



Georgeham Church of England (VC) Primary School FULL GOVERNING BOARD – EXTRA FGB MEETING

Date	28/3/22	Time	18:00	Location	In school
Governor Name & Initials	Position	Role	Present	Apologies (sanctioned)	Absent (without apology)
Alison Smith (AS)	Parent	Chair	Y		
David Humphries (DH)	LA		Y		
Gill Gething (GG)	Co Opted		Y		
Emma Hill (EH)	Staff		Y		
Julian Thomas (JT)	Ex Officio Head		Y		
Lucy Wright (LW)	Parent		Y		
Emma Greenwood (EG)	Parent		Y		
Sarah Cox	Parent		Y		
Matthew Woodeson	Co Opted		Y		
Geoff Phillips	Substitute Ex Officio		Y		
Vacant	Foundation				
Vacant	Clerk				

Item	Details Minuted including: Actions (red highlight); Decisions (green highlight) & Challenge/Questions (blue highlight) Minutes to summarised below each item. Links to relevant reports to be inserted.	Discussion Lead
Supporting papers provided as links and available in the Supporting Papers file G Drive		
1.	Welcome and Apologies	Chair
2.	Declarations of Interest To note any changes or new interests to the published register. Governors must declare an interest and leave the meeting if discussion is related or linked to their interest. Please confirm current interests are correct or update using the linked form Note paper copies will be circulated at the meeting following the DCC Audit action item.	Chair
3.	Minutes from Previous Meeting To receive and approve the minutes of previous FGB and/or EGB meetings ..\Supporting Information\2022 03 28 Papers\Item 3 2021 11 29 Draft Minutes FGB.docx ..\Supporting Information\2022 03 28 Papers\Item 3 2022 01 17 Draft Minutes EGB.docx Governors agreed the minutes as a fair and true record of the meetings	
4.	Matters Arising From EGB Jan 22 Update Finance Policy to clarify role of Pay and Performance in signing off HT expenses and salary recommendations - this is not yet actioned. JT to email AS a copy for amending	Head/AS



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	<p>From FGB Nov 21 Governors to review attendance at the end of the Spring term to see if targets are being met or further action is needed – (covered in Item 11)</p> <p>Governors to consider whether it would support the SIP to take on Subject monitoring responsibilities as well as Area (Lead Governor) monitoring responsibilities – Governors agreed to consider areas of interest and agree curriculum link roles at next meeting.</p> <p>ICFP – review teacher contact and teaching time metrics to ensure we are providing sufficient teaching time in line with DfE guidance (25 hours per week – 70-80% teacher contact time) – Governors requested a new template from DCC Finance so the ICFP could be populated from scratch as part of budget setting and to reflect recent information gathered in Resources. Governors noted the DfE Announcement (28/3/22) relating to partnership working, aspiration for attainment and school hours (32.5 hours total by 2023)</p> <p>Policies deferred to next FGB for review: Equality Statement, Managing Sickness Absence, Medications Policy, SEND Policy, Staff Disciplinary, Staff Grievance, Teaching Standards, Volunteers in School</p>	<p>Chair</p> <p>Chair</p> <p>MW</p> <p>Clerk</p>
<p>5.</p>	<p>Presentation of Committee Minutes To receive minutes from recent committee meetings and to note (following Clerk training) that minutes should be available for all governors to see regardless of committee membership (excluding Part 2 or Pay and Performance).</p> <p>..\Supporting Information\2022 03 28 Papers\Item 5 Draft Minutes T&L.docx ..\Supporting Information\2022 03 28 Papers\Item 5 Draft Resources Minutes.docx</p>	
<p>6.</p>	<p>Maths Presentation – EH standing in for SENDCO absence. EH provided an update on the Intent of the Maths Policy including an overview of Mastery in the classroom.</p> <p>Governors asked a range of questions: How do you determine maths threes? How do you support more able pupils to stretch and challenge through maths threes (Pupil Voice feedback) – What is the Jurassic Hub that the school is part of? When was the last visit from Ruth Trundle (Maths Advisor)? What do maths results look like in school?</p> <p>EH noted the 6 key objectives of being a mathematician and they key concepts of Mastery Maths teaching as they are applied across the school. EH noted that the key priorities as per the SDP:</p> <ul style="list-style-type: none"> - For pupils – regaining maths facts and fluency - For teachers – working on variation and embedding maths three working <p>Maths threes are a key part of the Mastery strategy – children work together in threes, typically mixed ability and across year groups. Staff rotate threes and are careful to listen to Pupil Voice feedback. EH noted that Subject Leadership is supported by the strong maths community led by Subject Leads in the BLC, and the wider Devon maths community led by Ruth Trundle (Babcock Maths Advisor) which is part of the Jurassic Maths hub. Much of our maths approach is derived from the work and resources provided by this hub – we have followed a Mastery and Growth Mindset approach for many years now. Georgeham is part of the Sustaining Mastery group – where we are reviewing and ensuring the approach we</p>	



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	<p>implemented is still embedded in practice across the school. We signed up to the Mastery curriculum some years ago to close the gaps between the most able and least able learners and for many years have had success and closed gaps. Covid has led to some slippage, and this is the focus of the SDP. Ruth Trundle last visited just before Covid.</p> <p>Core maths messages: Growth Mindset – Everyone Can be Good at Maths – Mistakes Equal Learning.</p> <p>EG noted that the recent monitoring visit to the Maths Club for Year 6 enabled Governors to triangulate the Mastery approach. During the visit children were clearly engaged in their learning, working together to solve problems and there was a high level of communication and explanation of methods.</p>	
7.	<p>SENDCo Presentation – deferred to next FGB To receive a mid-year update from the SENDCo, Lucy Rinvoluceri. See recent SENDCo and SEND LG Reports</p> <p>..\Supporting Information\2022 03 28 Papers\Item 6 SEND Monitoring.docx ..\Supporting Information\2022 03 28 Papers\Item 6 SEND PP Report from SENDCo.doc</p>	Chair
8.	<p>Head Teacher’s Report & SIMS School Context Report To receive the Spring Term Head’s Report and note the SIM’s March school context data (including attendance to date). Link to Heads Report Mar 22</p> <p>Governors noted the depth of the Heads report. Questions were focused on two key areas: Attendance (SDP Priority) and Behaviour/Safeguarding data.</p> <p><u>Attendance</u> How is Covid coded and how much is Covid driving the poor attendance data? If you remove Covid from the data, how concerning is attendance? Are families aware of the broader impact of absence – beyond their own circumstances (other pupils, staff, Ofsted)? Are communication strategies around attendance (newsletter, data on reports, absence letters, information leaflet) having an impact?</p> <p>The Head noted that during lockdown periods Covid absences had a specific attendance code (X) and were removed from ‘attendance’ data. Now they are included in sickness data (Code I) except where a pupil is absent awaiting a PCR result (Code X until the result is confirmed). Much of the current absence (and resulting drop in attendance figures) is Covid-related but there is clear evidence of an increase in the number of families taking term time holidays. A holiday plus a covid absence can have a huge impact on pupil time out of school. Letters have been sent to 14 families regarding attendance – this includes all families who have taken or planned term time holidays. The school has tightened up attendance processes – data, circulating letters to families and bringing in the EWO. However, JT noted, this is having little impact on those families who are choosing to take term time holidays and there is a noticeable increase in requests for holiday absence. Governors discussed whether</p>	



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	<p>the current communications are clear enough about the broader impact on classes and the school.</p> <p>Action – Governors requested that a communication is sent by the Head and Governors to parents reiterating our Attendance policy, highlighting the poor attendance data and increase in requests and reiterating the impact of term time absences on the wider class and school.</p> <p><u>Behaviour and Safeguarding Data</u> Governors noted the quality and detail of the safeguarding and behaviour data on the report and asked the following questions: What is the threshold for a behaviour incident to be considered bullying and appear on the reported data? If you triangulated with parents and pupils would they perceive the same (low to zero) incidence of bullying? What are the mechanisms for children to raise any concerns about bullying or behaviour?</p> <p>The Head noted that there are few incidents of bullying at the school (as defined by the Behaviour Policy). There are situations where parents or pupils perceive that poor choices or behaviour incidents are bullying but the school uses PHSE sessions and other in class communications to support children to recognise positive behaviour expectations and the difference between bullying and bad choices. Persistent and targeted actions against a pupil are rare in the school.</p> <p>The Head and EH noted that Suggestion Boxes in classrooms are used by pupils to raise concerns or questions – for example around friendships or behaviour. These are well used and enable staff to deal directly with issues as they arise. AS and JT noted that Pupil and Parent surveys always include questions around safeguarding, how safe children feel in school and whether there are trusted adults they can speak to. Historically where there have been mismatches in answers staff have followed up quickly and effectively.</p> <p>.Link to Pupil Context Data from SIMs Mar 22</p>	
9.	<p>Budget – Approval of Draft 3 Year Budget To receive the draft 3-year budget and plans following the DCC Budget-Setting day and both T&L and Resources Committee meetings</p> <p>Link to Budget Draft v 1 no Ta and Admin changes .Link to Budget Draft v 2 No Ta only Link to No on Roll projections 3 year.pdf</p> <p>Governors discussed the draft 3-year budget options presented. MW and AS outlined the key decisions that Governors need to make and the questions to consider.</p> <p>The school needs to submit a balanced 3-year budget. Initial work indicated that all things being equal and as they are today, we would face a significant deficit in year 3 that would trigger Recovery Planning - this is largely driven by a fall in pupil numbers coming into Class 1 (Devon have requested that all schools factor in a drop in roll over the next 3 years because of predicted demographic trends). The Resources committee have scrutinised options to reduce the size of the deficit and build in some buffer against the fall in roll. The drafts presented show a fully balanced budget which has been achieved through: a review of contracts, consideration of SEND expenditure as specific pupils with EHCPs move on to</p>	Chair



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	<p>secondary phase and some difficult decisions around current vacancies in the school. The drafts balance by: absorbing a legacy provided to the school into operational reserves (+£30k), replacing a 0.2 science teaching vacancy with a 1-year fixed contract considering the budget/falling roll predictions; halting current recruitment of a 1.5-day week TA position and reducing expenditure on contracts.</p> <p>Governors had a full discussion on the cuts proposed with a range of views expressed. Curriculum-spend, including the Topic Boxes part of the School Library Service contract, was deemed a high priority and there was some concern expressed about halting recruitment of the TA position vs hiring a teacher to lead on science. It was noted that further savings may be achieved through savings on a Finance advisory contract and changes to the Admin hours in the next term.</p> <p>It was agreed that Finance Lead Governors would meet with the Head and School Admin w/c 4th April to review final figures and consider options further to the discussion. An EGB would be convened to sign off the final budget.</p>	
<p>10.</p>	<p>Annual Cycle Items requiring FGB Approval</p> <p>SVFS – Governors to approve the final SVFS and accompanying documents ..\Supporting Information\2022 03 28 Papers\Item 9 2021 22 SVFS Draft.docx</p> <p>Governors noted and approved the SVFS Statement for 2021/22.</p> <p>DCC Audit – Governors to approve the following:</p> <ul style="list-style-type: none"> - Paper trail for Register of Business Interests and Declarations of Eligibility - Finance Policy (see policies) - TOR for HT Appraisal, First and Second Committee - New style minutes – clearer record of action, questioning and decisions <p>..\Supporting Information\2022 03 28 Papers\Item 9 Draft Head Teachers Appraisal Committee TOR.docx ..\Supporting Information\2022 03 28 Papers\Item 9 First Committee Model TOR.doc ..\Supporting Information\2022 03 28 Papers\Item 9 Second Committee Model TOR.doc</p> <p>Governors noted and adopted the TOR for each of the committees (Head Teacher Appraisal, First Committee and Second Committee).</p> <p>AS confirmed that other items were in progress (see Action relating to Finance Policy) and that the new minutes and the paper copies of Governor docs were now in place.</p>	
<p>11.</p>	<p>School Improvement Plan – progress towards strategic priorities</p> <p>For governors to review mid-year progress towards strategic priorities and receive updates from T&L including updates from external advisor visits</p> <p>Link to SIP - source file saved in G:\Shared drives\SIP - School Improvement Plan\SIP 2021 – 22</p>	



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	<p>For Governors to receive first draft of new Subject Lead Overview documents - source files saved in G:\Shared drives\SIP - School Improvement Plan\SIP 2021 – 22</p> <p>Governors noted the current SIP (SDP) and the preparation of Subject Lead Overviews. Discussion focused on feedback from a recent Babcock (DCC) Education Advisor Visit, which centred on quality assurance and pupil voice activities across the school. The Head summarised for governors: behaviour was noted to be strong, pupils were confident, but the report raised concerns around the consistency of teaching and the use of quality assurance activities to support outcomes. The Head accepted the overall findings but noted that he did not agree with all aspects of the report. He confirmed that a plan would be implemented to support positive change in the coming weeks and to feed into the 2022/23 SDP. A summary of the report would be provided to all staff w/c 4th April.</p> <p>Governors noted their support for the team and awareness of wellbeing implications. The Board committed to support the school to implement the actions required to secure sufficiently aspirational outcomes for all pupils.</p>	
12.	<p>Attendance – note may be covered as part of Head’s Report discussions (item 7) Discussed as part of Item 7.</p>	
13.	<p>Workload and Well Being To discuss the following questions to help us understand how we support staff workload and wellbeing across the school.</p> <p>EG and AS provided feedback from recent Wellbeing Training. Governors discussed key questions around Wellbeing and considered how best to support the school. Governors noted recent DfE work on Wellbeing and Staff Workload including the new Toolkit for Workload – some governors expressed concern that the toolkit, by its very size, could create workload issues and would be best implemented with governor support.</p> <p>Governors discussed a range of issues and questions:</p> <ul style="list-style-type: none"> - How do we measure staff workload, considering wellbeing and ensure we implement support measures that have the most impact? - How do we monitor and assure ourselves of the recent Ofsted question to staff in schools: “What does the school do to support your health and wellbeing”? - What resources are available to support wellbeing (DfE Toolkit, Mental Health Policy, Teacher Helpline (name) access)? - Should we structure a new Lead Governor role to focus on Wellbeing issues (independent from the role of Personnel Governor)? - Should wellbeing be a standing item on every FGB agenda <p>Governors agreed to:</p> <ul style="list-style-type: none"> - Create a new Lead Governor for Wellbeing – Geoff Phillips will take this role on and be supported by Emma Greenwood - Adopt the DfE Education Staff Wellbeing Charter as our benchmark for Wellbeing across the school . - Add a standing item around Wellbeing to every FGB agenda to ensure the subject retains a core focus in governance business <p>Actions All governors and staff to read the DfE Education Staff Wellbeing Charter ..\Supporting Information\2022 03 28 Papers\DfE Education Workforce Welbeing Charter Nov21.pdf</p>	Chair



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	<p>– governors to read and JT/EH to ensure copies are provided for all staff. GP and EG to meet to consider how to implement the LG for Wellbeing role (Clerk to provide some Terms of Reference for review)</p> <p>To note recent training feedback from EG and AS – Babcock Governance of Wellbeing Training ..\Supporting Information\2022 03 28 Papers\2021 22 Training Feedback and Actions Report Wellbeing.docx</p> <p>To note the new DfE Workload Reduction Toolkit to help schools assess staff workload and wellbeing. https://www.gov.uk/guidance/school-workload-reduction-toolkit</p>	
14.	<p>Blue Sky Meeting – Safeguarding and Self Evaluation To consider whether there is value in scheduling an early Summer term Blue Sky meeting to consider the role of governors in Safeguarding and to provide an opportunity for full governor self-evaluation following a period of growth in the GB.</p> <p>Action – AS to circulate potential dates for a Blue Sky/EGB to approve the budget, consider Self Evaluation and assign Foundation Link roles as well as update on Safeguarding.</p>	
15.	<p>Training & CPD To note the publication of the Spring Devon Governor publication and Spring 2022 Diocese Update for Governors ..\Supporting Information\2022 03 28 Papers\Item 14 governance-today-spring-2022.pdf ..\Supporting Information\2022 03 28 Papers\Item 14 2022 Spring Governor Update - Diocese.pdf</p> <p>To note training received to date and consider impact as well as future training needs. ..\..\Clerk - Resources\Governor Training Log\Governor training log Sept 2020 to present (1).xlsx ..\Supporting Information\2022 03 28 Papers\Item 14 2022 02 Training - Ofsted Preparedness.docx</p>	
16.	<p>Safeguarding – note safeguarding data reviewed as part of Heads Report (item 7) To note Safeguarding report received from LG – Safeguarding. ..\Supporting Information\2022 03 28 Papers\Item 15 2021 22 Safeguarding Monitoring Report March 2022.pdf</p>	
17.	<p>Policies for Review or Approval ACTION – defer to next round of Committees.</p>	
18.	<p>Impact Evaluation With our core governor roles in mind, what is the impact of this meeting on the outcomes for children:</p>	



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	<p>Governors had a full discussion around core SDP areas including attendance with clear actions agreed to support improvement. Governors considered the implications and choices required to submit a balanced three-year budget by 1st May, particularly given the anticipated fall in roll across Devon schools. Governors weighed up the choices and noted the detailed work undertaken by the School Head and Admin and Lead Governors to reduce spend whilst leaving some room to support key curriculum priorities. Governors acknowledged the feedback from the recent Education Advisor visit and committed to support the school to implement changes where required. Alongside this, the creation of a new Wellbeing Lead Governor role will strengthen the Governor boards focus in this key area.</p>	
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Summary of Actions Arising from Meeting	Responsible Governor
Email AS a copy of the Finance Policy (updated version) for Clerk to amend following audit	JT
All governors to consider areas of interest in Foundation Subjects to agree curriculum link roles at next meeting (History, Geography, Art, Music, Design Technology, IT, French, Science).	ALL GOVERNORS
Request (from DCC) and populate a new ICFP template to support financial planning and consideration of school teaching time.	MW to liaise with School Admin
Draft a letter to parents regarding attendance to ensure a sharp focus on the impact of absences on the wider community and school. Letter to note poor attendance data, increase in holiday requests and the wider impact of absence beyond the individual family.	Head (co-sign with Governors)
Finance Leads and Head/School Admin meeting to review final budget figures and confirm options w/c 4 th April.	MW/EG
Convene an EGB to sign off the budget before 1 st May.	Clerk
Governors to all read the DfE Education Staff Wellbeing Charter School staff to be provided a copy to read GP and EG to meet to consider how to implement the LG for Wellbeing role (Clerk to provide some Terms of Reference for review)	ALL Governors Head GP/EG
Arrange an EGB/Blue Sky to consider final budget, self-evaluation of governance and safeguarding training	Clerk
Clerk to follow up on deferred policies	Clerk