### 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 29 March 2023**

**Venue: Cavendish Community Primary School**

# Attendance

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| **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 | 01/07/23 | P |
| Neil Todd | Co-opted | 10/01/27 | P |
| Laurence Moule | Staff | 12/09/24 | P |
| Catherine Alnuamaani | Co-opted | 19/05/24 | P |
| Nic Kennedy (SBM) | Associate | 20/09/26 | P |
| Duncan Wilson | Parent | 09/12/25 | P |
| Sian Evans | Associate | 20/09/26 | P |
| Sarah Kilty | Parent | 09/12/25 | P |
| Tim Whitworth | Parent | 09/12/25 | P |
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| Lorna Cook | Co-opted | 21/09/25 | Ap |
| Thomas Johnson | Co-opted | 25/01/26 | Ap |
| Sami Khan | Parent | 09/12/25 | Ap |

**Others present**

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| **Name** | **Role** |
| Jan Haslam | Clerk, One Education |

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| The Chair welcomed everyone to the meeting. Apologies were received and accepted from Tom Johnson, Lorna Cook and Sami Khan. | | | |
|  | Actions or decisions | **Owner** | **Timescale** |
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| **2** | **Declaration of pecuniary interests** | | |
| There were no pecuniary interests expressed regarding any items on the agenda. | | | |
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| **3** | **Minutes of last meeting (11.1.23) & matters arising** | | |
| The minutes of the last meeting held on 11.1.23 were approved as an accurate record of the meeting. A copy of the minutes will be signed at a future date for retention on file.  Matters arising  Page 2. Item 3 – Two governors are still to provide a portrait and pen profile for the school’s website. Send to the HT as soon as possible.  Page 2. Item 3 - Safeguarding training. The HT showed the GB where to complete the Safeguarding and other training on Governor Hub Knowledge. She requested that governors who have not already completed Safeguarding training, complete the training and that all governors complete any other training relevant to their role, particularly the PREVENT training and Safer Recruitment.  Page 2. Item 3. An update on Smoothwall and e-safety is Item 10 on today’s agenda. | | | |
|  | Actions or decisions | **Owner** | **Timescale** |
| D A  A  A | Minutes of the last meeting approved   * Remaining governors to provide portrait and pen profile for the school’s website * Governors to complete Safeguarding training unless otherwise completed with another provider. * Governors to complete any other relevant training | GB  GB/HT  GB  GB | 28.6.23 |

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| **4** | **Resources Committee Meeting (18.1.23)** | | |
| In the absence of the Chair for this committee, Oliver Gibson provided an update of the minutes, which the governors had received before this meeting. The main points from the meeting are as follows:  Period 9 Budget Monitoring  Income £4,198,759  Expenditure £4,405,986  In year surplus / deficit £35,774 Deficit  B/F 2021/22 £247,455 Surplus  C/F 2022/23 £40,218 Surplus  In January, the government allocated an additional £2 billion to address the cost issues in schools for this academic year. Cavendish will receive £94,282 as a one-off grant for this year, which will be rolled over into the next financial year. This has been reflected in the budget planning for the next 2 years. It is called the Maintained Schools Additional Grant (MSAG). The amount the school will receive is based on pupil numbers. The position of the budget is still unsure due to the unpredictable pay awards for teachers and support staff. If the percentage increases that are being asked for by the unions are accepted, the budget for future years would be deficit.  There continues to be an issue with both long and short-term teacher absence. The Benchmarking information shows that the school have a high staff absence in comparison with other schools and have used more supply teachers than other schools. However, some of the supply information was combined on the Benchmarking report. The HT will look at the data for staff absence and supply costs again, in comparison with previous years to see whether it is a significant problem.  The school are looking to move away from using One Education for HR to another company that other schools have had success with.  The SBM has had further training on the Staff Attendance Management System (SAMS) and will upload the forms for the staff to use. The staff need to log onto SAMS to input any leave of absence. The SBM is preparing a report for this term compared to last year.  The Chair suggested that staff absence be kept on the agenda for the Resources Committee meetings until it is no longer an issue for the school.  The HT suggested that HR could come into the school for a day to talk about wellbeing alongside staff absence.  *Q: Is a back to work interview conducted.*  Yes. They are now conducted by the Assistant Headteachers (AHTs) for their phase.  A governor suggested that reasons for absence could be ascertained from these meetings.  The AHTs could possibly receive additional training for back to work meetings but the school needs to be careful to prioritise the right things for the AHTs to work on. In addition, the AHTs are working with staff in their phase day-to-day and have built up relationships with them.  *Q: What would the new HR company do?*  All the management of paperwork and scheduling.  The HT reported on the operation of the school during the teacher days of industrial action. A small proportion of children, approximately 30, attended the school on each of these days. All Pupil Premium and vulnerable children were invited to attend the school. There were no negative responses from the parents and some positive responses were received. One child whose parents are NHS frontline workers attended the school as the teachers day of action coincided with the junior doctors’ day of action. All the TAs were in the school and their time was used effectively. The staff were happy with the schools response. There was a small, quiet picket line.  *Q: Did less staff take part in the further days of industrial action after the first one?*  No. It was about the same number of staff at approximately 80%.  *Q: Are any further dates pending?*  Some possible dates have been suggested by the unions, for the end of April and the beginning of May. | | | |
|  | Actions or decisions | **Owner** | **Timescale** |
| D A  A | * Period 9 budget monitoring ratified * Compare staff absence data and supply costs to previous years * Staff absence to remain an agenda item for the Resources Committee meetings | GB  HT  Resources Committee |  |

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| **5** | **Finance update** | | |
| The SBM provided the finance update, the main points of which are as follows:  The SBM is working on the financial year-end this week. She predicts that there will be a £40,000 to £60,000 close down. Last year it was £247,000.  The SBM has built a 5% rise in teacher’s salary and a £1,927 pay rise to TA salaries into the budget. However, the government is only funding 0.5% of this. If the pay offer is higher, the school will not be able to afford this. A governor commented that many members of the public will not be aware of this. The on-costs of the pay rises raise the costs to the school.  It has been challenging to appoint TAs at the current salary. Whilst the government has offered pay awards to TAs they have also lowered support staff pension contributions.  The HT, DHT and SBM will look at the budget from April, including staffing. The school has to work within the budget that they have. | | | |
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| **6** | **Curriculum and Wellbeing Committee (22.3.23)** | | |
| The minutes from the Curriculum and Wellbeing Committee were presented, the main points of which are as follows:  The governors agreed that they had received excellent presentations from the EYFS and KS1 leads in the meeting, which were about curriculum and assessment. There have been big changes in strategy over the last year. The staff are now feeling more positive about the changes. A governor commented that both phases are moving in the right direction.  A positive report was received from the School Improvement Partner’s (SIP) deep dive into science. Following this, the science lead fed back to other subject leaders to empower them in their own subjects. The SIP agreed with the science leads analysis and next steps.  The Staff Governor commented that the changes will be even more positive in the next academic year as they embed. A lot of work has been completed this year so will only need small tweaks next year.  *Q: Has the HT given the staff assurances that there will be no further changes next year?*  As much as is possible, unless the government issues more changes.  *Q: Is there a risk that the curriculum will become too rigid?*  The current curriculum seems logical but can be quite rigid, especially regarding what is taught. There is more room for the teachers to be creative with the way it is taught. Ofsted are now interested in what the children know and can remember.  *Q: Will there be a Cavendish curriculum by the end of the year?*  There will be in most subjects. Most subjects are ready in theory and just need to be embedded. All curriculum areas have a new curriculum apart from PSHE.  *Q: Are the resources for the changed curriculum in place?*  They are in some areas but others need more teacher planning.  The teachers need to know what comes before and after their own year group in each area of the curriculum. This still needs to be embedded. There are also some gaps in the children’s knowledge due to missed learning during Covid.  *Q: Does the history curriculum need to be in place by September?*  A lot of the history curriculum has been planned but, due to the lead teacher leaving the school, progress has slowed and the teachers are not yet completely aware of what to teach.  A governor offered support with the history curriculum.  The HT is going to ask the governors to ask more rigorous questions of the subject leaders going forwards.  *Q: How does each year group know when to do each subject?*  It is timetabled. Some time allocation has changed, especially in KS1.  The school received an Attendance Award from the Fischer Family Trust (FFT) for being in the top 25% of schools for attendance in the autumn term. | | | |
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| **7** | **School Development Plan (SDP) review** | | |
| The HT presented the Spring review of the SDP. The main points are as follows:  Priority 1 – Brilliant Teaching and Learning  The main objective for this priority is: To implement and embed a Mastery Maths curriculum to ensure all learners realise their potential in maths learning.  The maths subject leaders have been promoting this approach for a number of years. Both of them trained with Edge Hill College, working on reasoning and conceptual understanding and are now training the teachers on this approach. The school are now using the MathsBeat maths mastery programme which develops this way of working throughout the school. This programme has fitted in more easily in EYFS and KS1 but has been more challenging in KS2 as the children have not previously been taught in this way so it is new to them. There was some resistance initially in upper KS2 but this has disappeared over time. Some teachers are still concerned about the children passing the SATs. At this point, all lessons observed were excellent with the children engaged and working more at the same level in KS1. The school may not see evidence of success in the data immediately but this will be seen as the children move through the school.  A governor commented on the usefulness of the methods as the children move into, and through, high school.  The HT invited the governors to come into the school to observe a maths lesson.  The main focus in teaching and learning next year is likely to be writing as the data is showing a weakness in that area.  Priority 2 – Brilliant Leaders  The main priority for this area is: For subject leaders to continue to develop middle leadership skills in order to drive curriculum development.  Updates to this have been discussed in Item 6.  Priority 3 – Brilliantly Happy, Healthy and Safe  The main objective for this priority is: To ensure children are engaged, happy and active during playtimes and lunchtimes so that they enjoy playing alongside their peers in an inclusive and fun environment.  The DHT has delivered training on the Restorative Practices approach which is now mainly completed. The quality of lunchtimes is improving, especially communication between the lunchtime organisers (LOs) and the teachers. The LOs are more positive and more cohesive as a team.  Priority 4 – Brilliant Together  The main objective for this priority is: To continue to build positive relationships with parents and grow opportunities for engagement with the school community, with the focus on communication and positivity.  A Parent Governor has noticed the Values being mentioned in the school newsletter and stated that this has been very positive in enabling parents to use the Values when talking to the children at home. The Staff Governor noted that the Values are easy to use and will be useful in report writing.  The school has invited the Leading Parent Partnership Award (LPPA) team to begin an assessment after Easter. This award helps schools to work in partnership with all Parents and carers. The LPPA carries out a more specific parent survey so that the school can act on it and the parents’ decisions influence the school.  Priority 5 – Brilliant Learning Environment  The main objective for this priority is: To reflect the vision and values of the school through the environment.  The Peace display and the Equalities display are now up. There is a celebration of art in Years 5 and 6 and the school now needs to make sure that this is evident throughout the school. The school also wants to further explore outdoor spaces to promote values, rights etc. The Margaret Ashton day went very well and had positive press coverage.  The HT asked the governors whether there was anything that they thought should be on the SDP for the next academic year. | | | |
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| **8** | **Pupil Premium Strategy review** | | |
| The HT asked the governors what they can remember about the Pupil Premium Strategy as they will be expected to remember the main objectives and actions.  The governors shared what they remembered including quality first teaching.  The Staff Governor commented that there is now a big difference in interventions compared to in the past as less children are now taken out of class. This can be challenging as there is still a need to plug the gaps.  A governor commented that the Mastery Maths approach will result in less gaps and the HT agreed.  New teaching approaches and classroom set-ups in EYFS and KS1 are contributing to raising standards for Pupil Premium children, especially whole class teaching in Year 1. The quicker the school can get the children reading, the better, as they move into the world of language.  A governor commented that, at 28%, the number of Pupil premium children in the school was more than she thought it would be. The HT stated that the school is more diverse than people think it is.  A governor felt that it is better for children to be in a multicultural society rather than a monocultural one.  *Q: Do most families pay for school trips and other enrichment events?*  Most parents do but there has been a drop by almost 50%, particularly with enrichment events that take place in the school. Some parents will pay additional money to support other children. When surveyed, 48% of parents said they would pay the full cost of a trip up to £25.00. | | | |
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| **9** | **Phonics interim assessment report** | | |
| An update on phonics was given in the Curriculum Committee meeting (22.3.23) by the KS1 lead/AHT. | | | |
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| **10** | **E-safety report including Smoothwall** | | |
| The HT explained how Smoothwall works. Smoothwall is a digital safeguarding monitoring system that monitors the school devices, including both the staff and children’s, and provides a weekly activity report as well as alerts sent to the school when certain key words are used. Some children have been using their school e-mail addresses to log on to devices at home, which has resulted in the school being sent some alerts from these home devices. The school will be making it clear to the children that their school account is monitored. The school have followed up a small number of alerts which occurred in the school. | | | |
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| **11** | **Governing Body Housekeeping** | | |
| 11.1 Governor vacancies  There is a vacancy for a Local Authority (LA) Governor. The HT has approached the LA and will follow this up.  11.2 Governor visits  The governors have been invited to attend the governors open afternoon on 17 May.  11.3 Governor training  This was discussed in Item 3.  The governors discussed the proposal to have a committee for academisation. It was decided to put the decision on hold for the time being. | | | |
|  | Actions or decisions | **Owner** | **Timescale** |
| A | * Follow up LA governor appointment | HT |  |

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| **12** | **Policies for review** | | |
| The HT presented the Staff Grievance Policy, which is a standard policy from One Education. There have been no changes to this policy.  The Staff Grievance Policy was approved by the Governing Body. | | | |
|  | Actions or decisions | **Owner** | **Timescale** |
| D | * Staff Grievance Policy approved | GB |  |

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| **13** | **AOB** | | |
| There were no items of AOB. | | | |
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| **Date and time of next meeting:** | **Wednesday 28th June 2023 at 5.30 p.m.** |