

**A meeting of the Local Governing Board of St Peter's CE Primary School held
Monday 4 December 2023 on TEAMS 6.00pm**

Present In attendance: Paul Griffiths (PG), Linda McPhee (LP), Alan Garrow (AG), Helena Fishburn (HF), Emily Crankshaw (EC), Gina Clarke (GC), Janet Parker (JP), Jessica Eaton (JE), Will Naylor (WN), Helen Bromley (HB).

Joined in part to present – Amanda Foster (AF), Ella Potter (EP), Eliya Box (EB) Corrin Renton (CoR)

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	Action
1	Welcome <i>PG and LM welcomed all governors to the meeting.</i>	
2	Apologies for absence and to determine whether any absences should be consented to. <i>All governors present. No apologies had been received in advance of the meeting.</i>	
3	Declaration of interests, pecuniary or non-pecuniary. None declared.	
4	Determination of confidential items <i>It was agreed that none of the items are confidential.</i>	
5	Notification of urgent other business None	
6	Minutes of the meetings held on 2 October 2023 <i>The minutes were reviewed and agreed to be an accurate reflection of the meeting.</i>	PG to add to the website.
7	Matters arising from the minutes <i>The matters arising as detailed in the table on the agenda were discussed and reviewed.</i> <i>PG to check training records and</i> <i>PG email HB AB SDP 4</i> <i>Map themes for other 4 areas over spring and summer and send to governors and them to governors.</i>	<i>PG to check training records and</i> <i>PG email HB AB SDP 4</i> <i>Map themes for other 4 areas over spring and summer and send to governors and them to governors.</i>
8	Dates of next meeting <i>Monday 29 January 2024 – <u>4.00pm in person</u></i>	

PART 'B' – SCHOOL IMPROVEMENT

No.	Item	Action
9	<p>Curriculum Development Input on development of subjects including support for subject leaders and the use of the Teaching and Learning Principles (TLP) to improve consistency in classroom pedagogy was given by; Mrs Crankshaw (Curriculum Lead) –</p> <p>All subjects are completed in terms of curriculum plans and overviews. Every subject has detailed plans including knowledge and skills. All plans published on website. Since review day with Mike Smit in September there has been a clear focus on Trust Teaching and Learning Principles (TLP's). To help make these user friendly and to support consistency of approach an exemplification document for use in classrooms has been developed. This captures good practice in the TLP areas and is designed to support as Class Teachers and Subject Leaders. It is used when monitoring during learning walks.</p> <p>Last half term HT and Curriculum lead developed standard and consistent subject files all help subject leaders prioritise and manage development. These are really comprehensive folders of what every SL needs to help them talk confidently about their subject. Provide info for any leaders having to cover for SL who might be absent.</p> <p>LMPH and JP – Maths ME last week. – triangulation approach lesson visits, talking to children and looking at books. EC still works with Yorkshire and ridings Maths hub which links to NCTEM – works with around 14 other schools developing the sustainability of the mastery approach. EC leads the Trust Maths Subject network.</p> <p>Where staff have identified subject where they are less confident with the related curriculum subject knowledge e.g. Computing, D&T, Music and French these subjects have commercially produced resources developed by experts to support their implementation. The same is also the case with Maths with the NCETM curriculum resources including CPD materials. Great support where teachers move to different year groups. Thought carefully about the schemes we have chosen to ensure high quality</p> <p>Miss Potter Music Subject Leader –</p> <p>St Peter's Music curriculum is well-considered. There is a strong music culture both within and beyond the curriculum (extra-curricular). It is considered a 'specialist' subject by many staff who feel they can if not well supported struggle with confidence due to lack of subject knowledge. The curriculum now implemented comes with CPD in the form of short video and teacher notes around key vocab especially notation. Training on INSET day in November 2023 helped staff access these materials. In UKS2 there is a lot of more complex notation so the CPD materials are really helpful.</p> <p>Implementation is via a spiral curriculum which means children are always building upon previous knowledge. Teaching starts in EY and works in parallel with EY Early Learning Goals. Lessons always recap prior knowledge - lots of natural opportunity for recall which develops fluency.</p> <p>Current goals – PP children accessing extra-curricular music opportunities specifically clubs. Many SEND access but less PP. Recording and assessment of music – lots of composing and notation in KS2 , in EY and KS1 more about performance so need to make sure effective ways to capture this.</p> <p>Question – What is an HLTA? Response - Higher Level Teaching assistant who delivers PPA.</p> <p>Question – Do boys participate in lessons and other opportunities? Is there an even gender spread? Response - Yes try to encourage many to be involved. Working hard to develop positive musical culture for all. All children take part in all curriculum music lessons.</p> <p>Question – Really enjoyed the concert this evening. Observed it was all girls. How do you feel with lessons and other opportunities more even spread? Response - Both EP and AP. Boys really enjoy percussion more than oral singing. Last two years have had boys – clashes in clubs/choir nights. PG internal monitoring shows boys really enjoying music in lessons.</p>	<p>Governors encouraged to look at SL files when visiting.</p> <p>PG AF to look at getting a music I PAD for recording and capturing impact and system for strong files on ETAMS PG to investigate placing video content on website to show impact. EP / AF to send letter to all PP families promoting free music lessons for PP.</p>

Question – Have you seen in monitoring the recall is following through and children can recall?

Response - When inherited the subject saw there was quite a gap especially in 3&4. Examples of strength – children playing a blues scale on a glockenspiel, evidence that they have built up. Consistent use of glockenspiel – just one instrument – builds confidence aids recall and facilitates mastery.

Question – Do you feel you have all the resources you need to achieve the goals?

Response - Support PP – Rock Steady – external group to set up bands over 6 week period – exploring this. Music only iPad for capturing all evidence

Question – Quality of strawberry tea – How do we ensure we celebrate achievements?

Response - Impact examples, share via newsletter/

Corrin Renton – Physical Education

In the PE curriculum there is a hybrid approach. REAL PE EY – KS1 – physical literacy foundation skills. REAL PE in KS2 for dance and gymnastics. REAL PE promotes three core skills to developing physical literacy; agility, balance coordination. This supports other areas of curriculum e.g. correct posture for writing.

Staff CPD – in Initial Teacher Training (ITT) trainees only complete a few hours of PE training so new teachers often feel under trained and report lack of confidence with teaching PE. REAL PE resources and team teach via Sporting Influence aim to support ongoing CPD.

KS2 curriculum is designed around wanting PE to help children progress well and be ready for KS3 curriculum and be able to access grass roots sports in extra curricular provision in school and opportunities in clubs away from school. Sporting Influence KS2 curriculum lesson based around sports/athletics REAL dance REAL gym 1 lesson

TLP's do align to PE also. Staff subject knowledge has improved with resources and team teaching opportunities available.

Subject leader reports they are aware of monitoring gender issues e.g. rates of participation within and beyond the curriculum / equality focus – equal participation rates within and beyond the curriculum. SI curriculum is not stereotypical games heavy e.g. football netball, there is a good balance with less traditional games and activities also e.g. handball, dodgeball tchoukball orienteering.

Question – We are a town school. There is no immediate access to a field. Do you make use of other facilities beyond the school?

Response - Yes. We use the Stray for sports day and children have 1 lesson a week on Stray in summer term. Also have accessed Aidan's facilities for Athletics competitions – long jump pit high jump mats. Sporting Influence competitions take place weekly and use – Harrogate High and Rossett High indoor and outdoor facilities. Clubs in summer also make use of the Stray. Children also go swimming at the Hydro

Question – How do you make sure all of curriculum and extra-curricular is open to all children?

Response - REAL PE designed to be fully accessible to all children. Teachers work closely with SI coaches adapt work closely with class teachers who know the children best. In terms of clubs Para sports SEND focus comps have taken place. Harrogate Hammers wheel chair basketball club was an offer during last school year and is expected to be repeated this year also.

Question – Do you track figures of participation for clubs and competitions?

Response - We keep an overview and also subsidise clubs for PP where asked. We promote this via all club letters. Use a rota and allow all children to participate, compete and represent school. Support with transport if needed. Have introduced less traditional newer sports such as table tennis and tchoukball to encourage wider participation.


EC spoke about the support for SEND as per the TLP's which has the overall aim of ensuring all teachers and supported and skilled in allowing children with SEND to access the full curriculum and achieve in line with peers. Four staff from St Peter's undertaking adaptive teaching training in the new year as part of a Trust run training programme.

Comment – I have noticed there is a Girls only football on Friday playtime and lunchtime.

Question – Can subject leaders files be accessed by Governors?

	<p>Response - Yes. Linda McPhee encouraged governors to access these when they visit.</p> <p>Input on the use of the Teaching and Learning Principles to improve consistency in classroom pedagogy was given by; Mrs Crankshaw (Curriculum Lead and Year 5&6 Teacher)</p> <p>Input on developing of Science was given by Miss Box (KS1 Class Teacher).</p> <p>Science is well developed and there has been excellent support from EC – progressions in learning steps EY to Year 6 is strong with really small effective steps building on prior knowledge. Real clarity. Just finished working on 5 strands of Scientific enquiry and progressions within these 5 strands.</p> <p>Trust TLP’s have been great. The way we have used them to share good practice is impacting across all subjects. We have developed a bank of slides – template slides for use in lessons to act as aids when planning and this helps focus on TLP’s in each lesson. Really well utilised document not just paper on a shelf. Helps focus on key vocab and elements that make a difference to children’s learning.</p> <p>As Science lead there is a lot of support across the Trust. Trust SL network, Ogden Trust involvement – CPD days which then access free resources for the school.</p> <p>Question – Been very useful input tonight thank you. Can you explain what format monitoring takes?</p> <p>Response - EC has management time every Thursday- schedule based round block sequence SL released in line. Different SL might have slightly different focus depending on priorities within development of that subject – triangulate – look at planning on TEAMS, talk to children, visit lessons. Focus this year is on impact TLP’s being evidenced is also always a focus. Not always whole monitoring – review of class teacher assessment narratives, talking to children.</p> <p>SL files have a running record of monitoring log as well as detailed write up proforma for longer pieces of monitoring.</p> <p>EB – we really appreciate the time that is made – we are really supported by leaders to be given time to develop our subject sand undertake this work. It really helps having Emily to draw upon her depth of knowledge.</p> <p>Governor Observation - JP – really helpful to observe Emily at work. We could see files, see impact of leaders via exemplification could see impact of this in lesson and books and in SL files.</p> <p>Question – Can subject leaders give examples of how monitoring and or TLP exemplifications are helping to make improvement?</p> <p>Response - Example in Science last year taught in a block. Discussions evaluation led to changing to teaching it continuously. Taught alongside RE in one afternoon. M&E of this led to review to teach fortnightly to allow time to conduct investigations and get into sufficient detail and work through the small steps.</p>	
<p>10</p>	<p>Financial Update</p> <p>Amanda Foster (AF) the school business manager provided a verbal update to go along with the paper on Governor Hub. This complimented the information provided on Governor Hub and the information on pages 12-14 of the HT report.</p> <p>Update from AF –</p> <ul style="list-style-type: none"> • A number of changes with budgets as per documents shared. • End of 2022-2023 – came out of year better than expected – over estimated on utilities. • End year with surplus of 54K which was higher than expected. • Trust expectation to re work budget based on pay awards pupil numbers GAG funding error these done. This is to ensure budgets are more accurate. • New 4 year budget usually done March 2024 – actually working on this now Trustees feel they need this for January in order to act – doing this now means estimating in certain areas e.g. pupil numbers. A key factor for us is 8 or 9 classes from September 2024. Will have more of an idea of this after 15 January when we know how many 1st choice applications we have received. • St Peter’s is one of the schools that is causing less worry to the Trust than some however key messages from Clare Dowson (as per HT report) still stand. 	

	<ul style="list-style-type: none"> • Re working will be based on 9 class structure which is the most likely based on current numbers will run numbers for 8 class structure also. • 9 class structure will require use of reserves to fund. <p>Question – <i>Feel like so much work goes into this thank you. Is there going to be a separate meeting to look at these before submitted to Trustees in January? I feel I would need a meeting in order to discuss to ‘sign these off’.</i></p> <p>Response – <i>Hope to have more info after Thursday business manager meeting. Might be go to trustees in Jan and then come back to governors. Not exactly clear sequence of dates re signing off these.</i></p> <p>Question – <i>What has changed landscape of our budget as in summer it was looking less positive?</i></p> <p>Response – <i>Took level of prudence last year – long term sick unpaid absences – savings made on salaries, utilities were not quite as expensive as anticipated plus worked to reduce energy use, have been prudent with non-essential spending.</i></p> <p><i>Pupil numbers in year meant loss of pupils was not felt as strongly as it might if not for in year admissions. Always work on basis of most expensive scenario (highest cost and lowest income) which does not always materialise.</i></p> <p><i>PG extreme caution is still advised as per Clare D points page 12 of HT report. 4 year budget assumes reduction in support staff in future years.</i></p> <p>Comment – <i>LMcP happy to come and look at this to provide support.</i></p> <p>Question – <i>Does Clare D support and oversee before submissions?</i></p> <p>Response – <i>Yes she is a huge help very supportive and hands on gives effective oversight and advice. She reports each budget to trustees.</i></p> <p>Question – <i>What are the risks of balancing the budget. Are we short of staffing?</i></p> <p>Response – <i>We are meeting statutory requirements pupil ratios and statutory EHCP provision. However in KS2 in particular there are very large classes (34) without support. This has an impact on wellbeing of staff and workload. There is less leadership time than in previous years and this is covered by HLTA’s rather than teachers which means more planning and marking responsibility goes back to the class teacher who is being released.</i></p>	
<p>11</p>	<p>Governor Update</p> <p>Parent Governor Vacancy. Two nominations received. Currently awaiting to hear back from the Trust in relation to use of electronic voting. Both nominees have been kept informed.</p> <p>Question – <i>Can we welcome both nominees to the LGB?</i></p> <p>Response – <i>No. There is only one vacancy. Procedures state there must be an election if more than one nomination is received.</i></p> <p>Question – <i>Is governor training all up to date?</i></p> <p>Response – <i>PG will check this.</i></p> <p>Link Governors proposed by LMCP</p> <ul style="list-style-type: none"> • English and Wellbeing - Gina Clarke • STEM subjects science, maths, computing - Janet Parker • SEND and arts subjects Art, music, PE - Jessica Eaton • RE and French - Helen Bromley • SIAMS Alan Garrow and Helen Bromley • Humanities geography and history - Linda McPhee • Safeguarding Will Naylor <p>Governors Visits Report – All reports on Governor Hub.</p> <p>Will – WN 3 visits. SDP 2, SG and PSHE discussion. Helpful general discussions about SDP. More depth 90 mins SG SCR CPOMS, attendance, behaviour, bullying how issues are managed centrally and reporting systems, dip samples casework and processes. Attendance monitored and carry forward. Observed pupil voice session wit PSE leader Yr3-6. Very articulate Yr 6. Revisited with Linda talk to children about wellbeing safety and happiness in school and online.</p>	<p>PG to check training records and notify governors of any training still outstanding.</p>

	<p>Reassuring to hear positive comments from group of children in a semi structured review. Next step is to complete a visit checking teachers confidence with systems.</p> <p>Gina – GC. SDP visit nothing further to add. RE learning walk with PG. Very interesting. Good learning experience. All in M&E report. Focused on TLP’s. PG saw an improvement in consistency in during these classroom visits. Looked at adaptations of RE agreed syllabus to mixed classes. LMCP – gave a flavour of consistency on behaviour across. Looked in books and spoke. Observation – vocab expectations in RE curriculum are high especially in KS1.</p> <p>Came to Mike S autumn term visit- Encourage all governors to read his report. Main takeaway talked about Ofsted focus on Impact – main question is the curriculum well planned, well-resourced and do teachers have what they need to teach it and teach in well. Impressed with progress in EF and SDP and website pages summaries. Impressed with SL folders.</p> <p>Jessica – JE. Came in last week with LMCP. Met with Alice re SEND. AJ gave a helpful update on SEND work. Looked at ILP’s. Reassuring to see the thoroughness of ILP process including updates adding attendance and participation in extra-curricular. Saw intervention map and associated resources. Saw how AJ monitors and picks up on next steps and support needed. Clear the school has strong relationships with children with SEND and their families. Positive to see the involvement families have with ILP’s. Positive to hear impact of efficiencies gained via systems such as Arbor and CPOMS. Only 2 days week – big job in this short amount of time.</p> <p>Janet – JP. Strat and leadership SDP and SEF – discussions about plans for 2024 onwards – maintain and embed current strengths alongside new priorities so we don’t loose strengths. Maths with EC. Very helpful seeing intent implementation in action and seeing the impact in lessons use of TLP’s specifically active engagement of children ‘no hand’s up’. LMCP – thank you to EC very valuable experience – modelling deep dive process.</p>	
<p>12</p>	<p>SDP 2024-2027</p> <p><i>As a strong and strengthening organisation, the 2022-23 and into 2023-24 Development Plan strategic objectives remain:</i></p>  <ol style="list-style-type: none"> 1. Yorkshire Causeway is a good employer 2. Yorkshire Causeway delivers education that is ambitious for every child 3. Yorkshire Causeway is a strong organisation. <p>A discussion took place around the suggested St Peter’s strategic priorities of;</p> <ul style="list-style-type: none"> • St Peter’s is a safe, happy and welcoming place for everyone. • St Peter’s implements an ambitious and inspiring curriculum and extracurricular experience for every child. • St Peter’s is a secure and stable school. <p>AG – 1st one strong and necessary, good extra-curricular maybe separate bullet, is third one more explicit re prudence make it clear it is about secure and sense of belonging</p> <p>EC extra-curricular enriches our curriculum</p> <p>Vision re-engagement</p> <p>PG – staff input on this was sought at the training day 6.11.2023 – notes shared via Governor Hub. Overall consensus was that Love Learn Shine still resonates strongly with staff. The current bible rooting does not resonate as strongly and is harder for staff and children to remember and understand. Some alternatives were proposed within the notes.</p> <p>Governors happy for HB AG and PG to look at the vision work outside of main LGB and report back.</p> <p>Question – Where are vision notes?</p> <p>Response – In ‘Vision folder’ on Governor Hub in 2023-2024 file.</p>	<p>PG to arrange a date for this with AG and HB</p>

	<p>Question/Comment – <i>Can we make love work harder from an inclusivity and diversity perspective – more impactful language elevate it – cultivate empathy celebrate difference , nurture</i></p> <p>Response - <i>Yes absolutely we can look at this further when meeting as a smaller group.</i></p> <p>HF - SHINE used to be an acronym – the nurture and inclusivity was there in the acronym bring int back to fore front.</p> <p>GC comment– parable of sower stood out in the notes.</p>	PG AG HB to consider this feedback in further discussions.
13	<p>Headteacher Report</p> <p>Staffing and Recruitment</p> <p>The HT updated governors in relation to the two staffing changes January and February 2024.</p> <p>Marketing and Admissions</p> <p>The HT reported on the level of interest for places for September 2024 including the figures as per page 6 of the HT report.</p> <p>SEF (governor prompts)</p> <p>Question – <i>Looked at Trust budget – will this impact on school budget</i></p> <p>Response - <i>Possibly in terms of reserves and central charge.</i></p> <p>Question – <i>WN attendance questions will pick up in next visit</i></p> <p>Response -</p> <p>Question – <i>Data outcomes question re KS1 data as per the link to the data package link on page 10 of report.</i></p> <p>Response - <i>Outcomes info was discussed at length at autumn term meeting. HF offered to speak individually with the governor who had missed this meeting.</i></p>	HF to arrange to see governor if they wish.
14	<p>Safeguarding Update</p> <p>See WN governor report and input in HT report also</p> <p>Important governors feel they have an overview of casework and monitoring e.g. filtering and monitoring checks, number of exclusions. All this info is in the HT report.</p>	
15	<p>MAT Business</p> <p>Trust chairs meeting next week - LMCP will attend</p> <p>Training day – There will be all staff conference and workshops with EDI focus on 8 January 2023.</p>	
16	<p>Policies</p> <p>The Medical and Admissions policies were approved by governors.</p>	PG to add these updated policies to the website.
17	AOB	

Summary of Actions			
No	Action	Agenda Item Link	Who
6	PG to add minutes of last meeting to the website.		PG – Actioned 5.12.2023
7	PG to check training records and PG to check training records and notify governors of any training still outstanding.		PG – Actioned 12.12.2023
7	PG email HB AB SDP 4 Map themes for M&E for the other 4 areas of SDP over spring and summer and send to governors and them to governors.		PG
9	Governors encouraged to look at SL files when visiting.		All governors
9	PG AF to look at getting a music I PAD for recording and capturing impact and system for strong files on ETAMS PG to investigate placing video content on website to show impact. EP / AF to send letter to all PP families promoting free music lessons for PP.		PG EP
12	PG to arrange a date to meet with this with AG and HB re vision and spirituality work PG AG HB to consider the feedback given in discussions re use of LOVE to further make clarity inclusion agenda in further discussions.		PG
13	HF and AG to meet re outcomes data if AG still wishes.		HF AG
16	PG to add updated policies to website		PG – Actioned 12.12.2023

The meeting closed at – 8.15pm