

ST MARY'S PRIMARY SCHOOL

**Minutes of the Board of Governors' Meeting held at St Mary's Primary School on Wednesday 17th
January 2024 at 5:00pm**

Present:		
Mrs M Dunstan - HT	Staff Governor	
Miss H Read – Chair	Parent Governor	
Mrs C Dibble	Co-Opted Governor	
Mrs C Layton	Staff Governor	
Mr D Ballantine	Parent Governor	
Rev S Osmond – Vice Chair	Ex-Officio	
Mr S Cross	LA Governor	
Mr S Hellard	Co-Opted Governor	
Mrs M Clothier	Co-Opted Governor	
Mrs N Kemmish	Clerk	
	Minute	Action
1	Apologies not received: None received	
	Tracy Gill – RE Lead and Phase Leader was welcomed to the meeting for item 6 – the meeting commenced with Agenda Item 6 first.	
6 6.1/ 6.2/ 6.3	<p>Raising Achievement – Curriculum</p> <p>The RE lead presented the Governors information with regards to the RE Curriculum, highlighting to Governors what the school does, intends to do, how they do it and the impact it has. TG stated that although St Mary's focusses on Christianity other religions are also on the locally agreed syllabus incorporating Rosenshine.</p> <p>Yearly overview, broken down into units, for example Salvation is next half term. Children can explore big life questions and enables them to make sense of various religions and worldwide views.</p> <p>Planning information is added to the school website so parents can see what is being studied and when.</p> <p>Values - Children have an insight into world views and values embedded at school and an increased awareness of society. Roots and Fruits scheme MD implemented. Timetabling, although RS is a non-statutory part of EYFS, a weekly lesson is held as we are a Christian school.</p> <p>The RE Lead highlighted the different types of evidence the school uses; Children recall facts for example at Nativity time questions are asked at the start of the day to embed facts. Involvement with planning, creativity, drawing and sharing skills and knowledge through art. There are enrichment opportunities via regular church visits. Key stage 1 conduct nativities at the church and year 5 have visited recently with planned visits for years 3, 4 and 6 due. There is a plan to arrange guest speakers to attend school to discuss alternative faiths and hopes to arrange a visit to a local synagogue which will be investigated, and logistics and costs evaluated.</p> <p>The RE targets appear on the SDP and are:</p> <ul style="list-style-type: none"> • Communication links - Attend top up sessions to connect with children around the world – this has been evidenced by the children creating Christmas cards for children in Zambia and TG contacting the Glade Centre for more link possibilities. • Meetings - RE hub meetings once a term (held via Zoom) • Research using books. 	

	<ul style="list-style-type: none"> • Assessment – research varying ways to assess and contact colleagues in other schools to compare ways of assessing. <p>With a long-term target of creating multi discipline and worldwide view of RE and implementation of the new curriculum.</p> <p>Question from Governor – What is the timescale for the new curriculum and reason for change? And is assessment robust?</p> <p>Purpose is to update and make more current. Reliant on LA to release so timescale uncertain. Foundation stage is a challenge as attempts to firm up via mini assessment in books means that the learning takes time.</p> <p>Phase leaders report as group to lead by example and raise expectations across the school. Weekly SLT meetings are held with PL in attendance to discuss phase leader time. Meetings with PL’s are also held prior to the start of all staff meetings to discuss points to raise with the rest of the school staff. PL have visited every class to observe teaching. Improvement has been tangible following the feedback received at these observations. Strategic ways of working in that fellow teachers observe and view ways and where they may be able to develop via coaching, discussing strengths and weaknesses through a supportive route of learning together. EYFS attainment – writing is the focus.</p> <p>Question from Governor – How is the weekly phase leader meeting’s agenda created? Google drive is a valuable tool in recording documentation and evidence which is then easily shared between leaders. Low level behaviour, planning, how managing and where support may be required. All is broken down into smaller areas for discussion so staff can focus on elements of teaching. For example, a strategy recently discussed was to encourage children not to give up on a question, asking open questions to instigate discussion and bounce off each other’s answers, inquisitive, not opting out and instead encourage active participation and views for debate and onward discussion. It is also about problem solving in its widest form, real life problems, investigate why it may affect them and create curious learners. For example, case studies “I am Mr Seal and at the moment I am focussing on improving penalty shoot outs” non personal points for discussion to show everyone is solving some problem they may face and looking for strategies to resolve.</p> <p>Question from Governor – How is the coaching and patterns then being evidenced so this can be reviewed in future and shared?</p> <p>Google drive is documenting evidence and observations, findings and discussions held following these. If problems are not being solved, then this can then be escalated higher up the level then comparisons can be made in future to where we were to where we are at that current time. Also, strategies are discussed in detail at SLT and documented in meeting notes, paperwork to refer to identify areas where support may be required.</p> <p>Question from Governor – How is the impact assessed?</p> <p>Two observations are held to evaluate differences in teachers, the second observation it is visible the difference following feedback and implementation as teachers have learnt and adapted their style of teaching accordingly to incorporate feedback. If improvements are not evidenced, then further strategies are implemented to support. Early days yet as only been a term, an impact should be seen following this term.</p> <p>The Governors thanked the RE lead for her presentation.</p> <p>TG LEFT THE MEETING AT 5:31PM</p>	
2	<p>Declaration of Business Interests No Business interests to declare</p>	

3	<p>Minutes of the meeting of 22nd November 2023 These were taken as a true copy.</p>	
4	<p>Matters arising from the minutes of 22nd November 2023 Two governors need to send through reports. No further matters to discuss.</p>	
5	<p>Chair/Head's urgent business Non urgent but the Headteacher added that John Jeffrey will be attending the school on the 23rd of January 2024 as a consultant to run us through a trial of what may be asked as part of OFSTED. He has sent through a report of the types of things he will want to cover and requirements for the day which has also been shared with all staff so that they can prepare.</p> <p>Question from Governor – Are the list of requirements the type of things OFSTED would request? Yes, John will be taking us through a 'Mock-sted' of sorts so it will be a good preparation for the real thing when the time comes. We will have a report following his visit so can see the kind of standards that will be expected. The visit will be conducted in year groups as there will unfortunately not be enough time for John to visit every class. The Headteacher has given JJ the freedom to choose where he would like to visit which will give us a good overview.</p> <p>Question from Governor – How many observations would OFSTED conduct? OFSTED would be on site for two days and they can ask whatever and review what they wish to review. They pick a strand and have a pre-set agenda for example behaviour, they would then visit every class to evaluate behaviours to see if consistent to their view of the school. OFSTED are currently 18 months behind so it is not expected that we will receive the call until sometime in the Autumn term of the next academic year.</p> <p>Governor added that the visit by JJ will give us a good overview and enable us as governors to prepare for what may be required for the real thing as we need to have a broad knowledge of the school. MD agreed and shared that the attendance of the phase leaders to Governor's meetings is giving us a good insight into strengths and weaknesses. Data to compare to national along with MD's report will provide a good synopsis.</p> <p>Question from Governor – How often do OFSTED visit and are we in the window? Yes, we are in the window as OFSTED visit every 4 years.</p>	
7 7.1	<p>Teaching and Learning Current observation feedback Phase leaders have one observation every half term. Action point noted for CL. This gives a good picture of what is happening and SLT then discuss a plan. SLT move around the school to see the big picture physically as well as documented.</p> <p>Question from Governor – Do the staff observe their own Phase? Yes, two hours on a Monday on a monthly rolling programme. Phase Leaders each do the observations then they join SLT on a Monday afternoon monthly to share what they have seen. The phase leader then needs to discuss why and raise this in Phase Leader meetings. If there is a support need with a specific staff member which is not improving/changing, then we can buddy them up with their partner teacher so they can review their practice and see where they are differing with approach/strategies/styles.</p> <p>Question from Governor – Who is responsible for observing the Phase Leaders? SLT conduct observations of the PL's. The Phase Leaders are as follows:</p> <ul style="list-style-type: none"> • Year 5 and 6 – Emma Creech • Year 1 and 2 – Hannah Marsh • Nursery and Foundation – Tracy Gill 	CL to change observations to once per term

	<p>Premium children. Although progress is being made, nationally this group of children are not achieving as highly as their non PP peers.</p> <p>Question from Governor – What is the gap compared to non-Pupil Premium?</p> <p>Five pupil premium children in a class i.e. Year 2 57% reading compared to the data for all being 70%. Year 3 33% Pupil Premium Children at age related compared to 60% for non-PP.</p> <p>Question from Governor – Will there be a concentration on those year groups?</p> <p>Yes, but although attainment may be low, progress has been very apparent, small steps of progress so not as concerned. GB is working with the PP SEND checking support plans, consulting with staff. Extra tutoring is being implemented to give a push to increase attainment. Factors affecting support from home are not always apparent, added to health complications, trauma, all considered to affect the process of what the progress looks like. Every child matters, time and cost put in to help. Education Psychologist is also in attendance at School to further support PP children.</p> <p>Question from Governor – Year 2 and 6 sats results, will there be a push on identity and selection?</p> <p>Tutoring sessions are being implemented in April starting with Year 6 (predominantly Pupil Premium). This will then be followed by the other year groups.</p> <p>Question from Governor – How is the impact being assessed?</p> <p>Actual assessments give insight to record pre and post assessment. Investment has been made in tests, measurement to see where support need is greatest. Year 4 have had a lot of support in place which has meant that the children concerned are now in class and are participating. ELSA support, independently working. Case studies will be put together as the progress is physical, but the data does not show this. For example, a child in year 1 was not getting Year 1 emerging but now, due to the support received he might. He is now participating in class which will hopefully mean he continues to progress enough to sit his SATs in Year 6. The case studies will provide background information not always solved in data.</p> <p>Pupil Progress meetings have been conducted looking at areas where planning can be done better, areas for focus.</p> <p>Interventions PFSA, 1 day a week funded by the LA, and school pays for the second day and lots of great work has come from this – value added.</p> <p>External PE coach also attend the school weekly to work on winning and losing which has a massive impact on the child’s social skills.</p> <p>8.3 SDP</p> <p>No update. There is a working party to review and redo the SEF which will run alongside the SDP. Meetings held with other Headteachers to combine ideas.</p> <p>8.4 Safeguarding</p> <p>No safeguarding updates. Children in need meeting to be held and an audit has been conducted with Hannah. The LA Safeguarding Audit conducted has an updated format and evidence needs to be uploaded and HR then must sign to approve this by the 31st of January.</p> <p>8.5 Finance</p> <p>The LA have advised that for governors’ meetings it may only be necessary for a summary of the Finance report and recommendations be shared. CD asked if the governors were happy with this or if they wish to still receive the full report. All governors agreed that they would like to see the full report – see action point.</p>	<p>CL to look at creation of case studies to take to governors so they can follow progress.</p> <p>HR to approve Safeguarding audit for submission on the 31st of January.</p> <p>CD to email the full finance report to governors.</p>
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The Budget Plan predicated an in-year deficit of -£52,020, but we are now estimating a surplus of £317,001. This includes the contingency for the new hall.

Question from Governor – are there any concerns cost centre wise?

GL set up printer after SP reconciliations, some cost centres are showing an overspend which is shown on the attached full report.

Our pupil numbers are looking steady for the next few years.

Staffing

Having investigated each of the staffing cost centres, there are two that are very overspent. These are:

- Premises staff where a member of the cleaning staff was not included in the budget, and our premises manager having his hours increased from 20 to 29 per week.
- School Action+ staff team has increased due to the need in Foundation Stage – 1:1 support for three pupils. We also have a SEN support apprentice who started in September 2023.

Question from Governor – Why is there an increase in Premise Manager hours?

There is an increased requirement for grounds and general maintenance across the site which the Premise Manager is fulfilling so needs the extra time to account for all that needs completing. This saves the school money in the long term as it is saving us having to call in external companies to complete works on site.

Building Maintenance

This cost centre will be quite overspent due to the following unplanned larger repairs / improvements and installations:

- £5,013 gas box replacement
- £2,390 garden room electrical installation
- £1,089 to disconnect electric to the container prior to it being moved, and reinstalling electrics to container after the move.
- £400 Pickering's' charge to move the container.

Grants

At the time of creating this report, the remaining grant budgets are as follows:

- Pupil Premium (£21,674)
- PE c/f & summer (£8,169)
- PE Autumn & Spring allocation (£9,972)
- Recovery Premium (£4,060)
- Tutoring Premium (£5,254)

DFCG

The balance in this cost centre will be carried forward and used for the hall extension.

DFCG Energy Grant

The balance in this cost centre will be used during the Easter break when we move to cloud-based servers.

See attached summary and recommendations plus the full month 8 report.

Question from Governor – What stage is the hall extension works at?

Surveyors need to attend site and high beam steels need to be reviewed then the works can be put out for tender.

B01 £80,892

B02 £317,001

This is not ringfenced or allocated this year plus carry forward.

There has also been a rebate on pension deficit 50% - £12,000.

CD to obtain insurance quotes to cover support staff for the next financial year.

	<p>It is important that we have a buffer so not all the money is allocated to the hall extension works.</p> <p>Support staff are not currently insured so the school have lost £10,000 due to absence and cost for cover arrangements. Little Oaks have been providing cover for the absence and we have put a cap on numbers.</p> <p>CD action point to obtain insurance quotes for support staff.</p>	
9	<p>Areas for Improvement</p> <p>This statement will remain on the agenda for the time being.</p>	
<p>10</p> <p>10.1</p> <p>10.2</p> <p>10.3</p> <p>10.4</p> <p>10.5</p> <p>10.6</p>	<p>Business Leadership and Management</p> <p>Health and Safety</p> <p>No current Health and Safety items to discuss.</p> <p>Academisation</p> <p>No change or update to discuss.</p> <p>Governing Action Plan</p> <p>Governor Training</p> <p>Steve Hellard tried to book onto the Safeguarding for Governors training but has problems with logging in. NK raised this with SSE but did not get a response until the morning the training was due to take place. Email distributed to Governors with upcoming training dates.</p> <p>Policies for renewal</p> <p>All policies taken to the meeting (Health and Safety, Behaviour and Relationship polices were agreed and approved by all present.</p> <p>Critical Incidents policy needs renewal, but the LA have not yet updated their model policy for this.</p> <p>Charging and remissions - £5 per child allocated per term, PFA provide £2 per child per term, so £21 available for children, teachers are being asked to think about what provision they would like. Voluntary contributions are requested from parents, but it may be that with some trips if we do not receive enough contributions, the trip cannot take place. For example, for a trip for Year 4 recently cost £300 and only £70 was received. For swimming, the cost has increased to £4,000 per term, this is for ten half hour sessions. The cost has doubled in the last 12 months.</p> <p>Question from Governor – what year groups are offered this?</p> <p>Year 4 and 5 each for 10 sessions during 1 term. To be able to swim 25 metres is a statutory requirement for schools, but we are only permitted to ask for voluntary contributions and we are unable to make use of the Sports premium to fund it. Year 5 have contributed more money than last year, but the feedback has been negative. £17 for the summer sessions last year but this has increased to £30 this year. This was not helped as there was a delay with parents receiving the letter, so a short turn around was expected for any contributions. This was the teacher's responsibility to get the letter out in sufficient time.</p> <p>Action point – sufficient notice must be given when sending out correspondence.</p> <p>Question from Governor – Are we able to stop saying that the contributions are voluntary?</p> <p>No, we are not permitted to tell parents they must pay. The feedback is not that parents are unable to pay, and Pupil Premium children are paid for by PP. It is important to support the enrichment as children have greater memory of this than the class-based learning as they get out of school.</p>	<p>NK to follow up issue with booking onto training for SH. Governors to let NK know if they would like to book onto any of the upcoming courses.</p> <p>Trips and visits letters requesting monetary contributions to be sent with sufficient notice of at least 2 weeks.</p> <p>Create a child survey to assess what trips and visits the</p>

	<p>Governor suggestion – tell the parents that there is £21 per year, what would you like to see on offer for your child, then this can be taken to governors for consideration.</p> <p>Suggestion of a child survey to see what they would like to see on offer trips and visits wise – action point survey to be created. Also, the implementation of online payments would vastly increase the accessibility of contributing.</p> <p>Governor visits All taken place – still awaiting some reports from Governors</p>	children would like to see on offer.
11	<p>Clerking Clerks Update NK due to attend Clerk Training on the 6th of February 2024. No further update to share.</p> <p>Correspondence No correspondence received.</p> <p>Any matters of a confidential matter No matters to discuss.</p>	
12	<p>Date of next meeting Wednesday 13th March 2024 at 5pm</p>	
	Meeting closed at 7pm	

ST MARY'S BOARD OF GOVERNORS
Actions from the Meeting held on Wednesday 17th January 2024

Item	Action	Who	When
7.1	Change observations to once per term	CL	
8.2	Look at creation of case studies to take to governors so they can follow progress.	CL	
8.4	Approve Safeguarding audit for submission on the 31 st of January.	HR	31/01/24
8.5	Circulate full finance report to Governors	CD	
8.5	Obtain insurance quotes to cover support staff for the next financial year.	CD	
10.4	Follow up issue with booking onto training for SH.	NK	
10.4	Governors to let NK know if they would like to book onto any of the upcoming courses.	ALL	
10.6	Trips and visits letters requesting monetary contributions to be sent with sufficient notice of at least 2 weeks.	CD	
10.6	Child survey to assess what trips and visits the children would like to see on offer.	MD	