

P R E S E N T:-

Mrs S Burdass (temporarily in the Chair)

Mrs J Banks, Mrs O Cunliffe-Lister, Mrs H Jameson, Mr A Lawson, Mrs P Lee, Mrs R Lee, Mrs A Lister and Mrs J Warkup.

Also in attendance – Revd R Townend (New Governor).

Clerk to the Governing Body – Mrs S Trulio.

OPENING PRAYER

An opening prayer was led by Revd Townend.

2032 **APOLOGIES**

Apologies for absence were received from Mrs A Jackson, Dr C Shipley and Mrs J Thompson.

2033 **CONSENT FOR ABSENCE**

RESOLVED: that consent be given to Mrs Jackson, Dr Shipley and Mrs Thompson for their absence from this meeting.

2034 **CONFIRMATION OF ITEMS TO BE RAISED UNDER ANY OTHER URGENT BUSINESS**

RESOLVED: that no items be raised under any other urgent business.

2035 **DECLARATION OF INTERESTS**

RESOLVED: that no declarations of interest were received on any item on the agenda.

2036 **MEMBERSHIP**

It was noted that Mrs Jackson's term of office as a Parent governor would end on 29 October 2021 however, as Mrs Jackson was currently unable to attend the meeting, this would be further discussed at the autumn 2021 term meeting.

Revd Townend introduced himself to the governing body. He had recently been appointed as a temporary Ex-Officio Foundation governor by the Diocese and was also a parent at the school. Governors formally welcomed Revd Townend to the governing body.

RESOLVED: a) that Mrs Jackson's term of office as a Parent governor would end on 29 October 2021;

- b) that the appointment of Revd Townend as an Ex-Officio Foundation governor be noted.

2037 **MINUTES**

- RESOLVED: a) that the minutes of the meeting held on 4 March 2021 be confirmed by the Chair;
- b) that the Chair sign the minutes at the first available opportunity in light of the current restrictions of the Covid-19 pandemic.

2038 **MATTERS ARISING FROM THE MINUTES**

- a) to review matters arising;

There were no matters arising from the minutes.

- b) to review actions agreed at the previous meeting;

Report of the Headteacher – Minute 2011

It was acknowledged that a number of virtual governor visits had taken place and that the only ones outstanding were for Maths and Literacy. Mrs Cunliffe-Lister offered to complete the governor visit for Maths in place of Mrs Jackson whilst she was unwell.

RESOLVED: that Mrs Cunliffe-Lister complete the governor visit for Maths.

2039 **COMMITTEE MINUTES**

The minutes of the Teaching and Learning Committee meeting held on 19 April 2021 had been included as part of the agenda pack for the meeting. The Headteacher advised that the feedback from the parents evening consultations held via telephone had been positive and that it had been a good idea to defer them until the pupils had been back in school for a number of weeks following the most recent lockdown. The Ofsted meetings with Mrs J Harrison, School Improvement Adviser from the Local Authority, had also been positive however, governors agreed that they would have like the opportunity to answer some practice questions.

RESOLVED: that the minutes of the meeting of the Teaching and Learning Committee held on 19 April 2021 be received.

2040 **REPORT OF THE HEADTEACHER**

The Report of the Headteacher had been circulated to governors prior to the meeting and it was noted that the report had returned to the previous format using Ofsted headings.

Pupils had returned to school in March 2021 very positively however, it had become apparent that some learners were very disengaged particularly in Year 6. It had been a challenge to re-motivate them and get them enthusiastic about learning. **A governor enquired whether this had become better or worse as the term had moved on.** It was advised that some pupils had spent a lot of time out of school which had made it a more difficult. The amount of live lessons during the lockdown

had however had a very positive effect on the loss of learning and the gaps were far smaller than had been anticipated. Interventions were taking place before school where possible to ensure pupils did not miss out on learning with their peers. Parents had really engaged with this and supported the school.

Each year group had adapted its approach to learning and structure to meet the individual needs of the learners however, it had been noted that Maths problem solving had dipped. The school had therefore introduced “Problem solving Fridays” which would allow staff to monitor this and the school had been flexible with the timetabling. The Year 5 and 6 pupils currently had a longer morning to study Maths and Literacy. The summer 2021 term was a long one so the school had reduced it by three weeks and added these to the spring 2021 term to provide an extended period of time to enable staff to carry out activities within their planning that pupils had not been able to access fully at home such as working scientifically in science, art and DT. The school had also changed the PE planning so that when pupils returned to school their focus was on physical fitness. Staff would be actively trying to expose pupils to additional activities this term. The school had already taken part in cricket coaching and would be participating in the Humber School Games Week the following week.

Following the Easter 2021 break, staff had begun to focus once again on curriculum development and monitoring the effectiveness of it. Staff development meetings had been planned to ensure there would be a focus on reading and Phonics, Maths, science and pupil progress. The Headteacher shared that she had carried out interviews of staff with the School Improvement Adviser and they had also completed a learning walk the previous week which had been very positive.

Reading and Phonics continued to remain high priority for the school. The school currently used Letters and Sounds to support the teaching of Phonics although this was no longer the approved tool for the teaching of Phonics. However, guidance stated that where Letters and Sounds continued to produce good outcomes it could be continued to be used. As outcomes in Phonics were consistently strong, the school were reluctant to change their Phonic teaching resource when it clearly impacted positively on pupil outcomes. The Headteacher and School Improvement Adviser had carried out some monitoring on Phonics and the report had been positive. It had noted that Phonics teaching was strong, particularly in early years and that pupils enjoyed the sessions and were passionate about reading.

Maths had been observed across the school by the subject leader, Headteacher and School Improvement Adviser. Pupils were often taught maths in their year groups which was quite a challenging task and only achievable as the school had very skilful Teaching Assistants with good subject knowledge. White Rose Maths resources were used well to support the teaching of Maths and teacher subject knowledge was sound. In order to reduce costs and the workload of class teachers, the school had made the decision to purchase the pupil work books which White Rose Maths produced. The workbooks provided pupils with opportunities to complete fluency, some reasoning and problem solving work.

The pupils in Class 4 would take part in the Department for Education (DfE) multiplication test assessment the following week. Although this was not compulsory this year nor would the data be recorded, staff felt it would be a useful

assessment exercise plus the pupils were really keen to do it as they had worked very hard.

As part of the school's curriculum intent, the school were focussed on developing a rich vocabulary for pupils. There was a significant amount of evidence and research which suggested that children with a better vocabulary had a better chance of achieving later in life. This was something the school encouraged with all pupils not just those identified as disadvantaged.

All pupils had been able to discuss their work with enthusiasm and confidence. Pupils demonstrated a good understanding of what they had been taught and could recall key knowledge from the topics they had covered recently and also from earlier in the school year. Pupils across school demonstrated a good historical chronological understanding and were able to place historical events they had been taught into chronological context.

All pupils with Special Educational Needs and Disabilities (SEND) had access to the same curriculum. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) had a thorough understanding of all pupils on the SEND register and worked closely with families and external agencies. Pupils had passports to success which were reviewed three times a year alongside the class teacher, parent and relevant support staff. Pupils were well supported with their learning but were also helped and guided to be as independent as possible, especially in Class 4 where pupils were preparing for transition to secondary school.

For the second year, pupils at the end Key Stage 2 and Key Stage 1 would not have to take part in Statutory Assessment Tests (SATs) and outcomes would not be recorded by the DfE. The school would continue to teacher assess and use past papers to help inform decisions so that staff could see how pupils had progressed since Key Stage 1 and to help with the transfer process to secondary school.

NOTE: Revd Townend left the meeting at this point.

Attendance was currently above target however, this was due to the lack of holidays during term time and therefore could not be viewed as comparative. The Headteacher shared that she had attended a course earlier in the year about attendance however, it had not offered any good advice regarding holidays in term time other than what the school were already doing. Where pupils were below 90% for attendance swift action was taken unless there were genuine reasons such as illness or hospitalisation. The Headteacher advised that she had issued four letters this year regarding attendance. Currently, whole school attendance was 97%.

NOTE: Mrs Lister joined the meeting at this point.

Mrs Lister (in the Chair)

Leadership of subjects in the way the school had designed it continued to work well. Maths, Literacy and Science all had their own separate co-ordinators and had all worked effectively to ensure their curriculum area was being developed. Subject leaders were given time to develop their subject and role and had a good overview of the quality of education within their subject. This term, staff were focusing on

the development of science with particular reference to more evidence of scientific enquiry being taught. Books had been looked at and from the action plan for science would be updated and amended.

The foundation subjects were led as a collective and each half term there was a focus subject. So far these had been history, art and geography. At staff development meetings key questions were discussed in detail and samples of work were brought to help staff to be able to identify a progression of knowledge and skills. From this, an action plan was developed to work on through the course of the year. Staff liked this model as everyone had a very detailed overview of each subject across the whole of the school. In a small school, the Headteacher felt this model was beneficial so that one member of staff did not have four subjects to lead. It also did not take staff out of the classroom too much and everyone had a full picture of standards and expectations in a particular subject across the school. It was also an effective way of planning for Continued Professional Development (CPD).

A questionnaire had been sent out to parents before the summer 2021 half term break and only 39 responses out of a possible 67 had been received however, the overall results were extremely positive.

Admission numbers in April 2021 had been seven however, after working with local nurseries and childcare settings it was now up to 11 which was a far better number as the schools Published Admissions Number (PAN) was 14. **A governor queried whether not being able to attend Tiddlers during the pandemic had negatively impacted admission numbers.** The Headteacher agreed that this would most certainly have had an impact and the school was keen to get Tiddlers back up and running as soon as possible. Unfortunately, birth rates for this year were low and Burton Agnes CE Primary School were not the only school struggling. The Headteacher shared that she would like to apply to increase the PAN to 15 pupils and requested governor approval for this. This was agreed.

The Three Year Pupil Premium (PP) Plan had been updated and was now available on the school website however, a new DfE format had been recently released and it would have to be re-written. The Sports Premium was being written currently and would be shared with governors when completed however, a lot of actions would be carried over as so many things could not be done this year such as swimming lessons.

RESOLVED: a) that the Report of the Headteacher be received;

b) that the application to increase the PAN to 15 pupils be approved.

2041

SCHOOL IMPROVEMENT PLAN 2020/2021

The School Improvement Plan 2020/2021 had been circulated as part of the agenda pack for the meeting. The Headteacher confirmed that the main changes made since the previous meeting were regarding wording. The actions completed by the end of the spring 2021 term had also been included.

RESOLVED: that the School Improvement Plan 2020/2021 be received.

2042 **SELF EVALUATION FORM (SEF)**

The SEF had been included within the agenda pack for the meeting however, the Headteacher advised that some more information regarding behaviour and handwriting had since been added and an updated copy would be issued to governors following the meeting.

- RESOLVED: a) that the Self Evaluation Form (SEF) be received;
- b) that an updated copy be issued to governors following the meeting.

2043 **SAFEGUARDING REPORT**

Governors were informed that the Headteacher and Safeguarding governor had met virtually and that she was up to date on all relevant issues and concerns. The Headteacher informed governors that the school would be interviewing for a replacement for Mrs Banks in the coming week and would need governor involvement in the interviews. The Chair and Mrs P Lee offered to undertake Safer Recruitment training.

Mrs Banks was currently a Senior Finance Officer and the school already had a Finance Officer so they were looking to recruit a School Business Manager. The Local Authority had taken five weeks to approve the post despite the fact that it was already in place in other schools. The school had therefore not been able to advertise the post as yet however, the advertisement was now live and the closing date would be the following week. The Headteacher would shortlist immediately and interviews would take place the week commencing 28 June 2021.

- RESOLVED: a) that the Safeguarding Report be received;
- b) that the Chair and Mrs Lee undertake Safer Recruitment training.

NOTE: Mrs Burdass left the meeting at this point.

2044 **SCHOOL FUND ACCOUNT**

- RESOLVED: a) that the Local Authority be approved as the Auditor of the School Fund Account;
- b) that the audited School Fund Accounts for the years 2019/2020 and 2020/2021 be approved.

2045 **FIVE YEAR BUDGET PLAN**

It was noted that there was a high number of pupils with Education, Health and Care Plans (EHCP) in school. The school had been subsidising them for the past few years and had asked the Local Authority for contingency funding. This had been denied as the school were not in a deficit budget however, after years of funding the plans the budget was now affected.

The school had been looking at creative ways to save money and were hoping to be able to creatively use some of the Sports Premium money that had not been spent

this year. When the after school club started in September 2021, staff working patterns would be adjusted to accommodate it and it should hopefully start bringing in an income.

The budget had balanced with a £74 carry forward this year however, it would be in deficit from the following year. The Headteacher shared that she had received some SEND funding from the Local Authority in the previous financial year and would apply again this financial year.

It was also likely that in a few years the roof would need replacing as it had started to leak. Mr Chris Jennings, Principal Assets Officer (Schools) from the Local Authority, had been have a look and had agreed that the Local Authority would pay for the roof and it should be done next year.

RESOLVED: that the Five Year Budget Plan be approved and signed for submission to the local authority.

2046 **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY (SCHOOL)**

RESOLVED: a) that the Relationships and Sex Education (RSE) Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2047 **SECONDMENT POLICY**

RESOLVED: a) that the Secondment Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2048 **GOVERNOR VISITS**

RESOLVED: that no governor visit reports be received.

2049 **GOVERNOR DEVELOPMENT AND TRAINING**

The Chair advised that she had attended a Leadership meeting with the Diocese which had been very informative. Mrs P Lee also confirmed that she had attended the New Governor Induction Training with the Local Authority.

RESOLVED: that governor training details were available on the CPD website www.hereforschools.co.uk.

2050 **REVIEW OF ACTIONS**

RESOLVED: that the Review of Actions be confirmed.

2051 **FUTURE MEETINGS**

RESOLVED: that future meetings be held on the following dates commencing at 4.30pm:

Thursday 14 October 2021:

Thursday 3 March 2022;
Thursday 23 June 2022.

Chair's Signature and Date