

**A meeting of the Local Governing Board of St Peter's CE Primary School held
Monday 29th January 2024 – 4pm in school**

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

Joined in part to present – Amanda Foster (AF), Katie Emsley (KE), Deborah Robbins (DR)

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>LM welcomed all governors to the meeting</i>	
2	Apologies for absence and to determine whether any absences should be consented to. <i>Will Naylor – unable to come due to work commitments.</i>	
3	Declaration of interests, pecuniary or non-pecuniary. <i>None declared.</i>	
4	Determination of confidential items <i>No confidential items planned</i>	
5	Notification of urgent other business <i>Terms of reference for the complaints panel</i>	
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 Summary of Actions from previous meeting.</i>	
8	Dates of next meeting <i>Monday 11th March – 6pm online</i>	

PART 'B' – SCHOOL IMPROVEMENT

No.	Item	Action
9	<p>Curriculum Development Input from subject leaders in Geography and History</p> <p>Katie Emsley (History Subject leader) Visit from Mike Smitt has been very helpful, showed how far we have come, was a positive experience. In middle of KS2 History topic of the Egyptians at the time, was happy with progress. Big focus now on chronology, timelines of each are of history.</p> <p>Question Do you think you have all the resources and support you need? Response I feel confident in the subject, I know where it's going. More CPD would always be helpful. Have been thinking about diversity, we do celebrate it, books etc. could there be more? Article in History Association website on how to diversify history – not a bolt on but more embedded – different ethnicities, men and women, rich and poor.</p> <p>Question Looking at the date I was taken aback by the number of EAL children. How do you support these children? Response Being immersed in the classroom, pictures, partner talk, day to day support and guidance. Knowledge organiser is very helpful.</p> <p>Question What is the knowledge organiser? Response Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. Key vocabulary, key knowledge. Set out sequentially with visual aids, making it easy to retrieve knowledge.</p> <p>Question Do you think knowledge organisers are inclusive and accessible? Response It is accessible in KS2 and EAL children. From experience EAL children can access it well with a few tweaks. Too much for KS1 – plan is to use more of a word mat with key vocabulary and visuals. Teaching children from Ukraine, using translation tool on powerpoint has been very useful. Also google translate. Block teaching also very helpful, not swinging from one subject to the next, hearing language and vocabulary repeatedly. Teachers are very skilled and make adaptations for individual children rather than EAL children as a whole. Truly believe being part of the classroom is the best way.</p> <p>Geography – Deb Robbins (Geography subject leader) Weve worked hard on the current design of curriculum, making sure it is substantive and procedural. Geography Review lots of areas for improvement, more reading maps, symbols etc, building in more experiences – more trips and visits relevant to what they are learning. KS2 History link to Geography- 'Rivers to you'. Trying to make the Geography curriculum specific to our school. KS1 – we don't have a big school but we have the church, the library, stray etc.- appreciating the local environment we have. Have joined Geogrpahy Association. Climate Change lead – making contact with zero carbon Harrogate. Mike Smitt visit useful, he found strong leadership but questioned whether it is embedded in the classroom. KS1 need directional language, using maps, Lego, messy maps. KS1 monitoring – important to be explicit about what I'm looking for. Important not to put a ceiling on perceptions or abilities, look what other schools and consider if we can do it too.</p> <p>Question Do you feel you have time and resources fort this role? Response Ideally we always need more time. Whenever a unit is on we will take the time to go and look at what is going on and books. MS reported that children were reserved at times, good to have children who are confident and enthusiastic, may be worthwhile to practice this. Knowledge organisers great if used well – as a working document, highlighting key knowledge. MS said key knowledge important but not in a 'pub quiz' way, less prescriptive.</p> <p>Question Can you talk about the monitoring you have done?</p>	

	<p>Response EYFS and KS1 is a focus, important to be consistent. Mixed class element is difficult, ensuring that there is consistency within Year Groups which are split into different classes. Block teaching works well in this respect as subject leaders can focus on just one key stage at a time which is more manageable.</p> <p>Question LM is there something you would like the subject leaders to focus on? Response Picking up on MS comments – maybe helpful for children to practice to adults less familiar than them.</p> <p>Question Have we got a list of subject leads? Response On website on curriculum page. PG to include in next HT report.</p>	<p>Children to practise speaking about their learning with less familiar adults</p> <p>PG to include in the appendices in next HT report</p>
<p>10</p>	<p>Financial update AF gave a verbal update to go alongside her update in the HT report.</p> <p>Question When might we find out about surplus? Response Start of summer term. Helpful as looking like we'll sustain 9 classes, a good portion of that goes to staffing structure.</p> <p>Question Is the 4 year budget dependent on sustaining the 9 classes? Response Weve done the budget based on 9 classes.</p> <p>Question 9 Classes next year and then 8? Response Yes and then 7 after that.</p> <p>Question Do we have some staff on short term contracts? Response We have 2 Tas. This will reduce in line with Year 6 child leaving. We will terminate Just B contract.</p> <p>Question What Is Just B? Response Bereavement and emotional wellbeing support - 3 children a week, 6 and 10 weeks with a councillor – pastoral support</p> <p>Question Can they access this from the local authority? Response For bereavement they can use Just B.</p> <p>Question Where can we signpost people for other issues? Wellspring in Knaresborough. Cancelling Just B is a reduction in what we offer but most schools have never offered it. Looking at 4 year budget we will have to tighten belts where necessary, not easy.</p>	

<p>11</p>	<p>Vision update</p> <p>Discussion on the wording of Love Learn Shine and liturgy. Question of whether the emphasis is on Shine or Love. Could be a difficult shift to move to the theological, Shine is very embedded. The issue is getting the balance right, not imposing Christianity on families but upholding message. Need to be clear we will benefit children regardless of beliefs. Some families welcome Christianity but want children to decide. HB – idea of a candle – Love is the base, Learn is the way up, Shine is the candle.</p> <p>Question How would you like to go forward with this? Response Just to reflect – potentially visual rep, currently just trying to get words right. Potential contact of parent who is graphic designer.</p> <p>Question Is it worth giving a shortlist for people to choose from? Response AG Has to come from Paul. Need to go and look at liturgy – shine. Want children to shine in any way – it’s a place of belonging in any way.</p>	
<p>12</p>	<p>Academic Outcomes Information</p> <p>HF gave a summary of her document ‘End of Autumn 2023 Data Overview and Summary’</p> <p>HF explained the different modes of assessment, NTS assessments, SATS, schemes for phonics, heat maps, testing on decoding etc. Teacher assessment goes alongside NTS testing. Arbor is used to retrieve the data from assessments, HF looks at data and asks for staff input alongside it. I’ve added in strengths for each cohort and what the focus is for spring term. Adding support in form of tutoring, this would usually be Y6 but it would be beneficial to have it at an earlier age. We have 2 members of staff who will be working with Y1 and Y3. What is working well – Maths is strong across the school. Mastery from early stages works very well, using small steps to build knowledge. Trying to use this approach with English – Little Wandle does this well, small steps. Pathways to Write – introducing in KS1.</p> <p>Question With the tuition in Y1 and Y3, is this because there are gaps in Y1 or is this just a good time to start? Response There are pockets of children whose needs are CVC words etc and intervention is already happening. The purpose is to close gaps at the point they emerge, rather than letting them carry on further up the school.</p> <p>Question Is there a higher level of need for EAL children in Year 3? Response We categorise EAL children in different ways, EAL children often speak English as their predominant language. As a school we are above national average but 49% speak English as predominant language. It is however still a consideration, its just that needs are different in each case. Children who are new to English in the Early Years have different needs to children in the older years. Weaknesses are more noticeable in writing. Due to the way assessments are done there is much less room for error compared with reading. Children from Hong Kong for example are very able in reading and Maths but writing is more problematic due to the way we assess, which can be disheartening for staff. But we need to listen to the narrative, how are they progressing. It can be challenging for teachers when there isn’t much support – Tas tend to be with SEND children, can be hard to accommodate EAL children.</p> <p>Question Where is the data for achievement in EAL and SEND children?</p>	

	<p>Response The trust have compiled a set of comparative data for all schools in the trust looking at PP, EAL and SEND.</p> <p>Question <i>NTS Assessment data is consistently high compared to teacher assessment, is that ok?</i></p> <p>Response After using it for three years now we know that the Autumn data is always higher but in summer it is more or less in line. The purpose of it is to identify areas where children struggle with shine interventions giving us information alongside, it is useful to have both. In Maths our curriculum does not align well with the NTS questions but children still manage to apply what they know and answer them, which is very encouraging.</p> <p>Question If the NTS data shows improvement, how do we know it is embedded?</p> <p>Response Children are much more fluent in answering a range of questions.</p>	
13	<p>Governor Update Voting goes live on Thursday 1st Feb and will be open for 2 weeks.</p>	
14	<p>SDP 2021-24 PG explained that good progress is being made and school is working on the priorities for this term.</p> <p>SDP 2024-27 PG drew attention to the points which have now been agreed and will form the basis for a more detailed development plan for the next three years.</p> <p>Terms of reference for complaints panel. Started as informal and was progressed as wish of the parent. Parent would now like to progress to Stage 2. Alan will chair the panel. The process will be to present the report, the panel will review it, Linda will make recommendations. The stage 2 panel will then decide if it is rejected, upheld or unresolved. There has been another complaint from the same parent – HF leading this one. It is informal at the moment, if it goes to the next stage a governor will need to be involved.</p> <p>Question Was that two complaints from the same parent? Response Yes</p> <p>Question The person investigating at this stage has to be a governor? Response The policy assumes it will be chair or head chair governor. HF is leading on this occasion as the complaint is about PG.</p> <p>Question What happens after stage 2?</p>	

	<p>Response They will check due process, ESFA will check procedures have been followed. If they find something new the process will start again but if it is same issue raised again it will not.</p> <p>Question is the process robust enough? Response It is very robust, flawed as Linda has to give up time.</p> <p>Question Does the trust provide support? Response Kerry S been helpful, providing clerk etc. Check whether this is a role for LADO.</p> <p>Question Does someone from trust step in to chair things like this? Response Some trusts do pay experienced people. With difficult complaints we don't always have the skills to carry it out.</p> <p>Question Has Helen Boulton written the Terms of Reference? Response Yes. Can everyone approve those notes.</p>	
<p>15</p>	<p>Headteacher Report Update</p> <p>RAG rating moving to blue. INSET day in April. HT referenced the strategic priorities for 23/24, as per P6 of the HT report</p> <p>Still looking to change the PAN – this year 32 first choices for only 30 places, there may be movement before Sept. With current numbers being 94 in Early Years and KS1, we will need an extra teacher for 4 children. Currently looking at class structure.</p> <p>Staffing and Recruitment – Welcoming Kate Henderson back in a phased return. Miss Box left at Christmas, Mrs Hewsom now in Finches, settling in well. Mrs Renton – finish Weds 31st – due to medical advice. Miss Ward taking over. Resignation from today – Victoria Gould – will be leaving end of Feb.</p> <p>9th Jan – bomb threat – all went well, children and staff superb. Evacuation point known well. Amanda ran comms from North Rigton which worked well, have now arranged to have a hot desk with the trust in the event of something similar happening again. Can potentially use Bead House if St Peter's Church isn't available. We will get 2 mobile phones for this specific use in future. AG suggested having a piece of paper with relevant numbers etc in case of similar event again.</p> <p>Question Is it possible to nudge the attendance up to 96%? Response Have discussed with the trust the materials from recent government campaign. There has been a backlash against these materials – dismissive of various reasons for being absent. We are continuing to promote good attendance rather than focusing on bad attendance. Evidence shows that dealing with individual cases is better than a blanket approach. We have a clear and robust system to challenge where necessary, we have issued 15 penalties so far.</p> <p>Discussed the External advisor report (MS report). Very useful to get overview of school and specific points for improvements. Good for children to talk to variety to people.</p>	<p>Purchase mobile phones</p>

16	<p>Safeguarding Update</p> <p>HT alerted governors to info on P20 of HT report on Safeguarding. HT pointed out the importance to all governors of Safeguarding caseload. This is looked at in more detail in safeguarding visits. We continue to work with Martin Powell.</p> <p>HT signposted Compass Buzz and Compass Reach.</p> <p>Test filtering and monitoring continues on a termly basis.</p> <p>There has been one incident of bullying which was then retracted and 2 incidents of a sexual nature.</p> <p>We have a strong process for low level concerns, we have made a referral to the LADO already this term.</p> <p>SCR check coming up.</p>	
17	<p>MAT Business</p> <p>Drew attention to MAT which has recently taken place. Available in conference pack.</p>	
18	<p>Policies</p> <p>The following policies were adopted by governors:</p> <p>Fire safety missing</p> <p>Working at Height</p> <p>Health and Safety</p>	
19	<p>AOB</p> <p>None</p>	

Summary of Actions			
No	Action	Agenda Item Link	Who
6	PG to add minutes to the website		
7	Children to practise speaking about their learning with less familiar adults		
7	Purchase mobile phones		
9	PG to include list of subject leads in the appendices in next HT report		

The meeting closed at 6.05pm