

**EASINGWOLD COMMUNITY PRIMARY SCHOOL MINUTES OF FULL GOVERNING BODY MEETING  
HELD VIRTUALLY ON TUESDAY 6 FEBRUARY 2024 AT 6.00PM**

**Governors Present:**

Bethany-Rose Cadell (BRC)  
Becky Cooper (BC)  
Alison Cottrell (AC) Head  
Edward Fenning (EF)  
Becca Floyd (BF)  
Georgie Killip (GK) from Item 7  
Andrew Neville (AN)  
Kirsteen Parkes (KP)  
Nikki Rowbottom (NR) Chair  
Rosie Sharpe (RS) from Item 10  
Stephanie Young (SY)

**In Attendance:**

Lesley Barber (clerk)

No.	Item	Action/ Date
<b>Nikki Rowbottom in the Chair</b>		
1/2/24	<p><b><u>WELCOME AND APOLOGIES</u></b></p> <p>Toni Potter had submitted her apologies as she was on a Residential School Trip; these were consented to.</p> <p>Rosie Sharpe had difficulties with technology and joined later in the meeting.</p> <p>Georgie Killip had notified the Chair she would join the meeting later.</p>	
2/2/24	<p><b><u>DECLARATION OF INTERESTS AND REMINDER OF CONFIDENTIALITY</u></b></p> <p>Governors were reminded of the need to maintain confidentiality at all times. The Chair reminded Governors to declare any interests in items as they arose during the meeting.</p> <p>The following Governors declared an interest in the item on Pre-School and Wraparound Care, as either themselves or family members use the nurseries involved: BRC, BC, KP, NR, GK.</p>	
3/2/24	<p><b><u>SCHOOL'S VISION, VALUES AND MISSION STATEMENT</u></b></p> <p>The Chair highlighted the School's Vision, Values and Mission Statement:</p> <p><b>Mission Statement:</b> Our Mission Statement of '<i>Excellence For All</i>' embodies our whole school ethos. It means that we aim to ensure that all children, irrespective of their starting point, receive an excellent education.</p> <p><b>Vision:</b> Our vision is to provide an indelible curriculum that enables children to succeed both academically and socially to prepare them for the next step of their education and beyond</p> <p>The <b>Values</b> were as follows:</p>	

No.	Item	Action/ Date						
	<p>Our three core values are what we believe are important for our children to become the very best that they can be:</p> <ul style="list-style-type: none"> <li>• Resilience – We work hard and never give up</li> <li>• Respect – We are kind, honest and polite</li> <li>• Responsibility – We keep ourselves and others safe</li> </ul>							
4/2/24	<p><b><u>CONFIDENTIAL ITEMS</u></b>  <i>The following items were agreed to be confidential and would be excluded from the public minutes: Parts of the HT Report which identified individual staff members or pupils, the item on Pre-School and Wraparound care.</i></p> <p><i>Governors were reminded not to discuss any confidential business from the Board meetings with family members or friends.</i></p>							
5/2/24	<p><b><u>NOTIFICATION OF URGENT BUSINESS</u></b></p> <p>None</p>							
6/2/24	<p><b><u>MINUTES OF MEETING HELD ON 5 DECEMBER 024</u></b></p> <p><i>Agreed: That</i></p> <p><i>a) the Public minutes of the meeting held on 5 December 2023 were agreed to be a correct record; and</i></p> <p><i>b) the Confidential minutes of the meeting held on 5 December 2023 were agreed to be a correct record.</i></p>							
7/2/24	<p><b><u>MATTERS ARISING FROM PREVIOUS MINUTES</u></b></p> <p>The list of action points which were not dealt with elsewhere on the agenda were updated as follows:</p> <p>Update from last meeting:</p> <table border="1" data-bbox="347 1480 1270 2016"> <thead> <tr> <th data-bbox="347 1480 517 1514">Reference</th> <th data-bbox="517 1480 879 1514">Action</th> <th data-bbox="879 1480 1270 1514">Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 1514 517 2016">9/2/24</td> <td data-bbox="517 1514 879 2016">Head to check with pupils whether there were concerns about going on residential.</td> <td data-bbox="879 1514 1270 2016">The Head reported that she had conducted Pupil Voice on the matter. The main concerns seemed to be worries about the outdoor activities for some children; some of the activities were quite challenging and this information was being “passed down” from previous pupils’ attendance. For some children this would be their first experience of such activities; more and more</td> </tr> </tbody> </table>	Reference	Action	Responsible	9/2/24	Head to check with pupils whether there were concerns about going on residential.	The Head reported that she had conducted Pupil Voice on the matter. The main concerns seemed to be worries about the outdoor activities for some children; some of the activities were quite challenging and this information was being “passed down” from previous pupils’ attendance. For some children this would be their first experience of such activities; more and more	Clerk to mark forward issues not dealt with – set out in the table at the end of the minutes
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9/2/24	Head to check with pupils whether there were concerns about going on residential.	The Head reported that she had conducted Pupil Voice on the matter. The main concerns seemed to be worries about the outdoor activities for some children; some of the activities were quite challenging and this information was being “passed down” from previous pupils’ attendance. For some children this would be their first experience of such activities; more and more						

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			<p>children now were not used to doing outdoor activities. Staff had made sure that children were prepared and had showed children lots of photographs and videos of what to expect and provided reassurance. She also noted that school had introduced sleepovers in Years 2/3 so children had a broad range of experiences when they left primary school. The Governor who initially raised this (AN) was pleased that it had been followed up and action taken.</p> <p><b>GK arrived 18:17</b></p>	
	10/2/24	The SEA (Senior Education Advisor) report would be circulated to Governors when it was agreed.	Done	
	13/2/24	Consideration be given to a new mechanism for sharing out Policy reviews. (Head/Chair)	Marked forward	
	13/2/24	Head to conduct Parental Survey on the Sex Education Booklet.	The Head confirmed that she would action this just before the Booklets were due to be circulated to Parents.	
	13/2/24	Amend ECT Policy – frequency of observation and mentor meetings to be included.	Done	
	13/2/24	AC to amend Complaints Policy regarding timescales for complaints in school holidays.	The Head clarified that the amendment referred to the timescale for responding to complaints made during School Holidays. The Chair noted that two complaints had been received since the academic year started. No details were given.	
	14/2/24	Chair and Clerk to look into a process for conducting the Pay Panel meetings	The Clerk had circulated some guidance on conducting Pay Panel meetings; the Chair was considering this. Mark forward.	

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	16/2/24	Panel to report back to February FGB on the HT Performance Review.	HT PM Panel reported that they were experiencing difficulties arranging a date with the LA representative. Mark Forward										
	18/2/24	AC would look into alternative paints and white board markers.	The Head hadn't had time to research this; however, the Environmental Ambassadors in School were conducting a Staff Survey to see if the Whiteboard system could be replaced with a paper based one. Mark Forward.										
	21/2/24	Parent Elections to be advertised by School	Positions filled										
Previous actions marked forward:													
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8/2/24	<p><b><u>SCHOOL DEVELOPMENT PLAN AND SELF EVALUATION FRAMEWORK</u></b></p> <p>The Chair gave a brief overview of the process whereby the documents were produced. She explained that Governors monitor the objectives set out in the SDP.</p> <p>The Head commented that good progress was being made with leadership monitoring visits. Meetings were scheduled regularly; however, the process of providing feedback to staff could be improved. Staff were reflective practitioners and wanted feedback. The recently introduced “four-part lesson planning” was working well and was constantly being developed. The SEA (School Education Advisor) had commented that she had seen the positive impact of this newly introduced process.</p> <p><i>Agreed: That the report was noted.</i></p>	
9/2/24	<p><b><u>MONITORING AND LINK GOVERNOR VISITS</u></b> <b>RS joined 6:41</b></p> <p><b>Monitoring/ Link Governor visit reports:</b> The following Reports had been received from Governors:</p> <ul style="list-style-type: none"> <li>• Early Years (RS)</li> <li>• Geography Curriculum Plan (KP)</li> <li>• Health and Safety Visit (KP and RS)</li> <li>• Leadership and Management (NR)</li> </ul> <p>The Head gave feedback from staff on the positive way in which the Governors were involved in monitoring now. Staff appreciated the time Governors spent questioning them; it meant they had practise in answering questions in readiness for an Ofsted inspection. Reflecting on her Ofsted Inspection visits she felt that the system in place in this School was to be applauded and it would strengthen the position of the school and its staff. She acknowledged that it had been difficult for Governors to get to grips with, but she felt it was worth it. Teachers knew that one of the purposes of Governors visits was for triangulation of facts presented to them.</p> <p>The Chair noted that there were three stages for Governor Visits, one for each term. The first term was to identify “Intent”, the second for “Implementation” and the third for “Impact”.</p> <p><i>Agreed: That Governors received the Monitoring/Link Governor reports.</i></p>	
10/2/24	<p><b><u>SAFEGUARDING UPDATE</u></b></p> <p>The Safeguarding Governor, Rosie Sharpe, reported that she had been into School and had met with the Head. She had received a general update which had included the following: she had checked the Single Central Record was up to date and that policies were in place, staff training, pupil referral numbers, discussed the link between SEND and attendance, checked online</p>	Safeguarding and LAC Report on the March FGB Agenda. Head/Clerk

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	<p>filtering and monitoring was up to date and was followed up. She had chatted to a number of children about their understanding of safeguarding. She had also recently completed NSPCC Safer Recruitment Training.</p> <p>The Head was going to ask the Senior Education Advisor (SEA) about the reporting requirements to Governors on Safeguarding and Looked After Children. Reports would be presented at the March Board meeting.</p> <p><b>The Safeguarding Governor highlighted the importance of ensuring that staff didn't become complacent about Safeguarding and retained an attitude of "it could happen here".</b> The Head confirmed that she did ensure staff were well informed that safeguarding concerns could happen anywhere; she had experience of a wide range of concerns happening in her time in Easingwold.</p> <p>The Head reported that the only outstanding issue highlighted by the SEA's Safeguarding Report was the Traffic Management Plan. This was on the agenda to discuss later in the meeting.</p> <p>Agreed: That the report was noted.</p>	
11/2/24	<p><b><u>SAFEGUARDING SCENARIO –</u></b></p> <p>A questionnaire Safeguarding Scenario had been circulated to all Governors and the results sent to the Head. The Topic was "Prevent": Correct answers highlighted in grey</p> <p>Q1 What is the main aim of the Prevent Duty?*</p> <ul style="list-style-type: none"> <li>• To promote religious education</li> <li>• To prevent radicalization and extremism</li> <li>• To enforce strict security measures in schools</li> </ul> <p>Q2 Who is required to comply with the Prevent Duty?</p> <ul style="list-style-type: none"> <li>• Only teachers and school staff</li> <li>• Only students</li> <li>• All schools and childcare providers</li> </ul> <p>Q3 What are the three key duties under the Prevent Duty?</p> <ul style="list-style-type: none"> <li>• Promote tolerance, maintain accurate records, and report concerns</li> <li>• Assess risks, train staff, and engage with external agencies</li> <li>• Implement policies, prevent discrimination, and challenge extremist ideology</li> </ul> <p>Q4 What should governors do to ensure compliance with the Prevent Duty?</p> <ul style="list-style-type: none"> <li>• Monitor staff behavior</li> <li>• Attend Prevent Duty training</li> <li>• Install security cameras in schools</li> </ul> <p>Q5 Which of the following is NOT a sign of potential radicalization?</p> <ul style="list-style-type: none"> <li>• Increased interest in current affairs and politics</li> <li>• Changes in behavior or appearance</li> <li>• Expressing extremist views</li> </ul>	AC would find out how Governors should report any concerns and how to contact the Prevent Coordinator

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	<p>Q6 If a governor becomes aware of concerns related to radicalization, what should they do?</p> <ul style="list-style-type: none"> <li>• Ignore it and hope it goes away</li> <li>• Report it to the local Prevent coordinator or the police (Governors weren't sure who this was – AC would confirm the process)</li> <li>• Handle it internally without involving external agencies</li> </ul> <p>Q7 What is the purpose of Prevent Duty training for governors?</p> <ul style="list-style-type: none"> <li>• To learn how to identify potential terrorists</li> <li>• To understand the risks of radicalization and how to respond appropriately</li> <li>• To improve physical security measures in schools</li> </ul> <p>Q8 How can governors promote British values in their schools?</p> <ul style="list-style-type: none"> <li>• By banning discussion of sensitive topics</li> <li>• By encouraging open dialogue and respect for diversity</li> <li>• By implementing strict dress codes</li> </ul> <p>Q9 Which government agency oversees the implementation of the Prevent Duty?</p> <ul style="list-style-type: none"> <li>• Department for Education (DfE)</li> <li>• National Health Service (NHS)</li> <li>• Home Office</li> </ul> <p>Q10 True or False: The Prevent Duty only applies to certain types of schools, not all educational institutions. True False</p> <p>Q11 Do you have any further questions or comments about the Prevent Duty</p> <p>Governors had indicated that they had found this quite challenging and would like some training. It was agreed that the Clerk would circulate the Prevent Training link.</p> <p>The Head noted that some people associated radicalisation with Islam and that it only happened in urban areas. This was incorrect, it could happen anywhere, although the threat might be different; in this area right-wing extremism was the threat. Staff were made aware that it could happen here. She hadn't had to refer anybody yet; however, she had had to challenge some unpleasant right-wing views in the past. She noted that children were often recruited online or exposed to extremist ideas through relatives.</p> <p>She said that the teaching of British Modern Values was the key to preventing extremism through promoting tolerance, respecting different religions and diversity.</p> <p><b>A Governor asked whether Ofsted was likely to cover this topic?</b> The Head was aware, through her own inspections, that questions were asked by</p>	<p>Clerk to re-circulate Prevent Training link (done 8/2/24)</p>

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	<p>Inspectors relating to Prevent. This was particularly the case in small, rural schools, where there may be complacency.</p> <p><i>Agreed: That the report was noted.</i></p>	
2/2/24	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p>The public section of the Headteacher's report is attached to the minutes. Governors considered a draft Staffing Structure document, which was confidential.</p> <p>She highlighted the following:</p> <ul style="list-style-type: none"> <li>• Behaviour and Attitudes – the Head noted the difficulties which were being experienced and the training which staff had received to deal with some of the challenges.</li> <li>• The projected numbers joining Reception in September 24 were currently just below 30. She noted that this was a difficult number as usually there was a two-class intake. The application deadline had passed, but late applications were often made. If the number went over 30, two classes would be needed. The PAN (Pupil Admission Number) of the School was 45, so the School wouldn't be able to refuse entry on the grounds that it was full. The Head was aware that other Schools in the Cluster were down on admissions; two were, however, full, meaning some children applying there may have to go to their second or third choice.</li> </ul> <p>The Chair reported that there had been a break-in at School over the Christmas holidays; however the damage hadn't been as bad as first thought.</p> <p>Governors asked the following questions relating to the Headteacher's report:</p> <ul style="list-style-type: none"> <li>• <b>Did the Pupil Exclusion refer to the same child as reported at the last meeting?</b> The Head confirmed that it was and that due to the serious nature of the incident, a three-day exclusion had been made. <b>Governors asked about the impact on staff welfare.</b> The Head confirmed that staff were alright and had received appropriate training in de-escalation. Two staff had received face to face training in how to safely restrain a child.</li> </ul> <p><i>Agreed: That the report was noted.</i></p>	Resources Committee agenda – Staffing Structure.
13/2/24	<p><b><u>POLICY REVIEWS</u></b></p> <p>A Traffic Management Plan was circulated to Governors.</p> <p><b>A Governor asked whether the Plan was enforceable.</b> The Head explained that the only sections of the Plan which were enforceable were those within the School's boundary. One such example was people parking in the bus stop, meaning the bus had to park further away and the children walk further to get on it. All that could be done was to set out what was expected of parents and ask them to adhere to this. The Police or traffic wardens could force compliance. Governors reported potentially dangerous incidents</p>	The expectations relating to the Traffic Management Plan should be set out in the Newsletter, especially relating to on-

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	<p>where children were allowed (by their carer or parent) to play in the bus lane, even when a bus was approaching. Governors felt this should be set out in the Newsletter. There were also reports of issues with car parking relating to some parents using Livewires; the Chair would speak to Livewires about this.</p> <p><i>Agreed that: The Traffic Management Plan was adopted.</i></p>	<p>site requirements and safety around the bus lane.</p> <p>Chair to speak to Livewires asking them to request Parents were more considerate with their parking.</p>
14/2/24	<p><b><u>EXTERNAL REVIEWS</u></b></p> <p>The following External Reviews were reported on: SEA (School Education Advisor) visit - Inclusion and SEND 23/10/2023 (confidential report).</p> <p>The next visit would take place on 17 April looking at Early Years and Year 1 curriculum.</p> <p><i>Agreed: That the report was noted.</i></p>	
15/2/24	<p><b><u>PERFORMANCE MANAGEMENT REVIEW OF THE HEADTEACHER</u></b></p> <p>This had been discussed under Matters Arising.</p>	
16/2/24	<p><b><u>RESOURCES COMMITTEE</u></b></p> <p>There had been no meetings of the Committee since the last FGB. The next meeting was on 11 March.</p>	
17/2/24	<p><b><u>PARENT/COMMUNITY ENGAGEMENT</u></b></p> <p>The Chair provided an update:</p> <ul style="list-style-type: none"> <li>• The discussion on Parental Notification of lockdown was marked forward. A Governor noted that, following discussions with pupils, she was reassured that they were aware what lockdown practice was about and were not concerned about it.</li> <li>• Rosie Sharpe was leading on the School’s Parkrun “takeover”. There would be a piece in the Newsletter about it and she would come to the Assembly on Friday 23<sup>rd</sup> February to encourage children to participate.</li> <li>• Governor Awards – these would be presented by either Andrew Neville or another Governor on 22 March. There was a discussion about making the nomination process more uniform, without making it too much of a burden for staff.</li> </ul> <p><i>Agreed: That the report was noted.</i></p>	<p>Parental notification of lockdown was marked forward.</p> <p>GK to produce a Google Form for staff to complete when submitting a Governor Award nomination.</p>

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18/2/24	<p><b><u>WRAPAROUND AND PRE-SCHOOL</u></b></p> <p>This item was confidential.</p>	
19/2/24	<p><b><u>SUCCESSION PLANNING AND VACANCIES</u></b></p> <p>The Chair reported that there were no vacancies on the Board.</p> <p><i>Agreed: Bethony-Rose Cadell was appointed to the Resources Committee, Staff Disciplinary Committee, Pay Panel and as a Quality of Education Monitoring Governor.</i></p>	
20/2/24	<p><b><u>GOVERNOR TRAINING</u></b></p> <p>The Chair had produced an Induction Pack, which had been circulated. Bethany-Rose Cadell would be the first to use the Pack and was invited to feedback any comments when she had completed the induction process.</p>	
21/2/24	<p><b><u>HEADTEACHER WELLBEING</u></b></p> <p>The Head had discussed both her own wellbeing and that of her staff with the Chair. The Head noted that staff wellbeing was being impacted currently by some children’s challenging behaviour. Also, there was currently a lot of safeguarding work being undertaken by senior leaders.</p>	
22/2/24	<p><b><u>URGENT BUSINESS</u></b></p> <p>None</p>	
24/2/24	<p><b><u>MEETING IMPACT</u></b></p> <p>Governors agreed that the meeting had impacted on the welfare and progress of the pupils in respect of:</p> <ul style="list-style-type: none"> <li>• Prevent discussions</li> <li>• Discussions on solar panels and potential availability of funding</li> <li>• Parkrun – encouraging children to be active and involved</li> <li>• KS1 Playground improvements</li> <li>• Parking and safety</li> </ul>	
24/2/24	<p><b><u>DATES OF FUTURE MEETINGS</u></b></p> <p><b>FGB meetings</b>  Tuesday 19 March 2024 at 6pm  Tuesday 14 May 2024 – Outturn and Start Budget at 6pm  <b>Monday 15 July 2024 at 6pm (amended date)</b></p> <p><b>Resources Committees (virtual meetings)</b>  Monday 11 March 2024 at 6pm  Tuesday 7 May 2024 at 6pm - Outturn and Start Budget  Monday 1 July 2024 at 6pm</p>	

Meeting finished 8.00pm

ACTIONS from this meeting:

Reference	Action	Responsible	Date
10/2/24	Safeguarding and LAC Report on the March FGB Agenda. Head/Clerk	Head	March 24
11/2/24	Head to confirm how Governors should report any Prevent concerns and how to contact the Prevent Coordinator	Head	March 24
	Clerk to re-circulate Prevent Training link (done 8/2/24)	Clerk	Done Feb 24
13/2/24	The expectations relating to the Traffic Management Plan should be set out in the Newsletter, especially relating to on-site requirements and safety around the bus lane. Chair to speak to Livewires asking them to request Parents were more considerate with their parking.	Head Chair	March 24
17/2/24	Parental notification of lockdown was marked forward.	Head	March 24
17/2/24	GK to produce a Google Form for staff to complete when submitting a Governor Award nomination.	GK	March 24

Actions from previous meetings to mark forward:

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13/2/24	Consideration be given to a new mechanism for sharing out Policy reviews. (Head/Chair)	Marked forward to March
14/2/24	Chair and Clerk to look into a process for conducting the Pay Panel meetings	The Clerk had circulated some guidance on forming a process; the Chair was considering this. Mark forward to March
18/2/24	AC would look into alternative paints and white board markers.	The Head hadn't had time to research this; however, the Environmental Ambassadors in School were conducting a Staff Survey to see if the Whiteboard system could be replaced with a paper based one. Mark Forward.
15/10/23	Head would provide a breakdown of school meal take-up percentages at the next meeting including the split between those entitled to	The Head would liaise with the Bursar to provide this information. She would circulate it as soon as it was available so Governors could discuss it at their next meeting.

	UFSM in Years: Reception, 1 and 2 and then those in Years 3-6.	
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Public Sections of the Headteacher’s Report:

		Impact and Actions:
<b>Attendance and Punctuality</b>		
Attendance to 29.1.24:		Attendance continues to require monitoring carefully.
Whole school attendance - 95.52%		Lateness is an improving picture. Some adaptations such as early drop offs and reward charts have been put in place to support this. They have had the desired impact. The PL worker has also been asked to work with some families to support this.
Authorised absence - 3.43%		
Unauthorised - 0.75%		
Late - 0.30%		
Holidays agreed - 0.25%		
Holidays not agreed - 0.35%		
Persistent absence 85% - 3.4%		
Persistent absence 90% - 11.5%		
		PA letters have gone out and before the xmas break, 8 initial warning letters were sent. Of those 8 children, 5 have a currently improving picture.
		Governors can access national absence and attendance data here:
		<a href="https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england">https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england</a>
		<a href="https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools">https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools</a>
<b>Health and Safety/Premises:</b>		
Buildings and boundaries inspection report still not received.		AC to continue to chase and share when available.
Flagging for back of Year 1 classrooms due to be completed in Feb half term.		
KS1 playground resurfacing projects x2 due to be completed in Easter holidays.		

<p>Health and Safety Advisor (HandS) due to visit for overdue paperwork check on 27.2.24 - 10am</p>	<p>H&amp;S Governor to attend if possible</p>
<p><b>Staffing:</b></p>	
<p>Miss Housely started on a temporary contract in Year 1 on 8.1.24</p> <p>DBS clearance has been obtained for both new MSAs, still awaiting references for both of them. Will start once we have them.</p>	<p>AC to mentor</p> <p>AC to induct</p>
<p><b>Quality of Education/Curriculum:</b></p>	
<p>4 part lesson is becoming embedded and is being constantly reviewed and fine tuned.</p>	<p>Monitoring has shown that the correct planning pro-forma is being used across school. Books show a focus on exploration, oracy and recording written reflections rather than activities. This work is best embedded in KS2, there is more work required in Year 2. This is an ongoing body of work.</p> <p>Recent monitoring from our SEA highlighted the need to revisit the intent of parts of our art curriculum, to revisit the exploration section of lesson in Year 3/4 and for all leaders to ensure they can articulate the Year 1 curriculum. Lindsay will spend time in Reception and Year 1 on her next visit to develop a clear understanding of our pedagogy. Lindsay's report will be circulated when received.</p>
<p><b>Personal Development:</b></p>	
<p>Mrs Cottrell, Mrs Cooper and Mr Neville are due to attend a Personal Development course with the LA.</p> <p>School has subscribed to Picture News to support assembly content, debate and non-fiction work in reading. Each story makes a useful link to BMVs which over time will strengthen this.</p>	<p>Any required actions from this will be discussed and addressed.</p>

<p>One Teaching Assistant has come forward for the offered hours for clubs. This means that we can offer 4 extra after school free clubs and some before school clubs. A plan is in progress and they are due to start WB 26.2.24. This will further strengthen our pupil offer.</p>	
<p><b>Behaviour and Attitudes:</b></p>	
<p>Behaviour continues to be a challenge. Several referrals have been made to the Emotional Resilience team for external support. There are a number of children who have experienced significant adverse childhood experiences and are exhibiting signs of trauma.</p> <p>Plans are in place to emulate the play equipment on the KS1 playground on the KS2 playground.</p>	<p>AC has sourced some trauma informed CPD for leaders which she will attend in the coming weeks. The content of this will be disseminated to staff and used to inform decisions about supporting children, policy and practice.</p> <p>AC and another teacher have also attended some Restrictive Physical Intervention (RPI) training.</p> <p>Behaviour and attitudes Governors to collect pupil voice once this is in place and explore the impact with supervisory staff.</p>
<p><b>Leadership and Management, including staff wellbeing:</b></p>	
<p>Staff absence to date: 22/23 days of absence - 73 days lost up to 29.1.23 23/24 days of absence - 49 days lost up to 29.1.24</p> <p>Staff absence is still an improving picture compared to this time last year.</p> <p>AC has given some more thought to a fit for purpose staffing structure for Sept 24. A draft is attached.</p> <p>Leaders are aware that the behaviour of some pupils is having an impact on the well being of some staff.</p>	<p>Continue to promote wellbeing and reduction of workload through the bulletin.</p> <p>Comments from Governors welcomed. Affordability to be explored with the Bursar.</p> <p>Leaders continue to support and ensure that staff have a strong understanding of the Behaviour Policy and the strategies to manage behaviour within it.</p>
<p><b>Early Years:</b></p>	
<p>Numbers for September for 24 are lower than previous years. To date there are: 27 first choice 13 second choice 15 third choice</p>	<p>Mrs Cooper has contacted Nurseries as we are aware of some missing applications. She has asked them to remind parents.</p> <p>If 30 or under children are allocated places for September, then it will affect our class structure. If we have just over 30, then careful consideration of class structure and affordability will be required. National offer</p>

	day is 16.4.24 after that date, we can start planning and understand the impact.
<b>Safeguarding</b>	
<p>Single Central Record Check - this was completed by AC in January</p> <p>Child Protection Plans - 0</p> <p>Looked After Children - 1</p> <p>Child in Need - 6</p> <p>Open to Early Help - 17</p> <p>Ongoing Section 47 enquiries as a result of a strategy meeting - 4</p> <p>Governor safeguarding scenario - click here to access:</p> <p><a href="https://forms.gle/e4Fmxdr85fTrJby9A">https://forms.gle/e4Fmxdr85fTrJby9A</a></p>	SCR is compliant.
<p><b>Incidents Since Last Report:</b></p> <ul style="list-style-type: none"> <li>- Racist Incidents: None</li> <li>- Homophobic Incidents: None</li> <li>- Bullying Incidents: None</li> <li>- Child on Child Abuse: None</li> <li>- Exclusions: None</li> <li>- Reportable near misses and accidents: One - case closed - no further action required</li> <li>- Instances of RPI: None</li> <li>- Operation Encompass alerts: Seven</li> <li>- Veritau referral (GDPR): None</li> </ul>	

A Cottrell (Headteacher)

Alison Cottrell  
Headteacher