



**Baldwins Hill Primary School**

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**Local Governing Body (LGB) Meeting Minutes**

**Wednesday 13th March 2024 3:30pm – Baldwins Hill Primary School**

**PRESENT**

- Governors:** Scott Gibbons (Chair) – **SG**  
 Victoria Chilman – **VC (virtually)**  
 Jen Dabell (Headteacher) - **JD**  
 Chris Tomsett – **CT**  
 Catherine Carter – **CC**

- In attendance:** Louise Keen (Clerk) – **LK**  
 Nick Gedye (Disadvantaged Champion) – **NG**

- Apologies:** Laura Morton - **LM**  
 Lizzie Woodward – **LW**  
 Marcia Goodwin – **MG**

Item.	Agenda Item	Action
1	<p><b>Apologies for Absence and declarations of interest</b></p> <p>Apologies were received and accepted from Laura Morton, Lizzie Woodward and Marcia Goodwin.</p>	
2.	<p><b>Headteacher verbal Report</b></p> <p><b>Admissions</b></p> <p>JD informed the LGB that there are 16 first choices for September’s reception intake. There is a low birth rate in the local area with the majority of schools in the area being under PAN. JD explained that offer letters will be sent to new parents after Easter.</p> <p>The Self Evaluation was shared with the LGB via Governor Hub prior to the meeting. JD indicated that any changes in the Self Evaluation have been highlighted and crossed out. JD welcomed questions to do with the Self Evaluation and Personal Development.</p> <p><b>Questions / Comments</b></p> <ol style="list-style-type: none"> <li><b>Governor Question - Self Evaluation: The updated validated results are pleasing, has the gap between disadvantage and non-disadvantaged narrowed as a result?</b>  <i>Headteacher response - This data will be looked at and fed back to the LGB.</i></li> <li><b>Governor Question - Personal development showed impressive strengths yet still ragged at a 2ii. Why is this?</b></li> </ol>	

*Headteacher response - I tend to adopt a cautious approach when increasing ratings. I will discuss this rating with the Director of Education at my next meeting.*

**3. Governor Question - EYFS also showed impressive Strengths and outcomes yet still ragged at 2ii. Why is this?**

*Headteacher response - I am always considering our next steps and of ways to improve further. I do not think we are far off but want to ensure complete confidence and be fully secure in our current rating before we increase it.*

**Monitoring visits**

Discussion was had around monitoring visits and what is required from the Governors in terms of report content.

JD explained that it is essential to recognise that the LGB visits are for strategic planning and helping to shape the schools strategic direction. The purpose of the visits is to witness this process first hand. This isn't about inspection; it's about experiencing our strategic approach in action. To ensure we bring value to our monitoring visits, we need to make sure that LGB members are not stepping into the operational side of things.

JD expressed understanding that Governors wish to hear from the children directly and agreed on the value of visiting the school and seeing it in 'action'. JD highlighted the primary focus is on observing the leader and assessing whether they are following the SIP and not monitoring the quality of writing produced by the children. The reason for a monitoring visit is to meet with the leader, to hold them to account for impact of their leadership actions.

SG further clarified that the LGB evidence was witnessed during their visit in their monitoring report. The LGB's strategic intention is to monitor that the school/leaders are able to articulate and demonstrate impact towards their goals on the SIP and the learning walk will seek to see these things in action.

JD agreed that the LGB should meet with their spotlight lead once a term to talk about impact and thanked the LGB for their commitment and challenge.

**Action - LK to share the Governance Handbook and Scheme of Delegation**

VC provided an overview of her February learning report:

- A concern was expressed about not having the most up-to-date School Improvement Plan, but this issue has since been resolved.
- The first item addressed teachers' visits to the drop-in conversations. The target has been met and a new target now needs to be set. This will be focusing on improving school attendance.
- It was emphasised that attendance is fundamental; without it, achieving other targets becomes impossible. Therefore, the primary focus is on ensuring children attend school regularly.
- A long discussion was had around wellbeing and the focus of the learning walk was around wellbeing.

- The overarching theme from the entire visit highlighted the significant impact of enhancing outdoor spaces and Early Years (EY) facilities on the entire school community. A staff member noted that supervising children on the trim trail is easier and more engaging, as it encourages children to take ownership of their playtime. This not only aids in playground supervision but also has a positive impact on overall wellbeing.
- Enhancements in the Early Years (EY) building have positively influenced interactions with the children, providing greater flexibility and capacity to address their needs. This has significantly contributed to their overall wellbeing.
- Factors that are not positively impacting wellbeing include challenging behaviours in Key Stage 1 (KS1), but efforts are underway to address this issue.
- Wellbeing meetings provide staff with a platform to discuss these issues and progress. Is an increase in reports beneficial or detrimental? It's positive that individuals can openly discuss matters. An open reporting system is positive so things can be moved on.

#### Questions / Comments

##### 1. Governor Question - Is it possible to add a wellbeing section to the schools SIP?

*Headteacher response - Yes, happy for a wellbeing section to be added to the SIP.*

**ACTION - JD to add wellbeing to the SIP.**

JD presented the staff wellbeing survey to the LGB. JD explained that the Director of Education reviews these surveys to identify any common themes across the trust. The responses were overwhelmingly positive, with a total of 16 responses received. The comments were particularly encouraging. The survey is conducted annually, and any less positive feedback will be addressed by the wellbeing team. Where the Senior Leadership Team (SLT) can positively influence staff, they are doing so, and they are pleased with the survey results. JD highlighted to the LGB that any negative comments were generally centred around the premises.

#### Questions / Comments

##### 1. Governor Question - The leadership of Premises is delegated to the Trust, can these issues be flagged to the premises team?

*Headteacher response - We have a delegated premises assistant and support from the Trust premises Manager who is assisting us in taking a more pre-emptive response to premises issues. It is unfortunately an old building so there will occasionally be recurring issues beyond our control - the flooding of the car park for example.*

##### 2. Governor Question - Are there any trends from the wellbeing survey that come from specific areas of school?

	<p><i>Headteacher response - The questionnaire is anonymous so it is not possible to identify threads from specific individuals.</i></p> <p><b>ACTION - JD to share the survey with VC to monitor any wellbeing threads.</b></p>	
<b>3.</b>	<p><b>Chairs Update</b></p> <p>Chair gave an update following the Trust chairs meeting and subsequent follow up discussions.</p> <p>SG noted how he has not been able to allocate as much time to the school as desired. Dates have now been set for regular 1-2-1's with JD and agenda meetings set.</p> <p>SG requested that the LGB promptly inform both him and the clerk of any absence from scheduled LGB meetings. If they prefer to attend virtually, they are asked to notify the clerk to receive a Teams link.</p>	
<b>4.</b>	<p><b>Board Business</b></p> <p>The LGB confirmed that they were happy with the minutes and they were a true account of the last meeting (01.02.24).</p>	
<b>5.</b>	<p><b>Safeguarding</b></p> <p>LW link governor safeguarding report has been uploaded to Governor hub for the review of the LGB.</p> <p>CT confirmed that the link meeting occurred two weeks ago. During this time, he shadowed LW to gain a deeper insight into necessary actions and further familiarise himself with the acronyms used. The primary areas of focus included a notable rise in positive handling incidents, largely attributed to the increase in SEND requirements within the school. Additionally, there has been an increase in emotional and wellbeing incidents, both of which are correlated with the rise in SEND needs. CT concluded that the Headteacher is robustly monitoring and reporting on all noted safeguarding incidents.</p>	
<b>6.</b>	<p><b>Staff Election process</b></p> <p>LK shared the process for electing a new Governor. It was outlined that the vacant Governor post needs to be advertised to staff and the staff member will need to complete a nomination form and return it to the headteacher. It was confirmed that this form has been emailed to staff.</p> <p>Once the new Governor has been appointed this needs to be approved at the next Trust board meeting.</p> <p>Discussion was had around the governor recruitment and how to increase the LGB numbers. The use of Sackville was suggested.</p>	
<b>7.</b>	<p><b>SEND</b></p>	

	<p>JD confirmed that the SEND policy and SEND report has been shared via Governor hub prior to this meeting.</p> <p>JD updated the LGB on the below -</p> <ul style="list-style-type: none"> <li>- There are currently 182 children on roll.</li> <li>- There are currently 0 children with an EHCP.</li> <li>- There have been 3 EHCP's submitted.</li> <li>- There are currently 3 children with one to one support with no funding.</li> <li>- EHCNAs submitted: 4. This is 2.22% of the school population.</li> <li>- EHCNAs being prepared: 8. This is 6.67% of the school population.</li> <li>- There is a potential to have 12 ECHP's in total.</li> <li>- JD explained that each EHCP application takes a day to write.</li> <li>- It has taken 47 weeks, 37 weeks and 24 weeks for WSCC to agree to assess 3 of the</li> <li>- EHCP applications demonstrating the huge backlog and delay at the local authority.</li> <li>- There is a high level of need across each year group and the school would hugely benefit from this funding.</li> </ul>	
<p><b>8.</b></p>	<p><b>Pupil Premium and Disadvantaged learners (This part of the meeting occurred at 15:42 ahead of the HT report section)</b></p> <p>Nick Gedye joined the meeting to give an update on Pupil Premium (PP) and Disadvantaged learners.</p> <p>NG outlined his plans to meet with other Trust members as part of our School Improvement Plan (SIP) to address the attainment gap between disadvantaged and advantaged learners. He also mentioned scheduling a meeting with Julie Goodridge (Director of Education) to discuss attendance matters. Collaborating with the Education Welfare Officer, NG is examining persistent absenteeism among students who have attendance rates below 95%, with particular concern for those dropping below 90%. Notably, there has been an increase in persistent absentees compared to our attendance figures from January.</p> <p>JD has posted the Autumn attendance report on Governor Hub. She explained that there was a high rate of sickness attributed to an outbreak of illness, which was reported to Public Health. This illness has affected attendance figures.</p> <p>It was noted that Smart targets had a positive impact on spelling and pastoral care.</p> <p>NG explained that the teachers have a list of children who are recognised persistent absentees. The teachers have been tasked to make contact with these families by Easter, emphasising the importance of adopting a supportive approach when engaging with parents.</p> <p>Teachers are instructed to assign academic Smart targets solely to children not listed as persistent absentees. For those on the absentee list, their Smart target is to attend school.</p> <p>The school's whole attendance currently sits at 93.6%.</p>	

## Comments / Questions

### 1. Governor Question - Are these children spread equally across all year groups?

*Headteacher response - Year 6 is hit more. There are specific and sensitive circumstances around 3 Year 6 individuals – EWO is involved/about to be involved. There are children in some year groups who are on a reduced time table which will impact the statistics.*

### 2. Governor Question - What happens after Easter if no improvement to their attendance is made?

*Their cases will be forwarded to the Education Welfare Officer (EWO). I will arrange a meeting with the EWO to provide them with the necessary information for inclusion on the referral list. The EWO will conduct an assembly emphasising the significance of attendance. Additionally, attendance meetings with the EWO occur fortnightly.*

NG explained to the LGB that the absence report was run from September till now (March).

### 3. Governor Question - Have you looked to see how many persistent absentees are from the same family and if any support can be given to the family?

*Headteacher response - Teachers will communicate with each other to identify any families struggling and offer support.*

### 4. Governor Question - are there any sanctions for the school if attendance is low?

*Headteacher response – Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Ensure school staff receive training on attendance.*

***Added post meeting for clarity on this point: Taken from Summary table of responsibilities for School attendance – non-statutory guidance published May 2022) Academy trustees and governing bodies are expected to:***

### 5. Governor Question - Are our attendance levels in line with other schools within the Trust?

*Headteacher response - I am unsure of our position in terms of attendance levels within the Trust. Nevertheless, we actively exchange good practices with other schools within the Trust. It's worth noting that in smaller schools, the attendance of just a few children can significantly affect overall attendance levels. We are currently reassessing our pastoral approach for certain children to determine if it can yield better results, particularly with persistent absenteeism.*



<b>Action No:</b>	<b>Action</b>	<b>Responsible</b>	<b>Completed by</b>
39-23	Wellbeing added to future agendas as a standing item	LK	COMPLETED
40-23	NG to update Governors on the targets for PP/FSM children	NG	COMPLETED
42-23	LGB need to ensure Prevent and Safeguarding training is up to date and LK is informed so a log can be kept.	All	By next meeting
43-24	MG to complete website compliance.	MG	ASAP
44-24	LK to find out if Prevent training is every 2 or 3 years.	LK	By next meeting
45-24	LK to find out the election process that needs to be followed.	LK	Ongoing
46-24	LK to change to Safeguarding Governor in the Designated Teacher Policy to Lizzie Woodward.	LK	