



### Minutes for the Full Governing Body Meeting – Part 1

Held on 21 March at 7.00pm

<b>Attendance</b>			
Juila Arnold (JA)	✓	Vicky Sumner (VSU)	Apologies
Karen Donald (KDO)	✓	Katie Turner (KT)	✓
Louise Druce (LD) - Headteacher	✓	Simon Williams (SW)	✓
Tim Galliver (TG)	✓	Helen Vidal (HV)	✓
Stephen Gee (SGee)	Apologies		
Lenka Goodwyn (LG)	✓	<b>In attendance</b>	
Rebecca Jennings (RJ) - CoG	✓	Kathryn Dray (KD) - Deputy Headteacher	✓
Kate Kellett (KK)	✓	Joanna Lee (JL) – School Business Leader	✓
Karina Singh (KS)	Apologies	Vicky Swann (VS) - Deputy Headteacher	✓
Graeme Short (GS)	✓	Beth Saunt (BS) - Clerk to Governors	✓

### Agenda

<b>Agenda Item</b>																					
1.	<b>Apologies for Absence</b> Apologies were received as above.																				
2.	<b>Declaration of Interest</b> There were no declarations of interest.																				
3.	<p><b>Terms of office and Committee Membership</b></p> <p>RJ welcomed the new Parent Governor, Lenka Goodwyn (LG).</p> <p>New Governors were assigned to Governor Sub Committees. Sub-Committee Membership:</p> <table border="1" data-bbox="150 1507 1481 1877"> <thead> <tr> <th><b>Resources Committee</b></th> <th><b>Children and Learning Committee</b></th> </tr> </thead> <tbody> <tr> <td>Rebecca Jennings (Chair)</td> <td>Karen Donald (Chair)</td> </tr> <tr> <td>Julia Arnold</td> <td>Julia Arnold</td> </tr> <tr> <td>Louise Druce</td> <td>Louise Druce</td> </tr> <tr> <td>Tim Galliver</td> <td>Rebecca Jennings</td> </tr> <tr> <td>Stephen Gee</td> <td>Kate Kellett</td> </tr> <tr> <td>Lenka Goodwyn</td> <td>Graeme Short</td> </tr> <tr> <td>Kate Kellett</td> <td>Vicky Sumner</td> </tr> <tr> <td>Simon Williams</td> <td>Katie Turner</td> </tr> <tr> <td></td> <td>Helen Vidal</td> </tr> </tbody> </table> <p>The Chair of the Trust Fund, Paul Gordon has resigned. JL explained that all governors are trustees.</p> <p><b>Action: RJ to approach unsuccessful candidates from the recent parent governor election to ascertain interest in taking on the role of Chair of the Trust Fund.</b></p>	<b>Resources Committee</b>	<b>Children and Learning Committee</b>	Rebecca Jennings (Chair)	Karen Donald (Chair)	Julia Arnold	Julia Arnold	Louise Druce	Louise Druce	Tim Galliver	Rebecca Jennings	Stephen Gee	Kate Kellett	Lenka Goodwyn	Graeme Short	Kate Kellett	Vicky Sumner	Simon Williams	Katie Turner		Helen Vidal
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4.	<p><b>To agree minutes of meeting</b></p> <ul style="list-style-type: none"> <li>Governors approved meeting minutes from 1.12.23.</li> </ul>																				

<p>5.</p>	<p><b>Matters arising from previous meetings</b></p> <p>Action: It was acknowledged that the new Governor induction programme had been started. Meeting with JL to be scheduled and mentors assigned. <b>Ongoing.</b></p> <p>Action: Governors who have not already done so, to complete Register of Interest to verify contact details and register of interests are correct and up to date. <b>Complete.</b></p> <p><b>Action: LG to complete the Register of Interest. BS to then update the school website. Ongoing.</b></p> <p>Action: Strategic Plan - KS, KK and LD to feedback at the FGB Committee meeting. <b>Complete.</b></p> <p><b>Action: Governors to complete the google form to confirm they have read the Governor Code of Conduct. Ongoing.</b></p> <p>Action: Pay panel meeting minutes will be carried forward to the next FBG meeting. Minutes approved at Sustainability meeting 8.2.24. <b>Complete.</b></p> <p>Action: Governor Visits were shared. To manage workload Governor visit forms should be completed before leaving Stamford Green and uploaded to SharePoint. <b>Complete.</b></p> <p>Action: To agree Minutes and Policies from the C&amp;L Meeting. c/f from C&amp;L Meeting 8.3.24. <b>Minutes approved.</b></p> <p>Action: Governors to arrange staff thank you at Christmas with a personal touch. c/f from C&amp;L Meeting 8.3.24</p>
<p>6.</p>	<p><b>Chair's Actions</b></p> <ul style="list-style-type: none"> <li>No actions</li> </ul>
<p>7.</p>	<p><b>Ratify the School Financial Value Standard (SFVS)</b></p> <p>JL explained the SFVS is a mini audit or self assessment of processes in the school. This had been completed by VG prior to her resignation.</p> <p>The SFVS had been ratified at the Resources meeting and submitted to SCC.</p> <p>There were no Governor questions.</p>
<p>8.</p>	<p><b>Strategic Plan 2023 – 2028</b></p> <ul style="list-style-type: none"> <li>Review new Strategic Plan</li> </ul> <p>The Strategic Plan had been reviewed by Governors at the FGB 29.9.23. LD, KS and KK had reviewed the strategic objectives and circulated the new Strategic Plan prior to the meeting. Governors were asked for feedback.</p> <p>It was agreed that the Plan is very clear and reads well. It was agreed that the addition of Point 7 "Proactive and innovative provision, which aims to meet the needs of all learners" was a critical addition in light of the children's need as discussed at the Children and Learning committee meeting.</p> <p>There were no further comments.</p>
<p>9.</p>	<p><b>School Review</b></p> <ul style="list-style-type: none"> <li>LMT Report</li> </ul> <p>LD informed Governors of the DfE proposed changes to the length of the school day where the government requires all state funded mainstream schools to deliver a school week of at least 32.5 hours. This has resulted in an additional 10 minutes to be included in the school day however there is no additional funding to cover the cost of extending staff hours. The proposal is to shorten the morning gate time and extend the afternoon session however this will have an impact on both parents/carers and residents. The proposal had been presented to Class Reps at the recent coffee morning and parent/carers consultations will take place at the beginning of the summer term.</p> <p>A discussion was had covering the following points:</p> <ul style="list-style-type: none"> <li>The DfE does not recognise a 'soft start' ie when children enter the school premises rather than when they reach the classroom and the register is taken.</li> </ul>

- Registration must start by 8.45am in order to adhere to the 32.5hrs week.
- Class Reps had acknowledged that free after school clubs are currently offered by teachers and that 75% of children attend the clubs during the school year. They were keen for the clubs to continue to run and aren't shortened.
- The layout of the school grounds, with three entry/dismissal points, creates an additional challenge in getting 695 children in through the gates within a five minute period.
- The behaviour of some families when dropping off their children should be addressed to encourage good driving and parking. Traffic wardens work across a number of schools on an ad hoc basis although Governors commented that they were fairly ineffectual.
- There is a traffic consultation taking place in Ewell Village where there is a recommendation to close a road during peak traffic times. This may set a precedent in the area. Consultation results to be monitored.
- There would not be any change in the charge for extended services.

A number of suggestions were put forward to help get children into school quickly and efficiently but rejected for the following reason:

- Biometric fingerprinting – this would cause a bottle neck at the gates.
- Walking bus – this had been discussed extensively at previous meetings and proved hard to staff and difficult to manage the safety of the children.
- Moving the East Gate entry point to the caretaker's house – this would cause the parents/carers and children to spill out onto the road and deemed as unsafe.

**Action: Families to be reminded via school communications to drive slowly and carefully, park respectfully and follow the one way system.**

### **LMT Report**

KK thanked the LMT for the extensive report and the hard work compiling it.

A discussion focusing on the following areas took place:

#### **Club Room alternative provision**

KK asked how sustainable is the Club Room, how is it to be staffed and is there budget to keep it running?

It was acknowledged that there are more children with additional needs than there are special school placements available in Surrey. There has been a 10% increase in EHCPs year on year but the funding and support had not been provided to meet this need. There are currently sixteen children at Stamford Green with EHCPs, with five applications in the pipeline and three new applications to be submitted. It was explained that previously funding had been allocated by the number of hours/child however this had changed to a banded model where funding could be spread across different areas within the school.

LD confirmed that a budget allowance had been allocated for additional staff in the 2024-2025 draft budget. LD informed Governors that at the recent meeting with SCC it had been agreed that outstanding funding for Stamford Green was overdue and a plan is to be put in place to ensure payment is made.

A Club Room Compendium is being developed focusing on how the Club Room will be run. It was noted that this cannot be too rigid and will require flexibility to meet the different needs of the children.

#### **Exceeding Children**

KK highlighted that a lot of what we read is about SEND and asked what Stamford Green are doing for the children at the top?

LD explained that stretch and challenge are very much part of the classroom. Coaching sessions with staff have focused on the strategy 'say it better again'.

#### **Attendance**

KDo noted that between A1 and A2 there had been a marked increase in persistent absence from 11.2% to 23.9%. This had subsequently dropped to 13.1% in S1. KDo asked, is this normal?

KD explained that this was seasonal and was due to illness.

LD informed Governors that historically attendance and persistent absence had been monitored solely by KD however it is now monitored by each class teacher and discussed weekly by the LMT. The teachers follow a strategy of celebrating successes to encourage high attendance for example with

weekly positive phone calls home to families. The office is working with families to keep children in school and encourage their return after a period of illness, focusing on children with persistent absence with reported D&V or COVID which has historically required 48hrs or 5 days off school. These strategies have helped bring the spike down.

Governors discussed different absence codes and asked if a link Governor should be responsible for monitoring attendance. It was agreed that it would be part of the Governor responsible for the World Around Us faculty (KD and SG).

### **Y6 Data**

GS highlighted the Y6 figures showing a high proportion of 'just below' expected achievement and referred to the extensive discussion had at the C&L committee meeting on 8.3.24 regarding the additional teaching sessions put in place to help those children at both ends of the spectrum including additional maths classes at the beginning of the school day. The correlation between SEN, PP and absence and results was acknowledged and is being monitored and strategies being put in place.

### **Boys and Girls Attainment Levels**

The difference in attainment of boys and girls in maths and English in a very stereotypical way was discussed and it was noted that most of the boys who are not reaching expectation are SEND and the majority of children attending the morning maths masterclasses are boys. HV noted that in general boys in reception have less well developed motor skills which impacts their writing. JA asked if there was a reason for the levels of writing for Y3 boys and VS explained that they were in line with their Y2 levels and that this was not a reflection of the teaching in the year group.

JA asked if the school were confident that those children with 'other things going on' would achieve the same as the other children? LD and VS explained that their attendance and attainment are monitored closely and measured against prior attainment and achievement as well as their ISP programme and PP review.

### **PP and non PP Attainment**

The difference between the attainment of PP and non PP children in both KS1 and KS2 was noted and a discussion had on how this is being addressed. It was acknowledged that the Pupil Progress Review had been discussed in depth at the C&L meeting. The focus on attendance was acknowledged as the children need to be in school in order to learn. It was explained to Governors that there is a focus on reading and fluency in reading. CTs are checking the books the children are reading and every CT is reading with small groups of children during assembly time and results will be compared against their autumn ISP targets. LD pointed out impact can be measured in other ways through other initiatives for example through the Flying High Project, targeting PP children with learning such as the art project involving a trip to Kingston University and Stanley Picker Gallery and the mural that the children created in the school and performance project culminating in the trip to see the Lion King which ensured that all PP children had now experienced attending the theatre that will help build self esteem and confidence which will transfer to curriculum achievement.

By email, KS congratulated the LMT on excellent achievements on progress and attainment in both KS1 and KS2, noting EFYS and phonics were very impressive. It was agreed that the questions raised by KS had been covered in the meeting or at the C&L meeting on 8.3.24.

There were no further questions.

- Governor Factsheet

The LMT were thanked for the Governor Factsheet and the amount of work that had been put into it. It was agreed that the Factsheet was very useful, clearly laid out and contained a vast amount of helpful data

- Link Governors for RAP and Faculties and Governor Visits for the summer term

The link Governors were reviewed and Governor visit dates set for the summer term.

<b>RAP area</b>	<b>Responsible</b>	<b>Link Governor</b>	<b>Date of Visit</b>
EYFS	HV	VSu	TBA
Maths	LG	JA	TBA
Assessment	VS	RJ	29.4.24 @ 2.30pm
Quality of Education – T&L	VS	KT	8.5.24 @ 9.30am

Quality of Education - Curriculum	VS	KDo	17.5.24 @ 1.00pm
Leadership and Management	LD	GS/KS	19.4.24 @ 2.00pm
Project Kaleidoscope	LD	TG/SW/HV	12.6.24 @ 2.00pm

Faculty Area	Faculty Coach	Link Governor	Date of Visit
STEAM	HV	JA	16.5.24 @ 8.45am
Community	LD	KK	14.5.24 @ 9.00am
World Around Us	KD	SG	3.5.25 @ 9.00am
English	VS	LG	29.4.24 @ 1.00pm
Personal & Physical Development	LG	KT	TBA

**Action: Governors not present to forward visit dates to BS for EYFS, Maths, Personal & Physical Development.**

- SAFE KSNA Visit Report

The School Alliance for Excellence Key Support Needs Assessment for 2023 – 2024 had been circulated prior to the meeting. The visit by SAfE had included visiting and monitoring every classroom and extensive conversations regarding leadership and governance.

- It was explained to Governors that 'Stability' reflects the number of children leaving the school within the academic year and while marked red, 89% should be read as a 'positive' result.
- RJ informed Governors that seeing the consistency in teaching across each the year group had been very impressive.
- It was agreed that the report was very encouraging.

There were no further questions.

#### 10. **RAP Priorities – Impact Update**

- Quality of Education – Teaching and Learning
  - Action plan update
  - KT Governor visit feedback

The focus of the action plan was to assess the coaching strategies implemented into teaching within the classroom. KT had carried out the Governor visit and reported that it had been very positive to see the difference between coaching across the school from Y6 to YN and the different strategies in place to encourage pupil participation in class.

- Leadership and Management
  - Action plan update
  - KS/GS Governor visit feedback

GS informed Governors that the focus of the visit had been staff work load and wellbeing, acknowledging the heavy work load of the LMT and the HT in particular. Strategies to alleviate the impact of increased workload had been discussed and it was recognised that delegation to Leaders of Learning who meet with their year groups and feedback up to the LMT had been positive. KD highlighted that the rise in behaviour issues in school had contributed to the heavy workload. There had been five suspensions and those families had required help to reintegrate the children back into school and to try everything to prevent any further suspensions, or permanent exclusions, going forward.

**Action: KS/GS Governor visit feedback form to be uploaded to SharePoint**

- Project Kaleidoscope
  - Action plan update
  - TG/SW Governor visit feedback

LD/TG updated the Governors on Project Kaleidoscope. The LMT had had a productive meeting, preparing the paperwork and are now looking at the minutia of the planning. The action plan was close to completion.

TG told Governors it had been extremely interesting and informative to visit the school during a working day and encouraged all Governors to do so. He noted that the school had a sense of calm and that despite the increase in suspensions there was only a small minority of children who disrupt learning.

11.	<p><b>Training</b></p> <p>Governors were reminded of the Ofsted training replacing the Sustainability meeting.</p> <p>When: Monday 20.5.24  Time: 6.00pm prompt start  Who: Sarah Jane Ashworth - Head of Governor Services at SAfE</p>
12.	<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• SCR verbal update</li> <li>• Autumn term data for SCC termly collection</li> <li>• LMT Report Update</li> </ul> <p>KD explained that the Safeguarding data included 16 families receiving 'Stamford Green Early Help' who were not previously identified.</p> <p>KD explained previous data collection had not covered the work that is done within the school to help and protect the children and did not reflect the current school environment or intake. A new category called 'Stamford Green Early Help' had therefore been created to identify families previously helped by other external agencies who required support from Stamford Green and compensate for the lack of services available locally.</p>
13.	<p><b>Well-being and workload</b></p> <ul style="list-style-type: none"> <li>• Audit review verbal update</li> </ul> <p>This was discussed earlier in the meeting, see point 10.</p>
14.	<p><b>Committees and Nominated Governors Report</b></p> <p>C&amp;L Committee Report - KDo provided a verbal update from Children &amp; Learning Meeting.</p> <p>RAP:</p> <ul style="list-style-type: none"> <li>- The committee had looked at the RAP, focusing on Maths and the EYFS curriculum</li> <li>- There had been very positive feedback and the huge amounts of progress made was acknowledged.</li> </ul> <p>LMT report:</p> <ul style="list-style-type: none"> <li>- The committee discussed the LMT report focusing in particular on PPR, any areas where children had been falling behind and the interventions that had been put in place to address this.</li> <li>- SEND and ISP targets were discussed and it was acknowledged that making the targets SMART had encouraged progress but the focus is remains on focus remains on achieving further improvements.</li> <li>- It was acknowledged that there had been great focus on the data to ensure right interventions in place for the right children.</li> </ul> <p>Resources Committee Report – RJ provided a verbal update from the Resource Meeting.</p> <p>The Governors had discussed:</p> <ul style="list-style-type: none"> <li>- School and Extended Services FMRs.</li> <li>- The SFVS had been ratified and subsequently submitted to SCC.</li> <li>- The School Fund Review had been agreed.</li> <li>- A proposal for the replacement of the windows in the studio had been discussed and quote agreed. Work due to take place in the summer holidays.</li> </ul>
15.	<p><b>Policies to be agreed</b></p> <ul style="list-style-type: none"> <li>• Audit of School Website</li> <li>• Complaints</li> <li>• Educational Visits</li> </ul> <p>Policies approved.</p>
16.	<p><b>Effective Governance</b></p>

## A competency framework for governance

The framework is made up of 16 competencies underpinned by a foundation of important principles and personal attributes. The competencies are grouped under the headings of the six features of effective governance, which are set out in the [Governance Handbook](#): strategic leadership; accountability; people; structures; compliance and evaluation.



Governors summarized the following competencies at this meeting with examples given.

1a – Setting direction  
1b – Culture, values and ethos  
1c – Decision making  
1e – Risk Management

2a – Educational improvement  
2b – Rigorous analysis of data  
2d – Financial management and monitoring  
2e – Staffing and performance management  
2f – External accountability  
5a – Compliance

17. **Date of next meeting**

- 12 July at 9.00am

Advice given by Governors at this school is incidental to their professional expertise and is not being given in their professional capacity. Governors must respect the confidence of those items of business which a Governing Body decides and not disclose what individual Governors have said or how they have voted within a meeting.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_