



**Minutes of the meeting of the
Full Local Governing Board of St Peter's CE Primary School
6.00pm Monday 10 July 2023 at St Peter's School**

Minutes

Core strategic functions of a governing body:

- A. Ensuring clarity of vision, ethos and strategic direction
- B. Holding the headteacher to account for the educational performance of the school
- C. Overseeing the financial performance of the school and making sure its money is well spent

Opening prayer

Lord our Father, we seek the guidance of your Holy Spirit in the business that is before us. In planning for the future, give us vision; in matters of finance, give us responsibility; in dealing with people, give us love. Be present in our school here and in all places; bless our work, and everything that is undertaken by everyone in our schools. We ask this in the name of the Father, Son and Holy Spirit.

PART 'A' – PROCEDURAL

No	Item	Lead	Purpose	Attachments	Time
1	<p>Apologies for absence; are the reasons for all the above absences consented? APOLOGIES - WN FAMILY EMERGENCY Introductions around the table. Welcome to Trust Jane Goodwin Trust CEO.</p> <p>Welcome to Janet Parker and Jessica Eaton new governors.</p>	Clerk	Noting and agreement of any absences		1 mins
2	<p>Declaration of interests, pecuniary or non-pecuniary No new</p>	Clerk	Noting		1mins
3	<p>Determination of confidential items None. Governors were reminded of the confidential nature of discussion at meetings.</p>	Clerk	Noting		1mins
4	<p>Notification of urgent other business Decision to be made re PE Premium finance and spending on sports support</p>	Clerk	Noting		1mins
5	<p>Minutes of the meetings held on 13.3.2023</p>	Clerk	Noting		1mins
6	<p>Matters arising from the minutes None</p>	Clerk	Noting		10 mins
7	<p>Dates of next meetings</p> <ul style="list-style-type: none"> • Monday 2 October 2023 6.00pm in School. 	Clerk	Noting		

Summary of Actions from Previous Meeting

Date of Original Meeting	Item No.	Who	Action	Original Deadline	Completed or New Deadline
13.3.2023	8	PG	Follow up with Trust re application of Paul H for governor position. PG to inform parents of parent governor vacancies when HB term ends and CS resignation confirmed		All completed 24.6.2023
13.3.2023	8	PG	PG to continue to manage attendance management cases.		1 returned June 2023. One ongoing. Next meeting 7 September.
13.3.2023	8	PG	PG to set up Arbor for recording behaviour from September 2023		Completed and referenced in updated policy.

PART 'B' – SCHOOL IMPROVEMENT

No	Item	Action
8	<p>Governor Update</p> <p>LM Welcome to Jane Goodwin, YCST CEO JG -Visiting all Governing Bodies. Work across 9 schools. Lead central service team. Strategic leadership role. Legal entity is trust, and one of the functions of central team to ensure all legal requirements are adhered to.</p> <ul style="list-style-type: none"> • Welcome to two new governors. <p>LM Welcome to Jessica Eaton – Parent Governor. JE - Daughter in year 1, 2 younger children to follow in her footsteps. Enjoys being part of the school community, and keen to help with management of school. Background in PR and Communications in charity sector.</p> <p>Welcome to Janet Parker – Co-opted Governor JP - retired but developing higher education in FE. STEM background. Delighted and enthusiastic to be here. Management experience</p> <ul style="list-style-type: none"> • 1 parent governor vacancy <p>PG Just completed round of advertisement for role. No interest so will also look at re-scheduling this for Autumn term. GC to attend phonics evening and speak briefly to parents about governor role.</p> <ul style="list-style-type: none"> • Governor meeting structure for 2023-2024 proposal <p>PG Meeting plan has been put on Gov Hub. PG- Less meetings for Governors, but with one action part on school development plan. - Some are in school and some online. This may help with some teachers being able to attend Governor meetings. -This plan will be assessed ongoing. AG – It should be noted that remote meetings are not as creative as online meetings. LM – Like meetings in person, greater ability to develop relationships. PG – 4 in person, 2 remote (Dec and March) when the weather is likely to be more inclement. Different start times are to consider staff workload and wellbeing with the advantage of finishing earlier when staff have to teach the following morning. JE- tricky to manage but with notice should be fine GC – specifically use the 2 remote for inviting subject leaders along LM – Yes, helpful to have middle leaders on board and give them the experience of reporting to Governors and answering questions. PG – less daunting online. Those 2 meetings are not the only chance to speak to subject leaders. GC – QofE meetings hear a lot from Alice Jones– will these dates work for her? PG – AJ does not work on a Monday but she is always willing to meet with Governors.</p> <p>ALL AGREED MEETING STRUCTURE.</p> <ul style="list-style-type: none"> • Review and impact of our work – <p>LM Wants Governors to think about ‘finding it hard to quantify my own impact’. At the end of the year, it is good to say how you have contributed as a Governor LM – As COG, the oil in the cogs of Governance. I have to go to most meetings, work closely with PG and so have a good understanding of the running of the school. When having to write 3 or 4 points for PG appraisal I was able to look back on paperwork, use my good knowledge, access lots of documents, speak to other Gov’s. Swapped notes with PG and overlapped ideas. We understand each other and have a good work relationship. Reflecting where we were as a school, being able to point Governors in the right direction. GC – Work done around well-being. Meeting staff face to face. Focus groups with ks2 staff and then infants separately. Results from trust survey, picked themes that needed more clarity. Very interesting hearing personal experiences. Fed back report to Governors, discussion on wellbeing and challenges being faced, context to wider governor board, findings have helped to inform discussions around decisions for example reduction in PAN, impact of block teaching. Informed my</p>	<p>GC to write piece for newsletter, and to attend the KS1 parent phonics information evening.</p> <p>PG to inform parents of vacancy in Autumn term.</p> <p>LM to speak to HB about becoming a co-opted Governor now that term as parent Governor has ended.</p>

	<p>understanding how those changes are for staff. Finance meeting and changes/impacts/challenges helped this. Planning on doing this again.</p> <p>AG – Contribution is less than I would like it to be. Busy church life. Confident in contribution of Ethos, values and foundation. Confidence in school and celebrating level of commitment and how hard you work for children. Visions and values work for SIAMS. Challenging when picking a bible verse that represents school as bible not written for this. Used baptism service. Using a candle for focus. Shine a light in the world.... Some children have been through and know this, and comfortable with it. In church we have vision and values and trying to express those in a single verse. What we do to what we aspire to. To have the time working with PG on values.</p> <p>EC – Seeing self as a voice for the staff and representing the school team. Curriculum lead and working on the requirements for this. Implementing new curriculum and ensuring Governors know the impact of these changes.</p> <p>LM Thank you to Governors who have shared their thoughts, and to all Governors for their work and support this year.</p> <ul style="list-style-type: none"> • Governor skills audit current position <p>PG – Document in folder</p> <p>PG - Breadth of skills from current and previous roles. Consideration to confidence around finance aspect, having previously had an accounting Governor this was a challenge.</p> <p>Have good leaders in LM and AG to give examples to other Governors.</p> <p>- Clerking situation – LA clerk retired, with LA offering no replacement. Appointed someone internally (admin within the office). Whilst she left the office role she continued with the clerk role. She has been unwell so has been covered by current Office Manager. We hope the clerk will return at some point when she is well enough. Specialised role.</p>	
9	<p>Headteacher Update</p> <p>PG -Document in file</p> <ul style="list-style-type: none"> • Vision <p>PG -Revisiting vision in line with SIAMS framework. Not currently on the list for a visit which gives us time to discuss and put in place. PG and AG spoke with QE group, page 5. Want to speak to staff about this vision and how it impacts them. Likely to be October training day when shared with staff. Learn or Light? strong feelings around this. Staff wanted to retain learn as we are a learning organisation.</p> <p>JG – reflecting on ‘we are a church foundation’ Our values are our values. All schools have strong visions and values, demonstrate trust have vision and values and permeate all schools and children. Recently at Trustees meeting with Simone Bennett – helpful with trust vision and what it would look like in the lens of SIAMS. An element of every section that says the school within the trust.</p> <p>AG – difficult to get a group to have the personal connection in a corporate group.</p> <p>JG – they chose the visions and values of YCST when they chose the trust to join. This is why we have consistency, as this is why we are the group we are.</p> <p>LM – Do we have to have a vision that links to the trust?</p> <p>JG – Yes, but with your own message that resonates, within the context of the trust.</p> <ul style="list-style-type: none"> • Admissions for September 2023 – staffing and class structures <p>PG - As expected, 30 children due to start in reception in September. Retaining 9 classes. Pure reception class. Yr. 1 class that would take any in-year reception children. No concessions for following year – currently pan is 41 and we may be allocated further reception children in the next year which may impact on the number of classes for 24/25</p> <p>JE – would there be a class of 23 year 1’s?</p> <p>PG – yes, strategic decision to allow space for some receptions into this class, but no in-year transfers would result in a small year 1 class.</p> <ul style="list-style-type: none"> • SDP including curriculum updates (application of Trust T&L Principles) <p>PG – Meetings with LM and HB, meetings with AJ. Working on 3-year cycle with Gov support. PG presented what he felt needed to be done: Governor help, 3-year plan, school improvement lead, external advisor. Currently 2 years through the 3-year plan. Moving into a phase of tweaking and shaping what we have already started. Consideration to go into a 1-year cycle after we have achieved the 3-year model.</p> <p>EC – 3-year cycle allows for points to be seen and impact can be seen, showing achieved and sustained.</p> <p>PG – HB saw the need to have scope for emerging points. Some points with future action plans.</p>	<p>2 GOVS ATTACHED TO EACH PART OF SDP.</p> <p>SDP 1 – LM and JP</p> <p>SDP 2 – GC and WN</p> <p>SDP3 LM and JE</p> <p>CHURCH SCHOOL AG and one more tbc.</p>

	<p>Library funding LM – Happy to read about funding of £8000 for library. Can you give any information? PG – ongoing plans – for library in vacant classroom. Developing plan with location of library under discussion. Classes being brought to lower classrooms in school. Possibly keep library where it is, zoning it and creating a useful space. 2 nurture spaces involving the library and the nest. Reading spaces/library/nurture space. To be done within 12 months for the £8000 funding. FOSP are keen to raise money to help with the project.</p>	
10	<p>Emerging Outcomes Information</p> <ul style="list-style-type: none"> • Report from assessment leader HF <p>HF- Data report.</p> <p>-Working document. Each term assessment of children and documenting how they are doing. Why children are / not attaining. What we need to do curriculum or interventions. Continuously being looked at. What works well and what needs changing.</p> <p>-End of year report for date with KS1 SATs, Year 1 phonics, EYFS, KS2 SATs, Yr 4 multiplication. Year groups with no formative assessments use other assessments, such as NTS. Bench mark consistent across school to see how children are doing.</p> <p>-EY good level of development in line with national average. Writing an area of concern. Hardest goal to achieve. Discussion with team why they have teacher assessed this level.</p> <p>-Yr 1 phonics – good results. ‘Little Wandle’ programme consistently used. Children able to read and decode. Within top 15% nationally. Celebrate</p> <p>-Yr 2 phonics – those children who did not pass in year 1 – 2 did not pass again but made good progress. This will continue in yr 3.</p> <p>-Overseas children – checked</p> <p>-Yr 2 data – moderated for reading, maths and writing. Assessment is secure. Moderator agreed with all judgements. Area looking at is still writing. Priorities for SDP. Cohesion, evidence and letter formation. Work with English lead and curriculum lead to ensure that we address what we have noticed. Will be shared with yr 3 teachers. Maths strong. Greater depth level has dropped.</p> <p>-Yr 4 multiplication check. No guidance on how to interpret data. Higher percentage of children scoring full marks. New scheme brought in, and plan to introduce this earlier next year. Slightly above National average scores but would like to aim higher.</p> <p>-End of ks2 data – teacher assessment – writing and science. Writing higher than previous years. Letter formation and sentence structure. Results are out tomorrow for end of ks2 sats NTS assessment – data and trends, being completed and will be updated by the end of this term.</p> <p>PG will update where this is.</p> <p>LM – can we have notification of results tomorrow.</p> <p>EC – for context with results, it should be borne in mind that there have been some tricky children and this cohort may not attain as previous years.</p> <p>PG – I would prefer to give data in context when we can show progress as well as results.</p> <p>LM – Are there Covid repercussions?</p> <p>EC – definitely. Year 3 is a cohort that we are particularly watching.</p> <p>JP – I would like to understand more about the data.</p> <p>HF – QE meetings can give more information and would be more than happy to do this again.</p> <p>PG – also in autumn term Mark, SIL, would come in and have a look around the outcomes and we would welcome you for a Governor visit then.</p> <p>JG – keen for results tomorrow, but data is not the only answer.</p>	
11	<p>Committee Meetings</p> <ul style="list-style-type: none"> • Quality of education feedback <p>Documents to be approved.</p> <p>LM – has everyone seen them.</p> <p>Both sets of minutes were approved by governors.</p> <ul style="list-style-type: none"> • Finance and buildings update <p>AG – note in finance that looked ‘scary’.</p> <p>LM – I will update you.</p> <p>AF – The budgets are in line with Trust guidelines that by end of Yr 3 we have a balanced budget. We have healthy reserves but cannot live forever using these. We must find ways of a ‘balanced year’. As this budget stands we will need to look at staffing in year 3 to achieve this. Utilities are high also but we can hope that these will start to reduce and will help the budget.</p> <p>AG – The central charge is a significant increase?</p>	

	<p>JG – element of staffing and services. Growth with new schools will reduce these costs to some extent. Trust do not get funded and we have grown. 2 schools in due diligence and talking to a range of schools. There are challenges.</p> <p>GC – what would that mean for the schools in the trust? Bringing in more schools make the central charge lower?</p> <p>JG – income from growth. Different options when this happens 1. Central charge reduces. 2. Further investment in central trust team and what schools would have access to. Or there are other options. Trust does recognise impact at this time.</p> <p>GC – most concerned about raise in central charge and having to have a balanced budget.</p> <p>JG – action that this has taken away is the mechanism for spending reserves. Third year and having a balanced budgets to bring schools round to not having reserves running the budgets.</p> <p>MINUTES APPROVED</p>	
12	<p>Safeguarding Update</p> <ul style="list-style-type: none"> • Post Review Action Plan and progress <p>PG - Action plan followed on from review.</p> <p>PG - Have not had chance to meet with WN. Hope to touch base with him soon.</p>	
13	<p>MAT Business</p> <ul style="list-style-type: none"> • Central Team Growth – HR, SG • Governance and Scheme of delegation review during 2023-2024 <p>More is coming out in the next term.</p>	
14	<p>Policies</p> <ul style="list-style-type: none"> • Behaviour Policy for 2023-2024 <p>APPROVED BY ALL</p> <p>PG – PE Premium</p> <p>PE PREMIUM – funded £18,000 to be spent on PE support for children. Cannot be capitalised. Inherited position of not being spent – went into the bottom line. We have managed to work with Sporting Influence last year based on a pre-existing relationship I have with them. Next year plan to continue working with them. Supporting staff, developing children, after school clubs, competitions.</p> <p>-Compared with Harrogate town – no competitions and St Aidan’s which was most expensive – no after school club and no competitions.</p> <p>-Spending it on PE. Bulk of cost is on 1.5 days delivering sports alongside teachers. Teachers upskilled cpd. Based on 2 years but can reduce to 1 year.</p> <p>-Approval needed for the spend.</p> <p>JG -No formal quote from St Aidan’s – based on previous costs. Finance policy requires 3 written quotes.</p> <p>HF – good relationships, good clubs afterschool. Early years to yr 6. Know our site and how we manage PE here. Well skilled. Have done all the training with Real PE which is our curriculum provider.</p> <p>EC – Sporting influence develop competition involvement. Adaptable and committed to our curriculum</p> <p>PG – They have an understanding of PE and development.</p> <p>JG – not just about choosing the cheapest quote but value for money is required.</p> <p>AGREEMENT IN PRINCIPLE FOR PG TO ENGAGE WITH SI ONCE 3rd QUOTE IS OBTAINED</p>	3 written quotations to be obtained.
Meeting Closed at 20.05		