

**A meeting of the Local Governing Board of St Peter's CE Primary School held
Thursday 10th October 2024 at 6pm**

Present In attendance: Paul Griffiths (PG), Linda McPhee (LP), Emily Crankshaw (EC), Alice Jones (AJ), Ella Potter (EP), Janet Parker (JP), Will Naylor (WN), Jessica Eaton (JE), Gina Clarke (GC)

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>Welcome and apologies for absence and to determine whether any absences should be consented to. AG and ST send their apologies. LP welcomed all to the meeting. Special welcome to EP, new teacher governor. EP and all present introduced themselves.</p>	
2	<p>Election of Chair and Vice Chair LP confirmed as Chair and AG confirmed as Vice Chair</p>	
3	<p>Declaration of interests, pecuniary or non-pecuniary. Note rules on confidentiality. None</p>	
4	<p>Determination of confidential items. To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available for public inspection None</p>	
5	<p>Notification of any other urgent business previously notified to the Chair None</p>	
6	<p>Reminder re Pecuniary Interest Declaration on Governor Hub To be completed before 31st Oct</p>	
7	<p>Keeping Children Safe in Education 2024 To be completed before 31st Oct</p>	
8	<p>Minutes of the previous meeting held on 1 July 2024 To agree the minutes of the Governors Meeting held on 1 July 2024 and consider matters arising and sign off the actions All completed See agenda notes</p>	
9	<p>Correspondence No</p>	

10	<p>Dates of future meetings including meeting with subject leaders.</p> <ul style="list-style-type: none"> • Wednesday 16 October 4.00pm – SL Discussion English and Maths • Wednesday 27 November SL Discussion Geography and Art • Monday 2 December 6.00pm (TEAMS) LCG Meeting <p>All standing. The non formal ones, no clerk, not minuted. Can do TEAMS. Only 60 mins. These are not statutory requirements.</p>	
----	---	--

PART 'B' – SCHOOL IMPROVEMENT

No.	Item	Action
	<p>Financial Update</p> <p>See Gov Finance report Oct 24. AF Rain water goods completed, fingers crossed there will be no more leaks. There is still potential with Starlings. Will keep an eye on Sparrows. The oven in the kitchen was condemned, we now have a new combi one. Money prior to pooling has been spent - staffroom, Early Years surfacing complete, Nest almost complete apart from the stools.</p> <p>Question Were there 262 children on consensus day? Answer 261 – reception child left 2 weeks before consensus. Families have 5 days to accept the place so the process took a long time. The law states that it is out of our hands. Census was early this year too, which is frustrating. You also lose the FSM money. We've worked hard to be fully subscribed; this was an anomaly. It's looking good going forwards.</p>	
11	<p>Core budget plan – a lot of money coming in but it's for pay award for teachers, MJC award. Discussion about pay increase – unions fighting for 10%, we have agreed 3.5% Looking into an apprentice. Capital – windows are the most in need, chasing a third quote currently. Have to agree with Harrogate Borough Council, sign off what kind of windows.</p> <p>Question Which windows? Answer Sparrows and dining hall, the two doors and the broken one. Pricing has changed. Sash more expensive – they can be PVC not timber. Reserves, still going out on nest and staff room.</p> <p>Premises – roof works done, windows and doors ongoing. DFE refurb, phase 2, only cover fabric costs. May or may not cover decoration. From April 2025 the process just begins.</p>	
	<p>Self-Evaluation</p> <p>Discussion on the changes made this year to the format of the SEF, made at trust level. Lots of it has moved to HT report. PG Emily, Alice and I evaluated together and discussed. Also met with Mark and Jane to discuss where we're at. Discussion of strengths and areas of improvement, mention of new staff and the time needed for them to embed principles.</p>	

<p>12</p>	<p>GC there has been a lot of change in the trust, staff won't be on board with all of it yet.</p> <p>Question How much have HTs been involved in the framework creation? Answer Not at all</p> <p>Question So the trust have done it? Answer Yes. I'm happy with it. No reference to church school distinctiveness initially, Mark has a community school background. But those descriptors have now been added.</p> <p>Question Have other schools got similar action plans? Answer Currently SEF plans are individual, they may become standardised. We work on 3 yr plan, some schools do 1 year plans. As the trust continues to grow you'd expect standardisation.</p> <p>LP Sounds like a really good tool for discussion EC It will be interesting to reevaluate at the end of the year. If a plan is individual one area can dominate. Gives governors reassurance that it is being done thoroughly.</p>	
<p>13</p>	<p>SDP</p> <p>Minimal change reported. EDI objectives policy on the website. Next thing will be to work with subject leaders. Upcoming inset – we will start developing that and will add to Governorhub.</p> <p>Question Are there any other way can governors can support that process? Answer Maybe read back what you agreed to last year</p> <p>Discussion on link governors, who is assigned to each subject.</p> <p>Question How do we go forward with that? Answer Open to suggestions, last year we met once a term, happy to do that again.</p>	<p>Put SDP folder on gov hub</p>
<p>14</p>	<p>Headteacher's Report Including Outcomes information</p> <p>PG invited feedback on the new HT report. Governors gave positive feedback – liked the format and structure, found it easy to read.</p> <p>Question Did it make the process easier for you? Answer Initially no, there has a lot of moving things across from different documents etc. But it should reduce workload. Need to make sure Arbor is accurate in order for it work well. We've had queries with data elements. For example it said we didn't have staff on maternity but we have. It's a learning curve but overall it will save time. In terms of investment its mid range, which is an appropriate level.</p> <p>JE I really like the headline figures – how we compare nationally</p> <p>Discussion on how we compare with other schools on using Arbor, further along than most. Reports will be done on Arbor this year.</p> <p>PG If you spot something that doesn't look right do say.</p> <p>Question What is ever 6? Answer If you've been on FSM you get them for 6 years, pupil premium continues. So if youre on FSM for a week at census time, you get PP for 6 years. We've had kids that have been on PP that then move to private education.</p> <p>Question What's the plan with the risk matrix?</p>	

<p>Answer That's something to consider, quite lengthy, there's no set methodology.</p> <p>Question The EAL figure for Year 3 - there's only one which can't be right</p> <p>Answer Thank you, I'll look into that, must need correcting on Arbor.</p> <p>AJ Arbor describes language in different ways, it has probably been logged wrong due to changes in the office etc. EAL applies if one parent speaks a language other than English.</p> <p>Question We're still under national average, what impact does that have? Do we have enough resources?</p> <p>Answer No. We spent money on a programme. We've always had a lot of EAL but recently more 'new to English', which is very different. If they've gone through the system its ok but when they arrive mid-year with no English, it's really difficult.</p> <p>Question There's no help outside the school?</p> <p>Answer No, we use Bell Foundation, which has ideas and suggestions but no provision.</p> <p>Discussion of different children who have come to the school over the years, including children who had never been to school before St Peters. Because of the lower PAN mobility has been reduced and a change in this area has been noticed already.</p> <p>Discussion of new PAN and appeals process.</p> <p>Question Is there a disproportionate amount of persistent absence with PP children?</p> <p>Answer Discussion on how percentages can be deceptive. Reassurance that we do track and act on all persistent absence.</p> <p>Discussion on the reasons for this data -Y6 cohort – one family took children out for a significant amount of time. Another child with SEND was out a lot, there is a narrative behind that.</p> <p>Reference to Barriers to School Engagement and/or Attendance project. Will be interesting to see what comes out of that.</p> <p>PG We're confident with the culture here, we give the message that want to help. We're always happy to engage with external people, but we know the children and the systems are robust. Locality board may not help massively.</p> <p>JE – she's a social worker by background, emotional viewpoint.</p> <p>Question It says we need a PP governor?</p> <p>Answer Yes it does, may be good for JE, there is correlation with SEND, it would make sense. Sarah as well.</p> <p>Discussion of need to do an updated skills audit – PG and RH to meet about this before Christmas.</p> <p>Question The adaptive teacher training, can you give us a flavour?</p> <p>Answer It was very beneficial, and we knew we wanted all classroom staff to be involved. The first session was done as twilight and the second will be the INSET after the half term break. Discussion about the adaptive teaching methodology - about the wave of need before SEND, to try to ensure that everyone can access lessons, to bridge gaps, to keep children learning in the classroom as much as possible. Helping teachers to provide universal provision and help children who may slip through the net.</p> <p>Question What would we see in the classroom?</p> <p>Answer Hopefully nothing, you might see individual children with now and next boards. There might be a sticker, with wb pen notes on it. But then the idea is that happens for everyone as that is good for all children. Then you can catch children who aren't even on your radar.</p>	<p>WN to look at trends on next visit, particularly PP and SEN</p> <p>PG and RH to arrange a time to do updated skills audit</p> <p>Adaptive Teaching file on TEAMS – add to governorhub</p>
---	--

	<p>Having physical things out in Maths lessons, regardless of ability. Repeating things in a choral way, good for children who need extra support with speech and language but also good for everyone.</p> <p>Reference to praise from OFSTED for the understanding and implementation of adaptive teaching.</p> <p>AJ Of course there will always be children who need a higher level of support. Dyslexia for example, there will still be extra things for those children. All children will do certain things but not all children will have an IDL login for example.</p> <p>Question What is IDL? Answer Software</p> <p>Question You'll still use blue paper etc? Answer Yes of course.</p> <p>EC You're working toward the highest level of independence possible. Lots of support staff correct children, they want to help. But the worst thing you can do is correct for independence. Working with support staff to help this is key.</p> <p>Question If we link to outcomes, boys are not doing as well as girls, is there something adaptive to help boys? Answer It's a national trend. Weve made many adaptations. Were doing everything we can, children with ADHD, autism, are boys. Then you have to look at sub categories. Adaptive teaching to support all and the particular needs of these boys we have in place.</p> <p>Question So there's more underlying causes, than just being boys? Answer Boys are still better in Maths From last year's data, we had lots of mobility, they performed better in Maths – it's a universal language. Literacy is so much harder.</p> <p>LP Emily do you want to add anything to this report?</p> <p>Discussion of trends in various areas, celebrating improvements in KS1 and Year 6 and the strength of phonics outcomes.</p> <p>Question Little Wandle – so positive assessment does not correlate to reading? Answer We do an assessment every 5 weeks, no tracker for reading, just phonics. Decoding is important but it's not everything, it's just one strategy in reading. We match their reading group to that data. Their fluency is tracked every term and every half term for lower ability. Once they reach Phase 5 set 5, there is a fluency assessment and then go onto banded books.</p> <p>K2 data, reading and writing combined was below national average but EAL figure brought that down. Important to highlight the Y4 multiplication check – very good results. We put a lot into how to teach it – we were a trial school for mastering number and data significantly improved that year. Current year 5 are so secure, it makes a big difference.</p> <p>Question do they know they're good? Answer Yes. It's so good to be confident.</p> <p>As with phonics we track daily, so no child can slip through the net. Rapid intervention to take place where necessary.</p>	<p>Put training powerpoint on Governorhub</p>
<p>15</p>	<p>Governance</p> <ul style="list-style-type: none"> • Succession planning • Governor Training • Governors visits 	

	<p>Succession planning</p> <p>LP to step down at the end of this academic year. Anyone interested in the position to get in touch. The trust are aware.</p> <p>LP Paul makes it very easy, it's not a hard job with his guidance.</p> <p>Many nice things were said and thanks were given to LP.</p> <p>Reminder to complete governor training and declarations.</p> <p>Discussion of visits coming up with Mike and Mark, governors to attend if possible.</p> <p>Subject leader visits coming up.</p> <p>Question Can we make those teams ones?</p> <p>Answer Yes</p> <p>Discussion of dates for meetings on Quality of Education and Church School Distinctiveness.</p>	<p>Make visits available on TEAMS</p> <p>Make dates for Quality of Education and Church School Distinctiveness.</p>
<p>16</p>	<p>Safeguarding</p> <p>Seen P7 of HT report summary, agreed by the trust. PG talked about key points from that summary.</p>	
<p>17</p>	<p>MAT business</p> <p>PG Alison glover stepping down, anyone interested. Plan at the mo is if any other existing trustees will step up, not yet, may need to recruit. Share amongst networks</p>	
<p>18</p>	<p>Policies</p> <ul style="list-style-type: none"> • Behaviour • Safeguarding • Child Protection • Admissions Policy • Allergen Policy • Debt policy • Fire Safety Procedure • Health and Safety Statement • Lone Worker • Working at Height <p>Question With the new governance structure what is our accountability? How much do we need to approve them?</p> <p>Answer They are all school specific to St Peters, that's why they're coming to you. They are all based on templates, from the trust and me. If something was challenged are you accountable? No. You'd always have the backing of the trust. They come to LGB level as they are school specific.</p> <p>Question The debt policy is quite stringent. Has there been much impact from that?</p> <p>Answer We've written off big debts in the past. Its come off teaching budgets etc. Were using public money to fund school meals etc.</p>	

	<p>WN The part about lunches, children having to be taken out of school if they don't have a packed lunch. Feels like it impacts the child when it's not their fault.</p> <p>Question Does the bit about leaving school have to be in there? There is a link to attendance there, we're saying come to school etc</p> <p>Answer You have to draw the line somewhere, it's hard to word it differently.</p> <p>We currently have a parent actively avoiding talking about it. We are dealing with difficult attitudes. Worst case scenario. They needed to be collected as they didn't have a packed lunch and they weren't collected, we would still feed them. There has to be clarity in the policy.</p> <p>Safeguarding and First Aid – HF is on them, she's right at top as DSL, p9 and p19 Also Admissions NYCC link is broken</p> <p>Question behaviour policy – there are screenshots of name and children on there. Some bits feel more like a teacher toolkit. Made me think how would it read to a parent? Does there need to be a parent friendly version?</p> <p>Answer Can split into policy and procedure.</p> <p>We have kind of done that, could just be p3 to p11 and the rest for teachers. Screenshots can be taken out.</p>	<p>Take HF off Safeguarding and First Aid policies</p> <p>Fix NYCC broken link</p> <p>Split behaviour policy – parents and teachers</p> <p>Resend behaviour policy once amended, to be approved</p>
19	AOB	

Summary of Actions			
No	Action	Agenda Item Link	Who
6	GC to work on wellbeing action plan with AJ		GC and AJ
7	WN to look at trends on next visit, particularly PP and SEN		WN
7	JE and ST to be PP governors		
9	Adaptive Teaching file on TEAMS – add to Governorhub		EC
9	PG and RH to arrange a time to do updated skills audit		RH PG
12	Put adaptive teaching powerpoint on Governorhub		EC RH
13	Make subject leader visits available on TEAMS		PG
16	Make dates for meetings on Quality of Education and Church School Distinctiveness.		PG

17	Take HF off Safeguarding and First Aid policies		PG
18	Fix NYCC broken link		PG
19	Split behaviour policy – parents and teachers		PG
20	Resend behaviour policy once amended, to be approved		PG

The meeting closed at 8.10pm