

**Minutes of the Full Governing Body Meeting
of St Peter's Anglican Methodist Primary School
18th January 2022**



NAME	Abrv.	DESIGNATION	Present	NAME	Abrv.	DESIGNATION	Present
Rob Barker	RB	Parent Elected	✓	Mike Ormond	MO	Parent Elected (Chair)	✓
Liz Cannock	LC	Staff	✓	Paul Smith	PS	Executive Headteacher	✓
Helen Daggart	HD	Foundation	✓	Anne Tearle	AT	Co-opted	✓
Adele Farrow	AF	Parent Elected	✓				
Russell McAulay	RM	Parent Elected	X				
Olwen Murray	OM	Foundation	A	Clare Trayler	CT	Clerk to Governors	✓

✓ = Attended, A = Absent with Apologies, X = absent no apology O/L = joined meeting on-line

Meeting Opened: 18:12 hrs

	Discussion	Actions
1	Welcome Attendees were welcomed to the meeting Opening Prayer <ul style="list-style-type: none"> HD said a welcome prayer Apologies <ul style="list-style-type: none"> Apologies received and accepted from OM. RM was absent. AT will be arriving late. Quorum <ul style="list-style-type: none"> The meeting was quorate. Bob Benjamin has now resigned from the Governing Body leaving another vacancy. 	
2	Declaration of Pecuniary Interests <ul style="list-style-type: none"> No Interests declared for this meeting 	
3	Minutes of Previous Meeting <i>Minutes from meeting held on 16th November circulated in advance of meeting</i> <ul style="list-style-type: none"> All governors agreed to accept the minutes 	
4	Matters Arising <ul style="list-style-type: none"> Governors to do/repeat Prevent training. Download certificate at the end and send copy to CT. Link to training module included in last week's Thursday email Policies review schedule has been created and just needs to be completed with dates All other actions complete 	All governors to do/repeat Prevent online training module
5	Chairs Report <i>Report circulated in advance</i> <ul style="list-style-type: none"> MO looked at Inspiring Governance website for possible new governors, there are a few people around the area who we may be able to entice. There is some potential. MO to make contact with people <p><i>Q: Could we tap into some of the big companies down at the industrial park to see if they have staff members who wish to become governors i.e. Astra Zeneca?</i></p> <p><i>A: Astra Zeneca have moved away. The LA have tried this and did a big push a while ago.</i></p>	MO to arrange

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	<ul style="list-style-type: none"> We could advertise in In View PS received email from Peter Tyazck, Chair of Parish council which suggested that a member of the Parish council could possibly join the governing board, that may be another avenue 	advert for governors in In View magazine
6	<p>Feedback from Sub-Committees <i>Minutes from T&L committee circulated in advance</i></p> <p>Foundation Committee</p> <ul style="list-style-type: none"> Committee have not met since last FGB meeting <p>Partnership Steering Group</p> <ul style="list-style-type: none"> Met on 25th November The strategic development plan was reviewed, this is evaluated at each meeting to see progress being made. The effects of staff absence impacting on developments and progress we can make were discussed. DH's are coming to next meeting to talk about PP/catch up impact. Katie (other DH at ALM) is coming to following mtg to talk about curriculum development Both schools SDP's and RAP from STP were also discussed Group meeting again next week <p><i>Q: As general feeling, are ALM pleased with how the partnership is going?</i> <i>A: Yes they are. Katie and Tim who stepped up into DH roles are working really well and developing</i></p> <p>Teaching & Learning Committee</p> <ul style="list-style-type: none"> Met on 7th December Discussed data, governor monitoring visit in November, presentation in English and moving to new synthetic phonics program which is now in situ and training has been delivered, actions plans, attendance, SEND review <p>Resources Committee</p> <ul style="list-style-type: none"> Committee have not met since last FGB meeting Next due to meet on 8th February 	
7	<p>Headteacher's Report (including Insight Data reports) <i>Reports circulated in advance</i></p> <ul style="list-style-type: none"> Phonics results were positive, we've completed initial assessments for Y1's and will be continuing with them. They are not as strong as current Y2's there are 4 weaker children in that cohort (out of 18) therefore the data is likely to dip. The children have responded really well to new phonics scheme so hopefully results will improve <p><i>Q: On those 4, will they meet the standard by end of Y2?</i> <i>A: 2 of them may well meet it by end of Y2 but 2 others are doubtful although we have got a lot of time and the new scheme will help. We are quietly confident that this scheme with consistent application that progress will be good</i></p> <ul style="list-style-type: none"> Comparison data has been provided as requested. End of Autumn 2 data – there is no Y5 due to teacher absence so we will have to think about how we get this data collated. Perhaps NBM/PS will do 	

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<ul style="list-style-type: none"> • There are lots of children below expected standard especially class 1 & 6, this is end of first term, those children who are at the expected standard will hopefully get greater in number as we go through the year. It is too early to make direct comparisons. • Y6 are against a different framework as they have a specific framework they need to reach by end of year. Y6 are progressing through the curriculum but are consolidating key skills in all subjects. Book look shows progress is strong. Assessments we did for mock SATs at end of term 2 were very positive. There is a group of about 8 who need to be targeted who all have interventions this term. It is better than we thought it was going to be for Maths, although it's a different story for writing • Writing moderation across Hub took place last week. Strengths and areas for development were identified. All schools having same issues with areas of weakness, mainly grammar and stamina for longer pieces of writing <p><i>Q: Y6 90% below expected standard looks really bad?</i> <i>A: Yes it may not look as strong as we would like but it is an accurate picture. It is similar across all the schools. We know what they need to do. By April there will be a huge shift. The progress since Sept is also huge.</i> <i>Q: Why is there only data from 1 class for book marking?</i> <i>A: That's the only class who has put the data onto Insight. We will ask other staff to add this</i></p> <ul style="list-style-type: none"> • Y1 missed a lot of Reception year they are playing a lot of catch up in writing. Y1 is the year group that is the weakest across the cluster and Y5 as the last full year they had in school was Y2 • Remember that we have only covered a third of the year and third of curriculum <p>AT arrived at 18.46</p> <ul style="list-style-type: none"> • The comparison data shows some movement and a better picture than previous reports <p><i>Q: It is at the expense of higher ability?</i> <i>A: It could be looked at like that but don't think this is the case</i> <i>Q: Were we overly optimistic in assessing in previous years?</i> <i>A: Can't say for sure but wider assessment, marking and assessment is an action area for this term – it needs looked at</i> <i>Q: It seems odd to be over generous in some areas and not others? It looks like there may have been concentrating on the lower end of ability rather than higher?</i> <i>A: We are still doing extension tasks for children and wouldn't be looking to give greater depth until further in the year when more curriculum is covered and concepts applied further.</i></p> <ul style="list-style-type: none"> • When we come to the end of the year we can compare properly • We've always been weak at challenging the top performers and well as supporting bottom end <p><i>Q: What do you take from the data, is there is anything to take and turn into an action or make changes?</i> <i>A: Not at the moment, we are carrying out pupil progress meetings this week, reviewing interventions for lower ability and challenges for higher, we have been looking at this closely. The Autumn term data shows us a</i></p>	
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<p><i>starting point and a path to follow, we shall see greater movement in the Spring term The results of interventions should start to show soon</i></p> <ul style="list-style-type: none"> • PS suggested that governors may have been able to see a better comparison if we'd looked at the data from Autumn 20/21 to Autumn term this year. • Governors stated that the data is much better than they have previously seen • There is an LA review tomorrow so we will see what they think • We have come a long way since September and this can be seen in children's books. We have also seen noticeable shifts in other areas i.e. after the phonics training, TA's went away and planned interventions and got all resources ready to implement which is not the type of thing that was happening previously <p>Further questions re comparison data raised via email and not discussed in the meeting:-</p> <p><i>Q: Is this comparison data for the same cohorts i.e. Y6 data is old vs current for the same children or is it the children who have left for Y7 vs current children?</i></p> <p><i>A: The reports are in the same format as last time and the comparisons are where the children were at the end of the last year i.e. end of Year 5 now are Year 6 as you asked for comparisons so see where they were and are now.</i></p> <p><i>Q: Reading: We appear to have lost at the top and the bottom. Is this a more honest/accurate assessment and catch-up; or a reduction in stretch for top performers while concentrating on the weakest?</i></p> <p><i>Writing: Same issues I think - Yr 6 obviously concerning, can they catch-up by SATS time?</i></p> <p><i>Maths: Same issues as reading and writing we appear to have lost the top performers.</i></p> <p><i>Combined attainment in 6 assessments - what does this mean/tell us? The numbers don't look great, but I don't understand the context.</i></p> <p><i>A: You would expect the children and the year groups to be at different stages at this point in the year as only up to 30-40% of the curriculum has been taught. Our assessments are similar to those at Almondsbury. I have faith that the Year 6's will make up the assessments. There's are slightly different as they have a different assessment criteria for the end of the year to everyone else. This is due to the external assessment frameworks we have to assess the pupils against.</i></p> <p><i>Q: Do we have a wider comparison across the LA?</i></p> <p><i>A: There are no comparisons from other schools as all have different systems. We won't have comparisons at the end of the year for the year groups apart from Year 2 and 6 after the SAT's.</i></p> <ul style="list-style-type: none"> • In staff meetings we have been looking at planning, challenge & support • SEND report – woven some areas into quality of teaching staff meetings, looked at teachers roles and responsibilities re SEND • Attendance – its' not where we'd like it to be - national is 90.4%, LA 95.8% surprisingly at the end of Term 2. • If we took covid absences out our figure would be more like 95.5% 	<p>PS to create data comparison from Autumn term last year to this year</p>
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	<ul style="list-style-type: none"> • One exclusion in Autumn term. Updated behaviour plan put in place which is working well • There have been a couple of internal exclusions due to home situation of child so external exclusion was not appropriate. • CPOMS data – was not circulated in advance. PS displayed on screen and talked through. This is from Autumn term • Behaviours and attitudes – ‘Give me 5’ been introduced through oracy programme. Conversation contract has been introduced which is being really successful and paying dividends <p><i>Q: Have we ever had any FOI requests around what info is on held on CPOMS about a child/family?</i> <i>A: No</i> <i>Q: Behaviour in Y5, are there interventions in place?</i> <i>A: Nic B-M has been monitoring behaviour of girls very closely. 2 TA's also working closely with class and monitoring</i> <i>Q: Do we use ELSA?</i> <i>A: Yes, Wendy Lewis is our ELSA person although she has not done as much as would have liked due to covering in Y5</i> <i>Q: What is the impact on Y5 of class teacher's absence educationally?</i> <i>A: It is disruptive. Teacher has done the planning for next 2 weeks, then Nic B-M and Sarah M will cover/monitor this</i> <i>Q: Can we do anything else like moving teachers from other classes?</i> <i>A: That's what happened last year and there was a huge backlash from parents (when DH was moved out of class and covered others). It is something we have considered</i> <i>Q: Is Wendy getting support in the class from TA's while she is covering teacher?</i> <i>A: Yes, another TA in class and support from Nic/Sarah</i></p>	
8	<p>Review of SDP and Rapid School Improvement Plans <i>Plans circulated in advance</i> <i>Q: Phonics teaching still quite variable, are you hoping the new scheme will reduce the variability?</i> <i>A: Yes, it will. Also Laura Cox has started to do the phonics in R & Y1</i> <i>Q: Why has Catch up not started yet?</i> <i>A: We can't find anyone to do it. Recent survey shows 66% of schools in our area have vacancies, vast majority TA's & LBS and other schools are also struggling to get tutors and teachers to cover catch up unless they have part-time teachers able to work extra hours</i> <i>Q: Is the amber text of particular significance?</i> <i>A: No, it's not a rag rate, each update is done in a different colour</i></p>	
9	<p>Policies and Other Documents <i>Policies circulated in advance of meeting</i></p> <ul style="list-style-type: none"> • Educational Visits – agreed & ratified <p><i>Q: Who is Educational Visits approval group?</i> <i>A: HT & SBM</i></p> <ul style="list-style-type: none"> • Flexible Working - agreed & ratified • Freedom of Information Requests - agreed & ratified • Lone Working - agreed & ratified 	

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	<ul style="list-style-type: none"> A discussion took place regarding lone working risk assessment and measures in place to ensure safety of Caretaker after locking up Managing Sickness Absence - agreed & ratified A discussion took place regarding suspension of Fit Notes from GPs. As this is only a temporary measure, it was decided not to alter the policy 																												
10	<p>Terms of Office</p> <ul style="list-style-type: none"> There are several governor vacancies and terms of office coming to an end. Current situation:- <table border="1"> <thead> <tr> <th>Type of governor</th><th>Current constitution</th><th>Number of vacancies</th></tr> </thead> <tbody> <tr> <td>Co-opted</td><td>5</td><td>4</td></tr> <tr> <td>ExOfficio Foundation</td><td>2</td><td>1</td></tr> <tr> <td>Foundation</td><td>2</td><td>1 (soon to be 2)</td></tr> <tr> <td>Headteacher</td><td>1</td><td>0</td></tr> <tr> <td>LA Appointment</td><td>1</td><td>1</td></tr> <tr> <td>Parent</td><td>4</td><td>0 (soon to be 2)</td></tr> <tr> <td>Staff</td><td>1</td><td>0</td></tr> <tr> <td>TOTAL</td><td>16</td><td>7 (soon to be 10)</td></tr> </tbody> </table> <ul style="list-style-type: none"> Think we need to look at Constitution as FGB of 16 is excessive for the size of school Part of statutory requirements 25% of governors need to be foundation governors Suggest Reconstitute down to 10 - 12 govs <ul style="list-style-type: none"> Co-opted reduce from 5 to 2 Foundation reduce from 4 to 3 Suggest MO move to co-opted position and go out to parents – 2 vacancies Diocese /Circuit to appoint 2 more Foundation govs LA gov from Parish council <p><i>Q: A lot of schools have a member of Clergy from their local church on their board, what about Rev Rowe?</i> <i>A: He is retiring and there is unlikely to be anyone in post for around 2 years,</i> <i>Q: Why?</i> <i>A: The process takes a long time and they may make changes to which churches are covered by new member of Clergy</i></p> <ul style="list-style-type: none"> The governing board was previously larger than 16 and part of the design of the current constitution is 4 foundation, 4 parent governors <p><i>Q: Where does Compton Greenfield sit as they have a Vicar?</i> <i>A: Not sure, we could ask</i></p> <p>Decision - Governors agreed to look at proposals for re-constitution of the board</p> <ul style="list-style-type: none"> MO to ask RM if intends to stand for another term of office 	Type of governor	Current constitution	Number of vacancies	Co-opted	5	4	ExOfficio Foundation	2	1	Foundation	2	1 (soon to be 2)	Headteacher	1	0	LA Appointment	1	1	Parent	4	0 (soon to be 2)	Staff	1	0	TOTAL	16	7 (soon to be 10)	<p>CT to speak with Governor Services/Diocese/MAST to get advise regarding reconstitution process and draft proposal</p> <p>MO to speak to RM re intentions</p>
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11	Reflective Question 'Where have we made a difference today?' <ul style="list-style-type: none"> Better understanding of assessment system Set underway re-constituting Governing board Know what progress has been made in school since last meeting 	
12	Any Other Business <ul style="list-style-type: none"> None raised 	
	Date of Next Meeting <ul style="list-style-type: none"> Wednesday 9th March 2022 at 6pm 	

Meeting Closed: 19.38 hrs

Action Checklist

WHO	ACTION	WHEN
All	Governors to do/repeat Prevent online training module and sent certificate to CT	28 February
MO	Arrange advert for governors in In View magazine (if required after reconstitution)	28 February
PS	Create data comparison from Autumn term last year to this year	17 February
CT	Speak with Governor Services/Diocese/MAST to get advice regarding reconstitution process and draft proposal	25 January
MO	Speak to RM re intentions/stand for another term	31 January

List of Associated Documents

Minutes of FGB meeting held on 16th November
 Chairs Report
 Minutes of Teaching & Learning committee meeting held on 7th December 2021
 Headteacher's Report
 Insight - Attainment Overview Autumn 21 minus Year 5
 Insight - Attainment Overview EYFS Autumn 21
 Insight Attainment comparison end of summer 2020 21 to Autumn term 2 21 22
 St Peter's SDP Plan 2021 22 review Dec 21
 Rapid School Improvement Action Plan 2021-22 review Dec 21 (RAP)
 CPOMS report Autumn Term 2021 22
 Educational Visits Policy
 Flexible Working Policy
 Freedom of Information Requests Policy
 Lone Working Policy
 Managing Sickness Absence Policy

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