



LOCAL COMMITTEE MEETING OF BARROW HEDGES PRIMARY SCHOOL PART 1 MINUTES

Tuesday November 29th 2022, 18:30 at Barrow Hedges Primary School, Harbury Road, Sutton
SM5 4LA

PARTICIPANTS:

Melissa Williams	MW	Chair of Governors and Parent governor	Present
Louise Wood	LW	Headteacher; Ex-Officio	Present
Kate Duncan	KD	Staff governor; SLT	Present
Chantel Dyason	CD	Co-opted governor	Present
Srinivasan Iyengar	SI	Co-opted governor	Present
Nidhi Misri	NM	Co-opted governor; Vice Chair	Present
Natasha Nardell	NN	Co-opted governor	Present (remotely)
Michelle Rondeau	MR	Staff governor	Present
Andrea Todd	AT	Parent governor	Present
Melissa Williams	MW	Parent governor	Present
By Invitation			
Shahid Chowdhury	SC	Prospective Co-opted Governor	Present
Governance			
Karen Velissarides	KV	Clerk to Trust Schools	Present

Supporting documents:	<ul style="list-style-type: none"> 00 Agenda Barrow Hedges Primary School Local Committee Meeting 29.11.22 04 Barrow Hedges Draft LC Minutes of 3rd October 2022 final 05(i) Headteacher report to LC 05(ii) BHPS PiXL Visit 1 report 8.11.22 06 TRUST End of Year Analysis 2021 - 2022 BHPS 07(i) Termly Safeguarding Report to LC - Nov 2022 08 Pupil Premium Strategy 2022 - 2023 09 Sports Funding Strategy Plan 22-23 10 Admissions Report to LC - November 2022 - L Tilleray 11 Barrow Hedges Primary School Short SEF November 2022 12 School Improvement Plan 2022 2023 BHPS 14(i) Staff Mental Health and Wellbeing Action Plan 2022-23 14(ii) Public Sector Equality Duty 2022 2023 14(iii) Draft Admissions Policy 2024 - L Tilleray 14(iv) Draft 2022 2023 Curriculum Policy 14(v) September 2022 CPAT Suspension and Permanent Exclusion_Sep_2022 15(i) 2.11.22 Andrea Todd - Governor Visit - Inclusion 15(ii) 5.7.22 Srinivasan Iyengar - Governor Visit - Maths 15(iii) 6.10.22 - Natasha Nardell - Link Governor Visit - Safeguarding 15(iv) 17.10.22 Melissa Williams - Governor Visit - Lunchtimes 17(i) Premises Compliance & Health and Safety Report November 2022 17(ii) Academy Risk Register BH TABLED Parent Questionnaire Responses April 2022
Meeting opened at:	18:30
Meeting closed at:	20:48

The Code of Conduct for Governors requires governors to be honest and open with regard to conflicts of interest (either real or perceived). Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked * are those in which a majority of Governors may have an interest because of some shared attribute. When considering these items, Governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties as governors and to act in the public interest.

Item																
1.	Welcome, introductions, apologies for absence and confirmation of quorum Governors were welcomed to the meeting and introductions made. SC will begin his term of office on December 1 st , 2022, after completing the induction training. The meeting was declared quorate.															
2.	Declarations of interest and changes to the business register There were no declarations of interest made in relation to items on the agenda and no changes to the register of business interests made.															
3.	Feedback on governor declarations/ confirmations in Governor Hub and new governor induction progress Reminder emails have been sent to governors who have not completed their declarations or confirmations on Governor Hub since September '22. Governors are required to do this.															
4.	Confirmation and approval of minutes of the meeting held on 3rd October 2022, matters arising not covered elsewhere on the agenda and actions update. The minutes of the LC meeting - held on 03/10/22 – were agreed to be a true and accurate record of that meeting and were approved without amendment. Action points update <table><tr><th>Action Point</th><th>Action</th><th>Update</th></tr><tr><td>019</td><td>A schedule of suggested areas for governors to visit the school to see to be circulated through SharePoint.</td><td>Completed and closed</td></tr><tr><td>020</td><td>Governors to arrange visits to the school as soon as convenient.</td><td>In progress</td></tr><tr><td>021</td><td>AT to be contacted to ensure that she remains the link person for inclusion</td><td>Completed and closed</td></tr><tr><td>022</td><td>Trust Strategic Plan to be uploaded to the Admin. 2022-2023 folder on Governor Hub.</td><td>In progress</td></tr></table>	Action Point	Action	Update	019	A schedule of suggested areas for governors to visit the school to see to be circulated through SharePoint.	Completed and closed	020	Governors to arrange visits to the school as soon as convenient.	In progress	021	AT to be contacted to ensure that she remains the link person for inclusion	Completed and closed	022	Trust Strategic Plan to be uploaded to the Admin. 2022-2023 folder on Governor Hub.	In progress
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5.	Headteacher's Report – this was tabled at the meeting. <u>Numbers on roll – leavers and joiners</u> Governors discussed pupil numbers in each year group (including the number of children who attract pupil premium funding, page 8). The school is not full in Early Years, but this is common to many schools because of the local falling birth rate and is in no way a reflection on the school. Reduced numbers have a significant impact on income and the school/Trust are very conscious of this. Stanley Park Infant School is over-subscribed in Early Years, and the parents of these children were given the option to transfer their child to BHPS instead. Unfortunately, nothing came from this. BHPS has never before had only eighty-one children in Reception. A governor asked if this was an issue across the Borough. Yes, but the locality/Ward the school is in has a particularly low birth rate. We also have discussed whether house prices have impacted on this. The school offered additional places at Key Stage 2 in an attempt to support the school's budget and also because we have a moral obligation to serve our local community as a high achieving, successful school. Many recent arrivals have significant EAL needs. The school has taken on additional children but with the additional support needed for these children, the financial value of adding more children is debatable. In contrast, there are nine children on the waiting list for Year 6 – probably due to families looking to move into the area to access the local grammar schools. Fourteen of the recent arrivals were from overseas.															

These are a mixture of those who need considerable additional support and those who do not. A number of these children have high SEND needs and may have been in a specialist provision in their home country. Catering to their needs is causing considerable additional pressure on existing resources.

Pupil attendance and punctuality

The % of persistent absentees was provided, with the equivalent figures for 2021 and 2020. At this point in the year, eleven absence sessions (five and a half days) would be enough to trigger an attendance figure of below 90%. This equates to a weeklong holiday in term time or an illness. As the weeks go by, each session becomes less significant in terms of the overall % attendance. Some children were absent from school the week before the grammar school tests took place so parents could ensure that they had studied for the tests fully.

A governor asked how BHPS figures compare to other schools. *The average persistent absence across the Trust is 18% - BHPS has one of the best attendance figures of all the schools.*

A governor asked if the other Trust schools have a Nursery. *Yes, but parental habits seem to have changed somewhat since the pandemic. Pre-Covid, if a child had a Nursery place, parents would send them for the full five sessions. Since Covid-19, there has been more dipping in and out in terms of some parents bringing their child to school and some parents seem to have a more flexible mindset. Nursery education is not statutory and so parents are able to choose whether they send their child or not on a daily basis. Some parents still work from home. It would be an interesting exercise to track these particular children's attendance through future years from Reception upwards.*

The school is proactive in terms of attendance and punctuality with the families of children from Reception upwards as this is a statutory schooling age and letters are sent to encourage better attendance. Three children in receipt of pupil premium have had a significant impact on the attendance figures - one child has now left the school but had an attendance figure of 45%. This child's data remains within the school figures. Another child, who is dual registered and attends an alternative provision, and a third child under five with low attendance, are also both included in the data.

Any child arriving to school after the register has been taken is recorded as late. Some children with sub 90% attendance are also often late. Attendance is slowly improving, and any lack of punctuality is tackled quickly.

Behaviour, Exclusions, alternative provision, and managed moves

A governor asked if the exclusions listed were for the same child or several children. *LW said these were for one child who was excluded twice this term. A number of referrals have been made for support for other children.*

Staffing (including staff absence)

It was reported that a Teaching Assistant had had a serious accident at home in October this year. This necessitated a stay in hospital and rehabilitation. The member of staff concerned has now returned to school on a phased basis. Her absence impacted on several aspects of school life including cover provision in the afternoons (she was scheduled to do this before the accident) and the additional cost of paying for supply cover. The school is pleased to have her back.

Inclusion/SEND report (SENCo/Inclusion Lead)

This has been a very challenging term regarding meeting children's needs. The delayed impact of COVID-19 continues, with increased levels of complex behaviour, with a higher level of referrals made to help support these children.

Trust Headteachers have all seen the increased impact of poor mental health on both children and parents in their schools. Greater levels of Pathological Demand Avoidance (PDA) have been witnessed in children who can avoid everyday demands and expectations to an extreme extent. There is a need for further training in this area for teachers.

A governor asked if there were any specific triggers to any negative behaviour observed. *LW said this varied according to the child but that the financial crisis was proving to be an additional contributing factor because there is not sufficient funding available in order to deal with all the varied issues. There is a suggestion (made by an external professional who recently visited the school) that in two years' time instances of foetal alcohol syndrome are likely to be seen in some children. This condition is caused by a women's alcohol consumption during pregnancy and statistics show the numbers of cases are likely to have increased significantly over the COVID-19 lockdown periods. This has a significant impact on a child's developmental stages and their ability to learn.*

	<p>LW reported that schools are now at a crisis point in terms of lack of resources to meet the needs to the children. Staff often find situations harrowing and the emotional toll on them is becoming increasingly evident.</p> <p><i>A governor asked what support school leaders have and how the pressure could be eased. LW said that staff need more time but that there is no funding to provide this. In addition to this, staff require regular supervision and support to address their own needs. The financial situation is pretty dire.</i></p> <p><u>CPD/training</u> Staff leaders will have some professional development activities centring around leadership and management. Courses attended were listed.</p> <p><u>PiXL Update (PiXL consultant report to be included)</u> All schools in the Trust are signed up to PiXL except SPIS (not as beneficial for children below KS2).</p> <p>PiXL allocate a consultant to participating schools whose role is to visit four times a year and produce a report each time. KD attends these meetings and the main meetings in London (where a large number of schools come together). KD is the Raising Standards Leader (RSL) at the school. The consultant reports paint a very positive picture of the school and helps focus on what is most important. PiXL also produces a large number of resources on a range of subjects/topics, summary data from their member schools that provide a benchmark to measure progress against, practice papers, etc. The PiXL approach strongly focuses on a Diagnosis - Therapy – Test approach (DTT) where schools identify an issue, conduct some targeted work on that area and test to check learning has taken place. This provides consistency and some national data to measure school performance against outside of the SATs. The report from the meeting of November 8th, 2022, has been uploaded to the meeting papers in Governor Hub.</p> <p>Lesson visits are currently taking place with a focus on writing skills.</p> <p><u>Engagement with parents</u> Early evening engagement meetings have taken place for parents. The annual spring term school parent survey clashed with the Ofsted survey sent out as part of the inspection process. This was probably the reason for the unusually low response rate for the school survey. Results from the survey have been uploaded to Governor Hub. The few responses received were varied and so no real trends were evident.</p> <p>SC attended the prospective parent tour led by LW. The school is very pleased with the Sensory/SEND room.</p> <p>The Hedgerows Club (after school provision) is running successfully, and we are in the very early stages of considering whether it is viable to open this up to a breakfast club. This is probably not something we will progress until 2023/2024 academic year.</p> <p>Governors were asked to email any further questions to LW.</p>
6.	<p>Performance Data</p> <p>More in depth data has been received in relation to the 2022 KS2 SATs results. Given all the challenges, the final outcomes are very pleasing. Progress scores were 1.7 in reading, 1.8 in writing and 2.8 in maths. Average progress performance would be '0' and so a positive score means that the pupils made better progress than other pupils who performed similarly to them at the end of KS1 (for this cohort, in 2018). All three of these scores are significant positives.</p> <p>Each school has an Inspection Data Summary Report (IDSR) produced by Ofsted after each assessment season. This measures the progress of the school against national figures. Maths progress is significantly higher than the national average and is in the top 20% of all schools. This shows the impact of the school's specific focus on maths this last year, even though the year 6 children were out of school for several months during their Year 4 and 5. The school is very proud of the children and staff. The DTT approach by the staff really helped address any areas of weakness.</p> <p>Key Stage 1 progress and scores are not reported in same way. When compared to national, BH outperformed at age related expectations by 14% in reading, 13% in writing and 18% in maths. Performance in writing has dipped nationally. This is more evidence of the negative impact of COVID-19 on children's ability to write in a sustained way.</p> <p>90% of children at BHPS passed the Year 1 Phonics Screening test against 75% at national level.</p> <p>Although this data is interesting, it is historical. The school is now focussed on the new cohorts. The performance of all groups of children across the school has been forensically reviewed and the attainment and progress of disadvantaged children in Years 2, 4 and 5 will be a main focus.</p>

	<p>A governor asked how large the focus groups are. LW said this varies– some classes have as few as four pupil premium pupils, whilst others can have up to thirteen. These children often have multiple barriers to learning. Two meetings have already taken place this term reviewing the progress of disadvantaged children.</p> <p>In recent years, writing is often the lowest of the three scores and so improving this will help to improve overall combined scores (reading, writing and maths). Teachers are focussing on the weakest areas of each child that might limit their combined performance. If a child is working at 'Greater Depth' in two out of three areas, it is likely that they will be able to improve the weaker third area with a little more focus and match the outcomes other two aspects.</p> <p>A governor asked about reading scores for Year 2 as the data suggests that EAL pupils are outperforming non-EAL children. LW confirmed that this is indeed the case for last year's Year 2 and said that this can happen as depending on the profile of the individuals and the degree to which they have EAL needs. English acquisition is measured on entry to the school. Some children may be deemed as EAL but are quite proficient in general terms. By Year 3, children with EAL who have been in the school since Reception, tend to have caught up with their non-EAL peers.</p>
7.	<p>Safeguarding Update</p> <p>NN carried out two safeguarding visits this term - one of these reports has been uploaded to Governor Hub. This has been a very challenging start to the school year, with a small number of serious incidents taking place. On the visits, NN discussed changes in policy/procedure linked to the KCSiE 2022 update with staff. The focus of the second visit was to specifically review the behaviour of children and parents at morning drop off.</p> <p>There are now two new rooms which support children – the Snug and the Sensory Room. Both are great spaces for self-regulation and de-escalation of negative behaviour. Having this 'safe place' is a very good step forward.</p> <p>NN plans to visit school again in the New Year to speak with pupils of the school council about safety, policy and conduct a knowledge check.</p> <p>The CPAT Termly Safeguarding Report to LC (produced on November 18th, 2022) uses a Trust format and will also be presented to Trustees. They, ultimately, have responsibility for safeguarding at all schools in the Trust and need to be sure that the school has robust procedures in place to identify issues. There is a CPAT Safeguarding Forum meeting each term and there will also be a safeguarding external audit on Monday December 5th, 2022. Schools are given a through audit on a biannual basis, with the alternate year being a slightly lighter touch review.</p> <p>There have been a number of significant challenges regarding referrals/instances since the last report-one child has now changed school.</p> <p>Cultural differences sometimes cause issues. In some cultures, it is seen as acceptable for parents to physically chastise their children. The Borough is putting together a document that parents will be expected to sign that states they will not physically chastise their child in any way. High expectations of parents has been linked to physical chastisement if their child does not perform as well as the parents expect. This is a new but increasing issue. As a Trust, we will look at the letter devised by the local authority</p>
8.	<p>Pupil Premium Strategy</p> <p>This is the second year of the three-year Pupil Premium strategy. LW is pleased with the work done on this. The school was part of a programme collaborating with The Greenshaw Trust and The Education Endowment Fund (EEF) on strategic planning and best practice in supporting disadvantaged children. It is recognised that some targets are longer term than others.</p> <p>Further work is being done on this at Trust level. A number of adjustments have been made to the plan produced last year. This document must be uploaded to the school website by 31st December 2022.</p> <p>A governor asked if Pupil Premium funding is ring fenced. Yes - some of the money has been attributed in the budget to the staffing line to support additional work with the children – this always has a positive impact on the progress of children. There is some scope to use funding in other ways for the most vulnerable children (Looked After Children, etc). Some of the funding is used to provide Teaching Assistant time.</p>

	<p>A governor asked if the Wellbeing Practitioner features in the Strategy. Yes – This is an external colleague who supports the school.</p> <p>A governor asked how the school proves that PP funding is used properly. Spending is logged on Edukey. MR reviews the progress of all the children concerned and has oversight of the budget throughout the year. PP children are a focus of progress meetings and book reviews.</p> <p>RESOLUTION: Governors approved the Pupil Premium Strategy 2022-2025.</p>
9.	<p>Sports Funding Strategy</p> <p>Sports funding is now overseen by two class teachers. It has been good to have new eyes looking at provision. Some of the funding has been used for the purchase of a new PE scheme and resources required to teach this. The PTA is funding tennis this year which has been very helpful.</p> <p>RESOLUTION: Governors approved the Sports Funding Strategy for this coming year.</p>
10.	<p>Trust/ Admissions Officer Report for Barrow Hedges School - November 2022</p> <p>This report is self-explanatory, and governors had no questions relating to it.</p>
11.	<p>Short Self-Evaluation Form (SEF) – update</p> <p>The short and long versions of the SEF are available. Governors need only to be familiar with the short version because of the variety of additional supporting documents that are available on Governor Hub. The school's judgement for overall effectiveness is 'outstanding'. Governors last saw this document in March 2022, and this has now been updated with quotes from the Ofsted inspection report. Governors were pleased to see these within this document.</p>
12.	<p>School Improvement Plan (SIP) 2022 - 2023</p> <p>Governors saw the full SIP in the summer term, and this was updated in October. More detail has been included relating to the actions, but this is always subject to change because this is a working document showing criteria and measures. Governor visits should, ideally, link their visits to elements of the SIP.</p>
13.	<p>Finance Link Governor (FLG) and Headteacher's verbal update</p> <p>See Part 2 minutes.</p>
14.	<p>Policy reviews and approvals</p> <p><u>Wellbeing and Workload Action Plan 2022 – 2023</u> has been updated since the governors saw it in September 2022. Governors discussed the content of the plan and felt it showed a strong commitment to staff.</p> <p><u>The Public Sector Equality Duty (PSED)</u> was discussed, and any changes to the statement are shown in red (i.e., changes in terminology from 'child looked after' to 'looked after child').</p> <p>A governor asked if the Inclusion Quality Mark was new. Yes – the school has registered for this because we feel that we have lots of evidence of inclusive practices.</p> <p>RESOLUTION: Governors approved the PSED for publication.</p> <p><u>Draft Admissions Policy September 2024</u></p> <p>Governors reviewed the policy but had no amendments to suggest.</p> <p>RESOLUTION: Governors ratified the Draft Admissions Policy for September 2024.</p> <p><u>Curriculum Policy</u> has been developed since the last meeting, although it not due for renewal yet. The new vision/values section has been updated and Early Years added.</p> <p>RESOLUTION: Governors approved the Curriculum Policy.</p> <p><u>September 2022 CPAT Suspension and Permanent Exclusion – for noting.</u></p> <p>A Working Group has been established to look at this area, and comprises of Jo Guerin (Head of WPA), Lisa Hunt (Head of APA) and Kate Hayward (Trust Inclusion Lead). A graduated response will be specified, with each school being able to have its own processes and key areas to develop. The Trust is working towards developing a 'Nurture base' at WPA which will carry out aspects of CAMHs type work. Children attending this would be dual registered (meaning that the child attends an alternative provision elsewhere for some of the week).</p>

15.	<p>Governor visits and training</p> <p>The Chair thanked governors for visits to the school this term. Governors had no further questions regarding these. Governors will review the spring term visits plan provided by LW and sign up.</p> <p>*NEW ACTION 023: LW to circulate a spring term 2023 visits plan and governors to sign up.</p>
16.	<p>Performance Management/Heads Pay Panel recommendation.</p> <p>Governors on the Pay Panel reported that LW had met all her targets for the academic year 2021-2022.</p>
17.	<p>Premises, Health, and Safety</p> <p>The new Premises Manager is Peter Knowles. He has settled in well and is getting used to the school. MW has completed the asbestos report this term.</p> <p>Now MW is Chair of governors, a new Health and Safety link governor is needed. This role includes termly visits to the school and attendance of the Health & Safety forum. NN agreed to take this on, with MW supporting to ensure the school meets its statutory obligations.</p> <p>RESOLUTION: NN to take over the role of Health and Safety link governors.</p>
18.	<p>Chair's update (feedback from the Chair's Forum and local/national updates)</p> <p>MW will be supported and mentored by Carol Mannion (Chair of the WPA LC).</p> <p>Governors discussed whether parents knew much about what governors do. MW will liaise with LW regarding how to communicate all the good work governors do to the parent body. This includes involving parents and celebrating successes school. Governors were asked to provide some information for the end of term publication relating to their activities this term and their contribution to the school. Input saying what they have done to promote role.</p> <p>*NEW ACTION 024: Governors to each provide a paragraph relating to their work and role as governor for the end of term school publication.</p>
19.	<p>Items to be raised to the Trust Board</p> <p>No items were identified to be raised to the Trust Board.</p>
20.	<p>Correspondence to the Chair/Chair's actions</p> <p>There has been no correspondence to the Chair or follow up actions undertaken.</p>
21.	<p>AOB (notified in advance)</p> <ul style="list-style-type: none"> – The skills audit will be shared with governors via a link to a Google Form. – The Local Authority has made it known that they have capital funding available for schools to bid for. The school has put in a bid for £54k of outdoor equipment in the area where the old swimming pool was for the use of children with Special Needs. This would help develop their gross motor skills, but the school would need to employ an adult to supervise this area and cannot afford to do so. For this reason, the school will only be able to use this equipment during lesson time with their teacher. The deadline for submission of bids was 31st October but nothing has been heard yet. deadline. – The Trust paid for £600k of repairs to roofs through a special capital bid. – A Trust review was held on 9th November 2023 and the main focus for this was a review of inclusion undertaken by Sharon Roberts, CEO. LW will forward Sharon's report on to the committee and save this in Governor Hub. The review was also conducted by David Bennett (Trust Operations Officer) and Claire Marriott (Head of HR). – Governors discussed setting up a governor WhatsApp group so make communication easy and effective. <p>*NEW ACTION 025: Governors to email their mobile phone number to MW who will set up the group.</p>
22.	<p>Identification of any confidential matters</p> <p>Item 13 (Finance) to Part B minutes confidential.</p>

23.	Consideration of impact of the local committee/reflections <ul style="list-style-type: none"> • Conversations regarding raising the profile of governors were very useful. • Governors were pleased to hear of the outcomes from national assessments in the summer of 2022. • Updating of the financial position of the school were valuable, although the situation is concerning.
24.	Dates of future meetings for 2022-2023 <ul style="list-style-type: none"> • Monday 6th March 2023 at 18:30 (note earlier time) • Tuesday 4th July 2023 at 16:00

Summary of Action Points arising from this meeting

Action Point	Action	Responsibility
023	LW to circulate a spring term 2023 visits plan and governors to sign up.	LW All governors
024	Governors to each provide a paragraph relating to their work and role as governor for the end of term school publication.	All governors
025	Governors to email their mobile phone number to MW who will set up the group.	All governors

MINUTES SIGNED BY:	<i>Melissa Williams</i>
DATE:	<i>06/03/2023</i>
CHAIR'S SIGNATURE	<i>Melissa Williams</i>