



**BALCOMBE C.E. (VC) PRIMARY SCHOOL**  
**Minutes of the Full Governing Body Meeting**  
**Held on Thursday 8<sup>th</sup> December 2022 at 7pm at School**

*In all that we do we are guided by God*

**Present:**

Ian Tremble (IT) Chair	Liz Bendall (EB)	Laura Baird (LB)	Wendy Millbanks (WM)	Rosy Telford (RT)	Dominique Atwell (DA)
Jill Dawson (JD)	Fr David King (DK)	Rose Carr (RC)	Mostyn Field (MF)		

**In attendance:** Demi Kempthorne (taking minutes)

Minute reference	Formal actions identified	Status	By
<b>31<sup>st</sup> March 2022</b>			
5.7 Headteacher Report - Catch up funding	AP4: LP to collate reports in preparation for Ofsted on end of academic year for funds and plans	Complete	LP
<b>26<sup>th</sup> May 2022</b>			
7.1 Mental and Emotional Wellbeing	AP1: IT/JD/WM to further develop the role and maximise what else we can do to support Wellbeing (Autumn Term)	Complete	IT/JD/WM
<b>7<sup>th</sup> July 2022</b>			
5.3 HT Report – Challenges 2022/23	AP3: WM will report at the December FGB on how she plans to address the challenge of the government initiative “The power of music to change lives”.	In Progress (Moved to March FGB)	WM
5.5 HT Report – Catch up premium data	AP4: WM, LP to provide headline data on funding: how much was given, how it was spent & what was the outcome?	Complete	WM/LP
9 Policy Review	AP6: eSafety Policy to be implemented in September LP	Complete	LP
<b>13<sup>th</sup> October 2022</b>			
4.2 Matters Arising	AP1: LP to request a copy (catch-up spend) for the OFSTED folder	Complete	LP
5.2 Head Teacher Matters	AP2: LP to contact Emily King regarding funding and if no response IT to draft an email to Paul Wagstaff re: funding	Complete	LP
6.1 Mental Health & Wellbeing	AP3 JD to review well-being policy and send to SS and SC for feedback	Complete	JD

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6.2 Mental Health & Wellbeing	AP4 WM to feedback on staff survey in December meeting	In Progress	WM
7.2 Teaching & Learning	AP5 EB to report back in February 2023 meeting on Year 3 progress	In Progress	EB
8.2 School Development	AP6 WM to explore avenues for sharing good practice with parents with a view to implement in the Spring Term	Complete	WM
9.4 Monitoring	AP7 CR to circulate monitoring sheet to IT, WM and CC	Complete	CR
9.4 Monitoring	AP8 LP, WM, CR and IT explore working options for CC SENCO	Complete	IT
10.1 Policy Review	AP9 IT to send Register of Pecuniary Interests form to WM to circulate to staff for completion	Complete	IT
11.2 Link Governor reports	AP10 WM to give a short presentation of key safeguarding for Governors when they are in school	Complete	WM
13.1 Chairs Business	AP12 IT will resend 20 questions with a date for returns	Complete	IT

Signature: \_\_\_\_\_

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

Confirmation signature to agree accuracy of minutes and official approval of the documentation for the files

	Item	Action
1.	<b>Welcome and Apologies</b>	
1.1	<b>Apologies:</b> Rob McIntyre (RM), Lara Power (LP), Carolyn Rolph (CR), Oliver Smith (OS), Janina Clark (JC), Julia Fairweather (JF).	
1.2	<b>Declarations of Interest</b> None	
2	<b>Teaching and Learning</b>	
2.1	<u>SEND Update</u> Presentation carried over to next meeting due to SENCO being unable to attend	
3	<b>Board Membership Matters</b>	
3.1	Fr David King welcomed to the meeting, IT stated that we were awaiting confirmation of the date of his appointment as ex-officio Foundation Governor. MF has agreed to move to associate governor to support Fr David and the school in prep for SIAMS inspection.	
3.2	IT informed the meeting that David Paul had decided to stand down as a co-opted governor. IT thanked DP for his support and support to the school. It was agreed that the vacancy would be kept open until the parent elections in March. DP was Health and Safety link governor and this post now needs to be filled. IT to raise this at next meeting.	

4	<b>Minutes and Matters arising from the meeting on 13<sup>th</sup> October 2022</b>	
4.1	The minutes were agreed as a true and accurate record of the meeting. Proposed RT / Seconded RC	
4.2	<p><b>Matters Arising</b> Per previous meeting actions:</p> <p>AP 1 (section 7.1): IT, JD and WM – how to develop the role of well-being Gov – Complete, see minute point 6 for update</p> <p>AP3: (section 5.3): WM to report on power of music in December 2022 meeting – remain open to be completed March FGB meeting.</p> <p>AP4: (section 5.5) AP4: WM, LP to provide headline data on funding: how much was given, how it was spent &amp; what was the outcome – complete this was presented July 2022.</p> <p>AP6: (section 9) LP E Safety policy – complete, policy published</p> <p>AP1: (section 4.2 LP to request a copy (catch-up spend) for the OFSTED folder – complete and circulated</p> <p>AP2: (section 5.2) LP to contact Emily King regarding funding and if no response IT to draft an email to Paul Wagstaff re: funding – complete awaiting response</p> <p>AP3: (section 6.1) AP3 JD to review well-being policy and send to SS and SC for feedback – complete policy published</p> <p>AP4: (section 6.2) AP4 WM to feedback on staff survey in December meeting – ongoing carried over to next meeting</p> <p>AP6: (section 8.2) WM to explore avenues for sharing good practice with parents with a view to implement in the Spring Term – complete this will be included in open mornings and book sessions for parents</p> <p>AP8: (section 9.4) LP, WM, CR and IT explore working options for CC SENCO – complete, learning mentor room has been converted into an office and the learning mentor will relocate to the POD</p> <p>No other matters arising</p>	

5	<p><b>Headteacher matters – verbal report</b></p> <p>5.1 <b><u>Executive Summary</u></b></p> <p>WM presented her report (see PowerPoint)</p> <p><b>Successes:</b></p> <p><b>Successes</b> – Happy children, new phonics working well, additional nature ninjas is going well. Charity fundraising has gone well. Christmas fair was very successful. Ardingly college looking to work with us for children to see their lessons such as music &amp; drama. Possible French teaching support.</p> <p><b><u>Question</u></b> Do they do photography and could they help with the video for the website?</p> <p><i>WM stated Darren Wood has said he will complete this for us, awaiting confirmation of what needs finishing.</i></p> <p><b><u>Question</u></b> Any concerns over ability to continue to fund school trips?</p> <p><i>WM stated at the moment agreement is 1 expensive trip a year, parents asked to pay for this. Most of the other trips are requested a few pounds contribution, PTA pay the rest.</i></p> <p><b><u>Current Challenges</u></b> –</p> <p>BROMCOM remains, some IT issues resolved, meeting with main people involved. Balcombe School internet is not the best.</p> <p>Staff illness &amp; Absence – currently having to pull other staff away from what they should be doing to cover absence.</p> <p>Fencing – improving the current fencing, delayed while more fencing is made.</p> <p>Roof – Leak in classroom which will be repaired by local builder. WM needs to discuss exactly what will be repaired before work commences.</p> <p>Window – Dormer window needs to come out and be replaced within time. Possible high expense.</p> <p>Pupils are struggling to articulate links in their learning across longer periods – i.e terms / years</p> <p><b><u>Question</u></b> How are you seeking to improve pupils' ability to link their learning across longer periods?</p> <p><i>WM stated that it has been discussed as a teacher team and know that it's not going to happen unless we make it really explicit to the children, what we are looking for. The children are getting better at saying well I can do this today because I did it at the beginning of the week. They are not linking back to when they were in year 3 or when they were lower down within the school. Teachers know that they just need to, wherever possible to make those links. Pupils can link PE easily, but not History.</i></p> <p><b><u>Attendance</u></b></p> <p>WM stated current absences are genuine and not of concern because children get tummy problems and they're not allowed back for a few days. The only concern is the child in Mill, this child has been sick a lot. Meetings with parents are ongoing to see if this may be anxiety induced as seems to be when the child arrives at school. The child has been off this week and the parents have taken the child to the hospital to be investigated. The child does have work to do from home.</p> <p>The family holiday absence was a pre booked holiday but delayed due to Covid and the child was not of statutory school age at the time of the holiday.</p> <p>Current whole school absence is 94% whereas last year it was 94.7%. Lake is 94% whereas last year it was 91.9%. Coombe 96.5% last year it was 95.5%, Forest is 96% whereas last year it was 93.8%, Spring 94% last year was 96.4%, Mill is 89.3% whereas last year it was 94%, but this is due to the child currently being investigated by their GP.</p> <p><b><u>Question</u></b> Is the absence level normal for this time of year, is it causing any concern</p>
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	<p><b>regarding pupil progress?</b></p> <p>WM yes it is normal.</p> <p><b><u>Question Any concerns over Scarlett Fever?</u></b></p> <p><i>One child with a current case. Not required to make parents aware as of yet. Lots of temperatures, we have sent information to parents. If more than 2 cases then it is to be reported.</i></p> <p><b><u>Staff Appraisals</u></b></p> <p>Teacher appraisals have been completed, all teachers met their targets for last year, and taking into account the impact of Covid catch up, so progress for some children was as you would expect due to lower starting points. Every teacher has got a new target, one focusing on pupil progress, subject leadership, and one for well-being, which was probably the hardest target to find and create. Time being a common theme. Claire is to do the TA appraisal in the Spring term.</p> <p><b><u>Safeguarding of Governors</u></b></p> <p>WM gave presentation to governors regarding responsibilities whilst in school and in contact with children</p> <p><b><u>Question In terms of staff and updates on keeping children safe in education, are you confident they are up to date on that?</u></b></p> <p><i>WM informed the meeting that staff are updated in September and go through key messages that stay the same such as Prevent, FGM, what to do with a disclosure, signs of abuse. We look at updates. No longer peer on peer, now child on child. Children who witness Domestic Violence. Periodically all asked to do online training. If throughout the year there are updates for specific children, the people who are in contact with that child will be updated on a need to know basis.</i></p> <p><b><u>Question Do you use “my concern” online?</u></b></p> <p><i>WM informed the meeting that she uses a paper base system due to size of the school. The file is regularly reviewed for follow up action along with having a chronology which can be accessed.</i></p> <p><b><u>Question Is there copies of everything?</u></b></p> <p><i>No, and this is a discussion I had with a previous safeguarding governor as she had been to some training and they said it all should be online, but I feel it should be individual to each school. Lucy has started scanning to upload to a file, but this is taking a long time. Only time a non-paper base system would be useful is if we have a fire but then I have the chronology. It works for us, I have discussed with a few other head teachers and it's mixed. Some have paper base, some have electronically.</i></p> <p><b><u>Question Is there guidance for the children regarding e-safety?</u></b></p> <p><i>WM stated that there is an e-safety policy, acceptable use policy, safer use on the internet. Every year parents sign this. Material is also sent home regarding online safety and sometimes the police will circulate information.</i></p> <p>No further questions</p>	<p>AP1 IT to address pay committee structure before next meeting</p>
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<p>6</p> <p>6.1</p> <p>6.2</p>	<p><b>Mental Health and Emotional Wellbeing</b></p> <p><b><u>Policy Review</u></b></p> <p>JD informed board that she had reviewed the policy together with the staff wellbeing reps. Zones of regulation and the POD have been added to the policy and it has now been published.</p> <p><b><u>Staff Update</u></b></p> <p>JD informed the board that feedback from staff indicated well-being remains a problem. A very heavy workload combined with in class pressure such as challenging behaviour (which they are on top of) is exhausting to achieve. This results in a work life balance which is not acceptable and ultimately not sustainable. It was agreed that teaching is really hard and there are lots of external pressures. Ofsted and SIAMS is an added burden to the staff at the moment. Staff have indicated that they are very supportive of the senior leadership team and being supported by them.</p> <p><b><u>Question</u> What addition support can we provided staff?</b></p> <p><i>WM informed the board that an advert had been placed for an addition HLTA to recruit in January.</i></p>	
<p>7</p> <p>7.1</p> <p>7.2</p>	<p><b>School Development</b></p> <p><b><u>SIP Progress - 2022 / 2023</u></b></p> <p><b>Leadership and Management: Develop subject leadership across the school</b> (see PowerPoint for updates)</p> <p><b><u>Question</u> How will future focus subjects be agreed?</b></p> <p><i>WM informed board that they had started to map out 'subject in focus' plans over the next few years. This year the focus areas are spelling, phonics/reading and maths. Secondary focus areas are assessment in science, assessment in PE, music and computing and the monitoring focuses are for next year are computing and music. 2024/2025 will be RE, Modern foreign languages. RE is not considered less important however there has been a big focus on RE recently.</i></p> <p><b><u>Question</u> Is there a target timescale for the review of curriculum maps and progression grids to be completed?</b></p> <p><i>WM stated this are done and on the website.</i></p> <p><b><u>Question</u> Does that include the review they have got skills and knowledge?</b></p> <p>WM stated they have all had the vocabulary added and some of them when the subject is in focus will be looked at more carefully and closely and maybe tweaked..</p> <p><b><u>SEF Review</u></b></p> <p><b>Leadership and Management</b></p> <p>IT explained that all governors had been asked to review the leadership and management section and submit questions for WN to answer at the meeting.</p> <p><b><u>Question</u> Under the safeguarding, the arrangements for safeguarding pupils meets statutory requirements? How is staff training delivered and assessed?</b></p> <p><i>WM reminded governors of the information provided during her earlier presentation</i></p> <p><b><u>Question</u> How is the professional development you choose to do linked to outcomes for pupils and curriculum?</b></p> <p><i>WM informed the board that this is identified from the SIP, for example the latest CPD was to do with teacher subject leadership. Future CPD will either be from the SIP or their subject. It might not be everybody does the same because some people might need specific things for</i></p>	

	<p><i>their classes.</i></p> <p><b>Question</b> Senior leaders act as mentors for staff new to a leadership role. They are supported to ensure priorities are identified and a plan for improvement is both timely and achievable, but are given autonomy to make decisions about how to drive this improvement. Can you provide evidence of this and the impact it has had?</p> <p><i>WM provided the following answer - Yes so when we started looking at the new curriculum &amp; redesigning our curriculum, some people are more experienced than others, so we started doing lots of subjects together so that those who were more experienced could role model developing subjects and those that hadn't done it before were able to be part of some of the decision making. One person who was leading a subject was struggling a little bit in mapping out the curriculum over the years, so somebody who was more experienced was able to help her and start her off and do it together. That person has now taken it on and made some decisions herself which have had an impact across the school.</i></p> <p><b>Question</b> How do leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school?</p> <p><i>WM stated there are high expectations of pupils and staff, there is lots of discussions before agreement about what will be done, so that people don't have an excuse not to do it. There is a lot of pop in monitoring and senior leadership are good role models. At a recent staff meeting teachers reviewed each other's books providing the opportunity to make sure everybody was doing what had been agreed.</i></p>	
8	<p><b>Monitoring</b></p> <p>8.1 <b><u>Monitoring Visits Update</u></b></p> <p>RC Update the board on recent monitoring visits –</p> <p>8.1.1 Subject leadership conducted by RC, JC and IT, Staff were able to share ideas on subject development including what they have done and what they are planning to do. Teachers are seeking opportunities to further develop that knowledge for example, attending conferences. Teachers were able to talk confidently about how they had developed the curriculum in their subject and had action plans for further development. The monitoring identified the complexity of the curriculum due to mixed year groups and how staff work collaboratively to manage it.</p> <p>IT stated teachers understand their role as subject leaders and the CPD delivered by WM has been of great value to them, giving them direction and enthusiasm.</p> <p>8.1.2 Maths monitoring (full report circulated to governors), Conducted by RC with EB. Looked at Maths talk as follow up to INSET day CPD and SIP priority. Learning walk provided plenty of evidence of reasoning through class discussions and small group activities. They also differentiated to be inclusive of all children using TA's to support the lower ability RC also observed a Number Sense session (evidence based programme for year 1 and year 2) using a combination of very visual number fact representations shown in a film, The children were instantly shouting out those numbers and delving deeper into things like what patterns they could see</p> <p>8.1.3 Spelling monitoring (full report submitted by DA) Conducted by DA looking at implementation of Jane Considine programme, an intuitive programme that allows phonics to be continued from KS1 to KS2. DA provided governors with an overview of how the programme is delivered and what she observed in the classroom. Children were observed playing with the phonic sounds and enjoying a collaborative process, they were all working together but also independently working at the same time. It was accessible for everyone but it was as challenging as they wanted it to be. Children spoke positively about what they were doing although some were unable use the correct vocabulary to articulate this. AE recognised the need to imbed this by teaching the skills and repeating the language. The benefits of the new programme are already being seen across the school.</p> <p>8.1.4 Religious Education (full report submitted by MF) Pupil conferencing on RE conducted by MF with 4 children from each class. Children were enthused with subject and thought they should be taught religious education because it helps</p>	



<p>8.1.5</p> <p>8.1.6</p> <p>8.2</p>	<p>them to understand how to respect other religions</p> <p>Collective worship (full report submitted by MF). Observed by MF, behaviour of the children was excellent. School value 'respectful' was in focus.</p> <p>Physical Education (full report submitted by RM)</p> <p><b>Parent Survey</b> IT informed the board that a parent survey would be sent out at the end of the Spring Term</p>	<p>AP2 IT &amp; WM to prepare parent survey for circulation prior to Easter break</p>
<p>9</p> <p>9.1</p>	<p><b>Policy Review</b></p> <p><b>Policy tracker</b> IT and LP have updated the policy tracker</p> <p>Autumn term policies approved:</p> <ul style="list-style-type: none"> <li>o Feedback and marking Policy - (reviewed by RC) approved</li> <li>o Confidential Reporting - approved</li> <li>o Equality Policy - approved</li> <li>o Teacher Capability - approved</li> <li>o Early Years - (reviewed by RC) approved</li> <li>o Local Offer - (reviewed by CR) approved</li> <li>o Curriculum Policy - (reviewed by RC) approved</li> <li>o Online Safety - (reviewed by LB) approved</li> <li>o SEND Policy - (reviewed by CR) approved</li> <li>o Teacher Pay Policy - (reviewed by RT) approved</li> <li>o Best Value Statement - (reviewed by RT) approved</li> <li>o Scheme of Delegation - (reviewed by RT) approved</li> <li>o Charging and Remission - (reviewed by RT) approved</li> <li>o First Aid - (reviewed by IT) approved</li> </ul>	<p>AP3 WM to include review of Equality Policy in next news-letter</p>
<p>10</p> <p>10.1</p> <p>10.2</p> <p>10.3</p>	<p><b>Reports from Committees/Link governors</b></p> <p><b><u>Safeguarding – LB</u></b> LB feedback that there has not been any new safeguarding referrals this half term, and WM is following up on early help from a few months ago. There has been no incidents of bullying. The single central register has been reviewed and signed off. WM and LB are completing the safeguarding compliance checklist and there are a few actions that have come out of that (recorded on safeguarding minutes)</p> <p><b><u>Finance - RT</u></b> RT informed the board that the minutes from last finance meeting had been published. BROMCOM continues to have issue regarding the financial side. At present there is £65,000 uncommitted funds which will take us through to April but this will have to cover pay rises, teaching and non-teaching staff, teachers moving up bands and sick cover. Additional support being employed from January, Awaiting update on what the additional funding from autumn budget will mean for the school. Potential additional funding that has just been circulated which is for projects to do with energy efficiency. LP has contacted Repower Balcombe re solar options.</p> <p><b><u>Environmental Sustainability – RM</u></b> Some progress has been made in efforts to advance the Environmental Sustainability of the school.</p> <ol style="list-style-type: none"> <li>1. Alistair Graham, the Premises Manager, has been working with some children to measure food waste at lunch times and we need to look at ways to reduce this</li> <li>2. We need to address the issue of packaging where children are bringing lunches into school.</li> <li>3. General waste bins have reduced in number and recycling bins increased, as more is now being recycled.</li> <li>4. Heating has been adjusted to reduce the temperature and save gas.</li> <li>5. A culture of turning lights off is being encouraged.</li> </ol>	



	<p>6. RePower Balcombe have spoken to the LP and explained the solar panel savings that the school is making on electricity. We need to try to record and measure gas &amp; electricity usage so we can show the savings we are making.</p> <p>7. A start has been made on providing paper recycling bins for all classrooms and offices.</p> <p>8. AG is proposing a food waste bin for fruit waste in the playground which will be emptied into a new compost heap.</p> <p>9. A general discussion with the children would be a good idea, and to start with RM is proposing a discussion with Spring class, as they have already been keenly involved, to encourage their input and co-operation.</p>	
11	<b>Chairs Business</b>	
11.1	<p><b><u>20 Questions</u></b></p> <p>Due to governor absence this will be looked at in detail at future FGB. Having taken average scores from responses nothing is flagged as red and 50 % are green. Ambers will be discussed at future meeting.</p>	
11.2	<p><b><u>Risk Register</u></b></p> <p>JC has put this together with guidance from School Bus, need to work out how much goes into it. IT will send out sections for individuals to check its right and feedback on changes that need to be made.</p>	AP4 IT circulate Risk Register to individual gobs to re-view
11.3	<p><b><u>MAT Working Group</u></b></p> <p>MAT (Multi Academy Trust) working group have met and agreed a plan to research the diocese approved multi academy trusts prior to meeting again in February. WM and IT attended diocese roadshow at which the diocese set out the position which is not very flexible. There are 4 MAT's that they will support us joining but there regionalised which narrows it down to just 1. The only positive to come out of that is the one within our area is the one that would suit our school best. DfE subsequently announced the Education Bill is being scrapped and therefore the need to be an Academy by 2030 will not be in law. It was agreed that we should still explore whether it was the right time for us to consider joining a MAT.</p> <p>No further questions</p>	AP5 IT to explore options for presentation from Hurst MAT
14	<b>Any Other Business</b>	
14.1	<p>Nil</p> <p>Meeting finished 9.10pm</p>	
15	<b>Date and time of next meeting</b>	
15.1	The next meeting date will be held on Thursday 9 <sup>th</sup> February 2023 7pm	