

**ST. MARY'S PRIMARY SCHOOL**  
**Minutes of the Board of Governors' Meeting held at**  
**St. Mary's Primary School on Wednesday 22<sup>nd</sup> November 2023 at 5.00pm**

<b>Present</b>	
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
Mrs J Baker	Clerk
Mrs N Kemmish	Guest (observing Clerk)

	<b>Minute</b>	<b>Action</b>
<b>1</b>	<p><b>Apologies accepted:</b> Mr S Hellard and Mrs M Clothier</p> <p><b>Apologies not received: None received</b></p>	
	Emma Creech – English Lead and Phase Leader was welcomed to the meeting for Item 6 – the meeting commenced with Agenda Item 6 first.	
<b>6</b>	<p><b>Raising Achievement – Curriculum</b></p> <p><b>6.1/</b> <b>6.2/</b> <b>6.3</b></p> <p>EC presented the Governors information with regards to the English Curriculum, highlighting to Governors what the school does, intends to do, how they do it and the impact it has. EC explained everything with regards to speaking &amp; listening, handwriting, phonics, spelling, reading, and writing. She also went into depth about the schemes that the school uses. The school is part of the Somerset Literacy Network (SLN) which gives key objectives for the school to meet and will help them to keep in line with other schools in Somerset. EC highlighted the different types of evidence the school uses; Insight, book looks, as well as conducting 'interviews' with the children. There are lots of literacy enrichment opportunities for the children within the school: librarians, world Book Day, Reading Zone on the playground, Childrens Parliament and School Productions/Nativities.</p> <p>The literacy targets appear on the SDP and are:</p> <ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Presentation</li> </ul> <p><b>6.4</b></p> <p>With a longer target of how to raise standards.</p> <p><b>Question from Governor – With the reading zone outside, is this accessed in all weathers?</b></p> <p>It is currently based in the outside classroom where there is some shelter, however the PFA are currently raising funds for a replacement that will be suitable for all weathers.</p> <p><b>Question from Governor – Are the reading records new this year?</b></p> <p>The school had previously used reading diaries but were phased out, but it had been decided to be re-introduced to encourage more reading at home. The reading records are age appropriate which also includes guides on how it can be done at home.</p> <p><b>Question from Governor – In terms of the reading age, are children helped to choose a book for their age?</b></p> <p>With the phonics scheme the books are led by the phonics that have been learnt. As the children go up through the school there are still some children currently on book bands. The older year groups are able to choose their own books but adults in the class will monitor the books chosen and also ensure that there is a wide variety of books available for all children of all abilities.</p> <p><b>Question from Governor – How is the transition in year groups going from the old scheme to the new scheme?</b></p>	

	<p>Moving from one scheme to another can be tricky and it is currently a bit of a mixture of schemes between year groups. Any new children are starting on the new scheme. The aim is to get all children reading any type of books.</p> <p><b>Question from Governor – When do you anticipate the old scheme being phased out?</b></p> <p>It will be in about 1-2 years, as it is only the middle year groups on the old reading scheme.</p> <p>The Governors thanked EC for her presentation.</p> <p><b>EC LEFT THE MEETING AT 5.45PM</b></p>																																																																																																																																																													
<b>2</b>	<p><b>Declaration of Business Interests</b></p> <p>Rev Osmond advised Governors that her husband sits on the Scrutiny Panel for the Local Authority.</p>																																																																																																																																																													
<b>3</b>	<p><b>Minutes of the meeting of 12<sup>th</sup> September 2023</b></p> <p>These were taken as a true copy.</p>																																																																																																																																																													
<b>4</b>	<p><b>Matters arising from the minutes of 12<sup>th</sup> September 2023</b></p> <p>There were no matters arising – the Clerk confirmed that all training had been booked and undertaken.</p> <p>The HT confirmed that all Governor visits have taken place.</p>																																																																																																																																																													
<b>5</b>	<p><b>Any Matters of urgency not on the agenda</b></p> <p>There were no matters of urgency.</p>																																																																																																																																																													
<b>6</b> <b>6.4</b>	<p><b>Teaching and Learning</b></p> <p><b>Update on Assessment Outcomes</b></p> <p>The HT circulated an Assessment update prior to the meeting – see below. The data shows where the children were last year, as on entry in September, no assessment for Autumn term as the term has not yet finished, however this generally increases from the entry result.</p> <p>Y5 &amp; 6 are quite low, but this sets the focus for the SDP. The school also looks at what has an impact, evidence-based interventions and how TAs are guided and deployed.</p> <table border="1"> <thead> <tr> <th colspan="2">Previous and current year attainment</th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th colspan="2">Pupils in Years 1–6</th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th colspan="2"></th> <th colspan="3">2022-2023</th> <th></th> </tr> <tr> <th colspan="2"></th> <th colspan="2">Autumn</th> <th>Spring</th> <th>Summer</th> </tr> <tr> <th></th> <th></th> <th># pupils</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> <th>% of pupils Expected or higher</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Year 1</td> <td>Reading</td> <td>59</td> <td>80%</td> <td>90%</td> <td>88%</td> </tr> <tr> <td>Writing</td> <td>59</td> <td>70%</td> <td>69%</td> <td>81%</td> </tr> <tr> <td>Maths</td> <td>59</td> <td>86%</td> <td>86%</td> <td>90%</td> </tr> <tr> <td>Reading/Writing/Maths</td> <td>59</td> <td>64%</td> <td>69%</td> <td>81%</td> </tr> <tr> <td rowspan="4">Year 2</td> <td>Reading</td> <td>58</td> <td>61%</td> <td>69%</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>58</td> <td>56%</td> <td>57%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>58</td> <td>82%</td> <td>83%</td> <td>84%</td> </tr> <tr> <td>Reading/Writing/Maths</td> <td>58</td> <td>51%</td> <td>52%</td> <td>66%</td> </tr> <tr> <td rowspan="4">Year 3</td> <td>Reading</td> <td>60</td> <td>69%</td> <td>69%</td> <td>74%</td> </tr> <tr> <td>Writing</td> <td>60</td> <td>45%</td> <td>47%</td> <td>66%</td> </tr> <tr> <td>Maths</td> <td>60</td> <td>66%</td> <td>71%</td> <td>83%</td> </tr> <tr> <td>Reading/Writing/Maths</td> <td>60</td> <td>45%</td> <td>47%</td> <td>64%</td> </tr> <tr> <td rowspan="4">Year 4</td> <td>Reading</td> <td>62</td> <td>62%</td> <td>72%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>62</td> <td>49%</td> <td>54%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>62</td> <td>61%</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>Reading/Writing/Maths</td> <td>62</td> <td>46%</td> <td>49%</td> <td>55%</td> </tr> <tr> <td rowspan="4">Year 5</td> <td>Reading</td> <td>62</td> <td>75%</td> <td>54%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>62</td> <td>64%</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>62</td> <td>83%</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>Reading/Writing/Maths</td> <td>62</td> <td>61%</td> <td>45%</td> <td>53%</td> </tr> <tr> <td rowspan="4">Year 6</td> <td>Reading</td> <td>60</td> <td>64%</td> <td>57%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>60</td> <td>52%</td> <td>52%</td> <td>55%</td> </tr> <tr> <td>Maths</td> <td>60</td> <td>62%</td> <td>68%</td> <td>72%</td> </tr> <tr> <td>Reading/Writing/Maths</td> <td>60</td> <td>43%</td> <td>43%</td> <td>48%</td> </tr> </tbody> </table>	Previous and current year attainment						Pupils in Years 1–6								2022-2023						Autumn		Spring	Summer			# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	Year 1	Reading	59	80%	90%	88%	Writing	59	70%	69%	81%	Maths	59	86%	86%	90%	Reading/Writing/Maths	59	64%	69%	81%	Year 2	Reading	58	61%	69%	83%	Writing	58	56%	57%	69%	Maths	58	82%	83%	84%	Reading/Writing/Maths	58	51%	52%	66%	Year 3	Reading	60	69%	69%	74%	Writing	60	45%	47%	66%	Maths	60	66%	71%	83%	Reading/Writing/Maths	60	45%	47%	64%	Year 4	Reading	62	62%	72%	79%	Writing	62	49%	54%	58%	Maths	62	61%	66%	71%	Reading/Writing/Maths	62	46%	49%	55%	Year 5	Reading	62	75%	54%	63%	Writing	62	64%	63%	63%	Maths	62	83%	83%	83%	Reading/Writing/Maths	62	61%	45%	53%	Year 6	Reading	60	64%	57%	67%	Writing	60	52%	52%	55%	Maths	60	62%	68%	72%	Reading/Writing/Maths	60	43%	43%	48%	
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	<p><b>Question from Governor – are changes in how staff are deployed something that is looked at every year?</b> This is not done every year and now there has been a big change this year it may not happen again for a while, but so far, the changes that have been implemented have been successful.</p> <p><b>Question from Governor – Based on trends of the numbers – are the assessments easier at the start of the year?</b> This depends on the year groups and how they work together. The school no longer uses teacher assessments, more formal assessments are now used, and testing has become more rigorous but will work well in the long run.</p>	
<p><b>7</b> <b>7.1</b>  <b>7.2</b>  <b>7.3</b></p>	<p><b>Teaching &amp; Learning</b> <b>Impact on Classroom Practice from Training (CPD)</b> The Emotion Coaching was very successful. Lots of tips and tricks given by the Mental Health Schools Team to help all staff who were able to attend. Not all staff were able to attend and so a mop up session will place so that no one has missed out. TA CPD is taking place regularly. So far this term the TAs have had training on:</p> <ul style="list-style-type: none"> <li>• Sensory Diet</li> <li>• Precision teaching</li> <li>• Emotional Attunement and regulation.</li> </ul> <p><b>Current Observation Judgements</b> Steve John (SIIP) had visited the school and carried out a whole school learning walk, it was a very positive visit. As Ofsted no longer judges teaching and learning, this title will be changed to current lesson observations. The Phase leaders and other members of SLT (CL, GB, MD) visit classrooms regularly. The Phase Leaders feedback anything that has arisen from what they have seen.</p> <p>The feedback is given in Phase Leader meetings which happen weekly.</p> <p><b>Moderation</b> The first set of moderation took place in October and the second set today.</p>	
<p><b>8</b> <b>8.1</b>          <b>8.2</b>          <b>8.3</b>  <b>8.4</b></p>	<p><b>School Leadership and Management</b> <b>Headteachers Report</b> <b>Data Highlights:</b> LA data snapshot. See attached. <b>Question from Governor – Do the disadvantage children include EAL children?</b> No, this is for Pupil Premium children only. A suspension is any day that a child is sent home, this follows a graduated response. Generally, behaviour is poor in Somerset schools. If a child is suspended, a school can tell after 1 or 2 days if it has had an impact.</p> <p><b>Staffing and recruitment</b> Resignations, Jenny Baker, Natasha Epps and Claire Creedy and Hilary Ketchen (teacher) New starters – Natalie Kemmish, Amy Portlock, Emma Langley and Hilary Ketchen (TA) Hayley Gower is no longer leaving at Christmas. A staff bulletin is sent to all staff at the start of each half term. See attached.</p> <p><b>Building works / grounds</b> Hall extension update – Planning has been approved. The structural engineer has been instructed to complete calculations for the make-up of steel, to enable builders to quote. Foul drainage pipework update – still waiting for outcome of inspections. This is an LA project. Boundary fencing issues – No change, Gary Roles is still unable to complete this project. Garden room - finished, just moving equipment in.</p> <p><b>SEND</b> The LA is still struggling and not working to their agreed timescales.</p>	

<p>8.5</p> <p>8.6</p> <p>8.7</p>	<p>The SENDCo spends a lot of time just chasing the SEND team and the various external agencies.</p> <p><b>Question from Governor – Now the Garden Room is open are all FS children full time?</b></p> <p>Yes, they are, however one child goes home at lunchtime as there is not enough funding to provide enough staff over a lunchtime period.</p> <p><b>Pupil Premium</b></p> <p>The DHT is currently doing an analysis and will share the information at the next Governors meeting.</p> <p><b>SDP</b></p> <p>See attached.</p> <p><b>Safeguarding</b></p> <p>All staff have done the update training. We used The Key, and it tells me who has completed it.</p> <p><b>Self-Evaluation Framework (SEF)</b></p> <p>HT has spoken to Steve John about the layout of the SEF and will start working on it shortly.</p> <p><b>Finance</b></p> <p>Since the Local Authority switched their accounting software in April, many errors were identified with the monthly reconciliations, and the school was advised to not act on any reconciliation files.</p> <p>Early September, the school was advised that the Month 1 rec could be actioned. This was rectified and by the end of September, Month 2 rec was released. Again, errors were identified with the files, and they were unable to be actioned.</p> <p>SP has just completed the Month 7 reconciliation and having looked at the general ledger cost centre report, there are a few overspends showing that the SBM will need to look in to and report back on at the next meeting: Premises staff, School Action + support staff, Building Maintenance, and Energy.</p> <p>There is still a good amount held in the learning resources cost centre. This should allow the school to ensure staff have the necessary resources to aid teaching and learning until the end of this financial year.</p> <p>The school are using the allocation to the SDP cost centre for resources linked to our 2023-24 SDP overarching focus: To raise the attainment, achievement, and wellbeing of all children at St Mary's CEVC Primary School.</p> <p>There would usually be a Month 6 report to update governors but, due to the delay with releasing rec files, and trying to eliminate the errors within, the senior finance officer has had to prioritise her time to first off supporting schools who are showing a deficit budget at year end. Due to having a healthy contingency, earmarked for the hall extension, we were placed in category 4. The support visit for the Month 6 report will be sometime in January 2024.</p> <p>Attached are the budget movements (virements) after BUF 1, and a report on how the school has, and can still spend, our Energy Efficiency Capital Grant. A discussion took place with regards to switching to a cloud-based server. It will be different for staff to use but would be more cost effective. One year would cost £7000, 3years is £10708, however, to replace the server it would cost in excess of £21000. The SBM has researched all the pros and cons, and a cloud-based server matches everything that is required.</p> <p><b>Question from Governor – If accessing the cloud-based server from home, would cyber security be included?</b></p> <p>Yes, it does.</p> <p>All Governors agreed to changing to a cloud-based server.</p> <p>BM shared the outcomes of the overspend checks for staffing (see attached).</p> <p>Sarah Ballantine came in to school to audit the unofficial school fund on 11<sup>th</sup> October 2023, this was signed off by the Chair and emailed to the LA.</p>	
<p>9</p>	<p><b>Areas for Improvement</b></p> <p>This statement will remain on the agenda for the time being, it will also go one the SEF as an area to review.</p>	

<b>10</b>	<b>Business Leadership and Management</b>	
<b>10.1</b>	<b>Academisation</b> The Local Authority are currently in financial difficulties so will be pushing for schools to become academies. <b>Question from Governor – Will there come to a point when St Mary's having to become an academy?</b>	
<b>10.2</b>	The LA and RSE have no capacity to form academies, if it were to happen St Mary's would have to join with an academy already within the town.	
<b>10.3</b>	<b>Governor Action Plan</b> HT to email to all Governors.	
<b>10.4</b>	<b>Governor Training</b> The Clerk confirmed that all training required was booked and has been attended by the relevant Governors.	
<b>10.5</b>	<b>Policies for Renewal</b> Critical Incidents – the model policy has not yet been released for use. Safeguarding & Child Protection – Approved Business Contingency Plan – Approved <b>Governor Visits</b> All visits have taken place – all reports to be completed by 1st December 2023	
<b>11</b>	<b>Clerking</b>	
<b>11.1</b>	<b>Clerks Update</b> There are currently no updates.	
<b>11.2</b>	<b>Correspondence</b> Letters of resignation from Jenny Baker (School Administrator), Natasha Epps (TA), Claire Creedy (TA) and Hilary Ketchen (teacher)	
<b>11.3</b>	<b>Any Matters of a Confidential Matter</b> There were no matters.	
<b>19</b>	<b>Date of Next Meeting</b> Wednesday 17 <sup>th</sup> January 2024 at 5pm	
	<b>Meeting closed at 7pm</b>	

**ST MARY'S BOARD OF GOVERNORS**  
**Action from the Meeting held on Wednesday 22nd November 2023**

Item	Action	Who	When
10.5	Governor Visit reports	All Govs	01/12/23