

# Governing Body Meeting Minutes

**School:** Cavendish Community Primary School

**Quorum:** 6 (met at this meeting)

**Chair:** Oliver Gibson

**Clerk:** Jan Haslam

**Date of meeting:** 10 January 2024

**Venue:** Cavendish Community Primary School

## Attendance

Name	Governor type	'End of Term of Office' date	(P)resent / (A)bsent / (Ap)ologies
Oliver Gibson (Chair)	Co-opted	01/07/27	P
Neil Todd	Co-opted	10/01/27	P
Tim Whitworth	Co-opted	09/12/25	P
*Ciaron Wilkinson	Co-opted	19/09/27	P
Nic Kennedy (SBM)	Associate	20/09/26	P
Duncan Wilson	Parent	09/12/25	P
Sian Evans (DHT)	Associate	20/09/26	P
Sarah Kilty	Parent	09/12/25	P
**Lorna Cook	Co-opted	21/09/25	P
Laurence Moule	Staff	12/09/24	P
Sami Khan	Parent	09/12/25	P
Thomas Johnson	Co-opted	25/01/26	P
Jo Taylor	Headteacher (HT)	N/A	Ap

## Others present

Name	Role
Jan Haslam	Clerk, One Education

## Agenda Items

1	Welcome and apologies		
The Chair welcomed everyone to the meeting. Apologies were received and accepted from Jo Taylor.			
The Chair thanked Sian Evans, on behalf of the governing body, for stepping up in the absence of the HT.			
	Actions or decisions	Owner	Timescale

2	Verbal declarations of interest
2.1 There were no declarations of interest expressed regarding any items on the agenda.	
2.2 There were no changes to annual declarations to annual interests.	

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>3</b>	<b>Notification of confidential items or items for AOB</b>		
There were no notifications of confidential items or items of AOB.			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>4</b>	<b>Vice Chair election</b>		
<p>The governors agreed to hold an open election. The Chair invited nominations for Vice Chair of the Governing Body.</p> <p><u>Vice Chair Election</u> Lorna Cook was elected as Vice Chair until September 2024.</p>			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
D	<ul style="list-style-type: none"> <li>Lorna Cook elected as Vice Chair</li> </ul>	GB	Sept 2024

<b>5</b>	<b>Minutes of last meeting (20.9.23) &amp; matters arising</b>		
<p>The minutes of the last meeting were approved as an accurate record of the meeting. A copy of the minutes was signed, electronically by the Chair, on Governor Hub.</p> <p><u>Matters arising</u> Page 5, Item 4. Year 6 targets for 2024 were discussed at the Curriculum Committee meeting on 22.11.23. Page 5, Item 4. Linking vulnerable children review with wellbeing. Wellbeing will be discussed as part of the HT report. Page 7, Item 7. Ofsted training for governors. The possible timescale for a visit from Ofsted was discussed. The Chair stressed the importance of the governors knowing where the school is and what actions the school are taking to address any issues. The governors were reminded to read, and be familiar with, the Self-Evaluation Form (SEF) and the School Development Plan (SDP). The Chair of the Curriculum and Wellbeing (C&amp;W) Committee informed the governors that, at the last C&amp;W Committee meeting, the Inspection Data Summary Report (IDSR) for 2022-2023 was discussed. The IDSR is a web-based page for Ofsted inspectors to use when preparing for and during inspection. It is intended as a tool for inspectors, which summarises and analyses available data about that school to support the inspection. She informed the governors that this document is very useful and important for the governors to be familiar with. The IDSR is in the folder for the C&amp;W meeting on 22.11.23 on Governor Hub. The Chair requested that the school prepare a single sheet checklist of the documents that the governors need to read for an Ofsted inspection. The DHT agreed to complete this. Tom Johnson, who is the HT at another school who has recently undergone an Ofsted inspection, talked the governors through the organisation and process of an Ofsted inspection.</p>			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
D	<ul style="list-style-type: none"> <li>Minutes of the last meeting approved</li> </ul>	Governing Body	

A	• Compile a one-page Ofsted checklist for governors	DHT	24.4.24
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The governors agreed to change the order of the agenda.

<b>6</b>	<b>Curriculum and Wellbeing Committee meeting 22.11.23</b>		
<p>The Chair of the C&amp;W Committee presented the minutes of the meeting. The main points discussed at the meeting were as follows:</p> <p>The IDSR and the Manchester Integrated Data Set, both for 2022-23 were discussed and progress and attainment at Key Stages 1 and 2 shows three areas identified as below the national figure. These are writing at KS1 percentage at expected standard, progress in writing at KS2 and writing at KS2 percentage at expected standard. However, writing at KS2 percentage at the higher standard was higher than the national figure. The reasons for writing being a concern and strategies for improving writing were discussed.</p> <p>The HT shared the priorities for the SDP for 2023-24, including objectives, implementation and costs and the targets for 2023-24 were discussed and approved.</p> <p>The HT presented the 2022-23 PP Impact Summary and 2023-24 PP Strategy. The school is using a three-tiered approach to school improvement in the PP strategy. Half of the tiered approach is high quality teaching. A quarter is targeted academic support and the final quarter is wider strategies, for example, emotional wellbeing, attendance and enrichment opportunities. Actions include, the continued use of the new phonics scheme, including additional phonics sessions, the mastery approach to maths and a focus on writing including spelling and handwriting, including teacher led interventions. Emotional wellbeing, attendance and enrichment will be supported using, for example, Play Therapy, support from the Attendance lead, opportunities to attend extra-curricular activities and a full time place for PP children in the Nursery.</p> <p>An update was given on Parent Partnership. The DHT explained what this is to the GB.</p> <p>(* Ciaron Wilkinson entered the meeting.)</p> <p>The DHT presented the Attendance report. Overall, attendance is good. However, persistent absence (PA) is currently above the average for Manchester and this is a concern as PA impacts on the children's learning. The Manchester Strategy includes working with Early Help from Children's Services and the school has accessed this service.</p>			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>7</b>	<b>Governance matters</b>		
<p>7.1 Governor vacancies. There is a vacancy for an LA Governor.</p> <p>7.2 Governor training Governors attended a link governor afternoon at the school which was focussed on curriculum development. The HT collected feedback on this afternoon session. The HT and Duncan</p>			

Wilson attended Ofsted training. Ciaron Wilkinson attended Safeguarding training and Sarah Kilty attended a Safeguarding Network meeting.

### 7.3 School Website Compliance update

The school website is compliant. The DHT will check when this was last carried out.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
A	<ul style="list-style-type: none"> <li>Check when the last school website compliance check was completed</li> </ul>	DHT	24.4.24

## **8 HT report**

The DHT presented the HT report which is based on information from the autumn term 2023.

### School context

The number of pupils on roll in autumn 2023 from Nursery to Year 6 was 679.

204 children were entitled to free school meals, equating to 30% of the school population.

32.2% were eligible for Pupil Premium (PP) funding from YR to Y6 – this falls into the ‘medium’ band.

103 children were on the SEN register, of whom 32 had EHCPs.

The school did not have any LAC children, 6 were adopted from LAC and 3 were looked after under a Special Guardianship Order. One child was at Child Protection, 2 children were at Child in Need, but moved to Early Help and 19 children were identified as young carers.

The school welcomed 102 children during the autumn term and 19 children left Cavendish.

*Q: Will the loss of children from Reception and Year 2 have an impact on funding?*

There will be funding implications which will affect the budget, as there are 37 spaces spread across the school. The funding information from the October census has not yet been received. The trend going forwards is that there is a low birth rate for the next few years. The implications of this will be discussed at the Resources Committee meeting on 17 January. The school will probably not fill all 90 places in Reception next academic year. The possibility of moving down to two classes was discussed at the last GB meeting as a potential future consideration.

*Q: Are many of the children here for just a year or two as a result of their parents being mature students at the university?*

Not as far as the school knows.

*Q: Are there any reasons known to the school as to why there is a gender imbalance in EYFS and KS1?*

No reasons for this are apparent.

### Quality of Education

The DHT presented the Assistant Headteachers (AHT) review of Quality of Education by phase. This includes a commentary and next steps for this academic year. The main points are as follows:

### Pupil Attainment

Reception end of autumn term data

The percentage of children at expected standard in all Good Level of Development (GLD) areas is 22%.

The percentage of children at developing and/or expected standard in all GLD areas is 61%.

The data shows progress in all areas of learning, with considerable progress made in Communication and Language and Physical Development, which are the precursors to writing development.

In the Spring term, careful attention will be paid to mark making and writing opportunities in all areas of the learning environment, both indoors and outdoors. Staff will encourage children, in their play, to work on their next steps in writing in addition to the adult-led guided writing groups.

A particular focus on improving the outdoor areas will be undertaken in the spring term, with the intention of creating an alternative high-quality teaching and learning space which will reach and enthuse all learners.

#### KS1 end of autumn term data

The new Success For All (SFA) spelling and reading scheme has been implemented in Year 2, with very good feedback from children, staff and parents. This scheme is much more rigorous and is having a positive impact on reading and writing data. As children are assessed every 8 weeks the school are now able to identify gaps and misconceptions much faster. Year 1 continue to make good progress with their phonics, reading and writing. Mathsbeat is well embedded in KS1 with data steadily improving. Teachers are focusing on improving outcomes in writing. During pupil progress meetings, target children have been identified and support has been planned and distributed to focus on children not working at expected.

#### LKS2 end of autumn term data

The results in Year 3 are a little below where the school would hope for the autumn term and have dropped a little from Year 2, though the transition from KS1 to KS2 is always a challenge. The greatest concern is in writing with only 37% of the Y3 cohort being at the expected standard. This is an area of focus across the school and phase. The writing lead works in this phase, so her expertise continues to be utilised. The DHT outlined several strategies put into place to support children's writing.

Approximately 50% of the cohort are working below the expected standard in reading and maths. As a result, some pupils have been targeted for intervention.

The maths lead is also supporting with planning in Year 3 to aid transition and progression from KS1 to KS2 based on an understanding of the children's previous experience.

The picture is a bit more positive in Year 4, where maths and reading are strengths. However, writing remains an issue. Therefore, as in Year 3, a TA4 and TA3 have been timetabled to help with boosting learning in this area.

A deeper analysis of the data (qualitative and quantity) as well as consultation with teachers and support staff will inform the next steps for the spring term across the phase. The school are hopeful for much better progress in the spring term.

#### *Q: What are the reasons for the low expected standard in writing in Year 3?*

The school have tried to analyse the Year 3 data in particular, though low expected standards in writing is an issue across the whole school. Possible reasons are; the transition from Key Stage 1 to Key Stage 2, which can be challenging for some children, the assessment and moderation of work being inaccurate, which the school are working on with the English consultant, including getting the model texts right. There is a possibility that the teachers are very cautious when assessing writing, so accurate moderation is very important.

*Q: Does this happen in Year 3 every year?*

Not necessarily. This Year 3 are a challenging cohort.

*Q: Are the Year 3 parents engaging with the school to support their children?*

There was a mixed response regarding homework on the parent survey but writing was not mentioned on this. It is more challenging to put writing interventions into place at home and school compared to maths and reading.

A governor expressed a concern that these results seem to indicate a sudden downturn in writing standards than in previous years and that it is important to look at what has changed from previous years.

Strategies to improve writing were discussed in the C&W Committee meeting regarding embedding the basic skills of writing and trying not to make the writing too complex too early. The school has introduced a writing strategy group which includes the SLT and the English leads.

*Q: Is the Quality Assurance (QA) professional looking at writing with the school?*

Not yet.

*Q: Are the low expected standards in writing due to English as an Additional Language (EAL) for some children?*

Language is not always a barrier to writing. The EAL numbers have not changed significantly in the school over recent years.

A governor expressed a concern that writing was an area for development on the last Ofsted report.

The DHT reported that a large proportion of low achievers are disadvantaged learners.

The Staff Governor talked about the large number of considerations that children face when writing, although he conceded that this was the same for all schools.

*Q: Is the issue with writing due to the approach, the delivery or the consistency?*

The English leads have stripped back the curriculum and introduced good quality texts. The staff have received training on guided writing and modelling writing.

The DHT reminded the governors that this data is just for the autumn term.

The Chair noted that 80% of one Year 4 class achieved the expected standard in writing.

*Q: How is writing assessed?*

Teachers assess the children's writing against year group objectives. All the writing in books, including English books and books from other subjects, can be used for assessment as long as the work is independent. Usually, independent, end of unit pieces are used to assess writing. Moderation then takes place in year group teams.

Upper KS2 end of autumn term data

A new spelling scheme, Spelling Shed, is being introduced and is being viewed positively by staff and children. Teacher confidence in the use of Maths Beat should be improving, although the current Year 6 children seem to be slightly less secure than last year's children in the

application as shown by the dip in test scores from last year to this year. To help with this, more adult support has been put into the target group of 21 children. The children's arithmetic progress is already clear to see, but progressing with reasoning, which is the application of their knowledge, is less evident but this is always slower to show progress as the vocabulary involved in maths often causes difficulties for the SEND children and this year's Year 6 has a high proportion of SEND children within it.

Interventions have been planned on a provision map and put into place. The school have also had some training on a new intervention called, Language for Behaviour and Emotion.

### SEND

The school has a higher than national average number of children with EHCPs, at 34 children. This has implications for provision and staffing. SEND numbers are lower in Nursery and Reception, but at this time in the school year, this can be because needs have not yet been fully identified.

The biggest area of need is Communication and Interaction. This has implications for where the focus needs to be on teaching and learning and provision across the school.

*Q: Are the number of children with EHCPs putting pressure on the school?*

Yes. Some of the parents of these children are considering specialist education but there are no places available.

*Q: Have additional adults made a difference?*

The need is high for some children but additional adults come at a high financial cost. Year 2 has a high number of children with EHCPs. The school uses the Beehive classroom as an additional space when it is needed.

*(\*\*Lorna Cook left the meeting)*

*Q: Is Cavendish named on the children's EHCPs?*

Sometimes specialist provision is named but there are no places. Some parents are happy that their child is included as a member of the class from a social perspective.

*Q: Does the percentage of children with EHCPs increase as the year groups go through the school due to the increased identification of the SEND?*

Yes, plus it takes a long time to go through the process of applying for an EHCP. The SENDCos are very good at collating the evidence and making referrals but it is a long process.

The Chair commented that, on a visit to the school, he noted the amount of evidence that was collected by the SENDCos.

The school is now using electronic logging for SEND which is making record keeping easier.

### Behaviour and Safety

#### Safeguarding

A vulnerable children database was created and password protected. This is to be used and updated as a live document by the safeguarding team, for information sharing, analysis of vulnerable children groups and tracking of individual pupils.

The Designated Safeguarding Lead (DLS) met with the Safeguarding Governor and a safety questionnaire for children was created and agreed upon. Coverage of staff training was discussed, e-safety/filtering & monitoring was discussed and shared and the DSL shared case study examples of child protection incidents with the Safeguarding Governor.

A governor commented that it is positive to see that the school is engaging with Kelly Hockaday, Manchester Young Carer's Lead and that the school are now Young Carer Champions.

#### Behaviour

*Q: Please could the school provide further information on the incidents of racial discrimination and what actions are being taken to prevent these recurring?*

The incidents of racial discrimination were mostly from one child who has social and communication needs. The school has worked with the parents to put strategies into place. The incidents occurred mostly during playtimes so the staff on duty are aware of this and monitor the child. Restorative work has been challenging due to the child's social and communication needs but the child is on a support plan during lunch playtimes. The child attended internal suspension with the HT or DHT.

*Q: How long does an internal suspension last?*

This depends on the child's needs but can be one lesson to up to half a day.

Two children are on behaviour support plans involving a team who works with the child to talk about triggers and strategies to help. This is shared with their parents and reviewed regularly.

*Q: How does the number of suspensions compare with other Primary schools?*

The external suspension was an isolated incident and the number is low for the size of the school.

The number of behaviour incidents is lower than for the autumn term last year which is positive.

Behaviour continues to be a focus for lunchtimes and features as one of the targets in the school development plan.

The school has introduced extended reflection times at lunchtimes which is managed by a member of SLT.

A governor commented on the importance of the relationship between the children and Lunchtime Organisers (LOs) and TAs.

The TAs are now working for 30 minutes at lunchtimes which is helping with behaviour as they know the children well.

*Q: How did the TAs react to being asked to do a lunchtime duty?*

The TAs are entitled to a half hour break at lunchtime. They are now working for half an hour at lunchtime and finishing half an hour earlier which is a better use of their time.

Recruiting LOs is challenging. The TAs are modelling behaviour management to the LOs and there are now more activities at lunchtimes. More TAs are supporting children with SEND.

#### Attendance

From 5th September 2023 to 14 December 2023, Whole School Attendance, excluding Nursery and Reception, was 95.9%. The whole school target of 96% was almost reached. This is slightly higher than for the same period the previous year, which was 94.9%.

Including Nursery and Reception, this figure was 95.2%, again slightly higher than for the same period the previous year, which was 94.1%.

Pupil Premium children's attendance is 93.3%, which is 2.6% difference. The gap for PP children remains a target and will be discussed at the next attendance meeting in the spring term. This is an increased gap for concern, compared to the end of summer 2023 which was 1%.

### Wellbeing

The school had one Vulnerable Children Review meeting for each phase in the autumn term. The safeguarding team discuss the children in each phase and whether the actions currently in place are meeting the needs for each child. Mental health is a constant feature and the school are finding more ways to support the children.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

### **9 SEF**

The DHT presented the SEF which was updated on 6 November 2023. The main points of the discussion were as follows:

*Q: The data for behaviour looks very good but the school have graded themselves as 'Good' rather than 'Outstanding'. Why is this the case?*

It is a strength of the school but the DHT can discuss the grade with the HT.

A Parent Governor noted that the children do talk about the values.

*Q: Has any QA been carried out on behaviour?*

The next QA includes behaviour so the school will be able to provide feedback after that. The SLT could also monitor lunchtime behaviour.

A governor informed the GB that, at the Ofsted training, it was clear that cultural capital would be part of the inspection process and that this is a strength of the school.

The school are trying to raise the profile of this on the website. The school are looking to gain accreditation for being a school of sanctuary for refugees.

Class reflections include mindfulness and children are aware of how they can be a good leader.

A governor stated that they felt that parents choose to send their children to Cavendish due to the community feeling.

The school is booked in for the silver accreditation of the Rights Respecting Schools Award and will then aim for gold.

A governor suggested putting the key areas of strength at the top of the SEF so that they do not get lost in the rest of the document.

*Q: Is it still useful to make judgement grades on the SEF?*

A governor, who is also a HT at another school, commented that it is not necessary to make judgement grades on the SEF as Ofsted will do that when they visit. The DHT will talk to the HT about this.

*Q: Is the SEF put onto the school website?*

No.			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
A	<ul style="list-style-type: none"> <li>Talk to HT about the inclusion of judgement grades on the SEF</li> </ul>	DHT	24.4.24

<b>10</b>	<b>School Development Plan and Pupil Premium Strategy</b>		
<p><i>Q: There are different achievement targets for the Pupil Premium (PP) children. Should the targets be the same for all the children?</i></p> <p>The school is acknowledging the gap which needs to be addressed</p> <p>The PP Strategy is a 3 year plan and has been updated slightly.</p>			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>11</b>	<b>Teaching and Learning Policy</b>		
<p>All the teaching staff took part in a research project to create a bespoke guide to brilliant teaching and learning for Cavendish children. The staff then implemented the project and met again to present their findings This has been a really positive and successful project. The school will continue to revisit the Policy.</p> <p><i>Q: What will happen to the Policy now?</i></p> <p>Writing is the focus for this year but the school hopes to develop teaching and learning further, in the future. An inclusive environment is also a target for this year.</p>			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>12</b>	<b>Resources Committee meeting 18.10.23</b>												
<p>The Chair of the Resources Committee presented the minutes from the meeting held on 18.10.23. The main points are as follows:</p> <p>Funding for SEND was discussed. An update on Premises, Health and Safety was given. The SBM provided a Staffing and HR update, including staff absence.</p> <p>The Period 6 Budget Monitoring was as follows:</p> <table> <tr> <td>Income</td> <td>£4,257,746.00</td> </tr> <tr> <td>Expenditure</td> <td>£4,438,013.00</td> </tr> <tr> <td>In Year Surplus/Deficit</td> <td>£180,267.00 deficit</td> </tr> <tr> <td>Balance B/Fwd 2022-23</td> <td>£67,177.00 surplus</td> </tr> <tr> <td>Current Proposed C/fwd 2024/25</td> <td>£112,823.00 surplus</td> </tr> </table> <p>The Period 6 Budget Monitoring was ratified by the GB.</p> <p>Budget changes The SBM commented that the school are in a good position, with a difference of only £815.</p>				Income	£4,257,746.00	Expenditure	£4,438,013.00	In Year Surplus/Deficit	£180,267.00 deficit	Balance B/Fwd 2022-23	£67,177.00 surplus	Current Proposed C/fwd 2024/25	£112,823.00 surplus
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Balance B/Fwd 2022-23	£67,177.00 surplus												
Current Proposed C/fwd 2024/25	£112,823.00 surplus												

The budget changes were ratified by the GB.

**New Proposed Budget**

Income	£4,432,727.00
Expenditure	£4,468,777.00
In Year Surplus/Deficit	£36,051.00 deficit
Balance B/Fwd 2022-23	£67,177.00 surplus
Current Proposed C/fwd 2024/25	£31,127.00 surplus

The £31,127.00 is money that is not yet allocated to be spent; the contingency figure.

The new proposed budget was ratified by the GB.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
D	<ul style="list-style-type: none"> <li>Period 6 Budget Monitoring ratified</li> </ul>	Governing Body	
D	<ul style="list-style-type: none"> <li>Budget changes ratified</li> </ul>	Governing Body	
D	<ul style="list-style-type: none"> <li>New proposed budget ratified</li> </ul>	Governing Body	

**13 | Academisation update**

The Chair updated the GB on the decisions made at the Extraordinary Governing Body meeting, held to discuss academisation, on 29.11.23.

At the meeting, it was proposed that the new Academisation Committee meet via Zoom in 2 weeks from now. However, the Chair felt that, in the current circumstances, this should be put on hold. The governors agreed.

The SBM informed the governors that there are going to be changes to some of the academies in the area so it might be better to wait until those changes are made before carrying out further research.

The Chair affirmed that it is very important to make the right decision so that the ethos of the school remains the same.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

**14 | Ofsted update/training**

Duncan Wilson provided feedback on this training. The information booklet from the training is on Governor Hub with the papers for this meeting.

Duncan directed the governors to the final 3 pages of the booklet which are the most relevant to the governors.

The Chair commented on the strength of the GB and how he feels confident in their ability to represent the school during an Ofsted inspection.

The Staff Governor commented that the link governors and the open afternoons have been really positive for both the governors and the staff.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>15</b>	<b>AOB</b>		
The Financial Audit will be postponed.			
Ciaron Wilkinson to look into new governor training.			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
D	<ul style="list-style-type: none"> <li>Financial Audit postponed</li> </ul>	GB	
A	<ul style="list-style-type: none"> <li>Look into new governor training</li> </ul>	Ciaron Wilkinson	24.4.24

<b>Date and time of next meeting:</b>	<b>Wednesday 24 April @ 5.30pm</b>
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