

**Greenfields Community Primary School
Minutes of Full Governing Body (FGB) Meeting
Wednesday 8 February 2023 at 4.30pm
Hybrid: onsite & Microsoft Teams**

Participants:

Governors	Daniel Andrews (Head Teacher, HT) Kerry Austin (KA) Julia Bell (JB) David Clayton* (DC, Vice Chair, left 6.15pm) Kathryn French* (KF, joined 4.39pm)	Kelsie Gibson (KG) Jenny Parkinson* (JP) Julie Scott (JS, Chair) Luke Thomas (LT) Natalie Williams (NW)
Staff	Becky Harrison (BH, Senior Teacher), Steph Mack (SM, Deputy Head Teacher)	
Clerk	Vanessa Stevens*	

* Attended via Teams

NB Although parts of item 5 were discussed out of sequence, these minutes reflect agenda running order.

		Action
1	<p>Welcome</p> <p>The Chair welcomed everyone to the meeting including new parent governor KA who had been elected for a four-year term of office commencing 25 January 2023. Introductions were made and, at the Chair's invitation, KA outlined her professional background.</p> <p>Apologies for absence were received from Mike Littleboy (ML) who had been nominated for the local authority (LA) governor vacancy. DC had advised that he would need to leave the meeting at 6.15pm. Kay Skelton (KS) tried to join via Teams, but the connection dropped out. The meeting was quorate throughout.</p>	
2	<p>Declaration of Interests</p> <p>The Chair invited governors to declare any business interests including any related to agenda items. No interests were declared during the meeting.</p>	
3	<p>Governing Body (GB) Matters</p> <p>3.1 Appointment – The Education People's (TEP's) Governor Services Manager had written to confirm that the LA Governor Nomination Panel had approved the nomination of ML for the role of LA governor. During the nomination process, ML had confirmed that he was not prohibited from appointment to the role as per the provisions of Regulation 17 and Schedule 4 of the School Governance (Constitution) (England) Regulations 2012 and that he had read the guidelines for the nomination of LA governors. Governors voted to appoint ML as LA governor for a four-year term of office.</p> <p>Action: The Clerk to provide induction admin for ML, update GB membership records and send draft minutes of present meeting to Governor Services team.</p> <p>Action: ML to book to attend TEP's governor induction training course.</p> <p>3.2 Election of Co-Vice Chair – Carried forward to next meeting.</p> <p>3.3 Training – KA had completed Mental Health First Aider training on 19 and 20 January. It was agreed that the HT would email Deputy Head Teacher Richard Minton (RM) regarding safeguarding training for governors.</p> <p>Action: The HT to email RM re. safeguarding training for governors.</p> <p>3.4 DBS checks – The School Business Manager and the Clerk had contacted LT and KS regarding DBS checks. LT was awaiting documentation needed to complete the process.</p> <p>Action: LT and KS to complete DBS checks as a matter of urgency.</p>	<p>Clerk</p> <p>ML</p> <p>Head</p> <p>LT & KS</p>

<p>4</p> <p>4.1</p> <p>4.2</p>	<p>Minutes of Previous Meetings</p> <p>Approval of minutes – Governors approved and the Chair signed the minutes of the following meetings:</p> <ul style="list-style-type: none"> FGB meeting held on 6 December 2022 (main and confidential sets). Extraordinary meeting of the FGB held on 13 December 2022. <p>Updates on actions not covered elsewhere on agenda –</p> <p><u>6 December 2022</u></p> <ul style="list-style-type: none"> Item 1: The Clerk had contacted KS regarding attendance and commitment. Item 4.2: Action carried forward: The Chair, KS and LT to complete code of conduct and Keeping Children Safe in Education confirmations on GovernorHub. Item 6.1: The Clerk had updated the GB terms of reference to reflect agreed change to spending delegation. Item 6.2: The Clerk had updated the GB terms of reference to delegate decisions regarding the HT’s pay award to the Pay Committee as per the pay policy. Item 6.2: Action: DC to sign the approved minutes of the Pay Committee meeting held on 24 October 2022. Item 9: The HT had corrected two minor typos in the school dog policy. Item 11.4: The Clerk had updated the GB terms of reference to reflect the reallocation of personal, social, health and economic (PSHE) education monitoring responsibility. <p><u>13 December 2022</u></p> <ul style="list-style-type: none"> Item 3: The HT had obtained and circulated Schools Financial Services’ written advice regarding quotes for the dining room extension. That advice had been appended to the minutes of the EFGB meeting held on 13 December 2022. 	<p>Chair, KS, LT</p> <p>DC</p>
<p>5</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>Leadership Report, School Development Plan and Governor Monitoring</p> <p>Report – Governors had received the Leadership team report dated February 2023 which covered: school development plan 2022-23; leadership and management; quality of education; behaviour and attitudes; personal development; and KG’s PSHE monitoring report dated 11 December 2022. Governors considered anonymisation of staff names within future Leadership Reports. The HT said it was appropriate to use staff names in the context of positive feedback.</p> <p>Early Years – A governor asked about documentation provided to families whose children joined the Early Years. SM said that every family was given a welcome booklet which set out all of the information that parents would expect to know. It covered among other things: a who’s who of staff; term dates; procedures and routines; uniform; toileting and changing arrangements; expectations; government funding; and the School Gateway System. A governor asked whether the information was available in different languages. SM said it was not currently, although it had previously been translated when needed. The HT said that Senior Improvement Adviser Polly Sharman had visited the school and delivered training and subsequently named Greenfields as an example of outstanding provision in the Early Years.</p> <p>Behaviour and attitudes – A governor asked how expectations for children’s behaviour and attitudes were communicated and embedded. The HT said that expectations were reinforced through consistent repetition by staff. A governor asked about the school’s approach to improving children’s attendance. The HT said that the school was consistently applying the attendance policy which included a series of measures including phone calls and letters, meetings with parents and referral to the LA. Records were kept of steps taken. The HT noted that Greenfields’ rate of persistent absence was lower than those of other local schools. A governor asked why persistent absence was relatively high in Year R (13 children). The HT identified illness, including an outbreak of chicken pox, as one significant factor. The HT emphasised the foundational importance of Year R attendance and explained that absenteeism at the start of primary</p>	

	<p>education negatively affected children’s progress and their life chances.</p> <p>The HT said that the Pastoral Manager was working to support families whose children’s attendance was of concern. A governor asked what measures had previously been successful in improving attendance among persistently absent children. The HT said there was no one particular measure and instead credited the consistently supportive approach taken by staff. A governor asked whether high persistent absence in Year 6 would affect outcomes. The HT anticipated that it would, especially for children who had experienced persistent absence in previous years. Although those children would achieve age-related expectations, they would sadly not all reach their full potentials.</p> <p>5.4 Safeguarding – A governor asked about new referrals. The HT said that there were no issues of significant concern at the present time. A governor asked whether there were any barriers to the effectiveness of external services. The HT explained that the effectiveness of Early Help relied upon parental engagement with the support offered.</p> <p>5.5 Leadership and management – A governor asked about the school’s contingency plans in the event of any strike action. The HT said that plans had been put in place, including voluntary DHT class cover if needed. The HT said that underfunding of education for more than a decade had negatively impacted staff in terms of workload pressures and pay. He had made it clear to staff that he would support any decision to strike if they so chose. The HT had communicated with parents regarding the possibility of school closures in the event of strikes. No staff had chosen to go on strike. A parent governor fed back that it could have been beneficial for the school to have sent an additional message to advise of arrangements. The HT took that feedback on board.</p> <p>5.6 Quality of education – The Data Team had met to scrutinise data. LT reported that there were no issues of ongoing concern. A governor noted the importance of differentiating data for persistently absent children versus other children in order to provide explanatory narratives to Ofsted.</p> <p>5.7 Personal development – Governors commended the wide range of PE opportunities provided for the children. The HT explained that enrichment did not necessarily entail offsite visits; opportunities were also provided through onsite activities. The Chair and KG fed back on the trip to Young Voices at the O2 on 24 January. The children had thoroughly enjoyed the site, which had included a trip to Pizza Hut. KG praised the children’s good and responsible behaviour and said that all of the children had attended school the following day, ready to learn. The HT commended colleagues’ hard work in coordinating and supervising the trip.</p> <p>5.8 Ofsted readiness – <i>This item was discussed out of sequence, after item 9.</i> SM reported that the whole school had undertaken work in preparation for Ofsted. The school was currently in a strong position, with a strong sense of team work and a positive buzz around the site. SM emphasised the importance of ensuring that staff did not feel stressed by being in the Ofsted window; the HT said that the next visit might be as far away as three years. SM said that the senior leadership team (SLT) had identified strengths and areas for development in each of the Ofsted focus areas:</p> <ul style="list-style-type: none"> • <u>Quality of education</u> <p>There was good support for all staff including early career teachers (ECTs) and peers. Staff had weekly planning meetings. ECTs were given weekly mentoring time. The teaching team was strong. The curriculum had been developed and the children were enjoying it. The curriculum was well timetabled and planned and it met all of the expectations. Subject leaders had good knowledge of their subjects. All subjects were appropriately covered. The HT noted that the timetable was accommodating the school’s increased focus on English. A governor noted Ofsted’s current focus on geography and computing and asked whether staff were confident about undergoing deep dives in all subjects. SM confirmed that they were. Teachers understood the expectations very clearly, including information on the school website and in subject folders. All teachers had had coaching sessions with the HT or DHT Sam Marshall; this included questions that Ofsted might ask. A governor asked whether senior leaders’ confidence in the school’s preparedness for Ofsted had been verified by external scrutiny. The HT said that the School Improvement Adviser could provide external scrutiny. SM said that teachers and teaching assistants had received training and DHT support on the recent changes to the English</p>	
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	<p>curriculum.</p> <ul style="list-style-type: none"> Personal development The staff induction process was strong and there was a robust action plan in place. Areas for future focus had been identified. Teachers would deepen their understanding of the reasons for children's persistent absence; parent meetings with RM had been arranged for week 1 of term 4; it was recognised that anxiety was a long-term issue affecting attendance post pandemic. More opportunities would be provided to increase parental engagement e.g. Family Fridays and parental involvement in the reading challenge. Parents would be invited to visit the Early Years e.g. story time. There would be a continued focus on children feeling loved and ongoing opportunities for children to participate in sports. Children would be empowered to take greater responsibility e.g. using different resources and tidying up at lunchtimes in different outdoor areas (water, mud, sand, gravel). A governor signposted an outdoor clothing sponsorship scheme run by JCB. KG said that there would be two PSHE theme weeks per year, covering issues identified by parents e.g. aspiration, money, the environment, being a good citizen, safety. The topics would be covered on a two-year rolling programme. Early Years The Senior Improvement Adviser had given positive feedback on several aspects of Early Years and Key Stages 1 and 2, including children's interaction and engagement and the school's investment in the environment and the Early Years. The nursery was 98% full. A governor asked how many of the filled places were funded. The HT said that 21 (66%) of the two-year-old places were funded. SM said that the future focus in the Early Years related to the withdrawal of Kent specialist funding for Early Years children with special educational needs (SEN). Mainstream schools were anticipating an influx of Year R children with education, health and care plans (EHCPs). It was therefore necessary to ensure appropriate staff training and transition arrangements. <p>5.9 Phonics – <i>This item was discussed out of sequence, after item 9.</i> BH gave an update on the positive impact of the new phonics scheme, Phonics Shed, on outcomes in Year R and Key Stage 1. BH explained that the intervention materials were used in addition to the usual phonics teaching timetable of two 30-minute sessions each day. There was daily practice of letter formation. BH outlined the high quality support provided for children in Key Stage 2 and said that assessments had shown the rapid gains made. Parents had been invited in to hear about the school's approach to phonics. The session had been well attended. A governor asked whether the SLT was confident that the Phonics Shed provided sufficient challenge. The staff members present confirmed that it did, and SM added that the resources contained different levels of challenge to meet children's needs. The HT said that focus on phonics had fed through to positive impacts on children's reading.</p>	
<p>6</p> <p>6.1</p>	<p>Finance and Resources</p> <p>Payroll – The Chair reported that a meeting had been held with payroll provider Capita following further communication regarding historical payroll errors. Despite this, 50% of staff had subsequently received the wrong pay. As a result, the school and some members of staff should be receiving compensation. The School Business Manager was chasing requests for a copy of the service level agreement. A governor asked when the current contract was due to end. The Chair said that this was not known and the issue was complicated by the fact that it had been secured as part of a bulk deal with Kent County Council (KCC). In future, the school would need to secure the services of an alternative payroll provider. The HT said that the reputations of other local providers, including Schools Personnel Service, were no better. A governor asked whether the school was obliged to use a KCC-approved provider. The Chair said that the School Business Manager was looking into this. In any event, the school would need a couple of months' overlap between the old and new providers in order to ensure a proper handover. A governor asked whether the payment errors had involved any data breaches, e.g. disclosure of individuals' income information on other people's payslips. The Chair said that no such data breaches had been reported. The HT said that one member of staff was working additional hours to pay back a historical erroneous overpayment.</p>	

6.2	<p>Budget monitoring – Governors had received the CFR codes cost centres budget profile details report for the period to 31 December 2022 (version dated 10 January 2023). Finance governor DC explained that the nine-month report was one of the returns that KCC scrutinised. The forecasted revenue balance carried forward of £243,447 was within the school’s balance control mechanism (BCM) limit. A governor asked whether this figure included allocation for the dining room extension project. The HT confirmed that it did. DC highlighted the need for allocations to be spent in order to continue avoiding BCM clawback e.g. the -£2,064 variance against budget code E19 (learning resources not ICT). The HT said that the £117,072 variance in total revenue income was largely due to the new nursery provision and noted that the school would always ensure the correct ratio of nursery children to staff.</p> <p>The HT said that the BCM feedback form had identified two areas for attention: at year end, I18c (covid catch up funding) should be equal to the advance total i.e. no year end adjustments were to be processed; and E17 (rates) expenditure needed to be shown as actual by year end with an equal amount in I01 (funds delegated by the local authority). With respect to budget code E16 (energy), the HT said that the sum owed to Greenfields by the neighbouring children’s centre for wrongly billed electricity over the previous five years was higher than anticipated. It would be necessary to calculate other amenity costs, including waste bin collections, using the same percentage rate. A governor asked about the potential impact of these reimbursements on Greenfields’ BCM. The HT said that there would be no impact as long as the debts were not paid before the start of the new financial year. DC explained that the school used cash basis rather than accrual accounting. The Chair advised that school income was due to increase in the next financial year. The HT was keen to continue exploring energy efficiency initiatives. There had been no changes to the financial risk register. The HT, DC and NW had arranged a finance monitoring meeting to be held on 10 February.</p>	
7	<p>Health, Safety and Premises</p> <p>The HT had circulated the link to the most recent health and safety report. A lot of electrical work had been completed, including the fitting of timers to charging points. RM was liaising monthly with KCC Health and Safety Adviser Martin Rafferty to monitor any updates. During a recent visit, the Chair had spoken with three children about their understandings and experiences of safety at Greenfields. All three children had reported feeling safe and had not identified any circumstances in which they thought they might feel unsafe. One child had talked about support received from the Pastoral Manager regarding a home issue. The Chair reported that there had been no racist or homophobic incidents at the school.</p>	
8	<p>Safeguarding</p> <p>The HT reported that staff had completed safeguarding training that week.</p>	
9	<p>Policies</p> <p>Governors approved the following policies</p> <ul style="list-style-type: none"> • Admissions. • Behaviour. A governor noted that previously suggested changes had not been made. The HT said that he had updated the policy’s first paragraph following discussion with JB. The HT explained that tightly prescribed sanctions could limit the development of supportive relationships with children whose behaviour was particularly challenging. Based on her professional experience as a headteacher, JB noted that prescriptive lists of sanctions could create situations in which parents cited unfairness if their child received a different sanction than another child did; in such circumstances, schools might be prevented from explaining their decisions due to confidentiality. • Freedom of information. • Governor allowances (subject to insertion of wording to reflect governors’ decision to offer expenses in order to ensure equality of opportunity for all governors regardless of personal economic circumstances; expenses to be paid at local authority rate for travel and local childminder rate). <p>Action: The HT to finalise the approved governor allowances policy as above.</p>	Head

	<ul style="list-style-type: none"> • Online safety. • Relationships and sex education (RSE) including PSHE education (subject to amendment of 'physical' to 'personal in the context of PSHE in section 3). From an education professional perspective, JB commended the high quality of this policy. Action: The HT to amend the RSE including PSHE policy as above. • Special educational needs and disabilities (SEND). • Whistle blowing. <p>Further review of the lettings policy was carried forward to the next FGB meeting, to include alignment of sections 3.2 and number 13 of the Terms and Conditions with respect to refunds for cancellations. Action: The HT to further review the lettings policy for approval at next FGB meeting.</p> <p><i>At 6.15pm DC left the meeting.</i></p>	Head
10	<p>Website</p> <p>Governors supported the HT's plan to update the structure and appearance of the school's website while retaining its familiar Greenfields feel. Action: The HT to contact Primary Site regarding website update.</p>	Head
11	<p>AOB</p> <p>11.1 Bulletins – Governors had received TEP's December and January governance bulletins.</p> <p>11.2 Mental health – A governor asked whether the school had a formally designated mental health lead. The HT said it currently did not; however, he and RM had discussed the idea. A governor suggested assigning the role to a colleague outside of the SLT, e.g. a TA. Action: The HT to further discuss the mental health lead role with RM.</p>	Head
12	<p>Confidentiality</p> <p>No items were deemed to be confidential.</p>	
13	<p>Meeting</p> <p>Governors confirmed the next FGB meeting for Tuesday 28 March 2023 at 4.30pm (hybrid). DHT Sam Marshall to attend.</p>	

The meeting closed at 6.29pm.

Signed: _____

Date: _____