



**Minutes of the meeting of the FGB held on the 17<sup>th</sup> July 2023  
at Fishergate School at 6:00pm**

**Present:** Ms Tina Clarke (Headteacher); Mrs Jackie Hudson (Chair); Mrs Andrea Walton;  
Dr Alisun Pawley; Mrs Tamsin Tinkler; Mrs Francesca Moxon; Mr Bill Twist;

**In Attendance:** Ms D Rees (Deputy Headteacher);  
Mr David Pennington (Phonics Lead) [until 6:32pm];  
Mrs Georgina Holman (Clerk, City of York Council)

		<b>Action</b>
<b>1.</b>	<p><b>WELCOME, APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST</b></p> <p>The Chair welcomed everyone to the last meeting of the academic year.</p> <p>There were no apologies, and all governors were present.</p>	
<b>2.</b>	<p><b>SUBJECT LEADER REPORT – PHONICS</b></p> <p>The School’s Phonics Lead, Mr David Pennington, gave governors an overview on the developments in phonics since the introduction of the new Little Wandle scheme. He explained that the decision to change schemes came as a result of government advice on replacing the letters and sounds scheme previously used. Mr Pennington advised that there had been a wide choice of alternatives and the school had hoped to continue with the existing provider’s new phonics scheme which would have been the most cost effective. However, the Book Club scheme was not as comprehensive as required and did not have an adequate strategy for systematically recapping learning. Mr Pennington explained that he had researched other schemes and Little Wandle was used widely across York schools and came highly recommended.</p> <p>The adoption of the scheme began in March 2022 when staff completed the six training modules. For those unable to do so at that time, there were opportunities to catch up with the training in September. The scheme was implemented across the school in September 2022 and comprised five phases with Phase 2 introduced in EYFS. Mr Pennington explained that Phase 2 was essentially teaching the alphabet with a small number of digraphs introduced as well. This meant that, whilst</p>	

being slightly more advanced than the previous letters and sounds method, it was not substantially different. Mr Pennington shared handouts detailing the phonemes introduced in Phase 2 and 3 and some of the books. He explained that assessments were carried out at the end of each term to check on progress and identify gaps in knowledge. Interventions to address gaps were implemented both daily to embed learning, and later in the term where needed. As a result of the introduction to key sounds in Phase 2, children were able to start blending to make simple words and thus read the initial texts accompanying the Little Wandle scheme. These books would be read repeatedly over the course of a week to increase fluency and sight reading. Phase 3 introduced more sounds including digraphs and trigraphs with a similar system of assessment, intervention and catch up. Mr Pennington noted that it was in Phase 3 that more significant gaps in knowledge might appear. Phase 4 would be introduced during the summer term and focussed on blending and longer words. There was an expectation that children would finish Early Years secure in Phase 4 of the scheme and ready to begin Phase 5 in Year 1.

Mr Pennington advised governors that the Little Wandle scheme set high expectations and there were children in the reception cohort who had not been able to meet this level. A placement assessment was carried out at the start of Year 1 which allowed teachers to map out gaps for individual children and identify wider whole phase gaps. Mr Pennington explained that there had been a notable gap in Phase 3 for Early Years which meant that this had to be revisited in Year 1 along with Phase 4, prior to moving onto Phase 5. There had been two phonics lessons a day to ensure the learning was embedded and that Phase 5 would be covered. It was hoped that this would not be required in future years, but Mr Pennington acknowledged that there may be some need to recap and this was built into the beginning of Phase 5.

***A governor asked whether it was possible to stream children in a large cohort to help address gaps.*** Mr Pennington advised that the school would be moving to three mixed Year 1 and Year 2 classes which would give more ability to stream.

Referring to the books which accompanied the scheme, Mr Pennington explained how they linked to the phonemes, enabling children to decode an entire book to help them build confidence and fluency.

***A governor asked how gaps in children's phonics knowledge were identified.*** Mr Pennington explained that it became clear to teachers as the volume of sounds built up and children repeatedly struggled. Where a child made several mistakes in a row, teachers would be able to gauge their level and postpone moving on any further. The scheme was designed to be systematic and prevent any sounds being missed. Mr Pennington said that it was intensive to begin with but increasingly efficient as time went on. He described the improved outcomes for some of the lowest attainers and the benefits in ensuring that children were secure in phonics without gaps appearing later on in KS2.

***A governor asked what opportunities the scheme gave to higher achievers.*** Mr Pennington advised that by Phase 5, once all phonemes were embedded, there were opportunities to 'grow the code' and start to recognise alternative phonemes for the same sound. Mr Pennington gave examples of techniques used to challenge higher attaining children such as asking for more complex sentence structures when applying new words. The last phase of the scheme was introduced in Year 2 which covered suffixes and prefixes and also gave more scope for pushing higher attainers.

	<p>Following the introduction of Little Wandle that year, Mr Pennington advised that the phonics screening results had seen an 80% pass rate. Of those not meeting the pass standard (10 children), the majority had only joined the school in the six weeks prior to the screening check and three children were not far below the pass mark. All were receiving interventions.</p> <p>Mr Pennington pointed out that passing the screening check did not guarantee fluency so there was still a need to focus on children’s fluency and reading speed. This was checked via a fluency assessment which gave a word per minute score and an accuracy score. Governors discussed the level of challenge. Mr Pennington explained that higher level readers were often not as accustomed to reading out loud and might not score as well on accuracy. <b>A governor questioned whether greater fluency in reading out loud improved comprehension.</b> Mr Pennington confirmed that it did because often children read to themselves very quickly and had to learn to slow down to read to others and take in what they were reading. <b>A governor asked whether progress could be held up by a more challenging cohort which required intensive recapping.</b> Mr Pennington explained that children had to be taught Phases 2, 3 and 4 in one year and a more intensive programme could be required to try to ensure this. Where this took longer, Year 1 children would not have the opportunity to keep recapping Phase 5.</p> <p><b>A governors asked whether the absence of KS1 SATs in 2023-24 would allow more time to focus on phonics.</b> Mr Pennington explained that the phonics teaching would remain the same but there would potentially be more time to focus on transcription, spelling and handwriting which would have long term benefits into KS2.</p> <p>Governors thanked Mr Pennington for his presentation.</p> <p><i>Mr David Pennington left the meeting at 6:32pm</i></p>	
3.	<p><b>MINUTES OF THE MEETING HELD ON 2<sup>ND</sup> MAY 2023 AND CONFIDENTIAL MINUTES</b> (<i>previously distributed</i>)</p> <p>Governor Francesca Moxon pointed out that she had not attended but had been included on the attendance list for the confidential minutes. The Clerk agreed to amend this and on this basis the minutes were agreed to be a true and accurate reflection of the meeting.</p> <p><b>Action – Clerk to amend attendance on the confidential minutes for 2<sup>nd</sup> May 2023</b></p>	Clerk
4.	<p><b>ACTION PLAN AND MATTERS ARISING NOT INCLUDED ON THE AGENDA</b></p> <ol style="list-style-type: none"> <li>1. Clerk to amend the minutes of the meeting on 27th April 2023. <b>Completed.</b></li> <li>2. Headteacher to incorporate additional bullying data into Safeguarding report. <b>Completed, on agenda under item 7.</b></li> <li>3. Finance and Staffing Working Party to nominate a chair at their next meeting. <b>Carried forward.</b></li> <li>4. Clerk to create Ofsted folder on Decision Time and upload the recommendations document. <b>Completed.</b></li> <li>5. Clerk to add Governor Self Evaluation to the agenda for the next meeting. <b>On the agenda item 10.</b></li> <li>6. Vice Chair to share question and answer document with Clerk to add to Decision Time. <b>Governors to send a copy of the document to the clerk to add.</b></li> </ol>	Clerk

	<p>7. Chair to present Safeguarding Link Governor’s role and responsibilities at the next FGB meeting. <b>On the agenda under item 7.</b></p> <p>8. Headteacher to draft a parent feedback survey. <b>Carried forward to capture new parents in September 2023.</b></p> <p>9. Clerk to share skills audit template and deadline for governors to complete. <b>Completed, on agenda under item 10.</b></p> <p>10. Clerk to add template visit document to the Resources section on Decision Time. <b>Clerk to check Decision Time and upload and confirm to governors.</b></p>	<p>Head</p> <p>Clerk</p>
<p>5.</p>	<p><b>HEADTEACHER’S REPORT</b> (<i>previously distributed</i>)</p> <p>The Headteacher went through the key areas of her report. She began by giving an overview of pupils numbers and the increase in new pupils with additional needs including EAL and disadvantaged children. Lower attaining children had joined the school towards the end of the year in key assessment years (Reception, Year 2 and Year 6) which impacted attainment data.</p> <p>The Headteacher highlighted the training and meetings attended by school staff with the intention of driving up standards in school. She explained that one of the most significant changes for the upcoming year would be the restructure of KS1 classes, as referred to by Mr Pennington.</p> <p>With reference to the teacher strikes, the Headteacher explained that the school had sacrificed an SLT planning day in order to minimise the impact on children’s learning.</p> <p>The Headteacher highlighted the variety of school trips and activities that had taken place and the vibrant, engaging and inspiring curriculum provided.</p> <p>With reference to the ongoing Early Talk for York and Family Learning continuing, the Headteacher advised that Fishergate had been invited to take part in a pilot scheme to support families through a ‘Team Around The School’ approach. The Headteacher advised that she had only had an initial communication so far and Fishergate had been approached because of the high level of need amongst children at the school. She explained that the school would identify the areas where more support was required such as parenting skills, housing, food poverty, EAL and mental health support. The ‘Team Around The School’ would bring together expertise and knowledge across the partnership and meet termly to discuss specific families. The Headteacher hoped that it would help with some of the hard-to-reach issues where it was difficult for the school to have an impact. <b>Governors asked how many families could be supported in this way.</b> The Headteacher did not yet have this information but advised that she would be able to identify which families would be offered support. The Deputy Headteacher suggested that it would be most beneficial to work with those not already supported by social care or other external agencies.</p> <p>With reference to staff performance management, the Headteacher confirmed that all performance management meetings had taken place. There were some changes proposed for the following year; to consider a different model that would better support and engage teaching staff.</p> <p>The Headteacher directed governors to the SEND information and needs breakdown provided by the school SENDCo and some of the barriers for those children. One of the next steps was to develop a sensory space within the school and an area had been identified for this. The Headteacher noted that there was a need to ensure staff were clearly recording interventions so that the impact on</p>	

<p>vulnerable groups could be evaluated. The Staff Governor suggested that TAs were given a termly opportunity to do this together as a focussed collaboration. The Headteacher agreed that this would be a good solution.</p> <p><b>Action – TAs to be released termly to work together to record impact of interventions on vulnerable groups.</b></p> <p>With reference to attendance, the Headteacher pointed out the significant correlation between low attendance the lowest attaining disadvantaged children. Actions to address this involved setting up meetings with parents and already there had been a positive impact on two families. Fixed penalty notices had been issued to families for any absence of five days or more.</p> <p>The Headteacher went on to thank those governors who attended school as independent observers during the various statutory assessments and screening checks.</p> <p>Governors discussed the range of extracurricular activities and the challenges in offering a broad range of activities for children throughout the school. The Deputy Headteacher explained that these were dependent on the goodwill and availability of staff. Governors were invited to attend the end of year events during the final week of school.</p> <p>The Headteacher went on to inform governors about a new partnership the school was undertaking with a social enterprise organisation called RADY – Rasing the Attainment of Disadvantaged Youngsters. She explained that RADY would be working with Fishergate and had already reviewed the School Development Plan to see how this could better support disadvantaged pupils. The Headteacher gave examples of specific suggestions that had already been made to incorporate equity rather than equality because of the multiple barriers that disadvantaged children experienced.</p> <p>RADY were now reviewing the school’s reading data and were looking at linking disadvantaged pupils to non-disadvantaged pupils to consider the difference and focus on how to support individual children to better access education and attain higher outcomes.</p> <p>The Headteacher directed governors to the revised SDP which had incorporated elements of how RADY would be threaded through. The Deputy Headteacher had then RAG-rated the document. The Deputy Headteacher explained that the SDP was now looking at how to actively promote the progress of disadvantaged pupils in every aspect of school and it was anticipated that it would become increasingly green in terms of RAG-rating as the year progressed and the school adopted the RADY principles. <b>A governor pointed out that the relevant children might also be those targeted in the team around the school approach which would then create a doubly effective support offer.</b></p> <p><b>A governor asked which categories of disadvantage were the focus for RADY.</b> The Deputy Headteacher explained that it would be FSM and PP children or any other poverty indicators. The Deputy Headteacher went on to say that it was essential that class teachers were involved in understanding the principles so that the RADY approach was adopted school-wide, regardless of how many children were targeted.</p> <p>Moving on to curriculum and data, the Headteacher ran through the summary for end of key stage assessment data in Early Years, Year 2 and Year 6. She advised that Year 2 SATs were broadly in line with the previous year, but the Early Years results were lower than expected for a second year which</p>	<p><b>Head</b></p>
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	<p>could result in further investigation from the local authority. The Headteacher explained that there had been a very low baseline and communication, language, and literacy had been a focus rather than writing, for which the outcome had lowered overall results. When the data for EAL children who began mid-year was removed the Good Level of Development (GLD) moved from 41% to 55% in writing. Additionally, due to the phonics focus, Maths was not prioritised, and this would be revised for the following year.</p> <p>The Headteacher outlined the circumstances of a significant number of EAL children which impacted data in Year 6. This included some for whom the results could be disapplied which would improve the school's overall results. The Headteacher noted that the Year 4 were a low attaining cohort with the largest gap between disadvantaged and non-disadvantaged students. She informed governors that these areas for development would be added to the SDP as well as reading fluency and attendance of disadvantaged pupils.</p> <p>With reference to staffing, the Headteacher explained developments since the previous governors' meeting. Due to two TAs moving on from the school at the end of the year, there had not been a need for any redundancy which was a good outcome. The Headteacher gave an overview of staff movements within the school and the rationale for these. She also outlined where careful budgeting would continue such as through not using any supply staff to cover teaching and not undertaking any external training. <b>A governor queried how much would be saved on external training.</b> The Headteacher advised there hadn't been a huge amount of external training and that it would have been permitted previously where it fitted with a staff member's role and responsibilities. Given there were so many highly skilled staff within the school, training would now be provided internally instead. Additionally, cluster meetings with other schools were resuming and there was the ongoing work with RADY to offer in terms of staff development. It was noted that the school might have to reconsider its position in a year's time should pupil numbers remain low. The Headteacher noted that the confirmation of pupil numbers had been very late that year and she would ask the local authority to find out when they would receive the following year's numbers.</p> <p><b>Action – Headteacher to contact local authority to find out when schools would be notified of pupil numbers for 2024-25.</b></p> <p>With reference to future subject leader reports for the following year, the Chair informed governors that she had met with the Headteacher to discuss these. It was noted that Maths and History reports had been cancelled that year due to teacher strikes and Ofsted. The Chair proposed that Maths, History, Science and potentially information from RADY be considered. A governors suggested Design and Technology and Computing. Governors discussed the options and agreed that the six subject reports for the following year would be Maths, History, Science, Design and Technology, Computing and RADY.</p>	Head
6.	<p><b>PAY AWARD BACKDATE</b></p> <p><i>The Headteacher and Deputy Headteacher left the meeting at 7:24pm.</i></p> <p>The Chair explained to the governing body that a historic pay issue had been identified which dated back to 2016. It had already been discussed at the Finance and Staffing Working Party but required agreement and minuting at FGB level in order to be resolved. Through recent communication with the local authority, the school were informed that maintained schools had been asked to 'opt in' to a</p>	

	<p>new pay scale from 2016 which incorporated no pay uplift for leadership in 2016. Since that time, the local authority had been using two different leadership pay scales for school staff. Fishergate school had not opted in at the time and there was no record or evidence that the school were aware of the parallel pay scale. The school had searched through meeting minutes and the local authority had reviewed its own records but, due to the length of time passed and the changes in personnel, it was difficult to determine why the school had not opted in. The Chair asserted that it would not have been a governor decision because governors did not decide on pay uplifts to any salary scales.</p> <p>The issue arose due to the Deputy Headteacher identifying that her salary was not the amount she had thought she was being paid and further investigations established that both the Headteacher and Deputy Headteacher should have been paid according to the newer pay scale.</p> <p>The Chair informed the governing body that both members of staff were now on the correct pay scale, but there was the question of backdated pay owed for the past seven years. This was calculated to be approximately £7K in total and the local authority had made it known that they would not be contributing. The Chair advised that the governing body needed to decide whether to agree to the backdated amount being paid and whether to agree to the payment coming out of the school's budget.</p> <p><b>A governor asked whether the decision would be a future liability for the budget.</b> The Chair explained that the correct pay scale was now incorporated into the budget and any future pay increases awarded would be incremental, inflation linked, so there were no future implications on the budget. It was just a question of paying the backdated amount as a one-off payment. <b>A governor asked whether other Headteachers and Deputies were affected.</b> The Chair pointed out that it had taken seven years for the issue to be identified at Fishergate, so it was possible other school's staff had spotted the discrepancy earlier.</p> <p>The Chair reiterated that the local authority was not prepared to contribute towards the backdated pay owed to the two staff members. Governors pointed out that it should not be the governors' decision but was something that should have been corrected by the local authority themselves. Governors made it clear that, whilst they agreed that the Headteacher and Deputy Headteacher should be paid the backdated award, they were not happy that the money should have to be paid from the school's already stretched budget.</p> <p><b>Governors strongly agreed that the pay award relating to the 2016 uplift should be back dated for the Headteacher and Deputy Headteacher. Governors reluctantly agreed that this be paid from the school's budget.</b></p> <p><i>The Headteacher and Deputy Headteacher re-joined the meeting at 7:33pm</i></p>	
7.	<p><b>SAFEGUARDING</b></p> <p><b>*Safeguarding Data for governors</b></p> <p>The Headteacher outlined key information in the report including an increase in racist incidents. She pointed out that the recording of incidents had improved significantly. The Headteacher gave context to the number of exclusions, of which there had only been one since February.</p>	

<p>With reference to Operation Encompass referrals, the Headteacher explained that this was a police procedure enabling trained members of school staff to request further information from the police in relation to any domestic abuse incident in which a child at the school was present. The Headteacher advised that the number of referrals referred to the number of families referred, and consequently the number of children impacted was likely to be much higher. The Headteacher explained where further action would result in a Multi-Agency Risk Assessment Conference (MARAC).</p> <p>The Headteacher went on to summarise safeguarding training that had taken place and the focus on filtering and monitoring of children’s internet usage. She explained that the school had a Smoothwall system which prevented access to inappropriate websites and content. There was a need to check that all devices across the school had adequate protection and school staff had devised a rota in order to do this using a Safeguarding Hub link.</p> <p><b>A governor highlighted the increasing risk of children using smart phones without any filters and suggested that a parent workshop be offered to support families with setting up necessary preventative measures.</b> The Staff Governor advised that the local PCSO would be visiting the school to run online safety workshops with parents and children. She suggested that the school discuss this with the PCSO to see if there would be an option for children to bring their smart phones with them and have these checked and to show parents how to install filters.</p> <p>Governors discussed the challenges in trying to engage target families with school events. The Headteacher suggested that an all-day drop in to focus on smart phone filters could be an option to broaden accessibility for families.</p> <p><b>Action – Headteacher/school staff to speak to PCSO regarding offering the opportunity for families to have their child’s smart phone safety filters checked.</b></p> <p>In response to a question about mobile phones in the school, the Deputy Headteacher informed governors that phone related incidents between children were increasing year on year and the school was increasingly asked to intervene and help resolve issues relating to cyber bullying or sharing of images occurring outside school. The Deputy Headteacher cautioned that most adults were naïve to how much inappropriate content children were exposed to and how much they shared with one another. As a result, she had proposed a change to the E-Safety policy specifying that only non-smart mobile phones would be permitted. Governors discussed how this information would be communicated to families and agreed unanimously with the proposed amendment.</p> <p><b>Action – Deputy Headteacher to amend wording in E-Safety policy to permit only non-smart mobile phones to be brought into school.</b></p> <p>The Chair gave a brief summary of her additional responsibilities as Safeguarding Link Governor. The Chair explained that she had regular contact with the Headteacher to keep updated on any issues as they arose and had attended progress review meetings which gave an insight into the issues faced by children and families. The Chair advised that she also checked the information held on the Single Central Record (SCR) regarding governor and staff training, eligibility to work and DBS checks among other things. She encouraged other governors to undertake the Safer Recruitment training which was very useful for recruitment panels.</p>	<p>Head</p> <p>DR</p>
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<p>8.</p>	<p><b>POLICY REVIEW</b> <i>(previously distributed)</i></p> <p><b>*Data Protection Policy</b>  Governors reviewed the Data Protection policy. <b><i>A governor asked whether the policy conflicted with the CCTV and Surveillance policy.</i></b> The Headteacher explained that it did not conflict but had required updating as a result of the CCTV and Surveillance policy referencing the Data Protection policy. <b><i>A governor asked whether CCTV would be shared as part of a Subject Access Request.</i></b> The Headteacher confirmed that there was an obligation to share it and consent would need to be sought from the parents of other children captured on the footage. The footage was only available for seven days, however. It was clarified that the different roles were specified within the policy.</p> <p><b>Governors approved the Data Protection Policy</b></p> <p><b>*Restructure and Redundancy Policy</b>  The Chair informed governors that this policy had been required due to the risk that the school would have to make redundancies. Although this was no longer the case, the policy would now be in place ahead of any future issues arising.</p> <p><b>Governors approved the Restructure and Redundancy Policy.</b></p> <p><b>*Maths Policy</b>  <b><i>A governor questioned whether this policy related to the coming year or the existing provision and queried the homework element in relation to times tables at KS1.</i></b> The Headteacher advised that the policy related to the current Maths provision at the school. She agreed to check whether the systematic approach to learning times tables was communicated to families. The Headteacher clarified that SATs data was used to feed back into the next academic year.</p> <p><b>Governors approved the Maths Policy.</b></p> <p><b>Action – Headteacher to verify whether the systematic approach to learning times tables as homework in KS1 was communicated to families.</b></p>	<p>Head</p>
<p>9.</p>	<p><b>WORKING PARTY UPDATES</b></p> <p><b>Finance and Staffing – 6<sup>th</sup> July 2023</b>  The Chair noted that there were changes to the budget at each meeting due to changes in income. She confirmed that the backdated payment previously discussed was £6,935 in total. No further information had been received in response to the deficit budget the school had submitted. The Chair informed governors that that the £35K MUGA funding currently in the school’s budget would be paid out following the completion of the work to install the MUGA that was scheduled to take place over the school summer holiday. She explained that this would create an anomaly in the budget as a result of being advised to keep including the funding in the budget until it could be spent.</p> <p><b>Health and Safety – 21<sup>st</sup> May 2023</b>  The Chair outlined further building work that would take place during the summer holiday including the replacement of windows and new lighting on the ground floor which were all funded by the local authority. The new Chair of the Health and Safety Working Party, Bill Twist, added that there had been a recent local authority building inspection, but the report had not been shared in full. There</p>	

	<p>were two items of note, one of which related to fire drills in the summer term. It was acknowledged that there had been a number of unplanned fire drills in the spring term and consequently, it was not deemed necessary to have a further one in the summer term. The second issue was in relation to flammable material in the forest school which the school Site Manager would be addressing while the school was closed for the summer.</p> <p>Lastly, it was noted that installation of CCTV was deemed to have had a positive effect on general behaviour within the school. The Headteacher advised that the CCTV would remain in place for the beginning of the next academic year in order to manage any behaviour lapses. There were no further questions on Health and Safety.</p> <p><b>Progress and Standards – 13<sup>th</sup> July</b>  The Chair explained that information from this meeting had largely been covered in the Headteacher’s report. SATs data had been received just prior to the Progress and Standards Working Party meeting so the data had been reviewed. The Chair advised that the data would be validated by September and brought to the next meeting.</p>	
<p><b>10.</b></p>	<p><b>GOVERNOR MATTERS</b></p> <p><b>10.1 Training</b></p> <p>The Chair explained that the Headteacher’s Appraisal Committee required two governors to accompany an external advisor. There was now a vacancy on this committee. The Chair outlined what would be involved and the training available. Tamsin Tinkler agreed to join the Headteacher’s Appraisal committee and undertake the suggested training.</p> <p><b>Action –Tamsin Tinkler to be added to the Headteacher’s Appraisal Committee and to undertake the CYC training on Headteacher Appraisals in September.</b></p> <p><b>10.2 Visits and Activities</b></p> <p>The Chair informed governors that she had accompanied the Year 5 /6 children on their visit to Magna and noted the substantial volume of work that was involved in running such a trip. A governor shared her experience of supporting school visits to Rowntree Park and Ask.</p> <p><b>10.3 Governor Self-Review</b></p> <p>With reference to the skills audit, the Clerk summarised the priority needs for the governing body as being accounting or finance experience and Chair experience. The Clerk gave outlined the Governance Service’s role in recruiting to such vacancies. Governors discussed recruitment and approaches that had been made.</p> <p>The Clerk explained the new requirement for schools to publish governor diversity information. She agreed that she would contact the SBM to provide information to the school which could then be circulated to governors and collected back by the school.</p> <p><b>Action – Clerk to contact SBM to make arrangements for the collection and publication of governor diversity information.</b></p>	<p>TT</p> <p>Clerk</p>

	<p><b>10.4 Election of Chair and Vice Chair</b></p> <p>Governors unanimously voted Jackie Hudson as Chair for the academic year 2023-24. Governors discussed succession planning and the support that was available for the roles of Chair and Vice Chair. Alisun Pawley and Francesca Moxon proposed sharing the Vice Chair role. Governors unanimously voted Alisun Pawley and Francesca Moxon as joint Vice-Chairs. Francesca Moxon pointed out that her term of office was due to end in March 2024 but advised that she would be prepared to stand again as a parent governor, should this be required.</p> <p><b>Approved: Mrs Jackie Hudson was elected as Chair and Dr Alisun Pawley and Mrs Francesca Moxon were elected as joint Vice Chairs.</b></p>	
11.	<p><b>CORRESPONDENCE</b></p> <p>There were no updates to report.</p>	
12.	<p><b>ANY OTHER BUSINESS</b></p> <p>Governors asked to formally record their thanks to the Headteacher and all the school staff for a successful year and very positive Ofsted outcome.</p>	
13.	<p><b>DATE AND TIME OF NEXT MEETINGS</b></p> <p>Monday 16th Oct 2023 6pm  Monday 4th Dec 2023 6pm  Monday 22nd Jan 2024 6pm  Monday 18th Mar 2024 6pm  Tuesday 7th May 2024 6pm  Monday 8<sup>th</sup> Jul 2024 6pm</p>	

The meeting closed at 8:30pm

These minutes were approved by the Fishergate School Full Governing Body at their meeting on the 16<sup>th</sup> October 2023

<b>Action Points from the meeting of the Full Governing Body held on 17<sup>th</sup> July 2023</b>				
	<b>Action</b>	<b>Item</b>	<b>Who</b>	<b>When</b>
1	Clerk to amend attendance on the confidential minutes for 2 <sup>nd</sup> May 2023	3	Clerk	31/07/2023
2	Finance and Staffing Working Party to nominate a Chair at their next meeting	4	Finance & Staffing WP	Autumn 1
3	Ofsted questions and answer document to be sent to Clerk to add to Decision Time folder.	4	Clerk	31/07/2023
4	Headteacher to draft a parent feedback survey.	4	Tina Clarke	Autumn 1

5	Clerk to add template visit document to the Resources section on Decision Time.	4	Clerk	31/07/2023
6	TAs to be released termly to work together to record impact of interventions on vulnerable groups.	5	Tina Clarke	Autumn 1
7	Headteacher to contact local authority to find out when schools would be notified of pupil numbers for 2024-25.	5	Tina Clarke	Autumn 1
8	Headteacher/school staff to speak to PCSO regarding offering the opportunity for families to have their child's smart phone safety filters checked.	7	Tina Clarke	Autumn 1
9	Deputy Headteacher to amend wording in E-Safety policy to permit only non-smart mobile phones to be brought into school.	7	Dani Rees	31/07/2023
10	Headteacher to verify whether the systematic approach to learning times tables as homework in KS1 was communicated to families.	8	Tina Clarke	Autumn 1
11	Tamsin Tinkler to be added to the Headteacher's Appraisal Committee and to undertake the CYC training on Headteacher Appraisals in September.	10	Tamsin Tinkler & Clerk	Autumn 1
12	Clerk to contact SBM to make arrangements for the collection and publication of governor diversity information.	10.3	Clerk & Debbie Waters	Autumn 1

**ITEMS FOR FUTURE AGENDAS:**

Validated SATs data.