

Hotwells Primary School
Meeting of the Local Governing Body
Term 5, Thursday 16th May 2024, 4.35 pm

FINAL MINUTES OF MEETING

<p><u>Governors Present</u> Chris Bond, Chair Rhiannon Benson (from 1715 – Item 3) Anthea Bruges, Vice-Chair Kee Jones, Headteacher Daniel Monk Sarah Phillips (until 1710 – Item 3)</p>	<p><u>In Attendance</u> (non-voting) Matt Edwards, Assistant Headteacher Keira Stobie, Clerk</p> <p>Quorum = 4 (half in post)</p>	<p><u>Apologies</u> Zoe Bell</p>
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Feedback on actions from T4 2023 - 2024 Meeting

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
1	Welcome	KS to update records to reflect the re-election of CB to the LGB.	KS
1	Welcome	SP to contact KS for further information regarding Safeguarding Governor training, if required.	SP
8	Governor Updates	CB to feedback to SP regarding discussions on development of staff facilities.	CB
8	Governor Updates	KS to include a SEND/PP update as an item on the T5 LGB meeting agenda.	KS
9	Clerk's Business	All Governors to complete outstanding Declarations and Confirmations under their profiles on Governor Hub.	ALL GOVERNORS
9	Clerk's Business	ME to update Policy Review Tracker.	ME
9	Clerk's Business	ME to tailor updated CST Policies and publish these where necessary.	ME
9	Clerk's Business	Governors to contact KS for details of Sustainability webinar if required.	ALL GOVERNORS
9	Clerk's Business	KS to produce a draft 2024 – 2025 LGB Meeting Calendar for the T5 LGB meeting.	KS
10	Approval of Previous Minutes and Matters Arising	CB to mark as signed on Governor Hub both parts of the final T3 minutes.	CB

Item	Final Minutes of Meeting
1	<p>Welcome (CB) Apologies were received and accepted from ZB (unable to attend the meeting), RB (delayed arrival) and SP (early departure). The meeting was quorate throughout and the school was thanked for hosting it in their impressive new facilities.</p>

Pecuniary Interests and Self-Certification

No Pecuniary Interests were updated during this meeting and a reminder was given where these and other elements of the Self-Certification process remained outstanding.

ACTION: All Governors to complete outstanding Declarations and Confirmations under their profiles on Governor Hub.

Training undertaken

None had undertaken since the previous meeting, however, AB had signed up to receive follow up materials from a webinar she was unable to attend.

ACTION: SP to investigate options for Safeguarding training.

2 **Diagnosis Day Feedback (KJ/ME)**

This would usually have been preceded by a Desktop Review, however, scheduling separate events had proved impossible this year and so they were combined into a single exercise, with the areas of focus being agreed by discussion instead. These included observing lessons to monitor the impact of actions implemented as a result of the latest review of reading. Analysing the progress being made in writing was a subsidiary aspect of interest and attention was also given to SEND and EYFS due to these areas being highlighted in the most recent Ofsted review.

Unusually, only two teachers were observed, reflecting the high number of staff departing at the end of the current academic year, and the changes that this would bring were also considered during the day.

The huge volume and diversity of issues that the school had been dealing with over the last year, especially in terms of finance and building work, was readily acknowledged, as was the uncertainty created by the high level of staff turnover. In light of this, the school was commended for always continuing to move forward with optimism, and the leadership demonstrated by the SLT.

Within reading lessons, structure, consistency and strategies for oracy and fluency had all become more embedded and it was recognised that scaffolding was provided where necessary as well. The school was particularly pleased that a passion for reading was once again readily apparent amongst staff and pupils, as this had always been felt to be a strength at Hotwells.

Backwards planning, the identification of steps necessary in order for a goal to be achieved, was a CST wide theme highlighted for development within the school, alongside teachers expanding their use of metacognitive narration through explicit modelling in lessons.

Governor Question: Was metacognitive narration a term that pupils were expected to recognise and use?

This was not felt to be necessary, although comparisons were drawn with the CEEAAC model, the stages of which pupils could identify and outline with prompting. Again, this was not felt to be overly important, as the terms were primarily tools for teachers and making them more explicit could risk teaching becoming rigid and formulaic.

The Pupil Conference had elicited some very positive feedback, with five out of the eight pupils ranking English as their favourite subject.

Governor Question: Which other subjects were highlighted?

Two pupils selected science, one art and one PE. It was noted that history also seemed popular, but geography was less favoured.

Alongside this, the pupils were able to state what each subject meant, which is identified as important for learning by Ofsted as well.

Pupils reported feeling safe and could give examples of how they achieved this within school, for example, by using strategies provided in online safety lessons. They felt bullying was dealt with quickly, but were not so clear regarding how to be respectful of people who were different to them. In addition, it was felt that the school could also explore making British values more prominent.

Governor Question: Would teaching British Values be something examined by Ofsted?

This would be monitored part of any Ofsted visit.

Behaviour within the school had improved, with the calm, purposeful and engaged atmosphere and the consistency of routines noted. Pupils also appreciated the clarity regarding sanctions, which had been apparent on Governor visits to the school too.

A Book Look had identified examples of excellent work, alongside less complete work by some pupils within the first 20% cohort.

Governor Question: What guidance had been offered for addressing this? Were teachers encouraged to modify tasks, or to leave tasks to be finished at a later point?

It was more common for modified tasks to be given, and it was felt that staff needed to be encouraged to take this approach, although without allowing it to impose limits on pupils.

The issue of using books for MFL and RE was also raised as teaching in these subjects is currently more worksheet based. While the school was planning to return to the use of books for RE, the highly oral nature of MFL lessons made the use of books more challenging.

Governor Question: Are MFL lessons given by teachers with existing knowledge of the language?

This was not always the case, and sometimes staff and students would be learning together.

Governor Question: Was the language offered always French?

This was currently true, although, when a teacher with the relevant knowledge had been employed, Spanish had also been available. MFL was only part of the curriculum for KS2 pupils and none of the current teachers were language experts, but CUSP mapped out French lessons so well that they felt comfortable delivering these.

Governor Question: What were the expectations regarding the teaching of MFL?

It is part of the National Curriculum and lessons were designed to inject interest, with pupils writing in their chosen language by the end of Yr 4. However, as the standard reached by pupils from different primary schools showed such variability, it was expected that MFL lessons would be started afresh in Yr 7.

Governor Question: Does the school find packages such as Duo Lingo helpful?

These are not usually directly appropriate for learning in schools.

Governor Question: Would there be any members of the school community able to assist in this area, e.g. through helping to develop pupils' accents?

Initially, potential links within the PTA could be explored.

Overall, the school was looking to establish an equal level of input into all subjects, recognising that some had been disproportionately focused on recently. However, all examples of teaching observed had been good or exceptional.

The significant improvements made within the EYFS provision had also been very noticeable and leaders now had a much greater understanding of this area, and felt they could speak about it confidently. In

	<p>preparation for the departure of the current Reception teacher, an impact meeting with LA contacts providing support had been held and it was encouraging that the school would have continued access to these when facing inevitable future challenges. Furthermore, the school had been able to allocate funds to continue development within this area as part of the budget for the next academic year.</p> <p><u>Next steps</u></p> <p>The school hoped to have in place a comprehensive induction programme for new staff joining in September 2024 and to continue offering CPD opportunities for all staff alongside the programme provided by CST. Metacognition, Backwards Planning and clarity regarding British Values would also be areas of focus.</p> <p>Governor Question: Would the arrival of such a high number of new staff be disruptive for the school?</p> <p>While there would be some upheaval, the many opportunities and positive aspects associated with these changes were also recognised.</p> <p>The day had felt less daunting than on previous occasions and this lighter touch will help to encourage the school to maintain its unique character. While work remains to be done, this would now be more refinement than the implementation of structural changes.</p> <p><u>Building project</u></p> <p>Progress so far had been exciting and areas which had been completed were looking beautiful. The pace of work had slowed recently due to suitable opportunities to gain access being required. Over half term work would be undertaken to provide an improved outdoor space for EYFS pupils. The hut would also be arriving during this time.</p> <p>One unexpected issue had been splashing from the toilet taps and so these were to be replaced with shorter versions. The toilets themselves were arranged in a format which was fairly standard within secondary schools, and no feedback had been received regarding this. All toilet facilities will have been updated by the end of the project.</p> <p>The new EYFS classroom was a beautiful space and the school wanted to maintain the same atmosphere when these pupils return to their original location.</p> <p>Governor Question: Was any work planned for the staff room?</p> <p>There was the possibility that work would be necessary if it was decided that key pipes needed to enter from this location.</p> <p>ACTION: KJ/ME to feedback to the PTA via SP if the building project resulted in work to the staff room becoming necessary.</p> <p>SP left the meeting at this point.</p>
3	Head Teacher's Report (KJ) - CONFIDENTIAL
4	<p>Building Works Tour (ME)</p> <p>The Governors were very impressed with the progress made so far and the impact it had made on the school. The cooperation and consideration of the contractors was emphasised and much appreciated.</p>
5	<p>Governor Area Updates</p> <p><u>PP/SEND (RB)</u></p> <p>RB had met with SH to discuss SEND, and feedback regarding PP would be contributed to a subsequent meeting, after discussions with KJ.</p> <p>ACTION: KS to include a PP update on the agenda for the T6 LGB meeting.</p>

SEND was an area for development by the school, having been noted by Ofsted as already included in the SDP. With a considerable amount of action planned, SH remained very busy teaching, training and mentoring, but progress had been noted and underlined by particularly positive feedback from the Lead SENDCo within CST.

In collaboration with KJ and ME, SH had set up a SEND Action Plan in the same format as the SDP, on which the majority of items were achieved or on target. The transparency which this offered would be of considerable benefit to the new staff joining the school in September too. Work continued to follow the cycle of assess, plan, do and review, however, a lack of suitable assessment tools had been an obstacle to smooth progress being achieved. Most packages could not provide sufficient differentiation at the lower end of the ability range and therefore monitoring progress had required the overlaying of in house assessments. Now Insight was being used to alleviate this issue which would also result in all data residing in one place as this was already in use within the school. However, moving the SEND data onto it represented a considerable administrative undertaking.

Governor Question: Could an additional member of staff be temporarily employed to facilitate this?

This could be an option, but the school was also being visited by another CST SENDCo who has made such a transition already.

Although the school has every confidence in this area, the high standards to which the SENDCo aims to work means that she does not feel completely prepared for a future Ofsted visit yet.

Three applications for funding which had initially been rejected had now been accepted, so five pupils were receiving fully funded support. Contradictory feedback regarding the unsuccessful funding applications had been received and so the SENDCo was currently focusing on just one further one. This leaves the school just below the national average for SEND, a position which will change when one pupil begins their placement within an alternative provision. Its ranking remains low because of the physical limitations imposed by the site, however, it has been increasing over time.

ACTION: RB to share SEND Action Plan with Governors.

Governor Question: What key differences have been noted since the last Ofsted visit?

Systems are now in place rather than being created, and this will make the workload more manageable in future.

Governor Question: Is the school meeting Ofsted expectations in this area?

A backlog of work remains, however, it is hoped that everything will be on target by the end of the next academic year.

Nursery (AB)

Montessori had requested evidence of Governors' support for the proposed changes and a letter supplied by AB had provided the required confirmation of this.

Future concerns

KJ, CB and RB had met to discuss future options for one particular pupil and it was decided that the LGB could support a permanent exclusion if this was felt necessary to protect other pupils. However, they were happy that progress was being made in other ways and were more than satisfied that the school was continuing to pursue all possible options.

Staff feedback (DM)

While no specific feedback had been received, the forthcoming changes to the staff body could be unsettling. All current staff were loving the changes to the site and were finding that the new areas were

	<p>working well. The level of upheaval had decreased during term time and the contractors were really considerate and working thoughtfully around the teachers and their requirements.</p> <p>Contributions made by staff outside of the SLT were highlighted, including the new Oracy Lead taking a recent staff meeting and another member of staff coordinating an awards assembly. The school wished to build on the advantages brought by its small size to continue to upskill staff in this way.</p>
6	<p>Approval of Previous Minutes and Matters Arising (CB)</p> <p>No amendments were received and the Actions Arising were reviewed. The minutes were agreed and approved.</p> <p>Proposed: AB Seconded: CB Agreed unanimously.</p> <p>ACTION: CB to mark as signed on Governor Hub the final T4 minutes.</p>
7	<p>Clerk's Business (KS)</p> <p><u>Meeting Calendar 2024 - 2025</u> This was agreed as proposed.</p> <p><u>CST Governance Conference</u> Governors were reminded to register to attend this event on 5th June 2024.</p> <p><u>Updates from CST</u> Governors noted that CST had updated the following policies:</p> <ul style="list-style-type: none"> • Online Safety • Health and Safety • Minibus <p>and ME, in collaboration with the new SBM, was currently working on tailoring the Health and Safety Policy for the school, alongside developing a foolproof tracker to incorporate updates from within the school and from CST. The Online Safety Policy had been adopted with no adaptations necessary and the Minibus Policy did not apply to the school.</p>
8	<p>AOB and Close</p> <p>None raised.</p>
	<p>Meeting closed at 6.20 pm.</p>

Signed as a true record:
Chair of Governors,
Chris Bond

Date:

DECISIONS GRID

AGENDA NUMBER	AGENDA ITEM	DECISION
1	Welcome	Apologies were received and accepted from ZB, RB and SP.
3	Head Teacher's Report	More comprehensive Head Teacher's Reports to be presented at alternate LGB meetings.
5	Governor Area Updates	The LGB could support a permanent exclusion in one particular case if this was felt necessary to protect other pupils.
6	Approval of Previous Minutes and Matters Arising	The minutes of the T4 LGB meeting were agreed.
7	Clerk's Business	Meeting calendar for 2024 – 2025 agreed.
7	Clerk's Business	Governors noted updated CST policies.

ACTIONS GRID

AGENDA NUMBER	AGENDA ITEM	ACTION	RESPONSIBLE PERSON
1	Welcome	All Governors to complete outstanding Declarations and Confirmations under their profiles on Governor Hub.	ALL GOVERNORS
1	Welcome	SP to investigate options for Safeguarding training.	SP
2	Diagnosis Day Feedback	KJ/ME to feedback to the PTA via SP if the building project resulted in work to the staff room becoming necessary.	KJ/ME
3	Head Teacher's Report	ME and RB to discuss good practice regarding improving attendance.	ME/RB
5	Governor Area Updates	KS to include a PP update on the agenda for the T6 LGB meeting.	KS
5	Governor Area Updates	RB to share SEND Action Plan with Governors.	RB
6	Approval of Previous Minutes and Matters Arising	CB to mark as signed on Governor Hub both parts of the final T4 minutes.	CB