

ST BARNABAS' C.E. PRIMARY SCHOOL



Minutes of the virtual meeting of the Full Governing Body held on Wednesday, 30th March 2022 at 6.15pm

Present: Karen Boardman (Headteacher) Anne Williamson (Chair)
 Maguire Agnew Jo Patton
 Reverend Paul Millard (*from 7.14 pm*) Lindsay Graystone
 Lorna Longman Katharine Harbord
 John Halsall

In Attendance: Rachel Pena Harran – Deputy Headteacher
 Barbara Kybett - Governance Advisor, Clerk

		Action															
	<p>Welcome Prayer The meeting was opened with a prayer led by the Chair.</p>																
1.	<p>Any Other Business None was raised.</p>																
2.	<p>Apologies for absence, consents and declarations of interest (<i>related to this agenda</i>) The Chair welcomed everyone to the meeting. Governors were reminded to refer to the school's Vision & Values throughout the meeting and encouraged to ask questions of the type identified on the agenda.</p> <p>Apologies for absence were received, with consent, from Dan Wilkinson. Paul Millard had previously advised that he would join the meeting late.</p> <p>There were no declarations of interest.</p>																
3.	<p>Minutes of the meeting held on 2nd February 2022, matters arising and action plan Previously distributed.</p> <p>Resolved: The minutes of the meeting held on 2nd February 2022 were agreed to be a true and accurate record and were duly approved.</p> <table border="1" data-bbox="188 1646 1284 2065"> <thead> <tr> <th>Number</th> <th>Action</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Email the SFVS to governors for comment before submission to the LA</td> <td>See note below</td> </tr> <tr> <td>2.</td> <td>Amend the SOAP as discussed and circulate to governors</td> <td>Complete</td> </tr> <tr> <td>3.</td> <td>Amend the SEF as discussed</td> <td>Complete</td> </tr> <tr> <td>4.</td> <td>Circulate Ms Lanzillotti's LA visit report</td> <td>Complete</td> </tr> </tbody> </table>	Number	Action	Status	1.	Email the SFVS to governors for comment before submission to the LA	See note below	2.	Amend the SOAP as discussed and circulate to governors	Complete	3.	Amend the SEF as discussed	Complete	4.	Circulate Ms Lanzillotti's LA visit report	Complete	
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5.	Communicate decision about change to school day to all stakeholders	Complete
6.	Check SLA buy-in for Health and Wellbeing Support	Complete
7.	Send regular reports to all governors on monitoring targets set in Dec 2021, related to School SEF”	Complete
8.	Undertake link visits, informed by the list of questions sent by the Chair and by SIP priorities, and follow up with a written report	On agenda
9.	Send school email addresses to governors	Complete
10.	Discuss focus of training at the next FGB meeting with the HT	Complete
11.	Send thank you note to staff	Complete
12.	Send training certificate to HT and Clerk	Complete
13.	Check that there are no potential applicants for the LA governor vacancy	Complete
14.	Circulate safeguarding review report	Complete
15.	Amend policies as discussed	Complete

With reference to Action Point 1, the Chair reported that the SFVS had been finalised, signed and submitted to the LA. The Headteacher undertook to circulate the finalised version.

HT

With reference to Action Point 4, the Headteacher reported that the EYFS visit report from Rachel Lanzillotti had been presented to the Curriculum Committee at its last meeting, and Sarah Curry had provided an update on actions arising from the report.

There were no further matters arising from the minutes.

4. Finance Update
Previously distributed.

The Headteacher referred first to the previously distributed monitoring report for Period 11, noting that little had changed since the SBM had last met with the Chair of Governors, the Chair of the Resources Management Committee, and the Headteacher. The Chair of the Resources Management Committee noted that, whilst the in-year projection was for a surplus position, the forecast for future years continued to raise concerns. The Chair advised that the budget had been complicated by the PFI contract.

The Headteacher reported that a member of the TA team had been on sickness absence and the cost of cover would need to be factored into the budget. **A governor asked if this was covered by insurance.** The Headteacher explained that the school did not buy into absence insurance for TAs, as the benefits did not necessarily outweigh the costs, when TA absence could often be covered internally. The school had bought into NYCC teacher absence

	<p>insurance for the summer term only, as Pathfinder MAT operated an in-house staff absence insurance scheme.</p> <p><u>4.1 Funding for 2022-23</u> Previously distributed.</p> <p>The Headteacher referred to the previously distributed funding projections and advised that the SBM was still working on the Start budget; she would meet with the SBM the following week to discuss it. The Headteacher noted that staffing had been challenging: there were currently two FTE TA posts vacant and an agency TA was also leaving.</p> <p>Referring to the funding spreadsheet, the Headteacher advised that per pupil funding would reduce from £775k this year to £662k in 2022-23, this decrease of £80k being due to the fall in pupil numbers. The SBM was required to set Start budget which met CYC criteria but the expectations of Pathfinder MAT from September 2022 would be different. The Headteacher assured governors that senior leaders at the MAT were fully aware of the financial position.</p> <p>The Headteacher highlighted the costs involved in supporting pupils with needs, noting that if a four class structure operated from September, teaching staff without a class would be deployed to deliver interventions and to provide supply cover. Pupils needing one to one support would be considered first and there would need to be careful thought given to amalgamating classes containing pupils with SEMH needs. The Headteacher explained that a future staffing restructure, to address future deficits, had been proposed to CYC.</p> <p>A governor expressed the hope that pupil numbers would increase as a result of new housing in the catchment area. The Headteacher agreed but underlined that the school must begin by attracting children already living in the catchment area, even though the numbers were not high enough to meet the Published Admission Number (PAN). She added that the autumn term would be a key period for marketing.</p> <p>A governor commented that the proposed new housing seemed more suitable for young professionals not families and would therefore be unlikely to provide pupils for the school. There was discussion on pupil mobility in the local area and the need to enhance the school's reputation locally. The Chair agreed that she would meet with the Headteacher to discuss strategies to positively raise the profile of the school, including use of the school's Facebook page. A governor suggested that a virtual tour of the school could be added to the range of promotional strategies. Governors were encouraged to send any ideas to the Chair and the Headteacher with a meeting potentially being organised in the summer term to progress marketing strategies.</p>	<p><i>Chair/ HT</i></p>
<p>5.</p>	<p>Data Training for Governors Previously distributed.</p> <p>The Headteacher referred to the "Guide to School Assessment for Governors" which had been previously distributed and had also been uploaded to the governors' drive.</p>	

The Headteacher highlighted the following aspects:

Section 1 – statutory assessments

- the information collected during the new Reception year baseline assessment would be submitted to the DfE and schools would not be informed of the outcome; the baseline would be used to benchmark pupils' progress at Year 6; pupils in Reception would be assessed against Early Learning Goals and were judge as “expected” or “emerging” – there was no longer an “exceeding” judgement
- the Year 1 phonics test had a pass mark of 32 and pupils either passed, or did not reach the standard
- pupils in Year 2 took KS1 SATs in Reading, Writing, Maths and Science and pupils were assigned different levels depending on their scores; in response to a question, the Headteacher explained that the assignment of levels was based on national outcomes.

A governor queried whether outcomes had worsened during the pandemic. The Headteacher advised that there had been no statutory data since 2019 but internal assessment data evidenced a fall in Writing standards particularly. She highlighted that interventions were in place to address the lost learning.

A governor asked about the difference between expected standard and greater depth. The Headteacher explained that there were specific criteria for greater depth and the test score would need to be above 100. The Chair referred governors to the link in the paper which would direct them to further information about this.

Returning to the paper, the Headteacher highlighted the following:

- a times table check for Year 4 pupils would be undertaken for the first time this year, with 25 questions set electronically and a 100% pass rate expected by the government; in response to a question, Lindsay Graystone confirmed that pupils who were not fluent in times tables facts were more anxious about the test
- KS2 SATs were held at the end of Year 6 and all the tests were marked externally; the expected standard score was 100, with scores of 110 and over being greater depth.

(Paul Millard joined the meeting at 7.14pm)

Key data measures

The Headteacher advised that the Inspection Data Summary Report (IDSR), produced by Ofsted, contained important information about progress and attainment in the school. The Headteacher summarised what the expectation was in terms of progress and attainment measures and explained how progress scores were calculated. She noted that attainment scores were averaged out for the whole cohort and so a large negative progress score in a small cohort could have a significant impact on the overall figure.

School assessment

The Headteacher highlighted the wide range of internal assessment, noting that Ofsted inspectors would not look at internal data but schools could demonstrate their assessment processes and how the outcomes were used.

	<p>A governor asked if there was a way of tracking pupils' progress from year to year. The Headteacher confirmed that this was a vital part of the school's assessment processes: pupils took standardised tests at the end of each year and teachers tracked progress against National Curriculum objectives from term to term, so that action could be taken quickly if a pupil fell behind. The Headteacher met with class teachers for pupil progress meetings to look in detail at outcomes from this process. The Headteacher emphasised that formative assessment was a continuous process in class.</p> <p>Governors agreed the input on data had been useful. The Chair encouraged governors to contact the Headteacher if there were any further questions.</p>	
<p>6.</p>	<p>Headteacher's Report</p> <p><u>6.1 Spring Term Data</u> Previously distributed.</p> <p>The Headteacher advised that the previously distributed data report showed comparative data from between the end of the Autumn term and the end of the Spring term. She explained the colour coding and highlighted the improved figures since the last data report.</p> <p>The Headteacher referred to the data for pupils with SEND, noting that their progress was not as marked - this was to be expected as they were working to smaller milestones and may not reach the expected standard. Although strong progress was evidenced in most year groups, there were concerns about the number of Year 3 pupils not at the expected standard, although progress was being made even in this year group. The Deputy Headteacher agreed that pupils were making progress although there was still much more to be done. She observed that behaviour for learning had improved and agreed with a governor that Year 3 pupils had made significant improvement in Phonics. This information had previously been presented to the Curriculum Committee.</p> <p>A governor asked about predictions for the summer term assessments. The Headteacher explained that class teachers had made predictions and were working towards challenging targets.</p> <p>A governor noted that the Year 3 cohort had experienced a significant level of disruption to their education and asked if the split timetable was working well for them. The Deputy Headteacher confirmed that it was helping.</p> <p>The Headteacher summarised that Year 5 and 6 pupils were progressing well but still needed to make more progress before Year 6 SATs. Maths in Year 6 was still a weaker area.</p> <p>The Chair underlined the need to focus on pupils who had not made the required amount of progress since last summer. The Headteacher responded that progress was not always linear but these pupils would be closely monitored and the data explored in pupil progress meetings.</p>	

6.2 School Self-Evaluation: updated SEF/SDP

Previously distributed.

The Headteacher advised that the SEF/SDP had been updated. She considered that Requires Improvement was the best fit judgement for all areas and had discussed her judgements with Kerry Davies, Deputy Headteacher of Clifton with Rawcliffe Primary School. The Headteacher invited questions and comments.

Governors discussed whether to qualify some of the statements in the section entitled "Changes since the last inspection", particularly around changes in staffing and the reduction in the school roll. It was agreed that the Headteacher would note in the section that governors were aware of the reasons for staff turnover, and that families leaving the area during the pandemic had contributed to the falling pupil roll.

HT

In response to the Chair's suggestion, the Headteacher agreed to add a reference to link governor reports in the Leadership and Management section.

HT

Governors suggested some further minor amendments to the document and the Headteacher advised that she would RAG rate the action plan.

John Halsall agreed to join the Chair at the governor drop in session.

In response to the Chair's question, the Headteacher advised that Ms Lanzillotti would visit EYFS again to follow up on her recommendations. In addition, Sarah Curry had arranged to visit the EYFS unit at New Earswick Primary School which had just received an outstanding Ofsted grading.

6.3 Pupil and Parent Survey Outcomes

Previously distributed.

The Headteacher noted that the outcomes from the parent survey had already been presented to the Curriculum Committee but in addition the Deputy Headteacher had summarised feedback from the pupil survey which revealed three main areas to address. Staff had worked with pupils to improve their perception of other pupils' behaviour, as in fact most did behave well.

A governor noted the comment from a pupil about feeling "unsafe" and asked if the survey was completed anonymously. The Deputy Headteacher confirmed that it was, so this could not be followed up with the individual pupil but staff were working hard to ensure that all pupils understood that they could share concerns with any member of staff. This also applied to any concerns about bullying. It was agreed that John Halsall could discuss this with pupils during his next governor visit.

A governor questioned whether pupils felt differently about bullying, depending on whether they were in class or out at playtime. The Headteacher agreed that some pupils found playtimes challenging; the Deputy Headteacher planned to work with the MSA team to

	<p>enable them to lead more structured play.</p> <p>The Headteacher referred to the Staff survey, and the areas for development, noting that the response rate had been 64%. Similar themes were raised around the behaviour of specific pupils. The Headteacher was unsurprised to see workload issues raised by staff, as there had been a significant amount of change in a very short period. Communication had also been raised. The Headteacher drew attention to the list of actions to address the issues raised in the survey, and reported that she had met with staff for further discussion.</p> <p>A governor referred to a specific comment about communication and the Chair suggested that she would discuss this with the Headteacher and the Deputy Headteacher. Lindsay observed that the specific behaviour issues already discussed were having the greatest impact on staff and these were not easy to address in the short term.</p> <p>The Headteacher advised that the Ofsted parent view survey was now available online: she would circulate the link.</p> <p><u>6.4 Out of School Club</u></p> <p>The Headteacher reported that Out of School Club numbers had improved. She would ensure that governors were provided with sufficient information regarding September numbers to make an informed decision on the future of the provision as soon as possible.</p>	HT
7.	<p>Playgroup Rent</p> <p>The Headteacher reported that she had nothing further to report on this and she would progress the matter with the Pathfinder MAT Chief Financial Officer.</p>	HT
8.	<p>Academy Update</p> <p>The Chair reported that a conversion date of 1st September 2022 was still being targeted but this would mean that the majority of the work needed to be complete before the end of the summer term. The Headteacher advised that the staff TUPE transfer process would begin soon.</p>	
9.	<p>Chair's Report</p> <p>Previously distributed.</p> <p>The Chair referred to an email she had sent on 21st March regarding the performance objectives set against specific school targets and the evidence of progress. She remarked that governors were seeing evidence of significant work in school and of pupil progress, alongside a real sense of energy, enthusiasm and improved learning behaviours. She asked Lindsay to relay governors' appreciation of this the staff.</p> <p>The Chair noted that Maxine Squire had been very positive about the school during her last visit, although the Chair had contacted her as there had been no recognition of governors' involvement in the improvement. Ms Squire had agreed to add this to her report.</p>	

	<p>The Chair thanked governors for conducting their link governor visits: she and Jo Patton had visited recently. Dan Wilkinson and John Halsall planned visits after Easter. The Chair agreed to contact Katharine Harbord to discuss allocating her a link governor role. She encouraged all governors to visit and complete reports afterwards. Paul Millard reported that he had also spent time in school following his assembly - he would write a report.</p> <p>The Chair also thanked governors for attending parents' evenings. She also asked governors to consider what they might do as an FGB to support staff wellbeing; she suggested a governor drop in for staff and asked for further ideas to be sent to her.</p> <p>Governors recorded their thanks to Lorraine Stacey and Paula Faletas who were leaving the school.</p> <p>Finally, the Chair reported that the school's Shakespeare performance at the Theatre Royal had been excellent.</p>	<i>Chair</i>
<p>10.</p>	<p>Governance Matters <u>10.1 Governor Training</u> Lorna Longman had attended a Finance update for governors of maintained schools on 3rd March 2022. She would add the resources to the governors' Google Drive.</p> <p><u>10.2 Governor Vacancies</u> The following vacancies were noted:</p> <ul style="list-style-type: none"> • one co-opted governor, • one LA governor • two parent governors. <p>The Chair reminded governors that there had been a discussion at the last meeting about ways to encourage interest amongst parents in joining the FGB – she would email governors after the meeting.</p>	<p><i>LL</i></p> <p><i>Chair</i></p>
<p>11.</p>	<p>Safeguarding <u>11.1 LA Safeguarding Review – action plan</u> Previously distributed.</p> <p>The Headteacher referred to the previously distributed safeguarding action plan and advised that many of the recommendations had been now addressed and timescales were in place for the remainder to be completed. In response to the Chair's question, the Headteacher advised that Rachel Pena Harran had now replaced Sarah Curry as the named Deputy DSL. Sarah's DSL training remained in date therefore she was able to support with safeguarding matters.</p>	
<p>12.</p>	<p>Policies All previously distributed.</p> <p><u>12.1 Teaching and Learning Policy</u> <u>12.2 EYFS Policy</u></p>	

	<p><u>12.3 RE Policy</u> <u>12.4 Calculation Policy</u></p> <p>All the above policies were presented for information as they had been approved by the Curriculum Committee.</p> <p><u>12.5 Fire Policy</u> <u>12.6 Staff Code of Conduct</u></p> <p>The two policies above were presented for information as they had been approved by the Resources Management Committee.</p> <p>Governors had no further comments and agreed that the policies could be published. Maguire Agnew had proof read the policies and had sent helpful comments to the Headteacher, for which he was thanked by the Chair.</p>	
13.	<p>Committee Reports Previously distributed.</p> <p><u>13.1 Curriculum Committee - draft minutes of the meeting held 15th March 2022</u> Governors received these minutes.</p> <p><u>13.2 Resources Committee - draft minutes of the meeting held 9th March 2022</u> Governors received these minutes.</p>	
14.	<p>Correspondence There was no correspondence to report.</p>	
15.	<p>Any Other Business There was no other business.</p>	
16.	<p>Confidentiality There were no items recorded as a separate confidential minute.</p>	
17.	<p>Date of next FGB meeting: Wednesday, 11th May 2022 at 6.15pm</p>	

The meeting closed at 8.40pm

_____ Anne Williamson _____
Chair

_____ 11th May 2022 _____
Date

Action Plan following the Meeting of the Full Governing Body held on Wednesday, 30th March 2022

Number	Action	Item	Person	Date
1.	Email the finalised version of the SFVS to governors	3	HT	After the meeting
2.	Meet with the Headteacher to discuss strategies to positively raise the profile of the school	4.1	Chair	Before next FGB meeting

3.	Amend the SEF as discussed	6.2	HT	Before next FGB meeting
4.	Circulate the link to the Ofsted Parent View survey	6.3	HT	After the meeting
5.	Discuss playgroup rent with MAT CFO	7	HT	Before next FGB meeting
6.	Contact Katharine Harbord to discuss allocating her a link governor role	9	Chair	After the meeting
7.	Add resources from Finance training to Google Drive	10.1	Lorna Longman	After the meeting
8.	Email governors re strategies to attract parent governors	10.2	Chair	After the meeting

Items for next FGB agenda: Always add the Visions and Values to the top of the agenda

Standing items:

Out of school club
Safeguarding

Next FGB items

Items for next Resources Committee meeting:

H&S paperwork inspection report