



Hartford Partnership
Local Advisory Body Meeting Minutes
Thursday 28th November 2024 at 6.30 pm

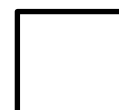
Governors Present	Naomi Jeffery (Parent governor – NJ – Chair); Rae Lee (Head of school - RL); Joanna Eagle (Staff governor -JE); Lizzie Rogers (Trust governor – LR); and Abigail Shearing (Parent governor - AS), Sian Fortt (Parent governor- SF).
In attendance	Terri Bonnett (Clerk - TB).
Apologies	Laura Chamberlain (Trust Governor), Ellie Shaw (Staff governor HJS -ES) and Sue Orledge (Staff governor - SO) send their apologies.

Action points from this meeting			
3	RL	To contact Shelley Desborough for OFSTED training	Next meeting
5	RL	To provide an analysis of behaviour trends to share with LAB members	Next meeting
6	AS & NJ	To share report visits with LAB members	Next meeting
7	RL	To send juniors' SVFS documents to LAB members	Next meeting
7	NJ	To contact Trust for training on CIC	Next meeting
7	TB	To update and share link roles	Next meeting
7	RL	To contact Christopher Squires to attend the next meeting	Next meeting
AOB	SF	To plan some training with the IT lead	Next meeting
Action points from the 23 rd of September 2024			
3	RL	To speak to Sue Wright for safeguarding training	Next meeting
6	TB	To speak to CJ regarding the chair and vice-chair	Next meeting
7	TB	To send various training links to governors	Next meeting
7	TB	To contact Claire Vasco about Ofsted preparation training	Next meeting

Item	Minutes	Action
1	Welcome from the Chair, and apologies for absence	
	<p>The Chair welcomed everyone to the meeting. JE and AS joined virtually through TEAMS.</p> <p>Apologies of absence: LC, SO, and MN have sent their apologies. The apologies are agreed.</p> <p>Declaration of interests relating to items on the agenda: There were no declarations of interests relating to items on the agenda.</p>	
2	Finance and Budget update	
	<p>No Finance update.</p> <p>The clerk explained to governors the changes to the delegation scheme. LAB members will no longer be expected to review or agree on financial matters—this will be decided upon at the trust level. The new scheme focuses on living the life of the child and well-being.</p> <p>RL said LAB members will still be vital in the running of the school, but their responsibility has shifted. LAB members understood the changes.</p> <p>Governor asked if there will be transparency to governors on the budget and finances? <i>RL said the finances are transparent, as all budgets are on the CAM trust website. If governors have any questions regarding finances, they can be answered; however, the finances are now not the role of the LAB members to agree on.</i></p>	
3	Matters arising	
	<p>Minutes from the previous meeting agreed.</p> <p>Governor pointed out two spelling errors—clerk to update and send to governors.</p>	

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Chair initial

Item	Minutes	Action
	<p>LAB members agreed that Laura Chamberlain (LC) is no longer part of the Local Advisory board due to a lack of attendance at meetings during the year. The clerk has been in contact with the Trust to invite a governor from the Trust due to the absence of Chris Jukes (CJ), who is on sick leave.</p> <p>In place of Chris Jukes, Shelley Desborough (SD - Executive Headteacher of West Village partnership) is stepping up to support the Junior School. SD has been invited to the next meeting.</p> <p>Governor asked if Chris Jukes was on a long-term sick leave.</p> <p><i>RL said there has been no further information other than CJ being off for the near future and SD stepping into the role of supporting the juniors due to imminent Ofsted and low results. SD has trained as an Ofsted inspector and is very knowledgeable. RL proposed a session for SD to deliver an Ofsted-ready training session for LAB members.</i></p> <p>Action: RL will contact SD to make a date for training.</p> <p>Clerk shared training opportunities via the NGA learning link for Ofsted readiness.</p>	
4	School Improvement & Head's Report	
	<p>Reviews and data reports were shared ahead of the meetings.</p> <p>RL shared the Heads Report updates verbally. The main points were:</p> <ul style="list-style-type: none"> • The schools are below capacity quite significantly in HIPS in YR. • HJS has two-year groups (Year 5 and Year 6) that are capped due to a high number of EHCPs; the high needs of the children have impacted this decision, we have stated the following; <i>'...we cannot without prejudicing the school and the needs of the current children on roll, admit further children to Year 5 and Year 6 at this current time'</i>. To note HJS has 13% EHCPs compared to National 3% of which 6 are currently taught in Y6 and 7 in Y5. • The school have stuck firmly to the admissions policy and has not taken on any other children in these year groups to ensure the other children's learning is not prejudiced. A parent has appealed this decision, but the school was successful in the appeal process. • The 16 EHCPs in the school bring in different amounts of money. For instance, the LA add an additional £1000 to top up the £6000 the notional funding the school pays for each child identified in Census with additional SEN Needs. This type of funding does not cover every aspect of what the child needs e.g. lunchtime support. This is true in HJS for 1 EHCP. • The SENDCo is challenging the SAT (Statutory Assessment Team) to increase funding, submitting a detailed costing analysis. Unfortunately, deadlines are currently not being met by SAT. School are supporting families where the next step is mediation and/or tribunal to resolve funding and placement issues. • The Infant School has capacity for 195 children, including the preschool; however, there are only 31 children in Reception. Several of these children have high needs and school is supporting the children's EHCP objectives within mainstream school, not all parents have requested mainstream school provision. • RL shared concerns regarding some challenging behaviours across both schools and personnel numbers. RL shares that considering these difficulties, the staff are working hard to support these children within the school's remit. The LA and SEN teams have observed that the education provided is excellent. Both SENDCos have worked diligently with cases linked to tribunals. • Governor asked how many children are potentially going to need specialist provision. <i>RL said 5 children are across our infant school; some could be older due to age-related referrals. JE gave an explanation about the context of the current YR and how the funding is used, and how the part time timetables and scheduling is organised to support all children.</i> • One teacher is on long-term sick leave due to an accident in school. This incident has resulted in surgery. The school uses internal staff to cover but this is impacting on budget, some interventions and the strategic development in the school. • Governor asked if the incident of the teacher accident who is on long term sick, had been picked up in health and safety? Does it require any changes to the premises? <i>RL said a critical incident form has been completed. The premises have not been changed; it was an unfortunate incident.</i> 	

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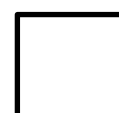


Chair initial

Item	Minutes	Action
	<ul style="list-style-type: none"> A teacher has resigned; interviews are planned for next week. Two applicants have applied. The applicants are unable to start until Spring half term due to prior contracts. SLT has four weeks to find cover for the 12 weeks. The school may use supply agencies to cover this. RL shares that this has been a challenge as SLT will have to cover planning and assessment during this time. The behaviour audit in the Junior School, led by the Infant SENDCo and supported by a SENDCo from another school within the Trust was overall positive. This showed good practice and recommended areas for improvement. A whole school review led by Sally Rundell in HJs had positive comments for many areas in the school, there were areas for development too. The school already agreed and had identified some already, and development plans are in now updated to reflect these recommendations. The Sally Rundell report highlighted the need to further increase pace and ensure booster groups are organised in Year 6; the staff completed these groups in their own time as the school does not have a budget to support. Groups are organised for before/after school, and during lunch. Class teachers have worked collaboratively to create a precise action plan with clear auditing of children's needs. The teachers have observed in another local school to support their practice. The report includes information about safeguarding which has resulted in a change of practice; TAs are scattered in zoned places and have been advised to use their radios better. RL hopes the implementation of OPAL will improve lunchtime behaviour. RL was optimistic about the review and said it was 'solution-focused'. RL shared the School Development Plan (SDPs) verbally, these will be RAG rated in December and shared at the next LAB meeting in 2025. The SDPs are being continuously revised and updated. The main areas remain as outcomes, behaviours, and curriculum. Outcomes have had a renewed focus in Year 6 since Claire Heald (CH Cam Trust CEO) joined the Trust. Work around raising attainment has started; the latest data drop was positive, and it was interesting to see the comparison with other schools within the Trust- there is now a suite of supportive measures in place. Governor asked regarding the Year 6 not hitting targets, is this similar with other schools? <i>RL said Hartford is only compared to the other schools within the trust; in a Trust meeting, Headteachers looked at the raising attainment Year 6s results. When the children complete SATs, when marked, there is a raw score which is converted to a scale score; if the scale score is around 13 in reading and 17 in maths, then the trust believes the children would make the value-added progress to make ARE (age-related expectations) by Summer 2025. There was a considerable discussion on this, as it depends on the paper, as papers are combined; this is why there are booster groups, and RL is completing times tables interventions. The number of children in Hartford Juniors who scored 17 was more than some other schools; RL felt positive, and the correct provisions were implemented.</i> Governor asked if the pace in Year 6 has been looked at? <i>RL said pace has been discussed within the trust; improvements have been looked at and addressed and support given as applicable.</i> RL explained about the current Ofsted organisation and Section 5 & 8 procedures. Governor asked why Ofsted will not be completing a deep dive? <i>RL said that a monitoring visit is not necessary given that the School is currently categorised as 'good', however it could change depending on safeguarding and or outcomes.</i> Governor asked if it would be a monitoring visit because there is no current concern. <i>RL said Ofsted will investigate any concerns raised to them.</i> Safeguarding reports have all been completed. Sue Wright [SW Trust Safeguarding Lead] regularly attends school and completes reports. Discussion on the stairwells and Trust next steps. Governor asked if children would have to hold it [toilets and stairwell]? <i>RL said children can go to the toilet whenever needed; it will always be supervised.</i> Governor asked if the adult supervisor has any other roles within the school? 	

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	<p>RL said she is a cleaner and a parent; she knows the school very well. The school's support staff are busy with interventions and supporting EHCPs.</p> <ul style="list-style-type: none"> RL discussed OPAL implementation and shared that she observed another school that used OPAL. She feels it will benefit all children, especially in HJS. The children often escalate situations due to boredom; OPAL should be a great way to engage and de-escalate behaviour. Governor asked when OPAL is predicted to start? RL said the school is looking at a January start, and parents have already received a letter to ask for resources. The juniors have an hour lunch and infants an hour and 10 minutes; this is over 5 hours of unstructured learning time, so RL sees this as a great opportunity. Governor asked if the school they had observed if the children transitioned better into class? RL said the children went in after the bell. The children tidied up, and the adults all had radios and communicated very well with each other and the children. The children were able to tidy up in 10 minutes, and the adults who were not Teaching Assistants tidied up anything else left. The OPAL company will come in and support the school, zone of the areas, and provide advice. Governor asked if OPAL is at lunchtimes or break times, too? RL said it would only be lunchtime. Governor agreed and said OPAL sounds very positive. RL shared that rolling out the OPAL scheme, which will be developed in stages, will require a lot of work. Parental communication is also very important; it will take time to help the children understand their role in OPAL. Risk assessments will be put in place to keep the children safe. Governor asked about exclusions within the juniors, the numbers are very high, why is this? RL agreed for the previous year and said the school has had 2 this year, while this time last year, there were 9. The two exclusions involved the same child. The school is working hard to avoid excluding children, but the decision must be made based on safeguarding and the behaviour policy. RL does believe the behaviour policy is working well and has been embedded, alongside the staff consistently delivering the behaviour script. Governor asked if RL felt as though behaviour was improving [HJS]? RL said yes. and explained how support staff are working hard and dealing with some challenging behaviour. A few children are swearing; staff try to evaluate whether it's behavioural or due to SEN needs/ anxieties. Governor commented that in the report, staff showed a concern for poor language. Is this what RL is referring to? RL said yes, a few children choose to use inappropriate language, and each case is taken differently. Staff are very resilient to this language and make decisions based on each day. Some children need a lot of support and help with emotional regulation. Governor asked what impact the poor language has on the other children at school, and with the OPAL scheme being introduced, how is the integration of younger children going to be navigated? RL said the children are taught the language is unacceptable, and there are consequences; if the language is escalated, parents are contacted. The children are resilient to behaviours and often more accommodating to poor behaviours. Staff consistently communicate about using the correct language and building professional relationships to get to know the children. RL believes that in OPAL the children will be fully engaged with their play and that these behaviours will diminish. Both schools have a play therapist that supports families and children. The play therapist has offered support. Governor commented that the behaviour reports were beneficial in providing lots of information and prompting questions to ask in the meeting. Could this be done again for other meetings? RL said there has only been a report on the juniors; a behaviour report based on the infant school can be provided through My Concern but is not a review but can be used for discussion in a meeting. 	
5	Safeguarding update	

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	<p>NJ (Safeguarding lead) shared her meeting verbally. The main points were:</p> <ul style="list-style-type: none"> • The safeguarding meeting with RL and SW was very informative. • Governors will no longer look at the SCR (single central record) as this is now completed at the trust level. • She discussed the use of part time timetables for chn how there is a programme to support transition into full-time. • RL spoke to Sally Rundell, and the feedback on safeguarding was good. The internal safeguarding and SCR are compliant. • Elaine Rudd (ER Office Manager) has amalgamated both schools SCRS. RL wanted to acknowledge that ER and Michaela Hall [MH] have worked hard to support the new infant office staff. • MH has taken over attendance in both schools. Attendance came out well in the reports. Since then, the LA has interviewed MH. Attendance continues to be a high priority. MH works closely with the SENDCos and is a DSLs on a regular basis to provide support. • Attendance safeguarding is being monitored regularly, • MC concern is used efficiently and is an excellent tool for filing behavioural issues. • RL shared that she met with Paul Lawrence (PL Trust Director of Education) and discussed cross-referencing of information regarding safeguarding and behaviour; if children are internally isolated or bullying incidents occur, how will the school investigate the situation further? A report has been made on this, and the next steps have been implemented per the behaviour policy. • There are 3 children on at Child Protection status, one family on CIN and many families who have been signposted for early help. These numbers are expected for our schools; referrals are made when necessary, of which 2 have been made this term. • Governor asked if the bullying policy is preventative, as the report shows no bullying concern? <i>RL said yes. RL has completed changes to MyConcern based on the meeting with PL. RL cannot show the data due to the names of the children involved.</i> Action: RL to create an analysis of safeguarding concerns and trends. <i>RL said the school implements various support measures, including Black History Month, Anti-bullying Week, Empathy Day, and Diversity assemblies. However, some prejudiced comments are still made, and if a child feels discriminated against, the school upholds their feelings and acts accordingly.</i> <i>Governors commented that they would be interested to see a comparison of bullying at the start of OPAL, after the scheme has settled, and after it improves.</i> • Governor commented that the staff are not very diverse, yet the children are. Do you have people who apply for jobs that are not white British? <i>RL said a few teaching assistants are not white British, and some staff are Eastern European. Other staff previously employed who are not white British have moved on to different careers; within the Trust and outside.</i> <i>Governor commented that if there is not a pool of diversity in the community, it can be challenging to recruit a diverse staff within school.</i> <i>RL said the recruitment process within the trust has changed. Hartford writes the advert, but the trust does the recruitment. There has been a challenge with a heavily female-based staff, especially in HIPS.</i> Governor asked if any discriminatory comments were made towards the staff from the children. <i>RL said there have been remarks towards teachers, and these incidents have been dealt with immediately.</i> 	

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6	Resources Update	
	<ul style="list-style-type: none"> The school are looking to recruit a Teaching Assistant for HJS, as the previous TA moved up to HLTA status to support with PPA cover for teachers; this was an internal recruitment. There are four applicants for the TA role and two applicants for the teacher position. The stairwell should be fixed by January 2025. RL is waiting for a start date because the Year 5 class must be moved to the hall. It will be very busy at Christmas. Governor suggested they could support RL with moving resources. There is a plan to put a bifold door in the reception classrooms so they can be cornered off when needed to support the children. The free flow between the classrooms has caused challenges. Governor asked if there needs to be a plan for the governors to come into school. <i>RL said this would be great. The clerk commented that governor visits are a focus in the new scheme of delegation, and the visit reports are shared within the meetings.</i> <p>Action: NJ and AS will share visit reports at the next meeting.</p>	
7	Governor Business	
	<ul style="list-style-type: none"> Trust news was sent to governors. Governors have read and understood the changes to the scheme of delegation. The clerk explains the change of governors to LAB members and briefly describes the Local Advisory Board's responsibility. Action: RL to send HJS SVFS documents to the governors. NJ shared that chairs in the Trust are having termly meetings to discuss policies and that Local Advisory boards will not agree on all policies as policy ratification will be at the trust level. NJ shared the training scheme 'virtual college', which can provide training on CIC (children in care) for the LAB members. Action: NJ will contact Trust to plan this training. Governor commented that online training is good, but they prefer and engage more with face-to-face training. <i>RL told governors that she could provide a school tour to show governors around the school to support their confidence in understanding how the school runs.</i> Succession planning was briefly discussed. The clerk explained the changes to the delegation scheme and how this affects succession planning. The clerk also discussed the importance of collaboration and constructive feedback between the chair and LAB members. Link governor roles were agreed upon. Action: Clerk to update link LAB member roles and send to everyone. LAB members discussed widening the governing body. They would like to recruit a staff member from the juniors while Ellie Shaw is on maternity leave. <p>Action: RL will contact Christopher Squires about attending the next meeting.</p>	
8	Governor Monitoring, training, and reporting – Autumn (2) term	
	<p>Reports will be discussed and shared in the next meeting.</p> <p>LAB members asked how they could email a staff member within the school.</p> <p><i>RL said LAB members can send her any documents or questions, and she can pass them on to the staff.</i></p>	
9	Staff, Pupil and Stakeholder Wellbeing	
	<ul style="list-style-type: none"> RL has wellbeing concerns for staff due to the high demands of the job. ELSA (Emotional Literacy Support Assistance) has now been implemented within both schools, with two trained staff members. This entails concentrated help that lasts for approximately 6-10 ten weeks to support the pupil and family. BE, the play therapist, supports pupils. Outside support from a coach has been organised and outside agencies have been signposted to staff. Staff are resilient and hardworking; RL hopes that staff are supported. 	

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	<ul style="list-style-type: none"> Data Days enable staff to work together in the school day rather than after school or independently to ensure consistency and support when assessing children's work on a summative basis. Staff meetings end at 5.00pm so teachers can get home. Teachers are also allowed to complete PPA at home on request. Staff continue to try to talk to parents face to face, to decrease the number of emails. Staff attendance is good; the policy is strict and requires staff to call before 7.00am and give an explanation. RL feels the children are supported. RL is still concerned about the low numbers of children coming into school; RL has led many school tours for new intake families and made posters to engage parents across the local community. Governor shared that staff felt supported in the mental health visit, and RL provides a safe space to vent and share feelings. 	
10	Policies	
	Curriculum policy (juniors)- agreed by all.	
	AOB- SF offered to train the ICT lead on the work she has been doing at STEM with children using technology. Date of next meeting: 21 st of January 2025	

The meeting finished at 8.30 pm. Red = Governing body decision or question; Yellow – action point.

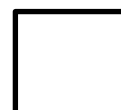
Minutes approved as an accurate record by the Local Governing Board and signed by the chair:

Chair.....

Date.....

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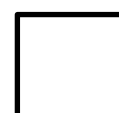


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Hartford Infant and Preschool and Hartford Junior School Acronyms used in LGB and School					
LGB	Local Governing Body	PAN	Published Admission Number	TA	Teaching Assistant
SENCo	Special Educational Needs Coordinator	SEN	Special Educational Needs	EHCP	Educational Health Care Plan
R W M	Reading, Writing, Maths	FSM	Free School Meals	ASP	Assessing School Progress
EAL	English as Additional Language	UIFSM	Universal Infant Free School Meal	LW	Learning Walks
PP	Pupil Premium	Ever6	Post FSM eligibility but entitled to PP support for the next 6 years	EXS+	Expected Standard or Greater Depth
GDS	Greater Depth	CIN	Child in Need [Child Protection]	LAC	Looked After Child
SLT	Senior Leadership Team	SDP	School Development Plan	HLTA	Higher Level Teaching Assistant
SMSC	Spiritual, Moral, Social and Cultural development	PEL	Primary Education Lead	CPD	Continuous Professional Development
EYFS	Early Years Foundation Stage	PLM	Professional Learning Meeting	SEF	School Evaluation Form
SALT	Speech and Language Therapy	SCR	Single Central Record	PPA	Planning, Preparation and Assessment
EHA	Early Health Assessment	PEL	Primary Education Lead	ARE	Age Related Expectations
TT	Target Tracker	EYFS	Early Years Foundation Stage	GLD	Good Level of Development [EYFS]
QTS	Qualified Teaching Status	KIT	Keeping in Touch	TT	Target Tracker
LA	Local Authority	QTS	Qualified Teacher Status	EY	Early Years
TAF	Teacher assessment Frameworks	LW	Learning Walk	NOV	Note of Visit
DSL	Designated Safeguarding Lead	KCSIE	Keeping Children Safe in Education	EHA	Early Help Assessments
AHT	Assistant Head Teacher	TOP	Termly Operation Plan	SWOT	Strength, Weakness, Opportunities and Threats
IDSR	Primary Inspection Data Summary Report	LGB	Local Governing Body	HAPP	Huntingdon Area Primary Partnership
MTP	Medium Term Plan	DSL	Designated Safeguarding Lead	IWB	Interactive White Boards
TAF	Team around the Family or Teacher Assessment Framework	LTP	Long Term Plan	KW/VC	Key Workers and Vulnerable Children
SCR	Single Central Record	NOV	Notes of Visit	NELI	Nuffield Early Language Intervention
DM	Development Matters	RBA	Reception Baseline Assessment	EWO	Education Welfare Officer
IDVA	Independent Domestic Violence Advisor	LADO	Local Authority Designated Officer		

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