

Governing Body Meeting Minutes

School: Cavendish Community Primary School

Quorum: 6 (met at this meeting)

Chair: Oliver Gibson

Clerk: Jan Haslam

Date of meeting: Wednesday 24 April 2024

Venue: Cavendish Community Primary School

Attendance

Name	Governor type	'End of Term of Office' date	(P)resent / (Ap)ologies / (A)bsent
Jo Taylor	Headteacher (HT)	N/A	P
Oliver Gibson (Chair)	Co-opted	01/07/27	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
Neil Todd	Co-opted	10/01/27	Ap
Tim Whitworth	Co-opted	09/12/25	Ap
Sami Khan	Parent	09/12/25	A
Thomas Johnson	Co-opted	25/01/26	A

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 Tim Whitworth and Neil Todd.			
	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.			

	Actions or decisions	Owner	Timescale

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

4	Minutes of last meeting (10.1.24) & matters arising		
<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></p> <p>Page 2. Item 5 – The one page Ofsted checklist will be completed by the HT and sent to governors.</p> <p>Page 4. Item 7 – It was agreed that a governor should check the school website compliance and Duncan Wilson offered to do this.</p> <p>Page 9. Item 9 – The HT and DHT discussed the inclusion of judgement grades on the Self Evaluation Form (SEF) and decided to continue to include the judgements.</p> <p>Page 11. Item 15 – Ciaron Wilkinson has investigated new governor training. This has not yet been completed. The HT informed him that the training is recorded so he can access it in his own time. Ciaron informed the governors that he has completed the Safeguarding training and is going to complete the Governor Ofsted training.</p> <p>Page 11. Item 15 – The Financial Audit has been postponed to the autumn term.</p>			
	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Minutes of the last meeting approved 	Governing Body	
A	<ul style="list-style-type: none"> Compile a one-page Ofsted checklist for governors 	HT	27.6.24
A	<ul style="list-style-type: none"> Check school website compliance 	Duncan Wilson	27.6.24
A	<ul style="list-style-type: none"> Complete new governor training 	Ciaron Wilkinson	27.6.24

5	Governance matters		
<p>5.1 Governor terms of office ending</p> <p>The Staff Governor term of office is ending in September and a Staff Governor election will take place before the first meeting of the new academic year.</p>			
<p>5.2 Governor vacancies.</p> <p>There is a vacancy for a Local Authority (LA) Governor. A Co-opted governor will be needed for the next academic year as Neil Todd has informed the HT that he will be resigning at the end of this academic year.</p>			

5.3 Governor appointments

There have been no new governor appointments.

5.4 Governor training

See Item 4.

5.5 Governor monitoring.

The HT asked the governors if anyone was available to help with the Year 6 SATs during the week of 13th to 16th May. The governors helped last year, and this was found to be extremely useful by the school. Lorna Cook, Oliver Gibson, Duncan Wilson and Ciaron Wilkinson offered to help. The HT will email the governors to ask for availability.

Q: Who usually carries out the role of reader?

The Teaching Assistants (TAs) and office staff. A small amount of training is given.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Staff Governor election 	HT	September 2024
A	<ul style="list-style-type: none"> E mail governors regarding supporting with Year 6 SATs 	HT	13.5.24

6 HT report

The HT presented her report for spring 2024.

School context

The number of pupils on roll in spring 2024 from Nursery to Year 6 was 686.

213 children were entitled to free school meals, equating to 31% of the school population.

33.5% of pupils were eligible for Pupil Premium (PP) funding from YR to Y6 – this falls into the 'medium' band.

114 children were on the Special Educational Needs and Disabilities (SEND) register, of whom 34 had Education, Health and Care Plans (EHCPs).

The school did not have any Looked After Children (LAC) children, 7 were adopted from LAC and 2 were looked after under a Special Guardianship Order. One child was at Child Protection, 1 child at Child in Need, 2 children at Early Help and 19 children were identified as young carers.

Q: How are the changes made to Early Years Foundation Stage (EYFS) this year working out?

The team are working well together. They are missing the positive presence of Sarah Conway. An EYFS consultant visits once a week. Lauren Worth has stepped up to the organisational role. This is a temporary role for this term, with a TLR, but may continue if needed.

Q: At the last GB meeting, the transition of refugees and the challenges this can pose, was discussed. Are there any updates on this?

There has been a lot of movement of refugee pupils, both in and out of the school. The children usually arrive with challenges, for example, housing issues and language barriers. The school have applied to charities for resources, for example, clothes and pushchairs. The attendance of the refugee children is often poor, possibly due to sickness in hotels or difficulties getting to the school. The schools put in a lot of work to support these children but often, as soon as the children begin to settle and enjoy school, they are moved on to another location and school. The children usually stay for two to three months. The school has admitted multiple refugee families this year.

Q: Are most of these families from hotels?

Yes.

Q: What are the financial implications for the school?

The school only gets funding for the children who are on roll on census day, so the school does not always get money for all the refugee children. Refugee children automatically get Free School Meals (FSM). There are no additional grants for refugee children.

Q: When are the refugee children assessed for SEND?

Unless they have very severe SEND, such as a physical need, the children are not usually at the school for long enough to be assessed for SEND.

Q: How are the refugee children allocated to schools?

If there are spaces in the school, the LA just notifies the school. If the local schools are full, the children go to the Primary in Year Fair Access Policy (PIYFAP) committee, which is a mechanism developed by the LA in partnership with all schools in their area. Its aim is to ensure that vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.

Q: Does this Policy apply to academies and religious schools also?

Yes.

A governor suggested that the school should inform Ofsted of the number of transient refugee families that the school admits, when they visit, so that they understand that it takes a great deal of staff time and resources.

A governor commented that the situation regarding refugee families is not going to change soon.

A Parent Governor noted that the children at the school do gain an understanding of others when refugee children join their class.

The school does try to be as inclusive as possible, delivering assemblies and other activities.

A governor commented that the school is a welcoming school for refugees.

Quality of Education

Q: Is the data provided a snapshot of attainment now or a prediction for the end of term?

It is a Spring term snapshot and is the first time the data for Nursery and Reception has been included. There has been a focus on PP writing as this is a target on the School Development Plan (SDP). Pupil Progress meetings are taking place next week to talk about the progress the children have made and where they are hoped to be at the end of the summer term. The PP children are a challenge in the school as they often do not have an equal starting point to the other children. There are a small number of PP children in Nursery and Reception, but these children often have an additional need or have English as an Additional Language (EAL), for example.

Q: If the overall PP data is being influenced by children who are only at the school for a short time, is it worth looking at the data for the children who have been at the school for the whole time?

The HT could separate the data in this way, but decisions must be made on the priorities for the HT time.

The Chair stated that the purpose of the data is to inform the governors of the honest information so that the governors can ask pertinent questions.

The school know and understand their PP children and are taking actions to support them. Some PP children take up a lot of staff time on a wide variety of complex issues, but this will not always have an impact on their writing.

A governor commented that, while the time spent on these other issues may not have an impact on their writing, it does have an impact in other areas, such as attendance and exclusions. In addition, the order of the SEF puts the Quality of Education first, but it should be headings such as Attendance and Behaviour first.

The EYFS data shows that the staff have worked hard on writing, and this can be seen in learning walks. Writing has come out as a higher strand in Year 6, whereas it was weaker last year.

Q: What is short burst writing?

It is writing for a short amount of time.

Q: In EYFS, how are judgements made?

Observations of the children over a long period of time, then moderation within the phase. For this reason, the EYFS data is not a snapshot, it is based on long term observations.

The HT commented on the success and value of the trip to the Lake District, which was linked to the geography curriculum. The parents who accompanied this trip enjoyed it.. A governor noted that the trip to Brockholes Nature Reserve with Year 3, which they accompanied, was highly successful.

The geography curriculum is challenging in terms of trips, which require a lot of organisation. A TA in Year 2 has helped enormously with the organisation.

A governor commented that these trips are a very valuable experience, especially for PP children.

Year 6 data

The Year 6 data shows a good amount of progress from the autumn term. Year 6 are a challenging cohort as there are 6 children with EHCPs and another pending. The number of children with safeguarding issues is also high and there are a higher than average number of PP children.

The Staff Governor commented that they may have been affected by missing part of Year 3 during Covid, in particular the transition from KS1 to KS2. Most of the Year 6 children with EHCPs have had them since EYFS but others would have been identified, if not missed during Covid. There are also some children with low attendance which was compounded by Covid and the number of children with emotional based school avoidance is higher in Year 6.

The school have introduced additional, external support into the Year 6 cohort, for example, therapists and school mentors. Additionally, the school have put an additional TA into Year 6.

SEND

The SEND audit was carried out by the HT from Brookburn Primary School and one of the questions was, 'How has your context changed?'

At the last Ofsted inspection, there were 7 children with EHCPs and now there are 35, with 2 pending. This is a significant change. The majority of these children receive the highest funding. This is a trend that is being seen in other schools as there are less specialist places.

Safeguarding and Behaviour

The DHT presented the Safeguarding and Behaviour section of the HT report in detail at the Curriculum and Wellbeing Committee meeting.

Safeguarding

An increase in safeguarding cases has been noted and a number of external agencies have been brought in to support some families.

The link governor for Safeguarding, Sarah Kilty, visited the school to talk to the school Safety Protectors and other children. The main part of the conversation was around feeling safe on the playground and, following this, actions were put into place. The link governor for Safeguarding found the children to be honest and open and her visit to the school was a very positive experience. The feedback given by the children was compared to the feedback given in the pupil survey and was found to match. Some children highlighted an issue with their parents not discussing e- safety with them.

Behaviour

Q: There has been an increase in racial discriminatory incidents. What is the reason for this?

This was discussed at the Curriculum and Wellbeing Committee meeting. This is due to the same group of pupils in one class who were using racially inappropriate language. The school has addressed this on an individual basis and are addressing it in the classroom and in assemblies. The situation has now calmed down. The children in the school are very aware what racism is and will report it.

A governor mentioned an argument he overheard between two parents after school regarding an incident that had happened between their children.

The DHT explained that she had arranged to meet the two parents separately, but they had arrived at the same time.

The governor said that he felt the DHT dealt with the situation very well.

Rights, Respecting School

The school has been reaccredited with the silver award and are working towards the gold award, for which the school has a lot of evidence already. Sarah Hopkins, AHT, will present the report at the next GB meeting.

The Chair thanked the HT for her report and praised how much is happening in the school and how hard all the staff work for the children.

Q: When trips are organised, is there a way of asking parents who are in a privileged position to help to finance the trips for those children who are not?

The school community do step up in many ways, for example, a parent is giving their time for free to make a video for the school.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Share report on Rights Respecting Schools 	Sarah Hopkins	27.6.24

7	Resources Committee meeting 17.1.24		
<p>The Chair presented the minutes and the main points discussed at the meeting.</p> <p>The SBM informed the governors that, at that point in the year, the school were in a challenging position financially and that actions were taken to improve this.</p> <p><i>Q: Were classes affected by the reduction in the budget allocated to resources?</i> The classes were not affected, and the staff responded well and with understanding when the budget issues were shared with them.</p>			
	Actions or decisions	Owner	Timescale

8	Curriculum and Wellbeing Committee meeting 20.3.24		
<p>The Chair of the C&W Committee presented the minutes of the meeting.</p> <p>The main points discussed at the meeting have been discussed at this meeting in item 6.</p> <p>At the meeting, Kevin Foster, AHT/LKS2 Lead, presented the LKS2 report to governors. He and the Committee discussed the progress and challenges in Years 3 and 4, for example, phonics and the Multiplication Tables Check, and the actions put into place.</p>			
	Actions or decisions	Owner	Timescale

9	Finance Update		
<p>The SBM provided a verbal update.</p> <p>The budget for 2024-25 is still being worked on.</p> <p>The 2023-24 budget closedown was completed and sent to the LA.</p> <p>There is a healthy balance of £230,000. This balance is due to the following main factors: Money saved from staffing changes as two teachers on the Upper Pay Scale (UPS) left, Nursery top-ups increased, money for 3 EHCPs was received, £35,000 was saved on utilities bills, an increase in Nursery codes, an underspend in some resource areas and the receipt of additional grants.</p> <p>As a result, four teachers on fixed-term contracts have been moved to permanent contracts.</p> <p><i>Q: Is there someone responsible for mentoring Early Career Teachers (ECTs)?</i> Yes, the DHT is the ECT mentor. There are currently 2 ECTs so the school has invested a lot of time in them.</p> <p>There will also be at least one additional teaching post for a fixed term, 1 year contract for an UKS2 teacher. The HT asked the governors for help with the interviews for this post and Lorna Cook offered.</p>			

The school has struggled to get a high calibre of TA at interview, predominantly due to a lack of experience. 75% of TAs have come through the Tradewind agency so there will be an internal advert to Tradewind TAs.

Q: Will the school have to pay a fee to Tradewind?

No, as the staff have been working at the school for a year. The school did negotiate a current TA with Tradewind, but the TA decided to stay with Tradewind.

Teachers' pensions have gone up and the school has budgeted 4% for a pay rise. There are 74 children on the list to start Nursery in September and 72 for Reception. There are still financial challenges ahead, but the school will be in a better financial position this financial year.

Q: Will there be less changes to the buildings and maintenance this year?

Yes. This was discussed at the Resources Committee meeting. A rolling program of works has been put into place.

Q: Are there any implications due to the school being Heritage listed?

Yes, the school has to replace like for like which can be more expensive. Restoration costs more and the railings are expensive.

Ciaron Wilkinson is keeping informed on any possible big developments nearby which would incur social value funding for the school.

	Actions or decisions	Owner	Timescale

10	Policies		
	<p>10.1 Children with Health Needs who Cannot Attend School Policy This is a new Policy, but it is the LA who have a duty to uphold aspects of the Policy.</p> <p>The Children with Health Needs who Cannot Attend School Policy was approved by the GB.</p> <p>10.2 Looked After Children (LAC) Policy</p> <p><i>Q: It says in the Policy that the school should have a designated governor for LAC. Does the school need to specify what this governor's role is?</i> One Education has a template for the role of the Safeguarding governor which may include this. Sarah Kilty offered to investigate this, and she also agreed to investigate a template for the role of the SEND governor.</p> <p><i>Q: Should the school have a Health and Safety governor?</i> This will be discussed at the Resources Committee.</p> <p>The LAC Policy was approved by the GB.</p>		
	Actions or decisions	Owner	Timescale

D	<ul style="list-style-type: none"> Children with Health Needs who Cannot Attend School Policy approved 	GB	
D	<ul style="list-style-type: none"> LAC Policy approved 	GB	
A	<ul style="list-style-type: none"> Investigate templates for the role of LAC governor and SEND governor 	Sarah Kilty	27.6.24
A	<ul style="list-style-type: none"> Discuss a Health and Safety governor role 	Resources Committee	19.6.24

11	Schedule of meetings 2024-25		
To be discussed at the next GB meeting			
	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Discuss schedule of meeting 2024-25 	GB	27.6.24

12	AOB		
The Governors Morning was discussed and will be held on Thursday 11 th July.			
	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Governors Morning to be held on 11.7.24 	GB	

Date and time of next meeting:	Thursday 27th June @ 5.30pm
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