

**A meeting of the Local Governing Board of St Peter's CE Primary School held
Monday 27th January 2025 at 4pm**

Present In attendance: Paul Griffiths (PG), Linda McPhee (LMc), Alan Garrow (AG), Emily Crankshaw (EC), Alice Jones (AJ), Ella Potter (EP), Janet Parker (JP), Jessica Eaton (JE), Gina Clarke (GC), Sarah Thompson (ST)

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 AG welcomed all and led with a prayer.	
2	Apologies for absence and to determine whether any absences should be consented to. WN unable to attend due to work commitments.	
3	Declaration of interests, pecuniary or non-pecuniary. None	
4	Determination of confidential items None	
5	Notification of urgent other business None	
6	Minutes of the meetings held on 4th December 2024 ST missed off the attendance. Approved other than that.	
7	Matters arising from the minutes Most completed. Discussion of a few points.	
8	Dates of next meeting All correct. Next LGC meeting 10 th March 2025	

PART 'B' – SCHOOL IMPROVEMENT

No.	Item	Action
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11	<p>Financial Update</p> <ul style="list-style-type: none"> - Budget Monitoring - Draft next budget planning <p>See Finance Update. AF gave a summary of the report. Discussion of SEA fund that the trust allocates in March.</p> <p>Question What do you need for safeguarding and security? Answer We had a near miss recently where the mag lock failed, the front gate had been left open and a child went onto the pavement. So we're looking at putting a mag lock on the front door.</p> <p>PG The level of need in the school is only going to increase. Government agenda, lack of special schools, lack in geographical area. The safety and security of the building will always need to be a feature. More of a drain on finances. It's a balance, we want it to be friendly and accessible, but we need to keep 100% safe.</p> <p>Question What intervention will happen because of this case? Answer Mag lock being looked at, keeping gates closed. CCTV is because of a theft. We changed the timings of things, the side gate is now locked at 3.30.</p> <p>Question Are we hoping the trust will pay? Answer We hope, they might contribute some. We have a good relationship. We met with Tom Gordon. But there are other buildings in the trust showing signs of disrepair, even newer ones.</p>	
12	<p>Self-Evaluation</p> <ul style="list-style-type: none"> - Updated SEF including Trust Heat map. - External Adviser Visits - New Diocese Adviser <p>PG Continuing to use the trust model with heat map, no major differences. External advisor visits coming up: 14th Feb and 27th March – governors welcome.</p>	
13	<p>Staffing</p> <ul style="list-style-type: none"> - Maternity cover teacher - GTA SEND apprentices & New GTA SEND - Feedback from Exit interview <p>Discussion of new teacher starting after half term for maternity cover. Very happy to welcome him to the school. Aware of the challenge of starting at a new school.</p> <p>Question Do the children know who you appointed? Answer No but we're hoping he will be in for a day before half term.</p> <p>Discussion of new TA Miss Dixon, who replaced Andy Macdonald. Lots of experience, lots of patience, very proactive, asks questions.</p> <p>Exit interview LMc I met with Andy Macdonald, leaving after 3.5 yrs. It was a wonderful interview. He stayed because he got such good support, he was given challenge, given training, networking opportunities. High praise for Paul. It was great to hear how TAs are treated. Two parents came when I was there to say goodbye, crying parents. I asked him why he was leaving and he said he felt like he'd missed some of his education as he had moved from Scotland. Seemed to be a lack of confidence, he felt embarrassed about not having a degree.</p>	

	<p>GC So nice to have link with Funclub, it's a close relationship.</p> <p>JE Continuity of staff is great, it's a strong bond.</p> <p>LMc He gained transferable skills, he felt part of a team.</p> <p>AG TAs don't earn much more than you would working in a supermarket. Would be nice to have a national campaign.</p> <p>AJ It's rewarding but hard work.</p> <p>LP He'd said there have been some scary moments.</p> <p>EC He deescalated situations really well.</p> <p>A big loss, young men needed in these roles.</p> <p>Discussion of how the role of TA has changed.</p>	
14	<p>SDP</p> <ul style="list-style-type: none"> - Feedback from Governor SEND Visit 14.1.2025 – (JE & AJ) - Focused review of SDP 4 (SIAMS) leading to agreement <p>JE We had a good chat and walk around. Saw lots of inclusive practice. Interventions with small groups. Behaviour in classes always really good. Talked to Nic from Sporting Influence, he spoke really positively about teachers and St Peters in general. Will do monitoring form in due course.</p> <p>PG All of the actions have a plan, some already achieved. Things are up and running, spirituality practice on Thursdays are well embedded. No Outsiders – KS2 on Mondays, KS1 on Tuesdays. Governors are always welcome – timing is 2.55pm - 3.10pm – may be possible to move timings so you can see two.</p> <p>Question How about SIAMS training with governors?</p> <p>Answer We can put that in place. Summer term is best as we're likely to be done next year.</p> <p>Discussion of past training sessions.</p> <p>Question What is No Outsiders and big questions?</p> <p>Answer No Outsiders is a series of books with protective characteristics. Will put on the website.</p> <p>Spirituality sessions – big questions – exploring in a smaller group. Chance to recap what spirituality is, there is a rhythm to the slides.</p> <p>Question Do we need someone to come in and look at RE education?</p> <p>Answer Yes, some feedback from teachers is that RE can be hard to teach as there are limited resources. We bought in some resources.</p>	<p>Complete monitoring form and inform governors when complete.</p> <p>Put No Outsiders on the website</p> <p>LMc and AG to meet with PG to discuss RE curriculum. Choose a date for that.</p>
15	<p>Headteacher's Report</p> <ul style="list-style-type: none"> - Autumn term pupil progress outcomes information <p>EC explains changes that have been made.</p> <p>EC We've changed the way we assess and convey to teachers. There is an access point at the end of each term, a pupil progress page for each class – data used to be somewhat hidden in this respect due to the mixture of year groups in classes. Now there is more accountability for individual teachers.</p> <p>Once the data comes in teachers give context around these assessments. What strategies they will put in place.</p>	

Discussion of different assessment elements, standardised tests, teacher assessment, NTS – which is slightly over exaggerated, always the case in the Autumn Term, which we know so we interpret accordingly.

Discussion of NTS data. See End of Autumn Term 2024 Assessment Report.

Question The relationship between this document and the HT report, is it more detailed?

Answer There are things we don't include in the report.

Phonics - Little Wandle – discussion of a drop in standards in phonics, this cohort hasn't done as well as previous cohorts. We've put in additional support, keep up work, 2 sessions a day, Ella is supporting 3 times a week. There are also children making good progress as well but there are some challenging children in that cohort.

Discussion of the difference between Phonics screening and Little Wandle assessments.

Question Have you got TA support?

Answer The TAs in that class are needed to let the teacher teach as there are children who need a lot of attention.

Look at different uses of TAs and the make up of children needing this support. There is only 6% left to help general children. The set up of the classes helps with this.

The early reading lead is helping those children and can help with the CPD for the teacher.

Question Do you have voluntary help?

Answer We already read 3 times a week so the volunteer help goes to year 3 and 4 classes. 94% of TA support is dedicated to 11 children.

This has been an impact on older children. There might be an impact on Y6 data.

Question Are there PP in that group?

Answer There are PP in that 11 and also those that aren't.

Question Are there any insights/things we can learn from previous cohorts?

Answer It was picked up on week 6. We should do an induction for Little Wandle for new staff, there are interventions etc so tricky without having done an induction.

Discussion of work children do over the summer to retain what they have learnt, you get a disparity between those who have worked and those who haven't.

Of those 11 children 2 of them are in the year one class.

AJ It's been very difficult to know where to place the children, certain children trigger others. In this case we proved that they needed to be moved apart. We won't have that choice going forwards though with one form entry. Going forward we will need targeted mainstream provision – so the vast majority can learn, which does leave the teacher without support.

Question Is this teacher ok?

Answer We've had a lot of meetings on the best way to support. We meet every Thursday. We put one experienced TA in there full time. They say that are ok and they seem to be but we keep checking in.

Question Do you have confidence that they will make the grade long term?

Answer They are maternity cover. We do try to help them while they are here.

It highlights how hard it is in a new school and it's something we need to think about. Where logistics allow, there's more of a handover. With the new maternity cover we'd love them to do a few weeks now but logistically it's not possible.

EC teachers also do things differently in other schools, its taking time to make sure it's in line with our vision.

AG you seem to offer support, it seems like a caring environment.

PG We look out for markers of worry. She engages, has conversations about wider life. Low sickness rate. Good commitment.

Question Catherine Medforth and Lynn Bristow are top level volunteers. Are they top level in your experience? Are they useful to you? If you think appropriate we could do some recruiting through the church.

Answer Yes we could celebrate the efforts of those people and see if anyone else can help.

Question Is the school an outlier in the trust, in terms of it's high need?

Answer Any answer would be anecdotal.

Discussion of other schools and their needs.

	<p>Question Can the trust do anything in particular to help? Answer Adaptive teacher training – it makes a big difference. Trust is ensuring all teachers learn it. Example given of Maths intervention in Year 6. The difficulties in helping with those children.</p> <p>Question So that’s not something a volunteer could do? Answer No</p> <p>Discussion from HT report for January</p> <p>Changes from last year - incoming mobility much reduced, significant drop in applications, worried and surprised by this.</p> <p>Discussion of applications and possible reasons.</p> <p>Question Have birth rates dropped off? Answer Probably. But Western haven’t had that problem. Possibly people were put off by appeals that were rejected. Maybe people think we are oversubscribed. In terms of overall numbers – I think we’ll get there. Western have too many first choices so we may get some of those, late applications etc. But it’s disappointing. We’ve done a more detailed follow up questionnaire. We want to know why people didn’t choose us. Important to learn lessons from it. Will be interesting to see the feedback. Different approaches to school visits are better or worse for different people, worth considering.</p> <p>JE A positive – its vindicated the decision to go down in PAN.</p> <p>GC Other factors, how do we work with nurseries, preschools etc? People move to certain areas for catchments.</p> <p>Offer of help from GC to discuss feedback.</p> <p>25th Feb meeting Kate Caine – to discuss.</p> <p>Question P15 – it looks on Arbor like staff aren’t paid Answer It’s an Arbor issue</p> <p>Question What are the changes to behaviour policy? Answer Some changes are on an ongoing basis. We’ve broken it down into different year groups Positive behaviour generally.</p> <p>Question P23 feedback on visit to St Peters Church EP – It was amazing, different activities, there was a pianist to sing Away in a Manger. It was a lovely intro, was so valuable.</p> <p>Question Market day café young leaders – are we doing that? Answer Wanted to do it as lunch time club but it hasn’t been possible. Would really like to get going but can’t practically. Prayer spaces delayed – in March it will go ahead. It will be the first Yorkshire outlet for prayer spaces.</p> <p>Question Y6 attendance seems lower – has there been a reason? Answer Not keen on year group way of looking, we do it individually. One child in that year is flexi schooled.</p>	
<p>16</p>	<p>Governance Succession Planning Strategy– Chair for 2025-2026 and governor recruitment.</p>	

	<ul style="list-style-type: none"> • Local Governing Body Monitoring Report • Governors visits • Skills audit & measuring board effectiveness • Subject leader meeting <p>Nobody has come forward yet for Chair role. AG and LMc to meet to discuss more ideas for this. Terms coming to an end GC in Nov.</p> <p>LMc Monitoring report is due in March. I've added names to particular areas of the report and will send each of you an email with the question which you may be able to help with. You can signpost me or send a few notes.</p> <p>PG Skills audit – thanks to those who have done it. All looks good, it does an overview and there is nothing concerning. The trust are now asking for the same thing in a different way - Governing Board Effectiveness Tool. You basically do a questionnaire; it takes 5 mins.</p> <p>LMc They will discuss this at the chairs meeting – 24th Feb is the deadline for completing this so that it can be discussed at the meeting. It is useful for example, we need someone for a complaint, you see who has done something like that before.</p> <p>Question Is it to replace the skills audit? Answer Yes</p>	<p>LMc to email governors to help with certain parts of the report.</p> <p>Governors to complete Governing Board Effectiveness Tool by 24th Feb</p>
<p>17</p>	<p>Safeguarding - North Yorkshire Partnership SG Audit</p> <p>WN will be coming in again this term.</p> <p>Meeting 10th march - there is a big audit due for safeguarding, people working on different sections. It will be an Excel document you will have to approve as governors.</p>	
<p>18</p>	<p>MAT business</p> <ul style="list-style-type: none"> • Recruitment of Chair of Trustees Rachel Flower – appointment made announcement on Governor Hub. <p>New chair of trustees – she would like to meet people and will come to one of our meetings at some point. AG I'm amazed someone would take that role, its massive. A volunteer role.</p> <p>First Aid and Intimate Care policies have been updated.</p>	
<p>19</p>	<p>AOB</p>	

Summary of Actions			
No	Action	Agenda Item Link	Who
6	Complete monitoring form and inform governors when complete.		JE
7	Put No Outsiders on the website		PG
7	LMc and AG to meet with PG to discuss RE curriculum. Choose a date for that.		PG, LMc, AG
9	LMc to email governors to help with certain parts of the report.		LMc
9	Governors to complete Governing Board Effectiveness Tool by 24 th Feb		Governors

The meeting closed at 6pm