

Governing Body Meeting Minutes

School: Cavendish Community Primary School

Quorum: 5 (met at this meeting)

Chair: Oliver Gibson

Clerk: Jan Haslam

Date of meeting: 23 April 2025

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
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
*Sarah Kilty	Parent	09/12/25	P
Kevin Foster	Staff	20/11/28	P
Sami Khan	Parent	09/12/25	Ap
Lorna Cook	Co-opted	21/09/25	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 Sami Khan and Lorna Cook.			
	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. There was a notification of an item of AOB.			
	Actions or decisions	Owner	Timescale

4	Minutes of last meeting (15.1.25) & matters arising		
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.			
<u>Matters arising</u>			
Page 4, item 6. The HT looked into what happens to the Governor's terms of office when the school joins the Trust. The terms of office continue.			
<i>Q: What is the process for the governing body when the school joins the Trust?</i>			
The governing body stays as it is.			
Page 4, item 6. The Staff Governor to complete new governor training.			
Page 8, item 10. The HT provides an update on how the school is a Rights, Respecting School on each of her HT reports. The school are going for the Gold award on 22 May.			
	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">Complete new governor training	Kevin Foster	October 2025

5	Governance matters		
5.1 Chair's report There was no report at this meeting.			
5.2 Governor vacancies There are currently no governor vacancies. However, it was noted that a number of governors terms of office are ending in 2025.			
5.3 Governor training Kevin Foster will complete new governor training.			
5.4 Governor monitoring update The governors came in during the Ofsted inspection and will be coming into the school to help with the SATs. Due to the Ofsted inspection, the governor's afternoon was postponed and will now take place on 9 July.			
	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none">Complete new governor training	Kevin Foster	October 2025

6	HT report
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The HT presented the main points and invited questions from her report which was shared prior to the meeting on Governor Hub.
This report is from the spring term 2025.

Q: What are 'Rising 3's'?

They are the children who started pre-school in January.

Attainment data for maths, reading and writing has been shared with the governors for Nursery to Year 6. Although the children are judged across all 17 'Aspects of Learning' in Nursery, the practitioners will concentrate mainly on the 'Prime Areas of Learning'. It is vital that the children are meeting, or close to meeting the expected standard on the 'Prime Areas of Learning' before they can meet the 'Specific Areas of Learning', which includes literacy and maths

Q: What is 'self-regulation'?

Being able to manage emotions.

The school is judged on the areas of development in Reception. Currently, 55% of children are on track to achieve the Good Level of Development (GLD) by the end of Reception but the school are hoping to achieve 70%, which will be above Manchester and national averages. The children have to achieve in all areas to achieve the GLD.

Q: How is this assessed and is it quality assured?

It is assessed through observation and a range of evidence is gathered. The staff attend moderation each year and have to justify how they came to the judgements. The staff used to have to collect a large amount of evidence but, following a push from the DfE, they no longer have to do that in as much detail, as it can inhibit learning.

The school wants to do the very best for the children in Reception to get them ready for learning in Year 1.

Q: When is the phonics screening?

In June.

Year 1, which is a small cohort, is doing well and Year 2 are making good progress.

The Chair commented that the page showing the data is very clear and useful.

Year 3 and 4 are challenging year groups. The LKS2 lead has done a lot of work with groups of children to get them settled and there is now a significantly calmer learning environment in Years 3 and 4. The number of behaviour incidents is down. However, there are still some gaps in learning.

Year 3 is a small cohort but has a higher number of SEND pupils than other year groups, which affects the data. Progress is being made but this does not translate into the data yet. LKS2 and other staff have attended moderation training.

A governor commented that the progress the children have made sounds positive and that progress is not always necessarily academic.

(*Sarah Kilty entered the meeting)

Q: The gap in some areas for Pupil Premium children has widened. Is this a concern?

The data for this year's Year 6 Pupil Premium children should be good. The gap depends on the cohort. The staff received training on Disadvantaged children today. The most complex children in the school are Pupil Premium children. In addition, there are a larger amount of EAL and SEND children in the Pupil Premium category. 18 children in the school have all three of these potential barriers. Research has shown that the approach to phonics benefits Disadvantaged children.

Q: How does the school manage any new children arriving at the school if their previous learning is unknown?

Research has shown that it takes 3 years to get back to the level of education in their home language when they begin in a school with a different language. This also depends on what prior education they have had.

Q: Do these children join a class according to their chronological age?

Yes. There is no provision in the system for these children.

The Chair stated that, as long as the school can be confident that they are doing everything they can for these children and that they are having a positive learning experience, they are doing their best.

The school is confident that they are doing their best but it is sometimes challenging to evidence this, especially impact.

The Chair stated that it is noticeable that the school has above average numbers of children with EHCPs than other categories of SEND.

The school does not over identify SEND support level. Parents rarely ask for their child to be put on the SEND register and it is sometimes difficult to get parents to agree to this when it is needed.

The Year 6 data is very positive.
Years 5 and 6 are settled cohorts.

Q: Does the school have information on the differing degrees of SEND within the primary areas?

The school knows which children have EHCPs. There is a SEND support plus category who may be put forward for EHCP assessment. Children in the 'plus' category access external agencies. Children on SEND support have a one-page profile which is a guide to helping them in the classroom. The one-page profile plus has more specific targets so that the school can build towards an EHCP assessment if necessary. Children and parents are involved in writing and assessing the one-page profiles. The SENCo checks the one-page profiles. Children with EHCPs have targets to work towards on their plan.

Q: The attendance data of some of the children with SEND has recently dropped. Are there any reasons for this?

Some of the children have medical conditions which lead to absence and some are school refusers. There are no specific attendance concerns for this group.

The national attendance data is not altered for EHCPs and SEND.
Ofsted noted that attendance was good.

Looking at the progress data for children with SEND and EHCPs; when the child has an EHCP, most are behind their peers by at least 2 to 3 years. How to judge progress for these children is challenging. The school are trying to find a way to assess the progress of complex children. The SENCo asks the teachers to set targets and to assess whether these targets have been achieved and this is what is used to assess progress. This is very subjective but the school is looking into a more formal way of assessment. The school has asked specialist provision schools how they assess but they have not shared how they do this.

Q: When a child is given an EHCP, who decides whether their targets have been achieved?
The EHCP is written at the time it is given and is not rewritten regularly. The child should see an educational psychologist regularly but this is very expensive so they usually only see one a few times during their time in education. The children have an annual review but this is held internally with the parents. The school invites the Local Authority (LA) but they do not always attend.

If every child were able to have a very specific, bespoke curriculum alongside a very specific, bespoke assessment system, progress may be able to be assessed but this is not possible for each child.

Once the school joins the Trust, there may be a possibility to work alongside other SENCos on this.

Q: When the school said it could not meet the needs of 3 children with EHCPs, why was one of them admitted and not the others?

This was due to space in that year group and parental preference.

Safeguarding and behaviour were discussed in detail at the Curriculum Committee meeting.

Q: What was the 'discriminatory graffiti' mentioned in the Discrimination Report?

It was a swastika in the Year 6 boys toilets. A discussion was held with the Year 6 children but the school did not find out who did it. There were 2 children who were named as possible culprits and the parents of these children were informed and asked to speak to their children.

Q: Is the school noticing more of this kind of discriminatory behaviour?

This subject is discussed in school as needed, including in PSHE and in assemblies. The children appear to know more examples of discriminatory language, possibly due to social media. The HT believes that the viewpoint of the children is more one of tolerance and that they will call out others for discrimination. There was some anti-Jewish sentiment last year but not as much this year.

A governor commented positively on the range of sports that the children have participated in.

The Chair thanked the HT for her report.

	Actions or decisions	Owner	Timescale

7	Resources Committee meeting 22.1.25
A member of the Resources Committee presented the main points from the minutes of the meeting held on 22.1.25.	

The budget at period 9 was in a very good position.

A discussion was held around pupil numbers and the school Published Admission Number (PAN), including the numbers for Nursery and Reception for September 2025. There will definitely be a two class Nursery intake and there will hopefully be enough for another intake in January 2026. Reception numbers are currently at 64 but is more likely to be 60. The school have contacted admissions to inform them that the school is full, before round two and are waiting for a response.

Q: Once the PAN is lowered, can it easily go back up again?

Yes.

There have been improvements in staff attendance due to the embedding of the SAMS system and Fusion.

Nine-month budget monitoring

The proposed C/fwd 2025/26 at the time of this meeting was £82,865.00 surplus. The Resources Committee approved the nine-month budget monitoring.

The six-month budget monitoring was ratified by the GB.

Budget changes

The budget changes were approved by the Resources Committee.

The budget changes were ratified by the GB.

SFVS

The SFVS was approved by the Resources Committee and signed by the Chair.

2025-26 budget

Budget to date:	£
Income	4,729,123.00
Expenditure	4,875,529.00
In Year Deficit	(146,406.00)
Balance B/Fwd 2024-25	229,271.00

Proposed C/fwd 2025/26 82,865.00

The 2025-26 budget was approved by the Resources Committee.

The 2025-26 budget was ratified by the GB.

	Actions or decisions	Owner	Timescale
D	• Nine-month budget monitoring ratified	GB	
D	• Budget changes ratified	GB	
D	• 2025-6 budget ratified	GB	

8 Finance update

The SBM presented the financial position at year end.

The closedown balance was £241,000. This is 5% of the overall income so there will be no clawback.

The school has assumed a 90 place Nursery and Reception for this year's budget but this will not be the case.

The school received £225,000 more than they were told last March so it was difficult to set the budget.

The school received an additional £62,500 for SEND.

The school generated £85,000, without staffing costs, via the Out-Of-School club.

The school received Nursery top-ups.

There has been some natural wastage in staffing and some staff are on temporary contracts. This gives the school manoeuvrability in staffing.

The free breakfast clubs, due to be introduced to all schools by 2029, would affect the school, if it goes ahead as planned.

Q: Can the governors join the Finance Committee meeting online?

Yes, the next finance meeting will be held online.

	Actions or decisions	Owner	Timescale

9 Curriculum and Wellbeing Committee 19.3.24

Duncan Wilson, who chaired the Curriculum and Wellbeing Committee, presented the main points from the minutes of the meeting held on 19.3.24.

The Committee had a brief look at Insight and it was suggested that the whole GB look at it in more detail at the next GB meeting.

Pupil progress data was discussed.

The latest Quality Assurance report completed by QA Professional, Sam Foord, who visited the school on 22 January 2025, was discussed.

The visit mainly focussed on the Autumn and Spring data.

The Committee received a comprehensive behaviour and safeguarding report, including e-safety.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Look at Insight 	GB	25.6.25

10 Academies update

The school has gone through the consultation process and there were a minimal number of responses. 8 parents attended the parents meeting.

Debbie Bailey, the Trust QA is visiting the school next Wednesday.

There is a HT meeting with the other HTs in, or joining, the Trust, which the HT will attend. The SBM will attend the meeting for SBMs.

A Transfer of Undertakings (Protection of Employment) (TUPE) consultation will take place on 6 June, led by HR from Manchester City Council.

It is the intention that the school will join the Trust on 1 September 2025.

The financial year in the Trust runs from September to September.

The staff pay day will change to 15th of each month.

Q: What was the reaction from the staff?

There was some uncertainty and questions but the Q&A information they were sent helped with this and there were no issues.

	Actions or decisions	Owner	Timescale

11 Policies for approval

Grievance, Bullying and Harassment Policy
There were no matters arising.

The Grievance, Bullying and Harassment Policy was approved by the GB.

	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Grievance, Bullying and Harassment Policy approved 	Governing Body	

11 AOB

The HT presented the Ofsted report, which took place on 4 and 5 March 2025.

Q: How did the staff react to the report?

They were very pleased and proud. The staff appreciated the letter sent to them from the Chair.

Q: Were the staff anxious about the inspection?

The teachers did not appear to be anxious but the leaders were more anxious.

	Actions or decisions	Owner	Timescale

Date and time of next meeting:	Wednesday 25 June 2025 @ 5.00pm
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