MINUTES OF MEETING

School: Hollywell Primary
Meeting title: Spring Term meeting 2 of the governing body
Date and time: Thursday 9th May 2024 at 6.00pm
Location: Hollywell Primary School

Membership:

Mrs E Ellis (Headteacher)
Mr A Hoggard (Chair)
Mr G Cook (Vice-chair)
Mr B Brewster
Mrs F Freeman – Parent Governor
Mrs A Todhunter
Mr Stephen Bain - Community Governor
Mrs T Harlin (DHT) - Staff Governor
Sophie Saunders - Parent Governor
Will Sibley – community Governor

Mrs L Pearson (minute taker)

		Action
1.	**Apologies for absence** FMRs F Freeman left eth meeting at 19:30pm There were **no** apologies of absence.	
2.	**Business Interests** There were **no** declarations of interest, either direct or indirect, for items of business on the agenda.	
3.	**Membership** There were **no** updates on Governor membership.	
4.	**Minutes and Matters Arising – Spring Term 2 Minutes** There were **no** changes from the minutes and the minutes were approved. Draft Spring Term 2 Minutes:	

	Report back on SDP progress - the school made the expected progress under the plan (WS) Governor WS **provided** an update on the school development plan, and **progress** the school is making against the plan. WS met with HT, and was shown Planner app school uses. This is a new app which was introduced this year. WS **explained** you can go into each task, and see each sub task. You can also see who has been allocated which task. WS **reassured** Governors the school has a **clear** plan and lines of accountability, which incorporates short, medium and long term planning. Although the plan continues to evolve, WS was **assured** that school was on target. WS report is now on GovHub. WS **raised** that visit to school with animals should be included in the HT report. Approval of budget for next year (item 7) (AH) **See confidential minutes** Lines of inquiry (agenda item) (AH) See item 12 Prevent training (all) The HT has sent out a link to complete training to all Governors. **Completion** certificates should be sent to the school. Governor newsletter progress (AH) The Chair **confirmed** that a draft had been sent to Governors.	
5	**Policies** Admissions (feedback from NCC) A change has been made to the policy. This was **agreed** before Christmas. All Governors **approved** the amendments to policy. Attendance No update to attendance policy, as **agreed** at last Governors meeting this would be reviewed.	

	<u>EYFS</u> EYFS assessment has changed. This was **approved** by Governors in meeting. <u>Homework</u> All Governors **approved** this policy in meeting. <u>PSHE School uniform</u> All Governors **approved** this policy in meeting. The following policies to be reviewed at Summer 2: Anti-bullying Behaviour & Exclusions Curriculum Teaching & Learning	
6.	**Premises** **Health & Safety** Review summer maintenance plan (GC) – move to next meeting. **Safeguarding** Assurance report: Can staff articulate the fire safety processes at school? (GC0029) – move to next meeting. Assurance report: Do people who deal with data understand GDPR and how to handle data? (SB) – move to next meeting. Assurance report: SB to review subject access requests and redactions and ensure that these meet policy.(SB) move to next meeting.	
7.	**Finance** Approve annual budget for next academic year (GC) See item 4	
9.	**HT Report** The HT **shared** report with Governors in the meeting. Reading for pleasure had been a big **success** at the school. The HT **praised** the reading lead-, and **shared** that she has been recognised by OU for her case study.	

	The HT **shared** that the school currently has 207 children, with gaps in year 4 and 1. A child who moved abroad is also returning to school. Three children joined in spring and one left to be home schooled. The school has received **50** 1st place admissions, which is really **positive** that parents are choosing Hollywell. There has been one first admission appeal, but child does not meet **criteria**. The school has had a fixed term **exclusion** for ½ day. There has been received two subject access requests. Year 6 data was low at end of spring term, and boostering has been put into place. This is a cohort which have a high number of SEN and have historically been low achievers. This year group do not have KS1 data due to the first National lockdown. The HT **shared** that 21.5% of children at PP. There were **no** GDPR breaches. Health and Safety continues to focus on slips, trips and bumped heads. Still **continue** to receive requests from parents for holidays in term time, despite the school fining parents. Attendance continues to be a **challenge** with SEN children. HT report procedures in place for supporting families around attendance. The HT **included** attendance data for groups within the HT report. A Governor **asked** if the swimming issue had been resolved. The HT confirmed that this had been resolved.	**GC**
10.	**Report back on Spring Term data (AH)** See item 9 **Monitor standards of teaching (WS)** Assurance report: Do pupils understand what progress they have made. For example, what do they know now that they didn't know in September? Year 3 and 4 to determine if we are adapting the curriculum to build on experience and bridge gaps in learning. WS **provided** Governors with an update on the report in meeting. WS **visited** year 4 pupils, and went through their school books from the start of the year, to give them the opportunity to showcase what they had learnt. All pupils were able to articulate their learning well.	

	WS was **assured** that quality teaching is taking place. **RSE/SRE curriculum & collective worship (WS)** Assurance report: how does the curriculum provide fully rounded learning? Is the enrichment act provided by the school, helping to build on experiences, and bridge the gap in learning and understanding of diversity.? Governors WS and SS reviewed RSE and RE together, and shared their report with Governors in meeting. WS **shared** that for RSE it was clear from pupils that they were able to do things that the plan said they should be doing, and they were able to articulate and apply what makes a good friend. SS **shared** with Governors that following RE visit, children were able to learn more from sharing their personal experiences with others in their year group. WS was **impressed** that teachers are giving children the space to talk about their RE experiences. **Report on school details for upcoming visits/residentials (TH)** TH **provided** Governors will an update on residentials for year 4, 5 and 6. TH **explained** that Year 4 will visit The Mill Adventure Base for 2 days, 1 night. Accommodation is in pods in secure compounds. For year 4's this is usually the first time they have been away without parents. Year 5 will visit the Beaumanor Hall, which is an established venue for Hollywell. Based in a stately home, children will stay for 3 days, 2 nights. Year 6 visits Walesby Forest for 4 days, 3 nights. School has its own camping equipment and will be self catering. Children will do around 10 activities during their stay. Each activity during the residentials grow in **complexity** depending on year group. Staff give time **voluntarily** to support. HT **asked** parent Governors to get feedback from parents to see how they feel about the frequency and **cost** of residentials. The chair **asked** for initial thoughts from parent Governors. SS **raised** that it would be **disappointing** to take these away, and feels that its an **important** experience for a child, especially for younger children who look forward to these. A Governor **asked** how they would go about getting feedback from parents. The HT **suggested** that they start with speaking to parents with	

	children in year 3, to see if they are supportive of the residentials, and apply the same questions to year 2. **Curriculum implementation and impact (WS)** Assurance report: are we assured as Governors that the current curriculum is ambitious and challenging? WS **shared** with Governors class visits to year 2 and 4. WS **shared** that they went through the books children were reading. WS found that where children had immersive experiences, such as dressing up, they were able to talk about this in greater detail. The year 4 learners were able to **talk** about experiences that they had had in previous years. They also talked the year 5 Viking day that they are looking forward to. WS raised the conversation about budget, and encouraged that these **experiences** were really **important**. <u>Internet Safety (FF)</u> Assurance report: Do pupils understand about internet safety? Governor FF visited school to review internet safety. The **responses** FF received from children depended on their year group.. FF **shared** that she was assured there were robust systems in place and children were aware of expectations. They also **knew** why working online is a good thing and every child **felt** that school cared about their online safety. FF also **spoke** with staff about online safety, and they would report anything to DSL if required.	
11.	**Exclusions & Behaviour** Line of inquiry: Assurance report on the processes for dealing with bullying complaints. (SB) Move to next meeting. Line of inquiry: Assurance report to determine if there has been a change in pupils' behaviour. (GC) GC came into school and visited different year groups. They **shared** with Governors that they **observed** outstanding **behaviour** in all classes. GC found children to be very **responsive** and **attentive**, with no background **disruption**.	

	GC spoke with children in years 1 to 6 and was assured by standards of behaviour. Governors BB and WS backed up GC findings from review. The Chair shared that they came into school and had lunch with early years children, and experienced the same **positive behaviour**.	
12.	**Lines of inquiry** <u>Focus to be agreed upon in the meeting: Behaviour and exclusions</u> SB to visit school to review bullying. SS to visit during play time and lunch time to observe behaviours. <u>Pupil Premium (FF)</u> To **review** PP passports and to determine if teachers are aware of which pupils are PP and ensure that necessary support is required. <u>Sports funding spending (FF)</u> To **agree** the line of inquiry in next meeting and move report to Autumn 1 <u>SEN support (BB)</u> BB visited school last week to carry out a review. BB was **impressed** with how the children are being **supported**, especially with the resource **constraints**. BB **flagged** that the challenge is with children that need extra support, but don't have this in place. The school is on track against the formal action plan. Discussed next years plan with HT, and felt that it was important to get the balance right between all children, to ensure that the right scaffolding is in place. BB **praised** the SENCO for her work driving forward the changes. <u>Enrichment opportunities & impact of GROWTH (AH)</u> Are we still **confident** that the enriched opportunities are meeting the intended impact of GROWTH?	
13.	**Communication** <u>From the Chair</u> No communication from Chair <u>From the Head</u>	

	No communication from HT	
14.	**Next meeting** Thursday 4th July 2024	
15.	**Confidential** See item 4 – Budget update	

Meeting closed 19:50pm

Signed …….. (Chair) Date ……