

THE GOVERNING BODY OF FLOCKTON CE (C) FIRST SCHOOL

Minutes of the meeting of the Governing Body held via Teams at 6.30 pm on Monday, 11 July 2022

PRESENT

Mr R Michael (Chair), Mrs E Bulmer, Sarah Hull, Josephine Lavery, Mrs J Metcalfe, Emily Hurst, Emma Johnson, and Helen Kerr

In Attendance

Sonia Latham (Associate Member)
Amerjit Sahota (Minute Clerk)

Item	Minutes	Action
3117. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	There were no apologies for absence received or any declarations of interest.	
3118. NOTIFICATION OF ITEMS TO BE RAISED UNDER ANY OTHER BUSINESS	The following item was reported to be raised under Any Other Business: <ul style="list-style-type: none"> • Feedback on SIAM Visit and next steps 	
3119. MINUTES OF THE MEETING HELD ON 24 th MAY 2022	RESOLVED: That the minutes of the meeting held 24 TH May 2022 be approved by the Governing body as an accurate record of the meeting.	
3120. MATTERS ARISING	(a) <u>Acadimisation (Minute 3100 refers)</u> There were no further updates. Next steps would be discussed by the Governing Body in the new academic year. (b) <u>Car Parking (Minute 3104 refers)</u>	<i>Item on next agenda</i>

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	The clubs next meeting was scheduled for this evening at which the governor's letter would be considered. Feedback would be provided at the next meeting.	
3121. REPORTS FROM COMMITTEES	<p>Since the last full GB meeting the following committees had met and the minutes had been uploaded onto SharePoint.</p> <p>(a) <u>Minutes of the Safety and Resources Committee meeting held on 27th June 2022</u></p> <p>RESOLVED: That the minutes be noted and approved as a correct record.</p> <p>(b) <u>Minutes of the Children and Resources Committee meeting held on 6 July 2022</u></p> <p>RESOLVED: That the minutes be noted and approved as a correct record.</p> <p>There were no matters arising identified from either meeting to report upon which would not be picked up during the meeting</p>	
3122. HEAD TEACHERS REPORT DATA REPORT AND GOVERNORS' QUESTIONS	<p>A copy of the Headteachers report had been placed on SharePoint, prior to the meeting, for all governors to access and providing an opportunity to send any questions in advance to Mrs Bulmer.</p> <p>(a) <u>End of Year Data 2022</u></p> <p>Mrs Bulmer reported that the school's assessment data had been included within the SEF which was presented on screen for discussion. Governors were advised that the national targets had only just been released today and that the data would be analysed in more detail in the Autumn term.</p> <p>(i) <u>Early Years Foundation Stage</u></p> <ul style="list-style-type: none"> • % Pupils achieving a GLD – 50% • % Pupils not achieving GLD – 50% • National – 63% • The 4 pupils that did not make GLD – 2 x SEND, 1 x age &stage learning, 1x lower ability child • It was highlighted that for pupils to achieve a GLD they had to score 2's across all the early learning goals. There were just a few pupils that had just missed however these 	

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	<p>missed out on would come over time. (i.e., pupils that still had early speech could not be given a GLD in that area or a shy child would not score a 2 in communication etc)</p> <p>(ii) <u>Phonics</u></p> <ul style="list-style-type: none"> • YR1 - 100% pupils passing phonics screening in YR1 – Mrs Bulmer highlighted that it was the first ever that the school had achieved a 100% pass rate. Governors passed on their congratulations to the staff and pupils on this achievement. • The pass rate was 32 – one child achieved full marks (40) in the screening, with the lowest score being 36 and the rest scoring 39 • The new phonics scheme “monster phonics” had shown a positive impact • YR2 re-sit data – 4 pupils (1 equated to 25%) • % Pupils passing phonics screening in YR2 – 25% • % Pupils not passing phonics screening in YR2 – 75% • There were 3 pupils with additional needs (speech and language issues) and the school was aware that phonics did not appear to be working for those pupils and were therefore trying different methods • It was highlighted that once a pupil reached a certain age phonics needed to be learned a different way • This cohort of pupils had been taught phonics using both Monster Phonics and the previous scheme (50/50) as well the challenges of covid • It was highlighted that Monster phonics included a daily intervention – it was felt this new way of working was possibly having a positive impact • Going forward the plan was to look at how those pupils that did not pass their phonics in YR2 and what support could be offered as they moved into YR3 and YR4 <p>Q: Is this the first year of monster phonics? A: Yes, it is however whether this success will translate with the bigger cohort coming in will be interesting to see next year.</p> <p>Q: Do all pupils have to pass their phonics? A: In YR1 yes so, they are familiar with all the sounds and come up through school learning their phonics. However, phonics does not always work for or suit all pupils, sometimes they just reach a level of maturity and do not want to use phonics and use sight recognition. This</p>	

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	<p>means that they have not got all the sounds, but they do know the word. After YR2 pupils do not re- sit the phonics. The school has a tracker which monitors if the child has caught up with their peers and if necessary, interventions can be put in place for those pupils to suit the individual child.</p> <p>Q: Is there a way to identify this earlier? A: We do phonics screening throughout YR1 and those pupils that are screened to be not on target receive intense interventions after Christmas to pull them up. We cannot do this any earlier (i.e., in reception) as they have not learnt the sounds etc</p> <p>(iii) <u>YR2 SATs</u></p> <p>Y2 2 SATS</p> <table border="1" data-bbox="611 608 1332 826"> <thead> <tr> <th></th> <th>PKS/EM</th> <th>WTS</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td rowspan="2">READING</td> <td>0</td> <td>8</td> <td>5</td> <td>0</td> </tr> <tr> <td>0%</td> <td>62%</td> <td>38%</td> <td>0%</td> </tr> <tr> <td rowspan="2">WRITING</td> <td>1</td> <td>8</td> <td>4</td> <td>0</td> </tr> <tr> <td>7.7%</td> <td>61.5%</td> <td>30.7%</td> <td>0%</td> </tr> <tr> <td rowspan="2">MATHEMATICS</td> <td>0</td> <td>6</td> <td>7</td> <td>0</td> </tr> <tr> <td>0</td> <td>46%</td> <td>54%</td> <td>0%</td> </tr> </tbody> </table> <p>Mrs Hurst provided the following summary:</p> <ul style="list-style-type: none"> All pupils had worked extremely hard, especially given their starting points. She was very proud of all the pupils and the outcomes especially given this was the first full year in school for these pupils since Covid There were a few pupils that found the SATs papers tricky (not ready given the level they were at). The KS1 and KS2 assessment framework had not been changed to take Covid into account and was felt to be really ridged particularly in Writing Great progress had been made by these pupils – it was felt that the pupils were back to pre-covid levels Maths had improved – it appeared pupils had retained and maintained their skills in maths Reading – the stamina was not quite there for some pupils, especially in the 2nd paper which had 24 questions. Writing – outcomes in Writing were down compared to national which was 65% 		PKS/EM	WTS	EXS	GDS	READING	0	8	5	0	0%	62%	38%	0%	WRITING	1	8	4	0	7.7%	61.5%	30.7%	0%	MATHEMATICS	0	6	7	0	0	46%	54%	0%	
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	<ul style="list-style-type: none"> • Mrs Hurst was thanked for her hard work and her good quality teaching • It was felt Monster phonics had worked rather well with this group, there were some challenges ahead however overall, the school was moving in the right direction <p>Q: Did you do some work with this group last year to ease the transition into YR2? Will the same happen for the current YR1's?</p> <p>A: We only have 7 pupils moving up. There will possibly be 21 in the class next year and its exciting as the pupils feel ready for that move. A transition day has been planned for next week when the pupils will spend some time with Emily. There has been some great progress made by these pupils and progress will continue to be made. We were moderated on 14th June and only had a week to get all the data in place, it was felt however that there was still lots of teaching time and learning open to these pupils. We are confident that these pupils will improve.</p> <p>Q: Will those results in YR2 be reflected as those pupils move up the school? And at what point will they get back to the level they should have been at?</p> <p>A: I feel they are there already. We only predicted 40% of pupils in reception achieving expected in Maths and we have 54% and we also have some higher achievers too. Writing is slightly lower; however, this is across the board nationally. This year group is a group of 2 halves, some higher achievers, and some pupils who we feel are still very young. Those pupils at expected will get better and some will move to greater depth. There were several pupils so close to greater depth but not quite there, so it was decided to keep them at expected rather than move up (the moderator agreed with these judgements).</p> <p>Mrs Bulmer reported that she was really pleased with the outcomes and felt that the school was branching into the future with these pupils and the money spent on the phonics scheme and working with the English hub was helping to branch these pupils into the future successfully.</p> <p>(b) <u>Attendance</u></p> <p>Mrs Bulmer reported that the school were still experiencing some absences due to an ongoing sickness bug within school. There had been a few staff off with this bug now too. In addition to this there had also been a couple of cases of Covid-19 as cases were seen to be on the rise again nationally.</p>	

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	<p>It was reported that all 5 appeals had been granted a place by school admissions, taking the schools total for Reception next year to 20. The staffing ratio was 1:13 for ETA's but 1:30 for Qualified teachers. It was highlighted that this would have some impact on day-to-day organisation in classrooms going forward and with supporting those pupils coming through with medical needs.</p> <p>Mrs Hurst reported that she was already in the process of making some EHCP referrals as a result of the transition meeting held for new parents and subsequent follow up meetings held with individual families to discuss their child's needs to enable suitable arrangements to be put in place by the school to support the pupils from September.</p> <p>It was reported that the school had received two ICAF's for a current YR1 & YR3. – pupil numbers were looking good</p> <p>(c) <u>Safeguarding</u></p> <ul style="list-style-type: none"> • The main entrance door had been fitted. • All new staff had completed fire safety awareness course <p>(d) <u>Appointments</u></p> <p>It was reported that the vacancy for the Activity Support Assistant (After School) had now been filled. Ayeesha Munshi, who currently worked at Grange Moor as a lunch time supervisor and had come highly recommended had been appointed to start in September 2022. Furthermore, Ayeesha had also indicated that she had flexibility to cover the breakfast club should the need arise.</p> <p>A note informing parents of this appointment and the after school and breakfast club arrangements would be sent out at the end of the week</p> <p>Q: Have we had any indication of uptake for the after-school club? A: It is quite busy as is breakfast club. We are averaging between 8 to 10 pupils each night and we have some children in the reception cohort because of the wraparound care we offer.</p> <p>Q: With the additional 5 in Reception, 2 in YR1 and YR3 have you had a chance to see what impact this has on numbers?</p>	

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	<p>A: Yes. Before we heard about the 2 in year admissions it was looking like we would be 3 up compared to where we had projected (given we also lost 2) and now it looks like we will be 5 up so next year's budget will also look better than originally projected.</p> <p>Q: Does the staff ratio become a problem as the cohort move up the school into Elder and Sycamore class where there are potentially 35 pupils?</p> <p>A: No, this is only when it is in KS1 class. We have had a high number in that class previously.</p>	
3123. HEAD TEACHER WELLBEING	<p><u>General staff wellbeing</u></p> <p>Governors were saddened to hear that Mrs Hurst had recently been hospitalised due to a sickness bug. They highlighted that they were pleased to hear that she had now fully recovered and was back in school. Governors passed on their regards and well wishes for a speedy recovery to those other members of staff that were currently off with the illness.</p> <p>Q: Given the absences have you managed to take your non-contact time?</p> <p>A: Yes, despite the absences I have managed to continue to take my non- contact time.</p> <p>Mrs Bulmer reported that all staff were looking forward to the end of the summer term as it had been another long and tiring year, with several challenges. To end the year a staff, dinner, fuddle had been arranged for Wednesday and Thursday and on Wednesday Mrs Morris and Mrs Bulmer would be partaking in the YR4 and YR5 water fight.</p> <p>Governors thanked the staff for all their hard work and commitment over the last year and wished them an enjoyable and restful summer.</p>	
3124. SCHOOL DEVELOPMENT PLANNING & SEF REVIEW (OVERALL EFFECTIVENESS)	<p>The SEF, which now included the areas for development and next steps, had been placed on SharePoint for governors to access and read.</p> <p>Mrs Bulmer advised governors that, following the SIAMs feedback, her plan over the summer was to link/tie in the "next steps" and "areas for development" with the school's vision statement "<i>Rooted in the community. Branching into the future. Walking Together in the light of Lord</i>".</p> <p>Governors were asked to look through the document and email any questions direct to Mrs Bulmer.</p>	

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3125.SAFEGUARDING	This had been covered in the Headteachers report.	
3126. ETHOS AND WORSHIP GROUP FEEDBACK	<p>Mrs Hurst provided the following update:</p> <ul style="list-style-type: none"> • The Ethos and Worship group had been involved with the SIAMs day. The Diocesan team had spoken to the pupils, who had run through the values activities taken place • Mrs Hurst had completed her senior Mental Health and Wellbeing Lead training this year and was now keen to adapt the role of the Ethos group to be an Ethos and Wellbeing group. This would involve training up anyone who wanted to apply to be an Ethos Member to sit on the Ethos and Wellbeing Council as a wellbeing Champion • The documents and resources Mrs Hurst had would help train up pupils to enable them to support the mental health and wellbeing of their peers – more of a nurturing group • Overall, the pupils had really enjoyed being involved in the group and all the activities taken place this year 	
3127. POLICIES FOR REVIEW/APPROVAL	<p>(a) <u>Complaints Policy and Procedures</u></p> <p>Mrs Bulmer advised that she had reviewed the complaints policy which was the DfE's model complaints policy. The dates and timeframes previously agreed were felt still to be suitable.</p> <p>RESOLVED: That the Complaints Policy be approved.</p> <p>(b) <u>Collective Worship Policy</u></p> <p>Mrs Bulmer advised governors that she had carried out a full review of this policy, following the SIAMs visit and had re-written this to be in line with the guidance/resources provided by the Diocese. This policy needed to be specific to Flockton and link into the school's vision statement.</p> <p>In addition, Mrs Bulmer reported that herself and Mrs Morris had visited St Aidan's School that morning to see collective worship practice in school. The visit had been very useful as it had not only validated the good things already happening at Flockton, but they also saw some excellent practice in place and brought back some really good ideas which could be easily adapted by Flockton (i.e., how to measure the impact of collective worship).</p> <p>Mrs Bulmer advised governors that she had agreed to reciprocate this gesture and had invited the Head of St Aidan's to a collective worship session at Flockton in the autumn term.</p>	

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	<p>Q: How are they measuring the impact? A: It is a simple idea. They have a book which is kept in a dedicated reflection space and children are invited to come and write something which has impacted on them from the collective worship. The key questions from SIAMs which are part of the Collective worship and stuck around the display to help children to think about one of the questions when writing in the book. The book is also there for staff and parents to write in, and this builds up the evidence. On another display there are sticky notes made available that pupils can just write on and stick up.</p> <p>Q: Is this something you would like to do at Flockton? A: Yes, measuring the impact of Collective Worship is a difficult thing so doing it in this way is really simple and has instant impact.</p> <p>Q: Is having the ability to visit other schools in the pyramid something you have missed out on during covid? A: Yes, visiting schools and sharing ideas. Emily and Melanie as English and Maths leads have just started the English and Maths co-ordinator meetings and started YR5 and YR6 curriculum transition. There are plans to create a shared area to access long term plans etc and show examples of standards of work and moderated work. Also, it has been muted to maybe streamline the way writing is assessed. A heads group is also being considered for YR3/YR4. In addition, it has been suggested to the head at Emily School that staff be invited to one another's staff meetings to pick up on any other good ideas. We will try to get out more next year. In the meantime, we will continue with the English and Maths Hubs. We hope to continue with the links we already have along with linking in with other ways to build relationships and share good practice across the pyramid.</p> <p>Q: Have we ever had any children been withdrawn from collective worship? A: No. what is nice is that those pupils that are not Christians still see the value of coming to collective worship and the importance of Christian values as well as coming together to sing.</p> <p>It was suggested to also consider looking into the mobile App – "Plickers" to capture student voice easily.</p>	

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	RESOLVED: That the Collective Worship Policy be approved.	
3128. GOVERNOR TRAINING AND GOVERNOR VISITS	<p>The following visits had taken place since the last meeting and reported on as follows:</p> <p>Mr Michael - Mr Michael reported that he had attended visited the school for the Queens platinum jubilee celebrations which was a very enjoyable day. This also enabled him to see some of the recent changes (i.e., new carpets) made in school.</p> <p>In addition to this Mr Michael advised governors that he had also visited the school for the recent <i>SIAM</i> visit and also for the <i>Richard Carter Charity Annual meeting</i>. Mr Michael reported that the Charter Trust had indicated at this meeting that they were looking for an additional member to join the trustees. Anyone interested (staff or governors) or requiring further information were asked to email Mr Michael.</p> <p>Sarah Hull – had visited the school week commencing 27th June Mrs Hull reported that this had been her first time in school since becoming a governor. The visit was a general literacy visit which included observing Reading, looking at some YR2 Writing, some YR4 and YR5 books as well as the monster phonics. Overall, a lovely and positive visit.</p>	
3129. ANY OTHER BUSINESS	<p>(a) <u>SIAMS Feedback</u></p> <p>Mrs Bulmer provided the following overview:</p> <ul style="list-style-type: none"> • The day of the SIAM inspection was a tough day and hard work • Expectations for SIAMs inspections had completely changed – they were much more rigorous than what Mrs Bulmer had previously experienced – the review taken place by early in the year by Mr R Medley had been helpful • The Diocesan team spoke to several pupils and observed RE lessons • They felt development of staff was a strength of the school and felt staff had opportunities to chase their interests and run with their ideas to progress • The team also spoke to parents who also spoke very highly of the school <p>Areas identified for development:</p> <ul style="list-style-type: none"> • Curriculum assessment needs finalising – already aware of this (needs to be ready for Sept 2022) 	

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	<ul style="list-style-type: none"> • Vision Statement - everything within school needed to be underpinned biblically to the school's vision statement. Although this was already happening it was about making the explicit links back to the vision statement – e.g., what did that look like in Maths, across the curriculum or with extra-curricular activities • Even across governance it was important to make these links back to the vision statement – Mrs Bulmer provided governors with examples that had been highlighted. • It was highlighted that from a governance perspective – governors needed to think more closely about the vision statement, how they linked into what governors do, how governors challenged, supported and lived up to these values (e.g. Consider including the statement “<i>Rooted in Community, Branching into the Future and Walking together in the light of the Lord</i>” on the governor's visits form and on each visit the Focus of that visit being highlighted). <p>RESOLVED: (i) That the steering committee to look at the more detailed SIAM feedback and look at how the governing body can work more effectively going forward. Feedback to be provided at the next full governors meeting.</p> <p style="padding-left: 40px;">(ii) That the committee to also look at the possibility of setting up a Vision committee. Mrs Bulmer to try and obtain some model terms of reference from a school that already has this committee in place.</p> <p>(b) <u>Register of Business Interest</u></p> <p>Governors were reminded to complete the RBI and submit this in sufficient time to enable the information to be collated and forwarded to the school for it to be uploaded onto the school website by September.</p> <p>(c) <u>End of Term of Office</u></p> <p>Mrs Metcalfe's end of term of office was noted.</p> <p>Mrs J Metcalfe was thanked for all her hard work, commitment, and support during her term of office on the governing body. Mrs Metcalfe reported that although she had really enjoyed her time it was unfortunate that she was unable to continue. She agreed to continue to support the school any way she could.</p>	

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3115. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS	A schedule of dates for 2022/23 and the annual planner would be drafted by Mr Michael and circulated to all governors.	
3116. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	RESOLVED: That no part of the minutes be excluded from the copy to be made available at the School.	

Approved Signed Copy