

**A meeting of the Local Governing Board of St Peter's CE Primary School held  
20<sup>th</sup> May 2024 6pm In Person**

**Present In attendance:** Paul Griffiths (PG), Linda McPhee (LP), Alan Garrow (AG), Helena Fishburn (HF), Emily Crankshaw (EC), Amanda Foster (AF), Gina Clarke (GC), Jessica Eaton (JE), Helen Bromley (HB), Will Naylor (WN), Sarah Thompson (ST), Clare Dowson (CD)

## 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	<p><b>Welcome</b></p> <p><i>LP Welcome to all and special welcome to our new parent governor, ST.</i></p> <p><i>ST gave a brief account of her background and all others present introduced themselves.</i></p> <p><i>LP thanked all for their efforts during OFSTED, she praised staff for their dedication and for going the extra mile and the leadership team for doing a wonderful job. 'It really felt like a team'.</i></p> <p><i>Extra meeting required – short extraordinary budget meeting. Agreed for 10<sup>th</sup> June, 4pm on TEAMS.</i></p> <p><i>Clarification of timing of next main LGB meeting 1<sup>st</sup> July: 3pm (not 6pm)</i></p>	
2	<p><b>Apologies for absence and to determine whether any absences should be consented to.</b></p> <p><i>Janet Parker unable to attend as away on holiday</i></p>	
3	<p><b>Declaration of interests, pecuniary or non-pecuniary.</b></p> <p><i>None declared</i></p>	
4	<p><b>Determination of confidential items</b></p> <p><i>None declared</i></p>	
5	<p><b>Notification of urgent other business</b></p> <p><i>New staff governor position to be discussed</i></p>	
6	<p><b>Minutes of the meetings held on 11<sup>th</sup> March 2024</b></p> <p><i>The minutes were agreed to be an accurate reflection of the meeting.</i></p>	
7	<p><b>Matters arising from the minutes</b></p> <p><i>The matters arising as detailed in the summary of actions in the previous meeting.</i></p>	PG to minutes to website.
8	<p><b>Dates of next meeting</b></p> <p><i>Monday 10<sup>th</sup> June 4pm, TEAMS (short extraordinary budget meeting)</i></p>	

## PART 'B' – SCHOOL IMPROVEMENT

No.	Item	Action
9	<p><b>Finance</b> AF gave a summary of Budget Monitoring report. Discussion of potential works to premises: currently costing windows replacement, for work to be done in summer. Sparrows windows and bay window in dining room need to be replaced and a couple of others, assessing the need at the moment.</p> <p><b>Question</b> Will the Sparrows classroom be painted at the same time? <b>Response</b> It was painted quite recently, in good condition. Other areas being considered, Sparrows and Starlings roof. We're getting quotes for the Nest, PG has applied for funding grants.</p> <p><b>Question</b> What is the work to the Nest? <b>Response</b> A similar look to the library, it's quite bland at the moment.</p> <p><b>Question</b> We don't know what they will do for the refurb? <b>Response</b> They come in and do a full refurb. I have a long list of potential works – to the fabric of the building, new boilers etc, not painting. Refurb in this program is rare, it's usually a rebuild.</p> <p><b>Question</b> Is there an idea of timescale? <b>Response</b> April 2025 will be the very beginning of discussions. Group 2 is a high group, if they look properly they might bump us up.</p> <p><b>Question</b> Change of budget over the next 3 years? <b>Response</b> We're working on that, to be discussed at next meeting.</p> <p><b>CD</b> - summary and discussion of papers. Discussed the financial position of St Peters within the trust. Discussion on reserves and how to manage them. 5% being the lowest workable amount. Moving towards pooling reserves, to share wealth to benefit all pupils. You can't use reserves on staff costs, use on building work for example and student needs. Money at present is not spread equally, some sitting on large sums, some struggling.</p> <p><b>PG</b> We've had some frustration with reserves. My view is that it makes sense, we want to spend the money to benefit our kids but can't spend on staff etc. First year reserves were spent on building works but since then haven't found the right thing.</p> <p>CD discussed changes to the reserves paper. Different definitions of reserve amounts – Min, Core, Core plus Application process has now been approved, we expect St Peters to apply, core plus reserves. Going forwards as of Sept 24, reserves will be part-pooled, by Sept 25, all reserves pooled. All will be retained at trust level, not schools.</p> <p><b>Question</b> Do new academies attract funding? <b>Response</b> It's gone, LACSEG ended. A new school used to get £25000, now you need 3 schools to get that. You can spend most of that on legal fees.</p> <p><b>Question</b> Lots of schools pool entirely don't they? <b>Response</b> We're not looking to pool GAG or income but you can see how that could be the next step.</p> <p><b>Question</b> Why have we not pooled so far? <b>Response</b> A year ago it wouldn't have been possible, the trust has changed so much in recent years, it's unrecognisable. Things have changed nationally, the time is right now.</p> <p>Details of the changes from old policy to new to be completed. HT's job will be to settle the balance budget, then work in partnership with the trust.</p> <p><b>Question</b> Would it be beneficial to spend the reserves we have now? <b>Response</b> Its not in the spirit of it but can spend a portion of the core plus. It is almost intentionally staggered to get that benefit. Must go through the application process to use it.</p> <p><b>Question</b> In the long term 2025, how confident are we feeling about fostering a culture of collaboration – being one team, not spending before we lose it?</p>	

	<p><b>Response</b> One feeds the other, each benefits the other. If schools aren't playing ball it will be obvious.</p> <p><b>Question</b> How far along is the criteria to make sure it is equitable?</p> <p><b>Response</b> This application is only for core plus schools, it is clear if you school's budget is or isn't approved.</p> <p><b>Question</b> Who manages the applications? What stops a school saying we're going bust?</p> <p><b>Response</b> Regular budget meetings, it will be clear from the data.</p> <p><b>Question</b> What can you do about it?</p> <p><b>Response</b> Sits with the HT to manage properly. Monthly budget monitoring.</p> <p><b>Question</b> Central charge remains 7%?</p> <p><b>Response</b> Yes, growth in order to share costs between schools.</p> <p><b>Question</b> Will there be a follow up meeting if we have any more questions?</p> <p><b>Response</b> Yes, follow up questions very important.</p>	
<p><b>10</b></p>	<p><b>Staffing</b></p> <p>2 assistant heads have been appointed - EC and AJ after interview process. These positions will start officially in September but preparations can start in the next half term. Have recruited 2 PT teachers to fill HF's position, very experienced, previous AH, 10 years experience.</p> <p><b>Question</b> Will they be going into Y6?</p> <p><b>Response</b> One in Y5/6 with KH and one in 3/4 with KM. Currently recruiting for KR's position and the other Y2 teacher.</p> <p>Pan goes down to 30 in Sept. 2 children currently from refuge, sometimes they move on quickly. Numbers still may increase.</p> <p><b>Question</b> Will 30 then apply to all year groups?</p> <p><b>Response</b> Yes, so other classes will be above current PAN.</p> <p>With appeals there could be 32 in Wrens. We've done everything possible to keep numbers down but there may still be extras.</p> <p><b>Question</b> Any other staffing questions?</p> <p><b>Response</b> No.</p>	
<p><b>11</b></p>	<p><b>Governance</b></p> <p><b>PG</b> See paper from HB</p> <p>Scheme of delegation – historic, from early days of the trust, trust has changed a lot since then. Timely to have a look as the trust evolves.</p> <p>Trust has vision which is deep and purposeful, it is one entity.</p> <p>HB – gov lead on this, looked at different models and trusts, different ways of organising.</p> <p>HB Summarised the local governance and scheme of delegation paper. Discussed feedback from governors, what they find challenging and drawbacks to being a governor – changed imposed by government, ofsted, late meetings.</p> <p><b>Question</b> We've always set objectives for the school with the HT, I wondered if the trust will take that over. There's a shift towards the trust, are we still involved with you in that way?</p> <p><b>Response</b> It aims to give greater clarity. CEO is working alongside governing body.</p> <p><b>Question</b> Am I leading or not?</p> <p><b>Response</b> My intention is that we'll carry on as we are. Over time what will it look like? HB is hoping to set agendas for each LGB meeting in the year. Gradual progression to standardise agendas.</p> <p><b>Question</b> How can we ensure it will give more clarity?</p> <p><b>Response</b> Will be much more clear as an overall document. Just need some assurances.</p>	

	<p><b>Question</b> I struggle with M-monitor. I would question how much is needed. What value can we add by monitoring some of these areas?</p> <p><b>Response</b> Very small finance team – we really rely on business managers. There is value in all of these things. We need schools to have ownership of their budgets, less likely to go off kilter.</p> <p><b>Question</b> I’m surprised how little accountability – HT, local level, PG – is that worrying?</p> <p><b>Response</b> That’s why M isn’t helpful. If LGB is to monitor, it is to provide that accountability, to provide the link. HT reports are moving to a new model, all reports in trust style, links to Arbor.</p> <p><b>Staff Governor</b></p> <p>EC to step down as staff governor to give the opportunity to someone else.</p> <p><b>Question</b> Just one teacher?</p> <p><b>Response</b> Yes, 2 applications so far. Need to see what the process is when you have more than one applicant. Currently it is SL dominated, non-leadership representation would be good perhaps. Unless anyone disagrees? All governors happy with this.</p>	<p>Look into procedure when there is more than one staff governor applicant.</p>
<p><b>12</b></p>	<p><b>Headteacher Verbal Report</b></p> <p>Vision update – discussion on new wording, all happy with the amended version. When comparing with previous version, there has been a subtle but important shift towards it being more inspirational and focusing on what we seek to achieve. The core Love Learn Shine remains strong and clear.</p> <p>Brief mention of SDP and inspection of church schools – SIAMS.</p>	<p>PG to arrange for posters to be re printed and use of new wording from September 2024.</p>
<p><b>13</b></p>	<p><b>Safeguarding</b></p> <p>Visit carried out by WN a few weeks ago. A summary of findings was given:  Safer recruitment – all procedures carried out and issues resolved.  M&amp;S refuge, there has been nothing, no trend.  Firewall – running as it should.  Bullying accusations, assessed and dealt with properly.  SCR check – nothing of concern.</p>	
<p><b>14</b></p>	<p><b>MAT Business</b>  Covered earlier in meeting.</p>	
<p><b>15</b></p>	<p><b>Policies</b>  PSHE – RSE – Government in process of changing rules for this, wise to hold off. We tend to air more in line with the proposed timings anyway.</p> <p><b>Question</b> With the exclusion policy, does the school work directly with secondary, is there a transition arrangement?</p> <p><b>Response</b> We would pass on all relevant info, the focus would be on what support is needed.</p> <p><b>Question</b> Should that be in the policy?</p> <p><b>Response</b> We can add a reference to that. You can take reassurance that it’s always done anyway.</p> <p><b>Question</b> Parent/Visitor conduct policy – I heard about the recent incident. Is it firmly worded enough? Zero tolerance approach may be beneficial?</p> <p><b>Response</b> Reality is that policy would make no difference to those parents. A trust policy would be good, the trust backing. If you ban someone from the school grounds you push the problem on to the street. Best to have open honest conversations.</p> <p><b>Question</b> I meant more for safeguarding teachers, guidance for them, what to do in that situation.</p>	<p>Possibly add a reference to secondary school transfer in exclusion policy</p>

	<p><b>Response</b> Policy is also for staff as well as parents. Staff should feel reassured that if they have a tricky meeting they can have the support of other teachers/leadership. They can ask another teacher to witness. When a meeting happens spontaneously the meeting room is useful.</p> <p>Question to governors: As parents do you think it was dealt with ok? <b>WN</b> I wasn't worried, I knew it would be resolved and dealt with well.</p> <p><b>Question</b> Is the parent unpredictable? How do we give teachers what they need? Just out of concern for their welfare. <b>Response</b> Support is very much there, It's about getting the balance of confidentiality and privacy.</p> <p><b>Question</b> Is Starlings a bit marooned? <b>Response</b> Doors are kept open, ears are open, senior leadership keep a close eye, checking everyone is ok. In a school where the ethos is that all are welcome, there will always be a few that don't respect that. Peaks and troughs.</p> <p><b>Question</b> Are we happy to approve the policies? <b>Response</b> Yes, all happy to approve policies.</p>	
<b>16</b>	<b>AOB</b> None	

Summary of Actions			
No	Action	Agenda Item Link	Who
1	Look into procedure when there is more than one staff governor applicant.		PG
2	Possibly add a reference to secondary school transfer in exclusion policy		PG

The meeting closed at 7.15pm