

**Full Governing Body Meeting**  
**Monday 29<sup>th</sup> January 2024, 6.00 p.m.**  
**Queen Edith Primary School**  
**MINUTES**

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Governors present:

Ambili Nair  
 Craig Dyer  
 Fran Hughes  
 Hannah Lewis  
 Harriet Phillips  
 Joanna MacKenzie  
 Nicole Wilson  
 Richard Wilson  
 Sarah Jarman (EHT)  
 Sarah Steele  
 Sean Lang (Chair)  
 Siobhan Dickens  
 Stanley Wilson  
 Sulochana Subramaniam

Others present:

Hayley Brooker  
 Julia Neal  
 Nicola Simmons  
 Zoe Vassiliou (Clerk)

	Item	Supporting Paperwork and notes	Notes	Actions
1	Apologies for Absence		Apologies for absence were received and accepted from Cath Stubbs, Rachel Holman and Steve Rothwell	
2	Declaration of Interest		None declared.	
3	Agree minutes of the last meeting	Minutes 04.12.2023	Item 4 – amend concerns to questions.	Clerk to amend
4	Matters arising		None raised.	

5	Governor Hub introduction (Craig Dyer)		Carry forward to the next meeting.	
6	Monitoring schedule and governor visits (SL, CD and HP)	Queens' Federation Monitoring Schedule	<ol style="list-style-type: none"> <li>1. Sean and Harriet met to further discuss the whole school monitoring schedule and identified three key areas that could form the basis for governor visits. These are: the WIGs and WIGLETs under the Leader in Me, Phonics, and Maths development. The hope is that at least two governors could attend each of the visits.</li> <li>2. <b>Governor: What are WIGs / WIGlets?</b> WIGs = Wildly Important Goals and WIGlets are little trophies with wigs on that are awarded to those who achieve their personal WIG, or to a class which achieves their class WIG. At Queen Emma class WIGs are focused on kindness and at Queen Edith they are focused on spelling following the implementation of the new spelling programme.</li> <li>3. A SEND monitoring day is taking place on Tuesday 13<sup>th</sup> February across both schools and it would be good if a governor could attend this?</li> <li>4. Sean Lang agreed to visit to meet with the adult Lighthouse Teams and with Julia Neal and Cath Stubbs.</li> <li>5. Harriet Phillips agreed to attend the Phonics monitoring.</li> <li>6. Craig Dyer agreed to attend the Maths monitoring.</li> </ol>	
7	Review subject link governors (Governors)	Subject link governor - responsibilities	<ol style="list-style-type: none"> <li>1. Current subject link governor responsibilities were shared with the board.</li> <li>2. Sulochana Subramaniam offered to take on Computing.</li> <li>3. Siobhan Dickens offered to take on Geography and will consider SEND. Sean Lang to act as SEND governor in the meantime.</li> <li>4. Fran Hughes offered to take on Modern Foreign Languages (MFL).</li> <li>5. Richard Wilson offered to take on Art, along with his Music portfolio.</li> <li>6. Sean Lang will approach Steve Rothwell about taking on the Safeguarding governor role at Queen Emma School.</li> <li>7. Clerk to share the link governor visit report on the portal.</li> <li>8. <b>Governor: What does this involve?</b> To meet with subject leaders a couple of times per school year, to hear about curriculum being taught in our schools and to view books and to find out how all children are supported in their learning.</li> </ol>	
8	Safeguarding up-date (SJ)	<ul style="list-style-type: none"> <li>• Child Protection and Safeguarding Policy 2023</li> </ul>	<ul style="list-style-type: none"> <li>• The policy has been amended following an up-date from the Local Authority; there has been a date change for supporting national guidance. We have taken the opportunity to up-date our DSL and DDSL details.</li> </ul>	

		<p>Item 12.6 – (Relationships Education, Relationships and Sex Education (RSE) &amp; Health Education, DfE, 2021) – the date has changed from 2018 to 2021. We have also updated our designated safeguarding leads to reflect newly trained staff at each school, for information.</p> <ul style="list-style-type: none"> <li>Working together to safeguard children – 2023</li> </ul>	<ul style="list-style-type: none"> <li><b>Challenge: Do you think that there are risks associated with having so many DDSLs?</b> No, it is helpful for us to have a number of DDSLs; it takes a lot of time to up-date all concerns on MyConcern and to ensure that concerns are acted upon or followed up. MyConcern allows us to see what actions other members of staff have taken and gives us the opportunity to follow up with them should this be necessary. We hold weekly monitoring meetings at each school (senior management and family workers) to discuss concerns that have been raised or that are ongoing. We also have half-termly ECM (Every Child Matters) meetings where we review children that are being monitored more closely. Our Nurture Leads have recently attended DSL training as they support some of our most vulnerable children, along with members of staff who run our wrap-around care, when the DSL / DDSLs may not be on site. Also during our safeguarding audit with the local authority last year they advised us to train more DDSLs.</li> <li><b>Challenge: How do staff identify who should follow up a concern?</b> It is very clear from the initial reporting on My Concern and DSLs can see all the actions that have been taken for each child, so they can also step up to support in the case of absence.</li> <li>Working together to safeguard children has been up-dated as detailed in this policy and has been shared with Governors.</li> <li><b>Ratification:</b> Updated Safeguarding and Child Protection Policy was ratified by the full governing body.</li> </ul>	
9	Up-dated policies for review	<ul style="list-style-type: none"> <li>Appraisal and capability policy and procedures</li> <li>Disciplinary procedures for misconduct</li> <li>Disciplinary rules for all Employees</li> <li>EYFS Policy (including key person)</li> <li>Management of Bullying</li> </ul>	<p><b>Ratification:</b> the Appraisal and Capability policy and procedure was ratified.</p> <p><b>Ratification:</b> the Disciplinary Procedure relating to Misconduct for all Employees was ratified.</p> <p><b>Ratification:</b> the Disciplinary Rules for all Employees was ratified.</p> <p><b>Ratification:</b> the EYFS Policy (including key person) was ratified.</p> <ul style="list-style-type: none"> <li>The Management of bullying policy has been amended in line with our behaviour policy; these amendments largely relate to language used i.e. ‘step-on’ has been changed to therapeutic behaviour policy.</li> <li><b>Challenge: What are the protective consequences taken in relation to the bully?</b> This is working with a child to change their behaviours and also considering why they are using bullying behaviour and what we can do to support them to change.</li> </ul>	

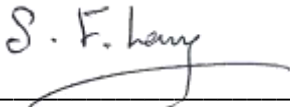
		<ul style="list-style-type: none"> <li>• Medical Needs Policy</li> <li>• Policy statement on the recruitment of ex-offenders</li> <li>• SEND Policy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ratification: the Management of bullying policy was ratified</b></li> <li>• The medical needs policy has been up-dated to reflect that when absolutely necessary, and to support a child returning to school, staff can administer medicine that is not prescribed i.e. Calpol. Our medicines form will need to be amended to reflect this. We will not be advertising this as the expectation on office staff to administer medicines could become a burden.</li> <li>• <b>Ratification: the Medical Needs Policy was ratified.</b></li> </ul> <p><b>Ratification:</b> the policy statement on the recruitment of ex-offenders was ratified.</p> <ul style="list-style-type: none"> <li>• The SEND policy has been amended to include mention of the Local Authority’s toolkit – Ordinarily Available Provision (OAP) which staff can use to support the identification of children with SEND. The link to the OAP toolkit doesn’t work – school to check.</li> <li>• <b>Challenge: What in-school provision is available?</b> We can put strategies and interventions in place.</li> <li>• <b>Challenge: Have staff had training?</b> Yes – teaching staff received training during January’s training day and further support in staff meetings.</li> <li>• <b>Challenge: How do we fund support for pupils with SEND who don’t have an EHCP?</b> We have to cover the cost of TA support in classes where there a number of SEND pupils with behavioural issues. Where alternative timetables are put in place we have to provide initial funding which is way beyond the funding received for the child. We did look at hosting provision on our site but when we met with the local authority to look into this further there was no funding or training available!</li> <li>• <b>Governor: Some local pharmaceutical companies have funding available to support neuro-diversity which our schools might be able to tap into.</b></li> <li>• <b>Challenge: How can the governing body review the risks associated with a lack of resources for SEND pupils? Is there an accountability trail?</b> We are regularly being approached by the local authority to take on children who have significant needs, including behavioural. We look at requests but if we can’t meet need or have resourcing capacity then we inform the SAT team of this and they make a decision from there. We have individual risk assessments for pupils who pose a danger to themselves, or other pupils, or staff but these are only enforceable with sufficient resources. At Queen Emma we do not have a SENCO in place so we are unable to meet the statutory needs of pupils who may join our school. We have a SENDCO 1 day per week on secondment to us.</li> <li>• <b>Challenge: How do governors assure themselves that the risk management around SEND is</b></li> </ul>	
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			<p><b>monitored in our schools, or be clear when risk outweighs the resources that we have available to keep children safe?</b> We do have risk assessments and these plans are reviewed regularly and this is just a part of school life. The SEND governor is responsible for visiting the school to reassure themselves that safeguards are in place and that the SEND policy is applied and where necessary risk assessments are in place. The SEND governor would then write a report which would be shared with the governing body and this would provide evidence and assurance.</p> <ul style="list-style-type: none"> <li>• <b>Governor: The balance between risk and resources went out of kilter many years ago due to lack of funding and government failure. Until a government department decides that it is going to invest in pupils with SEND properly then this will remain the case. This is a national issue.</b></li> <li>• We have pupils in both our schools who need specialist provision and are on waiting lists for places at special schools; until a place becomes available, which can take years these pupils have to be supported in mainstream education. This impacts our budget very considerably and the funding received for pupils with EHCPs is insufficient.</li> <li>• While we have spaces in school we are required to accept pupils who have high level needs and have an EHCP. The parent voice is very important.</li> <li>• We hope to have recruited a SENDCo at Queen Emma by the Summer term, but the current post-holder hasn't yet resigned.</li> <li>• <b>Governors asked the EHT to produce a report by the Summer term outlining the risk and pressures put upon the schools so that they have an overall picture.</b></li> <li>• <b>Ratification:</b> the SEND policy was ratified.</li> </ul>	
10	Feedback from Governor Training, Governor Visits and Link Governor Visits	Joanna MacKenzie – safeguarding visit report	<ul style="list-style-type: none"> <li>• Joanna MacKenzie shared her visit report as Safeguarding governor. She had visited Queen Edith and met with Andrea Byford and Marcia Jeeps to review the Single Central Record at each school.</li> <li>• Andrea Byford explained the new signing in procedures in line with good GDPR practice. The signing in books are proving expensive with about 3/4 books being used across the two schools each week. We have received quotes for an e-reception system which relies on the use of iPads. We would have to ensure the iPads were secure and stored safely otherwise they will be defaced or destroyed.</li> <li>• Governors discussed how we could secure two inexpensive iPads.</li> </ul>	
11	What is the impact of decisions made during this meeting upon the standards and improvement of the		Reviewed and ratified a number of key policies, including the policy statement on the recruitment of ex-offenders.	

	Federation?			
15	Receive Minutes of Committee Meetings	15.01.2024 Standards & Improvement  22.01.2024 Finance & Resources	<p><i>Standards and Improvement</i></p> <ul style="list-style-type: none"> <li>Reviewed progress and attainment for the Autumn term at both schools. Heard about plans and interventions that are being put in place to support further progress.</li> <li>Improving picture of attendance at both schools with DHs providing information about strategies that are used to support families with improving attendance.</li> <li>Admissions are falling at both schools.</li> </ul> <p><i>Finance and Resources</i></p> <ul style="list-style-type: none"> <li>We were able to review the budget and were alerted to a more than £200k overspend which has in large part stemmed from the significant number of supply TAs.</li> <li>To produce a balanced budget for 24/25 there will need to be significant cuts</li> </ul>	
16	Items to be reported to parents		None	
17	Correspondence Circulated		None	
18	Any Other Business	<ul style="list-style-type: none"> <li>Reception in-take at Queen Emma 2024</li> </ul>	<p><i>Admissions</i></p> <ol style="list-style-type: none"> <li>EHT wanted to make governors aware that admissions for Reception 2024 are very low at Queen Emma School with only 27 first place choices. Whilst it is a low birth year, and other schools are seeing lower than expected applications, we believe that the impact of the Ofsted inspection has had a negative effect.</li> <li>We receive £5k funding per year per pupil, so this has a significant impact.</li> <li>EHT has spoken to Alan Fitz at place planning who has advised that the validation process take place in March, so we will have a clearer picture then. We asked whether we could run 1 reception class only and this is possible, although we are not able to put a temporary cap on this year group. Our concern is that if first place choices run to 31 pupils we will have to run two classes (i.e. staffing costs) when we are receiving funding for only one class.</li> <li>EHT asked AF if we could have 1 small class run by an HLTA and a larger class with a teacher. AF advised that we can decide to do this although it is not the local authority's preferred option. He did advise that if the year group remained small we could put a permanent cap of 30 on this year group from Year 1.</li> <li><b>Challenge: What is the likelihood of the numbers improving?</b> The numbers could tip over into the early 30s. There are a number of second place offers which would boost numbers but these pupils</li> </ol>	

		<ul style="list-style-type: none"> <li>Aspens caterers</li> </ul>	<p>do often leave to join their first choice school when a place becomes available.</p> <p>6. AF said that families will be moving into the first houses on the Wort's Causeway development in 2025 and this is expected to boost numbers.</p> <p><i>Aspens</i></p> <ol style="list-style-type: none"> <li>At Queen Edith significant concern has been expressed by parents about Aspens lunch provision. We believe a WhatsApp group has been set up, however very few families have actually shared their concerns with the school. Some concerns raised about how allergy menus are shared and the provision of teas at Little Dragons are valid.</li> <li>Many claims are less valid. Parents are stating that meat is processed, that there are not salads, vegetables, or fruit available and that the portions are too small. Aspens are responding to emails when they are received, as are school. Vegetables are offered daily and there is a salad bar for children, freshly made bread is available and children are allowed to eat as much salad and bread as they wish. Milk is available and alongside the dessert, there is a selection of fresh fruit and yoghurts.</li> <li>We have recently had to reduce the menu which has concerned many parents who had enjoyed the variety available in the first few weeks. However the kitchen staff found this unsustainable and on some days, when allergy meals were included, they were making up to 11 options.</li> <li>The impact of reducing the menu also meant that parents who had chosen meals for the term had their selections annulled and whilst the office staff did send parent mails out advising parents to re-select their meal options many did not (around 60 at each school); the impact of this is that in the first days of the new menu, not all children got the meal they had selected. This has improved as we have put a banner on the website and daily reminders have been sent to parents where they have forgotten. This has had a significant impact on the work load of administrative staff.</li> <li>Once staff have got used to the new menus, methods and expectations Aspens will change the menu to provide more variety; this will take place after the Easter holidays.</li> <li>Staff are now taking photographs of the food daily which will be shared on our websites. We are working with Aspens to offer parents the opportunity to come in for lunch and eat alongside their child, so they can see what the food is like and how much fresh bread, vegetable, salad and fruit is available every day.</li> <li><b>Actions to be taken:</b> EHT will send a letter to parents at Queen Edith providing responses to their most frequently expressed concerns. Governors are invited in to have a lunch and Richard Wilson has offered to come in first. The Finance and Resources Committee would like to look at the contract between the Federation and Aspens.</li> </ol>	<ul style="list-style-type: none"> <li><a href="#">Prepare letter to parents</a></li> <li><a href="#">RW to arrange lunch</a></li> <li><a href="#">Contract to F&amp;R</a></li> </ul>
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		Nursery Fees	<i>Nursery fees</i> <ul style="list-style-type: none"> <li>At Queen Emma Nursery a pupil was sent home having vomited and advised to stay at home for 48 hours. The family did observe this but when they were charged for the period of absence, as stated in our policy, they challenged whether they should pay, as their view was that their child had a cough and it was coughing that caused him to vomit so he shouldn't have had to stay at home.</li> <li><b>Governors agreed that in line with policy the parents should pay for the period of absence, as is always the case.</b></li> </ul>	
19	Date of next meeting:		<b>Monday 25<sup>th</sup> March 2024, 6.00 pm</b>	

Signed:  \_\_\_\_\_  
 (Dr Sean Lang, Chair, Full Governing Body)

Dated: 25<sup>th</sup> March 2024