarely cancelled which is a success.  All phonic lesson observations have taken place as planned with the coaching model of support continuing and providing continuous CPD for RWI and Language and Literacy.  The school hopes to mirror the RWI coaching approach in Power Maths and by using a consistent approach, develop staff and add to their confidence.  Ongoing subject monitoring / deep dives are continuing in rotation with the first cycle on track to be completed as planned.  Curriculum  There is an emphasis in all subjects on the need for teachers to be aware of prior learning, gaps in prior learning and the progression of subjects (what has gone before and comes after).  There is a real focus on vocabulary across all subjects with subject leaders reinforcing the need for staff to review vocabulary from the previous week and previous units and to constantly reinforce.  Children who are not able to read and write competently are not able to fully access the curriculum in other areas, therefore the curriculum intent at KS1 is ensuring that reading and writing are very secure. Curriculum focussed days, such as a KS1 history day will be used to expose the children to the KS1 history objectives.  Pupil Outcomes  School assessments are taking place this week.  There is no statutory national data for the last academic year, apart from phonics.  National testing and data is expected to recommence this academic year.  National reporting of Reception assessment has changed from the end of the year to a baseline at the beginning of the Reception year.  Interventions are up and running based on summer assessment outcomes and involve 45 children in groups of 15.  A teacher has been employed to do the school led tutoring with a focus on reading comprehension and writing opportunities.  Writing is the subject most adversely affected by lockdowns and home learning.  The school has signed up to the National Tutor Programme (NTP) interventions linked to Fischer Family Trust (FFT), termed Lightening Squad.  There is a difficulty sourcing good tutors because of the massively increased demand as a result of the NTP.  The school is waiting to be allocated an Academic Mentor having applied over 6 weeks ago. One person was put forward but had little or no experience and was therefore unsuitable.  *Q. What is the difference between the Tutors and Academic Mentors?*  They are 2 different strands of the covid catch up initiatives.  Tutors offer recognised developed programmes such as that offered by Pearson.  Schools are allocated mentors based on numbers on roll including pupil premium. The work of mentors is managed by the school. The school only pays the mentor’s oncosts.  *Q. How many Mentors can the school have?*  One if there are under 500 children on roll. There are 499 children on roll at Baguley Hall.  Attendance  103 Teacher and TA staff days have been lost to absence due to covid since the beginning of term. This compares to 0 days absence for ‘Other’ staff.  9 days Teacher / TA absence due to isolation / close contact with covid cases.  110 days staff absence (50 for teachers/TAs and 60 for other staff) as a result of non-covid related reasons. This figure excludes the 2 members of staff who are on long term sickness absence.  A governor expressed her admiration to the HT for dealing with the incredibly difficult challenges facing the school.  FFT has a new section which tracks attendance and is extremely useful allowing very quick analysis at whole school, group and individual pupil level, week by week. The school’s figures can also be compared with data from other schools who use FFT for attendance. At the end of last week the school’s attendance data was 92% compared with FFT 94% national. The school’s figure is generally around 95% compared to 97% national.  Attendance continues to be a priority area. Some families with a history of persistent absence (PA) take advantage of the covid situation and come up with all sorts of excuses to keep their children at home. Families report that their children have symptoms and that they are unable to get to a test centre and need a postal test which results in their children staying off school for a longer time if they test negative.  School Development 5 Year Plan 2021/22  The plan was developed from the Governor and Staff vision day which took place 18/10/21 when staff and governors met to develop a shared vision for the school.  There are 6 measurable objectives for the next 3 years outlined in the plan. The objectives are as follows:-  1. Except where this is not practical (eg children with high levels of SEND):   * + by the third year of this plan all children are accessing the full BHPS scheme of work.   + by the end of the third year of this plan each child is finishing Read Write inc. Phonics by the end of Year 2;   + by the end of the fifth year of this plan each child is finishing Read Write Inc. Phonics and Comprehension by the end of Year 2 and is ready to start Literacy and Language;   + each child’s individual progress is at or above National age-related expectations.   2. Our school is at - or within striking distance of - National age-related expectations in Reading, Writing and Maths.  3. Each year the attainment gap between disadvantaged and non-disadvantaged children diminishes.  4. Our Nurture programme is firmly embedded across every classroom and the curriculum includes a developing and expanding range of extracurricular/practical/real life activities and opportunities.  5. Attendance (inc persistent absence) and punctuality is in line with the National Average  6. Our school will continue to operate within its financial resources.  There are a further 8 objectives outlined in the plan (included in the meeting papers). These objectives are more difficult to measure but are still measurable. For example, objective 1 says that ‘Each child - and each member of staff - feels secure, valued, respected, included and listened to and is supported and challenged to excel.’  The SDP then places the objectives under one of 3 main areas – Quality of Education; Behaviour Attitudes and Personal Development or Leadership and Management.  Within each area the plan lists the objective; where the school is now; the actions to be taken; cost; owner and the success criteria.  The SDP is highlighted with yellow signifying in progress and green when completed.  *\*\*Clair Goulding left the meeting.*  The Chair thanked the HT for her report and asked governors if they had any more questions.  *Q. How are the staff managing given all the challenges they are facing?*  The staff rally round and support each other. People are mindful of following government guidance about getting tests if they have any symptoms related to covid and resulting absences are cautionary with staff soon back at school following a negative PCR test.  *Q. Are any of the staff absences stress related?*  No one has cited workplace stress as a contributing factor in any follow up absence interviews. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * School Development 5 Year Plan 2021-22 approved | Gov. Body |  |

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| **7** | **Committee Meetings – Feedback and Updates** | | |
| Draft minutes and papers from meetings were circulated in advance of the meeting.  A number of items were reviewed and approved by the committees and require Governing Body ratification.  Standards & Curriculum Committee meeting 27/09/21  Safeguarding and Child Protection Policy 2021  No issues were raised and governors ratified the Safeguarding and Child Protection Policy 2021.  Resources Committee meeting 18/10/21 and Finance Update  A number of items were reviewed and approved by the committee and require Governing Body ratification.  Period 6 Budget Monitoring  Revenue Income £ 3,167,879  Revenue Expenditure £ 3,341,041  Revenue In Year balance £ 173,162 deficit  B/f from 2020/21 £ 392,720 surplus  Cumulative c/f £ 219,558 surplus  Capital Income - £ 9,735  Capital Expenditure - £ 37,198  Capital In Year balance £ 27,463 deficit  B/f from 2020/21 £ 27,357 surplus  Cumulative c/f £ 106 deficit  Projected year end Cumulative Balances – including b/fwds from 2020/21  Revenue £ 219,558 surplus  Capital £ 106 deficit  Total Cumulative Balance £ 219,452 surplus  No further issues were raised and governors ratified the 2021/22 budget Period 6 monitoring.  Budget Changes  No issues were raised and governors ratified the budget changes.  Cash flow forecast  No issues were raised and governors ratified the cash flow forecast.  Teachers Pay Policy 2021  No issues were raised and governors ratified the Teachers Pay Policy 2021  Dinner Money Policy 2021  No issues were raised and governors ratified the Dinner Money Policy.  Charging and Remissions Policy 2021  No issues were raised and governors ratified the Charging and Remissions Policy. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Safeguarding and Child Protection Policy 2021 ratified * Period 6 Monitoring ratified * Budget changes ratified * Cashflow forecast ratified * Teachers Pay Policy 2021 ratified * Dinner Money Policy 2021 ratified * Charging and Remissions Policy ratified | Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body |  |

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| **8.** | **Governing Body Housekeeping** | | |
| The Chair introduced a number of items for governors to consider. All supporting documents had been circulated in advance.  Governors are requested to complete items 8.3, 8.4 and 8.5 and return to the SBM for retention in school.  8.1 Terms of Reference  Following the Resources Committee meeting 18/10/21, the Staffing section of the Resources Terms of Reference and the Pay Committee Terms of Reference have been reviewed by Peter Renshaw who sought advice from One Education. The proposed revisions were circulated to governors prior to the meeting and governors agreed to all the changes.  Governors discussed changing the quorum number of the pay committee from 3 to 2. There was uncertainty over whether this would be possible, however further enquiries confirmed that it would be contrary to School Governance Regulations and only permissible if the school was an academy.  No further issues were raised and governors approved the revised terms of reference.  8.2 Code of Conduct  Governors agreed to adopt the National Governors Association (NGA) Code of Conduct for governors, in place of the existing school code which will be retained for school staff.  No further issues were raised and governors approved the Code of Conduct.  8.3 Annual confirmation of eligibility forms.  All governors asked to complete the annual confirmation of eligibility form and return to the School Business Manager (SBM) for retention in school.  8.4 Annual declaration of pecuniary interests forms  All governors asked to complete the annual declaration of pecuniary interests form and returned to the SBM for retention in school.  8.5 Annual skills audit forms  All governors asked to complete the skills audit form and return it to the SBM.  8.6 Committee memberships  The following committee memberships were agreed.  Standards and Curriculum Committee  Kate Bulman, Laura Lodge (Chair), Carol Steedman, Vicky Cook, Peter Renshaw, Yanghong Huang, Clair Goulding. Kayleigh Spencer, Helen Stevens  Resources Committee  Kate Bulman, Mike Allison (Chair), Carol Steedman, Peter Renshaw, Katie McDwyer.  Pay Committee and HT Performance Management Committee  Mike Allison (Chair), Carol Steedman, Katie McDwyer, Laura Lodge  8.7 Link governors  Literacy – Laura Lodge  Maths – Yanghong Huang  SEND – Peter Renshaw  Pupil and Sports Premium – Mike Allison  Safeguarding – Kayleigh Spencer  Wellbeing – Vicky Cook  8.8 Governor vacancies  There is one parent governor vacancy. The recruitment process has started however no one has expressed an interest. The HT will approach parents directly.  There is one Co-Opted governor vacancy and the Chair expressed the intention to appoint a person with experience and skills that would strengthen the governing body.  8.9 Governor Training  Helen Stevens has completed governor induction training.  Kayleigh Spencer is booked on Safeguarding Training.  There is an ofsted course for governors in January and the Chair encouraged all governors to attend if possible.  Details of courses run by One Education are in the One Education Governor Training Brochure and in the Governors Termly Handbook, both of which are sent out to governors.  The Clerk will email a copy of the Training Brochure to all governors.  Governors are asked to contact the Chair if they wish to attend any of the training.  8.10 Governor Visits  Covid has restricted governor visits to school in recent months and there are no Governor Visits to discuss this term.  8.11 Governor Hub  The Governor Hub can be accessed for free with the school’s Key membership. There is a facility to centrally store all governor documents, allowing easy access for governors.  *Q. Do all governors need to read every policy or could they be shared out with each governor taking responsibility for a particular policy?*  Worth considering especially if policies are very accessible on Governor Hub.  The issue is ensuring all policies are kept up to date in-line with the school’s policy review schedule.  Governors agreed to try Governor Hub.  8.12 Governor Self-Evaluation  *Q. Have all governors managed to complete the Governor Self-Evaluation form that was sent out with the meeting papers and are there any issues?*  A number of governors responded positively. The process highlights the fact that governors have not been on the school site for some time and the need to look for opportunities to visit the school more frequently. In person visits help build relationships and help governors be more effective in their role.  Engagement with the local community has been challenging since the start of the pandemic.  8.13 Governor Attendance at Meetings  The HT put up an overview of governor attendance at governing body and committee meetings in the 2020-21 academic year. The overview is produced (by the Clerk) at the end of the academic year and is a school website requirement. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Revised Terms of Reference approved * NGA Code of Conduct approved * Return completed annual confirmation of eligibility forms to the SBM * Return completed annual declaration of pecuniary interests forms to the SBM * Return completed annual skills audit to the SBM * Advise the SBM if governors do any training * Email OneEducation Training Brochure to governors | Gov. Body  Gov. Body  Individual Governors  Individual Governors  Individual Governors  Individual governors  Clerk |  |

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| **9.** | **Policies for Review and Approval** | | |
| Governors reviewed the following policies:  Nursery Admissions Policy 2022-23  No issues were raised and governors approved the policy.  Admissions Policy 2022-23  No issues were raised and governors approved the policy. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Nursery Admissions Policy 2022-23 approved * Admissions Policy 2022-23 approved | Gov. Body  Gov. Body |  |

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| **10** | **HT Performance Management** | | |
| The Chair confirmed that the Head Teachers Performance Management Committee had met and that the HT had successfully completed her review.  The Chair confirmed that the Pay Committee had approved the teacher pay recommendations made by the headteacher. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **11.** | **Any other business** | | |
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|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **Date and time of next meeting:** | Monday 14 February 2022 at 4.30pm |