

St Bartholomew's Church of England Primary School
Governing Body
Minutes of GB4 held on Wednesday 29th April 5.00pm in school

Present: Cheryl Govier (Chair), Tammy Court (Staff Governor), Gemma Coward (Headteacher), Sonia Yorke (School Business Manager, present for Finance report and Health and Safety only) Stephen Gray (present in observer capacity only, awaiting foundation governor application completion)

Also Present: Emma Harwood (Clerk)

Agenda Item	Detail
1	Apologies for Absence and acceptance or non-acceptance Steve Briggs (Vice Chair) apologies accepted by the board
2.	Declarations of interest No new declarations declared
3.	Procedural Matter Minutes from last meeting GB3 – No comments, agreed CG to sign, EH to upload agreed minutes to website. Actions from GB3 EH – To complete rolling policies programme by half term – completed in part, meeting with GC to go through and finalise needed. CG wrote thank you letter to PTA. CG did safeguard training on 1 st Feb and the NSPCC Safer recruitment training - completed
3.	Finance SFVS Document uploaded into SharePoint for governors. Questions 18 onwards still need completion, SY has populated this with what was agreed previously and adapted to the current situation. SY has requested governors confirm that they are in agreement with the changes made. Question 13 – <i>“Our balance is at a reasonable level and does the school have a clear plan for using the money it plans to hold in balance at the end of each year?”</i> Traditionally there is usually a healthy balance, however due to circumstances as detailed in previous GB minutes, our carry forward balance as significantly depleted. Historically the school will use the carry forward to continue the provision for the SENDco at point 6 to include the safeguarding, support the needs of newly identified SEND pupils who come into school without EHCP and to look at the maintenance of the school site. This will remain the same for this year except that due to the current cohort of children at school the SENDco has had to remove safeguarding duties as the role is too big to include the safeguarding. Document amended governors agreed. Section E & F – Benchmarking and Expenditure

Signed Chair of Governors

Cheryl Govier

..... Date...02/05/2023.....

GC expresses how helpful the Headteacher's Report software we bought into does the benchmarking once the fields are populated.

Reviewing procedures for purchasing goods and services that meet legal requirements and secure value for money.

SY confirms procedures as recommended by the local authority are outlined in the finance policy which is reviewed and GB2. Examples of best value this year are the quotes received for the photocopier and dishwasher which was shared with governors at the last meeting, demonstrating that governors are given opportunity to challenge financial expenditures and decisions.

Question 22 – 'Does the school consider collaboration with others, for example, on sharing staff or joint purchasing, where that would improve value for money?'

An example of this is where the School Support Solutions, where we have been doing most of our CPD this year, was put to all schools by GC and this is how we had the solution at a discounted price.

Question 23 – 'Do you compare your non-staff expenditure against the DfE recommended national approved frameworks to ensure you are achieving best value?'

The school signs up to contracts with the Local Authority who source Best Value for non-staff expenditure for property insurance and energy contracts.

School seeks quotes from various companies for trips and residential to ensure we offer best value.

School to investigate and introduce the DfE comparison check in seeking Best Value.

Question 24 – 'Does the school maintain its premises and other assets to an adequate standard and make best use of capital monies for this purpose?'

SY as noted on the SVFS under question 24 about how we buy into support packages and we will continue to do that as part of the core offer.

SY and GC explains the how the core offer will work to SG.

Section F Question 25 - 'Is the governing body sure that there are no outstanding matters from audit reports or from previous consideration of weaknesses by the governing body?'

SY refers to the condition survey where the windows and roof are outstanding, also the doors on the Elliott building but they are on record as being pushed forward with the LA to action them, especially the windows as we cannot open them and they will be pushed from a level C to a level D. however, we have to wait our turn as we are not deemed to be in poor condition overall.

Question 26 – 'Are there adequate arrangements in place to manage related party transactions and has a complete list of related party transactions been appended to the checklist document (see template for recording related party transactions)?'

SY confirms that the Governors and Staff with finance responsibilities sign the Business and Pecuniary interest forms annually, new governors sign this as part of their induction.

The clerk manages the Business register.

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Declarations of Interests is a standing agenda item for all meetings

Question 27 – *‘Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers?’*

SY confirms fraud audit has just been completed. Also, by going to the online pay system, this will help with the income. All cheques require two signatures, there is also a system in place to ensure the recs are checked also.

Question 28 – *‘Are all staff aware of the school’s whistleblowing arrangements and to whom they should report concerns?’*

Yes, this also forms part of the induction for staff and volunteers. GC observed when she attended safer recruitment training last week and spoke to other people from other schools about what staff did and didn’t know about their whistleblowing policy, she feels confident about our staff’s knowledge.

Question 29 – *‘Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the consistent financial reporting return?’*

SY confirms we use the local FMS system, provided by the local authority.

Question 30 – *‘Does the school have adequate arrangements for audit of voluntary funds?’*

Historically it has been done by Maureen Shepley. However going forward it is noted it is a service provided by the financing team (who will be doing our finance once SBM has left) and we should use them to do this for us also.

Governors confirm to SY that they are happy with the answers and for SY to finalise and CG to sign off.

Finance update

The A codes are overspends, mainly due to the pay review and meetings the pressures of the needs and having additional staff in. SY explains that she has listed what the pay review impact is and then the balance is what we have used in staffing.

Electricity was a D code, SY confirms that we have under budgeted. The swimming (F302), this is short due to the lack of parent donations, SY has checked ParentPay and we are due another £170.00, which has been paid and will come to us.

SEN (AOO7 and F315) We have been told that we will receive the additional outstanding money of £16,728, this will be received in rec 12, which will then resolve those two cost centres as due to the alternative provision and staffing we have had to pay out a lot of money. Hopefully this will also help to offset some of the AOO4 support staff hours.

F321 CISP – SY has set up TJs from all the other schools in the group to collect the 912 contribution in rec 12 so that will balance this out. The CISP co-ordinator has given his final invoices which SY will process this week so all will balance by the end of the year.

The ARK (F322) has a healthy balance, we didn’t do the spring term trip as planned and budgeted for due to staffing issues at the ARK, however this is now taking place in the

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summer term. When this was set up we wanted to ring fence this particular balance/project so it could carry on and support future projects.

COVID – SY confirms that we have had the allocation for the free school meal vouchers from February half term and Easter, which have all been purchased this week and going out to parents. SY confirms the balance here will be ring fenced and carried forward, this will also meet the cost for pupil tutoring.

Universal Infant Free School Meals (S604 all catering is linked to G209 and G211) – The balance of all three is £13,000, all the invoices received have been paid. The carry forward has increased from what was predicted, as we have received the Spring term high needs top up payment of £12,690 we have also been guaranteed another £16,000. The £1,600 from ParentPay has been received so we are now up to date with all ParentPay balances. The overpayment for a teacher's salary has been reclaimed.

We also had a Pupil Premium adjustment at buff 3. SY confirms that at buff 2 they took £2000 and at buff three they have given it back to us.

SY confirm going from an unfavourable predicted carry forward at month 9, this is why she has now been able predict a £45,000 carry forward.

Benchmarking

SY confirms that she has done some benchmarking through the website. Governors confirm that they have seen this and are happy.

Budget 2324

Changes to uploaded plan:

D101 Reactive repairs allocation now included in CORE £1423

Reallocated to Electricity to meet shortfall D108

Electricity is based on month 11 expenditure, SY also confirms she has included additional from D101, because they keep amending the core offer and now the reactive repairs which SY budgeted for in buildings is now included in the Core offer, therefore the £1,423, has now gone into electricity.

SBM revisited all other estimated expenditure to check that all seem reasonable estimates based on actual expenditure after month 11 rec

Staff Contracts are included in budget – this was drawn up with FO

Pay award allocations are:

Leadership 5%
 UPS 5%
 Unqualified 5%
 Main Scale 7%
 Allowances 5%
 Support Staff 9%

The 9% was applied to the support staff as this was originally 5%.

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CORE offer element included and additional service charges i.e., Computeam and H & S service as we purchase this support from outside the LA see G208

CORE offer allocation now includes the business manager hours to cover SBM finance and H&S work up to the end of the financial year as advised by Finance team at county (due to the number of hours purchased this has reduced the overall cost by £6000)

Savings on the 2023/24 budget to balance have been achieved by:

- Saving on the CORE offer by increasing business manager hours to cover SBM role £6000
- Cover arrangements from maternity SENDCo £10,000
- Cover arrangements from resignation of SBM £10,000

2022/23 Budget - Predicted C/F at month 9 increased after month 11 rec due to following factors:

- HNTUF Spring term payment received £12,690 month 11 rec
- HNTUF Spring term adjustment confirmed that we will receive this at month 12 rec £16728
- LA outstanding income allocation from parent pay received £1600
- Overpayment of teacher salary now identified and actioned with HR £6000
- Catering balance at this point in the financial year we can confidently predict £13000 balance

BUF 3 allocations received included PP adjustment £2109

BUF 3 covid income received for pupil led funding to cover additional hours £2054 and grant £460

Predicted C/F now £45,000 (this will be clarified after month 13 and after FO has completed Year end close) which will enable school to set a balanced budget with a surplus of £660

Alternative income strands not included in the Budget

Unofficial fund balance £5000

Income from HNTUF not yet agreed but support required from existing workforce

Income generated from the Catering set up – this is getting harder to gauge as cost of food and materials increase but we always budget for 100% take up and this usually supports our carry forward.

School has decided to increase cost of wrap around care provision (from £3.50 to £4) from September 2023 and school meals (from £2 p/d to £2.50 p/d) from May 2023

GC confirms that there is nothing else that can be done to increase in terms of staffing, and the questions asked around budget and how confident do we feel about keeping the standards as they are and having the staff to meet the needs, GC says this is still a big concern. GC confirms every week is a challenge to try and staff the needs of the children in the school due to the significant needs of children.

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CG feels that with regards to the budget we have done the very best we can in very challenging times, CG thanks SY for all her work.

CG is grateful for our PTA and the difference this makes. GC has said the PTA would fund for us the pastoral provision for the forest school training and supporting this, if this can be funded by the PTA then that frees up another pocket of money. GC confirms she has looked at staffing for next term and we have got 11 highlighted spaces where we have no staff. GC is concerned that if we cannot get the staffing required to support the needs this will have a big impact on other staff and their wellbeing.

Budget approved by Governors.

Finance Policy

Finance policy amended to change responsibilities to other staff members where the SBM is leaving and where a senior teacher has stepped down. SY goes through amendments and new staff responsibilities – all governors agree to suggested amendments.

Fraud Audit

Governors are happy and agree.

Governor Questions

What are the most significant pressures on our proposed budget?

Staffing is the most significant pressure on our budget. With the pay awards and potential further awards following industrial action, our budget is under great strain. The majority of staff are at the top of their pay scales as staff have stayed with the school, consistently over the last 5-6 years.

How much has the cost-of-living crisis impacted our budget?

The cost of gas and electricity has rocketed, and this has had a huge impact. The gas allocation is sufficient as there were reimbursements at month 9. The electricity was under budgeted for this year with a deficit of £2500. Following completion of the final invoice run (28.03.23) a revised increased allocation £1423 has been made (this has been possible due to the budgeted costs for emergency repairs in D101 is now covered by the Core Offer).

Do you feel that our proposed budget will meet the needs of our children? / Do you feel confident that this budget will enable us to deliver the same high standards we have come to expect in our second year as a primary school?

I am concerned about the amount of TA support. We have planned for the most effective use of TA support we can afford, however, with the number of high needs children we have, I am concerned about the impact on staff time. The SENDco has organised for Year 3 to all be THRIVE assessed to help us best split the classes to spread the need and make the most effective classes based on need.

Do you feel the core offer will give us the services we require? How do QET feel knowing how significantly this will impact our previously healthy budget?

The HT met with the CEO and Finance Director of QET to bring them up to date with our current budget. The HT has kept the CEO updated on our position all year and the impact of unfunded SEND provision and the pay reviews. They understood and were pleased to hear we had been able to balance their budget.

In what ways will the newly formed PTA be able to help us? How might we be strategic in advising them where money needs to be spent?

Yes, we are already working on this. The Headteacher has met with the PTA and they have agreed to fund the training and Forest School initiative as the mental health of children affects

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	<p>all children. Also, if we are effectively meeting the mental health needs of our high needs children, the impact on all children and staff time will be significantly reduced. They fully support this.</p> <p>How much do you think our wider school community know about of reducing budget? We would obviously want to be sensitive in what we shared, but it is becoming a significant concern?</p> <p>The staff are aware that the budget is tight. The teaching staff have a much greater understanding than support staff. Clear messages are given around costs and impact of costs e.g. photocopying and covering absence etc</p> <p>With the SBM leaving after half-term, what have we put in place to help us manage our budget and finances prior to joining QET?</p> <p>We are, as agreed with governors, bought into the 'Core Offer' which gives us basic finance support. In addition, we have purchased X Business Manager hours. The SBM has a signed document from Sue Wheeler in LA finance stating they will provide the following services to us:</p> <p>Have we identified any significant needs for potential EYFS children joining us in September and is this likely to impact the proposed budget?</p> <p>The SENDco has contacted all the preschools. One child has been identified with additional needs, however there is no funding for this child. This child will possibly impact the budget as they are not school ready. I will be visiting the Early Years settings in easter. Yes, the SENDco is aware of</p> <p>Are we still receiving funds from the LA to support our school accommodating Year 6s in September? Is this negatively impacting our budget? Have the LA maintained their commitment to local schools?</p> <p>The LA have funded year 6 tables and chairs and 5 new ipads. They won't fund any curriculum resources as state this should come out of core budget per child.</p> <p>The agreed principles have not been adhered to. The split Key Stage classes continue to cause significant concern as teachers managing 2 key stage curriculums alongside high needs children who do not have the funding necessary to support them, is causing great strain. There is not additional funding to reduce this. We are still awaiting outcomes of placement for two children.</p> <p>Do you feel that the class structure is manageable? And that we have the necessary support staff in place to meet the needs of all our children?</p> <p>The class structure next year is complex with 3 key stage split classes. The additional TA we have budgeted for is to support the SEMH need across the school which is impacting so heavily on leadership time and time of teachers away from class. Some TA support may become free when we know the outcome of the placement for the two children with unresolved school placements.</p>
4.	<p>Health and Safety</p> <p>SY confirms that the tree causing concern has now been removed.</p> <p>Educating Safely came out last week, the report has been uploaded, there was nothing of any concern. The fire risk assessment on RAMIS was also completed, which again is uploaded onto SharePoint for governors to view.</p> <p>The fencing is due to take place on 17th April, which has come under a special access and inclusion grant to meet the children with SMEH needs.</p> <p>Buildings update 29/03/2023 – Present RP, JP, SY</p>

Conditions Survey Review

Rob Paton building surveyor on site today to review buildings section of condition survey

He continues to apply for capital grant to fund the following projects as identified on school's condition survey – these are all long standing issues

- Roof Tiles – current tiles sit on mona flex underlay which allows condensation to manifest which is causing an issue
- New windows across school building
- Fire and exit doors in Elliot hut (only one replaced with recent works)
- External decorations – soffits and boards and guttering

He said he would increase the priority of the condition from C to D making these works more urgent following his visit today.

However, he did warn that as we are considered a new build and the county focus is on energy efficiency he is doubtful that we will get the grant this year.

Other areas of the Condition Survey

Mark Jacob will visit shortly to update internal electrics and plumbing, and Michelle Martin will update outside areas, the new condition survey should be with us by the end of the summer term 2023.

Additional points**Safety Glazing**

- Internal review after 10 years – this will be 2028
- External – review 5 years – Now due Rob will action this on our behalf

Clarified the system for logging call for emergency works and local contractors for emergencies so that JP has an up-to-date list.

Also discussed that JP would be taking over the general H & S of the school site. JP has recently attended Premises management training and has COSHH and Asbestos training she is also booked onto the working at heights course.

RAMIS – online system for recording H & S is being replaced with a system called Tech Forge – training will be offered – we need to liase with Marie Palmer to ensure we get booked onto these sessions when they go live.

Review of procedures to follow for self-managed building projects**Points to consider**

- Fire risk assessment (doors, access, escape route and smoke detection which could be visual aid) Contact Steve Dorrell for H & S guidance
- Asbestos – scientific services
- Hot works permit - fire log
- CIP form completion – even if not being funded by school
- Building control implications and planning

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	<ul style="list-style-type: none"> • Quotes <p>This will impact on the proposed building of the quiet rooms in Starling and Owl class – the school has sorted asbestos and hot works permits but this does not meet all requirements required by the LA. School can do self-manage project.</p> <p>We can also commission the LA to manage this project which will cost 12% of the cost. I have emailed Helen Ackerman to enquire if this would be possible next term to enable the build to then take place in the summer holidays 2023.</p> <p>SY leaves meeting at 18.07pm.</p>
5.	<p>Headteacher Report and Subject leader Reports</p> <p>Headteacher Report – Governor questions</p> <p>Headteacher’s Report</p> <p>Are all the H&S high priority action plan points completed? No</p> <p>What is it and when will it be actioned?</p> <p><i>This is the re-lacquering of the hall floor. One quote is in place, and another is being followed up. Work will be carried out in the summer holidays.</i></p> <p>What is the 5 day EEF approach?</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p> <p><i>This is the research led approach embedded in our SDP this year to ensure that we are further strengthening our Quality First Teaching and ensuring all children’s needs are met. Our CPD has been focussed around this.</i></p> <p>Do you know why the grant for the Archbishops Award was declined? Are there recommended grant funders you can go to for this?</p> <p><i>We used our LA funded grant package to get recommended grants to apply for. The staff member is already working on another application using one of the other recommended grants.</i></p> <p><i>The reason given was</i></p> <p><i>‘The Trustees have considered your application carefully but I regret that we are unable to help you with your project. We have many competing applications for grants and it is often difficult to choose one applicant over another. However, the Trustees feel that other applications which we have received are more closely aligned with our objectives.’</i></p> <p>How did the first PTA event go?</p> <p><i>In short, brilliantly. The event was well organised and staffed with a clear risk assessment. There was great planning and communication with the school and the PTA anticipate around £750 was raised. The atmosphere on the night was wonderful and a lot of participants stayed to help clear up at the end.</i></p> <p>Have you seen any impact of the work done in Children’s Mental Health Week?</p> <p><i>The messages about mental health and wellbeing are drip fed constantly through the curriculum and children are able to articulate things they can do to support themselves and each other.</i></p> <p>Support Solutions for Education – how do you decide what CPD staff should do, are some doing more than others and have we seen any impact of the CPD completed?</p> <p><i>Whole staff CPD, was identified last year and included in the SDP so this is delivered to all staff. I linked staff to bespoke CPD through the Performance Management process and, where there is training linked to a subject leader I direct them to this. In cases where staff have needed support with aspects of pedagogy, workload or managing difficult conversations, I have</i></p>

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directed them to resources to support them. Some very keen staff have done much more than has been asked of them. All agree it is an excellent resource.

Persistent absence has reduced significantly from this time last year – what has been to key to this?

The Headteacher and Attendance Officer have continued to be rigorous in the approach to attendance. Letters are issued to all families, even where we know the absence is linked to illness. This is coupled with a phone call to ensure that parents and carers understand we are following the graduated response and know we want to support them.

TAFs are in place for all concerns around attendance and Team Around the School is used. The Headteacher attended a School Support Solutions Edumeeet with 2 HTs and an inspector around personal development and attendance. I left feeling confident about our approach and systems and that we have the graduated response in place for all the children. We are also carefully tracking groups with protected Characteristics.

What is Champions of Change and Professors of Play?

This is a new initiative as part of our CISP focus on the Three Pillars of Wellbeing. The specialist PE teacher is working with a TA and identified children that have been invited to join the group as they find joining in play tricky or might benefit from more physical activity. Each child was invited to ask a friend to join and parents will also be invited to a session. Each free after school session is themed and the children learn and devise new games that they can play. This first group is EYFS/KS1 and the aim is to roll it out to KS2 if this first round is impactful. The Champions of Change are the children in KS2 who trained with the specialist PE teacher a Young Leaders to support play.

Do you know why the lottery grant was declined?

Yes, they felt our bid did not involve the community but focussed on our school equipment which they felt should be school funded.

What has been the action since the racist incident?

Support for the child the comments were directed at.

Communication with both sets of parents.

Direct work with the perpetrator to educate and support them to understand the impact of their words and actions.

Agencies supporting families contacted and the need for direct work shared.

Staff communicated with to share the concerns and actions.

Racist incident form completed and submitted to the LA.

Young Somerset who now 'incorporate RAISE' contacted and Andy Merryfield visited the HT two days later. The school's work was praised. A piece of work is being planned to impact on the wider community linking with other agencies.

Safeguarding report – Governor questions

Is there any consistency in the type of online safety concerns that have been raised?

Yes, all vulnerable families with other agencies involved who are not supervising their children when they are accessing the internet.

EYFS Lead Report – Governors questions

Why do you think managing self has become one of the weakest areas? What are the implications of that?

I have been wondering if this could be due to pandemic. Children have spent a substantial amount of their Early Years keeping safe at home rather than being at nursery or pre-school. From the observations that we have made in the class the children are struggling with their perseverance, resilience, and their independence. The implications of this are that we see children giving up if faced with a challenge and this means that they need support to remain

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on sometimes a simple task. We are also supporting many children with basic toileting and dressing.

Where do you anticipate writing being by the end of the year?

We are aiming for 70%.

SEND Report – Governors questions

Why do you think we have seen the switch from C&I being the area with most need to Social, emotional and mental health now being the area of most need?

The children in EYFS are being assessed using the Language screen in Oct. This identifies if the child has a SALT need and needs a referral. Due to the reduction in numbers in EYFS the need has decreased and there is now a greater number of children in school who we have been supporting at a quality first teaching level.

What is the outcome of this:

1 child has been issued an EHCP and we been named as the school, even though we stated in the consultation we could not meet needs without our costed plan met in full. The costed plan was only partially agreed by the LA.

We have been given a set amount of funding which does not allow us to provide the support and provision stated in the EHCP. The EHCP stated 1:1 full time the LA has given us support for 4 mornings a week for 2 and a half hours. The provision also stated 3 afternoons of alternative this has not been funded and we are not able to provide.

What has been key to this?

Currently (8th March 23), there have been no suspensions during the spring term. This is a dramatic decline, as there were 10 suspensions in the Autumn term.

This is a very successful decline. One child is accessing alternative provision. Another is being supported with a 1:1 in the mornings to prevent this from taking place again.

What were you most encouraged by in the Pupil Voice Questionnaire?

The majority of children felt supported and safe at school and able to identify who to go to for help. It was pleasing to see that peer support was something children felt they had access to when needed and also resilience, with some children stating they would try again.

What surprised you most in the Pupil Voice Questionnaire?

How children feel during different times. This was really eye opening for when times are tricky for these children.

CG asks if it is possible for the layout for the Key Stage reports could be as it as been done in KS1 so that you can see last year's data and do comparisons. TC confirms that this is possible.

KS2 Report

TC confirms everyone including PP and FSM in year 5 has made two steps progress, which is where they should be. However, after TC meeting with GC, it's understood that TC's assessment of their levels is restrained and TC predicts it will be higher at the end of the year.

Year 4 roughly around 50% of pupils have made two steps progress, TC is currently working on looking into those students who have not made two steps progress. However, TC knows that some children in this cohort will be working below due to their needs and outside agencies which would have impacted, so expectation is always to be lower, however we are not seeing the gaps closing on these children.

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Year 3 is a challenging cohort. TC confirms the progress is slow, however TC can evidence why. The percent for one step progress PP and SEN for two children, TC to investigate why. There are 54% pupils who have made two step progress and 23% made three steps progress.

GC explains that the gap between the low attaining children is so big that even when they are making steps in progress it's very difficult to close the gap.

GC confirms that the impact of the SEMH needs in year 2 and 3 is affecting attainment in those year groups.

GC explains due to the rising concern of needing to support families, four members of staff have attended TINK (tuning into kids and teenagers) training sessions to be able to provide that support via school. Places at the PFSA TINK are limited and we recognise that the need to offer that specific support. We are not trained to run that course and it costs over £1,000 to send someone on the training, however we have done what we can to gain training in resources and strategies and have a better understanding of how they are delivered to be able to reinforce the messages and share the strategies. GC explains that when looking at the staffing structure we recognise the need to have someone trained to support the parent community. Earlier support will hopefully reduce the need for additional services later on.

GC attended the Horizons meeting. GC expressed that provision being put in place for teens needed to be put in place for younger children. Tessa Munt came to see GC afterwards and GC invited her to school and meet with other headteachers following that so that they can look at specifically that, and other issues and challenges facing schools currently, including meeting SEND need, budget constraints and challenging behaviour. It was agreed it would be useful to look at the under two provision. TM confirmed PA would be in touch with GC, however CG has said that she is happy to support GC in following this up and ensuring it goes forward.

Computing Report

TC explains that they have just introduced some different computing planning (Teach computing). TC has spoken to staff with regards to the pros and cons of the new system. The strengths were that the planning is really complete and detailed, staff like the layout and clear unit objectives. From Year 3 upwards there are assessments available which have helped the staff. There is also a step-by-step approach to each lesson. They are fully resourced, they also have work-based resources available, such as work sheets that staff can then stick in floor books.

Staff have expressed that delivery time is an issue as there is so much detail, they are struggling to fit it in. Staff also feel that sometimes there are too many resources available and it can be confusing which ones to use. The biggest issue was that our long-term plan wasn't being followed. Staff confidence is another issue; however the website provides glossaries and other help sheets, however staff will need to read it.

We have also put in CPD for Purple Mash, this is a resource we already pay for, which will hopefully increase staff confidence.

CG asks how often computing is taught, TC confirms once a week.

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Governor question – is there something similar across the online safety concerns? GC answers some of the online safety concerns aren't concerns that have come up in school or have been reported in school. We had one serious grooming incident, but most of the ones that have arisen have been through families that we are already supporting with other agencies, who are still not supervising their children when using the internet.

TC joined National online safety Hub which supplies really good guides. This includes information from parents. TC publishes online safety information out on our social media for parents, as well as running workshops.

Science report

GC explains that the focus of the monitoring for that was ensuring the cognitive and metacognitive strategies were in place as part of quality first teaching in science.

They did pupil discussion with two pupils from KS2, Year 5 lesson observation and booklets for 14 children's years 2-4. The link to SDP effective teaching and vocabulary, not only English but through all subjects and activities, language focussed interventions have themed vocabulary retaught implement 5 a day approach, explicit instruction and cognitive and metacognitive strategies comes at scaffolding. strengths identified – pupil voice in year 5 strong.

Metacognitive and overload methods evident in lesson observation

Vocabulary explained in classroom. Lesson observation children using vocabulary verbally and confidently.

Teacher is very specific about how she wants children to answer using key vocabulary. Children were asked to restart their explanations until they had used that vocabulary correctly. The outcome evident the lower attainment in SEND and evidence of organising data in tables, extended piece of writing evident and scientific vocabulary being used.

Points for development

Improvement priority with regards to identifying the gaps in assessments has been completed.

Maths lead monitoring – Governors questions

Maths is a strength in our school do you feel that AARE is being targeted enough across key stages, with children being challenging effectively?

AARE are being targeted effectively in most areas of the school. The recent book look monitoring clearly demonstrated excellent practice, in the majority of classes (notably in Year 2) and this is shown in the AARE data for Spring Term. A development point was identified in lower KS2 where greater depth style questions were regularly evident but not as regularly as other areas of the school and this is a focus for Summer Term.

How confident do you and staff feel about implementing year 6 maths in September?

Contact has been made with a highly experienced Year 6 teacher from Bishop's Henderson school via the Maths lead's meetings with Maths KnowHow. A draft curriculum is being prepared and will be worked on by the maths lead in cooperation with the partner school. Informal conversations between KS2 staff have been productive regarding this, as we were in

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	<p>a similar position last year when preparing the Year 5 curriculum and this was successfully completed to a high standard.</p> <p>Geography lead monitoring – Governors questions How will you ensure consistency across classes in Geography? Continued book looks and discussions with TEAMS. Monitoring happens every half term</p> <p>PE lead monitoring – Governors questions What do we mean by children with ‘protected characteristics’? Children who are on the SEND register, children who have English as an Additional Language, children who are in receipt of Pupil Premium, looked after and previously looked after children. How do you select Champions of Change children? Children in year 5 put their name forward in the spring term of the last academic year. Children were then selected by the year 5 teacher</p> <p>RE lead monitoring – Governor questions</p> <p>35 Bibles have been ordered. A short delay expected while the supplier is gathering enough copies. KS to source bookplates so we can acknowledge the generous donation of each book from the church and congregation.</p> <p>Teaching and learning time allocated to RE teaching on class timetables: Wren EYFS and Y1: 1 hour on Friday pm Owl Y2 Mon pm, whole afternoon blocked for RE but may be split into 2 smaller groups Wagtail Monday pm 1 hour Starling 1 hour Y2 Tues and Y3 Weds pm Woodpecker Y5 Mon pm 1 hour Chaffinch Y4/Y5 Thurs afternoon currently 50 minutes and Robin Y1 40 mins Thurs pm. Action now needed - KS to discuss with teachers to see how timetables can be adjusted for Summer term to ensure full hour is allocated.</p> <p>Collective Worship/Spirituality – Governor questions What are the key next steps for improving Collective Worship? What is the impact of worship on the children and staff? Pupils planning for and leading worship. Inviting a diverse range of people to come to school and lead worships. I am now registered with primary futures and have already invited people as part of our science week to come to school and talk. Ensuring that all worships have a link to Christianity/ the bible. Now that we have more worship assistants, we have introduced the children reflecting in the reflection book. This is encouraging the children to think deeply about the discussions and record them accordingly in the book. Children are able to talk more confidently about the value linked to the bible story. Safeguarding worships have led to a greater understanding of how staff safeguard the children. Children are able to talk about this confidently.</p>
6.	Christian Ethos SIAMS

	No further updates since last report. GC explains that the school will go to church this year for the first time on Friday, this has not been possible before due to scarlet fever/COVID etc.
7.	<p>Policies</p> <ul style="list-style-type: none"> • Anti-Bullying policy - approved • Online Safety Policy - TC to complete charts and grids, once completed can be uploaded to the website • Recruitment and Selection policy* - approved • Grievance policy* - approved • Zero Tolerance and Dignity at work - approved • Lock Down policy - approved • Technical Security Policy* - approved • Compliments Concerns and Complaints Policy – approved • RE Policy – approved – add school logo to front page before uploading to website. <p>*Local Authority Policies</p>
8.	<p>MAT update</p> <p>Our application has been submitted. QET have been informed that the LA may not have capacity to move it forward so it might move to May.</p> <p>QET have employed Richard Hanks to do all of our due diligence and he will complete all of our onboarding.</p> <p>There are no actions for us in terms of due diligence just yet.</p> <p>Consultations completed. Two parents attended the parent/carer one, but there were no concerns.</p> <p>Staff consultations, questions raised around CPD, and career paths for support staff and other contractual points.</p> <p>Staff to meet with QET after Easter.</p>
9.	<p>Training and governor recruitment</p> <p>CG completed safeguarding and safer recruitment</p> <p>Parent has expressed interest in parent governor role.</p> <p>CG suggests that parent governor recruitment documents and video sent to parent community again.</p> <p>CG explains that she intends to resign as governor and Chair in the new academic year, therefore this will require some thought going forward.</p>
10.	<p>Clerks Briefing</p> <p>EH explains notes uploaded onto SharePoint</p>
11.	<p>Staffing Structure</p> <p>GC gives governors staffing update. Staffing structure proposal for 23/24 is uploaded into SharePoint.</p> <p>CG agrees newly proposed staffing structure, subject to GC speaking with SB (Vice Chair).</p>

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16.	Feedback and effectiveness of meeting GC expresses the need to recruit additional governors to manage the workload.
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Meeting closed 7.32pm

Actions

Action detail	Member	Completion date	Completed Y/N
Sign minutes	Chair	GB5	
EH & GC to meet re policies and rolling programme	Clerk/Headteacher	Before GB5	
SY to investigate DfE comparison check seeking best value	SBM	GB5	
Parent Governor Recruitment documents to be sent to parent community	Clerk	Before GB5	
Tessa Munt follow up	Chair/Headteacher		
CG to read English reports	Chair	GB5	

Signed Chair of Governors

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..... Date...02/05/2023.....