

## GUILDHALL FEOFFMENT SCHOOL

Minutes of the meeting of the Governing Body of Guildhall Feoffment School held at the school at 2pm on 28<sup>th</sup> November 2023

Present:	<b>Ros King (Chair) - RK</b> Lara Knights - LK (arrived 2.12) Kristian Lee - KL <b>Andy Matthews (Headteacher) - AM</b> Mathew Pirie – on-line - MP Rachel Pryor on-line - RP	Tiffer Robinson - TR Julie Southgate - JS Ben Tanner - BT (arrived 2.15) Fiona-Catherine Thompson - FCT
In attendance	Toby Cunningham (Governance Professional) Oliver Petchey (OP) School Council Representative Shan K-Don (Associate Governor)	
Start 17.05		

<b>1</b>	<b><u>WELCOME AND APOLOGIES FOR ABSENCE</u></b>	
	Apologies were received from, Megan Rich and Sumathi Sundram (governors) and Emma Rees (prospective governor)	
1.2	Governors consented to this absence.	
<b>2</b>	<b><u>PECUNIARY AND OTHER INTERESTS</u></b>	
2.1	No declarations of pecuniary or other interests regarding items on the agenda were made.	
<b>3</b>	<b><u>CHAIR'S ACTION / UPDATE</u></b>	
3.1	The Chair confirmed that no action had been taken.	
3.2	<p>The Chair gave the following updates:</p> <p>Chair attended West Suffolk climate change conference and met West Suffolk environmental lead, who visited the school. Together with AM they discussed a possible grant for upgrading the lighting to LED, and joining a scheme to install Solar panels on the roof. The panels would be owned by the council but it would provide cheaper electricity for the school particularly in summer and improve sustainability.</p>	
<b>4</b>	<b><u>CHANGES TO GOVERNING BODY</u></b>	
	Amy Beavan has resigned as LA Governor	
	<b><u>ANY OTHER URGENT BUSINESS</u></b>	
	None was raised	

5	<b><u>MINUTES</u></b>				
6.1	The minutes of the meeting held on 19 <sup>th</sup> September (copy in Minute Book), having previously been circulated, were <b>confirmed</b> and signed by the Chair.				
6.2	<b><u>Matters arising from the minutes</u></b>				
Matters arising from the minutes not already on the agenda:					
	<b>Agenda Item</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Status</b>
	2.3	Governors noted the requirement to update the register of pecuniary interests and to publish it on the school's website.  <u>Send to Amanda to upload on website</u>	<b>TC</b>	28/11	closed
	3.1	<u>AM to change finance policy to incorporate and align services offered by Vertas and AM to bring proposal via Finance policy to increase credit card on of purchase limit and monthly limit</u>	AM	28/11	Revised policy to be considered at FGB Resources in December
	6.1	<u>TC to send confirmed minutes to AM to go on website</u>	TC	30/09/23	closed
	8	<u>AM agreed to add a sixth being the role of the GB and its development plan</u>  <u>RK to put deep dive dates into Governor monitoring schedule</u>  <u>RK to finalise Link Governor roles</u>  <u>AM to arrange meeting with RK and LA re PAN</u>	AM  RK  RK  AM	28/11  28/11  28/11  28/11	Open  closed  Closed  LA has made some changes to PAN in yrs 5 and 6
	13.1	Governors noted the requirement to ensure the statutory information was included on the website including governance information. AM <b>agreed</b> to ensure that this action was completed.	AM	28/11	Closed
	17	Review Monitoring form to include new requirements and questions	AM/RK	28/11	Closed
6	<b><u>GOVERNING BODY MEMBERSHIP AND ORGANISATION</u></b>				
6.1	As Amy resigned from her role as LA Governor KL has agreed to become the LA governor. This would leave two co-opted vacancies, two applications had been received. RK advised that she had undertaken reference checks. The board <b>approved</b> Emma				

	<p>Rees to become a co-opted governor. Shan K-Don has agreed to become an associate Governor until KL is appointed to the LA role thus freeing up the co-opted space. Appointed Shan K-Don as associate – <b>approved</b> by board.</p> <p><b>Meghan Rich volunteered as Parent Governor and was appointed unopposed – approved by board</b></p> <p><u>TC to update GH on changes to the board</u></p> <p>SKD was welcomed to observe his first meeting following his appointment as associate governor.</p> <p>SKD thanked the chair and looked forward to attending at the meeting in January.</p>	TC
6.2	<p>To approve the unchanged Terms of Reference for:</p> <ul style="list-style-type: none"> <li>a) FGB</li> <li>b) Pay and Staffing Committee (see Minutes of Pay and Staffing Committee for recommendation)</li> <li>c) Finance Working Party</li> </ul> <p>Remain unchanged – <b>Approved</b></p> <p><u>Move 6.2 to September for future agendas</u></p>	TC
6.3	<p>Welcome Pupil Governor, Oliver Petchey (OP)</p> <p>Governors received a report on the actions of the School Council (copy on GH), including Girls’ perception of maths and pupil response to the school playground resurfacing.</p> <p><b>Governors asked OP what were his favourite bits of the school council and what he thought the most valuable thing the SC could do to help the school.</b></p> <p>OP advised that he liked meeting with fellow students and discussing issues and how to solve them. He thought that the council could help pupils who struggle with learning and help them enjoy school more.</p> <p>Governors agreed that the student voice was very important and hoped to work with the council to improve the student experience at the school</p> <p>Oliver leaves 14.25</p>	
<b>7</b>	<b><u>EDUCATIONAL PERFORMANCE AND SCHOOL IMPROVEMENT</u></b>	
7.1	<b><u>Headteacher’s Report</u></b>	
	<p>Governors received a written report from the Headteacher (copy in Minute Book) and the Headteacher invited questions:</p> <p>KL had submitted questions in advance on the GH Noticeboard, FCT had responded to the first three questions in writing.</p>	

**KL Phonics Report: the SEND programme results are pending - when will we receive those? Do we therefore presume that all the results detailed are non-SEND students?**

The SEND programme is still Little Wandle and only accessed by pupils with significant learning difficulties who cannot access the main program. The majority of our SEND pupils will access the main programme and may have additional support alongside (12 SEND children do this across EYFS and KS1). There are 3 children on the SEND programme and not on the main programme, 2 of which have EHCPs and are awaiting specialist provision and one will be applying for an EHCNA this year. Their programme of study is tailored to their needs using Little Wandle resources and is delivered 1:1. Their data will be shared tomorrow as one child was absent and has returned this week so assessments are being processed overnight.

**How do you monitor pupils engaged with Educational Welfare Officers (EWO) Is this done by SLT or their teacher? Are you overly concerned by any of those cohort of 9?**

FCT advised that these pupils are monitored all of the time. Every day all absences are shared with teachers and SLT with reason given. The Attendance officer and DHT note key pupils, longer absence and patterns. Head sees and authorises (or not) any absence requests. If necessary, welfare calls and home visits are carried out where absence is of concern or no contact from parent. All attendance is reviewed with Attendance Officer and DHT half termly and actions such as letters, meetings and follow up agreed with aim to support better attendance by discussing and overcoming any barriers or misconceptions with families. Referrals to EWO are once a family has met threshold of unauthorised lates or absence. EWO also visits termly to review our monitoring and advise. If needed, EWO will action formal engagement or Fixed Penalty Notices and arrange meetings with parents which DHT also attends, these are supportive. Should attendance not improve following EWO actions, court proceedings will be the next step. The notes on the spreadsheet should give you an indication of where we have concerns and the action already taken with families who we are tracking with EWO. At this point in the year, one longer period of illness or an unauthorised holiday can dramatically pull down a pupil's data and we would be looking to see this climb over the next term. If it doesn't, a letter to the family and a conversation would be the next step but these are managed sensitively case by case e.g., we would be mindful of circumstances such as a bereavement. If lateness is an issue and causing persistent unauthorised sessions, this would be tackled quickly. Of the children monitored on this spreadsheet only 2 would be of significant concern, one of which is no longer attending our school, having returned to their previous school. The other is being supported by the EWO and Early Help as attendance is one part of the picture and is historic over several years. Parental holidays are something that is more common nationally as a single fine does not deter. However, we are expecting some changes to the Penalty Notice system whereby multiple fines could be issued within a year. We are above National and Suffolk figures for attendance which is positive, but we are going to share attendance information with families in newsletters half termly to highlight this as an area to work hard on.

**Governors acknowledged that attendance is good this AY but asked whether the school has any ideas to get it even better?**

AM. Our persistent absence data is dramatically improved on this time last year. Whilst there is a national push to improve attendance post-Covid. The clue is to foster good relationships, teacher with child and school with parent. Positive relationships,

follow up, clear monitoring and quick interventions (even just a conversation, like 'how can we help you improve this?'). They all contribute, as does an engaging curriculum full of rich experiences where children want to be in school.

It is however, an ongoing process. We are in the thick of the winter season and absence will inevitably creep up so we will continue to monitor closely and support as needed.

### **Budget Monitoring**

**Governors asked noted the 'Interest Received' – and asked if the school was able to take advantage of the much higher rates of interest that are currently available via certain banks?**

AM yes

**Governors noted that regarding Teaching staff pay 'Expect £14363 Additional Teacher Pay Grant to offset the higher than expected pay increase.' - is this a 'done deal' or still subject to political approval from DfE?**

AM advised this pay was resolved and being implemented, but the Government were due to pay a portion of the cost.

**Governors noted the line 'Jigsaw £1962' (includes last year's fee which was unpaid) - just an oversight that this wasn't paid last year? Did we face any penalty from not having done so?**

AM No

**Governors asked regarding the Parental Questionnaire: Some parents felt their SEN children weren't getting the support they needed. Have you tried to dig in to who was feeling the support being offered was inadequate?**

AM advised he had spoken to the family in question and the matter had been resolved.

Governors asked if the parent survey could be on-line in the future?

AM advised that this year they had achieved higher results by attaching the survey to the end of term report reply slips. However AM agreed to combine an on-line and paper survey next year.

**Governors asked about the responses regarding pastoral care.** Am advised that the school had a comprehensive pastoral support programme, but that wouldn't be clear to those who don't receive it. AM to change the question for next year to assess the satisfaction of those that use the service.

AM

**KL visited the school as a prospective parent. He and his wife were very impressed and thought that the tour and the overall impression of the school was better than any other they had visited.** AM thanked KL stating he was proud of the progress staff have made in EYs.

Student Numbers - AM noted the need to maintain recruitment for the reception year. SLT were conducting a high number of tours which was promising. **TR asked regarding US families.** AM advised that there were a very low number at this stage.

	<p><b>Governors noted that that the schools phonics results are excellent.</b></p> <p>AM advised that KS 2 results were excellent with phenomenal progress in each of three key areas. However there were issues with KS1. KS1 pupils had not had an ideal start to school with COVID, inconsistent teaching staff, a poor phonics programme. They were playing catch up and that's why they were below the NA. Phonics, with the new programme, was showing improvement. January results will determine the key teaching activities needed for progress. In contrast year 3 (KS2) had had a consistent approach to teaching, with clear marking schemes and benchmarks and these were performing better.</p> <p>KS1 will no longer be doing SATS but rather Piri and Puma tests that children take internally in other years, there was still the ability for the school to map pupil progress.</p> <p>SEN – AM advised that when making application for funding for SEN, the school had to detail how previous funding had been spent. Parents were also keen to see how the funding for their child had been spent. There were new joiners with significant SEN and there was always a lag between applying for funding and receiving the funds. The school had to be honest with parents on their capacity to manage the needs of the children coming into the school. AM advised that there was a real problem with a lack of provision in special schools and that SEN bands are often downgraded. AM was doing the SEN assessments, as the outsourcing was proving to expensive. AM was using language and criteria used by Educational Psychologists that provided clear standardised measures.</p>	
7.2	<b><u>Educational Recovery Plan</u></b>	
	Governors received and discussed the school's use and impact of funding for educational recovery. (recovery premium and National tutoring Programme)	
7.3	<b><u>School Development/Improvement Plan</u></b>	
	The Headteacher presented the School Summary (copy on GH) <p>Governors received an update on the current School Development and Improvement Plan for 2023/24 (copy in Minute Book).</p>	
7.4	<b><u>SEF for review</u></b>	
	Governors received the SEF (copy on GH)) <p><b>KL noted that Art and Design and D&amp;T seem to be areas of big concern at the moment and asked whether we should re-assign one of our link governor roles to try and get some monitoring in DT?</b></p> <p><u>RK once a full complement of Governor in place, a link governor would be assigned.</u></p> <p>AM whilst this is an area of concern progress is being made, but SLT have not had the time to monitor and evidence the progress.</p>	RK

	<p><b>Governors noted that although there is regular work on multiplication and division facts, some pupils are behind where we would expect to meet the expectations set out in the Y4 Multiplication Tables - what's the plan to address this shortfall?</b></p> <p>AM The DoE had published data today. From the data it appeared that Y4 pupils were slightly below the national average. The School intended to purchase Sumdog a game based maths development app to build number fluency skills. Teachers are committed to practice timetables in lessons, using the White Rose materials. Teaching staff were attending training on developing strategies for effective teaching of times tables. As a result of these interventions AM expected this to improve from Y2 through to Y6</p> <p><b>Governors asked about the Art storage area - what's the plan here? Is this something the facilities committee can investigate?</b></p> <p>This will be taken up by the link governor.</p> <p><b>BT noted the Governor rating was 5 and wondered what could be done to improve this rating.</b></p> <p>AM advised that the key was the monitoring by the link governors. The deep dive weeks were now established. There were also concerns regarding staff being overwhelmed. Subject leads were developing a stronger understanding of the SDP and SEF and how this relates to their subject. This should make monitoring visits more meaningful and productive. The embedding of student voice into the FGB, and increased number of Safeguarding visits by LK to four per year will demonstrate significant progress for the FGB.</p> <p>Governors discussed the monitoring form, the new structure was useful. Sometimes it might be better to meet with the subject lead after the deep dive week to allow time to reflect on what had been learned and what will change.</p> <p><u>AM and RK will review the structure and timing of link governor visits.</u> AM emphasised that governors are welcome at any time subject to teacher availability.</p> <p><b>Governors asked when will every subject have a well sequenced curriculum?</b></p> <p>AM advised that this could be expected to be finalised by the end of the academic year. Governors asked how this could be expediated? AM advised that developing the right curriculum across the subjects was a long process but worth it. A quick purchase of a readymade curriculum would not have the long term improvements the school wants to make. A well devised sequenced curriculum was critical to delivering the best learning experience for pupils in the long term.</p>	AM/RK
7.5	<p><b><u>Pupil Premium</u></b></p>	
	<p><u>Pupil Premium</u> - to review the impact of the pupil premium spend for 2021-2 and approve the latest draft strategy for 2022/23</p> <p>Governors received and noted the PP monitoring visit report and the PP strategy November 2023 update.</p>	
7.6	<p><b><u>Primary PE and Sports Premium</u></b></p>	

	Governors discussed the use and impact of the Primary PE and Sports Premium and agreed to ensure that this information was published on the school website. (copy available on GH)	
7.7	<b><u>Report from Sally Renolds (English Subject Lead)</u></b> SR presented an update on the schools reading framework for 2023 (copy on GH).  Governors thanks SR for the clear presentation. <b>Governors asked if all pupils were getting the full reading opportunities in KS2</b> , SR advised that the majority were but they continued to work towards meeting the opportunities set out within the framework. The school used trained volunteers to support children who may not get the support to read at home.  <b>Governors asked about vocabulary and consistency of definitions.</b> SR advised to use a recognised dictionary (book or on-line, including Alexa)  AM advised the need to encourage parents to read with children, vocabulary acquisition was important at the early stages of development. The school shared the contents of the phonics programme with parents and ran reading workshops, videos were also available to parents.  Governors received and noted the Reading governor monitoring report.	
7.8	<b><u>Link Governor Report (copies available on GH)</u></b>	
	a) Maths b) ECT Governors received and noted these monitoring reports	
7.9	<b><u>Phonics</u></b> FCT advised that there were several SEN who can't keep up with the normal phonics programme who need extra support. This requires breaking down the work into smaller chunks. These pupils were waiting for a EHCP assessment and one may require alternative provision. The other SEN pupils were on the normal programme and were making progress.	
8	<b><u>COMPLIANCE</u></b>	
8.1	<b><u>Policies for Review or Approval</u></b> Governors reviewed and <b>approved</b> the following policies:  a) Acceptable use of IT for staff  Governor received the following questions and comments in advance.  <b>We should maybe talk about Governor's use of technology a bit. We have access to, and are likely storing some sensitive data about the school (on systems which are not subject to any control by the LA). Is that ok?</b>  <ul style="list-style-type: none"><li>• <b>Mobile Devices - Users</b> allocated mobile devices (e.g. laptops, tablets, Blackberry devices)</li></ul>	



	<p>'Blackberry devices' - could probably update this reference just to 'phones'.</p> <ul style="list-style-type: none"> <li>• <b>Wireless Connections – Users</b> should not connect any School device to an unsecured</li> </ul> <p><b>Wireless Network.</b></p> <p>On trains / public places, are staff definitely not connecting to any (by design) insecure wireless networks? Modern encryption protocols of the data in transit mean that this is somewhat less critical (although the use of some sort of VPN would definitely be preferred as a standard here).</p> <ul style="list-style-type: none"> <li>• <b>Inappropriate Content</b></li> </ul> <p>Should there be more of a catch-all "age inappropriate content" bucket here in order to account for pupil's use of the ICT equipment. Similarly, it seems we should block Social Media by default at least on workstations accessible by children (given the proven harm it represents to children).</p> <ul style="list-style-type: none"> <li>• <b>Personal Conduct (Social Networking)</b></li> </ul> <p>I know many teachers / public sector employees choose to change their name on these sites to avoid pupils 'looking them up' - perhaps we should recommend that in this policy?</p> <p>Governors discussed the policy as above and missing items such as staff mobile devices and DOJO. AM advised it was taken from a template provided by the local authority via Schools Choice. For the reasons highlighted above it was felt out of date.</p> <p><u>AM agreed to review KL comments above and refer the issues to Schools Choice.</u></p> <p>The board agreed to <b>approve</b> the policy in the interim.</p> <ul style="list-style-type: none"> <li>b) Grievance Policy – no significance changes</li> <li>c) Phonics Policy – new Little Wandle policy – <u>AM to remove the termly visits to the local library</u></li> <li>d) Educational Visits Policy - no significant changes</li> <li>e) First aid – updated.</li> </ul> <p><b>Approved (subject to changes above)</b></p>	
9	<b><u>REPORTS FROM COMMITTEES, WORKING PARTIES AND GOVERNORS' MONITORING</u></b>	
9.1	Governors received the reports of the meeting of the Pay and Staffing Committee held on 19 <sup>th</sup> October 2023 (copy on GH)).	
9.2	Governor monitoring reports were discussed above in their relevant sections. RK asked that governors when undertaking monitoring visits were aware of the content of the SEF and SDP on the subject they were monitoring.	

<b>10</b>	<b><u>GOVERNOR ACTION PLAN</u></b>	
10.1	<p>Governor training RK advised that the School Choice training subscription was quite high the board would need to consider the offer from National College against that offered by Schools Choice in order to ensure best value and quality was being met.</p> <p>LK had attended the SC training and found it very useful and interactive with other governors. <u>LK will undertake to the NC equivalent training and compare and report to board</u></p>	
10.2	<p>Governor Monitoring: (Reports on GH) Governors received and noted monitoring reports in the following areas</p> <ul style="list-style-type: none"> <li>a) Reading</li> <li>b) ECT</li> <li>c) Maths</li> </ul>	
10.3	<p>Governor recruitment and diversity</p> <p>RK advised that there had been changes to the board as above. The board was pleased to note the increasing diversity of the board and it is hope this would bringing a broader range of experience and knowledge.</p>	
<b>19</b>	<b><u>REFLECTION ON THE MEETING</u></b>	
	<p>Governors discussed the impact of the meeting on the governing body's strategic priorities.</p> <p>Governors appreciated understand the schools strategic approach and structure of teaching in reading.</p> <p>Governors were pleased to meet OP and pleased the progress being made to engage pupil voice.</p> <p>Governors felt that their engagement with the SDP was having an impact in terms of accountability and outcomes.</p> <p>Governance noted the improvement in attendance and felt this was a result of a general improvement in the culture of the school.</p>	
<b>20</b>	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	<p>Governors confirmed that the next meeting would be held at 6pm on 12<sup>th</sup> December 2023</p> <p>Governors agreed the programme of meeting dates for the remainder of the 2023/24 academic year as follows:</p> <p>23<sup>rd</sup> January 2024 Curriculum 2pm  26<sup>th</sup> March 2024 Resources  30<sup>th</sup> April 2024 Curriculum 2pm  11<sup>th</sup> June Curriculum 6pm  10<sup>th</sup> July 2024 Ethos</p>	

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The meeting closed at 16.02.

Signed

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Dated

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Action Log

Agenda Item	Action	By Whom	By When	Status
6.1	<u>TC to update GH on changes to the board</u>	TC	asap	open
6.2	<u>Move 6.2 to September for future agendas</u>	TC	September	open
6.2	<u>AM to bring revised Finance policy to Resources FGB</u>	AM	December	open
7.1	<u>AM to change the question in the parent survey regarding Pastoral care for next year to asses the satisfaction of those that use the service.</u>	AM	June	open
7.4	<u>RK once a full complement of Governor in place a link governor would be assigned</u>	RK	January	open
7.4	<u>AM and RK will review the structure and timing of link governor visits.</u>	AM/RK	January	open
8.1	<u>AM agreed to review KL comments regarding the Acceptable use of IT Policy and refer the issues to Schools Choice.</u>	AM	January	open
8.1	<u>AM to remove the termly visits to the local library from the Phonics Policy</u>	AM	December	open
10.1	<u>LK will undertake to the NC equivalent training and compare and report to board</u>	LK	January	open