



MINUTES OF THE MEETING OF THE FULL GOVERNING BODY HELD ON MONDAY 11TH JULY 2022 AT 18:00

Present:

Jackie Hudson (Chair)	Tina Clarke (Headteacher)
Francesca Moxon	Tamsin Tinkler
Alisun Pawley	Bill Twist
Matthew Snowden (from 18:15)	Graham Whitmore
Helen Thomas	

In Attendance: Danielle Rees (Deputy Headteacher)
Ruth Karn (Clerk)

		Action
1.	<p>WELCOME, APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST</p> <p>The Chair welcomed everyone to the meeting. Apologies were received with consent from David Allen and Charlotte Johnson. Debbie Waters, School Business Manager, and Harriet Champness, Music Subject Lead had also sent their apologies.</p> <p>There were no declarations of interest.</p>	
2.	<p>SUBJECT LEADER REPORT - MUSIC</p> <p>Harriet Champness (Music Subject Lead) was unable to attend due to illness but would be asked to provide her report in the meeting of the Full Governing Body (FGB) in November 2022.</p> <p>Action: To rearrange Subject Leader Report (Music) for FGB meeting on 21st November 2022.</p>	TC
3.	<p>MINUTES OF THE MEETING HELD ON 3RD MAY 2022 (previously distributed)</p> <p>The Minutes of the meeting held on 3rd May 2022 were agreed to be a true and accurate record.</p>	
4.	<p>ACTION PLAN AND MATTERS ARISING NOT INCLUDED ON THE AGENDA</p> <p>Action Plan</p> <p>1. David Allen agreed to contact the Finance Manager to discuss the details within the Budget Management Policy and to take this to the Finance Working Group for further discussion. This action was marked as completed.</p> <p>2. The Headteacher agreed to ask the Finance Manager to circulate the finance training assessment to new governors as required. This action was marked as ongoing.</p> <p>There were no further matters arising that were not already on the Agenda.</p>	Carry Forward

<p>5.</p>	<p>HEADTEACHER'S REPORT <i>(previously distributed)</i></p> <p>The Headteacher reported that since September 2021 the school had lost 19 children and gained 12.</p> <p>She went on to express her delight at having parents and carers back in school once more following the disruption of the pandemic. A sense of normality had returned which was most welcome. Teachers had, once again, been able to build positive relationships with parents and carers, which was fundamental to the values and ethos of the school.</p> <p>Subject leadership had proved problematic due, in part, to the appointment of two Early Career Teachers (ECTs) who were not sufficiently experienced to lead in a subject. Consequently, some teachers had taken on additional work to address the imbalance. The Headteacher made a point of praising the team who worked very well together.</p> <p>She informed governors that the rocking horses had been removed from the cellar and were undergoing restoration as a result of generous donations (which had exceeded their expectations), raised in response to an online campaign and a Radio York appeal.</p> <p>There had been a sense of disappointment with regard to family learning as only one out of the eight targeted parents had completed the course (which was expensive to run). The Headteacher considered that the scheme needed to be reviewed to ensure that it was cost-effective and beneficial to parents and children.</p> <p><u>Children with Special Needs</u></p> <p>The Headteacher advised that there was a long waiting list (of approximately one year) for those children requiring specialist support. Although additional intervention incurred extra expense, children with special educational needs were considered to be a much valued part of the school community.</p> <p>When asked to explain the banding system, the Headteacher clarified that each band represented different levels of intervention with the children in Band 1 requiring less support than those in Band 4 who required a higher level of intervention.</p> <p>Another governor enquired as to whether the Headteacher ever felt under any pressure from parents who considered their child to have special educational needs (contrary to the views of teaching staff). The Headteacher confirmed that this was very much the case. However, the banding system was formulated in such a way as to make it clear whether or not a child required additional support (and at what level).</p> <p>The Deputy Headteacher added that parents didn't always understand the banding system, believing that their child was entitled to additional support simply because they were struggling in a particular area. With those children, bespoke adaptations could be made within the classroom setting which did not necessarily equate with the Education, Health and Care Plan (EHCP). She highlighted the importance of explaining the system to parents as clearly as possible.</p> <p>Another governor enquired as to whether the school provided in-house assessments for children with dyslexia. The Headteacher pointed out that those children identified as having dyslexia and autism as well as mental health issues were assessed within the school environment.</p> <p>It was further noted that a prospective parent had commended Lisa Solanki, who was highly respected for her work as a Special Educational Needs Coordinator.</p>	
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Attendance

The Headteacher expressed disappointment with the attendance figure (at just under 93%) which was below the target figure of 96%. However, it was also noted that illness due to COVID-19 had negatively impacted the figures.

With regard to unauthorised absences, the Headteacher explained that these included unauthorised holidays or periods of absence. A total of 32 letters had been sent to parents (several of whom were regarded as persistent offenders). A question was asked about the effectiveness of sending the letters and the Headteacher responded by confirming that they did, in fact, have an impact on parents.

When asked by a governor whether absence due to COVID-19 was categorised as unauthorised, the Headteacher confirmed that it was considered to be an authorised absence.

It was noted that there had been a lot of illness at school and one governor commented that the younger children who had previously been in a bubble were subsequently picking up illnesses due to a lack of immunity.

Local Authority Visits

The local authority moderation visit had proved to be very rigorous and intensive, involving a considerable amount of time and effort on the part of the team.

Further to the local authority curriculum visit, the Headteacher emphasised the importance of developing a curriculum that was balanced and broad in its scope. When asked by a governor whether it was adequately pared down, the Headteacher felt that it only required a minimal degree of enhancement.

The Curriculum visit was considered to have been a very positive experience and the children had been fabulous. The Chair felt that the in-depth report by the Head of Effectiveness and Achievement was excellent and particularly liked the last paragraph which ended with a child's comment "This is a lovely school!"

Extra Curricular Activities

The Headteacher expressed how wonderful it had been to be able to organise extracurricular activities once again. When asked by a governor whether there were plans to expand the activities the Headteacher stated that although, ultimately, they would like to increase the number of activities, their immediate focus was primarily on catching up following the pandemic. She also advised that the cost of summer trips had increased so parents were being asked to pay more.

Data

The Headteacher systematically went through all the figures. On the whole, the data was encouraging and recognised all the hard work undertaken by staff and children resulting in increased resilience, focus and improvement. She reported that, despite a concerted effort to make progress with regard to reading and writing, it was felt that disadvantaged children had been disproportionately impacted by the pandemic and it had been more difficult for them to catch up compared with their peers.

A governor wanted to know how staff narrowed the learning gap for disadvantaged children following the pandemic. The Headteacher explained that they were able to identify those children and provide bespoke interventions to try and bridge the gap.

Early Years – The children only achieved 49% with regard to good level of development (which was hampered by writing skills). Although they were still making progress, a lot more work was

	<p>required.</p> <p>Key Stage 1 - Year 1 children achieved a pass rate of 81% in phonics screening (in line with previous years). Progress had also been made in reading and writing but not maths (due to the focus on phonics). Year 2 - The children made good progress (albeit slightly below normal levels).</p> <p>Key Stage 2 –Attainment was achieved in all subjects since September 2021 apart from Year 3 (maths) and Year 4 (writing and maths). The Headteacher further added that from September 2022 there would be a bigger push with regard to maths in Year 3 and Year 4.</p> <p><u>Staffing</u> Matthew Snowden and Ryan Deakin, both experienced and valued teachers, were due to leave the school and the Headteacher made a point of thanking them for their hard work, commitment and dedication.</p> <p>Two ECTs had been appointed and would receive mentoring by the Headteacher (who would also be their induction tutor) and Deputy Headteacher. It was noted that the training of ECTs and their mentors was much more comprehensive and rigorous than it used to be, including weekly meetings and the development of coaching skills. The Headteacher added that there was no room for complacency as all levels of staff should be open to learn new skills. Governors expressed a hope that such robust training and support would ultimately promote staff retention.</p> <p><u>Ofsted</u> An imminent Ofsted inspection was envisaged (the last one having taken place in 2017) so it was considered important that staff were as prepared as possible bearing in mind they were only given 24 hours notice of a visit (with a phone call at midday the day before). The inspection was likely to last for two days and the inspector(s) would want to speak with as many staff and governors as possible (with parent governors having the advantage of being more actively involved in the school on a day to day basis).</p> <p>The Headteacher highlighted the Schools On a Page (SOAP) document which she intended to provide to Ofsted when they next inspected the school.</p> <p>In response to a query about the sort of questions that would be asked, one governor related his experience during a previous inspection when he was asked how governors viewed the school, what its strengths and weakness were (and what was being done to address any weaknesses). He also warned against using loose comments which would undoubtedly be picked up and scrutinised.</p> <p>A training module (Getting Ofsted Ready) was suggested to governors in September 2022 as well as a further discussion on how best to prepare for an Ofsted inspection during the next FGB meeting. The Headteacher confirmed that she would facilitate this.</p> <p>Action: To facilitate Ofsted training.</p>	TC
6.	<p>POLICY REVIEW (previously distributed) There was a general consensus that governors should be viewed as critical friends when reviewing policies.</p> <p><u>English Policy</u> The Chair stated that as the English Policy had been compiled by the school, amendments could be made if required.</p>	

When asked whether an existing template had been used, the Deputy Headteacher confirmed that she hadn't used a template as the policy was meant to reflect the English curriculum and represented a guide for prospective parents and children. Although the policy should have been finished a year ago, its completion had been delayed due to several changes during the interim.

A governor wanted to know why the handwriting policy was a Fishergate policy (as opposed to a national one). The Deputy Headteacher explained that schools were able to make their own decisions and cited an example of joining from every letter except x and z.

Another query was raised as to whether Ofsted had ever been critical of the policy. The Headteacher replied that previous Ofsted comments had been directed at presentation rather than the policy itself. She further added that Ofsted would investigate whether their policies were being correctly implemented. The key aim was to ensure that the policies had a positive impact on a child's learning experience.

A governor then asked what writing stamina involved. The Deputy Headteacher explained that it was all about enabling children to focus for longer and to nurture ideas more fully whilst, at the same time, developing the language skills which could then be written down (the latter being the last stage of the process).

With regard to reading, the Headteacher outlined the ways in which the school aimed to inspire a love of reading, encouraging the children not only to learn a story but to also act it out. A governor wished to know whether parent workshops would be reinstated and how parents could become more actively involved within the school. The Headteacher confirmed that they would be reinstating the workshops and emphasised the importance of input from parents and carers. As there was some ambiguity as to whether parents should approach the teaching staff to volunteer their services or wait to be invited the Headteacher said she would clarify the issue and would also incorporate it in the September newsletter.

The English Policy was approved.

Educational Visits Policy

The Headteacher confirmed that this was a local authority policy and could not be amended.

No comments or queries were raised.

The Educational Visits Policy was approved.

History Policy

A governor wanted to know whether history was taught in chronological order. The Deputy Headteacher confirmed that the policy aimed to build on chronological knowledge whilst acknowledging that certain aspects of history were excluded (most notably the Victorians which would have been appropriate bearing in mind the history of the school).

The History Policy was approved.

Marking and Feedback Policy

A governor asked whether the school adopted peer marking. The Headteacher confirmed that it did.

A further query was raised as to whether there was a clear colour coding with marking. The Headteacher explained that purple was used for editing, green highlighted strengths and pink was used when work required further improvement.

	<p>The Chair asked whether the appendix was also part of the policy to which the Headteacher responded that it was but the correct one had not been circulated. She confirmed that she would ensure that this was done.</p> <p>The Marking and Feedback Policy (but not the appendix) was approved. The updated appendix would be reviewed at the next meeting.</p> <p>Action: To clarify parent/carer involvement and incorporate it in the September newsletter.</p> <p>Action: To update and circulate the appendix for approval at the next FGB meeting.</p>	<p>TC</p> <p>TC</p>
<p>7.</p>	<p>WORKING PARTY UPDATES</p> <p>7.1 Finance and Staffing Working Party</p> <p>Following on from the Finance and Staffing meeting held prior to the FGB meeting, the Chair reported that two key issues had been highlighted in particular, namely, the Start Budget and increased energy costs.</p> <p><u>Start Budget</u></p> <p>The school finances as set out in the Start Budget (which was approved in April 2022) appeared to be in a healthier position than previously thought (by approximately £1,000) and the Chair acknowledged the huge amount of work carried out by the Finance Manager. However, it was anticipated that further expenses would be incurred due to a variety of reasons including the funding of supply teachers and SEND children.</p> <p><u>Energy Costs</u></p> <p>The Chair went on to report that energy costs had increased significantly but there appeared to be no additional financial assistance forthcoming to counteract the impact on the school's finances. The LA advised that electricity costs should be increased by 30% in the budget and gas by 40%. On current actual figures the school was seeing a much bigger increase in gas and electricity which was not currently budgeted for. School meals costs had been increased by the provider so the school had no alternative but to increase the cost of a school dinner from £2.30 to £2.50.</p> <p>It was noted that although the Chair of the Finance Working Group had requested further discussion with regard to the Budget Management Policy there was a general reluctance to micro manage delegated roles which were working well and raised no concerns. Accordingly, the Budget Management Policy was approved.</p> <p>A governor then asked whether a quote for the Multi-Use Games Area (MUGA) had been received. The Chair replied that it had not yet been received as the outcome of a previous objection to the proposed football pitch was awaited. The Chair further added that, provided the objection was resolved, there were plans to carry out the work over the summer. Whilst she did not anticipate an increase in the original quote due to the delay, she was unsure as to whether the labour costs would be increased.</p> <p>7.2 Health and Safety Working Party</p> <p>Graham Whitmore confirmed that a meeting of the Health and Safety Working Party had been held in May 2022 (and that meetings had been moved from Mondays to Fridays). A paper audit was carried out by the local authority and following a general walk around and fire inspection, there were no outstanding issues to report.</p> <p>With regard to accidents, one child sustained a leg fracture as a result of moving an IT trolley. Measures had since been adopted to minimise the likelihood of a repeat incident in the future.</p>	

<p>8.</p>	<p>GOVERNOR MATTERS</p> <p>8.1 FGB Membership Update</p> <p>Governors discussed how best to reach and involve parents as potential volunteers and governors within the school. There was a degree of ambiguity as to whether parents had to wait for teachers to invite them or whether the onus was on them to proactively ask to become more involved in the school. The Headteacher commented that governors used to be linked to a specific subject or class and that she would incorporate the role of link governors within the School Development Plan.</p> <p>The roles of Chair, Vice Chair and one of the parent governors were due to end.</p> <p>It was noted that the Vice Chair did not want to continue his role beyond 2023. However, he was happy to remain in post until that point.</p> <p>Alisun Pawley’s four year term as parent governor was due to end and she confirmed that she would consider whether she wished to put herself forward for re-election.</p> <p>Approved – The re-election of the Chair was approved.</p> <p>Approved – The re-election of the Vice Chair was approved.</p> <p>8.2 Subject Leader Presentations 2022/2023</p> <p>With regard to Subject Leader presentations during future FGB meetings the following order was proposed:</p> <ul style="list-style-type: none"> • October 2022 – Ofsted Readiness/Role of Link Governor • November 2022 – Music • January 2023 – SENDCO • March 2023 – Maths • May 2023 – Wandle Update • July 2023 – History <p>8.3 Visits and Activities Update</p> <p>The Chair reported how much she enjoyed attending a school trip to Bridlington the previous week. The children behaved extremely well and thoroughly enjoyed themselves. A governor enquired as to whether any further school trips were planned for 2023. The Headteacher confirmed that this was a work in progress, although the focus was to catch up on other subjects following the disruption of the pandemic.</p> <p>Action: To incorporate the role of link governors within the School Development Plan.</p>	<p>JH / TC</p>
<p>9.</p>	<p>CORRESPONDENCE</p> <p>There were no updates to report.</p>	
<p>10.</p>	<p>ANY OTHER BUSINESS</p> <p>The Chair wanted to make a point of thanking Matthew Snowden for his valued contribution to the school. His dedication and hard work had been greatly appreciated and he would be taking a wealth of experience with him to his new role. The Chair also commended his IT skills which had proved particularly invaluable during the pandemic.</p> <p>The Chair wished also to extend her thanks and appreciation to Ryan Deakin and Amy Batchelor who were also leaving the school.</p> <p>At that point, a governor made a point of formally thanking all the staff for their hard work and</p>	

	<p>commitment during the past year.</p> <p>Finally, the Chair wanted to know whether <i>a new staff or teacher governor should next be appointed.</i></p> <p>Action: The Clerk to clarify whether a new staff or teacher governor should be appointed.</p>	Clerk
11.	<p>DATE AND TIME OF NEXT MEETINGS (<i>previously distributed</i>)</p> <p>Monday 3rd October 2022 at 18:00 Monday 21st November 2022 at 18:00 Monday 23rd January 2023 at 18:00 Monday 27th March 2023 at 18:00 Monday 8th May 2023 at 18:00 Monday 10th July 2023 at 18:00</p>	

The meeting closed at 19:50

Action Points from the meeting of the Full Governing Body held on 11th July 2022				
	Action	Item	Who	When
1	<i>The Headteacher agreed to ask the Finance Manager to circulate the finance training assessment to new governors as required.</i>	CF	Headteacher Finance Manager	3 rd October 2022
2	<i>To rearrange Subject Leader Report (Music) for FGB meeting.</i>	2	Harriet Champness	21 st November 2022
3	<i>To facilitate Ofsted training.</i>	5	Headteacher	3 rd October 2022
4	<i>To clarify parent/carer involvement and incorporate it in the September newsletter.</i>	6	Headteacher	September 2022
5	<i>To update and circulate the appendix for approval.</i>	6	Headteacher	3 rd October 2022
6	<i>To incorporate the role of link governors within the School Development Plan.</i>	8.1	Headteacher	3 rd October 2022
7	<i>To clarify whether a new staff or teacher governor should be appointed.</i>	10	Joint Head of Governors	As soon as possible

Items for next agenda: