

**MINUTES OF A MEETING OF THE EXCALIBUR LOCAL
GOVERNING BOARD HELD AT THE SCHOOL
ON 15TH MAY 2023 at 17.00.**

Governors attending	Governor Category	Designated Role	End of Term of Office
Jo Bain	Co-opted Governor	Chair	22 March 2027
Gail Whittingham	Co-opted Governor	Vice Chair	26 June 2026
Juliet Jones	Headteacher	Headteacher	n/a
Gill Burgess	Co-opted Governor		1 December 2024
Rachel Hackney	Co-opted Governor		3 July 2025
Tom Egley	Co-opted Governor		15 May 2027
Philip Yeomans	Parent Governor		5 May 2026
Rachel Morrison	Parent Governor		20 March 2027
Anna McArdle	Staff Governor		24 September 2023
Sue Lambeth	Clerk		n/a
Yvonne Hilditch	SBM		n/a

PART ONE – NON-CONFIDENTIAL BUSINESS

	Item
1.	<p>Presentation by the Pupil Safeguarding Ambassadors</p> <p>The Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl shared their presentation and included a short video with scenes about aspects of safeguarding such as safety when using the internet, playing at heights, leaving equipment in dangerous positions the classroom and bullying. Pupils of the school were aware of the Safeguarding Governor and explained steps taken by the school such as a friendship bench on the Key Stage 2 (KS2) playground for those with no one to play with, assemblies talking about staying safe and My Happy Mind lessons. Play leaders stayed with KS1 pupils and taught them games, and NSPCC videos were shared with pupils. The Dogs Trust visited school to show pupils how to stay safe around animals and there were worry boxes in classrooms. Anti-bullying week and e-Safety days took place. Anyone needing support could access Discovery Corner staffed by a teaching assistant (TA). The group had attended the recent safeguarding conference and had given and received many ideas of how to improve the school, and many changes would be made around the site. Year 5 pupils would now be joining the team ready for next year.</p> <p>Governors thanked the pupils for their excellent presentation and 5 house points per pupil were awarded.</p>
2.	<p>Presentation by the EYFS Lead</p> <p>Read, Write, Inc., (RWI) presentation by Deb Rogers</p>

The school had made a great investment in training and resources, and details were shared with governors.

The intent of the RWI was

- to have a programme which pupils could access at home if necessary and could be taught in school without digital resources for daily lessons,
- to retrain all staff ,and support staff development through regular coaching sessions,
- to purchase home reading books with fidelity to one particular scheme,
- to deliver RWI every day even in staff absence,
- to carry out regular assessment by the reading lead,
- to increase parental engagement with a parents' meeting and seesaw posts (well received by parents).
- to provide physical reading books for pupils to take home which allowed quality time for pupils with parents,
- to ensure children who needed additional support and targeted interventions received them.
- to follow the key idea of ' keep up not catch up'.

Q: How is teaching every day managed with staff absence?

A: Trained staff are in school who are free to assist, as can the reading lead. Occasionally groups work together. There has only been one day over the last year when delivery has not been possible.

Q: Is the benefit of the scheme visible?

A: Yes

Q: Has a change in progression been seen?

A: Overall visibility as reading lead has increased, and progress and improvement have been visible since implementation in 2021. Gaps are avoided and pupils are in the correct groups. Great support has been received from the Hub. Interventions needed can be identified and put into place.

Impact of RWI

At the March data drop

EYFS

100% of pupils were on track

4 pupils received 1 to 1 teaching

87% were above expected progress

Year 1

97% of pupils were on track

63% above expected progress

7 pupils were receiving 1 to 1 teaching

Year 2

83% were off the RWI programme and on the Accelerated Reading programme.

5 pupils remained on the programme and were making progress, the associated reasons were known and explainable.

Phonics Screening data

Year 1

The target was for 90% of pupils to be successful at the end of the year and 24 (80%) pupils had been on track to achieve the pass mark of 32 in March.

Year 2

Of 5 pupils who had been unsuccessful in the previous year, three had passed in March and two had mitigating circumstances.

The end of year target stood at 93%.

Year 3

One of the two pupils who had sat the test in the autumn of Year 2 due to Covid, was now expected to pass.

Year 4

Two pupils joined RWI sessions.

Year 5

One pupil for whom English was an Additional Language (EAL) was following RWI to help with reading and writing.

Leadership of RWI

Excalibur had been a partner school with the Hub Lead School Lacey Green from September 2022, who had carried out an audit and had helped with the re-launch. Half termly visits were scheduled during 2022/23, followed by subsequent termly visits. Data was submitted to the Hub which validated the judgement of the school lead, and teaching was observed to ensure all pupil needs on the programme were met. The reading lead had CPD access also. A RWI development day with a trainer took place each year which provided additional monitoring and support in catch up sessions. Targeted staff had Continuing Professional Development (CPD) around preparation for the phonics screen check and further staff CPD was also planned on inset days. The reading lead carried out coaching and weekly practice sessions.

Future actions

The aim was to embed a coaching culture, strengthen the reading team and ensure weekly practice sessions continued. The lead had been persuaded to relinquish a group in order to be able to lead the initiative and vital support from the Headteacher was well appreciated. A period of decline had been halted and two further English Hub days were planned. Parents meetings were to be split over 3 meetings next year at appropriate points rather than one longer meeting. School also planned to introduce RWI into the nursery once established.

	<p>Governors agreed that the increase in resources had been visible, and the offer of both fiction and non-fiction home reading books had been welcomed by pupils and families. The videos accessible at home were excellent for parents to work with sounds, and parents could be encouraged to access them.</p> <p>The EYFS Lead assured governors that completion of the programme was essential before moving away from it, even if pupils had been successful in the phonics screening check.</p> <p>Q: Does the school have sufficient resources? A: Children require a reading age of 9+ to access the Fresh Start programme, and no children have yet started it. Pupils joining the lessons are there for a reason, and some work in small groups with a TA. Academic needs and self-esteem needs are balanced.</p> <p>Governors thanked Debs Rogers for her presentation and her hard work.</p> <p>Debs Rogers and AM left the meeting at 17.34.</p>
<p>3.</p>	<p>Welcome, Apologies and Any Other Business The Vice Chair welcomed governors, particularly the new Co-opted Governor Tom Egly, to the meeting and introductions were made.</p> <p>Apologies received from Simon Cotterill and Liz Martindale (Director) were accepted.</p> <p>Items of Part One business requested:</p> <ul style="list-style-type: none"> • School holiday dates 2024/25 • Initial GVO feedback • CIF Bid update
<p>4.</p>	<p>Conflicts of Interest There were no potential pecuniary interests or conflicts of interest between an individual and the governing board as a whole in connection with the business to be discussed during the meeting.</p>
<p>5.</p>	<p>Governance Housekeeping <u>Declarations of interest (GVO)</u> Governors were requested to check and confirm declarations on GVO were up to date. The Clerk would provide instructions.</p> <p>ACTION: To check and update declarations on interest on GVO. (All) ACTION: To complete the governor skills audit on GVO by 23rd May. (All)</p> <p><u>Confirmation of accuracy of website information / GIAS / NGA membership</u> YH confirmed that all information was accurate but would need amending following TE's appointment and KJ's resignation (see Item 6).</p>

<p>6.</p>	<p>Membership The membership of the LGB was confirmed to be as shown on this document.</p> <p><u>Election of new LGB Chair.</u> Gail Whittingham, proposed by Rachel Hackney and seconded by Gill Burgess, was duly elected as Chair of Excalibur LGB to be re-confirmed in the autumn term meeting.</p> <p><u>Election of new LGB Vice Chair.</u> Gill Burgess, proposed by Gail Whittingham and seconded by Rachel Morrison, was duly elected as Vice Chair of Excalibur LGB to be re-confirmed in the autumn term meeting.</p> <p><u>Changes in membership</u> The meeting noted the appointment of Tom Egley as Co-opted Governor with effect from 15th May and the resignation of Kate Jepson with effect from 11th May 2023.</p> <p><u>Vacancies</u> In view of the number of governors with an education background, the LGB felt it would benefit from further commercial sector skills to broaden its awareness. Currently all requirements were covered.</p> <p>ACTION: To investigate new governors with a financial background. (JJ)</p>
<p>7.</p>	<p>Chair's Action The Chair and Vice Chair advised no actions had been taken on behalf of the LGB since the previous meeting.</p>
<p>8.</p>	<p>Part One minutes, matters arising and actions The Part One minutes of the Spring 2 LGB meeting were reviewed and agreed to be an accurate account. Going forwards meeting minutes would be approved on GVO.</p> <p>There were no matters arising from the Spring 1 LGB meeting.</p> <p>Actions from the previous meeting were reviewed and the following points were highlighted:</p> <ul style="list-style-type: none"> • GB, GW, JB and possibly RH would be attending the Chancery Governor Conference on 9th June. • Governors confirmed they had no difficulties around permissions to visit school for governor visits. • No further comments on the SEF or SSDP were required • JB had visited to see the developing outdoor OPAL area containing different playground equipment which enabled them to learn to set their own challenges and to take risks within agreed safeguarding parameters. Pupils spoken with reported they were really happy with the extra play opportunities.

- RM agreed to send safeguarding training details to YH.
- A conversation had taken place with MC who had temporarily stepped back from governance. Correspondence was awaited from Jenny Whiston, Chancery Governance and Compliance Lead, regarding the membership of SH.
- YH agreed to check the SCR re GB's completion of safeguarding training.

ACTION: To send safeguarding training details to YH. (RM)

9. Finance Report

Termly finance report

Management accounts

Q: Is Pupil Premium (PP) still on a voluntary basis from parents? If yes, what are we doing to encourage parents? How accurate a picture do we believe this is financially of the actual student grouping in school currently?

A: For forever 6 pupil premium the parents have to apply to CEC for free School Meals. As a school we send out reminders to parents of the criteria and the process to apply for FSM. October census triggers payment for the year. Service pupil premium comes from the parents completion of the registration forms in Reception and from staff speaking and knowing the parents. School doesn't forecast any income unless it is aware that pupils receive funding. However, no opportunity is lost to encourage parents to submit applications, though parents less ready to apply for FSM until the point at which the universal school meals period ceases. Then a discrete targeted conversation takes with parents. Having the nursery in house will enable school to speak to parents at the most appropriate points.

Q: What is position with Looked After Children (LAC)?

A: The LAC PP funding goes to the Local Authority (LA) to the virtual school. School then meets with the virtual school who can allocate funding. Information for Previously Looked After Pupils is derived from evidence from the parents and is added to the October census.

Q: Is any other school in the MAT doing more?

A: It is thought that some schools will offer free school uniform.

Q: Under A3, where is this funding derived from?

A: This is where any donations to the school are recorded. Some of this is the income from Friends of Excalibur (FOE) activities £487 is a parent donation from their company, £425 from Academy Photography and £1,700 from a company for the Opal project. This is non-repeating and none is forecast. The FoE team is very dedicated and recent activities have been well attended. A meeting is scheduled for Friday 29th May to look to increase activities e.g. discos and a Summer Fair.

Q: Is there a similar MAT-wide group?

A: No, although this has been tried unsuccessfully previously.

Q: Do the SBMs compare events and revenue?

A: Yes, this takes place. Some events have been developed over many years. The Excalibur group was now re-established post Covid.

Q: Under C0 - the £148k planned deficit - is this the nursery works? How will we financially provide for this? Can it be amortised across the accounts to coincide with revenue in?

A: The £148k order that has not been invoiced is for the mobile classroom for E3 cube Limited for project costs. Once invoiced this will be moved to capital and matched to the DfE income that will be received through the CIF project. No deficit will be caused.

Q: Apprenticeship Levy - I see this as a cost item but not a revenue item. How is this scheme working as I understood that costs were covered by the levy?

A: The apprenticeship levy in the accounts is the amount of 1% which the school has to pay through payroll on a monthly basis due to the level of salaries. The allowance for the trust is spread over all the trust schools based on staffing levels and the trust's apprentice levy cost is then spread evenly and is coded with the other payroll costs.

Q: Are apprenticeships up to 1% covered?

A: Yes. Funding can be used for certain courses.

Budget v actuals / 5 year budget forecast

Q: B0 - 612150 - is this line only for sickness cover? Once a premium had been paid, what is the financial delta +/- as a consequence of not paying insurance?

A: The £13,000 is the amount that was being paid as sickness cover to the insurance company. As a trust, after a costs / benefit analysis was completed, we collectively made the decision that we would not buy absence insurance. From this point the school decided to include the £13,000 in the budget to cover any costs of sickness and staff cover that we would now be liable for.

Q: How is the spending tracked? Is it a 'winning or losing' situation currently?

A: The SBM tracks spending. Before the long term absence this year, the school had been in a 'winning' situation.

Q: B1 - 615150 - what is our policy for overtime payments, i.e. single, time+half, double time?

A: All overtime, extra pay is authorised before it happens by the Headteacher. We pay according our Pay Policy be it teaching or support staff. Payment made is usually for part-time staff to cover classes as no agency staff are used.

Q: How is this triangulated against the budget?

A: It is a staffing decision, and school believes it is better to have a teacher known to the pupils. Agency fees can be up to £180 per day. The school process guarantees best provision for the school.

Q: What is the position with over time ?

A: Support staff received a £1925 rise in September which was backdated to April although no costs for this had been included. Following its award the payment of this amount was added into the overtime line. The situation will be handled on an accruals basis. Grade 1 on the non-teaching scale had also been removed resulting additional salary costs.

Q: Will there be 'creep' in the overtime line?

A: No, only for staff absence.

Q: What is the process under MAT to drive quality for money/contract negotiation by line item of expenditure?

A: From the MAT point of view through the scheme of delegation the school can spend their income as they see fit. If the budget is not managed the trust will change the scheme of delegation or take control of the finances (member of central staff). The directors do receive cross MAT benchmarking information when budgets are set in July at a high level, and this, even though not on a line by line basis, shows where the schools are spending their income. The directors and governors also receive DfE benchmarking information based on the previous year's income and expenditure so that they can assess where levels of expenditure in a school are above or below similar schools average levels. As a trust the business and office managers, site managers and site maintenance do discuss all contracts as they are renewed to see if we can achieve trust discounts to ensure better value for money across the trust. The number and power of the MAT is used e.g. for the purchase of BPS (budgeting software), Every and GVO.

Q: Who ensures value for money at trust level?

A: The CFO is responsible for ensuring value for money. However, overpayment is identified to the SBM and site manager in meetings overseen by trust.

Q: How much is the MAT top slice currently?

A: It is 5.5% which is a standard amount.

Q: Is the MAT required to operate within the 5.5%?

A: School was in a position of having to consider staffing cuts, and the governors had raised the question of whether the MAT looked at staffing trust wide. One position was being removed from 31st August 2023. The top slice assumption is built into the budget. Budget setting was not yet complete for 2023/24. Any decision around the top slice will go to Headteachers for discussion and then to governors and directors.

YH explained that the CFO and the Central Team created the budget for 2023/24 and from that would calculate the top slice required for a 5-year

period. The Central Team had been in place since September 2022 and had been funded through Trust Capacity Funding (TCaF) funding to 31st March 2023. During the period to April 2022 two additional schools had joined the trust.

Question Chancery Directors: When will the top slice review take place this year in view of resignation of a key role and how will this be reflected in what the schools are expected to pay for 2023/24.

Q: Does the MAT actively seek new member schools?

A: This is a question for the directors. However, school leaders are of the opinion there is scope for growth and a growth plan is in place. Conversations are taking place with interested schools.

Questions for Directors: How is the target-operated model in the top slice being reviewed in line with the growth of the MAT? And should consideration be given to the need for the leadership of a (say) 7-school MAT to have a different set of leadership skills than a smaller one, possibly a business CEO?

Q: Is nursery income ring-fenced?

A: No. General Annual Grant (GAG) can't be used for nursery or out-of-hours provision, and there is no plan to pool funds.

Question for Chancery Directors: Does the MAT have any plans to pool funding from the Nursery provision at Excalibur?

Governors expressed the view that there had to be an element of protection and benefit to the staff and pupils of the school and its development. However, they understood that directors had to ensure that the spend of all funding was for the good of all pupils across the trust.

Q: How many schools have after-hours and nursery provision currently?

A: All schools have after-hours provision and only 2 are without nurseries . All schools will have nurseries by the end of the year.

Q: Is it correct that there would be a surplus of funding in the nursery over the next two or three years?

A: Having the nursery will make the school position better and, whilst it will avoid staff losses, the main aim of a nursery is to have the best journey for the Excalibur pupils. The nursery could allow re-deployment of staff.

Q: Will the Assistant Head / EYFS Lead take on extra responsibilities?

A: The EYFS lead (DR) will take on responsibility within her current grade. The staffing cost will increase by 0,5 of a teacher and the initiative will generate greater income.

Q: Is there a danger of staff being overburdened?

A: No. It is a re-allocation of responsibilities.

Ringfenced funds

Q: What are the activities and monies/costs generated by Friends of Excalibur (FoE)?

A: We have had a number of events this year for FOE. We have had two disco's, Christmas hamper, a bake sale, Easter headdress and a bingo night. This has brought in to May 2023 £3,635 with costs associated with it. None of the events run at a loss as we control the costs. Now we are almost cashless it would not be easy for us to create a profit and loss for each event. School ensures that costs don't exceed the income. The money from the Christmas cards had been included.

Income generating / Profit making activities

GVO questions

Q: What was different in the last School year that meant our Out of Hours revenue generation was up almost 30% vs this year?

A: We do not forecast for any holiday income as we cannot easily assess how many children will come. There is no extra cost of holiday provision as it is within the contracts of the staff already TUPEd or employed. This income then comes in as extra income to OOH with no extra costs. This is therefore the minimum profit that we are forecasting. I have increased the profit by £5,000 in the April management accounts for the extra income this year so far and the actual income to April 2023.

Q: If a teaching assistant covers holiday club do they take time back?

A: A calculation of holiday pay is made.

Q: Is the school planning Holiday Club in 2023/24?

A: We are planning holiday club for 2023/24 but we do not budget for it as we cannot easily assess the level that it will be used. We no longer split income for OOH and Holiday club as we have changed OOH online booking provider and it is difficult to split it out and the staff costs are built into the OOH staff contracts.

Q: Is there scope to increase the hours of the Holiday club from 9 a.m. to 3 p.m.?

A: This would add greatly to the cost and demand had not been sufficient to justify Monday to Friday until 6 p.m. A further survey could be put out once nursery was in place, and the possibility could be explored.

There were no Virements for governor approval.

Debtors and any write offs

Trade debtors were now all provided for at £2200 and shown in the accounts. Any over 120 days were provided for in the accounts. No debts had been written off, and debts related to school meals and out-of-hours provision.

Q: What is the process for collecting payments?

	<p>A: Trained staff have now taken over the organisation of the administration of out of hours and there is hardly any debt. Booking and payments have to be made in advance unless costs are covered by childcare vouchers. The new system avoids debts.</p> <p><u>Update on funding bids</u> The outcome of the Condition Improvement Funding (CIF) bid for 2023/24 would be to be heard in May.</p>
<p>10.</p>	<p>Premises / H&S Report The new Chancery format of H&S report had been completed.</p> <p>Q: Item 2 - Year 6 storeroom tripping hazard - not difficult to complete so why still outstanding? A: The Year 6 teacher has assured the Headteacher and SBM that the storeroom will be addressed. The risk is not being accepted and the staff member has been spoken to.</p> <p>Governors proposed weekly inspections , and the LGB received assurance that the situation would be resolved by September 2023.</p> <p>Q: Please can we add target dates to any actions that come out of this audit in future? A: There are target dates on Every for these to be completed and they are highlighted when not completed.</p> <p>Q: 15 - Asbestos - all staff have signed to say they've read the survey. What actions do we take to ensure that they understand what this means and what they should do next? A: We tell all staff not to touch the ceiling or put any hooks etc into the ceiling so as to damage the surface. The Site Manager will install new hooks in the ceiling and checks damage on a termly basis. Ceilings are regularly checked in H&S walks.</p>
<p>11.</p>	<p>Strategic Focus <u>Arrangements for drafting the annual governance statement for publication on the website.</u></p> <p>ACTION: To obtain the school template from YH and post a draft in the discussion zone of GVO for governors' comments. (GW)</p> <p><u>Completion of Part 3 of the Self-evaluation Questions:</u> 12. With policies Our LGB is clear which policies it is monitoring and how to report any concerns to the trust. Rating: Green</p>

	<p>13. Safeguarding Our LGB has a good understanding of its role and responsibilities in ensuring pupils are kept safe and know how to report concerns. Rating: Green</p> <p>14. Risk Our LGB understands how our trust manages risk. Rating: amber</p> <p>15. Self-evaluation The trust ensures we all participate in evaluating our own effectiveness, each year action is taken as a result. Rating: amber</p> <p>16. Evaluation of impact Our LGB's role in governance is valued by both the trust and the school and has a positive impact on pupil outcomes. Rating: green</p>
<p>12.</p>	<p><u>Headteacher Report</u> The meeting discussed the outcomes of the parent and pupil surveys.</p> <p>Q: Does the survey contain free text boxes against each question for parents to leave their views? If yes, have there been any identifiable trends as a result of this survey? What's our plan for increasing the response rate next time around? A: This was a chancery template. Text boxes were included previously and the next survey will include one. This has been fed back and acted upon. Text boxes will then be actionable.</p> <p>Q: How can the survey be "marketed" to parents/carers in future to gain a greater participation? A: The survey was sent out three times, including sending a link rather than the QR code. Parents awaiting meetings in school could be asked to complete the survey, and it would be good for governors to be present at parents evenings.</p> <p>Q: Is there any way to identify if the dissenting voice(s) are generally the same person/people? How? A: Yes. It is possible to sort responses by question and by year group and by the question and answer pattern. No parents have come into school with the specific complaint seen in the results, and all parents would recommend the school.</p> <p><u>Pupil Survey</u> Q: What aspects have the school identified and what plans or ideas are in place to follow up on these. A: Pupils in Year 1 had not been asked previously due to their ability to understand questions.</p>

Q: Were there any threads?

A: Yes, there were threads, some of which were deemed random. Responses to the question 'is bullying a problem' were tracked back to a specific cohort and further work with the pupils had taken place which identified that the question had not been understood. Behaviour of the pupils was identified as a thread in one year group which involved a significant number of pupils. Conversations took place with the year group and adaptations in the classroom have been discussed. The school Behaviour Policy has been adapted for this year group. This is a different situation to that highlighted the previous year.

Staff survey

The format of the staff survey discussed in depth. Governors felt strongly that there was a need to identify areas such as staff wellbeing e.g. around their feelings towards work and their mental health and wellbeing, and requested a further survey be carried out using survey monkey in the current term prior to GW's visit to look at staff wellbeing. The Head agreed this would be done in a staff meeting.

ACTION: To send the draft staff survey to GW and GB for review before circulation to staff. (JJ)

JJ reported that approximately three staff had signed up to the Chancery staff initiative around workload and wellbeing and involved a wellbeing toolkit. However, meetings times had been inconvenient and staff had dropped out.

Question for Liz - Where is the MAT Wellbeing plan (Anna Russell??) what happened to the trust wellbeing for educators programme?

The Chair reported that the Chancery Chairs' meeting had discussed the staff wellbeing package.

ACTION: To send notes from the Chancery Chairs' meeting to the Clerk for uploading to GVO. (GW)

RM left at 19.13.

Inspection Data Summary Report (IDSR)

The Head highlighted the following information:

Reading at Key Stage 2 2019 to 2017

- Reading Key stage 2 attainment of the expected standard (100+) in reading (93%) was significantly **above** national in and in the **highest** 20% in 2019.
- The key stage 2 three-year average reading attainment score (107.8) was in the **highest** 20% in 2019.

Phonics 2022 (see EYFS Lead presentation)

- Of the 30 pupils, 5 did not meet the expected standard. There were 3 pupil(s) that were screened in Year 2 in 2022; 1 of those met the expected standard.
- There were 4 pupil(s) that were screened in Year 2 in 2019 (present Year 6); 3 of those met the expected standard.

Writing

- Key stage 2 attainment of the expected standard in writing (93%) was significantly **above** national and in the **highest** 20% in 2019.

Other attainment measures

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (87%) was significantly **above** national and in the **highest** 20% in 2019, as well as in 2018 and 2017.
- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (93%) was significantly **above** national and in the **highest** 20% in 2019.
- Key stage 2 attainment of the expected standard in science (100%) was significantly **above** national and in the **highest** 20% in 2019.

Absence

- Overall absence (4.7%) was in the **lowest** 20% of all schools in 2021/22.
- Persistent absence (10.5%) was in the **lowest** 20% of all schools in 2021/22.
- Overall absence in autumn 2020 (2.2%) was in the **lowest** 20% of all schools.
- Persistent absence in autumn 2020 (3.7%) was in the **lowest** 20% of all schools.
- Overall absence (2.9%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18.
- Persistent absence (2.8%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18.

Suspensions and permanent exclusions

- Across the whole school, there were no suspensions in 2020/21.
- There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

School and Local Context

The Head referred governors to the percentage of SEND support (well below average) compared to the School % of EHCPs (above average). This raised the question of early intervention and whether SEND pupils were being identified in a timely manner. School now identified pupils in Reception and had 23 pupils on the SEND register.

Q: Has training been given to staff on the identification of pupils requiring EHCP applications?

A: Yes. Teachers have a flow chart of the graduated approach to identification and reference is made to the toolkit which gives clear guidance on what to look for and what to put in place. The SEND lead has explained strategies and pathways to staff at staff meetings.

Q: Is it correct that some pupils on SEND have no EHCP because it is thought they will not get one?

A: The SEND register's fluidity had been discussed with the SEND lead. There are now two pupils who are felt to need EHCPs moving forwards, but there are no other pupils at this level. All pupils will have EHCPs before moving to high School if required.

Governors learnt that SEND funding would be reduced next year based on the new banding system which would have a great impact on the pupils. A consultation was underway.

Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- The staff turnover (15%) was in the highest 20% in 2020/21. This year had been a significant year when one teacher and a TA had retired and one member of staff on temporary contract had left, one person had relocated and one capability and one a midday assistant who retired. Generally staff turnover in the school was low.

Attendance

The Fischer Family Trust (FFT) document was shared.

Persistent absence

14 pupils currently had absence below 90% which was below national statistics. One pupil was classed as severely absent i.e. with attendance below 50%. This pupil had been due to start in Reception in September but had been living out of the area, and CE admissions had advised that the place had to be left open for the child. The pupil had started in January and had had 100% attendance since that point. School did everything possible before arrival to ensure the safeguarding of the child and was acting at all times under CE guidance.

A weekly persistent absence report was produced and concerns had been raised with relevant parents at the Parents Evening on 13th March. This resulted in a steady increase in attendance. Any further dips resulted in contact with the parent. However, the dip on 1st May was due to the three day week when parents took pupils on holiday and also sickness absence.

An LA attendance review had taken place in the previous week. The governors were assured of the school process in place and had confidence

	<p>that the school was able to speak about each child and steps being taken to tackle absence.</p> <p>Q: Do conversations also take place with children in cases of persistent absence?</p> <p>A: Yes, this is done as a matter of course. There is some pattern of Friday and Monday absences which have been challenged.</p> <p>Governors thanked the Headteacher for the fullness of her report.</p>
<p>13. Link Governor Reports</p>	<p>GW had observed a whole school No Outsiders assembly which had dealt with the subject of turrets an included video. Year 6 had shown a good understanding of turrets. Momentum with the No Outsiders programme was being maintained, and pupils followed up assemblies with further work in class e.g. discussion questions each morning. The Head confirmed that 'No Outsiders' was a whole school ethos based on a text.</p> <p>The former Chair had visited school during the KS2 SATs period and had found the administration to be as usual for the school and everything had done according to the advice and rules given by the DfE. The children had done the school proud with an excellent attitude and determination which was great to see. Having read the Reading Paper, the former Chair had concluded that it was incredibly tough with a few ambiguous questions.</p>
<p>14. CE Director's Report and Chancery summary</p>	<p>The Summer report and summary were received and noted by governors.</p>
<p>15. Clerking arrangements 2023/24</p>	<p>It was agreed that the existing clerking arrangements would continue for 2023/24.</p>
<p>16. Policies</p>	<p><u>Critical Incident comments from governors via GVO</u></p> <ul style="list-style-type: none"> • Is Sarah Sproston is still involved as press officer? • Also, the current phone numbers starting with 01606 are being phased out, so these need to be checked. • Where are the lists of first aiders kept and is it up to date? • Is a copy of this document kept outside of school as well as on the office wall because if anything happens and no one can get in school, can the main team members access this successfully and move to the Golf Club. • Have we got written permission from the Golf Club to include this in our policy statement? <p>The Head confirmed that amendments would be made to the policy.</p>

	<p>ACTION: To send the amended Critical Incident Policy to the clerk for uploading to GVO for governor approval. (YH)</p> <p>ACTION: To check and update the Intimate Care Policy. (YH)</p> <p>The following policies approved by Chancery were noted:</p> <ul style="list-style-type: none"> • Physical Intervention Policy (new MAT policy) • Exclusions Policy (new MAT policy, very similar to previous school policy) • Adoption (<i>no changes</i>) • Annual Leave (<i>one amendment to note that support staff holidays will increase by 1 day, to 26 days and 31 days respectively, from 1st April 2023</i>) • Attendance Management policy and procedure (<i>minor changes</i>) • Dignity at Work (<i>no changes</i>) • Paternity Pay policy and procedure (<i>no changes</i>) <p>(All are available to governors on Every)</p>
<p>17.</p>	<p>Date of Next meeting</p> <p>The date of the next meeting of the LGB was confirmed as 3rd July 2023.</p> <p>Dates for Excalibur LGB meetings 2023/24 were advised as:</p> <ul style="list-style-type: none"> • Monday 25th September 2023 • Monday 20th November 2023 • Monday 5th February 2024 • Monday 18th March 2024 • Monday 20th May 2024 • Monday 1st July 2024
<p>18.</p>	<p>Any Other Business</p> <p><u>Nursery Proposal</u></p> <p>Q: What is the meaning of the P&L in the nursery proposal?</p> <p>A: Some of the cost is carried already in the school accounts. No nursery would result in a much greater loss than with it. The venture would make a profit over five years and then dip to a smaller loss situation than if it didn't have the nursery. The nursery would show in Excalibur accounts from April.</p> <p>Q: Will accounts be properly assigned?</p> <p>A: Out of hours and nursery will be combined but had to be separated for the full business case.</p> <p>A fast track entry had been put to the Regional Schools Commission (RSC) who had requested a full business case. This would now be submitted by the CEO to the RSC and on to the DfE for approval by the Headteacher Board for a September start. Both the LA and directors' approval had been received.</p>

	<p><u>CIF Bid</u> The mobile building was likely to be correctly positioned at the end of the car park with doors facing the school, and children would not be playing by neighbours' fences. Only one tree would be lost and further tree planting would be taking place.</p> <p>It would not be possible for the nursery to also go into the new mobile due to the scope change and the reduced dimensions which were not sufficient to allow the correct ratios. A class would be based in the mobile building.</p> <p><u>School holiday dates 2024/25</u> The SBM confirmed that the proposed dates matched those of Alsager High School with the exception of one day for polling. Governors approved the dates.</p> <p><u>GVO feedback</u> Governors agreed that the new governance system was intuitive, easy to use, click and learn, with excellent training and comments section.</p> <p>Governors agreed that the cut off point for raising questions / comments would be the end of the day preceding day the meeting which would allow those answering to prepare responses and the incorporation of questions / comments and answers, if provided, into the minutes</p>
<p>19.</p>	<p>Impact statement <u>What is the impact of the discussions, decisions and actions on the pupils of Excalibur School?</u></p> <ul style="list-style-type: none"> • Governors were assured that pupils had a sound understanding of safeguarding and were delighted to see the presentation from the Pupil Safeguarding Team. • Governors received assurance around the RWI programme and the impact and progress of the synthetic programme. • In depth discussion on the finances of the school gave the governors a sound understanding of the current position. • The proposed nursery provision would add greatly to the educational journey for pupils.

The Part One meeting closed at 19.48.