



MAYFIELD PRIMARY SCHOOL

Meeting of the Full Governing Body

Tuesday 9th January 2024 at 6.00pm

Attendance

Sarah Stepney (Head)	✓	Ann Nicholls	✓
Anna Chaudhri (Chair)	✓	Andrew Monteath	✓
Stephen Atkinson	✓	Serin Dabb	AA
Alison Cox	AA	Eugene Krasnikov	✓
Jessica Rowson	AA	Solma Erfan	✓
Patrick Gosling	✓	Rehana Kousar	✓
Ciara Murray	AA	Will Taylor	✓
Graeme Cooper	✓	Guilherme Zulke-O'Connor	✓
Louise O'Gorman (Clerk)	✓		

Actions are highlighted in **RED**.

I	<u>APOLOGIES AND DECLARATION OF INTEREST</u>	<u>Action</u>
	<p>Alison, Serin and Jessica sent their apologies which were accepted. Ciara is currently on maternity leave.</p> <p>There were no interests to declare.</p>	
2	<u>MINUTES OF THE LAST MEETING AND MATTERS ARISING</u>	
	<p>The minutes from the last meeting on the 6th November were circulated with the agenda for the GBs approval. The minutes were approved as they were.</p> <p>Alison is coming to complete the review on the Single Central Record on the 15th January.</p> <p>Patrick completed a link visit to the SEND department and completed a report, which Louise will circulate to the governors. A separate report on the DSC will be completed.</p>	Louise

3	<p><u>GOVERNOR ISSUES</u></p> <p>Training Graeme has completed the Introduction to Governance training and the Safeguarding training. Solma has also completed the Introduction to Governance training.</p> <p>Not all governors have completed their safeguarding training and are reminded to do so. This training needs to be completed annually. Louise will ensure the link to the training is sent out to governors again.</p> <p>The Governance Training programme was sent out in the Autumn Term, and all courses are accessible via the Governor Hub. It was suggested that a focus for the next meeting was going through the Governor Hub website and how to access the courses, as this is a new format. Louise will ensure all the necessary preparation is completed so that everyone can access the website.</p> <p>Monitoring Visits No monitoring visits have taken place this term apart from SEND but some are scheduled.</p> <p>ECT Policy The policy was approved at committee level and needs to be approved by the FGB. The FGB approved the policy as it was.</p>	<p>All Governors</p> <p>Louise</p>
4	<p><u>HEADTEACHER'S REPORT</u></p> <p>The report was circulated to the FGB in advance of the meeting. Sarah highlighted some items for the last half term:</p> <p>The Positive Behaviour Policy has been rewritten due to the school adopting a new approach to behaviour management approved by the Local Authority. It has been presented to the teaching staff and the PWL committee. The scheme is suitable to support a diverse range of needs and is helping to realise one of the aims in the SDP.</p> <p>The policy will be reviewed in 6 months time to allow for any adaptations once the scheme has been in place for a few months.</p> <p>Pupil numbers are looking good at 407. There is a school census on the 18th January which will determine the funding the school receives. KS1 children have school meals and the menu has been changed on Census Day to ensure it is a children's favourite.</p> <p>The school is still being directed to take an increasing number of children with an EHCP in comparison to lesser numbers in other schools in the area. Mayfield has a significantly higher number of children with EHCPs than other schools in the area. The percentage of children with an EHCP at Mayfield is 6.2% (excluding the DSC,) compared to 1.2% at Milton Road Primary School, for example.</p> <p>Q. Are County still delaying approving EHCPs? A. Yes they are. The problem is that we are not receiving any back payment for meeting the child's needs before an EHCP is agreed and some children's EHCPs do not have enough hours funded for the children. (An example was given of such a case.)</p>	

	<p>There was a discussion on what can be done to improve these figures and whether the LA should be approached about the concern. Children are placed with us as it is the parent's preference. The main concern for the school is the funding not being sufficient and the school having to pay for supporting the EHCP children from a Limited budget.</p> <p>The LA is reviewing how EHCPs are allocated to children.</p> <p>Ann explained the process in place for allocating EHCP children's places. As it stands, even though a school says they are not able to meet the needs of the child, the parent can still state their preference of school and be allocated a place.</p> <p>Q. On the HT report can you explain the high number of exclusions so far this year?</p> <p>A. The exclusions have been for 4 children with especially high needs. The Senior Leadership Team made the decision to put the exclusions in place for the safety of the staff and children at the time, and to emphasise the need for the child to receive extra support.</p> <p>Ann explained some of the extra provisions in place for one particular child who attends alternative provision outside school part time.</p>	
5	<p><u>SAFEGUARDING REPORT</u></p> <p>Alison was not present to give a verbal report on Safeguarding but had prepared a written report for Anna to convey to the governors.</p> <p>Governors that had not read all their policies on My Concern were kindly asked to do so. If password reminders are needed governors should refer to Kate.</p> <p>Online safety is of ongoing concern as children are accessing websites inappropriate for their age at home. Sarah is looking into further e-safety training sessions for parents and pupils to be given in school.</p>	
6	<p><u>ATTENDANCE UPDATE</u></p> <p>The school attendance for the Autumn term stands at 95.8%.</p> <p>Attendance is looked at in depth at the end of each half term. The first half term showed 37 children with attendance under 90%. The second half term showed 59 with attendance under 90%.</p> <p>Many families have taken extended holidays over the Christmas break to travel and this has had an effect on their attendance.</p> <p>Sarah is starting to call the 59 families and speak to them before sending out the letters. The letters are not threatening in any way but a phone call first allows us to explain the importance of children's attendance and discuss cases individually.</p> <p>The school is also looking at children who are regularly late. Sarah and Stephen are checking pupils in in the morning and speaking to them individually.</p> <p>Q. What is the attitude of the parents when you speak to them?</p>	

	<p>A. Most are concerned and have good reason for the absence. Q. How do we decide if an absence is authorised or not? A. There are guidelines from County which are followed. They specify which circumstances are eligible for authorisation, and we ask families for proof of a reason for absence if necessary. In the first instance families are not fined for an absence, and are warned that any future absence may result in a fine.</p> <p>The governors expressed satisfaction with the information presented to them.</p>	
7	<p><u>SEND REPORT</u></p> <p>Ann and Liz drew up a report on SEND for November and December. The Inclusion team were commended by the FGB for the report, which was distributed to the governors before the meeting. It gives a clear overview of where the SEND children are within the school.</p> <p>This item will be included at FGB meetings on a termly basis.</p>	
8	<p><u>ANY OTHER BUSINESS</u></p> <p>There was no other business to discuss.</p> <p>Patrick expressed the wish to repeat the meeting for the salaries committee at the end of the year to learn the process of deciding on salary changes, and the role of the salary committee.</p>	
9	<p><u>TRAINING FOCUS: ASSESSMENT</u></p> <p>Sarah gave a presentation to the governors on how assessment is completed at Mayfield.</p> <ul style="list-style-type: none"> • Mayfield uses the assessment system called OTrack. • All reading, writing and maths is recorded on OTrack. The system shows teachers what each level (secure, developing, and working towards) looks like and ensures they are recording correctly. • The system is colour coded to allow for easier tracking, and groups can be identified eg by class, gender, progress, etc. • The special assessments used in school are Sandwell for maths, Nara for reading and a dyslexia toolkit assessment. These are completed with children individually, and identify the areas where some children are struggling. • Spirals conversation happen every term and allow the teachers to speak individually with every child. These are useful conversations that allow children to express any concerns and what they are confident about in their learning. Equally teachers are able to report where they are doing well and provide advice and support in a confidential, one-to-one environment. • Termly pupil review meetings take place between the class teacher and the Head to discuss pupil progress and data. <p>Q. To what extent is the assessment used to let the children know where they are?</p>	

<p>A. The Spirals conversations are a good time to talk to the children about what they are doing well at and what they find more tricky. The children value these conversations and the staff find them very useful.</p> <p>Q. Does it take much time to enter the data on the system? A. Not that much time for the staff each week, no more than what it would do to input data on paper.</p> <p>Q. What in your opinion does the school excel at? A. We have good outcomes overall and we are good at recognizing where work is needed and focusing on that area. Teachers understand what is required to get a child to progress.</p> <p>There was a discussion on how the teachers interact with the children to ensure their needs are identified and met in various subjects. Staff have a good relationship with the children and are able to discuss concerns.</p> <p>Q. How do you identify if a teacher is struggling in a particular area? A. We do observations, we look at books regularly and Team Leaders and Subject Leaders do regular chats with staff. This helps us to identify any areas that may need attention but most importantly, the staff will ask for help if they need it. The staff are good at sharing ideas and supporting each other. We recognize that not everyone is confident at everything and support and guidance is given where needed.</p>	
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The meeting closed at **8.15pm**

The next meeting of the Full GB will be on **at 6pm.**