



Virtual Full Governing Body Meeting Wednesday 13th July 2022 at 6.00pm

Minutes

KEY: Governor Challenge Governor Approval

Present

S. Levy (Headteacher), M. Sargent (Chair), P. Wilson, S. Bussey, S. Nicholson
R. Whitehouse-Jones, J. Mayo, F. Rumball and O. Brook

Also Present

N. Dickson (Deputy Headteacher) and J. Harris (Clerk)

Not Present

A. White

No	Agenda Item
1	Welcome and Apologies The Chair welcomed everyone to the meeting. Apologies were received and accepted from L. Holmes.
2	Appoint Governors Staff Governor A staff governor election had been held but there had not been any nominations. F. Rumball had advised that she would be happy to continue in this role. Governors were happy to appoint F. Rumball as staff governor with another four year term. Co-opted Governor A vacancy had arisen for a co-opted governor and O. Brooks had advised that he was happy to move from being an Associate Member to this role. Governors were happy to appoint O. Brooks as a co-opted governor with a four year term.
3	Declarations of Interest Governors were made aware that O. Brooks' wife was employed by the school.
4	Agree Minutes of the Last meeting Held on the 18th May 2022 A copy of the minutes had been shared prior to the meeting. The minutes were agreed as a true record.
5	Matters Arising from the Minutes of the Last Meeting There were no matters arising.
6	Headteacher's Updates A report from the Headteacher, attendance reports and a briefing paper relating to general data protection, safeguarding and behaviour continuing professional development had been shared prior to the meeting. The main areas of discussion included the following:- Curriculum Development Work continued to fully implement the Opening Worlds Humanities curriculum. Positive feedback had been received from staff and pupils. From September there were plans to roll out the Religious Education curriculum.

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<p>Following the History curriculum would begin with Year 3 classes. Governors asked about pupils in years 1 and 2. The Headteacher explained that the school had planned its own curriculum for them, which would include the experience days that they enjoyed. Subject Champion reviews would inform the next steps and the curriculum would be enhanced by trips. The Headteacher explained that work on developing the curriculum would never be complete as research was constantly informing changes. Governors asked how the school had learnt about Opening Worlds and were told that it had been identified by the Local Authority. Originally it had been used by Haringey, it had been written by Humanities experts and was based upon stories and text. The Local Authority had been able to arrange a deal for Peterborough schools. It had not been a priority for the School Development Plan. After reviewing what it had to offer staff had felt that it would be supportive as there were lots of opportunities for professional development. Governors asked if staff used Opening Worlds materials. The Headteacher confirmed that their resources had been bought.</p> <p>SATs Results</p> <p>A whole school summary had been shared prior to the meeting. The Chair advised that, although there were some areas in red, the data was not the whole picture. The school was being transparent and governors needed to look at how the school could be better. The Headteacher was not pleased with results, as they were below national, but the school needed to follow through with what had been started.</p> <p>The Deputy Headteacher advised that Writing in Year 6 was not an issue but Reading results had dropped. Mathematics was also a concern and governors asked why this was more of a concern than Reading. It was explained that progress in Mathematics had declined since the end of Year 5 despite work with pupils. This would be a priority for the School Development Plan. The School Support Partnership had already been asked to look at Reading as there were issues with guided reading. This would also be a priority for the School Development Plan. Governors asked about the comparisons to national results and were told that anything that was 8% or more below national was a concern. Governors asked what they should be looking at with regard to performance over a period of time. It was suggested that they look at trends and see if gaps were narrowing. Prior to the pandemic the gap had been narrowing but since the pandemic they had been growing. Mathematics planning had been a focus for 2021/22, and delivery was to be a focus for 2022/23, and gaps should then start to narrow. Issues with Reading needed to be addressed. Governors asked why the gaps between national and the school had grown. It was explained that the pandemic had impacted upon Old Fletton more than national. The Chair advised that she expected the school to be in-line or above national. There was a 3 year programme for Mathematics and she asked if Year 6 would do better the following year. It was explained that they had joined the school as a low performing cohort. The school wanted them to make progress and for the gap between national to narrow. In December the school would have a better idea of progress as this was the first assessment point. A governor felt that sometimes schools were 'bogged down' with numbers and national results. Governors were aware that some SATs papers had been incorrectly marked so the national picture wasn't complete. The Headteacher reminded governors that the school had a high number of disadvantaged pupils and they had been impacted by the pandemic more. Some of these pupils had not been able to access remote learning during the lockdowns. The Headteacher had been trained to mark SATs papers and would be looking at Year 6 papers to check for any inaccuracies. Governors agreed that they should be looking at data for pupils</p>
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	<p>from Year 2 to Year 6 to see if there were any trends and put together the whole picture. A governor felt that although pupil progress was tracked throughout school it was natural for governors to focus on SATs results but they should be mindful of the big picture.</p> <p>A governor asked why data for Year 2 in block 4 was lower than that for blocks 2 and 3. It was explained that there needed to be more evidence of independent writing in order to meet criteria. The Headteacher and Deputy Headteacher did moderate and look for evidence in blocks 3 and 4. The Deputy Headteacher explained that the school could look at trends for the last 5 years but it was felt that it was best to go forwards from now. Changes could take up to 3 years to be embedded so looking at the bigger picture was more beneficial. The Chair reminded that their role was to challenge and support the school. A governor felt comfortable with the level of challenge but agreed that closing the gaps needed to be done. The Chair appreciated the school's honesty, was aware that the school had plans, and asked if there were any issues with resources. It was explained that from September there would be a focus on closing the gap for the whole school by embedding the Mathematics mastery curriculum. The Headteacher would be leading the delivery of guided reading. She would be taking on board feedback from the School Support Partnership and School Development Plan. Read Write Inc would be targeting the next 20% of pupils and there would be a drive to look at small gaps. The school had been trialling daily 'spirit scrum' meetings with staff and these had been working well. Next steps included a therapeutic approach to behaviour. Teachers would be responsible for de-escalation at class level and this should be more effective. A governor asked if staff absence was high and this was confirmed. The Headteacher explained that not all absences were related to COVID-19 but this was still impacting on absences. The 2021/22 academic year had been the first full year for staff and it had been a challenge. The Headteacher continued to be committed to quality first teaching and felt that evidence based research showed the best impact. The school was expecting a high level of pupils with special education needs and disabilities in September and more adults will be required. The School Development Plan priorities were small enough so that staff would not be overwhelmed.</p> <p>Annual Report from Designated Teacher for Children in Care</p> <p>The Deputy Headteacher advised that there were no children in care on roll at the school. However, there may be a child joining the school in September.</p> <p>Pupil Premium Report</p> <p>A detailed briefing paper had been shared prior to the meeting. It was suggested that the Standards and Review (STAR) Committee could look at this report in more detail at their next meeting.</p> <ul style="list-style-type: none"> • School Development Plan – Review 2022/22 and Priorities for 2022/23 <p>Self-Evaluation Form</p> <p>A copy of the self-evaluation form (SEF) had been shared prior to the meeting. The Headteacher explained the process she used for updating the SEF. The SEF was based around the areas in Ofsted's inspection handbook and the Headteacher detailed where evidence could be found. The Chair felt that this was good practice.</p> <p>Staffing</p> <p>The school had appointed a Finance Officer but, after accepting the post, they had then revoked this. The school was to be supported by M. Courtman, who had previously worked for the Local Authority's school finance team, one day a week until another Finance Officer was appointed. The Headteacher would</p>
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	<p>be sharing updates on this post.</p> <p>Governors asked if the school was fully staffed for September and this was confirmed. The Chair explained that she did discuss staffing with the Headteacher when they met.</p> <p>Wellbeing</p> <p>The Chair regularly checked the Headteacher's wellbeing and through her the wellbeing of the Deputy Headteacher.</p> <p>The Headteacher advised that a Play Therapist had been supporting some pupils and, as this had impacted positively on their wellbeing, the school had budgeted for this post for another year.</p> <p>The Headteacher recognised that staff were tired and a housekeeper had been trialled to support their wellbeing. This had improved the environment for staff and consideration was being given to making this a permanent post. The Headteacher had secured training for her new role as Senior Mental Health Lead. Training for three more members of staff was to be secured so that the role could be shared. Wellbeing training was being explored for September.</p>
7	<p>Safeguarding</p> <p>Annual Safeguarding Report</p> <p>The Headteacher explained that the annual audit was completed electronically. The Headteacher was to check if she was able to share a copy of the completed audit with governors.</p> <p>The Headteacher's report had also included safeguarding updates.</p>
8	<p>Policy Review</p> <p>Relationship and Sex Education</p> <p>A copy of the policy had been shared prior to the meeting. This had been reviewed in detail by the STAR Committee who recommended it for approval by the full governing body. Governors were happy to approve the relationship and sex education policy.</p>
9	<p>Governance</p> <p>Annual Governance Statement</p> <p>The Chair explained that the statement would include details of governing body impact. The Governor Development Team had not yet shared a template for 2021/22 so the Chair advised that she would update the previous year's statement. A copy of the statement would be shared at the next meeting.</p> <p>Skills Audits</p> <p>A new skills audit was to be shared for governor completion in the autumn term.</p> <p>Training</p> <p>The Chair reminded governors that the school paid for a service level agreement so that governors could access a variety of training sessions.</p> <p>Visit</p> <p>A report for an early years foundation stage visit had been shared prior to the meeting.</p> <p>The Chair asked governors to bring their diaries to the first meeting of the autumn term so that visits could be arranged.</p>
10	<p>Any Other Business</p> <p>The Chair thanked the Headteacher and Deputy Headteacher and asked for governor thanks to be passed on to all staff. The Chair also thanked governors for their support during the year.</p>
11	<p>Meeting Dates for 2022/23</p> <p>A list of proposed dates had been shared prior to the meeting.</p> <p>Governors considered whether meetings in 2022/23 should be in person, virtual or a mixture of both.</p>

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	<p>It was agreed that the October and July full governing body meetings would be in person and others would be virtual.</p> <p>It was agreed that STAR Committee meetings were more effective if they were held in person at the school. This enabled governors to observe the learning environment and staff to give presentations more easily.</p> <p>All FRESH Committee meetings would be in person.</p> <p>The list of dates was to be updated and shared with the Headteacher, Chair and Committee Chairs for checking.</p>
The meeting ended at 7.38pm.	

Summary of Actions

Agenda Item	Action
6	Standards and Review (STAR) Committee to look at pupil premium report in more detail at their next meeting.
7	The Headteacher was to check if she was able to share a copy of the completed safeguarding audit with governors.
9	A new skills audit was to be shared for governor completion in the autumn term.
	Governors to bring their diaries to the first meeting of the autumn term so that visits could be arranged.

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