

**A meeting of the Local Governing Board of St Peter's CE Primary School held  
Monday 1<sup>st</sup> July 2024 at 3pm**

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

## 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	<b>Welcome</b> <i>Linda welcomed all governors to the meeting.</i>	
2	<b>Apologies for absence and to determine whether any absences should be consented to.</b> <i>Sarah Thompson sends her apologies, not attending due to work commitments.</i>	
3	<b>Declaration of interests, pecuniary or non-pecuniary.</b> <i>None</i>	
4	<b>Determination of confidential items</b> <i>None</i>	
5	<b>Notification of urgent other business</b> <i>None</i>	
6	<b>Minutes of the meetings held on 10<sup>th</sup> June</b> <i>The minutes were agreed to be an accurate reflection of the meeting.</i>	
7	<b>Matters arising from the minutes</b> <i>All matters either completed or ongoing.</i>	
8	<b>Dates of next meeting</b> <i>Discussion over the proposed timetable for next year's meetings. Amendment of next meeting to Thursday 10<sup>th</sup> October.</i>	Change date on meeting schedule

## PART 'B' – SCHOOL IMPROVEMENT

No.	Item	Action
9	<b>Financial Update</b> <ul style="list-style-type: none"> <li>• BMR 10 will follow later in July</li> <li>• Update on reserves request to the trust</li> </ul> <p>BMR 10 not available yet as we're just coming to month end, no significant changes between now and then.</p>	

<p><b>10</b></p>	<p><b>SDP</b></p> <ul style="list-style-type: none"> <li>• Review and impact of 2021-2024.</li> <li>• Draft Objectives for 2024-2027 – including governor allocation to each of the main 4 areas.</li> <li>• Subject link governors for 2024-2025 (see page 3 for current list).</li> </ul> <p><b>PG</b> We’ve come to the end of the last 3 year plan. See P7 to p10 of HT report - summary evaluation of each of the four areas.</p> <p><b>Question</b> With the blue ones, if there hasn’t been an impact yet, do they carry over? <b>Response</b> All 4 themes carry over anyway. Some areas are still in progress, nothing gets forgotten.</p> <p><b>GC</b> Feels like we’ve achieved a lot in 3 years. <b>PG</b> We needed to be ambitious, a lot needed doing, everyone has contributed. The 3 year approach has been very positive, it’s right way to go. <b>GC</b> Nice to get to the end of the 3 years with OFSTED, wrapped up nicely.</p>	
<p><b>11</b></p>	<p><b>A review of Governance</b></p> <p><b>PG</b> Starting on P11 with trust strategy objectives. P12 onwards key actions on each of the 4 areas. Brief discussions on these actions.</p> <p>Discussion on governors roles and whether they will stick with current curriculum areas or swap. Discussion around preferences and role of new governor ST.</p> <p><b>Question</b> Will doesn’t have a particular subject outside of Safeguarding, is that ok? <b>Response</b> Happy as safeguarding is present in all areas, happy not to be on the list.</p> <p>JP – STEM JE and ST - SEND JE and ST – Art, Music and PE AG – RE GC English and Wellbeing WN Safeguarding LP – Geography and History French to be decided.</p>	

<p>Discussion around link governors and the best model.</p> <p><b>PG</b> Whilst incredibly useful they are not a statutory requirement. Various changes coming up, eg deep dives will no longer exist. More changes will come as a result of the election so we'll need to review how we do things. Looking at the value of what we're doing. Discussion of considering staff wellbeing in this context.</p> <p><b>GC</b> maybe we create a timetable of subject leaders coming to us to present. More links between different governors, more like a directory of different skills. Each case could require different people with a different expertise. When you speak to the governing body as whole you get different perspectives.</p> <p><b>Question</b> Do the teachers find it useful or intimidating?</p> <p><b>Response</b> In a way it gave subject leaders a chance to practice. It gave them confidence that they know their subject, so when Ofsted came they felt ready. They were of course nervous but it was useful.</p> <p><b>GC</b> The issue is the length of meetings, they always ran over and it felt like we needed more time. Maybe better with potential changes.</p> <p><b>EC</b> Leaders used to write summary of where they are with that subject and then feed to governors.</p> <p>Further discussion of potential ways to work. Smaller groups versus all governors, learning walks, could be added to meeting schedule, timed meetings. Better for governors to have knowledge of all areas rather than particular knowledge in one subject.</p> <p><b>Question</b> Is there value in going into the classroom?</p> <p>What if we did subject sessions plus doing extra visits, STEM etc if you want to go into more depth?</p> <p><b>Response</b> If we deviate from SDP it can add something else on top. Can lead to not making as much progress in the improvement area.</p> <p>Discussion of feedback on monitoring. Suggestion of adding a file to Governor Hub, teachers can add subject monitoring reports and governors can read if they wish.</p> <p><b>Question</b> Will there be 4 LGC meetings?</p> <p><b>Response</b> That is the requirement but 6 seems more manageable .</p> <p><b>Question</b> Is it helpful if we do learning walks, get a timetable of block teaching?</p> <p><b>Response</b> Yes, not complete for Sept yet.</p> <p>Discussion of governors being involved with MS visits, makes it possible for all teachers to be seen rather than some being missed out due to running out of time.</p> <p><b>PG</b> Governors always welcome but need to manage from staff wellbeing point of view. New staff will need to spend time with them. MS visit is planned for after the Autumn half term as new teachers need time to settle in.</p> <p><b>HF</b> Summary of staff views on governors. Compiled results from Microsoft Forms and through speaking to staff through the year, I know that staff feel very supported by you. Always mindful of what's going on in school. Felt supported in Ofsted, governors</p>	<p>Potentially add monitoring file to Governor Hub</p> <p>Timetable for learning walks/visits</p>
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	<p>were present, checking in, asking how staff were. They feel that they can talk openly. Nothing but positive feedback.</p> <p>Subject leaders value that you spend time reading their reports, useful to get new eyes on what they're doing.</p> <p>Staff very much value you as a governing body, especially as they know you are volunteers with other commitments. Governor Hub is a great tool, makes it more manageable, staff like that.</p> <p>Recent challenging safeguarding cases, governors spent a lot of time supporting and listening. Much value in being able to follow policies and procedures from the trust. We massively appreciate your contributions; you go above and beyond.</p> <p>Discussion around the value of governors, having such focus, being so well informed. Subject leaders have found it valuable. We knew it would be fine with Ofsted, felt confident. A lot of what we've discussed comes from LP, well done and thank you.</p> <p><b>LP</b> The discussions we have had, a key area that comes out is wellbeing. Finding the delicate balance of supporting and also challenging.</p> <p><b>HB</b> great to have governors in but balancing it is important - staff must feel supported. Important to keep asking about wellbeing, keep checking in.</p> <p>Reference made to complaints handles this year.</p> <p><b>LP</b> you never know when you'll be called in, hard to be supportive and ask the difficult questions, meant a lot that HF called to see if I was ok.</p> <p><b>GC</b> Me, LP and PG met last week. Talked about work already happening, discussed action points, next 3 year plan. Me to work with AJ on staff wellbeing action plan. Linked to the DFE staff wellbeing charter. Look at ones to prioritise and make an action plan.</p>	<p>GC to work on Wellbeing action plan with AJ</p> <p>PG, GC and LP to work on next 3 year plan</p>
<p><b>12</b></p>	<p><b>Classes and Staffing for 2024-2025</b></p> <p>See p22 HT report</p> <p><b>PG</b> listed names of 4 new teachers starting in Sept. Lots of change, lots of support needed.</p> <p>Excited to welcome new faces and ideas. Looking forward to next year.</p> <p><b>Question</b> There are some very big class sizes, how are you feeling about that?</p> <p><b>Response</b> It could look like a choice but it's not. Very aware of the small classes of 18 and 19. It's because of the extra 3 children. Very aware that those teachers will have a smaller work load. However, the rota will reflect that at operational level. We'll use time as creatively as we can. So the benefit of small classes will benefit more widely. Classes of 34 - would prefer 30 on one hand but also not having those extra children would take 50 or 60 thousand off the budget. It brings additional oncome. I use 34 as cut off, room size, marking etc. There is no legal number. If you think we should lower that number you can say. I've always stopped at the 35<sup>th</sup>.</p>	

	<p><b>Question</b> Is there a TA attached to that number?</p> <p><b>Response</b> Its hard without TA – small things which need dealing with have an impact. Don't always know who's coming into Rec – they may need more support. We start with a master rota, statutory duties first, below that layer is children without EHCP who need support, high level need, after that staff PPA, after that there's not much left.</p> <p><b>HF Phonics</b> -last year reading was timetabled ad hoc, this year we decided to do all reading at 11.30 – that took all KS2 support away. That was challenging, we've spoken about this. Need to look at changing. We're going to have to manage that team with smaller classes. Lots of small things to review.</p> <p><b>Question</b> Starlings – 35 - is that exceptional?</p> <p><b>Response</b> Governors were assured that there was a rational for this decision and Miss Wilson was happy with the decision.</p> <p><b>Question</b> Miss Wilson – thinking of time with MS - does she feel like she's supported?</p> <p><b>Response</b> All staff are aware of class numbers and are a big part of choosing process, size was discussed at length.</p> <p><b>Question</b> I was talking about when she had come back off mat leave – checking she's fine now, was difficult at that time.</p> <p><b>Response</b> EC looking after KS2 teachers. Miss W is back in, she's feeling supported. This year, she knows the path she needs to be on. Now challenging other members of staff.</p> <p>From that experience we learnt how much things can change, strong feature of monitoring. Maternity leave, teaching abroad, the reality is that you can't assume they will be confident in everything.</p> <p>ECDP trios – peer observation.</p> <p>Already identifying things that need support in new teachers starting in September.</p> <p><b>Question</b> How many TAs do we have?</p> <p><b>Response</b> Less than this year, in some ways. Miss Pywell now teaching, Miss Moseley leaving. Now one child with full time support leaving so we will gain that member of staff but then there will be a child in Reception with high need. So a bit less overall. Looking at apprenticeships.</p> <p>Apprenticeship scheme ongoing process, every 3 months you can apply. The numbers equate to 2 apprentices for the price of 1 TA.</p> <p>Good for experience for them, can be really enthusiastic.</p> <p>Less TAs impact on lunches, duties, can miss out on marking time etc.</p> <p>Volunteers so valuable – we're stretched. Have 2 or 3 in KS2 now who come in to do reading.</p>	<p>Consider timetabling of phonics</p>
<p><b>13</b></p>	<p><b>Early Summary of available pupil outcomes for 2023-2024</b></p> <ul style="list-style-type: none"> <li>• End of EY</li> <li>• Yr1 phonics check</li> <li>• Yr4 multiplication check</li> </ul> <p>Currently the data is dripping, not all in yet. The report is ready to add bits to as results come in. KS2 data next Tuesday. Discussion of how EAL can impact results.</p>	

	<p>Y4 have done multiplications check – they’ve done really well. This year 50% of cohort scored 25/25. Last year it was 33%. New strategies now having an impact.</p> <p><b>PG</b> From a workload perspective it’s much better, goes straight from primary gateway to Arbor. Trying to automate as much as possible, would be so much harder to produce these calculations, Everything in place now, thank you to Helena.</p> <p><b>HF</b> need to make sure things consistent. Let’s maximise value for what we already have. Arbor – maximise it.</p> <p>Phonics screening check - Results a bit lower than last year but if you take 4 new kids out its only slightly lower than last year. Every child who has been with us since Reception passed. No fault of children obviously.</p> <p>We agreed to do end of KS1 SATs, gives us something to compare across the trust. Data just went in this wk. 45.9 last year, now 60.5 so much better. Still slightly under.</p> <p>EYFS – 17 areas, have to be good level of development in all areas. The cohort has high SEN and EAL high level, goes into different areas, Lit has always been an area with less progress, really good this year.</p>	
<p><b>14</b></p>	<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Summary of case work</li> <li>• Updated attendance policy (see item 15)</li> </ul> <p><b>WN</b> Nothing to add since last time, no new trends, no spike.</p> <p>Admissions from refuge – upped the caseload. Working with Wakefield. Nothing hugely different to normal. See p28 onwards.</p>	
<p><b>15</b></p>	<p><b>Policies</b></p> <p>Pupil Attendance Policy for September 2024</p> <p>Trust policy – preapproved. Still important to get a copy. All can raise concerns as usual.</p> <p>Most changes are in relation to law, changes to fines. Kerry has used it to give clarity around what’s exceptional. Will not take effect until Sept.</p>	
<p><b>16</b></p>	<p><b>AOB</b></p> <p>Goodbye to Helena.</p> <p><b>LP</b> Thanks to Helena, reports have always been detailed with so much time and effort put in. She has always offered support and we have really appreciated the time and patience.</p> <p>All staff mentioned kindness and support.</p> <p>All the very best in your new school, they are so lucky to have you.</p> <p><b>HF</b> you are an incredible team, you don’t know how amazing you are, thank you.</p>	

Summary of Actions			
No	Action	Agenda Item Link	Who
6	Change date on meeting schedule (10 <sup>th</sup> Oct)		RH
7	Potentially add monitoring file to Governor Hub		
7	Timetable for learning walks/visits 24/25		PG
9	GC to work on Wellbeing action plan with AJ		GC
9	PG, GC and LP to work on next 3 year plan		PG, LP, CG
12	Consider timetabling of phonics		

The meeting closed at 5.10pm