



# **Minutes of the Lanesend Primary School Full Governing Board Meeting Wednesday 26<sup>th</sup> January 2022, 6.00pm**

**Present:**

Trustees:

Ian Carrington (IC) Chair  
 Laura Augustus (LAu) Vice-Chair  
 Jo Hunter (JLH)  
 Tara Hopkinson (TH)  
 Caroline Sice (CS) Headteacher  
 Andrea Flux (AF)  
 Steve Dixon (SD) (remote attendance)  
 Kate Smyth (KS)  
 James Hall (JHa)  
 Sue Pilsworth (SP)

Apologies:

Emma Norton (EN)

Absent:

Clerk: Katie Pevreall

<b>1.</b>	<p><b>Welcome, apologies, quorum</b></p> <p>IC welcomed everyone to the meeting.          The meeting achieved the minimum number of Trustees to be considered quorate <b>(6)</b> and remained above this number for the duration of the meeting.</p> <p>Apologies were accepted from EN.</p>
<b>2.</b>	<p><b>Declarations of any other urgent business</b></p>
<b>2a.</b>	<p>The following items had been added to the agenda during the day:</p> <ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• SIP Monitoring Document</li> <li>• Publicity</li> </ul>
<b>3.</b>	<p><b>Declarations of Pecuniary or Personal Interest</b></p> <p>CS: employed at the school with a daughter and niece also employed at Lanesend.          SD: wife employed at Lanesend          AF: employed at the school with a daughter also employed at Lanesend          TH: employed at the school          LAu: husband also employed at another local Academy</p>
<b>4.</b>	<p><b>Minutes of the Previous Meetings 15/12/2021 and 22/12/2021</b></p>
<b>4a</b>	<p>AF proposed to accept them as a true record, LAu seconded all agreed – <b>AP1</b></p>

<b>5.</b>	<b>Actions from Previous Meeting 15/12/2021</b>
<b>5a.</b>	The following items remained ongoing: New trustees to provide photograph and paragraph for website – <b>AP2</b> Trustees to update skills audit from last year New trustees to complete skills audit – <b>AP3</b>
<b>5b.</b>	KP would resend the skills audit link – <b>AP4</b>
<b>6.</b>	Committee Group Reports  <i>MCG</i>
<b>6a.</b>	The MCG scheduled for 19 <sup>th</sup> January had taken place on 26 <sup>th</sup> prior to the FGB meeting. The minutes would be circulated in due course.
<b>6b.</b>	Finance remained the biggest area of concern after the cyber-attack with software continuing to be a frustration.
<b>6c.</b>	The school were currently expecting 41 children to start YR in 2022. Numbers were low across the island.  <i>TLG</i>
<b>6d.</b>	The committee had also discussed pupil numbers and possible options to address this concern.
<b>6e.</b>	The minutes included feedback from the science visit and the actions the school was taking.
<b>7.</b>	<b>Headteacher Report: SIP</b>
<b>7a.</b>	The SEF document had been shared prior to Christmas and detailed the focus areas for last year and the school's strengths and weaknesses in these areas. This had been evaluated through observations, monitoring, progression team meetings and the staff Ofsted questionnaire.
<b>7b.</b>	The SIP included all the areas of development identified in the SEF as well as other aims that had not been possible to address in previous years due to covid. The aims had been linked to the areas of interest to Ofsted. The SIP included actions, those responsible for the actions and for monitoring.
<b>7c.</b>	CS had not included costing in the plan.
<b>7d.</b>	JLH joined the meeting.
<b>7e.</b>	The SIP was split into the following four focus areas: Diversity and Cultural Heritage Resource Management Educational Outcomes STEAM  <b>Diversity and Cultural Heritage</b>
<b>7f.</b>	The school had significantly changed with 47 children now on the EAL register and 17 ethnic heritage groups in school. The school wanted to ensure that diversity was represented through resources and planning. It was noted that the children should be proud of their community and

	<p>the school wanted to encourage children to challenge stereotypes, debate, question and develop their own opinions.</p> <p><b><i>Q: What is the No Outsider program?</i></b>  <b><i>A: It's a series of books that addresses all different identities that has been created specifically for schools. GA is looking to see if it's something the school would want to buy in to.</i></b></p>
7g.	<p>The school had spent money last year on improving the diversity of the books in the library.</p> <p><b>Resource Management</b></p>
7h.	<p>This was focused on finance following the cyber attacked. It was likely that the budget would be in deficit, and this would be monitored as soon as the systems allow for it. It was hoped that the school could return to the strong position it was in prior to the cyber attack.</p>
7i.	<p>The school was in the process of two legal cases, one to recuperate money lost as a result of the cyber attack and the other to challenge the costs of EHCPs to the school.</p>
7j.	<p>In comparison to the previous funding, the funding for EHCPs had reduced.</p>
7k.	<p>There were fewer children coming into the school with EHCPs but the school was aware that children within the school required them. It was likely that the school would be up to 35 EHCPs again in the near future. This was 7.5% of the school in comparison to a national average of 3%.</p> <p><b><i>Q: Do SEN specialist units receive more funding than children with ECHPs in mainstream education?</i></b>  <b><i>A: Yes. The funding is approximately £14,000 per child.</i></b></p>
7l.	<p>It was noted that in Y1 there were eight children who were not accessing the curriculum and were being given alternative provision. CS was considering writing to the LA to say that this provision had been established and request further funding.</p> <p><b>Educational Outcomes</b></p>
7m.	<p>This section had not changed considerably as SATs had not been undertaken for two years. The school had included securing provision for the most able children as an aim. In addition to this, it was important that all children with SEN or an EHCP made good progress.</p>
7n.	<p>Maths continued to be a focus. CS had observed good maths in the classroom, but this was not apparent in assessment due to confidence. The school was working on skills for answering questions and increasing the children's confidence in their skills.</p>
7o.	<p>It was key that home learning be addressed as engagement in home learning impacted on outcomes greatly. The school wanted to ensure that families valued the education their children were receiving and supported home learning.</p> <p><b><i>Q: Has there been a decrease in home learning engagement since children returned to school after the lockdowns?</i></b>  <b><i>A: Initially, yes. This is why we changed home learning to challenges and this has increase engagement again.</i></b></p> <p><b><i>Q: Does the school offer opportunities for parents to come into school for sessions?</i></b>  <b><i>A: Pre-covid, yes. They were really positive sessions but usually attended by families who were already engaged.</i></b></p>

<b>7p.</b>	It was noted that the school had almost 100% attendance at pupil progress meetings.
<b>7q.</b>	Attendance also needed to be improved. Previously, the school had been in the top 10% of the country for attendance but there had been a fall since the beginning of the academic year. There were now 41 persistent absentees and previously there had been less than ten.
<b>7r.</b>	The number of children coming into YR with identified needs had declined. There was some concern that this did not reflect the needs of the children but a decline in early identification due to lack of attendance at preschool through covid and outreach support not being available.
<b>7s.</b>	It was noted that children coming into YR did not have the skills and understanding needed for early maths and this would need to be addressed.
	<b>STEAM</b>
<b>7t.</b>	The school wanted to get up to date with new approaches to STEAM and upskills some teachers in that area. There had already been CPD provided for IT, science, art and maths and the next area of focus would be DT.
<b>7u.</b>	There would soon be some training on recall. Caroline Bentley Davis would be delivering Sticky Teaching and Learning. All three second year teachers had been allocated a space on the course.
	<b><i>Q: How will the aims and actions be disseminated to staff?</i></b> <b><i>A: The SEF has already been shared and after this meeting the SIP will be sent to all staff. The SIP will also be referenced in staff meetings and linked to training.</i></b>
<b>7v.</b>	A SIP monitoring example had been shared with trustees prior to the meeting. It was noted that the evidence and evaluation columns would be blanked out and the SIP would act as a working document which would be filled in over time as certain actions were carried out.
<b>8.</b>	<b>SATs 2022</b>
<b>8a.</b>	Trustees discussed the possibility of surveying parents to ask whether they wanted to boycott SATs this year. It was unanimously agreed that this should not be done and that SATs should go ahead.
<b>9.</b>	<b>Wellbeing Link Report</b>
<b>9a.</b>	SD had not met with NN since the previous meeting to allow time for the survey data to be collated. The survey had now gone out to staff.
<b>10.</b>	<b>Trustee Business</b>
<b>10a.</b>	The draft induction handbook had been circulated to new trustees. New trustees were requested to pass on any feedback.
<b>10b.</b>	All trustees should visit the school prior to TiSD. It was agreed that KP would send out the visit log again – <b>AP5</b>
<b>10c.</b>	LAu left the meeting.
<b>11.</b>	<b>Policies</b> FGB

	<ul style="list-style-type: none"> <li>• Child Exclusion</li> <li>• Community Food</li> <li>• Data Protection and GDPR</li> <li>• Disability Equality Scheme and Disability Accessibility Plan</li> <li>• EAL</li> <li>• Home School</li> <li>• Nutritional Standards</li> <li>• Promise to Love Learning Partnership</li> <li>• School Website</li> </ul> <p>MCG</p> <ul style="list-style-type: none"> <li>• Charging and Remissions</li> <li>• Code of Conduct</li> <li>• Equality</li> <li>• Financial Management Policy</li> </ul> <p>TLG</p> <ul style="list-style-type: none"> <li>• Collective Worship Policy</li> </ul>
<b>11a.</b>	One trustee requested that the child exclusion policy not state that the headteacher investigate a single incident to ensure that when a decision was made there was no conflict of interest.
<b>11b.</b>	It was requested that Community Food and Nutritional Standards be combined to form one policy. It was also requested that Home School and Promise to Love Learning Partnership be combined.
<b>11c.</b>	SP agreed to be the link trustee for food.
<b>11d.</b>	The Financial Management Policy was a working document that MCG had accepted.
<b>11e.</b>	It was agreed that the updated SEN policy go through CCG on Friday for full approval without needing to come back to FGB. This would give trustees time to fully read the policy.
<b>11f.</b>	It was agreed that TH and IC go through the policies to ensure that the review periods a manageable length – <b>AP6</b>
<b>11g.</b>	JHa proposed to accept all policies with the amendments suggested, AF seconded and all agreed.
<b>12.</b>	<b>AOB</b>
<b>12a.</b>	Trustees were asked to consider ways in which the school might improve its publicity through links with local businesses or strategies for social media.
<b>13.</b>	<b>Date of next meeting 30/03/2022</b>

## ACTIONS

<u>Action Point</u>	<u>Minute Reference</u>	<u>Action</u>	<u>Who</u>	<u>When/By</u>
1	4a	To file agreed Minutes of 15/12/2021 and 22/12/2021 to arrange for them to be uploaded to the website	KP	30/03/2022
2	5a	New trustees to provide photograph and paragraph for website	SP/KS	ASAP

3	5a	All trustees to complete or update skills audit	ALL	ASAP
4	5b	KP to resend skills audit link	KP	ASAP
5	10b	KP to resent visit log link	KP	ASAP
6	11f	IC and TH to meet to discuss policies	TH/IC	