



## Minutes of the virtual meeting of the FGB held on Tuesday 13<sup>th</sup> July 2021 at 6pm

**Present:** Ms J Hudson (Chair), Ms T Clarke (Headteacher), Dr A Pawley, Mr B Twist, Mr G Whitmore, Ms F Moxon, Mr D Allen (*until 7.30pm*) and Ms H Thomas.

**In Attendance:** Ms M Riley (Governance Support Officer, CYC – Clerk)  
Ms Amy Batchelor (EY lead- *until 6.25pm*)

### 1. WELCOME, APOLOGIES FOR ABSENCE, DECLARATIONS OF INTEREST

The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Mr M Snowden and Ms D Rees. Ms A Last and Ms C Johnson were not present.

There were no declarations of interest.

### 2. PRESENTATION TO GOVERNORS- EARLY YEARS CHANGES

The EY lead screen shared the statutory changes to EY from September and explained the changes were to improve the outcomes in early language and literacy and to reduce the workload for EY staff. The seven areas of learning, three prime areas and four specific, remained the same. The changes included;

- The wording was more in depth and there was a new focus on extending children's vocabulary. The school would be starting the Early Talk for York in September to help with the development of language.
- Changes to safeguarding, welfare and promoting good oral health.
- The Early Learning Goals (ELG) were more specific.

The EY lead shared at Fishergate Primary they would continue to do what they loved with the children and meet the needs of everyone. They would use progression maps for formative and summative assessments which would be different to the ages and stages.

The Chair questioned if the changes would be for all children, full time or part time, the EY lead explained the changes were for children from 0-5 years old. The Chair asked how much information the EY team would have before the children started in Reception and how they would baseline them. The EY lead responded they had information about the 3 & 4 year olds from the school nursery and they would assess and baseline the children as they played with them. The baseline would also be different from September and the records would be used to track children to Year 6.

A governor asked if the changes in the EY curriculum would allow children to reach the expected stages to be ready for the Year 1 curriculum. The EY lead explained the changes would help the EY children reach the expected standards and be ready for Year 1, they also married up with the National Curriculum.

A governor queried if they would have any EAL pupils starting, the EY lead confirmed they would and the number of EAL pupils in KS1 was increasing. She added it was a challenge at times but the EY's environment was a rich place to learn English.

A governor questioned if the EY team were concerned about the changes being made in EY, the EY lead answered because language was a focus this was a positive change. The difficult part would be that the learning journals would not be needed and the EY team loved creating these and giving them to parents. They were assessing how they could share learning moments with parents moving forward.

The Chair highlighted from September it would be a transition year to adapt to the EY changes and they could always make further changes in 2022 after the transition year. The EY lead agreed and shared the team were always reflective.

The Chair thanked the EY lead for attending.

*6.25pm – The EY lead left the meeting.*

### **3. MINUTES OF THE LAST MEETING HELD ON 5<sup>th</sup> MAY 2021**

Previously distributed.

#### **Resolved:**

**Governors considered and approved the minutes of the FGB meeting held on 5<sup>th</sup> May 2021 as a true and accurate record of the meeting. The clerk will add approved to the final copy and return them to school.**

### **4. ACTION PLAN AND MATTERS ARISING**

With reference to the action plan from the FGB meeting held 5<sup>th</sup> May 2021:

Action Point 1: Completed

### **5. HEADTEACHER REPORT**

The Headteacher reported the school had been chosen to take part in the program, Early Talk for York, as they had a suitable level of deprivation in the area and some of the children started school in a low position. The program would assist in early identification of children with speech and language needs and the school would receive funding. A teacher would be ELKLAN trained to support the early language acquisition and feedback their training to the rest of the staff, the school would have access to a Speech and Language Therapist for three years and they would have access to working with Family Learning to provide support for parents.

A governor queried if the Speech and Language Therapist would be associated to particular pupils, the Headteacher explained they would decide which children in collaboration with the therapist. The Chair commented the program would be beneficial for EAL and children with low language. The Headteacher added having Family Learning involved would be useful and they needed to show the impact of the program. She continued the biggest difficulty was ensuring children were read to at home and had the resources to help them continue learning at home, Family Learning would be able to help parents to raise their understanding and awareness at home. The Headteacher shared they were aiming for every child to have a library card and perhaps arrange for the library bus to visit the playground. A governor asked if there was a way of capturing what the disadvantaged children did not have access to early so that it could be addressed. The Headteacher answered the EY staff identified disadvantaged children early and the program would allow them to find this out quicker. The Chair commented it would be good to share ideas and offer support with the other schools taking part.

## Staffing

The Headteacher reported there were six new members of staff starting in September; a teacher in Year 3/4, a 1 to 1 with an SEND child in Year 3, two 1 to 1 TAs in EY, a Year 2 TA maternity cover and a Year 1/2 TA. Sarah Wilson would be leaving and a TA in Year 1/2.

## Monitoring of disadvantaged and impact of learning

The Headteacher reported she had conducted a learning walk to observe the strong, positive class relationships, how well the disadvantaged children engaged with conversations and how the disadvantaged children might struggle with meta cognition learning. The learning walk revealed how well the adults knew the children and they had a respect and understanding between them. The teachers and TAs were good at stepping in and supporting disadvantaged children when needed, there was a good use of vocabulary which the disadvantaged children were able to access, inclusion and high expectations.

The Headteacher shared the learning walk had also highlighted they needed to explore why lots of Pupil Premium children were in interventions, at times disadvantaged children were paired together in work which could hamper their learning and how the TA could be used even more effectively. The next steps were;

- All teachers and TAs had been asked to observe how disadvantaged children communicated with each other.
- All classes were reviewing pairings.
- To look at the gateway to language for disadvantaged pupils.

## Pupil Voice

The Headteacher informed governors they had carried out pupil voice in particular what children did at home and their attitudes to school. The results showed some children were rarely read to at home, parental support was mixed, most children were positive about school and a small amount were negative. She added they needed to be creative with the actions put in place as a response to the pupil voice and they wanted the teachers and TAs to share their ideas at the training day in September.

A governor asked if the school had received any money for being a Covid vaccine centre, the Headteacher responded they offered to be a vaccine centre to promote the vaccine and support the community, they did claim back for the site manager's hours but not for the hall hire.

The Chair asked what was happening at the end of term and in September, the Headteacher answered the Covid cases were high in the city and they had two teachers who were off with Covid so the end of term transitions were not happening as normal however teachers had created videos and held story times outside for transition. The Reception and Year 2 children would see their classrooms, and the whole school had a visiting farm, an ice cream van on the field and a bouncy castle day to look forward to. The talent show went ahead with children sending in their videos and parents could watch on the Google Classroom and the leaver's assembly would be on the field in groups with limited parent numbers.

## **6. SCHOOL DEVELOPMENT PLAN (SDP)**

The Headteacher reported the following on the priorities;

- 1<sup>st</sup> Priority Raising Achievement - Pupils making the expected progress from KS1 to KS2.  
78% had made the expected progress in reading, 72% in writing and 100% in maths. The reading approach was embedded, some Year 5 concepts had not stayed with the pupils due to online learning and the gap between the disadvantaged group and their peers had widened across every year group and would be a focus next year. Staff would continue raising their awareness of calculations strategies into next year through staff training and they would support parents in understanding key methods in maths also.

- 2<sup>nd</sup> Priority Behaviour and Attitudes – aimed at children with social care involvement and children who were at risk of being excluded once in secondary school.  
Seven children had worked with Harriet and she had also supported families giving them useful strategies. They had a behaviour system in place and a teacher would lead the staff in the BOSS approach which was a restorative approach.
- 3<sup>rd</sup> Priority – Personal Development  
They had worked on the curriculum making sure they had a joined up approach from EY into the rest of the school. They would carry on with the curriculum next year. A governor raised inclusivity and asked if the anti-racist workshops could be re-visited, the Headteacher agreed and shared they wanted this to be part of the curriculum for the year and not an add on. The governor suggested the Governing Body could make policies more explicit about the procedure school would take. The Headteacher agreed and asked the governors to review the behaviour and anti-bullying policy in the next FGB.
- 4<sup>th</sup> Priority – Leadership and Management  
The HLTAs in school taught P.E, RE and music during teacher's PPA time and they would meet to discuss the strengths and weaknesses. The school in York, who they had been supporting, would still be supported by the SENDCo. They needed to review teacher's workload moving forward and the teachers had been amazing moving between face to face and online teaching. They were continuing to review wellbeing next year.

## **7. MUGA, KITCHEN AND MODULAR CLASSROOMS**

The Headteacher shared the updates to the kitchen would take 12 weeks, so they would use the staff room as a temporary kitchen and the LA were covering the cost. The site manager was ensuring all workers had their DBS checks in place, they could only move around the school in twos and were to avoid busy times like playtimes. The fire alarm system was going to be updated and next summer they would have smoke detectors fitted in the cellar. The Modular classroom would arrive in October and they had been able to source furniture and pods. The MUGA was due to be started in March 2022 and the Headteacher thanked the SBM for all her work on the MUGA.

## **8. POLICY REVIEW**

Health & Safety Policy – Approved.

## **9. WORKING PARTY UPDATES**

### Finance & Staffing

The Chair informed governors they had received a comprehensive report from the SBM and the deficit would be larger than expected this year and in the coming years. The deficit was growing due to increasing amounts of SEND children needing 1 to 1 TA support.

### Health & Safety

The Chair of the Health & Safety working party shared the SBM had arranged the fire warden training and the site manager being on in school more over the summer to monitor the work in school.

### Progress & Standards

The Chair reported the staff had worked hard in offering quality online learning, which did not have the same impact as face to face teaching, and this along with isolation periods and bubbles closing, had impacted the data. The school had not been able to have volunteers in school either. There had been progress made but not as much as they wanted. Next year, Early Talk for York and targeting specific children would have an impact and the governors were very appreciative of everything happening in school. A governor asked if Ofsted would visit for an inspection next year as planned, the Headteacher

explained they were due an inspection in November 2021 and it would probably not happen for another two years as the school was good. She added they would start to prepare from September and make sure everything was in place.

#### 10. GOVERNANCE MATTERS

##### Keeping in touch update

The Chair reminded the governors to keep up to date with the LA training and informed them she had visited school and witnessed the fantastic IT skills in a Year 5 & 6 lesson.

#### 12. CORRESPONDENCE

None.

#### 13. ANY OTHER BUSINESS

A governor and the Chair asked the Headteacher to pass on the governors thanks for all their achievements in school this year.

#### 14. Next FGB

Monday 27<sup>th</sup> September 2021 at 6pm.

The meeting closed at 7.55pm

##### Future FGB agenda items:

Review the Behaviour Policy and Anti-Bullying Policy

APPROVED

27/09/2021

Ms J Hudson  
Chair

Date

#### Action Points from the meeting of the Full Governing Body held on 13<sup>th</sup> July 2021

	Action	Item	Who	When
1	None.			