

PART ONE

**MINUTES OF THE FULL GOVERNING BODY
OF DORMANSLAND PRIMARY SCHOOL
HELD IN SCHOOL on MONDAY 23 JANUARY 2023 AT 4PM**

Present:			
Marie Langer: ML	Co-opted	Jenny Ashley: JA	LA
Keith Coleman: KC V-Chair	Parent	Efisio Gigliotti	Co-opted
Alex Sweetlove: AS	Co-opted	Mark Cook: MC	Co-Acting Headteacher
Faye Davies: FD	Co-Acting Headteacher	Hayley Clark: HC	Staff
In attendance:			
Catriona Sanderson: CS	Clerk	Louisa Blyde: LB items 1-4	School Business Mgr
Karen Wells: KW item 5.1	Y6 Teacher & Writing Lead		

1.	WELCOME & ADMINISTRATION a) Apologies received and accepted from Liz James. b) No declarations of interest in specific agenda items c) Keith Coleman chaired the meeting	
2.	CHAIR'S ACTION: No emergency actions taken.	
3.	CLERK'S UPDATE Constitution: One vacancy and a possibility of a co-opted governor. LJ was planning a phone call with the applicant. Training: As well as Strictly Education governors were encouraged to use NGA for which the school paid a subscription. Their courses could be done remotely at any time. If they had not already done so, all governors asked to do the NGA course relating to updates for KCSiE. Action: Inform CS when any training completed. Strictly Education Bespoke Training: Agreed that this should relate to how governors should question/ analyse the assessment data they received from the school and how they could be confident the school was ensuring pupils made the required progress. Action: CS to contact Strictly and then enable FD and MC to liaise to explain what assessment data was being used. This led governors to discuss what Ofsted required them to be considering in relation to data and how criteria had changed. Ofsted no longer drilled into data only, it was a more wholistic approach considering each child's progress. Governors agreed that a strength would be that if Ofsted identified an issue, the school would already have identified this and have a plan in place. AS commented on the monitoring visit she had carried out relating to assessment and data. She encouraged governors to read this as it helped put this in perspective showing how on top of progress and data the school was. Ofsted Questionnaire: Governors reminded to keep using this and discuss as necessary.	All govs CS
4.	FINANCE UPDATE Governors had received the November FMR and LB reported that the December FMR was almost ready and would be sent to KC. Very little had changed. Update on promised grant from the Government: £32,000 additional funding was to come into the draft budget, this was being finalised but was based on an amount per pupil as well as an additional amount per pupil premium pupil. This had been announced by the Government in November and was to support additional expenditure in schools. From the following year it would be included in the national funding formula. JA asked if LB anticipated any extra staffing costs. No more than had been stated in draft budget. LB informed governors that the National living wage had increased from £9.90 to £10.10 per hour meaning that some mid-day supervisors and TA grades rate of pay now fell below this. An allowance had been given until the end of March, but a	

	<p>contingency needed to be included in next year's budget to make adjustment of approx. £1500.</p> <p>Governors agreed that the final budget approval meeting would happen remotely. LB to send the budget to governors ahead of this and they were asked to submit any questions copied to all and the meeting would be on Tuesday 25 April.</p> <p>ML asked if LJ had written to Surrey concerning the Budget. LB did not know but she herself had put a narrative in the budget concerning the previous year. It was noted that some smaller initiatives that had been on hold could now be done, for example to update the website and make it more mobile-phone friendly. ML agreed that it was good to be using money again directly for the benefit of the children. Governors noted the positive use of the website and how engaged parents were with it. Governors thanked LB for all her hard work on the school's finances. LB Left the meeting.</p>	
5.	<p>HEADTEACHER REPORT English Curriculum Update: Writing Focus: Karen Wells & Hayley Clark Karen Wells: Y6 Teacher and KS2 Writing Lead Hayley Clark: Y2 Teacher and KS1 Writing Lead</p> <p>KW & HC new to the roles this year. KW had been on external training for writing moderation and it had therefore made sense to use her skills alongside HC working in Y2 with SATS, the pairing was working well. Report handed round. Explanation given of Dormansland's Writing intent and how the school believed that writing should be a creative and developmental process both at a functional and imaginative level. KW explained that for SATS at KS2 the writing was all teacher assessed. She would do her own assessments on the writing and then they would be uploaded for moderation with approximately 25% of schools being chosen for moderation. KW had wished to learn from other schools and had taken release time to go to Lingfield School to look at their marking sheets and processes, this had been very helpful and the school had implemented some of these things during inset days. Latterly they learnt that Lingfield had also taken back great feedback of how writing was being taught at Dormansland.</p> <p>KW and HC explained what a "warm write" was, for example using a stimulus such as a suitcase in the centre of the room. Children were free to use their imagination and start writing. This could be a whole school event so that progression could be seen across the years. EG asked if the school engaged with local libraries. HC reported that sometimes a local library would do an assembly and the school encouraged children to take part in summer reading schemes and challenges at their local libraries. EG asked if a school would have an SLA with a local library. No, children would engage via their most local library and the school bought its books for school via another scheme. However, the school did have a good relationship with its most local library in Lingfield.</p> <p>KC asked what "un-scaffolded" writing meant. This would be when no restraints or constraints were placed on children as they started writing. For example they were told not to worry about spelling or grammar at this point and just write. HC explained that at other times they might have a purple pen and as they wrote they could underline words they thought they had spelt wrong to come back to, but did not need to stop the flow of writing to use a dictionary at that point. Governors asked AS how important grammar and spelling was at secondary school. She confirmed that at GCSE about 1/3rd of the marks would relate to grammar and spelling.</p> <p>KW said her desire was to encourage a love of writing amongst the children that they would feel inspired to write, but also explained that there were non-</p>	

negotiables, for example, children might be told that in this class you should be using full stops and capital letters. Governors discussed how grammar, spelling and grammar were introduced throughout the school and the use of editing stations and peer assessments. AS had offered to do an English lesson towards the end of Y6 as a transition into Y7.

JA asked how the handwriting scheme, introduced the previous year, was going. HC explained that some slight tweaks around letter formation had been brought in.

JA asked who would go before Ofsted if they questioned the English Curriculum. The full team was MC, FD, HC and KW and they would all be present to ensure the different strands included.

KW and HC thanked for their presentation and KW left the meeting.

Headteacher Report

Attendance for Autumn Term:

16 with attendance below 85% 21 with 100% attendance. Lower attendance was a mix of illness and unauthorised holidays. Noted that 45 had been absent on the first day back after Christmas, 32 with chicken pox. One child stuck in Romania due to passport issues and parents being cautious about Strep A infections. Attendance Officer coming to school on Thursday. **KC asked if there were any children that they would be particularly concerned about.** No there were not.

Primary National average noted as 93.4%

Yrs 1,3 and 4 - above this

Yrs 2,5:93.2%

Y2, Y6: 92%, 91%

JA asked if attendance was still a limiting Ofsted judgement. It was not and as long as a school could provide clear explanations behind attendance Ofsted would accept figures.

FD and MC reported that staff meetings had been redesigned to link to SDP Priorities, with curriculum updates included at each meeting which gave more accountability to subject leads. Noted the push on writing and marking feedback. This was now being followed up with TAs to ensure consistency.

Data Headlines and pupil Progress: EYFS (early years foundation stage) target had been set and children were progressing well in maths and were at the beginning for reading and writing. For Y6 MC explained how children were progressing, but with spelling still a concern. He explained that it was a class of two halves with 14 above expected levels of development and 9 below but few in the middle. Current Y6 had missed Y3 due to lockdown and had lost out on learning particularly in relation to writing and spelling rules.

Data for the school came from "Insight". It provided useful comparisons across different groups. MC explained the use of RAG rating and how pupils would move through the ratings and become more secure in their learning. The school drilled down into the data for each year and could support the children who needed further help. Insight could also be used to compare against other schools. **KC asked if data could be broken down for an individual child.** Yes, this sat behind the data that governors were viewing. **KC asked if the school also tracked pupils who were exceeding expectations.** Yes they did in KS1 and KS2 but not in the early years.

JA asked what the school was assessing against. For early years it was the Early Years Goal. For KS1 and KS2 assessments developed by the school, since the Government removed the levels. Over time the school had worked out where pupils needed to be by the end of Y6 and broken this down to

	<p>attainment and progress levels that needed to be made each year. Behind this the teachers had specific units of work to be delivered.</p> <p>Behaviour: The policy had been reviewed and renamed: Positive Relationships. Noted that staff had been clearly implementing the stages of response. Behaviour Ambassadors were giving an assembly about trusted adults in school and Junior Leaders had been into classes to ask what could be improved, they were reporting back to MC and FD the following day.</p> <p>Premises: Governors noted that the gates were still not fully operational. The problem had been escalated and school was hopeful they would be fixed soon. JA asked if the school was secure. Yes, it was.</p> <p>Kitchen meeting had taken place the previous week with Olive Dining and SCC. A compromised plan had been agreed and school was hoping things could go ahead over the summer, but not 100% certain yet.</p> <p>Staffing: Governors noted new HLTA in YR and that a new YR teacher was starting after half term. Another teacher had been covering until then. The need for two different teachers had occurred due to late resignation of one teacher and concurrently FD and MC not been prepared to put a sub-standard supply teacher in the class. JA asked how parents felt. FD reported that they had given parents all the news in one go, and so far there had been good feedback and they were happy with the teacher in place. Strike Action Guidance was that the school could ask staff if they intended to strike but they did not have to say. Currently no-one had said they were planning to strike but this could change.</p> <p>Safeguarding: Refresher training on CPOMS was given, a new electronic sign-in system established. Attendance data was being published in the new bi-weekly newsletter. Action: FD/MC to include governors in circulation for newsletter.</p> <p>Mental Health and Well-Being of Staff: Focus to do less but do it better and more consistently. Hot Cross Bun Wednesday once a month. Reduction of meeting times, (Staff now populated AOB for staff meetings in advance which helped to speed up meetings) more support for marking and how to ensure consistency. Curriculum planning time had been allocated at the end of last term. JA congratulated the school on the new Vision and Values Tree. JA asked if the school still had a School Improvement Partner that they were buying in. Yes, it was Alison Day. She had been in just before last half term and also done HT appraisals. She would be back in the summer. JA was pleased to note this, stating how important it was to have external validation and advocated keeping up this expense.</p>	MC/FD
6.	<p>SAFEGUARDING</p> <p>ML had carried out a safeguarding visit on 29th January and felt assured that all was in hand. She was also coming in the following week to carry out a dip sample on the SCR (Single central record). Governors discussed an action from March 2022 FGB about whether the school should renew Staff's DBS checks annually or every three years. This had originally arisen as Ofsted had queried DBS checks in a Surrey school and their judgement had been affected. Since then, it had been found that the judgement did not relate to DBS checks and an apology had been given. This therefore changed the view and following a robust discussion governors agreed that as long as they were compliant there was not a need which would have a significant cost to renew DBS checks. Governors noted that all new starters had to undertake a DBS check, or if there had been a gap in service or circumstances had changed. KC suggested that even though the school was compliant a spot check of some sort would provide even greater assurance. The following was therefore agreed. Each academic year a couple of staff members who had been in the school for more</p>	

	<p>than five years would be randomly selected and asked to complete a DBS check, similar to dip sampling. Action: FD to inform LB.</p> <p>ML reminded governors to complete the NGA safeguarding training. Confirmed that FD would provide Safeguarding Update training within the next meeting in March.</p>	<p>FD</p> <p>All govs</p>
8.	<p>POLICIES: Accessibility Policy and Plan: KC had reviewed this policy. He had suggested a couple of small amendments relating to a grid of acronyms. He recommended it to governors for approval. Governors approved the policy.</p> <p>Governors noted the following policies that had been updated by the school but did not require governor approval: Antibullying Drugs and Medicine Equality, Diversity & Inclusion – specific duties and objectives Exclusions & Managed Moves Protocols Intimate Care Policy.</p>	
9.	<p>GOVERNOR MONITORING Equality, Diversity and Exclusion: EG had carried out his monitoring visit earlier in the day and produced a draft report that needed to be agreed by FD and MC it would then be circulated to governors via CS. EG reported that he had identified a couple of potential areas for improvements that governors could see in the report. Quality of Education and EYFS – Data Headlines: AS had carried out visit on 6/12/22. She reported very positively on her visit and encouraged governors to read her report.</p> <p>ML reported that during her Safeguarding visit she had spoken to some of the children who were asking who she was and what governors did. She concluded that there needed to be more exposure of governors and their role. Agreed that governors might join an assembly and that there should be photos of them in school reception area. Action: All governors to send MC a photo. FD: to think about which assemblies governors might attend. Other ways to engage: Attend Eater Service: Street Party for the Coronation on Thursday 4 May – before the FGB.</p>	<p>All govs</p>
10.	<p>MINUTES: Governors approved the minutes of the meeting held on 21 November 2022 as an accurate record and they were signed by the Chair. Action List updated. All done or in hand</p>	
11.	<p>WHAT HAVE WE DONE AT THIS MEETING TO BENEFIT OR IMPROVE THE EDUCATION OF THE CHILDREN IN OUR SCHOOL? Received informative information about how English and writing is taught. Considered Safeguarding Discussed attendance Received the HT report. Discussed how to increase visibility of governors to support the children.</p>	
12.	<p>DATES OF NEXT MEETINGS</p> <ul style="list-style-type: none"> • Wednesday 8 March 2023, • Thursday 4 May 2023, Wednesday 12 July 2023. 	
	<p>Meeting ended at 6.05pm</p>	

Advice given by Governors at this school is incidental to their professional expertise and is not being given in their professional capacity. Governors must respect the confidence of those items of business which a governing body decides and not disclose what individual governors have said or how they have voted within a meeting.

Signed..... Date.....