



Minutes of Business Meeting
Held on Wednesday 17th March 2021 at 6pm
 (Held virtually via Zoom due to COVID-19)

Governors Present on Call	Hilary Sanderson (Chair), Sue Rudge (SRu), Sue Read (SRe), Ruth Garbutt (RG), Sarah Jarman (SJ), Jessica Webb (JW), Kim Fleming (KF), Chris Sanderson (CS), Pippa Williams (PW), Shaun Barker (SB), Steve Isley, (SI) Stacey Miller (Clerk)
Apologies	Sorcha Rayner (SRa), Ben Willan (BW), Mary Hancock (MH)
Visitors	George Hayes (LA Strategic Lead for Governance) – for Items 1-3

Actions:

Item	Action	Responsibility	Deadline
3	HS/Clerk to contact Caroline Vinall regarding the process of replacing MH and report back to GB.	HS/Clerk	By Summer Term
3	PW/KF to contact SB and SI to start 'buddy' process.	PW/KF	ASAP
3	SRu and CS to liaise over reviewing and taking on the governor induction process.	SRu/CS	ASAP
3	HS/Clerk to set up a meeting before end of term to agree governor improvement plan and confirm link governor roles.	HS/Clerk	ASAP
8	SJ to circulate a list of interventions including non-academic interventions. COMPLETE	SJ	ASAP
11	CS to email points raised for all policies to SJ for consideration. COMPLETE	CS	ASAP

Minutes:

Item	Issue Raised
1. Welcome & apologies for absence/note of absenteeism	HS and CS were late to the meeting due to technical difficulties so SRu welcomed all to the meeting. MH, BW and SRa sent apologies for the meeting. The meeting was quorate.
2. Declaration of Interests	None declared.
3. Governing Body business	<u>Consider the appointment of Steve Isley as Co-opted Governor:</u> SRu introduced this item and that Steve's CV was circulated prior to the meeting for consideration. HS and SRu had interviewed him and was comfortable to take on H&S and finance roles. Q: SB would like more information about the H&S link governor role. A: Can discuss to provide more information. <i>[HS and CS joined the meeting and HS re-took Chair]</i>



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	<p>SI was invited to the meeting to give governors the opportunity to ask questions before making a decision to elect.</p> <p><i>[SI joined the meeting]</i></p> <p>HS conducted a quick introduction to the members of the governing body.</p> <p>HS mentioned that SI will be elected as a co-opted governor and it was felt that he has the experience that would complement the governing body.</p> <p>Q: A governor asked if Steve had been a governor before. A: No, he hadn't been a governor before. He explained he has children and one is now an English teacher.</p> <p>Q: A governor asked why now and why Sutton. A: SI explained that he is now doing a degree. He had not had the opportunity before now to do this and this will underpin his experience in business and HR. He explained he has experience in people management, recruitment, facilities management as well as a bit of business and finance. He has extensive people management experience. He explained his mother-in law was a governor in Peterborough and she always reminded him to keep your mind active throughout retirement. He lives nearby and when this vacancy came up, he felt it was an ideal opportunity.</p> <p>Q: A governor asked of the areas of skills mentioned, which ones did he feel would be most valuable to the governing body.</p> <p>A: People management and leadership, good managing skills, problem skills, collaboration, mediation and building teams.</p> <p><i>[SI left the meeting while the GB discussed his appointment]</i></p> <p>Q: A governor highlighted that for someone who the GB was looking to take on the finance side, he didn't mention finance much.</p> <p>A: When SRu and HS met with him he said he was confident with finance. His CV does also mention finance. SB raised that he deals with contracts/tenders daily as part of his job so would be able to help with that too.</p> <p>Q: A governor mentioned that Steve had not been a governor before and whether the GB would want someone with experience as a</p>



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	<p data-bbox="459 347 1378 418">governor, or would his wider experience be enough to be confident he will take to the role.</p> <p data-bbox="459 427 1378 533">A: HS asked GH for his opinion on that matter. GH explained that they need to consider his breadth of experience and skill base and that the GB is not in a position to turn a good candidate down.</p> <p data-bbox="459 580 1378 725">Governors discussed this further and that an induction process will take place to help guide them through becoming a governor. The fact he is open for support and learning and has the time to volunteer is a positive thing.</p> <p data-bbox="459 772 1378 804"><u>DECISION: SI was unanimously elected as a Co-Opted governor.</u></p> <p data-bbox="459 851 794 882"><i>[SI re-joined the meeting]</i></p> <p data-bbox="459 929 1139 999"><u>Consider committee and link governor membership:</u> Due to running late it was decided to defer this item.</p> <p data-bbox="459 1046 1378 1305"><u>Improving Governor Involvement:</u> HS had previously circulated a form for governors to complete. This had been collated and saved in GSuite. This highlighted areas where the governing body needs to improve especially through monitoring visits. HS explained that the level of training had improved a lot over the past few months. Attendance at meetings has been really good, possibly helped by lockdown.</p> <p data-bbox="459 1352 1378 1384">The document was shared on-screen and HS covered the key points.</p> <p data-bbox="459 1431 1378 1655">It was raised that this was a really helpful document and sets the situation out very clearly. It was helpful to see where the gaps are and highlights that monitoring isn't fairly distributed. HS reminded that all governors need to record any monitoring visits and to send it on to the Clerk to be added to GSuite and the visits log. All governors need to follow the flow chart process.</p> <p data-bbox="459 1702 1378 1807">Q: PW mentioned a visit she was involved in as SLT, and asked if she should record this as a visit. A: No, as was not in her role as governor.</p> <p data-bbox="459 1854 1378 1998">A summary report on monitoring was presented on-screen and SRu talked through this and emphasised the gaps. The training summary report was presented on-screen and explained this showed a more positive picture.</p>



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	<p>The RAP monitoring log was presented on screen. SRu explains that only half the visits had been conducted and reports filed on GSuite. Some governors explained their visits were scheduled in the coming week.</p> <p>Q: A governor asked how many visits they can do as they are aware of using up too much of staff time. A: Just one or two visits per half-term.</p> <p>HS explained that the issue is more that some governors haven't done any at all and the distribution of work across the governing body.</p> <p>GH raised that the documents shared highlights the concerns around the sustainability of governance at the school. He explained that the local authority is grateful of the changes that had already been made to the membership of the GB and adding to capacity moving forward.</p> <p>GH reminded governors that in January 2020 he worked alongside school improvement advisors regarding the leadership and governance review and that changes regarding leadership within the school had progressed, but governance hasn't progressed at the same pace. It is now felt that governance at the school is holding things back as it is not seen as being consistently good.</p> <p>It was explained that SRu was sourced for support as she has transformed the governance in her other setting in a similar circumstance, but her support in the school isn't a permanent thing. In the 18 months (technical correction - only 13 months) she has been with the school more improvement should have been seen.</p> <p>GH clarified that he needs to see that if SRu was placed in another setting, would the governing body be able to stand without her support.</p> <p>GH raised that the uptake in training is welcome. The first issue is that it is now about ensuring the training and monitoring has an impact on the work governors are doing on the strategic leadership of the school. The second issue regards the sustainability of the governing body going forward which is only secured through the autonomy of individual members of the governing body.</p> <p>It is now about embracing the new members and to remind why all are here, to see a consistently good level of quality education at Sutton,</p>



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	<p>and it is unclear whether the current governance is helping this. The school will continue to have on-going support from the local authority, however this cannot be forever. If the sustainability of governance doesn't improve an Interim Executive Board (IEB) will be put in place.</p> <p>GH needs to see how things will change and move forward in a more autonomous and sustainable way.</p> <p>Q: SRu raised that she wasn't at the last LAIG and asked what the timescales for improvement are. A: Demonstrable and sustained improvement, including plans for longevity must be shown by the end of Summer term.</p> <p>Q: A governor questioned if they don't meet expectations and an IEB is put in place, what does it involve. A: An Interim Executive Board (IEB) is a last resort of securing governance in school. GH will have to apply to the Regional Schools Commissioner to stand down all existing arrangements of governance at the school and create a new GB to lead the school for 3-4 consecutive terms while a longer term solution is put in place. It is not a sticking plaster solution. GH would rather work with this GB before this becomes the solution.</p> <p>Q: A governor asked about the quality of visits that have taken place, if not consistent, are they of quality the ones that have been done. A: The consistency is key to quality. There are quality elements of existing monitoring, but there needs to be a more consistent and timed response that will provide better feedback. The quality isn't the issue, but the autonomy of which governors need to ensure the monitoring happens, instead of the current 'push-pull' methods taking place.</p> <p>GH emphasised the numbers will only ever say so much, but the evidence will be when governors can talk about how they know the school. However, if visits to the school are inconsistent and irregular, it is a significant risk this will not be possible.</p> <p>Q: A governor raised that there are missing governors to this meeting, so asked how this information will be sent to those governors who aren't here. A: HS will need to disseminate these concerns to absent members.</p>



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	<p>GH added that horizon scanning and succession planning is key. It is important to be looking to longer term as well as picking up the pace here and now.</p> <p>Q: A governor asked whether it is the monitoring that GH is more concerned about.</p> <p>A: Not entirely. Monitoring consistency is a concern, but autonomy in general is something that needs to be improved e.g. people feeling empowered to contribute and share their knowledge at meetings. But fundamentally the governance is not improving at the pace needed. Other schools in similar circumstances are making better headway than this school.</p> <p>GH added that there is an opportunity with a new leader starting in September, and now with a permanent DH, the GB need to be clear about how governance works and how it interacts with school leadership, and be clear about own expectations and vision. Unless this works well, the disconnect will become more apparent going forward.</p> <p>Q: A governor raised that as a new governor, they have seen that SRu and SJ provide much 'propping up', so without SRu and SJ steering and making changes, with HS as a new Chair and with a new HT coming in, they are concerned. They added they are concerned about how governance leadership links with operational leadership in the school and that the two are not joined up.</p> <p>GH reminded governors of the olive branch and continued offer of support from the local authority. The GB has been given the opportunities that it needs to take. There is the offer to all governors for further individual support.</p> <p>Q: A governor mentioned the impact of an IEB on Ofsted.</p> <p>A: GH explained that this is not a limiting factor in itself but can be a flag of concern. Having a new Headteacher can also be a trigger for an earlier Ofsted visit.</p> <p>The Headteacher loses ex-officio status with an IEB, so would be a very difficult situation with a new Headteacher starting. Governors need to consider all stakeholders and the impact it will have.</p> <p>Q: A governor asked if an IEB was put in place what would be the role as a church school and for the foundation governors.</p>



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	<p>A: The Diocese would have to state whether they support the change to an IEB. An IEB would then normally have one rep from the Diocese, but not someone connected to the church at Sutton.</p> <p>Q: A governor asked if all the governing body goes with an IEB, so would have no parent governors either.</p> <p>A: The entire GB would be gone, and five considered experts will make up the IEB. There is no requirement for parents, staff, headteacher, vicar etc, just the most appropriate five experts considered by the local authority.</p> <p>Q: A governor asked if it meant they would be gone as a governor forever, they can't improve and come back.</p> <p>A: GH would rather governors discuss and focus on their capacity now rather than focus on the possibility of becoming an IEB. Some governors will want to develop and try and get it right.</p> <p>The issue at Sutton is more about governors not needing to be lead through the process and become more autonomous. It is understood it is not due to a lack of will, but more independence to do more on their own without hands held.</p> <p>GH emphasised that there is a need at other schools for the support that SRu provides so she will not be here forever. The GB need to use SRu as a coach and mentor to embrace the will and improvement going forwards.</p> <p><i>[GH left the meeting]</i></p> <p>HS asked if governors had any suggestions of what they can do to improve matters.</p> <p>A governor raised that those governors who were absent need to also hear this and need to be contacted. A meeting should be arranged with all present to discuss.</p> <p>A governor raised that in meetings some governors are more vocal than others, and some just sit and listen. More questions need to be asked, including questioning each other. All have difference of opinion and do not always understand and need to ensure they ask. It shouldn't just be governors challenging the headteacher but also challenging each other. Governors need to feel they can do that.</p>



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	<p>A governor said they feel they have not done enough in the short time they have been a governor but will need more support to do this going forward.</p> <p>A governor raised a point from GH regarding succession planning and ensuring there is a full complement of governors with the right skills. The GB needs to ensure Steve’s induction is as it should be, and work with Shaun on how he thought his induction was. Also, MH is retiring from Sutton and they need to think about this as this vacancy may not be filled for 18 months. Do we know the process for this?</p> <p>Action: HS/Clerk to contact Caroline Vinall regarding the process of replacing MH and report back to GB.</p> <p>It was asked of governors if there was anything that George raised that they disagree with.</p> <p>A governor wondered if he has the full picture, and if he hasn’t, it is the GBs fault. It is about how we record it and present it, as this will be the only way GH can assess it. All governors must take ownership to make sure it is documented.</p> <p>A governor said that it would be devastating if a poor Ofsted rating boiled down to governance, for the school and wider community.</p> <p>A governor raised that although level of training is now ok, it is the impact of this and the difference it makes on the school. Training needs to lead to making challenge. Challenge is what they will look at in the minutes of the meeting. Although minutes do not have names, highlighted challenges need to be in the right place.</p> <p>SJ added that it is also about knowing the school and being able to talk to Ofsted when visited.</p> <p>A governor added that staff who are governors also have to be challenging in their role of governors, they also need to show challenge and impact.</p> <p>RG added that governors need to make sure they read documents before as there have not been many questions about policies recently.</p>



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	<p>A governor raised that they feel there is a time pressure on asking questions for some items and as documents are sent out before there is an expectation of not asking too many questions at the meeting.</p> <p>The Chair explains that they have had pressure on reducing the timings of meetings.</p> <p>SJ clarified that the issue has been more around asking questions that would have been answered if governors had read the materials. Questions need to be focussed on being more challenging questions such as the 'Why?' 'What is the impact?' etc rather than factual.</p> <p>RG asked how questions that are emailed beforehand, how they are documented.</p> <p>A governor emphasised it is about prioritising time and emailing in advance any issues of clarification, but questions of challenge to be raised at the meeting.</p> <p>SJ raised that there have been two very effective visits recently. These went well as they had prepared very well for the meeting. Preparation was focussed on what they wanted from the visit</p> <p>RG raised it has worked well when there has been a clear challenge and next step identified and a timescale for that in place.</p> <p>SRu confirmed this has been done for the Spring RAP monitoring programme.</p> <p>SJ has used a model before where use mentors to help support new governors. This may be something to consider for the future.</p> <p>HS raised that a drawback is that many on the GB are new governors, and there has been a lot of change in the last year.</p> <p>It was asked of governors if they think they have the capacity to improve.</p> <p>A governor explained that they need to spend time well and need to be guided for the first six months to help them spend time effectively.</p> <p>The Chair summarised some actions discussed</p> <ul style="list-style-type: none">- Improved induction process- Introduce mentor for new governors



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	<p>A governor suggested an idea to introduce ‘buddying up’ with those with opposing skills. This would enable governors to bounce off another to discuss documents and thoughts as well as be able to then upskill other governors.</p> <p>RG asked who is responsible for the governor induction process. SRu had taken on this role but it has not been easy during lockdown.</p> <p>CS volunteered to take over the overseeing of the governor induction process from SRu.</p> <p>SRu said she needs to start being more in the background and for others to take on things with support from her when needed.</p> <p>Governors agreed that the idea of buddying and/or mentors should be taken forward. It was discussed that being able to discuss items before a meeting with someone may help reduce time taken at meetings and give confidence to ask more challenging questions at the meeting.</p> <p>DECISION: PW/KF to become ‘buddies’ with SB and SI. Action: PW/KF to contact SB and SI to start ‘buddy’ process. Action: SRu and CS to liaise over reviewing and taking on the governor induction process.</p> <p>Action: HS/Clerk to set up a meeting before end of term to agree governor improvement plan and confirm link governor roles.</p>
<p>4. Minutes of last FGB meeting, matters arising & actions – FGB 25th Jan 2021</p>	<p>3: Clerk to add RG to T&L Committee membership list and circulation list. - COMPLETE</p> <p>3: Clerk to add CS back on as safeguarding link governor. - COMPLETE</p> <p>9: SJ to check the analysis to the question on bullying. - COMPLETE</p> <p>12: Clerk to add HS as Remote Learning Link Governor. – COMPLETE</p> <p>DECISION: The minutes of the last FGB meeting were agreed.</p>
<p>5. HT Report</p>	<p>The HT report was circulated prior to the meeting. SJ provided an update on a few points:</p> <ul style="list-style-type: none"> - Staffing: SJ explained arrangements for Miss Watts when she returns from maternity leave after Easter. As she is classed as clinically extremely vulnerable, she will be working from home until shielding ends working on Catch-Up Fund programme. Mrs Lennon will continue in class. <p>Q: A governor asked if there is still a financial commitment to the tutoring contract that was in place.</p> <p>A: SJ confirmed there was no commitment and the catch-up premium money will continue for a few years, so the school can use them again in the future.</p>



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	<p>Q: A governor asked if the funding will continue for more than a year. A: It has not been confirmed but will likely continue. Current funding is only for one year.</p> <ul style="list-style-type: none">- Number of families with free school meals: The school decided not to issue food parcels but issued vouchers, and families were happy with this arrangement.- Quality of education: Raising attainment plan: SJ highlighted that this was discussed at last T&L committee. It was titled spring term, but actions have been rolled over to the summer term following school closure in January. SJ explained the raising attainment plan for the school for benefit of new governors.- PUMA, SHINE: SJ explains these acronyms. PUMA is a set of assessment materials that children will complete as an assessment tool, and can then input the data in to SHINE, which provides analysis and appropriate interventions. This is going well, and staff will receive training.- Step-on training: This was planned for January but was postponed. It will now take place on 12th April and will be attended by the new Headteacher.- Catch up plans: SJ explained the new arrangement for Catch-up premium above.- Personal development: Reflection garden: led by RG, an area on school grounds as a quiet and peaceful place. Have used money from Diocese to create. SJ will need to make the new Headteacher aware of this pot of money available from the Diocese.- Child protection: SJ explains there has been an increase in safeguarding concerns. One child has a Child Protection Plan, and there is currently a Section 47 investigation underway for an additional pupil. The school has also had to make a number of referrals, and has received a number of notifications of domestic violence from the police. This shows that children have been experiencing different things during lockdown, but those children have been in school during school closure so the school have correctly identified those vulnerable children.- Local Authority Safeguarding Audit: Was due to take place but was cancelled so has been rescheduled.- Attendance and punctuality: The school has been asked to collate data for children that attended during lockdown. An attendance tool has been provided to show what attendance was like for those attending. The school's data is well above average in Cambridgeshire. Schools will need to reflect on this data during an Ofsted inspection as this will be asked.- SJ also wanted to flag the success of staggered start/finish times times. Governors may want to discuss this with the new Headteacher and hold a consultation on this with parents.- 101 (39%) children attended school at the highest point during lockdown. This number grew over time.



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	<p>- Planned visits: Belinda Harvey attended this week to conduct shared observations and agreed three teachers are rated good. She will be coming back to do more next term.</p> <p>Q: A governor asked how SJ chose the teachers to be observed, and who will be next.</p> <p>A: SJ explained that originally she chose a mix of those requiring improvement and good teachers, but one teacher was absent on the day so ended seeing 3 good teachers. Teachers are chosen by those for which it is a working day, but also based upon strong knowledge of teachers. The teacher who missed out this time will be seen next week.</p> <p>Q: A governor asked how much notice they get that they will be observed.</p> <p>A: 3 weeks, except the one that was added last minute. It is the aim that Belinda will see all teachers by the end of the year.</p> <p>PW added that teachers don't see Belinda as a threat, they have embraced the support those observations have offered.</p> <p>SJ explained that Sam Brown was previously DSL, but now RG has replaced her as DSL.</p> <p>Q: A governor raised that he was going to ask this, and continued to ask about arrangements through the interim period and asks if the school is confident it is covered for DSL.</p> <p>A: Yes, the school is well covered as it has three people in school who are DSL.</p> <p>Q: A governor asked if the new Headteacher is DSL trained.</p> <p>A: Yes, he is.</p>
6. COVID update	<p>SJ provided a verbal update. The school is fortunate there have been no bubble closures so far. Children have returned very positively from lockdown and keen to see friends.</p> <p>The last two weeks have been used to undertake assessments to see the gaps in learning and settle them. There are a few anxious children finding it more difficult to return and those are being managed and supported. Most have made the transition really well. There is a tailored PSHE curriculum and collective workshop around resilience.</p> <p>Q: A governor asked if those struggling are more in lower years or across school.</p> <p>A: It is across all of the school.</p> <p>It was raised that TAs have done a great job in helping children feel safe and well.</p>



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	<p>SJ raised that there is a balance between children having a good break but also not losing too much progress over the Easter break. Children's wellbeing is at the forefront of minds.</p> <p>Q: A governor raised the Get Active week that was happening, but asked if there is anything like that coming up in the future A: School has wellness weeks every term. RG explains the five 'wells' of wellbeing that will take place and that they have secured 60 trees from the Forestry Commission to support this programme. Q: A governor asked where they will be planted. A: To be decided. PW explained the Get Active activities currently ongoing.</p> <p>Q: A governor asked how staff wellbeing is going. A: SJ explained there has been access to coaching session for teaching staff and is looking at how this can be expanded. It has been successful and will stick with those coaching pairs and will have three sessions. Also, using Opportunity Area funding will hold SEND workshops, as well as educational psychologist sessions (6) so staff can be supported through mental wellbeing. The new Headteacher is aware of this and has been involved in this. It is difficult for teachers and TAs to make this switch again and upskill their use of ICT. Some staff are concerned about the future of the school, but have some relief now a Headteacher has been appointed.</p> <p>PW added that SJ is right that there is some staff concern about what lies ahead. Staff need to be made aware of arrangements before parents, so they have time to digest and understand their response (the party line) to give to parents. We need to be projecting confidence in what is happening for other staff.</p>
7. Feedback from committee meetings:	<p><u>[Discussed after item 8]</u></p> <p><u>a) T&L meeting – 12th Feb 2021</u> Jamie Sewell presented on maths and was very comprehensive and emphasised the focus of 'love for maths'. He also covered the various interventions being used and the policy was adopted.</p> <p>It was reminded to everyone about how governors should respond to parents and directing questions to the school.</p> <p><u>b) F&P meeting – 2nd March 2021</u> LN presented her finance update and covered insurance cover for staff absence and confirmed the school has received more in insurance than paid out. The H&S audit previously completed by BW was</p>



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	<p>updated by Amy and Darren and showed the tasks that had been completed. SB will take over this role from BW. Governors praised both on the work they have done on this.</p> <p>HS covered the various actions highlighted in the H&S Audit that had been either replaced or repaired as covered in the minutes.</p> <p>Q: A governor asked if the school is still going out for a new catering contract. A: Not yet, looking into this.</p>
<p>8. Leadership</p>	<p><i>[Discussed after item 6]</i></p> <p>HS confirmed the new Headteacher is Mike Harrison and the contract has been signed so will be going ahead.</p> <p>Summer term arrangements have now been finalised. RG will be Acting Head 3 days a week. SJ will continue with school 1 ½ days a week as Headteacher. Several people approached the Local Authority who wanted to join as Deputy Head for the Summer term. It was agreed that Kathryn Brereton, the current English Advisor, will be Deputy head for three days a week.</p> <p>Governors are reminded to not share this information as the arrangement still needs to be confirmed with Monkfield Park Primary School.</p> <p>SJ explained the reason for the split, to enable a handover session with RG. Support from SJ and Belinda Harvey will continue to offer support and are discussing how they will be distributing the workload.</p> <p>This provides the best option to get the school through Summer term without having steps backwards.</p> <p>Q: A governor asked when this can be communicated to parents. A: Monkfield Park governing body takes place on Monday when they will need to agree this. Information needs to go out in tandem.</p> <p>Q: A governor asked what the implications are on the intervention work RG is doing when she acts up. A: Due to lockdown the TAs have been doing this role due to small class sizes. Vikki Watts will now be doing the catch-up work. Kathryn Brereton will take on other planned interventions.</p> <p>Q: A governor asked if they have a list of all interventions running. A: SJ explains they are listed in HT report. Catch-up has not yet happened, so will be planned in. The governor added that further information on this would be useful to understand the impact of these.</p>



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	<p>Action: SJ to circulate a list of interventions including non-academic interventions. COMPLETE</p> <p>Q: A governor asked what it will cost for the new leadership arrangements.</p> <p>A: Kathryn will be on her normal salary, and the school will be billed by the Local Authority for the 3 days working with us.</p>
<p>9. Ratification of SFVS*</p>	<p>SJ explained the SFVS which was circulated prior to the meeting. Every year the school has to submit this to the LA. SJ added the raw data and it automatically RAG rates where you are against other schools.</p> <p>SJ, HS and SRu met separately and went through this. SJ covered the actions included in the document. Those that are only met in part are included on the front sheet.</p> <p>Actions shows that focus needs to be on:</p> <ul style="list-style-type: none"> - Developing the financial skills of the GB through training and recruitment - Governors to be more familiar with benchmarking - Governor to be more involved in comparing contracts with finance officers <p>Dashboard: Shows where either in line with similar schools or higher. SJ explained that for Senior leaders which is highlighted as red, would be due to the higher cost for SJ as an Interim HT.</p> <p>Pupil/teacher ratio: In lowest 10% as do not use teachers as cover for PPA.</p> <p>Average class sizes: Due to lower numbers in KS1.</p> <p>SJ added that is doesn't look too bad in terms of benchmarking against other schools.</p> <p><u>DECISION:</u> The SFVS was agreed for submission to the LA.</p> <p>Q: A governor asked how you ensure staff are reading the information available. Conduct surveys or similar?</p> <p>A: A number of ways to do this. The information is provided at induction. At the end of training sessions they are asked how they will put this in to practice, also have had quizzes. Many documents are used more as a good point of reference so may not use daily but need the policy there to back it up and access when needed.</p>
<p>10. Safeguarding and safeguarding review</p>	<p>SJ explained the safeguarding review didn't take place and will be rescheduled.</p> <p>SRu conducted a single central record check with Emma Wilkinson. Emma has been updating all governor files and will now just need to maintain them.</p>



Minutes of Business Meeting
Held on Wednesday 17th March 2021 at 6pm
(Held virtually via Zoom due to COVID-19)

Table with 2 columns: Item, Issue Raised. Row 1: Policies. Content includes discussions on Allegations of abuse, First Aid, and Anti-bullying policies, with Q/A sections and decision points.



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Item	Issue Raised
	<p>introduced a bullying log and using Pupil Asset to log behaviour. There are live ongoing cases where this is being put into practice and showing impact. RG added that there are currently two live cases where this has been used and can be adapted to suit needs of children really well.</p> <p>Q: A governor asked when instances are being logged, are staff able to identify areas of the school where instances are more likely to happen. A: The picture is built over time and staff have only just started using it but will be more useful over time.</p> <p>Q: A governor asked who oversees the bullying log. A: RG and SJ do this.</p> <p>DECISION: The Anti-bullying policy was agreed.</p> <p><u>d) Data Protection policy</u> SJ explained that the school pay the LA for this service to update the school on data protection and advised of this reviewed policy. It reflects the legal changes and privacy notices have been updated too.</p> <p>Q: A governor raised section 5.1 which states the GB has overall responsibility that the school complies with all legislation and asked governors what they are doing to ensure the governing body does that. A: There was discussion on this and whether there needs to be a GDPR link governor to check if the school does what they say they will do in practice.</p> <p>DECISION: The Data Protection policy was agreed.</p>
12. Governor actions	<p>The Chair confirmed these had been covered in previous items.</p> <p>SRu added a reminder to all to please ensure they conduct their final visits assigned to the. SRu will arrange the programme for next term.</p>
13. Term dates	<p>SJ explained that she was waiting to meet with the new Headteacher for his input in to setting term dates. They have now met and these will be submitted to the Local Authority.</p> <p>All schools have five professional development days and MH prefers to front load these in the first week in September and explained the reason for this is to cover key issues and wanted the GB to be clear of why he has done this.</p> <p>Another one will be on 22nd October and another in January. This is so that the training can take place, then the rest of the year used to embed this.</p> <p>Governors agreed this is a very sensible approach and is the beginning of a good working relationship with the staff.</p>



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Item	Issue Raised
	Q: A governor asked if SJ can check with him that if governors can join in on any training, to let them know.
14. Impact of the meeting	<ul style="list-style-type: none">- Importance of governors' time management prior to and at meetings.- The governing body is considering the actions required of them following the item from George Hayes and that action is required quickly.- Allowed for an honest and frank discussion and encouraging a lot of reflection.- Enabling better sharing of skills and knowledge through some of the actions to be put in place.- Informed about leadership arrangements for summer term, and that this has come from within the school. Knowing the school has continuity and reassurance for staff and parents.
15. Schedule of future meetings	20th April – F&P Committee 6pm 4th May – Budget ratification 6pm 4th May - FGB1 6.30pm 25th June – T&L Committee 9.30am 6th July – FGB2 6pm
16. AOB	None
17. Meeting close	21.29

Signed as a true record

(Chair)

Name: Hilary Sanderson

Date: 4th May 2021