



LOCAL COMMITTEE MEETING OF BARROW HEDGES PRIMARY SCHOOL MINUTES

**Monday September 27th 2021, 19:00 at Barrow Hedges Primary School, Harbury Road, Sutton
SM5 4LA**

PARTICIPANTS:

<i>Nidhi Misri</i>	<i>NM</i>	<i>Co-opted governor; Co Vice-Chair</i>	<i>Absent</i>
<i>Neil Webster</i>	<i>NW</i>	<i>Co-opted governor; Co Vice-Chair</i>	<i>Present</i>
<i>Louise Wood</i>	<i>LW</i>	<i>Headteacher; Ex-Officio</i>	<i>Present</i>
<i>Chantel Dyason</i>	<i>CD</i>	<i>Co-opted governor</i>	<i>Present</i>
<i>Srinivasan Iyengar</i>	<i>SI</i>	<i>Co-opted governor</i>	<i>Apologies</i>
<i>Natasha Nardell</i>	<i>NN</i>	<i>Co-opted governor</i>	<i>Present</i>
<i>Michelle Rondeau</i>	<i>MR</i>	<i>Staff governor</i>	<i>Present</i>
<i>Andrea Todd</i>	<i>AT</i>	<i>Parent governor</i>	<i>Present</i>
<i>Melissa Williams</i>	<i>MW</i>	<i>Parent governor</i>	<i>Present</i>
By Invitation			
<i>Kate Duncan</i>	<i>KD</i>	<i>Deputy Headteacher</i>	<i>Present</i>
<i>Karen Velissarides</i>	<i>KV</i>	<i>Clerk to Trust Schools</i>	<i>Present</i>

Supporting documents:	<ul style="list-style-type: none"> 01 Barrow Hedges Primary School – draft minutes of 29.06.21 02 Catch up Strategy Plan Review – end of 2020-2021 03 End of year 2021 data analysis pack 04 KCSIE September 2021 05 Pupil Premium Strategy 06 Safeguarding Annual Report 07 Sports Funding Strategy Review – end of 2020-2021
Meeting opened at:	19:00
Meeting closed at:	21:18

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.	<p>Welcome, apologies for absence and confirmation of quorum Governors were welcomed to the meeting. Apologies were received from SI and these were accepted by the committee. No apologies were received from NM. The meeting was declared quorate.</p>												
2.	<p>Appointment of Chair and Vice-Chair for the academic year 2021-2022 NW declared an intention to step down from the committee at the end of this academic year. He agreed to continue in the role of Co-chair until then. CD and NN expressed an interest in working with NW this year to prepare for a future role as Chair or Vice-Chair. As NM was absent for this meeting and Co-Chair last year, governance leadership will be confirmed at the meeting in November 2021.</p> <p>*NEW ACTION 001: Clerk to add this item to the agenda for the next LC meeting.</p> <p>Appointment/confirmation of governors for the Headteacher Performance Review Panel This requires 3 governors and will be led 'virtually' by John Dewhurst (external advisor). The date for this is to be confirmed by the Headteacher. CD and NN expressed an interest in joining this panel.</p> <p>*NEW ACTION 002: Headteacher to coordinate a suitable date and membership of the panel with governors and JD.</p> <p>The staff governor vacancy has been advertised, but no expressions of interest have been received. The Scheme of Delegation specifies that there should be one teacher governor and a non-teaching governor (usually the School Business Manager- SBM). The school no longer has its own Business Manager and so this governor role remains vacant.</p> <p>*NEW ACTION 003: Clerk to clarify whether the DHT who attends LC meetings would be able to take up this vacancy.</p>												
3.	<p>Annual update of governors' business interests and associated confirmation of information There were no declarations of interest made in relation to the agenda. Governors were asked to update their information on Governor Hub – including personal details and business interests. Governors should also confirm that they have read and agree to:</p> <ul style="list-style-type: none"> • the Local Committee Code of Conduct • Keeping Children Safe in Education (part 2) • the DBS Declaration and • the Data Protection Policy <p>A Google form will be created for the purpose of auditing governor skills before the next meeting.</p> <p>*NEW ACTION 004: Clerk to oversee the completion of a Local Committee skills audit by November 2021.</p> <p>Governors were asked to update their training record on Governor Hub.</p> <p>*NEW ACTION 005: Governors to update their training record on Governor Hub before the next meeting.</p>												
4.	<p>Confirmation and approval of minutes of the meeting held on 29th June 2021, matters arising not covered elsewhere on the agenda and actions update The minutes of the LC meeting - held on 29/06/21 - were agreed as a true and accurate record of that meeting and approved.</p> <p>Action point update</p> <table border="1" data-bbox="245 1843 1466 2058"> <thead> <tr> <th data-bbox="245 1843 432 1872">Action Point</th> <th data-bbox="432 1843 1161 1872">Action</th> <th data-bbox="1161 1843 1466 1872">Update</th> </tr> </thead> <tbody> <tr> <td data-bbox="245 1872 432 1957"></td> <td data-bbox="432 1872 1161 1957"><i>Provide governors with the consultation document for the TA restructure</i></td> <td data-bbox="1161 1872 1466 1957"><i>Completed</i></td> </tr> <tr> <td data-bbox="245 1957 432 2011"></td> <td data-bbox="432 1957 1161 2011"><i>Send a glossary of acronyms to governors</i></td> <td data-bbox="1161 1957 1466 2011"><i>Completed</i></td> </tr> <tr> <td data-bbox="245 2011 432 2058"></td> <td data-bbox="432 2011 1161 2058"><i>CD to send a photo to school to be used on the website</i></td> <td data-bbox="1161 2011 1466 2058"><i>Completed</i></td> </tr> </tbody> </table>	Action Point	Action	Update		<i>Provide governors with the consultation document for the TA restructure</i>	<i>Completed</i>		<i>Send a glossary of acronyms to governors</i>	<i>Completed</i>		<i>CD to send a photo to school to be used on the website</i>	<i>Completed</i>
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	<i>Clerk to circulate meeting dates for 2021-22</i>	<i>Completed</i>
5.	<p>Link governor appointments for 2021-2022 These were confirmed as: → Safeguarding – NN, with CD as deputy → Inclusion, SEND and PPG – AT → Health & Safety – MW</p> <p>Link governors will make contact and visit the school to speak with lead staff in these areas during this academic year.</p>	
6.	<p>Governor visits plan for 2021-2022 The format and frequency of visits were discussed. The Headteacher will put together a plan for this academic year that identifies the focus, timing (length and month), frequency and key staff contact details.</p> <p>*NEW ACTION 006: The Headteacher draft a half termly visits plan for circulation to governors.</p>	
7.	<p>Data Report A new proforma has been used by all schools in the Trust to show outcomes 2021 data. This was developed by the Trust Assessment Lead and Trust board. Entering data for the 3 previous years was challenging due to the fact that the School Management Information System (Arbor) did not always hold historic information and so all figures had to be manually entered. The data reports from all 5 schools will be reviewed by the Trust Education Committee in November. The 3-year trend has limited use this year as learning and assessment was so disrupted in 2019 and 2020. A 9-point assessment scale was used in 2019 and in 2021 a 4-point one was used. Comparisons are, therefore, difficult to make and not wholly reliable.</p> <p>IT support is now back with Cygnet (Sutton based) and they have already been very helpful in the process of locating data and so we anticipate that data analysis going forwards will be easier.</p> <p>End-of-year data used for 2020 was collected in December of 2019 (there were no other assessment points that year). End-of-year data for 2021 was based on assessments conducted in June 2021 after the second national lockdown period. The only relevant national comparatives are those provided for the summer of 2019. This is the last time Key Stage 1 and 2 SATs were taken. National data is shown in the appendix of the data report.</p> <p><i>A governor asked whether the whole school data shown provides a reliable enough comparison. LW said that the school tracks individual pupils and groups from EYFS through to Key Stage 2. Trends are more difficult to see in this document.</i></p> <p><i>A governor asked whether the data could be pulled out centrally, so the SLT could focus more on analysing the trends rather than physical data entry. LW said that this is the first year this format had been used and in future the data for 2022 could be added to what is already in the template. This should make the job of completing the document quicker and less of a burden in future years.</i></p> <p>Governors expressed their concern regarding the time needed to complete the data document. NW agreed to raise the issue of SLT workload at the next Chair's Forum.</p> <p>*NEW ACTION 007: The Chair to raise the issue of SLT workload at the next Trust Chair's Forum.</p> <p>Whole school trends were discussed. Key areas for development in 2021-2022 are:</p> <ul style="list-style-type: none"> • the progress of Year 2 (Year 1 in the data set) • maths • EAL (cohort specific) • Pupil Premium/disadvantaged pupils <p><i>A governor highlighted that maths was mentioned as an area for development in the 2015 Ofsted report and asked what had been put in place since then. LW said that the comment in the report was focussed more on maths across the curriculum than the maths teaching itself. Mastery Maths started in 2016 and there have been some real successes in reasoning and arithmetic. Recent data has been impacted largely by lower ability pupils and progress at 'greater depth' is consistently high. The school needs to work hard to move more lower ability children across the line to 'meeting expectations. The school is reviewing whether Mastery Maths is the best vehicle for these particular children. The same</i></p>	

	<p><i>pattern with lower ability pupils and maths is seen in all Trust schools – the Trust has recently appointed a maths lead who will be working with all 5 schools.</i></p> <p><i>A governor asked why the children are streamed for phonics but not in maths.</i> <i>LW said this did not work with the Mastery Maths programme because the approach requires all pupils to be taught the same things. LW said some streaming may be useful if carefully controlled and that this will be considered for next year.</i></p> <p><i>A governor asked if applications for free school meals/pupil premium have been affected by parents not being able to come on site last year.</i> <i>LW said she felt most eligible parents had applied.</i></p> <p>The group data for children with SEND has limited value because it is not possible to identify children that are working out of year. Individual tracking works best for these children. The progress of children with an EHCP frequently appears to be less because steps are often smaller.</p> <p>Year 1 are making particularly strong progress in reading.</p> <p><i>A governor asked if Year 2 is a weaker cohort than average.</i> <i>LW said this was true and that their starting point had been much lower than previous same age cohorts. The Pandemic has particularly affected this group because lockdowns impacted on the children’s social interactions and ability to solve problems. Transition from Reception to Year 1 proved problematic and more complex – the summer term in Reception is enormously important.</i></p> <p><i>A governor asked if the government plans to address this deficit.</i> <i>LW said nothing specific has been put in place nationally for this year group but schools should be utilising additional funding to support those children they feel require this. Therefore the school is developing its own support plan for these children. ‘Catch-up’ funding has been provided by the government and the amount awarded is determined by the number of children who have pupil premium. The school is able to direct how this money is spent.</i></p> <p>The school will focus carefully on combined scores this year (totally scores for reading, maths and writing). This is particularly important at Key Stage 2 as it allows the teacher to target the area/s that each child is weakest in. The children in Year 6 have very high Key Stage 1 scores and prior to the Pandemic, expectations for their results at the end of Key Stage 2 were high. The impact of the Pandemic on achievement is not yet fully clear.</p> <p><i>A governor asked what assessments will be used in the summer of 2022.</i> <i>There will be 2 formal data collections (autumn and spring) and 3 assessment points (autumn, spring and summer). The PiXL programme is being used and the school is able to submit data during the year for PiXL to provide a comparative with other schools who send PiXL their data. This will give an idea of how the school is doing relative to other similar schools. Assessments are currently being planned with no allowance made for deficits - the school aims to put in place a programme that will ‘catch up’ all pupils.</i></p> <p><i>A governor asked whether future data presented in reports could be RAG rated.</i> <i>LW explained that we use a consistent proforma agreed across the Trust but would try to ensure that it is clear which are key concerns and which aspects are being monitored.</i></p>
<p>8.</p>	<p>Safeguarding annual report</p> <p>Information on safeguarding was provided within the document for this meeting. CD, NN and MR have a meeting this coming Friday that will focus on safeguarding and a report will be produced for the next meeting,</p> <p>*NEW ACTION 008: Clerk to include safeguarding on the agenda for the next meeting.</p>
<p>9.</p>	<p>Draft School Improvement Plan for 2021-2022</p> <p>The format of this strategic plan was developed through a collaboration of the Trust Headteachers. This is a working document that has the same format in all 5 schools and uses the Ofsted framework categories of:</p> <ul style="list-style-type: none"> • Quality of Education (curriculum intent, implementation, impact) • Behaviour and Attitudes • Personal Development • Leadership & Management • Quality of EYFS

The SIP is more streamlined and user friendly than in the past. Governors liked the new format and said that it was easy to read.

Surveys and monitoring were used to formulate the schools' key priorities of disadvantaged children, lower attainers and mathematics. Considerable work has taken place to develop the foundation subjects. At the November INSET day, subject leaders will talk to governors about their subject journey and the use of knowledge organisers. Governors will be invited to attend this day. All schools are focussing on health, wellbeing and relationships.

Reading continues to have a high profile. Targets and actions focus on continual improvement. Some re-learning relating to behaviour and attitudes has been required now that children are not in 'bubbles', are all back together indoors and moving around the building. It has been difficult to run the school council last year but now the children can mix again, it is hoped that pupils will be able to have a greater input again.

Peter Gale conducted an external review in May 2021– he was able to capture pupil voice well in his report. Some of the findings and evidence from this review has been used in the SIP.

A governor asked if the SIP will be put on display in school LW said copies will be placed in rooms all over the school.

Trust Headteachers had a detailed discussion as to whether an evaluation column should be included on the SIP. It was felt that reporting to the local committee was done effectively via the Headteacher's Report and governor visits. These are seen as the best avenues for the reporting of progress. The SIP format will be reviewed again at the next Headteachers meeting. Members of the LC felt that the SIP showed great synergy with the SEF and Data Reports. A child-friendly version of the SIP is to be developed and made available for use with the children.

A governor asked whether all staff had contributed to this document. The leadership team put the document together but in consultation with middle leaders. Each middle leader has a strategy plan for their responsibility area that ties in with the SIP.

10. SEND annual report

The report presented provided an overview as at the start of this academic year. Future reports will contain more detail. SEND has dominated the start of this academic year – some children have not settled well.

There have been a number of recent admissions under the Hong Kong Settlement Scheme. The Borough of Sutton agreed to take over 1000 children into their schools and many families have been housed in the local area. Schools with places available could, potentially, be asked to take a number of children under this scheme. The first child joining Barrow Hedges arrived in April 2021. It appears that a number of these new children have high and specific educational needs. Some of these children attended special schools in Hong Kong where they had one-to-one support. Special schools in the local area appear to be full and so places found in mainstream instead.

Many of these children have significant EAL needs and some very specific medical needs. Under the Equalities Act, the school is required to take these children. Some funding has had to be diverted from the children already in the school who need help to the new children who have many and complex needs. This has an impact on children waiting for support or are on the assessment and support waiting list.

A governor asked how the teachers were coping with the recent arrivals. LW said that number of the children only speak Cantonese and have no in-class language support. This has caused severe transition issues on all sides.

A governor asked if any parents would be able to temporarily help with the language issue/barrier. LW said this would be worth considering – many of these children's parents have assumed that additional help will be provided on a 1 to 1 basis.

LW is in process of writing a letter to the London Borough of Sutton to express her concerns regarding these new arrivals.

A governor asked if it would be more powerful if members of the LC raised concerns with the Trust and local authority. LW said that this could be raised with the Trust Board/CEO.

Governors were fully supportive of the Headteacher's actions.

11.	<p>Curriculum updates Updates were provided through other agenda items.</p>
12.	<p>Pupil premium strategy review of 2021-2022 Sports premium and ‘catch up’ review 2020-2021 and plans for 2021-2022 A new format has been provided by the DfE for the Pupil Premium Strategy. This is currently being worked on and will be shared at the next LC meeting, with publication on the website by the end of December statutory deadline. All funding documents for 2020-2021 have been uploaded to Governor Hub.</p>
13.	<p>Policy workplan for 2021-2022, review and policy Some policies are Trust based and others are created by individual schools. The Headteacher will finalise the policy workplan and bring any draft policies for approval to the next meeting in November.</p> <p>*NEW ACTION 09: Headteacher to complete the policy workplan and bring draft policies for approval to the next meeting.</p>
14.	<p>Governor training and visits Visits are being planned. Governors were asked to update their training record on Governor Hub.</p> <p>Training was provided for governors in June 2021. This focused on the context of the school, its journey, staff news, strengths, the role of the governor and an understanding of the school evaluation form and how the SIP links with it. Governors have been invited to an afternoon session on 1st November 2021 where they will meet with subject/project leaders and find out more about individual subject/project areas, strategy plans for 2021/22 and an evaluation of 2020/21 strengths and areas for development.</p>
15.	<p>Local and national updates Update has been provided through agenda items 9 and 10.</p>
16.	<p>Items to be raised by the committee to Trust board</p> <ol style="list-style-type: none"> a) The data pack – a useful tool going forward but the governors expressed concern over the amount of time this document took to complete. b) The needs of the new pupils from Hong Kong (including those with very significant SEND needs).
17.	<p>Correspondence to the Chair/Chair’s actions There has been no correspondence to the Chair received or any Chair’s actions since the last meeting.</p>
18.	<p>Any other business There were no items of other business raised.</p>
19.	<p>Identification of any confidential matters There were no confidential items.</p>
20.	<p>Reflections The training session in November will prove very useful.</p>
21.	<p>Dates of future meetings for 2021-2022</p> <ul style="list-style-type: none"> • Monday 29th November 2021 – ‘virtual’ – at 19:00 • Monday 21st March 2022 at 19:00 • Wednesday 6th July 2022 at 16:00

Summary of Action Points arising from this meeting

Action Point	Action	Responsibility
001	Confirmation of the governance leadership to be added to the agenda for the next LC meeting.	Clerk
002	A suitable date to be agreed with panel governors and JD for the Headteacher Performance Review panel meeting.	Headteacher
003	Clarification to be sought as to whether the DHT who attends the meetings would be able to take up the staff governor vacancy.	Clerk
004	A LC skills audit to be developed and analysed by the meeting in November 2021.	Clerk
005	Training records to be updated on Governor Hub.	All governors
006	A half termly visits plan to be drafted for circulation to governors and key staff in the school.	Headteacher
007	SLT workload to be raised at the next Trust Chair's Forum.	Chair
008	Safeguarding to be included on the agenda of the next meeting.	Clerk
009	The policy workplan to be completed and those ready brought to the next meeting for approval.	Headteacher

MINUTES SIGNED BY:	<i>Neil Webster</i>
DATE:	<i>18 January 2022</i>
CHAIR'S SIGNATURE	