

THE GOVERNING BODY OF MELTHAM CE (VC) PRIMARY SCHOOL

Minutes of the meeting of the Governing Body held at 7:00 pm at the School on Wednesday, 13 July 2022.

PRESENT

Cllr P White, (Chair), Mrs K Archer, Mr C Aspey, Mr A Bolland, Mr P Gibbins, (Head Teacher), Mrs M Hinkin, Mr M Nolan, Mr G Sagar, Mr K Stephenson, Mrs H Travis and Mrs G Wainwright.

In Attendance

Mrs G Turner (Deputy Head Teacher)

Mr M A Johnson (Minute Clerk)

104. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

Apologies for absence were received from Reverend J Dracup (consent).

There were no declarations of interest.

105. NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS

The following item would be raised under Any Other Business:

- Complaints Policy
- Feedback from the Ofsted inspection would be dealt with later in the meeting but at this point the Head Teacher reported that he was awaiting the Inspector's report. The outcome of the Ofsted report would not be shared until the new academic year. The Head Teacher would put out a communication to parents to say that they would be updated on the outcome as soon as possible.

106. REPRESENTATION**(a) Appointment**

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Anthony Bolland	Foundation	04/05/2022

(b) Appointment of Co-opted Governor

It was agreed to leave the appointment of a co-opted governor in abeyance, for the time being.

107. MINUTES OF THE MEETING HELD ON 26 MARCH 2022

RESOLVED: That the minutes of the meeting held on 26 March 2022 be approved as a correct record and signed by the Chair.

108. MATTERS ARISING(a) Funding for Levelling up (Minute 85 (a) refers)

The Chair reported there appeared to be no funding for levelling up. There had been more SEND monies available. The Chair had learned at a Scrutiny Panel that the success rate for dealing with EHCPs within 20 weeks was 55.6% nationally. Last year the Kirklees Council was dealing with these at a rate of 74%, well above the national average, but was down to only 4.8% this year, with the Council claiming difficulties in staff recruitment, so this would be having a major impact on families.

ACTION: That the matter reported by the Chair be drawn to the attention of Sarah Drake, Senco.

(b) Annual Evaluation of Governing Board Effectiveness (Minute 98 Refers)

The agreed action was still outstanding.

ACTION: That the Chair to look at the NGA site for a Governor model self-evaluation.

(c) Monitoring of Recovery Premium Funding (Minute 95 refers)

The Deputy Head Teacher presented a report, providing an update on funding for 2021/22 made available under the National Tutoring Project (NTP) designed to help pupils, particularly disadvantaged and vulnerable pupils who had been especially impacted, to recover lost education caused by the COVID-19 pandemic.

The report highlighted:

- Part of the catch-up funding had been used to pay for out-sourced tutors affiliated to the White Rose Maths Scheme used in school, which had achieved some success in increasing children's maths confidence; subsequently, following expansion of the tutoring offer to include School-led Tuition, specific members of the school staff were employed with the advantage that they knew the children and were specialist in their subject.
- Whilst the government was specific in expecting school to prioritise pupil premium, schools have flexibility to decide which pupils are most in need of support.
- The funding was allocated to around 60% of pupils eligible for pupil premium in Years 1-6. 75% of the cost being subsidised, schools need to fund the remaining 25% through the budgets. From May, the school had received an extra payment, increasing the allocation to 76% of pupil premium children with the government committing to continue providing a tuition offer into the 2022/23 and 2023/24 academic years.

- The school was using the money to support children which the school had identified would benefit most, especially the current Year 2 cohort who had missed a significant amount of their first two years of schooling, for whom in school formative and summative assessments had shown a higher level than usual of the children working below expected levels, with the statutory Phonics Check in December showing a substantial number of the children had significant gaps in their phonic knowledge.
- Whilst the children had made progress in phonics, none had passed their Phonics Check. only 52% achieved the expected level in the SATs results for reading, compared to 67% nationally. This would be recognised in next year's School Development Plan, with the children starting the Little Wandle phonics programme and other intensive support, and staffing in Year 3 geared up to meeting those pupils' high level of academic need.
- A number of children in Year 6 were chosen for support after completing formative assessments in reading. These pupils were either on the cusp of achieving their expected goal and/or were in danger of not achieving due to gaps in their learning as a result of the pandemic.
- Of these children who were given tuition in reading, 71% achieved national expectations according to their KS2 Reading test. Of those that didn't, all had made significant progress and gained confidence in their reading ability.
- Next year, with both groups having fulfilled their recommended tuition of 15 hours, children from Year 5 were now being tutored in both maths and English which would continue into the next academic year, these children having been identified due to their lower than expected PIRA and PUMA scores since the pandemic, with pupil premium children taking priority.

Q: Is the lack of home support an influencing factor in the Year 2 cohort not passing the Phonics Check?

A: Yes, very much so.

Q: Are other schools experiencing similar problems?

A: Yes, but not to the same extent. This cohort would have been low achievers anyway, irrespective of the pandemic.

Q: What about the years below?

A: There are definitely stronger cohorts coming through.

Q: Were there any applicable socio-economic factors for this cohort and how have the parents been managed?

A: Eight of the children are at preschool stage and we have struggled to make contact with their families.

Q: How many of the cohort are not even accessing the national curriculum?

A: Eight, as earlier stated.

Q: Given that these children have had such intensive support what guarantees are there that anything will work?

A: That is the issue, the cohort is poorer academically.

Whilst it was noted that Ofsted did not recognise blame on cohorts, schools could nevertheless point to applicable evidence where available. It would be important to maintain the narrative in relation to this cohort as it moved through to Year 6 in four years' time.

A particular help to note was that most of the more able children were very supportive of their peers.

Governors noted that the school would continue to carefully monitor and provide support and that hopefully the budget would stay on track to maintain this continued support.

Governors thanked Gill Turner for her presentation.

109. REPORTS FROM COMMITTEES

(a) Standards and Effectiveness Committee, 7 July 2022

The minutes of this meeting had been previously circulated to governors and Mrs Hinkin, Committee Chair, highlighted the principal business discussed:

- Ofsted Feedback - the Head Teacher had provided a thorough briefing to the Committee. The Inspector's report was still awaited but the overall judgement of the school remained as Good, so there would be no further inspection for four years. Areas identified for improvement were phonics, and behaviour of a minority at lunchtime. The school was accepting of the outcome and believed the inspection had involved a fair process, in which the Inspector had asked searching questions. The children had enjoyed talking to the Inspector, and the staff had presented their information in a very positive manner. The School Development Plan would now focus on the two identified improvement areas. Governors agreed to record their thanks to all the staff who, in spite of the numerous challenges, had kept the school stable. In this respect it was noted that the Chair had sent a communication to the Head Teacher to pass on governors thanks to the staff.

ACTION: That the Head Teacher to pass on governors' thanks to staff accordingly.

- Data Analysis - the Committee had looked at this, and more detail had been provided to governors in accompanying documentation with the Head Teacher's report. The KS2 results were very positive, which was a very impressive outcome, given what the school and pupils had been through. EYFS results were good, together with the Phonics Check for Year 1 which was higher than national, although lower than previous achievements. However, KS1 results were disappointing, reflecting the problems of this particular cohort, as highlighted in the NTP report presented by the Deputy Head Teacher earlier in the meeting. Governors had been supplied with more detail and headline figures on all of the above aspects in an early data analysis report appended to the Head Teacher's report.
- Parental Concerns - the Committee had been appraised of two requests, namely that pupil progress meetings should be linked to teachers' pay and attended by governors. Further, the school should follow a practice/policy of no shouting by

the staff. The Committee had declined to support both requests. The Chair of Governors reported he had been specifically asked to obtain the wider view of the Governing Body on these issues. Governors were supportive of the Committee's stance, maintaining that there were established communication channels for them to be appraised of pupil progress and that it would be otherwise inappropriate for them to be in attendance at formal pupil progress meetings. They also felt that there were times when it would be clearly appropriate for staff to raise their voices, e.g. in order to call out a warning.

- Expected Lunchtime Behaviour - this would be covered further under the Head Teacher's report but it was felt that the school had the right balance in its positive behaviour and reward policy, and the Head Teacher emphasised how supportive the children were to their peers who had high needs.

(b) Resources Committee, 7 July 2022

The minutes of this meeting had been previously circulated to governors and Mr Stephenson, Committee Chair, highlighted the principal business discussed, which had included:

- Budget Update - more money had been coming in through EHCP funding and teacher absence insurance pay out. It was likely that around £15k more would have to be paid out in rising energy costs next year.
- Staffing update (this would be covered under the Head Teacher's report).
- IT update – including a new Wi-Fi system in school with a filtering system which would produce reports.
- Premises update – small fencing works around the back of the school and other summer works. Quotes were being sought for the extension under Section 106 funding.

110. HEAD TEACHER'S REPORT AND GOVERNORS' QUESTIONS

The Head Teacher's report had been circulated prior to the meeting and the following matters were highlighted:

(a) Parental and Stakeholder Engagement

Governors noted the extensive and varied events which had taken place, including a raft of EYFS transition events in preparation for our new starters, and a summer fair which raised more than £2,000 in two hours. Big thanks were due to Caroline Pearson, Cover Supervisor, for all the extra work undertaken in her own time, linking environmental issues to a variety of curriculum areas and receiving congratulations on passing the Eco-Schools Green Flag (governors had been supplied with a report on this); part of this initiative had involved an incredible clothes swap event which had engendered much parental engagement.

(b) School Development Plan in 2022–23

Governors noted the principal five targets and the work put in place and ongoing actions namely:

- Target 1 – Phonics Development
- Target 2 – Lunch and Playtime Behaviour
- Target 3 – Provision for Children with SEND In Class
- Target 4 – Teaching and Learning
- Target 5 - EYFS

These targets would be managed until the autumn but, following the shifting direction required following the Ofsted visit, there would be an increased focus on behaviour and phonics which would now become our priorities. It was noted that lunchtime behaviour had been identified as an issue from the Ofsted parental consultation; however, the Head Teacher voiced disappointment that a contrary view drawn from a much more representative sample of our community, i.e. the parental survey with its 70% response, had not been taken account of by the Inspector.

The Head Teacher was to ask the staff if anyone wished to do a NTQ on behaviour next year, which would give us the opportunity to look at other schools and how they managed pupil behaviour.

(c) Budget

Overall, the budget was looking okay, and the local authority SAP report and the school's Money Manager report for the period ending 3 June 2022 showed balances in agreement. Governors had received a more detailed report on the budget from the report of the Resources Committee of 7 July 2022 earlier in the meeting.

(d) GDPR

SATSWANA had now provided a data protection policy and the school was currently comparing the existing and new policies for completion in the Autumn term and inclusion on the school website.

(e) Staffing

Governors noted the current confirmed staff in the respective year groups and arrangements for maternity cover. Governors placed on record their thanks to Liz Miles on her retirement this year after 12 years working in Year 2 and Reception. Difficulties in recruitment continued in relation to support, lunch and admin staff, for which a full report on the recruitment drive was set out in the minutes of the Resources Committee of 7 July 2022, as circulated to all governors.

(f) Children on Roll

Governors noted the updated schedule of the 414 pupils currently on roll and the breakdown for free school meal pupils, pupil premium, service children, and children looked after.

(g) Attendance Issues/Concerns

In 2021-22 the persistent absenteeism from the school was running at 15% compared to the national average of 23%.

Q: What precisely does this mean?

A: It is the percentage of pupils who are persistently absent. We will be addressing this next year in consultation with parents, and making clear the potential sanctions which may apply if persistent absence were to continue.

(h) Special Educational Needs

Governors noted the latest breakdown drawn from the current number of pupils on the SEND register, which remained largely unchanged from the previous report.

(i) Staff Appraisal

Preparations were underway for teacher appraisal from the start of the next academic year, which would link into the School Development Plan for next year, identifying phonics and SEND targets for all teachers and incorporating a pupil performance target; all pay related decisions would be made by the Head Teacher based on discussions against last year's targets.

(j) Safeguarding of Pupils

Governors noted the latest breakdown.

(k) Exclusion Summary

Governors noted the latest breakdown.

(l) Appendix to Report

Governors noted the schedule of educational visits; other events; in-service training; and community links, as set out in this appendix.

(m) Complaints Policy

The Head Teacher circulated this policy, the aims of which were to provide a framework for the school to deal fairly and effectively with complaints and to define the procedures to be followed in resolving complaints.

Governors supported the document with the following amendments:

- First bullet point in section 3.2.1 should delete the words 'in the diary'.
- Section 3.2.2 to be made clearer so as to provide for any complaint about the Head Teacher requiring the parent to contact the Chair of Governors.

111. GDPR REPORT

This was covered in the Head Teacher's report.

112. SCHOOL DEVELOPMENT PLAN REVIEW

This was covered in the Head Teacher's report.

113. HEAD TEACHER, STAFF AND PUPIL WELLBEING

The Head Teacher reported that all were still busy but feeling a bit better and the new staff well-being lead continued was to look at available support for staff, and that Northorpe Hall well-being training would be accessed. The Head Teacher's report had also mentioned that Beth Varley would begin her Mental Health leadership training in the new school year, funded by the DfE.

Q: Has Northorpe Hall recruited yet in relation to its special project on children's mental health?

A: Yes, but they have not yet done due diligence.

114. FINANCIAL MANAGEMENT AND MONITORING

This had been covered under the report from the Resources Committee, with the Recovery Premium Funding report dealt with earlier in the report from the Deputy Head Teacher.

115. SAFEGUARDING

This item was covered in the Head Teachers report, and a clean bill of health had been given by Ofsted.

116. POLICIES FOR REVIEW BY FULL GOVERNING BODY

There were no policies for review at this time. The Head Teacher reported he would be altering risk assessments as appropriate in relation to equality's policies.

117. GOVERNOR TRAINING AND GOVERNOR VISITS

There was nothing to report at this time, other than to note that visits for next year would be scheduled accordingly, including a SIAMS visit.

ACTION: That a programme of visits for next year be scheduled accordingly.

118. SETTING THE STRATEGY FOR 2022/23

The Chair informed governors that this was a government requirement for governing boards to set a strategy. The school was keeping abreast with its academisation discussions. The Chair stated he would investigate if there was a pro forma to work from to meet this requirement and would report in due course

ACTION: That the Chair establish availability of a pro forma to progress this matter.

119. ANY OTHER BUSINESS

The Complaints Policy had been dealt with under the Head Teacher's report.

120. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS.

RESOLVED: That the next meeting of the Governing Body be held on Thursday, 22 September 2022 at 7:00pm, at which meeting dates be determined for the remainder of the year for the Governing Body and its committees.

121. AGENDA, MINUTES AND RELATED PAPERS.

RESOLVED: That no part of these minutes, agenda and related papers be excluded from the copy to be made available at the school in accordance with the Freedom of Information Act.

The meeting closed at 9:08pm.