

**Baguley Hall Primary School
Governing Body Meeting Minutes**

School: Baguley Hall Primary School

Quorum: 5 (met at this meeting)

Chair: Carol Steedman

Clerk: Alyson Knowles

Date of meeting: 21st November 2023

Venue: Baguley Hall Primary School

Attendance

| Name | Governor type | 'End of Term of Office' date | Present (P) / Apologies (Ap) / Absent (A) |
|-----------------|---|-------------------------------------|--|
| Kate Bulman | Head Teacher (HT) | <i>Ex Officio</i> | P |
| Carol Steedman | Partnership (Chair of Governors) (CoG) | 23/03/2024 | P |
| Yanghong Huang | Co-opted Governor | 26/03/2024 | P |
| Geevar John | Parent Governor | 27/02/2027 | P |
| Helen Stevens | Co-opted Governor | 01/09/2026 | P |
| Pamela Cowen | Co-opted Governor | 31/10/2027 | P |
| Jennifer Gibson | Parent Governor | 09/05/2026 | P |
| Clair Goulding | Associate Governor (Deputy Head Teacher) | 22/03/2027 | P |
| Samantha Days | Co-opted Governors | 27/02/2027 | P |
| | | | |
| Peter Renshaw | Co-opted Governor (Vice Chair of Governors) | 26/03/2024 | AP |

Others present

| Name | Role |
|-------------------|--|
| Alyson Knowles | Clerk, One Education |
| Anne-Marie Dorsey | School Business Manager (SBM) |
| Liane McDowell | Special Educational Needs & Disabilities Co-ordinator (SENDCo) |
| Lucy Whitesmith | Special Educational Needs & Disabilities Co-ordinator (SENDCo) |

Agenda Items

| 1 | Apologies | | |
|---|-----------------------------|--------------|------------------|
| The clerk welcomed everyone to the meeting. | | | |
| The CoG introduced & welcomed Pamela Cowen to the board of governors. The CoG advised that Mike Allison has resigned his position on the board. | | | |
| Apologies were received and accepted from Peter Renshaw. | | | |
| | Actions or decisions | Owner | Timescale |
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| 2 | Verbal declarations of interest. | | |
| There were no declarations of interest pertaining to any of the agenda items and no changes to annual declarations. | | | |
| Pamela Cowen (Co-opted Governor) brought to the attention of the board that she is employed by the Department for Education (DfE) and asked if this would prevent her from sitting on the board of governors. The board was advised that this would not prevent Ms. Cowen from being a member of the board. | | | |
| The HT advised that Vanessa Williamson will be joining the board of governors in the role of staff governor and a further Local Authority (LA) governor would be joining in January 2024. | | | |
| | Actions or decisions | Owner | Timescale |
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| 3 | Notification of confidential items or items for AOB | | |
| The following items were added to the agenda: | | | |
| Academic calendar 2024-25 | | | |
| Budget Update | | | |
| | Actions or decisions | Owner | Timescale |
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| 4 | Chair & Vice-chair elections | | |
| Carol Steedman was nominated for the role of CoG and stood unopposed. | | | |
| The nomination was seconded by Helen Stevens. | | | |
| Carol Steedman was elected to the role of CoG for a period of one year. | | | |
| Peter Renshaw was nominated for the role of Vice-chair of Governors. | | | |
| This nomination was seconded by Carol Steedman. | | | |
| Peter Renshaw was elected to the role of Vice-chair of Governors for a period of one year. | | | |
| | Actions or decisions | Owner | Timescale |
| D | <ul style="list-style-type: none"> Carol Steedman was elected to the role of CoG | Governing Body | One year |
| D | <ul style="list-style-type: none"> Peter Renshaw was elected to the role of Vice-chair of Governors | Governing Body | One year |

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|---|---|----------------|------------------|
| 5 | Appointment of Governing Body Clerk | | |
| It was agreed that One Education Governor Support would continue to provide support and clerking for the period of the service level agreement. | | | |
| | Actions or decisions | Owner | Timescale |
| D | <ul style="list-style-type: none"> One Education to continue to provide governor support | Governing Body | One year |

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|--|---|--|--|
| 6 | Minutes of the previous meeting (17.07.2023) and matters arising | | |
| The minutes of the previous meeting were approved as an accurate record of the meeting and a | | | |

copy signed for retention on file.

There were no matters arising.

| | Actions or decisions | Owner | Timescale |
|---|---|----------------|------------------|
| D | <ul style="list-style-type: none">Minutes of the previous meeting (17.07.2023) approved | Governing Body | |

7 Special Educational Needs and Disabilities (SEND) Update.

Ms. Whitesmith (SENDCo) and Ms McDowell (SENDCo) were welcomed to the meeting.

Ms Whitesmith and Ms McDowell provided the SEND update.

There are a number of pupils with a high level of need in both speech and language, and social, emotional and mental health. There are currently 140 pupils on the SEND register. The school also has 35 pupils who have an Education Health Care Plan (EHCP), with a further 13 applications awaiting a decision. There is also a referral for emergency funding awaiting a decision.

| | SEND Support | EHCP | Total |
|----------------------|--------------|------|-------|
| Nursery | 8 | 0 | 8 |
| Reception | 15 | 4 | 19 |
| Year 1 | 16 | 6 | 22 |
| Year 2 | 17 | 4 | 21 |
| Year 3 | 15 | 1 | 16 |
| Year 4 | 10 | 7 | 17 |
| Year 5 | 13 | 4 | 17 |
| Year 6 | 11 | 9 | 20 |
| Total across school: | 105 | 35 | 140 |

During this academic year it is likely that an additional 19 applications for an EHCP will be made. By the close of the 2023-24 year there will be 67 pupils in total with an EHCP attending the school. This is a very high number.

There are currently 6 pupils with early years funding in place and 12 pupils awaiting specialist provisions. Emergency funding is expected for the current EHCPs.

Q What are the numbers of SEND pupils like across the year groups?

Pupils are spread evenly across the year groups, although numbers in nursery are low as pupils are still being assessed.

The school's percentage of pupils with an EHCP is very high at 6.6%, the national average is 3.5% with a 3.1% average for the Local Authority (LA).

Q Is this similar across all schools in the LA?

When speaking to other SENDCos at network meetings, the numbers are high across the LA. Baguley Hall Primary School's numbers are very high when compared to local and national figures.

The attendance of SEND registered children is 93.8% and the attendance of pupils in receipt of a EHCP is 91.2%, both figures are well above the national average.

Interventions

The range of interventions offered by the school remains similar to 2022-23 academic year. The school continues to commission teacher support for a visually impaired pupil. The teacher provides a lot of advice and guidance. Nurture groups and WELLCOM for Early Years Foundation Stage (EYFS) is also provided.

Great Minds (mental health support service) has also been commissioned to work with one pupil.

The school is engaging with Attention Autism, a kick-starter project offered by the LA. There are 3 schools in the Wythenshawe area who are participating.

It is recognised that there is a gap between what schools are able to offer and the thresholds for Child & Adolescent Mental Health Service (CAMHS). It is hoped that Mthrive support will fill this gap. It has been raised that there is not a lot of available support focusing upon children of primary age. The school is trained in supporting children to regulate emotions and the school offers an Emotion Club to support children with low mental wellbeing.

Data

There is no data available for years 1 & 3 from the Fischer Family Trust (FFT). Figures and data do not transfer over from Key Stage 1 (KS1) to Key Stage 2 (KS2). FFT does not have a facility for Reception class (REC) data collection. Going forward, as data disappears once a child or group moves year groups or phases, the data will be extracted before the end of the academic year.

The FFT calculates the score at the end of the year and predicts what the individual child should score at the end of the following year. The vast majority of pupils on the SEND register, and those with an EHCP, are doing well and this data will identify gaps in knowledge and learning. Some pupils do not have available data, which is due to a number of reasons including a period of absence, for example.

The percentage of pupils at the end of Year 6 (Y6) achieving age-related expectations has significantly increased. This is dependent upon the nature of the educational needs of the children and it must be recognised that one cohort is very different from another. The loose indicator is that that school and the pupils are moving in the right direction.

Pupil and parent engagement and involvement is essential. Legally, all pupils with additional needs and/or an EHCP must have an annual review. However, an early review can be held when appropriate or needed. An early review may be helpful when a funding application is required, an increase in funding is needed or if it is decided that a SEND provision more appropriate. The SENDCos will meet with staff and parents to complete reviews and applications. The voice of the parent and the voice of the child will be sought. Each term the SENDCos will meet with class teachers to review targets, make changes to support where required and set new targets if appropriate.

Accessibility

The school has created a 'safe space room'. This room has built-in chairs and resources which can be accessed by all pupils when they become emotionally dysregulated or over-stimulated. This room is not used by many pupils, but is a real benefit to those with significant emotional and learning needs.

The school continues to work with a number of agencies including nursing teams, the EHCP teams, speech and language therapists (SALT) and paediatricians. Individual pupils also receive

agency support for specific interventions.

Q The Ofsted report highlighted adaptations at the school, have these changes worked and how can the school build upon this?

Staff reviewed what the children's provisions should be, they have also reviewed and talked about any changes that are needed. Staff training has been completed and staff are sharing good practice for adaptations.

Q When is the 'safe space room' used?

The room is used as and when needed by the pupils. It is particularly helpful in the morning when pupils are over-stimulated coming into school. It has also proved useful for pupils diagnosed with Autism who struggle to communicate when upset.

Q Is it difficult for staff having such a high number of pupils with additional needs and SEND? Is it a high workload?

Yes, it is, but this is closely monitored. SENDCos meet regularly with local SENDCos and staff attend SEND networks provided by the LA.

Q Is there anything you would like to tell governors which has not been covered in the report?

The audit report has been received but this has not yet been reviewed. Feedback will be provided at the next standards and curriculum committee.

Governors thanked Ms Whitesmith and Ms McDowell for their update and noted its contents.

| | Actions or decisions | Owner | Timescale |
|--|-----------------------------|--------------|------------------|
| | | | |

8 HT's Report

A number of documents were provided to governors prior to the meeting for review. The HT presented her report and the following points were raised in discussion.

8.1 External Advisor's Quality Assurance Report

The QA report is completed by the Senior Schools Quality Assurance (SSQA) officer allocated by the LA. All schools undertake an annual review. This review is conducted by the SSQA over 3 or 4 visits to the school. This is dependent upon the schools Ofsted inspection rating and will usually take place during autumn term.

Baguley Hall Primary School's SSQA is Mel Hooson. The current grading is requiring improvement (RI), although the school is making improvements and the personal development aspect of the inspection is rated as good.

It is agreed that although the school is making a lot of good improvements across all areas, the school continues to self-evaluate as requires improvement. This is agreed with the SSQA.

Reviews have been completed with the SSQA officer and the CoG attended the audit. It is felt that the SSQA has a good awareness of what the school is putting into place, the reasons for this development and of the current position of the school. The SSQA officer looked at the school's data and listened to the senior leadership team (SLT) and teaching staff. The SSQA officer understood the intention behind the SDP but highlighted that this needs to be developed further.

The school needs to be asking additional questions, such as what do the children get from this? Conversations are already taking place around teacher development, key components, how the

school is going to give the children the correct knowledge and how the school assesses this learning.

Staff and the SLT have already started monitoring and reviewing this term. This is in part due to the changing needs of the children and also the changing demographic of pupils. With foundation subjects it is essential that the curriculum is not teaching things that the children do not need – the staff will then plan the curriculum around this.

The class teachers are focusing on ‘Sticky Knowledge’ – helping pupils to retain what they have already learnt and embedding this before starting a new topic. This should enable pupils to place the learning in a wider context and relate new topic areas or new learning to what they already know. Using this technique, pupils look at past learning to bring knowledge to the forefront of their minds and therefore new learning has ‘something to stick to’.

The HT is looking forward to continuing to work with the SSQA.

8.2 Pupil Outcomes

| | School % | LA % | National % |
|-------------------------------------|----------|------|------------|
| EYFS | | | |
| Good level of Development (GLD) | 52 | 59 | 67 |
| Year 1 Phonics | 78 | 74 | 79 |
| KS1 | | | |
| Reading | 65 | 61 | 68 |
| Writing | 47 | 52 | 60 |
| Maths | 69 | 64 | 70 |
| KS2 | | | |
| Reading | 57 | 68 | 73 |
| Writing | 56 | 61 | 71 |
| Maths | 60 | 68 | 73 |
| Reading, Writing & Maths | 44 | 51 | 59 |

In the majority of areas, SEND, EHCP and Pupil Premium (PP) pupils are making improvements when compared to those pupils without a disadvantage. Most SEND, EHCP and PP pupils are reaching age related expectations and for some pupils learning is at a greater depth.

Tracking documents have been created for all pupils and all year groups from Reception (REC) to Year 6 (Y6). REC children are maintaining a good level of development shown through teacher assessment and rising stars tests (written test) at the end of the year.

Despite last year’s difficult reading paper the Y6 Cohort (2022-23) had a good pass rate at 57%.

The current Y6 pupils completed assessments using past Standard Assessment Test (SATs) papers. At this stage in the year maths scores were not expected to be high as they have not completed all aspects of the curriculum. However, some have already reached the pass standard.

Y6 have completed past papers and 20% are already achieving the required standard.

Q Have 20% of the class already reached the standard for a pass in the Y6 SATS?

One child scored 119 with 100 being the pass rate. A further 6 reached 100 or above and some pupils scored 99.

Pupils have done very well and it shows the maths curriculum is working. Power Maths is in its 2nd year since its introduction.

There were not massive improvements at the close of the academic year 2022-23 but the assessment shows there are improvements. Guided Reading and Read Write Inc. (RWI) (Phonics programme) will bring about further improvements in phonics and reading and going forward, in writing.

The RWI programme has brought out the school's highest phonics results recorded at the school. This score sits alongside the KS1 data in maths which was 1% off the national average. Reading in KS1 is within 3% of the national average, although the gap between national average and the school for writing remains high.

The SLT would like the Key Stage 2 (KS2) data to be better but it continues to improve. The results are not desperately negative.

Q What is our position now? Were current Y6 pupils the same when in KS1?

Progress is based upon teacher assessments at the end of KS1. This year's Y6 cohort did not complete KS1 SATS due to Covid-19. Progress baselines will be taken from EYFS baseline data and assessment will look different.

Q There is a lot in place for reading and maths, however writing results are below what is expected? What are we doing to improve writing?

At the end of the 2022-23 school year, the long-term plan for writing was reviewed. The school is working to provide additional opportunities for writing across other subject areas. Spelling, punctuation and grammar (SPAG) is taught across all curriculum areas with dedicated SPAG learning each week. KS1 are also provided with additional writing opportunities.

Year 2 (Y2) & Y6 moderation has created a tracking sheet which gathers a number of pieces of work from each pupil – this enables teachers to identify gaps in knowledge in SPAG and writing. Pupils have the knowledge but it is not consistently used across the school. Reinforcement and embedding of writing and SPAG learning needs to continue.

Children in Y3 & Y4 are continuing with RWI lessons however, due to other commitments one teacher did not teach English to her class. This has caused some difficulties. Staff are now back in lessons for support and to remind pupils of strategies they can use.

Moderation meetings offered by the LA will also be attended with allocated staff meeting times for writing and reading development.

Guided reading is also an essential aspect of learning to write. Teaching staff read the text to the pupils enabling them to follow the text and gain understanding through how it is read.

Q If the teacher is reading to the pupils what are the children doing?

RWI – Guided Reading supports reading fluency. Each child is tracking the text in class. They are also provided with a book to take home which is based upon their individual abilities. The guided reading texts are read aloud by the teacher so the children gain greater understanding of what they are reading. Guided reading is very good at engaging pupils with texts and developing

understanding.

There are also additional homework clubs for those unable to complete homework at home.

8.3 Curriculum

The school has started work with curriculum leaders – cover is arranged to enable staff to complete this work. Subject leaders are fine tuning the curriculum and relating learning to knowledge already given to pupils. Assessments are completed at the end of a topic.

Curriculum leaders are reviewing and monitoring consistently and regularly. A geography deep-dive has been completed with the support of Crossacres Primary School and an Ofsted inspector who is employed at the school which has a similar cohort of pupils. The result has been very positive. Crossacres primary school staff have observed all geography lessons and talked to staff and pupils.

A further deep dive will be completed next week for the science curriculum and history will be completed during spring term 1.

On Friday 24th November 2023, Crossacres will be meeting with staff to deliver training and look at what is currently provided. The planning in place is good quality and there is consistency in delivery. Activities and plans are very clear. In guided reading, there is discussion of content which includes comparisons, relationships and retrieval. Staff are also clear on how lessons should be paced.

The SLT are aware that this means there is a high workload for teachers which will require monitoring due to increased checks and changes. The school, however, is not going to make further improvements without this review and change.

8.4 Attendance Update

The current whole school attendance is 95% with persistent absentee (PA) rates falling by 10% when compared with autumn term 2022-23.

Overall attendance during half term 1 is above the national FFT average. No data has been published by the Department for Education (DfE). Staff are working hard to improve attendance with the first set of attendance panels going ahead earlier this term. Of the 12 parents invited into school to discuss attendance only 2 attended, however despite parents not meeting with attendance staff, the message is still very clearly sent to parents.

The school is also targeting late arrivals and sending a clear message to parents that late arrival impacts upon the wellbeing of pupils as well as their learning. The school is aware that there are cohorts of pupils who will not make the necessary changes to improve attendance and punctuality. The improvement of attendance and punctuality is a key objective within the school development plan, with the Study Bug application being used to track absence and the illness of pupils. An audit was completed during the summer term with attendance and punctuality actions added to the school development plan.

8.5 School Development Plan (SDP)

The priorities for the SDP were provided to governors prior to the meeting for review. The rationale behind the SDP is based upon the key issues raised by Ofsted. The SDP has been written collaboratively with teachers, staff and SLT. Ofsted areas for improvement are broken

down into their component areas and further reviewed to create specific objectives.

Q Are we seeing the impact lower down the school?

Yes, we are seeing the impact in the lower school.

8.6 School on a Page (SOAP)

| Demographic of pupils | Percentage of pupils % |
|---|-------------------------------|
| Pupil Premium (PP) | 50 |
| Free School Meals (FSM) | 50 |
| English as an additional Language (EAL) | 22 |
| SEND | 26 |
| Additional funding | 18.5 |
| EHCP | 7 |
| Emergency Funding | 1 |
| Early Years Funding | 1 |

The SOAP document provides the contextual and national figures for Baguley Hall Primary School. It shows the schools demographic and how much higher the number of FSM, PP & SEND pupils attend the school. Although changes occur across the year, of pupils recorded as SEND or with EHCPs – 82% are also PP. Not all pupils with SEND are in receipt of PP but many are FSM and PP due to the high economic and social disadvantage in the area.

8.7 Safeguarding and behaviour update

The HT reported that Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe.

| Actions or decisions | Owner | Timescale |
|-----------------------------|--------------|------------------|
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9 Committee Feedback & Updates

Prior to the meeting, the minutes of the Resources Committee, Standards & Curriculum Committee provided to governors for review. The committee chair provided a brief overview of the meeting and the following points were raised/discussed/approved.

Resources Committee Meeting 31/10/2023

The following policies were approved at a committee level

Teacher's Pay Policy 2023
 Dinner Money Policy 2023
 Charging and Remissions Policy 2023

No issues were raised and the budget changes, cashflow forecast and period 6 monitoring were ratified.

Standards and Curriculum Committee meeting 12.09.2023

It was reported that all staff have now read and understood Part 1 of Keeping Children Safe in

Education (2023) (KCSIE 2023) a statutory requirement. Each member of staff must email the SBM once this is completed.

It is requested that all governors read Part 1 of KCSIE (2023) and inform the SBM via email.

Pay Committee 03.10.2023

Governors were advised that the Pay Committee met on the 03.10.2023 – recommendations had been provided and approved at a committee level.

Governors noted the contents of the minutes and thanks were given to the Chair of Governors for the update.

| | Actions or decisions | Owner | Timescale |
|---|--|----------------|------------------|
| D | <ul style="list-style-type: none"> Period 6 Monitoring report ratified | Governing Body | ASAP |
| D | <ul style="list-style-type: none"> Budget Changes ratified | Governing Body | |
| D | <ul style="list-style-type: none"> Cashflow forecast ratified | Governing Body | |
| A | <ul style="list-style-type: none"> All governors to read Part 1 of KCSIE (2023) and | Governing Body | |

10 Head Teacher Performance Management (Verbal Update)

The Chair advised that the HT's performance management review had been completed and new targets set in relation to Ofsted and the School Development Plan (SDP)

The governors thanked the HT and CoG and noted the update.

| | Actions or decisions | Owner | Timescale |
|--|-----------------------------|--------------|------------------|
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11 2023- 24 Pupil Premium Strategy

The PP strategy was provided to governors prior to the meeting for review.

No points were raised for discuss and no amendments requested. The PP strategy was approved by governors.

| | Actions or decisions | Owner | Timescale |
|---|--|-----------------|------------------|
| D | <ul style="list-style-type: none"> PP strategy approved | Governing Body. | |

12 2023-24 PE & Sports Grant Statement

The PE and sports grant statement was provided to governors prior to the meeting for review.

| | Actions or decisions | Owner | Timescale |
|---|--------------------------------------|-----------------|------------------|
| D | PE & Sports grant statement approved | Governing Body. | |

13 Governing Body Housekeeping

A number of documents were provided to governors prior to the meeting for review. The Chair introduced a number of items for consideration & discussion.

13.1 Terms of Reference

Prior to the meeting the SBM provided the terms of reference for review. It is requested that governors review the terms of reference.

The SBM will email all governors with the Terms of Reference for review.

13.2 Governors Code of Conduct

Prior to the meeting the SBM provided the Governors Code of Conduct for review. It is requested that governors review the code of conduct.

13.3 Annual confirmation of Eligibility

The SBM/ HT requested that all governors complete the annual confirmation of eligibility. This is available via Governor Hub.

13.4 Annual declaration of pecuniary interests

The SBM/ HT requested that all governors complete the annual declaration of pecuniary interest. This is available via Governor Hub.

13.5 Skills audit form

The SBM/ HT requested that all governors complete the skills audit form. This is available via Governor Hub.

13.6 Committee Membership

The following governors are allocated to the Resources committee:

Carol Steedman

Pamela Cowen

Jennifer Gibson

Peter Renshaw

Samantha Days

The following governors are allocated to the Standards & Curriculum Committee:

Carol Steedman

Peter Renshaw

Geevar John

Helen Stevens

Yanghong Huang

Governors are requested to join the Pay Committee. Governors were advised that this committee meets annually during half term 1. It is requested that in addition to the CoG, 2 further governors attend in order for the committee to be quorate. Governors were reminded staff governors cannot attend a pay committee.

The following governors agreed to join the Pay Committee:

Helen Stevens

Carol Steedman

Pamela Cowen

Yanghong Huang

13.7 Link Governor Roles

The following governors are allocated specific roles within the board of governors

Samantha Days – SEND

Peter Renshaw – SEND

Jennifer Gibson – Safeguarding

Yanghong Huang – Maths

Helen Stevens – Wider Curriculum

The Chair of Governors requested Pamela Cowen consider taking on the role of PP governor for the spring term.

13.8 Governor vacancies

The SBM reported that now Pamela Cowen has joined the board of governors there is one further vacancy. Vanessa Williamson will be joining the board of governors at the next meeting and an LA governor will join in January 2024.

A governor with a financial background and skills would be preferred. The Chair and HT volunteered to review governor recruitment.

13.9 Governor Training

The following training events are provided for governors by One Education Ltd.

Governor panels: 05/12/2023

Link Governor Course: 11/01/2024

Attendance: 10/01/2024

School Finance: 27/02/2024

SEND Governors: 20/03/2024

The CoG advised that prior to Covid-19 lockdown 1:2:1 meetings would take place between individual governors and the chair. The CoG would like to book in these meetings again. This was agreed by governors.

13.10 Governor Visits

Q What do you do when you plan your visit to the school?

As a starting point, look at the SDP and how this will impact the school. It is important that governors look at the pupils work and speak directly to pupils.

It is requested that governors attend parents' evening on 6th and 7th December to speak to parents.

Governors may want to ask the following questions:

What do parents like about the school?

What is the school doing well?

What improvements could be made?

Teachers will be in individual classrooms meeting with parents and refreshments will be available

in the hall. The HT hopes to have something in place which will draw parents to the hall such as a book fair. Parents who have not already signed up for Spiders or Study Bugs will be approached and asked to join.

Q Can we please look at online payments or a card reader system for payment at the book fair?
Yes, the school will look at getting a card reader.

Jennifer Gibson and Geevar John left the meeting.

| | Actions or decisions | Owner | Timescale |
|---|--|----------------|------------------|
| A | <ul style="list-style-type: none"> Governors to attend parents evening if available and notify the HT & SBM | Governing Body | 01/12/2023 |
| A | <ul style="list-style-type: none"> Chair of Governors to book in 1:2:1 meeting with governors | Chair | 2023-24 |

14 Policies for approval

The following policies were provided to governors prior to the meeting for review:

Data Protection Policy

Q Is this a standard policy?
Yes

No changes were made to the policy and the Data Protection Policy was approved.

SEND Policy

No changes were made to the policy and the SEND Policy was approved.

Admissions Policy

Q Based on this policy is the school able to refuse a place because the school cannot meet the needs of a child with an EHCP?

If we cannot meet the needs of a child the school would not be named on an EHCP. The school can request emergency funding and an early review. If the school still cannot meet need the child would remain on the school's roll until an alternative or specialist provision can be found.

The school has a standard 75 pupils per year group. If we have 75 or less applications, all pupils will be allocated a place. If there are over 75 applications received the specified criteria will be used. Parents can appeal and if successful the pupil will be allocated a place at this school. In Key Stage 2 each class can have more than 30 pupils however, this is more difficult in KS1 where one more pupil would require the school to have one more teacher.

No changes were made to the policy and the Admission Policy was approved.

Safeguarding Policy

No changes were made to the policy and the Safeguarding Policy was approved.

| | Actions or decisions | Owner | Timescale |
|---|---|----------------|------------------|
| D | <ul style="list-style-type: none"> Data Protection Policy approved | Governing Body | |
| D | <ul style="list-style-type: none"> SEND Policy approved | Governing Body | |
| D | <ul style="list-style-type: none"> Admissions Policy approved | Governing Body | |

| | | | |
|---|--|----------------|--|
| D | <ul style="list-style-type: none"> Safeguarding Policy approved | Governing Body | |
|---|--|----------------|--|

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| 15 | AOB |
|-----------|------------|

The following items were presented for AOB:

Draft academic calendar for 2024-25 year.

No changes were made and the calendar was approved by governors.

A budget update was provided to governors prior to the meeting for review.
Governors thanked the SBM and noted the budget update.

| | Actions or decisions | Owner | Timescale |
|---|---|----------------|------------------|
| D | <ul style="list-style-type: none"> The Calendar for the 2024-25 academic year approved | Governing Body | |

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|---------------------------------------|---|
| Date and time of next meeting: | Tuesday, 27th February 2024 at 4:30pm |
|---------------------------------------|---|