

**GREAT CHART PRIMARY SCHOOL**  
**Minutes of the Full Governing Body Meeting**  
**26<sup>th</sup> March 2021 at 8.30am**

**Present: Mr S Fitch** (Chair) **Mrs W Pang** (Headteacher)

**Clerk: Lucia Page**

**In Attendance:**

**Mrs C Dottin-John, Mrs S Gathern, Mrs P High, Mr S Ive, Mr T Parish, Mrs B Walsh, Mrs S Windle, Dr Wong** **Action By**

**1) Apologies**

None.

**2) Declaration of Business Interest**

Governors had no business interests to declare against the agenda items.

**3) Minutes of previous meeting in Feb 2021**

No matters arising.

The Minutes of the meeting were confirmed and signed as a true representation of the meeting.

**4) Governing Body Issues**

Staff governor election took place and Mrs High was re-elected for further 4 years.

Parent governor election to take place in April/May.

**Clerk**

Governors noted there are still 2 co-opted vacancies and haven't received any real interest from local community.

**5) Headteacher's Report**

Governors had received a copy of the Headteacher's report, a copy of which was sent out with the agenda and is filed with these minutes.

The following questions were raised:

**Q: Catch up funding - How do you monitor the effectiveness of the additional support given to some pupils?**

In normal times the main way we would monitor the effectiveness of additional support would be to look at the progress data. This is difficult at the moment as the pupils have had such a disruptive year. The progress which was made by the end of Term 2 has now been diminished due to the lockdown. However, since we have been back staff can see progress being made in books etc. especially in the year groups where we have put in the extra support such as Y4 and Y5. Focused teaching in smaller groups is having a positive impact on progress. Pupils and staff have also commented on this. Feedback to pupils in smaller groups is also much more effective which has such a huge impact on pupil progress and next steps.

**Q: After the last lockdown parental engagement seemed to drop, is this happening again? If so, how is this being addressed?**

Parents are definitely suffering from lockdown fatigue but where parental engagement has continued pupils are flourishing from the input from home and school. However, for many pupils the parental engagement has dropped again. This is sporadic across the school even with standard activities such as reading, spellings and maths. We have invested in some more IT type programmes for pupils to access at home independently such as My Maths, Sir Linkalot and a reading scheme for KS1. Parental engagement is certainly going to be a priority for next year.

**Q: Is there any update on Wyvern pupils?**

They are in their own bubble, and we are not cross bubbling at the moment as per the government guidelines. They were linked with Year 5 previously (before COVID), but cannot do that at the moment. There are 10 key stage 2 children, full capacity is 12, but they cannot add anymore.

**Q: What about Ofsted? Do we need to get a governor grab folder ready?**

It is not necessary as all the documents are already on governors google drive. Governors advised to book Ofsted training on 22<sup>nd</sup> April as there have been changes they need to be aware of. Governors requested Ofsted to be a separate agenda item at the next meeting.

**6) English Update**

Miss Cadman and Mrs Holmes joined the governors meeting to report on English in both Key Stages.

**Key Stage 1**

Overall, there is a general feeling that pupils have made progress or at least maintained progress. There are some pupils who are a concern but these tend to be the ones that did not engage in home learning. However, stamina and focus seem to be an issue throughout EYFS and KS1, particularly with writing. Handwriting has regressed as cursive was not always used at home or writing was typed into Google slides.

Teachers in EYFS and across KS1 worked hard to adapt learning for home, providing pre-recorded lessons to making it easy and accessible for children.

Reading Planet was introduced during 2<sup>nd</sup> Lockdown and allowed pupils to have access to reading scheme books at home. Teachers have mentioned that this has had an impact on maintaining reading progress. For example, in Year 2 Toke, most children were put up a book band level when they returned to school. It was also a useful tool for children who were struggling at home – reading books online was something they could access.

Next steps			
EYFS	Year 1	Year 2	
Communication and language	Handwriting	Handwriting	
Fine and Gross motor skills	Phonics	Phonics	
Writing	Writing	Writing	

**Key Stage 2**

**Year 3**

**Spelling**

Phonics intervention for LAPS

Setting for phonics and revising for LAP and lower MAP

**Reading**

It was mainly the LAPS that did not engage in online Guided Reading sessions and they often do not complete reading homework. Good progress shown on recent comprehension tests, especially by some children in school during lockdown.

**Writing**

Extra tuition sessions focussing on sentence structure for MAPS and stretching our HAP children as this was not possible to do effectively during lockdown.

**Handwriting**

Handwriting does not seem too bad but twice weekly sessions timetabled and opportunities to write work up 'in neat' being used to support. Handwriting intervention group in afternoons.

**Year 4**

**Spelling**

Spellings were put on hold during lockdown as we wanted to focus on other areas. Children were assessed on their return to school once more on phonics. We have increased phonics for these children to daily sessions and an extra session in guided reading.

**Reading**

Reading comprehension was set daily during lockdown. To begin with, it was short texts or extracts related to their topic work. We then moved onto the children being given short novels as they would have in school. Engagement in reading was excellent during lockdown and the recent Headstart test results have been really pleasing.

Those children who scored less than 100 are now receiving daily sessions for 5 minutes each. Extra reading sessions are taking place in after school tuition for the MAP children.

**Writing**

Although the children engaged really well during lockdown, the quality of their work certainly diminished. Since returning to school we have put our extra tuition in place to support SPAG and sentence construction. This is taking place with the MAP children to push them on.

### **Handwriting**

Handwriting is not too bad. Would say that those who were good before have certainly worked hard the past two weeks to earn their pen license back.

Those who are struggling with handwriting, still are but we will be supporting them through the daily handwriting at the start of English 3x per week.

## **Year 5**

### **Spelling**

Spelling is an issue.

### **Reading**

Due to having 'Google Meets' throughout lockdown, reading is not appearing to be a particular issue. However, lower attainers are needing greater support with reading comprehension.

### **Writing**

Writing was of a good standard throughout lockdown. Children have retained learning and are applying it to their written work.

### **Handwriting**

Handwriting is an issue.

## **Year 6**

### **Spelling**

LAP pupils especially are making simple errors with high frequency words. About 1/3 scoring very low on weekly tests so not learning their spellings - again these are mainly MAP/ LAP children.

### **Reading**

Many LAP/ MAP children did not engage in the guided reading sessions through lockdown and it is a struggle to get them to complete their reading homework. Majority of HAP children engaged and have made progress on the recent reading test.

### **Writing**

All levels of children need reminding of basic grammar and punctuation and not many are using the higher level punctuation. Focus is an issue and we are having to do shorter tasks initially.

### **Handwriting**

Handwriting is noticeably worse due to most work being online but especially in the children who have not engaged in home learning at all. Sessions are being put aside to focus on handwriting.

Governors thanked staff for working hard during lockdown and looking at different ways to teach. They were impressed how quickly everything was adapted.

School purchased a new scheme - Sir Linkalot to improve spellings. Children are very keen as it is a fun scheme focusing on spellings.

### **Q: Number of children that struggled. What % are we looking at?**

It's difficult to say as every class is slightly different. For example, in Y6 – one class had 5 children who didn't do any work during lockdown, the other class had 15. Probably between 10-20% in each year group.

### **Q: The children who didn't engage during lockdown, were all these SEN? Can catch up funding target these children?**

These were not all SEN children. Catch up funding focuses on all children, including the ones that didn't engage during lockdown. Catch up funding has given the school an opportunity to employ extra staff so year groups can be split.

## **7) Maths Update**

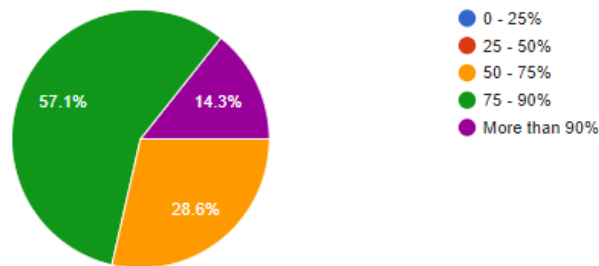
Miss Fillmore, the Maths leader, provided written report. Summary is below:

### **Overall idea of the standards of the children coming back after lockdown**

The chart below shows that engagement for maths was quite good. However, there is some cause for concern for the classes that had 75% engagement or below.

What percentage engagement do you feel you had for mathematics?

14 responses



It is going to be of utmost importance to provide extra support for the LAP groups in school.

#### **Areas of concern:**

Spoken maths

Fluency

Recall of operations, particularly with the MAP and LAP groups.

#### **New initiatives implemented during lockdown**

Maths teaching and learning was delivered in a number of ways:

Live Maths Lessons

Google Meet Booster Sessions

Recorded Lessons

Teachers were flexible and reactive with the provision of their classes, using a range of teaching and learning materials.

#### **New initiative implemented on return to school**

##### 1. Number Stacks

These new resources have been purchased for the support of number development called Number Stacks. These sets will be really helpful for intervention and have been issued to Y1-Y3. The TAs involved will receive training from this resource as it contains videos for the tuition of each stage of learning. Financial provision has been made for any extra paid hour a week.

##### 2. Number Cards

For classes from Y1-Y6, a set of Number cards for practising fluency have been purchased. These have been circulated within the school. Miss Fillmore has also put some ideas together for staff for using these (quick games mainly).

##### 3. Subitizing

##### 4. Outdoor Equipment

#### **Focus area for mathematics across the school**

Depending on needs of each class, this could be through having a daily focus for 20 minutes before the main maths teaching begins.

- Daily times tables and associated facts.
- Fluency with adding and subtracting small numbers.
- Accuracy with using methods for the four operations.
- Mathematical vocabulary recap associated with the four operations
- Talking maths – lots of opportunities for teacher modelling/children using mathematical vocabulary for strategies, reasoning and problem solving.

Extra tuition – Year groups have already identified need and begun extra tuition.

#### **Next steps**

All year groups in KS2 to consider how extra tuition could support the learning of mathematics.

Teachers to place importance upon:

- Fluency
- The four operations

- Maths Talk

Specifically identify interventions to take place on a regular basis.

#### 8) **SEN Mainstream Core Standards**

Mrs High, Inclusion Manager, has provided an up to date report on the latest SEND update. The full report is attached with the minutes.

Up to date information is also available on the school website.

#### 9) **Site Report**

Mr Roberts provided a written report to the governing body and these are the projects that were carried out since the last one:

- The kitchen extract system had two access doors fitted to allow for the ducting to be cleaned by means of a stiff-foam application of a low toxicity degreaser to remove the grease and fibrous deposits from the ducting.
- Foundation outside area wooden stage has been removed because of wood rot, and has been replaced with tarmac.
- Sunken brick pavers at the front side entrance to the large hall have been removed and replaced with tarmac.
- Old speaker systems in all the classrooms have been removed and replaced with new soundbars.
- The annual tree risk assessment recommended that fourteen trees on the school site needed to be made safe, this work has been completed.
- Toilet upgrade works in year 3-5 girls, year 3-5 boys, year 6 girls, year 6 boys, year 2 Griffin, staff toilets 1 and 2. All toilets have been fitted with a new lift syphon and float valves. Female staffroom toilets have had new toilet pans and cisterns installed, and have been decorated.
- Legionella works completed in the kitchen, potato peeler new check valve fitted, dishwasher new isolation and check valves fitted, dead leg pipework removed from behind the chest freezer.
- Boiler House removed hot water service dead legs and air vents replaced them with manual vents in the loft.
- A new hot water heater has been installed in the year 1 activity area.
- Artificial grass, playgrounds, car park jet washed and power swept.

#### 10) **Finance Update**

##### **Feedback from KCC Finance re 9-month monitoring**

Governors discussed this feedback. They noted that even though KCC Finance feedback was provided, most of the queries were already answered in the comments provided by Mrs Page at the time of submission.

##### **End of Year position**

Governors noted that there was not a huge variance between February monitoring and year end position. The rollover carried forward for the revenue is £171,559.75 and for capital is £672.30.

The final reports from KCC will be presented to the governing body at the next meeting once we receive them from Local Authority.

##### **Q: With such a healthy rollover, what will be the focus for next year on the spend?**

Priority will be temporary staffing to raise attainment and progress and to catch up.

##### **Compliance Feedback**

Voluntarily, school took part in a remote compliance review of the school's finance documents. Back in January the school submitted documents such as Finance Policy, Terms of Reference for Governing Body, School Strategic Plan and some reports from the school's accounting system.

The full compliance feedback report was shared with governors. Only 3 points were made, 2 of these refer to a new finance policy that hasn't been published on Kelsi. The school will update the current policy accordingly as soon as the new one is issued.

Last comment referred to more detailed finance implications within the School's Strategic Plan. This comment was noted and we will look at adding more details. This requirement also refers to the new finance policy.

##### **Contracts Review Update**

- **Waste Disposal**

This contract was reviewed by the school finance team and from 1<sup>st</sup> April the contract with Veolia will end and we are moving to company called Trident. They are local company and provide mixed

recycling option, which Veolia doesn't. Also they came at a cheaper price, even though only marginally.

- **Absence Insurance**

Absence insurance quotes were reviewed and the school sought 6 quotes, all under £8000. The school secured an insurance that covers COVID absence, including self-isolation and also highest level of stress cover.

- **MI System**

The contract with our current Management Information system provider has been recently reviewed. SLT have decided to sign up with a new system called Arbor. This system provides a simplified solution to lots of different systems school is currently using. For example, online payments, parental app, personnel module, assessment tracking system, communication system etc. will all be within one system – Arbor. There is also a cost saving, but due to training and set up costs and some subscription possibly over lapping we should see this in the year 2.

## 11) **SFVS**

Finance governors, Chair and School Business Manager worked closely on this document. Governors had an opportunity to read through it and there were no further amendments suggested.

Proposal: to approve the document for submission to KCC Finance.

Proposer: Mr Parish

Seconded: Mrs Gathern

All governors unanimously approved.

## 12) **Training**

Mrs Dottin-John has attended a training session for Training & Development governor a little while ago. She reported the following:

Governors to carry out the skills audit annually and then develop governing body skills against the competency framework. The weakest areas within the audit to be the focus and form part of the training plan.

Actions noted:

Skills audit to be completed by all governors.

Mrs Dottin-John to discuss how this document can be shared but be anonymised.

Vice Chair and the Training & Development Governor to look at skill gaps.

**All governors  
Mrs Dottin-John  
Mr Ive, Mrs  
Dottin-John**

### **Regular training that must be completed by all governors:**

Safeguarding – annually – the governors do complete this yearly.

Prevent training – ever 3 years – link will be sent to governors for completion.

**All governors**

Mandatory training to complete, this is pre-recorded on GovernorHub and Mrs Dottin-John will share the relevant links with all governors.

- H&S Governor to complete
- Exclusion Training

**Mr Parish  
All governors**

Governors are reminded that a report following a training session needs to be completed after each session. Pro-forma is available on google drive in the training folder. Governors then need to share this with the rest of the governing body.

**All governors**

Mrs Dottin-John is going to put together own recording system for the training attended by governors.

**Mrs Dottin-John**

Upcoming courses on GovernorHub:

Ofsted preparation – 22<sup>nd</sup> April

Pupil Premium – 4<sup>th</sup> May

Questions & Challenge – June

EYFS Training – May

Principles and personal attributes of public life – needs to be read Mrs Dottin-John will share this on google drive for all governors.

**Mrs Dottin-John**

## 13) **Governing Body reports**

Headteacher's Performance Management group met in March 2021 for half year review of the targets. Full review to be carried out in September.

Finance Visit – Report was sent and is available on google drive.

Wellbeing – Staff well-being was covered. Still awaiting written report, one received it will be shared with governors. Governors were impressed how seriously school takes staff welfare.  
Remote Learning/Safeguarding – Report was sent and is available on google drive.

Mr Ive, Mrs  
Gathern

Visits Policy – to approve  
Proposer Mr Fitch  
Seconded Mrs Windle  
Policy was unanimously approved.  
Clerk advised that this is out of date policy and that new pro-forma has been published by school governance.  
Vice Chair agreed to update the policy ready for September based on the new revised one.

Mr Ive

Governors agreed the following visits in term 5:  
Finance – Beverley Walsh, Tony Parish  
Inclusion – Stuart Fitch  
Safeguarding – James Wong

14) **Policies**

None

15) **Chair's Actions/Correspondence**

None.

16) **AOB**

None

17) **Confidentiality**

The governors considered that all parts of the proceedings could be released for communication.

18) **Dates of Future Meetings**

Thur 20<sup>th</sup> May 5pm  
Thur 1<sup>st</sup> July 8.30am

Signed ..... Chair of Governors ..... Dated