

**A meeting of the Local Governing Board of St Peter's CE Primary School held
Monday 28th April 2025 in person at 4.00pm**

Present In attendance: Paul Griffiths (PG), Linda McPhee (LMc), Alan Garrow (AG), Janet Parker (JP), Jessica Eaton (JE), Gina Clarke (GC), Sarah Thompson (ST), Will Naylor (WN)

| MINUTES | | |
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| 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 | |
| 2 | Apologies for absence and to determine whether any absences should be consented to. AF - not attending – PG to summarise finance update | |
| 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 10th March 2025 None Approved | |
| 7 | Matters arising from the minutes Look at the possibility of alternating Monday and Wednesday for subject leader meetings. | Consider varying the days for subject leader meetings in next year's calendar. |
| 8 | Dates of next meeting 23 rd June LGC – in person SIAMS training 22 nd May Subject leader meeting - 2 nd July possibly moving to 1 st July (Discussion of dates as JE and GC away on that date) | Clarify with Corrin Renton - date of subject leader meeting - PE |

| PART 'B' – SCHOOL IMPROVEMENT | | |
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| No. | Item | Action |
| 9 | <p>Financial Update</p> <ul style="list-style-type: none"> - Budget Monitoring - Draft next budget planning <p>Summary of financial update by PG. Discussion around numbers for next year, likely to be 90 or less in lower school, due to two families leaving – one to Doncaster, one to Pannal. Work has become on the new starters. The current reception is moving up at 29. 31 year 1s will be moving up to year 2. Different options were discussed – mixing year one and two up, this has implications for friendship groups etc. Better option would be to have a child who would be in year 2 stay in year 1, this would be beneficial to them. So there would be a year 1 class with one year 2 child.</p> <p>Question What happens to them in year 3?</p> <p>Answer They will continue to be a year 3 and we'll get them as KS2 ready as possible.</p> <p>Question Could the parents say no?</p> <p>Answer No. We could call it year 1/2 class.</p> <p>Question I assume that child has friendships which could be impacted?</p> <p>Answer Actually very limited, we considered that.</p> <p>Question What are chances of someone joining year 2?</p> <p>Answer After reception it's in our control, we've turned down a lot of applications this year.</p> <p>Question If we keep the 90, does that really help to balance the budget?</p> <p>Answer 70 thousand with oncosts, which is a huge saving.</p> <p>Question Does it mean getting rid of current staff?</p> <p>Answer It's a fixed term contract, maternity cover. We have no obligation. We recruited this way to give flexibility.</p> <p>Question Have we balanced the budget for the end of this yr?</p> <p>Answer AF still jiggling things around. It will be acceptable. AF will give more detail.</p> <p>Discussion of current recruitment situation. Interviews for EC maternity cover one week Thursday.</p> <p>Question What was the interest?</p> <p>Answer 11 applications.</p> <p>Question Just for the teaching element?</p> <p>Answer Yes.</p> <p>Question In the morning?</p> <p>Answer Could be all day, will see after shortlist.</p> <p>PG EP's maternity leave has been advertised internally.</p> <p>Question What do you mean by internal?</p> <p>Answer Staff just in this school. Not the trust either.</p> <p>Question When is EC leaving?</p> <p>Answer August is her due date.</p> | |

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| | <p>LMc Clare Dowson is leaving, she's been brilliant. She will be leaving at end of the year. She will be missed.</p> <p>There will be a supply CFO as it is a statutory role. It will be a significant process for recruitment.</p> | |
| 10 | <p>Self-Evaluation</p> <ul style="list-style-type: none"> - External Adviser Visit report - SIAMS SEF - Stakeholders Surveys <p>Discussion of Mike S visit and report.</p> <p>Discussion of the difficulties of part time staff leading subjects. There are less teachers now, more ECTs. Need to look at practicalities, who is going to lead.</p> <p>PG PSHE has been taught in a block, the feedback on that approach is that it's quite intense. It isn't a specific subject, it is required but there is more flexibility. Now it is not a block, it's taught continuously. We also moved to Science weekly. Staff are aware of the practicalities, we may have to make alterations to the timetable etc.</p> <p>EP We have moved Science from a Monday to a Thursday, it's really hard to get resourced reading for a Monday lesson. It's been really good. We made it a longer session on a Thursday and have taken out a block.</p> <p>PG SLT have had discussions about new Science leads, we have some ideas. Also we have been discussing Maths. We will be more clear before the half term.</p> <p>Question Is there a trust group for Science, to share practice?</p> <p>Answer Yes, we will put whoever it is in touch.</p> <p>Question Would Mark be able to help with that?</p> <p>Answer First thing would be to put them in touch.</p> <p>Question If someone is a subject leader is there a salary increase?</p> <p>Answer No.</p> <p>Question – From a wellbeing point of view, having more than one subject, how does that work with PPA etc?</p> <p>Answer We've done different models, for a while RR used to release people. Now there is more need so that hasn't been possible.</p> <p>Usually inset helps with this but there has been less inset this year. We're aware of this, we would like to give them more time but it's very difficult.</p> <p>GC There is an ongoing pressure of being the lead.</p> <p>PG There is the example of not even teaching your own subject. Has been inconsistent at times. Sometimes you need a moment to pause and check on each of the subjects. We've tried to look at subjects that go well together, links, looking at where subjects have resources, a bit less work for teachers. We try to make sure there is balance where people have two subjects. There is no ideal solution.</p> <p>Discussion of the need for more Science resources, according to the report. HB due to do another tidy and see if we can find some missing resources. Reference made to St Aidens coming in to do a dissection in previous times, we need a leader to bring new ideas out of the usual.</p> <p>EP Trust groups are useful, you need to ask the questions.</p> <p>PG Trust groups are on a Wednesday, so opportunities can be missed with part time teachers. Things tends to drift and wane, that's the impact we saw. The core curriculum is there, it just needs new life.</p> <p>Question You're not fully revamping?</p> | |

Answer We're not starting with a blank canvas, it just needs more excitement.

Question External visits, are they difficult to do?

Answer We need a couple of extra parents for the road etc, we always ask for volunteers. The reality is we know the challenges of the high need children. DR is the external visit coordinator.

EP Risk assessments – this is a barrier we have overcome. Local trips, they require less risk assessments. Trips within walking distance.

AG At church we'd love to see you more.

EP It was one of our favourite trips.

Discussion of the importance of sharing ideas about local trips.

WN There is something on at the Mercer Gallery.

PG Waterstones got in touch but you can't take a class, they could only do 12. It's logistically difficult. We are being proactive but not everything lends itself to taking 30.

Talk of the mosque nearby.

AG On the 16th May we are doing volunteer event, 9.30am.

SIAMS self evaluation – we are not in the next window for inspection. Talk of SIAMS training.

Stakeholders survey

Numbers are down on responses, this is mirrored across the trust. At the time 2 teachers were off. It was a shorter time window. We extended it in previous surveys and encouraged people. As it is done in the trust we weren't aware so couldn't do that.

GC It's prob true that people who are not happy are more likely to do it. Slightly skewed.

Question Have the trust taken that onboard?

Answer They are happy to give us the info.

PG The whole thing didn't function as well, think differently for next time. We need 3 weeks, maybe more, we need to send reminders, fosp helped before too. I'd still advocate for doing it through the trust, we'd just do it slightly differently.

We'll do follow up survey.

Similar issues came up to last time – information receiving about their children was a theme, there is always a range of views on what people want. We took this as a core theme, talked with staff. We looked at parent consultations – staff gave good insights on this. This year we did October and February and then we ended up seeing people in January as well after the assessments.

Meet the teacher is poorly attended apart from reception parents.

So the plan is to do an open classroom event about 6 weeks into the year, parents can look at books etc. Parent consultations in January. A report before the consultations, not like the summer one, possibly via Arbor.

Another issue some parents commented on was meetings being disrupted by younger siblings. Staff prefer children not to come at all, it's easier to be honest.

Possibly we can provide entertainment in the hall. The preference is that children don't come, but if they have to they can be somewhere else. We also don't want them to miss out on sharing their books with their parents, it's a fine line. We're hoping these changes will make it more worthwhile.

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| <p>GC I'd be happy to look at the correspondence for that, will be difficult to word sensitively.</p> <p>PG The first thing will be a follow up letter, we've taken on board your feedback etc, then start of next year will be more correspondence.</p> <p>Question So will there be the same number of consultations?</p> <p>Answer Yes no change on that, we're adding in 2 open classrooms. Which is adding to staff work load, so there won't be a staff meeting. We're hoping with reports there will be nothing for teachers to do as via Arbor.</p> <p>Question Does it mean you have the whole of the first term, for less confident parents, there's not a one to one opportunity?</p> <p>Answer As we're on the playground in the morning and end of day they will have opportunities. In a parents consultation you shouldn't tell them something they don't already know. We tell them concerns straight away.</p> <p>Question You think that is across the board?</p> <p>Answer Yes, very present, accessible. EW couldn't do the stairs later on in pregnancy and that did affect that, messages were passed on but it's not the same. It was a difficult situation.</p> <p>WN We are a confident bunch, would always manage to raise a concern. Perhaps not all parents feel like that.</p> <p>PG We have mechanisms for checking concerns. It also works both ways, we're trying to make more contact with some parents. We explored doing parents consults every term but something would have to be sacrificed. Potentially not doing the report. Staff felt strongly about writing reports.</p> <p>LMc It's good to see positive comments from staff.</p> <p>WN Some comments from staff were about behaviour, perhaps a theme, maybe we need to look at it.</p> <p>PG We have really clear systems, all comments come back to behaviour of high need children. Not behaviour in general, which is generally good. High need children being dysregulated affects the other children.</p> <p>EP It's the aftermath of an incident that is difficult.</p> <p>WN If there is more dysregulation, is there a proactive thing we can give to children, is there a way to mitigate?</p> <p>PG Children are very peer aware, they are very tolerant and empathetic.</p> <p>EP We do so much work on naming emotions, they can recognise it in other children.</p> <p>PG We are trying to get the best support for those children. We're using alternative provision. The looked after child we have currently – we cannot exclude them so we have to use this. Twice a week they are going off site – it has helped, hasn't been an extreme incident since. It was only when exclusion was a real option, then we were given help. We are going through the process but it's taking a very long time. It's lucky we have space but we have a high level of need, they have that protection for a reason. Their peers don't necessarily understand that. Parents don't either.</p> <p>Question It does seem to be felt by children too?</p> <p>Answer Yes it was in some of the responses. We're trying to manage the safety of all children and the individual child. We have responsibilities for all children and staff.</p> <p>Question Children with high need, is that consistent across all classes?</p> | <p>Follow up letter regarding feedback</p> |
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| | <p>Answer There's another strand, where there is less consistency with teachers etc. There's the high need and then lower level behaviour. I'm aware of strengths and also where there needs to be more support. We're very lucky with the staff who go above and beyond, it becomes very clear when someone is just meeting the requirements. I'm aware of that situation. When teachers are so wonderful it sets a high standard. Individual circumstances play a role in that. Parents pick up on these things. I'm aware that children who get the same teacher several times, sometimes it's a good thing, sometimes not.</p> | |
| 11 | <p>Headteacher's Report</p> <p>-Numbers in Reception for September 2025 - Proposed class / staffing Structure - Leadership capacity – curriculum development and assessment update</p> <p>EP There was a concern with that cohort, assessments were a worry but we just did more assessments and we're much more where we should be. We are changing things to help – I will do year 1 phonics and BB will do my class.</p> <p>Question Does that reflect any concerns about Little Wandle? Answer They are just different schemes, I think its really good.</p> <p>Discussion of the improvement of standard in cohort, reassured that the children not at standard are the ones we would expect.</p> <p>Discussion of first and second choices for Reception places.</p> <p>Question Can we know the preferences? Answer No, there would be issues around discrimination. It is an equal preference system.</p> <p>Explanation of how the system works.</p> <p>PG We have been looking at EC and leadership capacity. We want to start making greater use of Arbor, to digitally amplify what we have. Expertise doesn't lie with our staff in this area. We do have expertise in the trust. Can we afford to cover EC and get external expertise? We may or may not have money for both. If we can't afford both, I will have to pick it up.</p> <p>Question Would that mean not having 2 TLRs? Answer Need to see if we're doing one of two before putting it to staff.</p> <p>Question Would they get EC job title? Answer They would be TLR and possibly another.</p> <p>Question How will you manage the extra? Answer Don't know, maybe no young leaders Friday night. The other option we don't digitally amplify, we keep going as usual, we don't have to do it. But it will make a big difference.</p> <p>Question Is it something all primaries want to do?</p> | |

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| | <p>Answer I think we're championing it but they probably do. The language used may not be correct.</p> <p>Question With the money saved for an 8 class structure, is this the kind of thing we can use the savings for?</p> <p>Answer Yes it does help. We'll have a clearer picture in June.</p> <p>Reference made to concern felt amongst governors about PG taking on more work due to assessment issue.</p> <p>Question Professional learning groups – did that get introduced in the end?</p> <p>Answer No, probably next year.</p> | Update HT report with Spring data when finished |
| 12 | <p>Governance</p> <ul style="list-style-type: none"> • Succession Planning Strategy– Chair for 2025-2026 and governor recruitment. • Governors visits – RE monitoring – Alan and Linda & Science/Leadership – Janet • Safer Recruitment Training <p>Succession Planning</p> <p>AG It's difficult, there is no obvious solution. There is one potential, Judy Knot, she is an experienced governor. Her and husband joined St Peters Church a few years ago. Her husband had 3 churches. She may be a governor at at least one school. She doesn't know St Peters school and she's not looking to be a chair. I don't know her very well. What we do in the meantime is a challenge.</p> <p>PG There is also a governor vacancy as well. That process has taken place, we had one application. I've also met Judy.</p> <p>I spoke with Helen Boulton about best way to recruit. She pointed out we are in a transition period, the constitution has changed, which has to do with trust deeds, the diocese, all the LGBs are working towards the bottom requirements. Nothing has to change immediately. We only need 2 elected parent governors, so when term comes to an end we don't need to replace.</p> <p>When on maternity leave EP will be marked as absent.</p> <p>Between 5 and 8 appointed foundation governors are required. They have to be approved by the diocese. At the moment we only have 2 of the 5 – 8 foundation. Judy would be one.</p> <p>When GC and WN terms come to an end, we can have them as foundation governors.</p> <p>Question Does that mean you have to have between 5 and 8?</p> <p>Answer Yes you should. If the trust or church was concerned, you could make parent governors foundation governors. Potential risk with elected roles, the school has less control of skills etc.</p> <p>Nicolas McTague – new governor application. PG read from the application. He has a daughter in Reception. Building experience could be useful.</p> <p>Question Will they be a foundation governor?</p> <p>Answer Yes.</p> <p>Question Do we want to be constitutional - there was another parent from last round, should we ask them again?</p> <p>Answer They will have seen the opportunity this time.</p> <p>All governors happy to accept Nicolas MaTague.</p> | |

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| | <p>Question Are we going to ask Judy to become chair?</p> <p>Answer The reality is that it won't happen from day one.</p> <p>PG Had another discussion with Helen, very happy to see if anyone here is interested. If there is a barrier, we can talk about that. It doesn't have to be done just like this. We have worked well in this way but it can be done differently.</p> <p>LMc PG is very experienced in leadership. He's got everything in place. It makes it much easier.</p> <p>PG The trust are very supportive. They helped with a recent case – anaphylaxis. It also doesn't have to be a long stint like Linda. There is scope for more people. It could be just for a year.</p> <p>LMc I would be very happy to fill you in on the amount of time etc.</p> <p>Question What do we do if we can't find a solution?</p> <p>Answer Cochairs are a possibility – shared responsibilities. Potential ways to split it. We would have to verify that option – would have to outline clear distinctions.</p> <p>Question Is there a school we'd want to approach to be a co chair?</p> <p>Answer We reached out to the trust, no takers. Most people have a connection to the school.</p> <p>GC We talked to a neighbour, they were enquiring about joining as a governor.</p> <p>PG If people are showing an interest, they can look on the website.</p> <p>Safer recruitment trained – LMc and JE only people who are trained. JE to send PG the training she completed.</p> <p>WN may also have done safer recruitment training.</p> | <p>JE to send PG safer recruitment training</p> <p>WN to check if he has completed safer recruitment training</p> |
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| 13 | Safeguarding - Attendance report from Keri - SCR Review from Keri Discussion of attendance report. WN Nothing different to last time, which is reassuring. PG The same with the SCR, Keri did a long visit with AF and Lydia. Good to draw on Keri's strengths. We have a child in Halifax, who will be getting a taxi everyday, taxi driver had to be added to the SCR. There are other additional adults to add. WN AF in process of upskilling Lydia, will be interesting to see how that's going. | |
| 14 | Policies - RE - Collective Worship AG It looks great. PG They were preexisting policies, revamped. Reflecting the new Vision. Question Do we have RE in collective worship because we're a church school? Answer Because we are a church school we are encouraged. It's not statutory. It's still recommended to have separate RE policy. Each subject has a statement. | |
| 15 | MAT • MAT SIAMS Training Thursday 22 May 5.00pm TEAMS | business |
| 16 | AOB None | |

| Summary of Actions | | | |
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| No | Action | Agenda Item Link | Who |
| 1 | Consider varying the days for subject leader meetings in next year's calendar. | | PG |
| 2 | Clarify with Corrin Renton - date of subject leader meeting - PE | | JE, GC |
| 3 | Update HT report with Spring data when finished | | PG |
| 4 | JE to send PG safer recruitment training | | JE |
| 5 | WN to check if he has completed safer recruitment training | | WN |
| 6 | Send follow up letter from parent surveys | | PG |

The meeting closed at 6.45pm