

Hatchell Wood Primary Academy
Local Governing Body Meeting
Minutes 5 March 2020

Hatchell Wood Primary Academy LGB Meeting Spring Term: March 2020

Date and time:

Thursday 5 March at 5.00pm

Location:

Hatchell Wood Primary Academy

Present

Governor and Chair:	C Street	(CS)
Governors:	L Redfern	(LR)
	K Taylor	(KT)
	J Bullock	(JB)
Head Teacher:	J Harris	(JH)
Clerk:	J Harris (AMF Projects)	(JHA)

In Attendance

Deputy Head teachers:	F Burton	(FB)
	G Snow	(GS)
School Business Manager:	K Richards	(KR)

** Denotes challenge raised by governor/s

Agenda Item	Minutes
1.	<u>Apologies for Absence</u>
1.1	To accept, apologies for absence <ul style="list-style-type: none"> • Mark Huby (MH) • Nigel Foster (NF)
1.2	To receive, but not accept, apologies for absence <p>There were none.</p>
2.	<u>Declaration of Interests</u>
2.1	Individual board members to declare any personal, business or other governance interests on any item on the agenda

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	James Bullock - Headteacher at Lakeside Primary
3.	<p><u>Items of urgent business</u> <u>Chair to determine any items of urgent business to be considered under item 8 below</u></p> <p>(i) New Parent Governors have been elected and are to be invited to summer term LGB:</p> <p>David Plant Amra Stone</p> <p>(ii) Corona Virus. The school is following Public Health England advice. Information has gone out to parents.</p> <p>(iii) Residential Trip - to be approved under agenda item 6.6.</p> <p>ACTION: David Plant and Amra Stone to be invited to the summer term LGB.</p>
4.	<p><u>Local Governing Board Minutes</u></p> <p>4.1 <u>Approval of the minutes</u> <u>To agree the minutes of the meeting held on 28 November 2019.</u></p> <p>These were approved and signed by the Chair.</p> <p>4.2 <u>Matters Arising from the minutes</u> <u>To consider any matters arising from the minutes, not already covered on the agenda.</u></p> <ul style="list-style-type: none"> • Mark Huby has resigned from the position of Vice Chair, but he will stay on until the summer term • Lynda Redfern offered to become the next Vice Chair • The Governors' section on the website is still not quite as it should be and needs aligning • Ofsted Framework. Balby Central to give feedback after recent inspection next week • Amendment to minutes: DM has resigned – see governor links - should be H&S The Chair (CS) requested that the minutes be suitably entitled i.e. 'Full LGB Minutes' so that they are easier to identify on GovernorHub

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	<p>Actions from the minutes:</p> <ul style="list-style-type: none"> • 2.1 - had already been completed. • 5.1a - this is included in the minutes for T&F meeting • 1.2 – succession planning. To be reviewed as Governor has since resigned • 6.4(c) – completed • 6.4(d) – GIAS consistency in terms of office – defer to next meeting <p>All other actions were completed.</p> <p>ACTION: HW/JHA to ensure minutes are suitably entitled so they are easier to identify on GovernorHub.</p>
5.	<p><u>Head Teacher's Termly Written Report (to be presented alongside the Data Dashboard). Governors had viewed this prior to the meeting via GovernorHub.</u></p> <p>JH shared his report with the Governors highlighting the following points:</p> <p>General Update</p> <ul style="list-style-type: none"> • We have had visits from various organisations to provide us with external assessments and validation of our work • Middle Leader Role STEP visit – report still to be sent. Focussing on how we are developing our middle leaders and their capacity to lead their subjects • SEN Review – report in GovernorHub, feedback from Gemma • Trust IT Project is rolling out this term. February half term saw the switchover to the new broadband line with the new filter called Studysafe which enables us to control access more effectively • The old management information system (SIMs) will be switching over to a new cloud-based system (Arbor) from 1st April. • We will be moving over to a serverless server system over Easter based on Office 365 products which will then make the physical server in school surplus to requirements.
5.1	<p><u>Strategic Leadership</u></p> <p>After a term of working as an extended leadership team with Gemma and Felicity out of class and focussing on inclusion and curriculum respectively whilst I work part time for the trust, we feel that it has strengthened our capacity. They now have a wider overall view of the school and are effectively running the school for parts of</p>

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	each week.
(a)	<p>Preparing for the introduction of the revised Health Education and Relationships (and sex) Education curriculum</p> <p>Big Talk provides our sex education lessons throughout the school alongside the Safe Touch talk provided to Year 1 by the Nursing service and our PSHE curriculum which focusses on relationships based on the Jigsaw programme. This ensures that we already fully cover the requirements of the new legislation.</p>
(b)	<p>Reducing school workload</p> <p>We have reduced and revised the requirements that we expect from teachers regarding reporting attainment as our previous system of question level analysis was cumbersome and did not provide information in enough detail or in a timely manner. We have also revised the marking policy so that it is more relevant to the children and less onerous for the teaching staff. The use of codes and the reduced expectation of comments in books ensures that staff are only commenting on what is needed for the children to progress not for any other audience that might be looking through the books.</p> <p>We have nearly completed our mental health and wellbeing accreditation which sets out our commitment to caring for our children and staff.</p> <p>Due to the curriculum focus in the new Ofsted Framework and the increased expectations of middle leaders we have done a lot of work with subject leaders to prepare and support them in developing their leadership roles. We have held regular meetings, (including meeting with the Curriculum link Governor) and supported subject leaders in developing portfolios, skills and knowledge progression maps and action plans. We have also made the decision as a school to focus on teaching 3 wider curriculum areas in depth, science, history and geography and allowing the other areas to be taught through the topics where appropriate.</p>
5.2	<p><u>Accountability for Educational Standards</u></p>
(a)	<p>Overview of educational outcomes/attendance/PA</p> <p>JH summarised the Data Dashboard highlighting the following points:</p> <p>End of term 1 assessments show that most year groups are in line to achieve their targets (see attached document). Please bear in mind that Year 2 and 6 are taking end of year tests not end of term and so are not as buoyant as the other year groups</p>

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	<p>results but this does not reflect their progress. Attendance has been affected by flu and sickness bugs before Christmas which has impacted negatively on many schools in Doncaster.</p> <p>Attendance – 94.7% Persistent Absence – 15.48% (63 children)</p>
**	<p>Q. Attendance is currently 94.7% and PA at 15.48% which is significantly higher than the National Average. What action is the school taking to tackle this and does the school track trends in attendance in terms of year groups/classes/pupil group?</p> <p>A. Holidays are the main issue. Vulnerable children also. Attendance support meetings are arranged but parents aren't attending these. Parents will attend SEN review meetings. A meeting is arranged with the LA for Monday 9 March. Other agencies aren't supporting schools with attendance issues.</p> <p>There are no issues around leadership and management or quality of education (JH asked Governors to note that is there is a * there is a KPI behind it). The 3-year budget projection is highlighted red.</p> <p>KR informed Governors that the minutes from last finance meeting will be uploaded to GovernorHub.</p> <p>The Governors agreed that the Data Dashboard report was much clearer and easier to follow.</p>
(b)	<p>Update on progress and impact of Developing Excellence Plan</p> <p>Progress is advancing through the school DEP. We have developed a very good relationship with Thorne King Edward through the Learning Matters programme and are sharing key ideas particularly around maths and English in both schools in a partnership between these teams.</p>
(c)	<p>Reports from governors undertaking designated governance roles</p> <p>LR met with L Milligan looking at reading and writing areas and fed back that pupils are very positive and appreciate reading areas.</p> <p>At the Task & Finish meeting, 14 January it was agreed that CS Curriculum link governor, would monitor the curriculum through termly meetings with FB and subject leaders.</p>

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(d)	<p>JH asked Governors to note that the Task and Finish Minutes from 14 January will be saved on GovernorHub. The meetings will be held termly and will cover how the curriculum is managed. The new parent governors will be invited.</p> <p>Feedback on any development activities e.g. appreciative inquiry/reviews etc</p> <p><u>Disadvantaged Pupil Review and Instructional Round Summary</u></p> <p><u>Good Practice</u></p> <ul style="list-style-type: none"> ▪ Thrive approaches- High end pupils (see case studies) ▪ Phonics- Phonics aligned books alongside free choice books. Appropriate pitch to phonics level ▪ 1-1 intervention to enable pupils to keep up not catch up ▪ Inward mobility pupils screening to ensure needs can be met on entry ▪ Smart 7 used throughout the school to support learning behaviours. This is strongest in KS2 where links are made to learning ▪ Fluency Project being used to model good fluency practice to support working memory ▪ Y6 precision maths - purposeful, intentional, frequent practice with desirable difficulty ▪ Cusp Phonics screening -pupils at risk in Y2 focus on in term 1 ▪ Soft start programme - to support vulnerable pupils school start ▪ Pupil Agency- Eco warriors/ school council/ librarians ▪ Quality pupil talk to engaging learners ▪ The write Stuff is enhancing pupil engagement in writing and promoting the use of challenging vocabulary. <p>Suggested actions</p> <ul style="list-style-type: none"> • Explore techniques and plans to support long-term memory of vocabulary - how is the vocabulary developed currently built upon in following year groups? <ul style="list-style-type: none"> ○ Pupils have a deeper understanding that ALL pupils access Thrive as part of their Social and Emotional development.
(e)	<p>Ofsted general updates (if applicable)</p> <p>Balby Central Primary has recently been inspected and will be sharing outcomes with the Trust and Trust schools.</p>

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	ACTION: KR to upload the minutes of the last finance meeting to GovernorHub.						
6.	<u>School Business Managers' Termly Report (to be presented alongside the Data Dashboard)</u>						
6.1	<u>Accountability for financial performance</u>						
(a)	<p><u>Latest budget monitoring</u></p> <p>KR shared the Budget Monitoring Report 31 January 2020 and the 3 Year Budget Plan with Governors highlighting the following and explaining any red flags:</p> <p>** Q. Budget projections show a significant deficit and a worsening picture over time. How has this happened? What plans does the school have in place to bring the budget back to surplus? Will this have an impact on staffing and workload?</p> <ul style="list-style-type: none"> • Staff costs are high due to pay increases, pensions and long-term sickness – but the school does have insurance cover • The school receives income from the use of the bungalow • Termly finance meetings are held. There is a meeting on 12 March to discuss budgets • The school is trying hard to get outstanding EHCP funding. <p>The Governors approved the Budget Monitoring Report 31 January 2020 and the 3 Year Budget Plan.</p>						
(b)	<p><u>Academy Financial Handbook updates (if applicable)</u></p> <p>There were no updates.</p>						
(c)	<p><u>Staffing costs as a % to budget</u></p> <table border="1"> <tr> <td>Staffing cost as a % of budget</td><td>73.3%</td></tr> <tr> <td>In Year Budget - surplus/deficit</td><td>£7403</td></tr> <tr> <td>Projected carry forward - surplus/deficit</td><td>£58,281</td></tr> </table>	Staffing cost as a % of budget	73.3%	In Year Budget - surplus/deficit	£7403	Projected carry forward - surplus/deficit	£58,281
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In Year Budget - surplus/deficit	£7403						
Projected carry forward - surplus/deficit	£58,281						
6.2	<u>Staffing Matters</u>						
(a)							

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(b)

Staffing matters updates (Autumn Term 2019)

- 1 new teacher
- 1 new TA
- 3 new midday supervisors
- SM / JS role change

KR explained that there have been several issues with the HR system. There have been problems with salaries and contracts not being generated which was a very difficult time for staff however, they have been understanding. The issues have been raised with HR by HH. The initial training given by HR was incorrect.

Staff absence

Staff Absence (Autumn Term 2019)

Number of days on average lost to teacher absence	*
Number of days on average lost to support staff absence	*
Current vacancies	2

* Work Patterns not transferred over from old portal therefore once each employee work pattern is updated, accurate teacher and support staff absence figures can be provided.

KR stated that there is not an issue with staff sickness, but it is the long-term sickness that affects figures. There are two members of staff with long term health conditions.

6.3

Review of Risk Register

There were no updates.

6.4

GDPR/Cyber Security Updates

There were no updates.

6.5

Health and Safety

(a)

Updates

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<p>(b)</p> <p>6.6</p>	<ul style="list-style-type: none"> • Health and Safety Updates – Still waiting for risk assessments. Followed up with IC, SBM meetings and with DT (14.04.18 / a number of times this period / 27.02.19 / 28.02.19 / 08.04.19 / 07.01.20 / 09.01.20) JH to follow up 14.03.20 <p>Incident Reporting</p> <ul style="list-style-type: none"> • Health and Safety Incidents – 5 • Violence to staff incidents – 14 by 5 pupils <p>The Chair (CS) thanked KR for her report.</p> <p><u>Cat “C” School Visits</u></p> <p>Robinwood Activity Centre– 5-7 October 2020.</p> <p>The Governors approved the school visit.</p>
<p>7.</p> <p>7.1</p>	<p><u>Compliance with Statutory and Other Contractual Requirement</u></p> <p><u>Safeguarding Report</u></p> <p><u>Training Updates</u></p> <ul style="list-style-type: none"> • Basic Safeguarding and Prevent Training - Gooseberry Planet Safeguarding and Prevent Training - 66 Staff, 4 volunteers, 3 Governors completed in September 2019 • Advanced Safeguarding - Doncaster SCB – 3 staff, 2 x April 2018 & 1 x Jan 2019 <p><u>Vulnerable Pupils (there are more children than shown that the school is supporting).</u></p> <ul style="list-style-type: none"> • Children with an education, health and care (EHC) plan or statement of SEN – 5 • Looked after children - 4 <p><u>Attendance and Exclusions</u></p> <ul style="list-style-type: none"> • Fixed-term exclusions – 1 day

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7.2	<ul style="list-style-type: none"> • Attendance rate – 94.7% • Number of pupils being persistently absent – 15.48% (63 pupils) <p><u>Referrals and Incidents</u></p> <ul style="list-style-type: none"> • Child protection referrals – 1 • Reported bullying incidents – 0 (4 alleged) • Reported online safety incidents - No incidents within school but due to the increasing number of incidents happening out of school that get brought to us we are going to add this as a separate category on CPOMS • Reported racist incidents - 3 <p>Governors were asked to note:</p> <ul style="list-style-type: none"> • That a new SCR has been signed off by JB tonight • As a Trust, first aid and safeguarding training are now recorded on the Single Central Record. <p><u>Special Educational Needs information report</u></p> <p><u>School Profile</u></p> <p>At Hatchell Wood we currently have 11.47% of children on the SEN register and 13% of these have an ECHP (6 children in total). We have two more planned applications (Y1 and Y2) and an application for Higher Needs funding (Y5)</p> <p>National is 14.9% of children on SEN register.</p> <p>GS has been working with the Educational Psychologist to ensure children are placed in the correct category.</p> <p>**</p> <p>Q. SEN children in some year groups do better than in others. How does the school demonstrate that the extensive SEN/Inclusion provision is <i>effective over time</i> in closing the attainment gap between SEN and non-SEN children?</p> <p><u>A. Progress Made by Pupils with SEND</u></p> <ul style="list-style-type: none"> • All classes have been THRIVE screened and classes now have action plans screening will be repeated at the end of the year to assess SEMH progress by each class. (see overview) • Precision teaching has been effective supporting children to make small steps of progress and building self - esteem. Time for Talk also been
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7.3	<p>effective in developing language. Lego therapy positive impact especially in terms of ASD children. Individual GROUP THRIVE all children progressed through strands. THRIVE check ins have proved affective, enabling children to remain focused in class and make progress. Planned intervention focusing on teaching social skills (Talk About for Children) children have been screened for this and group set up</p> <ul style="list-style-type: none"> • We measure progress as part of full provision map review (termly) in order to capture small amount of progress, that aren't seen in our whole school assessment system • Overall there are some year groups where SEN children attain very well compared to non-SEN. Especially considering the high levels of need in Year 5 • Attainment gap is smallest in Maths and greatest in reading. Current year 2 and year 3. These year groups were reviewed w.b 24.2.20 as part of full SEN review of quality first teaching. Also additional staff supporting children in Year 3. (largest gaps are highlighted in yellow on the report). <p><u>Current EHCP's</u></p> <ul style="list-style-type: none"> • 6 EHCP's (Y2, Y3, Y4, Y5, (x2) Y6). We have two more planned applications in Y1 and Y2) and an application for Higher Needs funding (Y5). National average is 14.9% of children on SEN register. • One EHCP (Y6) now been allocated place at specialist provision from Sept 2020 also we have secured additional funding to maintain provision at Hatchell Wood until July 2020 • One EHCP annual review 21.11.19 agreed that Hatchell Wood can no longer meet need. <p><u>SEND Funding</u></p> <p>46% (21 children) of SEN register Pupil Premium all these children are accessing some aspect of inclusion/THRIVE that is funded by Pupil Premium. (whole class, 1:1 or group work).</p> <p><u>Equalities Information</u></p> <p>Governors were asked to note the Trust Equalities Policy. The Trust has asked that an equality impact assessment is undertaken when new policies are created.</p>
8.	<p><u>Any other Business</u></p>

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	There was none.
9.	<p><u>Dates of future meetings</u></p> <p>Full LGB meetings 25 June 2020 at 5pm</p> <p>Finance Committee 6 July 2020 at 4pm</p>
10.	<u>Close of meeting</u>
10.1	The Chair (CS) thanked everyone for attending and closed the meeting.

Action Summary Local Governing Board Meeting 05.03.20				
Agenda Item	Action Required	By Whom	By When	Date Actioned
3(iii)	David Plant and Amra Stone to be invited to the summer term LGB.	CS	Before the next LGB meeting on 25 June.	
4.2	To ensure minutes are suitably entitled so they are easier to identify on GovernorHub.	HW/JHA	05.03.20	
5.2(e)	KR to upload the minutes of the last finance meeting to GovernorHub.	KR	05.03.20	

Chair to approve and sign off the minutes as a true record:	
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Date:	
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