

**CONFIDENTIAL**  
**MINUTES OF THE MEETING OF THE**  
**HANDSWORTH PRIMARY SCHOOL GOVERNING BODY**  
**HELD ON 19 JULY 2022 AT 6.30PM**  
**AT THE SCHOOL**

Present: Mr. Richard Trainor Chair – Co-opted Governor)

**Co-opted Governors:**

Ms. Katherine Bromley  
 Ms. Lauren Banks  
 Ms. Louisa Augustin-Fraser

**Parent Governor:**

Ms. Katherine Buckee  
 Ms. Anna Devereux-Murray - Observer

**Staff Governor:**

Ms. Fiona Buckley (Virtually)

**Headteacher:**

Ms. Claire Nairne

Clerk to the Governors: Mrs. Pauline Dorney

Also Present: Ms. Afua Addai-Diawuo – Deputy Headteacher

Minute Ref.	Formal Agreements and/or actions identified	Named person(s) for action(s) identified	Completion Date
4.6.1	Link Governor Subject Preferences to be emailed to the Chair	All Governors	ASAP
7.1	Annual Pupil Premium Report to be emailed to all Governors	Headteacher	ASAP
11.1	Sample Template of Annual Governance Statement to be emailed to the Chair	Clerk	ASAP
14.1	Governor Services SLA Cost to be emailed to the Chair and Headteacher	Governor Services	ASAP
15.1	Financial Risk Register	Katherine Buckee to contact Mary Wilson	ASAP
16.1	Milestones to be set relating to the Three to Five Year Plan	Resources Committee	ASAP
17.3	FGB Budget Meeting Date to be confirmed.	All Governors	ASAP

**1. WELCOME AND APOLOGIES FOR ABSENCE**

- 1.1 The Chair welcomed all those present to the meeting especially Ms. Rebecca Dix, Prospective New Governor who was observing. All Governors introduced themselves accordingly.
- 1.2 Apologies for absence were received and accepted from Ms. Stacey Dobbs. Ms. Kathryn Ball and Ms. Mary Wilson.
- 1.3 There were no Apologies for Absence not received and accepted.

1.4 The Clerk confirmed that the meeting was quorate with eight Governors present.

1.5 There were no Confidential items to be discussed.

## 2. NOTICE OF ANY OTHER BUSINESS/CONFIDENTIAL ITEMS

2.1 There was nothing to report.

## 3. DECLARATIONS OF INTEREST

3.1 Nothing to report.

## 4. GOVERNING BODY/BOARD

4.1 The Clerk confirmed membership of the Governing Body and there were no terms of office due to expire before the Autumn Term 2022.

There was one co-opted Governor Vacancy reported. It was hoped that Ms. Rebecca Dix would fill this vacancy.

4.2 There were no disqualifications due to non-attendance.

4.3 All DBS Checks had been completed by all Governors.

4.4 Elect new Vice Chair of Full Governing Body

4.4.1 This item was deferred.

4.5 Review Instrument of Government

4.5.1 It was agreed that the present Instrument should remain in place.

4.6 Review Link Governor role and Update Link Governor assignments (to create succession plan along with skills audit in September Meeting)

4.6.1 The Link Governor Expectation Document had been previously shared with Governors and was considered very helpful. The School was currently making a great deal of progress in terms of the current results, CPD. However, the Chair stated that Governors should be doing more as a Governing Body in respect of support and challenge especially with the current funding and budget requirements, pupil roll and increasing SEN, etc. The Link Governor Role should be more active by undertaking one visit per term. Link Governors were encouraged to make arrangements for visits to take place in the next academic year. The School require staff, pupils, parents and governors to show that they were working together as a team and ensuring Governors were supporting the Headteacher in the initial telephone call with the Ofsted Inspector. This was considered very important and the key factor is consistency.

General discussion took place amongst Governors and the Headteacher clarified the Link Governor Role. It was understood that this Role was voluntary and would be dependent on the time and energy Governors would have available to commit.

Governors were invited to email the Chair stating their Link Governor Subject preferences in order to organise a schedule. All Curriculum Areas should be covered.

**ACTION: Governors to email the Chair**

## 5. MINUTES

5.1 The Minutes of the Meeting held on the 10 May, 2022 were agreed as true record of that Meeting subject to one amendment under Apologies for Absence – Ms. Kathryn Bell to be added. The Chair signed the Minutes for retention at the School.

5.2 There were no Matters Arising.  
Nothing to report.

5.3 Minutes/Reports from Committees

5.3.1 Nothing to report.

5.4 Matters arising:

5.4.1 Nothing to report.

**6. HEADTEACHER'S REPORT**

6. The Headteacher had previously shared her Report with Governors and the following points were highlighted:-

6.1 The School had almost filled the Vacancies. Many strategies are in place to promote the School. Vacancies are always mentioned within the Newsletters to Parents.

6.2 If pupils leave the School it is usually because they have moved out of the area or joined private schools. There would probably be two vacancies in September 2022 and these should be filled by October 2022.

6.3 The School now have 22% of the Pupil Roll on the SEND Register. The national average is 12.6% pupils. The School works very hard with the SEND Pupils. The School is more pro-active, have positive conversations with parents which has resulted in a large amount of EHCP Plans.

6.4 Attendance was reported as 94.6%. Unfortunately there has still been some COVID absences. Persistent Absence is monitored regularly and followed up. There had been slight changes in the Attendance Recommendation by the DfE in that schools need to have an earlier intervention and are legally responsible for pro-actively supporting and encouraging a child's attendance. Evidence of supporting families must be provided before the Education Welfare Officer becomes involved. Positive letters are sent to families when an improvement is evident.

6.5 **Question:**

What support do we give if a family is struggling to get their children to School on time?

**Answer:**

Some children are collected. Early Help Referrals could be made. Support is also provided for pupils having difficulties with transition, etc.

The challenge is trying to make parents understand the importance of their children attending School. Breakfast Club helps a great deal.

6.6 Safeguarding

6.6.1 The School continues to use MyConcern to record both safeguarding and behaviour concerns. The School is looking for a system in which behaviour could be recorded separately from safeguarding concerns. MyConcern is used by all staff and allows the School to find trends and patterns in what is being reported. MyConcern has many categories.

The School is now better at using My Concern to record attendance concerns. A whole school approach is in place to raising awareness of racism and the importance of speaking up, so it is positive to see that racist incidents are being reported. What is vital is that these are dealt with thoroughly and consistently, ensuring that children are educated and do not repeat these behaviours. Sexualised behaviour and language happen in schools, and the DfE have identified the dangers of it not being reported and dealt with. Therefore it is positive to see that incidents are being reported, but again the

important factor is making sure that children learn and do not continue with these behaviours.

Behaviour concerns have decreased slightly; this is evidence that the new Behaviour Policy has had a positive impact. The staggered lunchtime has also contributed to this as there are fewer children in the playground, giving them more space and better supervision.

6.7

Wellbeing

Wellbeing concerns continue to rise. The School had introduced Wellbeing ambassadors and more mentors and adults for children to talk to.

This slight drop in welfare concerns may be due to the children spending more time in school this year. We have also made a conscious effort to promote Early Help and encourage parents to get support if needed. We offer links and resources through the newsletter.

6.8

It was noted that there had been one incident of concern where a child; with a diagnosis of Autism and ADHD had left the School. Immediate contact was made to the Chair and the LADO. The child was found at her home – another parent had taken her home. An investigation was made and the advice from the LADO was followed. A report was produced stating the lessons that the School had learned from this incident. A staff meeting was called that evening and the child is now dismissed from a room next to the Headteacher's Office. Next year staff will ensure that this child is away from open doors.

**Question:**

Did the parents disclose to you that this child had tendencies to do this?

**Answer:**

We know that the child is prone to running off whilst walking home with her Grandma. We now have a clear plan and process for the end of the day to ensure that all children are safe at dismissal time. We have communicated this with all staff and parents.

General discussion took place amongst Governors.

6.9

Priorities

6.9.1

The School is currently working on their School Priorities for the next academic year. There will be some changes, including a shift of focus from Maths to Writing, as the data showed a decline in writing attainment. The majority of Priorities would remain the same.

6.9.2

The School will continue to do more work relating to the Wellbeing of the Pupils. The School Council is now ready to undertake more volunteering and supporting the wider community which was not possible during the COVID Pandemic.

6.9.3

CPD

It is intended to increase the passion within each staff member so that they see the benefit in investing in their own professional development.

6.9.4

More attention is required in Monitoring and making sure that evidence is collected and fed back.

6.10

Teaching and Learning

6.10.1

WalkThrus CPD

The roll-out of the Core10 has been completed. Staff have engaged well with the staff meetings and now clearly understand how the Walkthrus program of CPD and the triad process work. Many elements of the Core10, such as retrieval practice, use of whiteboards, and questioning techniques to raise the engagement in students, are now apparent throughout the school. All staff have had a Walkthrus target as part of their professional growth process this year, allowing them to reflect upon their success over the course of the year. As Teaching and Learning lead, Fiona Buckley has created a set of Teaching and Learning priorities with input from the staff body. Going forward, the staff will reflect upon and analyse their classroom systems to identify areas in their practice or suite of teaching techniques that could be developed to improve student outcomes. These priorities will provide a framework for staff to make these reflections whilst ensuring teachers align and drive their CPD forward in line with the school's priorities using the high-quality Walkthrus materials.

In order to be successful, the Walkthrus program must meet the needs of all our teaching staff. The program itself has expanded significantly during the last 18 months, which means that it now encompasses many aspects of SEND, behaviour and classroom management and, as such, can provide excellent CPD across the board whether a teacher is newly qualified or has many years of classroom experience and has as much to offer the EYFS staff as it does those in KS1 or KS2.

In 2022/23, staff will again work in triad groups to set their targets in line with the new Teaching and Learning Priorities. Having shared their objectives with their group members, they will observe each other, reflect and give and receive feedback in a supportive yet low-risk process.

Each half term, a Teaching and Learning Newsletter is shared with Parents

Thanks were conveyed to Fiona Buckley for her excellent support provided within the School.

6.11  
6.11.1

### Assessment Data

#### Headline Facts and Figures

The following is the first Key Stage 2 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the COVID Pandemic.

These statistics cover the attainment of Year 6 Pupils who took assessments in Summer 2022. These pupils experienced disruption to their learning during the Pandemic, particularly at the end of Years 4 and 5.

59% of pupils met the expected standard in all of Reading, Writing and Maths, down from 65% in 2019.

In individual subjects, attainment increased slightly in Reading and fell in all other subjects compared to 2019.

74% of pupils met the expected standard in Reading, up from 73% in 2019.  
71% of pupils met the expected standard in Maths, down from 79% in 2019.  
69% of pupils met the expected standard in Writing, down from 78% in 2019.  
72% of pupils met the expected standard in Grammar, Punctuation and Spelling, down from 78% in 2019  
79% of pupils met the expected standard in Science, down from 83% in 2019

Nationally there was a 9% drop in Writing Attainment and it was clear that Key Stage 1 had taken the biggest hit since Lockdown.

It was agreed to keep a close eye on the Years 1 and 2 pupils and it was considered very important to have a solid, robust moderation for these pupils.

Maths had improved in Years 1, 2 and 3 where Maths Attainment had showed higher than any other area. Maths Mastery had taken a step in the right direction.

6.12

The School were moving into the third year since reviewing the Behaviour Policy and moving to a trauma-informed, restorative approach. The School believes that the overall behaviour at Handsworth is outstanding. There are particular children with identified needs who present with challenging behaviour which the School continues to work with teachers, parents and outside agencies to support.

Reorganisation has happened at Handsworth in the past and has always had a positive impact. The current Year 6 class is an example of this. The School decided to reorganise the Year 2 and Year 3 classes this year. One of the aims of the reorganisation was to ensure the level of need was more equally distributed across the classes in the year group.

In preparation for the next academic year, teachers and support staff working with children with specific behavioural needs have received training from Marie Gentles from Magic Behaviour Management. This training is focused on providing practical strategies and support.

The coming year's focus will be on training the staff about the importance of using strength-based language, a reminder of the core principles of the behaviour practice and working with the Midday Assistants to support them in ensuring consistency of expectation regarding the behaviour in the playground.

It was noted that the Reception had a Good Level of Development and were high attaining and mature.

Governors noted the data and the process was clarified accordingly.

General discussion took place amongst Governors.

Early Years had come to the end of the first year of implementing and assessing against the new Statutory Framework, and the School was delighted to report attainment above the National Average for pupils. In Reception, 77% of children achieved an overall Good Level of Development, showing a significant increase in attainment from last year. Writing has been an area of focus for the whole Early Years team this year, with staff spending time moderating and team teaching to improve subject knowledge. 80% of children reached the expected writing standard, showing a marked improvement in previous years. Another area of significant work in our curriculum has been the development of our Maths Mastery curriculum, and we managed to achieve 90% of children at the expected standard this term. The School is excited to see this curriculum development leading to improved outcomes for the children. Next year, the School will continue to embed this

practice while carefully examining and developing our curriculum for Communication and Language.

As a team, the School remain committed to providing enabling settings where children are deeply engaged by high-quality provision, demonstrating self-awareness and respect for others. The School has used Phase Meetings this term to audit provision in the settings, and improvements have been made. Monitoring observations have shown that children are more deeply involved in play, and the School has seen a drop in behaviour incidents as a result, particularly in the Nursery. Moving forward, we will continue to plan for and provide high-quality provision, using the Early Excellence materials as a guiding document.

This term, the School has been preparing for the new intake in September. Over the last two years, the School had been working on the admissions processes to make more meaningful connections with families and ensure that children successfully transition into school, building positive attachments with their peers and adults. This year, without COVID restrictions in place, the School has been able to take these plans further. All new children and families have been invited to a Stay and Play session after school. The School has also offered face-to-face home visits. These have allowed teachers to discuss children's development with parents and build a clear picture of their strengths and needs, ready to hit the ground running in September. The School will continue with the Staggered Start in September, which allows children to build positive attachments in their first days at school. The School has been named on three EHCPs for September. The School has visited these children in their current settings, and a thorough handover has taken place to ensure that these children and their families are supported through the transition.

6.13

#### SEND Report

All annual reviews required had taken place this year, all reports had been submitted to the Local Authority with changes to make, some requesting an increase in funding, some with amendments to the EHC plan. For children in Year 6, the School had successfully ensured the secondary school they will be transferring to were included in the annual review meetings. This has worked really well, ensuring additional arrangements for a smooth transition have been implemented.

A personal note had been made that next year with an increase in children with EHC plans, annual reviews will need to be planned for the entire year when the School returns in September. They would be spread over three terms.

The School does not currently have a SEND officer, but the team manager has been working on requests for EHC plan assessments. The school had developed a good working relationship with the team manager as Angela Struthers had been attending SEND panels monthly, and the team manager leads these.

It is important to note that the Local Authority had actioned no updates or changes to funding. A report would be sent to the Local Authority at the beginning of the Autumn term with a list of EHC plan reviews and actions the School need completed with a timeframe to ensure they happen.

The Headteacher planned to work with Kathryn Ball who is an SEN Advisor and this would continue in the next academic year.

6.14

#### Capital Match Funding

Three capital match funding bids had been submitted to the Local Authority:-

1. Equality Objectives - Gender Neutral Staff Toilets - Staff currently have one toilet for men and two toilets for women in the school. There are insufficient toilets, and they are not meeting the needs of the staff. £15K requested from the Local Authority. The School to fund 25% (£5K).
2. Health & Safety Risks – Playground and corridor floor - We have significant and dangerous cracking to the playground surface in the Early Years Playground and a series of raised lumps in the Year 4 corridor. £7.5K requested from Local Authority. School to fund 25% (£2.5K).
3. ICT telephony system - BT announced they are switching off their Public Switched Telephone Network (PSTN) and Integrated Services Digital Network (ISDN) lines in 2025. Our supplier has increased the prices significantly, and we need to switch to VoIP. £3,750 was requested from Local Authority. School to fund 25% (£1,250). Projects are to be completed by 27th January 2023. No date is given for when we are notified of any successful applications.

**It was noted that the School had received £3750 for the Telephone System only.**

6.15

#### Staff Absence

The School had bought into an online System called SAM and this will track staff absence and allow the School to deal with major alerts. Letter templates would also be available.

Thanks were conveyed to the Headteacher for her excellent informative Report.

7.

#### **ANNUAL PUPIL PREMIUM REPORT**

7.1

It was noted that this Report had been placed on the School Website. It was requested to see the attainment of the Pupil Premium Pupils in the Headteacher's Report.

**ACTION: Headteacher agreed to email the Annual Pupil Premium Report to all Governors.**

8.

#### **CHAIR'S ACTION**

8.1

Nothing to report.

9.

#### **LINK GOVERNOR REPORTS INCLUDING SAFEGUARDING REPORT**

9.1

##### EPP

It was noted that the priorities had been created for the next academic year and staff would make their own decisions on their teaching methods and what they need to improve upon. It would be necessary for them to ensure that they link their own areas of development to the Teaching and Learning priorities. .

The triads would get up and running again. The Subject Leaders would be in the classrooms more. Governors were invited to visit accordingly.



9.2 A Health and Safety Visit had to be arranged.

9.3 The Headteacher clarified the requirements of the role as Link Governors.

**10. AUDIT OF THE SCHOOL'S WEBSITE AND STATUTORY PUBLICATION OF INFORMATION**

10.1 It was confirmed that the statutory documents were on the School's Website. The School were fully compliant relating to this item.

**11. ANNUAL GOVERNANCE STATEMENT**

11.1 It was agreed to send a sample of an Annual Governance Statement to the Chair.

**ACTION: Clerk**

**12. UPDATE ON SELF EVALUATION FORM (SEF)**

12.1 Nothing to report.

**13. REVIEW PUPIL BEHAVIOUR AND EXCLUSIONS**

13.1 Nothing to report.

**14. GOVERNOR SERVICES SLA**

14.1 It was agreed to agree this item at the next meeting as no costs of the service had been received by the School.

**ACTON: Governor Services to email the Chair with the cost of this service.**

**15. FINANCIAL RISK REGISTER**

15.1 Ms. Katherine Buckee advised Governors that she would need to meet with Ms. Mary Wilson on this item.

**ACTION: Katherine Buckee to contact Ms. Mary Wilson.**

**16. BUDGET RATIFICATION**

16.1 This item had been previously discussed. There were concerns relating to the Three to Five Year Plan and some milestones would need to be set to ensure that the School is making progress with the Three to Five Year Budget Plan where tough decisions would need to be made after general discussions.

**ACTION: Resources Committee**

**17. SCHEDULE OF MEETING DATES TO BE AGREED**

17.1	Full Governing Body Meeting	20 September 2022	6.30pm	(School)
	Resources Meeting	13 October 2022	8am	(ZOOM)
	Teaching & Learning Meeting	9 November 2022	8am	(ZOOM)
	Full Governing Body Meeting	13 December 2022	6.30pm	(School)
17.2	Resources Meeting	26 January 2023	8am	(ZOOM)
	Teaching & Learning Meeting	1 March 2023	8am	(ZOOM)
	Resources Meeting	23 March 2023	8am	(ZOOM)
	Full Governing Body Meeting	28 March 2023	6.30pm	(School)
17.3	Resources Meeting	4 May 2023	8am	(ZOOM)
	Full Governing Body Meeting (Budget Meeting)	TBA	6.30pm	(School)
	Teaching & Learning Meeting	14 June 2023	8am	(ZOOM)
	Resources Meeting	13 July 2023	8am	(ZOOM)

Full Governing Body Meeting                      18 July 2023                      6.30pm (School)

17.4                      Agenda items  
To be confirmed.

**18.                      REVIEW OF ASSET REGISTER AND ASSET DISPOSALS (SFVS)**

18.1                      It was agreed to create a new Asset Register.  
Disposals had been dealt with at the last Meeting.

**19.                      APPROVE SEND INFORMATION REPORT (WEBSITE)**

19.1                      This had previously been covered and the SEND Report had been placed on  
the School Website.

**20.                      ANY OTHER BUSINESS/CONFIDENTIAL ITEMS**

20.1                      Nothing to report.

The Chair thanked everyone for attending the Meeting.

The Meeting closed at 8.45pm

Chair: ..... (print)

..... (sign)

Date: .....