

Saltford C of E Primary School
Local Governance Committee Meeting:
28th November 2023, 6.00 – 8.00 pm
Saltford School
Minutes

MEETING TITLE	Saltford CofE Primary School Local Governance Committee Meeting
DATE OF MEETING	Tuesday 3rd October 2023
MEMBERS PRESENT	Dawn Sage (DS) – Headteacher, Paul Cummings (PC) - Chair, Elizabeth Spincer (ES), Dan Carter (DC), Ian Freemantle (IF), Sumayyah Malna (SM), Ruth Moody (RM), Nathan Styles (NS) and Dani Taylor (DT) – Vice Chair, Tor Manuel (Clerk)
IN ATTENDANCE	
APOLOGIES	Kathryn Hamlen (KH) (attended for part of meeting)
DATE OF NEXT MEETING	6th February 2024

Executive Summary:

- The LGC received details of recent Chairs conference
- The LGC confirmed that no changes were needed for 2025/26 with no consultation needed
- Lengthy feedback received from curriculum working party
- The LGC were informed of the Governor pay committee having met
- The LGC were informed that the HAAC survey in kitchen came back clear
- Governors were informed of the Church Schools Ethos Forum group involving all church schools within the trust having met

		Action
1.	Welcome and Apologies – Quorum	Chair
	PC welcomed all to meeting. Apologies were received from KH ahead of meeting. IF opened meeting with a prayer.	
2.	Governance and admin	Chair
	<ul style="list-style-type: none"> • Declarations of personal interest <p>There were no declaration of interest declared at the meeting.</p> <p>Governors were reminded to complete the Declarations of Personal interest if not yet completed.</p> <p>Action: Clerk to remind governors if declarations are to be completed</p> <p>Governors had a discussion around Link Governor reports. It was agreed to share all link governor reports with the LGC to aid discussions.</p>	

	<p>It was asked whether a ‘walk around’ qualifies as a link governor interaction. The LGC discussed that although this is very useful it wouldn’t qualify. Governors discussed that during a visit it would be good to see subject taught however this would involve the collapsing of the timetable to ensure the same subject is being taught across the school and would also involve releasing the subject leader to join in. This is possible with planning however this would have cost implications to the school.</p> <p>[KH joined meeting 18.10] [DT joined meeting at 18.13]</p> <p>It was confirmed for IF to continue to keep spreadsheet updated for governors information.</p>	
3.	Minutes of previous meeting and actions arising	Chair
	<p>The LGC agreed that the minutes of the previous meeting were a true reflection of discussions.</p> <p>There were no actions arising.</p>	
4.	Chair of Governors verbal report including Governance Conference feedback	Chair
	<p>Governors were given information of the Governors Conference which replaced the Chairs Forum meeting this term. The trust leadership team, Chairs of Governors and Headteachers from all trust schools attended the conference at Cheddar Grove school where the importance of governance was discussed along with the Nolan principles.</p> <p>Governors received an update on the conference where governors 3 key roles were discussed.</p> <ul style="list-style-type: none"> • Monitor standards • Assure quality of experience • Support and encourage community engagement <p>The importance of challenge / support was discussed, to ensure challenge is carried out in a supportive and constructive way, to allow governors to triangulate information received from school, staff and parents.</p> <p>Governor days were discussed with some schools saying this had been done successful. It was noted that some employers have recognition schemes where time is allowed for governors to attend meetings etc. It was suggested for DS to identify a governor day in the first instance.</p> <p>The final session at the conference was to look at the trust strategy to 2030.</p> <p>The LGC were informed that schools have been placed in Triad groups to encourage collaboration between schools and that all church schools are in the same group.</p> <p>Governors were reminded that useful documents were stored on the GVO in the ‘Key Documents’ folder.</p>	
5.	Headteacher’s report including: <ul style="list-style-type: none"> • SEF and SIP update 	DS

	<p>• Targets update</p> <p>Headteachers report was shared ahead of meeting with questions welcomed. The following items were highlighted.</p> <p>SIP – Term 2 of SIP has been RAG rated and will give an idea on progress. Governors were informed that all church schools will have a church school SIP. It was noted that the SIP is used as a basis for planning working party meetings.</p> <p>SEF – school not in Ofsted window and has not needed same attention as had previously, however some updates have been made. LGC was informed that both SIP and SEF are shared with trust via teams.</p> <p>Governors expressed the want for pupils to reach full potential and asked how this would be quantified? By looking at different aspects including data, books, classroom drop-ins, talk to children, parents and staff. Is important not only about reading, writing and maths but look at the broader picture and recognising children’s strengths and developments.</p> <p>Governors asked a question on EHCP update on learning and social impact on high levels of EHCP’s in school – is supervision provided for staff to discuss issues and concerns faced? SLT are available for support, along with a very supportive staff team. Training is provided for staff. Behaviour team will carry out piece of work for all staff.</p> <p>Is there an impact on other pupils with high needs pupil? School is very lucky in terms of spaces and have the nest and bug room and also breakout rooms. If a child has difficulty regulating behaviour there is alternative environments to use. Also thinking about inclusivity and understanding some children have different needs and about educating others so not see as anxiety inducing.</p>	
6.	<p>Admission arrangements 2025-26</p>	DS
	<p>It was shared with LGC that conversations had taken place with BANES admissions around the village status of the school. Discussions around intake were felt to be positive.</p> <p>Governors discussed the Diocesan letter received which informed of changes to schools using faith-based admissions arrangements. It was noted that this was not applicable for Salford and that no changes needed to be made.</p>	
7.	<p>Curriculum Working Party update</p>	KH
	<p>KH had previously sent apologies however attended the meeting to discuss Curriculum Working party meeting item. Thanks was given to KH for attending.</p> <p>Comprehensive minutes of the meeting were shared ahead of the meeting.</p> <p>The following points / questions were raised.</p> <p>Confidential SEN report was discussed at length noting that nursery transition is proving to be an issue, with children starting at school with evidence paperwork in place. Any clarity on which nurseries/has feedback been shared with nurseries? Variety of nurseries. Yes feedback given to nurseries and local authority. Means that if paperwork not provided children who need support straight away unfortunately don’t as not possible to provide.</p>	

Lack of specialist provision continues with a waiting list of 2-3 years for some. Also discussed parents readiness in accepting additional support is required which can be a difficult conversation.

Can y3-4 child be on waiting for ks3 provision?

There is not a waiting list as such but the process can start earlier which is based on need and consultation at that time.

It was noted that school works very hard to support whilst child at mainstream school however it is felt that BANES will continue to allow this if school is able to provide. Funding is an issue.

Parent engagement was discussed. Governors were informed that majority of parents are very supportive however occasionally this has not been the case.

Governors spoke about a code of conduct for parental behaviour. It was noted that all trust schools have a version of the code of conduct. It was suggested to look at this further through the Parent Voice Group and also wellbeing group.

Governors asked if there was any enforcement actions that could be used if necessary? Yes, parents could be excluded from school site, school has access to legal support should this be required.

It was felt this is a national picture and that the contrast seen to usual behaviour is what makes it stand out.

It was noted that in some cases it has been introduced for all communications to be via DS, which has been received positively so far.

Governors were informed that teachers will be receiving de-escalation training. Governors were reassured that this is not the normal behaviour and that the vast majority of parents are very supportive, however it was felt that governors should be informed.

Governors asked what can LGC do to support school? Support staff by meeting and discussing how they are. This was agreed as a good way forward with support offered.

Data headlines were shared with governors.

Reading - Governors noted that for reading, as go up through the school trend shows generally on track or above. Current Y1 showing high outcomes for this time in the year. Y6 is lower but governors were reminded that this cohort, having been tracked throughout the school, this outcome is as expected.

Why is Y1 showing as higher? Had couple of cohorts in recent years with slightly lower than usual outcomes, but have had higher SEN in classes.

Maths – Y2 and Y6 showing more children off track. School is aware there is statutory assessments to support work. At beginning of school year children's learning is only half way through curriculum, and are being assessed on what hasn't been taught yet and teachers will be cautious on outcomes. By Spring hope to be able to make better judgements.

Writing - Tutoring is additional funding this year 50/50 this year.

Venn diagram at end, SALT was confirmed as Speech and language.

It was questioned how do specific percentages work within diagrams? The number in brackets is number of children. This is used to look at children to target for support. Data from previous year kept in as a benchmark.

Discussions at pupil progress meetings took place using the data where looked in depth at children not meeting expectations. Meetings take place with HT

and DHT and both class teachers for year group and discuss year group in depth.

Target setting – Targets as always are very aspirational and follows a time consuming process for Early years, phonics, KS1 and KS2.

What strives trust to set high targets?

School has high outcomes at Greater Depth for reading. Reading and writing is assessed in different ways. Target for writing feels unachievable, and can be demoralising.

It was shared that with the reading framework, not necessarily correlate that if children are good readers they will be good writers.

Governors mentioned that it sounds like child-by-child targets are set with trust adding to make aspirational. School takes pragmatic approach.

Do you measure yourself on school targets set? Is difficult as setting GLD within a few weeks of children starting school.

Do you track against school targets vs trust targets? School takes a 'just go for it' approach as can spend a long time discussing when want to focus on children's learning and support staff.

Governors were informed that they will be updated at each assessment point throughout the year noting that some targets were more difficult to achieve than others.

Governors were given some handouts to show the teachers criteria used when making judgements for writing in Y6. The second handout being what moderators need to see within the work. It was felt useful for governors to see the non-negotiables to be achieved across the framework. If not achieving the criteria pupils will not achieve Expected Standard (EXS), need to ensure basics are learnt at the beginning of the year.

Is it harder to benchmark children as not completed KS1 SATs? Children missed a lot of learning and school not have outcomes available.

Governors were informed of children previously completing a long write and short write under exam conditions. The standard to achieve is high and is subjective and not consistent across the country. In theory all moderation should be consistent. When school not being moderated is to teachers judgement.

The trust invested heavily on moderation last year.

Governors were informed that last year moderation sheets were shared with parents to show the standard needing to be achieved.

Do parents have access to this information? No reason it couldn't however if shared would require information behind this. Governors discussed that parents would be able to support however it was also felt that if this was shared it could create additional pressures for the children. It was agreed that it was important for children to maintain their love for writing.

Governors discussed ways to generate more excitement around writing suggesting termly competitions with PTA supporting with prizes and judging.

It was agreed for the writing moderation documents to be uploaded to GVO following meeting for governors information.

	<p>Governors were informed of school having very low percentage of children classed as pupil premium. School has 5.4% pp children which is low in comparison with other schools. It was noted that PP funding is not pooled across the trust. The average across the South West is 20%.</p> <p>The SIP has notes on narrowing attainment gaps; Link governors for SEND is monitoring and checking PP are achieving what should be.</p> <p>With regard to the attainment gap – if school is pushing for GD in writing need to make proportionate for pp children to achieve to ensure attainment gap will not increase.</p> <p>Governors were informed that during pupil progress meetings pp children are the main focus.</p> <p>Are EAL (English as additional language) children automatic classed as pupil premium? No however children from Ukraine are. More children who are EAL are not pp</p> <p>Does school still receive funding from recovery pp fund? No this was given after Covid but stopped after 2 years.</p> <p>Do you see trends on pp? Forces children tend to do well however this is classed differently to pp. School not really report on forces children. Funding received is generally around pastoral care and not academic reasons. Generally include money for TAS in year group where forces children and looking out for. Governors were informed that forces children not considered disadvantaged.</p> <p>Governors raised a question on attendance and were informed that persistent absence was low with a couple of cases. When school met with all families and discussed barriers. School has a PP strategy and is lucky enough to look at all children individually and is able to target support.</p>	
8.	Resources Working Party update	IF
	<p>Minutes of the previous meeting were shared as a paper in advance of the meeting and discussed.</p> <p>The following points were highlighted:</p> <ul style="list-style-type: none"> • LGC Pay panel met to discuss Headteacher pay recommendations and ensure a fair process had been carried out and gave their agreement to the headteacher’s proposals • Feedback was given on recent well-being group meeting where the charter was reviewed. Overall a very positive meeting. • Parent Voice Group meeting feedback was discussed. It was felt this was a positive meeting with Terms of Reference were shared ahead of meeting. Representatives across the school attended and a variety of topics were discussed. • RAAC kitchen survey came back clear • Governors discussed the governor vacancy and how this might be filled. Governors were informed of the organisation Governors for Schools who look to place prospective governors with schools who have vacancies 	
9.	Foundation Governors – Church School Ethos Forum feedback	DC
	Minutes from Church School Ethos Forum 07.11.24 were shared ahead of meeting which took place virtually.	

	<p>LGC were informed of group set up comprising of all 6 Church of England schools within trust for the purpose for collaborative working. The forum is chaired by Stephen Webber, Headteacher at All Saints CofE Primary School, Clevedon.</p> <p>The following was highlighted as discussions at the meeting:</p> <ul style="list-style-type: none"> • Governor vacancies was discussed. It was shared that only 1 school had no Foundation governor vacancies. • With all school striving to be individual would a blanket statement work? • All schools intend to be flourishing with a need for all governors to recognise schools' vision. • SEF template was discussed and whether any use in it being populated with ideas. • How collective worship can support children to flourish. • Role of trust chaplain discussed and how could serve all schools effectively. • Discussion took place on activities schools can do simultaneously. • Songbook for all church school • Talked about prayer which will be revisited at next foundation governors meeting. <p>The forum will meet 3 times a year and it was questioned whether to alternate between Foundation Governors meetings. Further discussion will be needed.</p> <p>It was felt to be a very positive meeting.</p>	
10.	AOB (Please notify clerk of any matters ahead of the meeting)	All
	<p>It was agreed for RM to work with DS on some marketing to help attract parents to school.</p> <p>A discussion around allocation of tickets for upcoming events took place.</p> <p>The LGC discussed options of thanking staff for their continued hard work. A suggestion for a charity donation was made to Dorothy House charity as have team running in local Santa Dash.</p> <p>It was agreed for DT and PC to discuss further via email.</p>	
13.	AGC meeting dates for 2023/2024	
	<ul style="list-style-type: none"> • 6th February 2024, 19th March 2024, 14th May 2024, 2nd July 2024 	

Meeting closed: 20:00

Action Record

	Action	By Whom	Meeting Date	Due Date
1	Governors were reminded to complete annual Pecuniary Declaration of Business interest if still outstanding	LGC	06.02.24	completed

Signed: Paul Cummings – LGC Chair

Date: 6th February 2024