

St Michael's CE Primary School

Minutes of the virtual Full Governing Body meeting held on 18th May 2022.

Present: S Addison (Headteacher), R Baddon (Chair), S Goddard, N Hawkins, J McDonnell, A Robinson, T Millburn, L Taylor (Vice Chair), E Wood and G Burrows (Clerk)

Notes:

Blue highlights Governor questions and challenges.

Green denotes Governor resolutions.

A prayer was said prior to the meeting.

Agenda No	Item	Action
1. Apologies	Apologies were received and accepted from P Hutchinson.	
2. Declarations of Interest	S Addison – member of staff S Goddard – member of staff E Wood – member of staff	
3. Approval of Minutes	Minutes of the meeting held on 2 nd February 2022 were received and accepted as a true record.	
4. Matters Arising	RSHE Policy is still for review? There is significant work needed on the policy and an external consultant has been supporting. This will be ready for the July meeting. Parent questionnaires? If governors are happy with the questions circulated, then the questionnaire will be sent. Action : S Addison to recirculate the questions. Do parents respond anonymously? Yes, this would be anonymous.	S Addison
5. Headteacher's Report	This report will include where appropriate for each meeting – Attendance, Curriculum Report, Finance Report, Premises, Health & Safety, Staffing Safeguarding & Covid Update. Points to note and items raised: Predicted attendance would be down, but feel attendance is quite a way from what would like? Attendance data is at 93.82% This is due to illness and covid related illness, immunity is an issue. There are also a number of holidays being taken. Attendance for vulnerable children is a concern but working with families to avoid school avoidance issues. Parental anxiety that arose during covid is prominent in parents. National data is 94.9% for all pupils. Could persistent absence be reported? Yes, there are currently 3 families that are being worked with. EWO and TAC are in place. The policy letters have been reviewed and reduced in number. Foundation pupils have low attendance? There are 2 reduced timetable pupils which will have an impact on this figure. Do we have to include foundation? If they are over 5, they are included in the census. Has bullying reduced, especially some of the comments? There are parents and children who use the term but when drill down with the pupils and parents it is not classed as bullying, so relationship support and interventions are put in place. Actual bullying incidents have been managed appropriately and in a time manner. Need to understand what bullying is and what is a falling out. Positive Regards coming into school to work with leaders, staff and pupils so there is a consistent approach across school using a shared language.	

	• Reduction in pupils working towards targets? S Addison is not hugely concerned. There are areas where certain groups of children need additional interventions. There is a story behind these pupils. There has been some mobility of pupils, year 2 and year 3 which has an impact on data. Have to take into account gaps in learning due to covid and there is a lot of content to be taught in a short period of time and pupils are still closing the gap. Moderation with P Eccles. She agrees with a significant amount of work that she has supported with that the gaps can be closed. Attendance has an impact, for example the policy states that work is not sent home with pupils. This is reflected in the year groups with low attainment. There are some extremely vulnerable pupils and some with special needs where they are emotionally not able to access some of the curriculum. No issues with the quality of teaching. • Is White Rose Maths not working as expected? No this is not the case, leaders from other schools are using this and it is nationally accredited. • Can you make predictions for the summer term? The milestones aim high, looking back where school is now is where national is expected at the end of the year. Likely to be in line with national data at the end of the year. • Foundation have made great progress? They came in with a much lower baseline, so it is easier to show accelerated progress. Communication and language were very low. There has been a lot of hard work. Has the new curriculum helped? Foundation stage has not changed. Whole school curriculum runs through school with consistent approach and shared knowledge. Subject leaders are more secure with implementing curriculum intent. • Are you happy with transition from EY to KS1? It has been discussed because of bubbles and covid there hasn't been enough successful transitions available. Have identified which pupils will fit best into which classes and how to split the cohort. Transition is on the foundation stage action plan as a long-term goal. • Do you have an international school in mind? Not at present. See also confidential items.	
6.MTFP Approval	The finance reports were circulated prior to the meeting. Points to note and items raised: • There are large carry forwards? Last year's carry forward was anticipated. There is additional allocation for supplementary funding for provide for energy, NI and tax increases. The in year carry forwards are low which suggests staffing costs are high or higher needs funding has dropped. If continue to spend without any changes in year carry forwards decrease year on year. • Are you allowed to carry forward grants? Do we lose the allocation? You should fully utilise grants, but need to be mindful as higher numbers of pupils leave than are starting. Will not lose, but may be challenged. Contingency used for pupils that start mid year that may need additional support. A large proportion of PP expenditure is on staffing. What is the impact of that? Reducing exclusions, key trusted adult, pastoral support and allowing pupils to access education. • Devolved capital expenditure? This is on page 7 of the report. Nothing outstanding that needs to be done? Nothing at present. Staff members left the meeting prior to discussion of the MTFP scenarios. Three scenarios were circulated prior to the meeting. Points to note and items raised: • Pastoral care post, is it included in every scenario? No, see summary for each scenario. • Scenario A – current scenario, this does not have a pastoral role. • Scenario B – include a pastoral TA. Would like to appoint an additional person. Will not be office based, will purely be about the children. These positions would be permanent. This would take quickly into a deficit in 2024/2025. • Scenario C – include pastoral TA. Would like to appoint an additional person. Will not be office based, will purely be about the children. The positions would be temporary, therefore no deficit. As the previous role didn't work would like to make sure this is the right model. How would that work? Why would a permanent position apply for a temporary? If relief apply it would be temporary and permanent would be offered as a secondment. If appoint internally, will you need to recruit? Possibly or use member of existing team. There is staff capacity.	

	• Is this a 32.5 hour position? Yes, these TA's will focus purely on the pupils needing support to regulate and not being pulled to do additional tasks. Will be a level between parents and the leadership team. Have you got someone in mind? Would advertise internally first and the external if necessary. • Had to do scenario planning to reduce deficit, how has this been impacted? There have been additional covid grants and other additional funding that have reduced the deficit in future years. Will not have covid grants in the future, how does this impact? Recovery premium is in addition and can be used for anything and have been used for staffing. What was the feedback on the scenarios? Feedback was that grants needed to be utilised, so a further meeting was held with L Mason from Schools Finance. Are school now out of the M&I policy? Yes. • If a member of staff on secondment isn't suitable can they move back to school and then reappoint? No you would need to ensure that the person who is appointed has the right skills set. • Are you confident it needs 2 members of staff? Yes as the one person currently in this position is over worked. The full governing body approved scenario B.	
7.SDP	Priority 1 – To further develop the teaching and learning within Reading, Writing and Mathematics across the whole school so that progress is improved and the proportion of children meeting and exceeding the nationally expected standard is increased. S Goddard met with E Wood to report on SEND (reports to be circulated at the next meeting). Priority 2 – Develop and embed curriculum leadership by enhancing and building leadership capacity (including governance) throughout the school. The ERG is being completed and is an ongoing process. The impact of induction is yet to be seen. Action: Induction to be provided for N Hawkins and S Goddard.	R Baddon
8.SEF	A lot of work to do on the implementation of quality of education. The judgement for this may be reviewed from good. Areas for development in terms of the Ofsted framework have been reviewed with the diocesan lead and A Craven. Need to ensure the curriculum is cohesive and all staff are able to verbalise the three I's – intent, implementation and impact. History and RE have been modelled and will be used for all other subjects.	
9.SIAMS & Church School Distinctiveness	A Robinson has now returned from maternity leave but is leaving the parish shortly. S Addison has sourced resources for the pupils to work with A Robinson around collective worship and counselling. How does collective worship work on a day to day and weekly basis? Worship every day at the end of the school day as it works better for the pupils. Allows pupils and staff to be reflective before they go home. Using Diocese of Canterbury resources which focus on British values and core values for the school. Don't use it to teach values, that is through teaching. Would you include sport success? Yes, this would be part of it. How was the visit from the advisor? It was an initial getting to know you visit.	
10. ERG Report & Action Plan	G Giorgio would like to offer training for SIAMS. This will be completed in September.	
11. Policies	The following policies were circulated prior to the meeting:	

	• Attendance Policy – letters have been personalised. • CIC & Previously CIC Policy – for information only. All policies were approved by the full governing body subject to any amendments above.	
12. Governor Visits	The following visit reports were circulated prior to the meeting: • Science • EYFS • SATS – reports to be circulated	
13. Governor Items	Governor Vacancies • LA – skills audit has been submitted to County. No candidates at present. • Foundation – A Mickeljohn has resigned and A Robinson will be leaving, A Robinson and the diocese will ensure someone will be in place for September. • Parent – nominations close on Friday. There will be elections as there are more than one candidate.	
14. Items for Next Agenda	RSHE Policy Safeguarding Audit Core Subject Leader Reports Impact Reports	
15. Date & Time of next meeting (s)	All meetings are at 6.30pm 13th July	

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5. Headteacher's Report	What is the impact of the pupil going to Springwell? Early days but does release a member of staff. Pupil will reintegrate back into school. Have the reintegration's been successful or is it just holding? S Addison prior experience is that it hasn't been successful. It has however been seen to be successful.	