

Ruardean C of E Primary School

Minutes of the Governing Body Meeting held on Wednesday 18th May 2022 via MS Teams

Present:

Simon Manning (SM) (Head)	Dan Beard, (DB) (Chair)	Louise Bailey (LB)
Natalie Williamson (NW)	Peter Lucas (PL)	Tanya Haigh (TaH)

Also Present: Matt Bishop (MB) Co-opted Gov Candidate

Apologies: Tony Hughes (TH), Rev Clare Edwards (CE), Emma Smith (ES), Charlotte Hughes (CH), Vicky Barnes (VB)

Not in Attendance: Terry Baldwin (Associate Member), Lynn Pope (LP), Roz Sykes (RS)

Item No:	Action
69.21/22	The chair opened the meeting at 7.00pm <u>Apologies</u> Accepted
70.21822	<u>Declarations of Interest</u> There were no declarations of interest for this meeting.
71.21/22	<u>Governor Vacancies/Recruitment/Appointments</u> a. Current: 1 x Co-opted – Application for consideration : Matt Bishop (MB). MB's application had been received prior to the meeting and circulated to board. MB has a wealth of experience in school governance – He is the Chair of Governors at another local primary school and a staff governor at a local secondary school. He is also a NLG and has experience of providing external reviews and training for GCC and works in partnership with the WGSP in providing network meetings for governors. MB stated he has the capacity to be an effective governor at Ruardean C of E Primary. <i>7.10pm MB left the meeting in order for his application to be discussed and considered.</i> Q: Can a governor hold office on more than two boards? A: Yes, there are no rules to stop individuals from being a governor at two or more schools or academies. The Governance Handbook from the DfE says that it is likely that someone would only have the capacity to serve on more than two school governing bodies in “exceptional circumstances”. As the school is on an improvement journey moving from requires improvement to a good school, along with the board having had several changes over the last few months, recruiting MB as a member would be of benefit to the board and school community as his governance knowledge and experiences can be utilised for developing and strengthening the strategic direction, leadership, and management of the school. The board voted unanimously to appointment MB as a co-opted governor with immediate effect. <i>7.15pm MB re-joined the meeting and was advised of the outcome.</i>

72.21/22

Minutes and actions of last meeting/matters arising**Summary of Action Points:**

Item No:	Action
44.21/22	<p><u>RAP/SDP/SEF</u> RAP to be reviewed to include an updated governor section to include the actions identified from the last governance review in July 2021 :</p> <p>Update: The chair has updated the governance section – aligning impact of governance to school improvement. Action: All members to read and familiarise themselves with the RAP and SEF.</p>
48.21/22	<p><u>Safeguarding</u> All governors to read and review safeguarding documents on MyConcern</p> <p>Update: KB to re-send activation codes and reminders to board members who have not yet completed sign off of relevant safeguarding documents</p>
48.21/22	<p><u>Safeguarding</u> All governors to complete the annual self-declaration via MS Forms</p> <p>Update: - Completed</p>
58.21/22	<p><u>School Improvement</u> Date for data review meeting to be sent to all members. –</p> <p>Update: Completed – Feedback from attendee's was that this was a useful meeting and gave members a clearer understanding of the data tracking system and monitoring used in school, enabling better informed challenge.</p> <p>Next Steps: Further data review meetings to be planned throughout the year following inputting of end of term and key stage data results.</p>
58.21/22	<p><u>School Improvement</u> The date and time of next PG meeting to be sent to all members.-</p> <p>Completed – Next meeting is on 14/07/22 at 1.30pm in school, all governors were encouraged to attend.</p>
59.21/22	<p><u>SFVS</u> A signed copy of the approved SFVS to be submitted to Strategic Finance Team by 31/03/22</p> <p>Completed.</p>
60.21/22	<p><u>Feedback from Committees</u> Governors to read responses to questions raised regarding the SL reports</p> <p>Completed.</p>
62.21/22	<p><u>Safeguarding</u> Governors to send KB details /certificates of any safeguarding training completed.</p> <p>Updated: members were encouraged to complete the Home Office FGM e-learning training</p>

ALL

KB

64.21/22	<u>Governor Training/Development</u> To send date for next triangulation meeting to review the curriculum. Update: To re-book due to low attendance at the last session
64.21/22	<u>Governor Training/Development</u> To book new governor refresher training and via the Diocese - Strategic Monitoring of Christian Vision in a Church Schools and SIAMs for Governors. – Rebooked training with Charlotte Hughes – 14.06.22 - Completed
64.21/22	<u>Governor Training/Development</u> Members to send suggestions for improving communications to Chair Completed: A WhatsApp group for alerts has been established and members are regularly checking school emails.

The minutes of the FGB meeting held on 23rd March 2022 were agreed and signed (virtually) by the Chair.

73.21/22

Headteacher's Report

SM gave an update on the Headteacher's report on the areas which had not been covered in committees and highlighted the increase of students on roll from 81 to 88 since the last meeting, with another student due to join on 23/05/22. If there are 92 children on roll by the October 2022 census, additional budget will be made available to the school for this financial year.

The nursery has advised they have 11 children who will be transitioning to Reception in 2023. This will assist with increasing numbers on roll and the school budget for 23/24.

A full copy of the report can be viewed [HERE](#)

Several questions and challenges regarding the report were raised, responded to, and circulated back to all members prior to the meeting. Where appropriate they were discussed in detail at relevant committees – A brief overview was given by SM, and members were encouraged to review the responses document if not already completed. They were invited to raise any further questions at the meeting.

Response to questions – HT report to governors – May 2022

Planbee questions:

This was discussed in detail during the last Project Group

Q: What are we hoping to achieve from this new resource?

- Consistent approach to ensure the national curriculum is taught.
- Ensures that if any staff leave the school, new staff will know exactly what needs to be taught to cover our two-year rolling programme. Therefore, children will not have curriculum gaps in their education.
- Potential time saving for staff planning and resourcing lessons – wellbeing and managing workload (as per the Gov.uk '[school workload reduction toolkit](#)')

Q: Why did we feel the need for this type of external resource?

- Following monitoring of History, we identified the need to improve the guidance and rigour for teachers to deliver the curriculum. We also received advice from Ian Hart that most 'Good' schools are supporting their curriculum in this way.

Q: What is the impact on the budget? Is it replacing an existing scheme/resource?

- Schemes of work are in the region of £12 for a term. Overall cost will be approximately £300, this is a one-off cost as there is no annual subscription. In comparison to many other commercial products this is great value for money. For example, Collins Geography is £360 on its own.

Q: How do we intend to monitor it?

- SLT will monitor and evaluate their impact at the end of this term and again at the middle of the next. Subject leaders will then continue to monitor as part of their normal subject leader monitoring.

Q: Does it cover all subjects?

- Currently using for History and Geography. We are trialling one unit for science. DT is also available, and the DT lead is going to evaluate it separately.

Q: Would it be possible to see an example of one of these plans and a brief explanation on how it improves what is currently in place?

- On our website curriculum page – this is the link to the geography <https://primarysite-prod-sorted.s3.amazonaws.com/ruardean-cofe-primary-school/UploadedDocument/1a5bf759-6794-4eef-afec-93a62625293f/geography-overviews-for-ruardean-c-of-e-primary-school.pdf>

Attendance:

Q: Have there been issues with attendance with these children in previous years (if they were at Ruardean)?

- Child A and B have had previous issues.
 - Child A has a lower percentage attendance this year of 65.27% compared to 2020/21 which was 72.14%
 - Child B has a higher percentage attendance this year of 80.83% compared to 2020/21 which was 71.01%

Q: Of those children listed have we seen improvements from the support put in place?

- See above for Child A & B
- Child C – attendance is now returning to normal
- Child D – Support from FSW and ELSA has enabled the child to return from a part-time timetable before Easter to fulltime since Easter.
- Child E – Health issues have improved so attendance has been 91.25% since February half term.
- Child F – Unfortunately things have not improved despite home visits and input from the LA. Further action is being taken.

Q: Is there a common barrier to attendance?

- No common barrier for these children, they all have very different needs and circumstances and are from different families.

Q: Could you possibly indicate if any are PP or SEND?

- Report has been updated to indicate SEND/PP

Q: Are we worried about these children? - along the lines of wellbeing/safeguarding concerns?

- All children and families are being supported with everything possible at the moment.

Q: What procedures and processes are in place in terms of supporting children with medical need?

- Any child that has specific medical needs are supported through meetings with parents, liaising with paediatricians, AIMs meetings, delayed starts to the day and early/late pickups and completion of IHP (individual health care plan).

Q: Are attendance figures including or excluding COVID - does this explain why they are so much lower than last year?

- This year includes Covid episodes which has had a big impact on attendance. The two lockdowns in Spring 2020 and 2021 were not included in attendance figures last year.

Parent questionnaires

Q: Were there any comments on the parent questionnaires?

- Couldn't be happier! Thanks for everything, I know it's been a difficult time.
- Didn't know what Vlips were or how used - Could do with explaining to new school members.
- I think Elsa is good and did help my child in some areas due to anxieties with returning to school after covid however I do not think it is the answer to all concerns and I have found concerns about bullying and difficulties with social skills have not been addressed at all
- We have been really pleased with how well Willow and Beech Class teachers have liaised and worked together for the best of all children that have worked in both classes.
- My daughter has only been at this school for a few months, but she had come on so well since starting. She never liked school but now school is all she talks about she's never really had friends, but she has got so many new friends and she loves all her teachers. We never thought she would find a school that she loves going to and feels like she fits in. We really can't thank everyone at Ruardean c of e enough for everything that have done to help our daughter come along as much as they have so far
- No, I'm very happy with everything :)
- Amazing School with amazing teachers/staff

Q: How can we raise the profile and understanding around the role of Governors?

- This has been discussed at governor meetings. A meeting was arranged to discuss this amongst governors, but attendance was very low –
Action: to be discussed further by the governors.

Q: How can we improve parent concerns around communication and dealing with issues? Is this COVID related or anything else?

- There are some parents who don't feel comfortable approaching staff. This is partially due to the impact that Covid has had on the way we have communicated over the last two years, parents have got used to communicating via email or phone. There has been a slight improvement in parents' confidence at approaching staff, this may be due to welcoming parents into Celebration Services, services at the church, PTFA events. These all demonstrate that the school is more 'open' than it has been over the last two years.

There are other events and meetings during this term that will help to foster this openness e.g., sports day, PTFA events, new parent's meetings

Q: My child enjoys school - only in the 60's%? Why do we think this might be?

- By combining Strongly Agree and Agree together the figure is 90%. This combined total is how this result measure every time a questionnaire goes out to parents.

Q: What does SEND look like if we separate SS and EHCP's so we can better compare to national?

- Information taken from our SEF...

'Currently, 57% of our SEND children reside outside our catchment area. As a result, we have a higher-than-average proportion of children currently on SEND support at 26% (19% in mainstream and 7% in the C&I Centre), 10% of the school have EHCPs. All of which is much higher than the national average of 12.2% SEND Support and 3.7% EHCPs'

Q: How do we ensure we are capturing SEND and not 'other disadvantage'?

- There is a detailed PP and SEND provision mapping document which allows separation of those groups. It is also ensured that Insight Tracking pupil information is kept updated so it can filter out the groups when looking at the data.

Q: How many children on 'Early Help' (link with attendance)/ Are these children also being classed as SEND?

- No children/families are currently receiving Early Help through referrals to external support by the school - Parents of the 4 children listed with low attendance have been offered referrals to early help/families first support or support from YMM or social prescribing during TAC or AIMs meetings - all have declined further input at this time. They currently receive support, advice, and guidance from in school FSW, ELSA, SENDCO and Teaching team.

Q: How is the RWI training being shared and disseminated with staff?

- The English lead has shared RWI online training resources with all staff. Notes taken from the training have been shared. Discussions are held in staff meetings with TAs and Ts

Q: Do we have H&S or safeguarding concerns with regards to the entrance to site and the cost of the electronic system?

- Four years ago, GCC completed a site security survey at the school's request. It came out as one of the highest risk sites in the county due to our low boundaries and open site. GCC produced a bid for the school, but it was £65k to do the whole of the lower site, which was way beyond anything that could be afforded even with some funds coming from GCC. Therefore, improvement to fencing is being completed in stages over the years e.g., the tall green fencing by the turning bay, the tall wooden fencing by Larches and now the new gates to be installed this summer from the lower to upper site.

There have been concerns for several years about the boundaries , systems have been put in place to minimise risk e.g., locking gates, radios for all staff on duty, etc. These were highlighted to Ofsted in our last inspection, and they were happy with the

procedures but also recognised the challenges our site has and the financial implications to improve things.

Financially: The school carried forward £3800 capital from last year and have £5100 capital for this year. £5000 is committed to the new gate system, between the lower and top sites. Therefore, £3800 capital funding remains for this year. Therefore, the school is not in a position to support the bid for the additional fencing of £35k, as would have to contribute £17.5k.

Q: What are we anticipating outcomes to be for YR, Phonics and KS2 this year?

YR – Two figures were provided as two children had joined since Easter and this has an impact on the percentages in such a small cohort.

- 5 Children started in September - GLD 80% (4 out of 5)
- 7 children, 2 started at Easter – GLD 57% (4 out of 7)

Year 1 Phonics Screening

- 78% - 11 out of 14 children.
- 1 child – graduated pathway towards EHCP, Ed Psych, Advisory Teacher Service involvement
- 2 children – speech and language, Advisory Teacher Service involvement, Ed Psych

KS2 SATS

- Reading – Exp 66%, GDS 25% (Prior attainment 58%, GDS 41%)
- Writing – Exp 66%, GDS 8% (Prior attainment 58%, GDS 8%)
- Maths – Exp 75% GDS 8% (Prior attainment 58%, GDS 16%)

Quality of education:

Q: Did Ian Hart's visit include learning walks?

- Ian Hart looked at children's work and visited classrooms but did not complete detailed learning walks. He is returning on 22nd June to observe Phonics and Maths lessons.

Q: How are school judgements around Q of E validated?

- Teacher assessments, standardised tests e.g. NFER, White Rose, Benchmarking, work scrutiny, monitoring of T&L, moderation meetings with other schools through network meetings.

Q: In the Project Group meeting, did the evidence provided for the challenge questions allay the challenge or lead to further questioning?

- Evidence was provided for the vast majority of the questions asked during the PG and allayed the challenge questions. The PG wants to see further monitoring on the Planbee resources at the next meeting to see what the impact has been. They also want to see examples of children's work to back up any monitoring.

SDP and RAP:

Q: What do we think will be the main headline priorities for 22-23?

- Reading comprehension in KS2
- Writing in KS2 with the main focus on the transition from KS1 to lower KS2

74.21/22	<p>Action: Governors were requested to post questions/challenges in shared document or send to the clerk to post as to avoid duplication of questions</p> <p>Further Questions raised:</p> <p>Q: Can you Expand on Ian Harts Visit and next steps?</p> <p>A: Prior to visiting the school Ian was sent the RAP,SEF, the last Ofsted report and copies of improvement reviews. He reviewed the curriculum and relevant documents on the website. He spent time in school with SM going through these documents and his findings and put forward suggested changes.</p> <p>Ian verified that the current Curriculum systems such as approach to reading, writing, and maths were comparative to 'good' schools. Phonics provision demonstrates consistent and improving results. Review of PlanBee schemes of work confirm that they address NC and provide lesson plans that are sequential.</p> <p>The SEF has been updated by Ian to reflect his findings; areas highlighted in yellow. Governors were encouraged to review.</p> <p>He is due to revisit on the 22nd of June to complete lesson observations, focussing primarily on phonics and maths across the school.</p> <p><u>School Improvement Project Group Feedback/RAP</u></p> <p>DB and SM attended the last meeting with Sandra Parker (Performance Advisor), Clare Dudman (GCC Head of School Improvement), Jo Hunter, (Director of Education for the Diocese). E Spence (Teacher) attended to discuss subject leadership of DT. Challenge was provided along with supportive suggestions and ideas.</p> <p>No performance grading was given due to upcoming changes to a new risk rating system, where improvement areas will then be rated high, medium, or low.</p> <p>The few actions identified at the meeting were around providing more evidence of impact and review of the PlanBee schemes of work. To identify what the schemes look like in the classrooms along with samples of work.</p> <p>SM is completing regular monitoring and feedback is being given from teachers and where needed, areas are being tweaked and improved to meet the schools' requirements.</p> <p>Discussions and findings during the PG meeting highlighted the priority need for governors to be in school more, with a clear focus on curriculum monitoring.</p> <p>DB will be visiting the school after half-term to complete a monitoring session on geography, history, and science.</p> <p>ES will be completing a reading assessment with the English lead – Date to be confirmed</p> <p>VB has booked to complete a Pupil Premium monitoring session and has sent in questions prior to the visit.</p> <p>TaH will be scheduling a date to visit the C&I Centre next term.</p> <p>A new visit schedule will be launched after half-term to reflect the curriculum focus.</p> <p>Members were requested to put themselves forward for visits and to contact DB to book ASAP, so that visits can take place before the end of the school year.</p>	ALL
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75.21/22	<p>Buddying/shadowing with other members was encouraged, as to learn from each other.</p> <p>Governors were also encouraged to attend some of the social events taking place in school during Term 6 as to raise their profile.</p>	
	<p>Action: KB to send out a calendar of school events taking place next term to all members.</p> <p>Q: Were any governors involved in the SATs process in terms of monitoring? A: No – It was suggested that going forward it would be good to plan end of Key Stage SATs monitoring in for next year, now that the disruptions and restrictions have lessened. Agreed.</p>	KB
	<p>Action: To add end of Key Stage SATs monitoring into monitoring visits calendar for 22/23.</p> <p>Q: Would there be an opportunity to complete for the phonics screening checks in June? A: Monitoring of the Phonics screening checks may be more difficult to complete as it is conducted one to one with students, so having another adult in the room may affect a student's performance . Governors should be able to complete a monitoring visiting during the multiplication tables check (MTC) for Y4 students. The MTC is statutory for primary schools in the 2021/22 academic year. Schools must administer the MTC to all eligible year 4 pupils between Monday 6 June and Friday 24 June. This is the first year the school has completed, it is planned to completed WC 20/06/22</p>	DB/SM
	<p>Action: Governors to contact NW/SM/DB to arrange monitoring of the MTC</p> <p>The board were reminded that the SEF is the document that Ofsted inspectors will want to see, therefore it is recommended that all governors read the SEF as it is a “live document” which evidences how the school is currently performing. Questions relating to the SEF should be sent through to DB/SM</p>	ALL
	<p><u>Committee Minutes & Feedback</u></p> <p>The Resources meeting had taken place immediately prior to the FGB meeting. Due to low numbers, it was not quorate.</p> <p>A discussion then took place regarding the committees' structure/timings:</p> <p>Due to having several new governors throughout the academic year, and low numbers on some committees, members have been invited to all committee meetings and encouraged to attend whilst new to role. Going forward the structure will be reviewed to align with members strengths, knowledge, experiences, and interests and findings from the recent skills audit.</p> <p>Historically, the Resources committee meetings and FGB meetings have been held later in the month to allow time for the previous months school accounts to be reconciled and the finance reports produced and sent out, at least seven days prior to the meetings.</p> <p>DB will be following up to see how the committees can be better balanced to ensure attendance of at least three governors.</p> <p>It was agreed that the mix of virtual and face to face meetings ensures accessibility to governors unable to travel into the school. It was proposed that this model could be permanently adopted for all future meetings, as it has proved effective and has opened</p>	

	<p>membership opportunities to governors outside of the area, improving recruitment and retention.</p> <p>Action: To hold a meeting to review committee structure and timings</p> <p>Action: To Email/survey all governor's regarding timings and attendance of meeting</p> <p>School Accounts: Governors Budget Plan – The plan was reviewed but the committee were unable to fully recommend to the FGB due to not being quorate. Questions were posed to and answered by SM.</p> <p>LA Finance staff, the School Business Manager and SM have worked together since late January to put forward a balanced budget with small contingency of approximately £7000 for this year (22/23).</p> <p>The budget was reduced from last year due to moving from 99 to 82 children on roll at the October 21 census (which is when the figures are taken to set the budget for this year).</p> <p>There was a good carry forward, which has topped up the reduced funding received this year, this has allowed staffing levels to remain unchanged, which is required due to the now increased numbers and level of needs in the classes - It is hoped this level of staffing can continue if the numbers continue to increase for 23/24 – However this may need to change for 24/25 if forecasted numbers reduce. The 3yr plan predicts a deficit in year 3 – building numbers on roll , increasing pupil premium take up and constant monitoring of staffing levels/costs will assist to reduce the chances of a future deficit budget</p> <p>Capital budget/grant – 50% funding has been approved for the new gates and entry system – School will contribute approximate £5000 from the capital budget towards the cost. The work is being managed by GCC and is due to be completed during the summer holidays.</p> <p>The Chairs of the Performance and Standards and the Parents and Community committees were not in attendance at this meeting to feedback in full, therefore all governors were encouraged to read the committee minutes when sent out for further details.</p> <p>Performance and Standards Headteachers Report: It was noted that the committee reviewed the relevant sections and questions raised in detail and discussed the data training.</p>	<p>DB/KB/SM</p> <p>KB</p>
76.21/22	<p>Governor's Budget Plan (GBP) – The GBP along with a full breakdown of the 3-year plan, (which included commentary and explanations) was circulated to all members well in advance of the meeting for comments and questions, it was reviewed fully at the Resource prior to the FGB meeting. <u>See Item 75.21/22</u></p> <p>Q: Why is there a reduction in support staff costs predicted for 23/24? A: There is currently an agency worker who will be employed on a fixed term contract from October 22 half-term until end of August 23 – It may be that this role is not extended, therefore reducing costs.</p> <p>The GBP was proposed for approval, which was seconded. GBP approved.</p> <p>Action: Approved plan to be submitted to strategic finance by 27/05/22</p>	<p>KB</p>

	<p>Action: Copy of the 22/23 budget plan to be added to Governor's page on the school website</p>	KB
77.21/22	<p>Policies: Nothing to report</p>	
78.21/22	<p>Additional Item: - INSIGHT Data – Progress Ladders Governors can access anonymised student data in the INSIGHT monitoring system used by the school. SM sent out reading data reports to all members to review prior to the meeting. Data scrutiny forms part of the performance and standard's remit and it will be a regular agenda item to review progress ladders and teacher assessments going forward</p> <p>SM gave a brief presentation on the reading progress ladders available and briefed members on how to interpret them. He demonstrated three examples of pupil progress.</p> <p>The progress data evidences the benefits of the consistent approach of the daily phonics session and the RWI resources and clearly pinpoints which children require additional interventions.</p> <p>Q: In the three examples shown, would interventions be the same? A: No , there would be different interventions depending on the child's need – it could include building confidence, collaborating with parents, additional phonics/RWI sessions, 1 to 1 or small group work</p> <p>Q: Would the English data and progress get moderated? A: It has been via RWI phonics assessments – (which now includes comprehension) - This provides black and white evidence which can be drilled down to with benchmarking.</p> <p>The RWI programme is now being used consistently with three students in the C&I centre, whilst not tracked in then same way, there is clear evidence of rapid progress , they are now accessing independent reading. Further work is in progress with the English Lead on how C&I students and those with additional needs can access the phonics assessment.</p> <p>Q:How often is the data updated so that reviews by governors can take place? A: The data is updated at the end of Autumn, Spring and Summer terms. Subjects can be rotated to be reviewed. The next full data capture point would be for governors to review during the September meetings which would include the SATs.</p>	
79.21/22	<p>Safeguarding</p> <ol style="list-style-type: none"> Safeguarding Audit – Independent safeguarding review will take place in school as requested on June 28th, 2022. DB will attend. Safeguarding Governor – DB is the link safeguarding governor – He will be attending safer recruitment and safeguarding for governors training Action: KB to send DB booking details Safeguarding Training – All encouraged to complete Level 1 Safeguarding Children - for Education e-learning available through GCSP. 	KB
80.21/22	<p>Wellbeing Follow up - Feedback from joint wellbeing meeting with staff - Five governors attended – (including two governors who are member of staff) – It was reported that this was a very useful meeting with open and honest discussions and suggestions.</p> <p>Actions identified/In progress Workload - Schemes of work of work have been introduced, which should assist to reduce planning time. It was suggested to use part of staff meeting time to have an open</p>	

	<p>surgery for discussion with subject leaders and SENDCo so that specific cases/ issues can be shared and discussed.</p> <p>Time Limits and Management: The locking and unlocking of gates was identified as a barrier as to why staff do not regularly travel to the other site for lunch breaks. This should be improved with the installation of the new gates over the summer.</p> <p>Staggered lunch cover does also mean that all staff cannot get together at the same time – It was suggested to plan a regular lunch gathering on differing days /times.</p> <p>Staffroom Environment – The PTFA have purchased a shed therefore lots of items can be cleared from the store area – resources can then be relocated from the main rooms. There is a no work zone, and the outside area can be cleared to create an additional space.</p> <p>Wellbeing Support – Staff have access to wellbeing support through the Colleague Assistance Programme as well as the Occupational Health service, this is regularly promoted. Mark Wadsworth is currently completing a Mental Health lead practitioners training and advising SLT regarding developing an action plan and improving the current provision. There is currently no mental health first aid trained staff in school, however CE is a MH forest aider if required. Staff training will be available for those who want to complete.</p> <p>Q: What are the next steps for governors? How will the board know about the impact of changes, training and initiatives?</p> <p>A: It is planned to monitor; it is a standing item on the FGB agenda. The board will conduct a follow up survey in the next academic year</p> <p>Wellbeing - Link Governors- Action: LB/NW to regularly monitor wellbeing and feedback to the board</p>	
81.21/22	<p><u>Governor Training/Development</u></p> <p>a. Skills Audit – Action: MB to be sent a copy of the skills audit checklist</p> <p>b. Triangulation Exercises - Last meeting postponed due to low numbers. Action: KB to send a new date for the triangulation exercise meeting re: curriculum</p> <p>c. Creation of an Ofsted Information Box. - It is now a priority to ensure this is in place and easily accessible, as most of the paperwork is electronic/on SharePoint, it was suggested to put together a quick reference contents list with links to the relevant documents and files. Action: To arrange a date to meet and collate “Ofsted Information Box”</p> <p>d. Feedback from the recent training. - Nothing to report</p> <p>e. Best communication methods – Resolved - No further action.</p>	<p>LB/NW</p> <p>KB</p> <p>KB</p> <p>DB</p>
82.21/22	<p><u>Governor Monitoring/Visits</u></p> <p>TaHs completed visit report was shared with members prior to the meeting. The importance of completing visit reports was highlighted, as to demonstrate clear evidence of governor involvement in the school.</p>	
83.21/22	<p><u>Governor Vacancies/Recruitment/Appointments</u></p> <p>b. Current:</p> <p>i. 1 x Co-opted – Application for consideration : M Bishop – (Moved to the start of the meeting)</p> <p>ii. 1 x LA Governor – Local Secondary schools have been contacted and advised of the vacancy. It has also been promoted with the Parish Council and will be followed up the the wards County Councillor .</p> <p>c. Upcoming: Parent Governor – 09/10/22 – Nomination requests will be sent out in September</p>	

- d. **LA Appointed:** RS term of office has been extended until 31/07/22
- e. **Succession planning:**
- i. **Clerking 22/23** - Mandy Webb's (Clerk to Committees) fixed term contract ends on 31/08/22 – She is not able to extend. KB (Clerk) would like to resign from the clerking role at the end of the academic year – This would provide the opportunity to recruit for one person to clerk the committees and FGB meetings.
Action KB to draft advert and discuss recruitment of clerk further with DB/SM
 - ii. **Associate Members** - Ralph Cole's term of office expired at the end of March. Terry Baldwin will be leaving the school at the end of the academic year.

KB

84.21/22

Set/Agree Meeting Dates – Next Academic Year

Action: Governors to be surveyed on preferred meeting dates and times

Action: To arrange a separate meeting to plan and discuss

KB
DB/KB/
SM

85.21/22

Review GB Annual Timetable

Action: To arrange a separate meeting to plan and discuss

DB/KB/
SM

86.21/22

Correspondence

Nothing to report.

87.21/22

Any Other Business : The Schools Bill : The Schools Bill was published on the 12th May 2022 and is set to deliver on the government's mission to raise standards across the country, increasing attendance and improve safeguarding for children wherever they are educated.

It would be prudent for the board to have this as a standing agenda item going forward so that they can plan and prepare for the proposed changes, especially around formulating plans to join a strong multi-academy trust by 2030, and as the school has a C&I centre, consideration regarding this will need to be carefully thought through, linking up with settings with similar provision who have been through the process, so that lessons learned and best practice can be shared. **Agreed.**

Board members were encouraged to read more about the Schools Bill. If required DB could give an overview at a FGB meeting.

Governor ID Badges : A discussion was held regarding photo ID badges for governors to wear in school. The school would order these. **Agreed**

Action : Governors to send KB a photo for ID badge.

KB

Summary of Action Points:

Item No:	Action	By Who	By When
44.21/22	<u>RAP/SDP/SEF</u> All members to read and familiarise themselves with the RAP and SEF	All	Next meeting
48.21/22	<u>Safeguarding</u> KB to re-send activation codes and reminders to board members who have not yet completed sign-off of relevant safeguarding documents	KB	Next meeting

76.21/22	<u>Headteachers Report</u> Governors were requested to post questions/challenges in shared document or send to the clerk to post as to avoid duplication of questions	ALL	Next meeting
74.21/22	<u>School Improvement</u> KB to send out a calendar of school events taking place next term to all members.	KB	31/05/22
74.21/22	<u>School Improvement</u> To add end of Key Stage SATs monitoring into monitoring visits calendar for 22/23	DB/SM	Sept 22
74.21/22	<u>School Improvement</u> Governors to contact NW to arrange monitoring of the MTC	ALL	First week of Term 6
75.21/22	<u>Committee Minutes & Feedback</u> To hold a meeting to review committee structure and timings	DB/KB/S M	June 22
75.21/22	<u>Committee Minutes & Feedback</u> To email/survey all governor's regarding timings and attendance of meeting	KB	31/05/22
76.21/22	<u>Governor's Budget Plan (GBP)</u> Approved GBP to be submitted to GCC strategic finance team by 27/05/22	KB	27/05/22
76.21/22	<u>Governor's Budget Plan (GBP)</u> Copy of the 22/23 approved budget plan to be added to Governor's page on the school website	KB	June 22
79.21/22	<u>Safeguarding</u> KB to send DB booking details for safer recruitment and safeguarding for governors training	KB	31/05/22
80.21/22	<u>Wellbeing</u> LB/NW to regularly monitor wellbeing and feedback to the board	LB/NW	Each meeting
81.21/22	<u>Governor Training/Development</u> MB to be sent a copy of the skills audit checklist	KB	31/05/22
81.21/22	<u>Governor Training/Development</u> KB to send a new date to all for the triangulation exercise meeting re: curriculum	KB	31/05/22
82.21/22	<u>Governor Training/Development</u> To arrange a date to meet and collate "Ofsted Information Box"	DB/KB/S M	June 22
83.21/22	<u>Governor Vacancies/Recruitment/Appointments</u> KB to draft clerk advert and discuss recruitment options further with DB/SM	KB	31/05/22
84.21/22	<u>Set/Agree Meeting Dates – Next Academic Year</u> Governors to be surveyed on preferred meeting dates and times	KB	31/05/22

		To arrange a separate meeting to plan and discuss and agree meeting dates.	DB/KB/S M	June 22	
	85.21/22	<u>Review GB Annual Timetable</u> To arrange a separate meeting to plan and discuss	DB/KB/S M	June 22	
	87.21/22	<u>Governor ID Badges</u> Governors to send KB a photo for ID badge	ALL	June 22	

There being no further business, the vice-chair closed the meeting at 8.35pm.

CHAIRPERSON Dan Beard

DATE13/07/22

**Meeting Dates for the Academic Year
Wednesday:**

- 13th July 2022

Governing Body Meetings at 7.00pm

Resources Committee Meetings prior to main meeting at 4.30pm

P&S/P&S Committee meetings on the Thursday before the main meeting at 4.30pm



Headteacher's Report May 2022

(Initials in brackets refer to relevant committees reported to)

School Context

Pupil Numbers (FGB)

- The whole school numbers are: 88 (previously 81)
- Firs have 7 children (previously 7)
- Disadvantaged/Pupil Premium 40% of the school (previously 37%)
- SEND 26% of the school (previously 26%)

Pupils on roll Class Structure				
Willows	Beeches	Larches	Oaks	Firs
7 – YR	14 – Y1 13 – Y2	12– Y3 9 – Y4	13 – Y5 12 – Y6	2 – Y2 2 – Y3 3 - Y4 1 – Y5

Staffing (RC)

- Mr Baldwin will be retiring as of 31st August. Recruitment process has started.
- Training completed this term
 - Mrs Arnett – RWI Phonics
 - Mrs Manning – SIAMS
 - Mr Wadsworth – Mental Health Lead training
 - All staff – Cyber Safety

Premises (RC)

- Another side of the C&I Centre has been re-clad, and all the new cladding has now been painted.
- For information - Mike German (GCC) has provided a quote of £35k to install fencing from the turning bay down to the carpark. This would include a new gate and video/intercom entry system. GCC would fund 50% and the school would have to fund the rest. There is not enough capital formula money in the budget to do this.



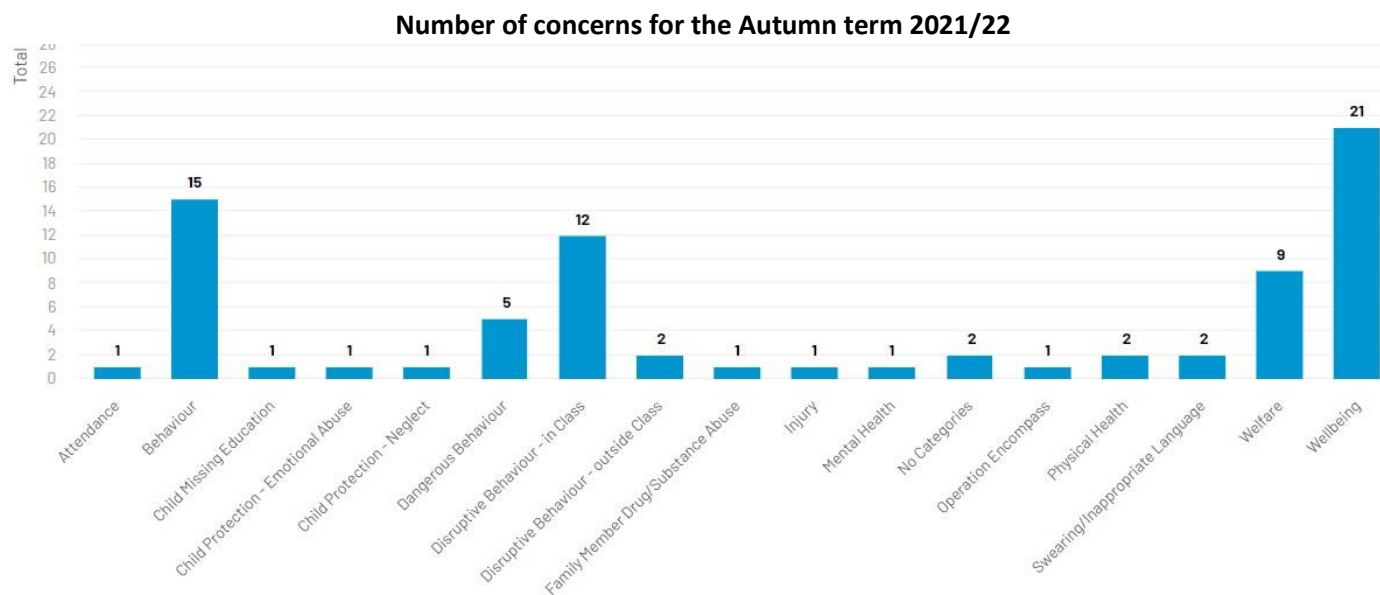
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Health and Safety (RC)

□ Covid ○ Currently no Covid cases in school.

Safeguarding (PCC)

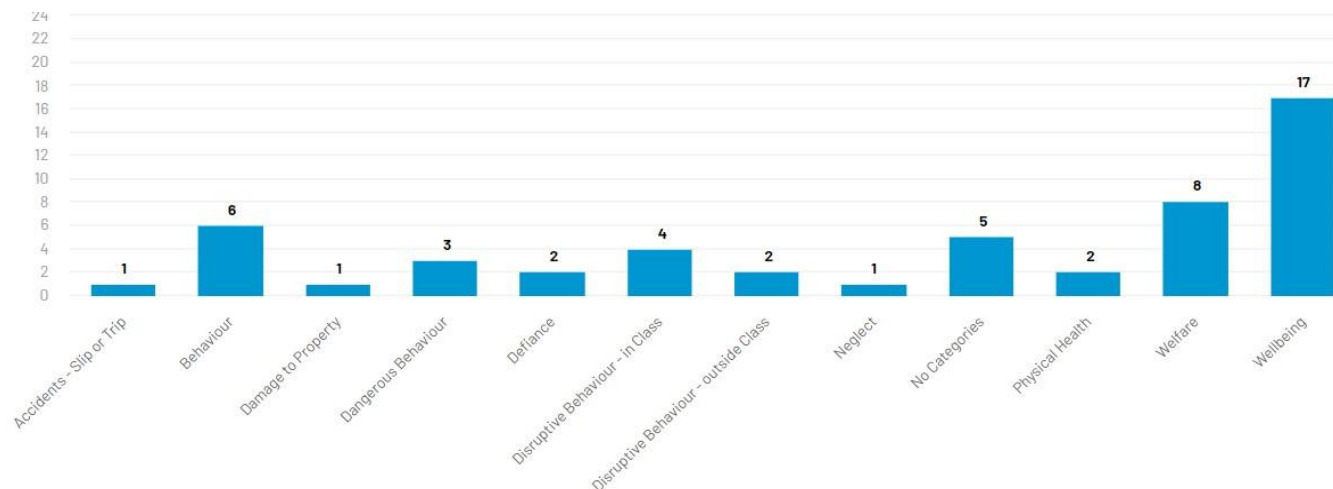
□ One child on CIN (Child in Need), no children on CP (Child Protection) plans.





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Number of concerns for the Spring term 2021/22



Quality of Education (PSC)

- Year 1 children in Willows are now integrated into Beeches for the Summer term to ensure a smooth transition into Year 2.
- The [RAP](#) continues to remain a focus in SLT and is updated regularly. There is a link to the most recent/live document on the Governor OneDrive /useful documents.
- Sandra Parker visited just before Easter and completed joint monitoring of History with subject leader and HT. The key findings of the day were that there needed to be more rigour and guidance for teachers in delivering the curriculum. Following her visit, we also completed monitoring of other foundation subjects to see if we needed to strengthen them as well. We decided that History and Geography required some focus. We evaluated several commercial schemes of work and decided that Planbee was right for us. The Planbee resources fit nicely into our current curriculum. We were able to choose schemes of work that linked directly to our topics but at the same time covered all areas of the National Curriculum. These resources have been used to update our skills progression documents and knowledge organisers. This term Beeches, Larches and Oaks are using the new resources. We will monitor and evaluate their impact at the end of this term and again at the middle of the next.
- DT report from Emma Spence is available [to read here](#)
- Project Group – 4th May - The meeting was attended by Dan Beard (CoG), Sandra Parker (LA Performance Advisor), Clare Dudman (Head of Education outcomes and intervention), Jo Hunter (Diocesan Deputy Director of Education) and Headteacher. ○ We shared progress that the school is making with regards to the RAP e.g., Planbee schemes of work, RWI training, SEF changes, leadership and management progress, governance



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- Emma Spence shared her DT leader monitoring and progress of the subject.
- We shared outcome from Ian Harts visit.
- The meeting had a lot of challenge questions, and we were able to provide evidence to support our responses.
- During the next meeting we will be looking at the monitoring of Planbee, children's work and also Insight Data.
- Minutes will be shared by Sandra Parker in due course.

Leadership and Management (PSC)

- The [RAP](#) provides additional details linking to leadership and management.
- Visit on 29/4/22 from Ian Hart (SIP Consultant) who
 - reviewed and evaluated the following IDSR (Inspection Dashboard, which includes historical data and attendance), SEF (School Evaluation Form), Maths provision, reading in KS2, Phonics and early reading, writing approach, Curriculum intent statements, curriculum overviews, skills progression documents, knowledge organisers, schemes of work e.g. Planbee Geography, History, Science, RE syllabus, etc, examples of subject leader training/CPD, examples of subject leader monitoring. Many items were reviewed in advance of our meeting (as would be done in an Ofsted inspection).
 - Outcome verified that Curriculum systems such as approach to reading, writing, and maths were comparative to 'good' schools. Phonics provision demonstrates consistent and improving results. Review of Planbee schemes of work confirm that they address NC and provide lesson plans that are sequential.
 - [SEF](#) has been updated by Ian to reflect his findings, areas highlighted in yellow.
- DT subject leader has produced [report to governors](#) and have been shared in advance.

Behaviour and Attitudes (PCC)

Attendance

- Persistent Absence – we have six children who fall into the category of persistent absence (lower than 90% attendance). Annotation for each child: (AIM Attendance Improvement Meeting)
 - Child A (65.27% attendance) PP
 - Health issues, AIM, offers of Early Help, FSW
 - Child B (80.83% attendance) SEND
 - CIN, concerns over Covid, AIM, Social Workers, Early Help, FSW, ELSA
 - Child C (58.58% attendance)
 - Family bereavement, ELSA, FSW
 - Child D (77.31% attendance) PP
 - Mental health, Early Help, FSW, ELSA, AIM
 - Child E (70.9% attendance) SEND
 - Health issues
 - Child F (64.69% attendance) PP
 - Social workers, mental health, AIM, Early Help, ELSA, FSW, LA inclusion service
- I have RAG rated our attendance percentages below against the national.



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Group Analysis by Vulnerability			School percentages for 2020 to 2021		National Average 2018 to 2019	
Year to date – Spring 2 2022						
Grouping	Attendance	Unauthorised	Attendance	Unauthorised	Attendance	Unauthorised
Whole School	91.19%	0.27%	94.04%	0.45%	95.3%	1.4%
	Term 1 – 91.2% Term 2 – 92.9% Term 3 – 87.6% Term 4 - 91.4%	Term 1 - 0.7% Term 2 – 0.3% Term 3 – 0.06% Term 4 – 0.16%				
Pupil Premium	90.3%	0.69%	93.11%	0.96%	92.5%	2.0%
	Term 1 – 90.4%	Term 1 – 1.63% Term 2 – 0.58%				
	Term 2 – 93.1%	Term 3 – 0.18% Term 4 – 0.44%				
	Term 3 – 86.7% Term 4 – 88.4%					
SEND Status	88.9%	0.25%	91.62%	0.52%	92.4%	1.5%
	Term 1 – 86.6% Term 2 – 91.2% Term 3 – 87.4% Term 4 – 90.5%	Term 1 – 0.44% Term 2 – 0.57% Term 3 – 0% Term 4 – 0%				



Early Years Provision (PSC)

- During the Summer Term Willows is purely Reception children. We have recently had 2 additional children join so now have 7 in total.
- We have 14 children confirmed for our Reception September intake
- Mrs Spence has already spoken with Acorns Nursery to discuss the transition visits that will be made by the new children during this term.
- Mr Wadsworth is currently working with Kelly, Acorns Manager, to ensure that any children with SEND are supported in their transition to school.

Personal Development (PCC)

Christian Distinctiveness

- Whole school Easter Service was held in the church on the last day of term.
- We have Bishop Robert visiting school on Wednesday 11th May. We will then take a group of children down to the church to support the Bishop in consecrating the extended churchyard.
- The children continue to have daily worship in school, our value this term is Responsibility.

Personal Development

- Results of recent parent questionnaire (59% return rate) – see graph on next page

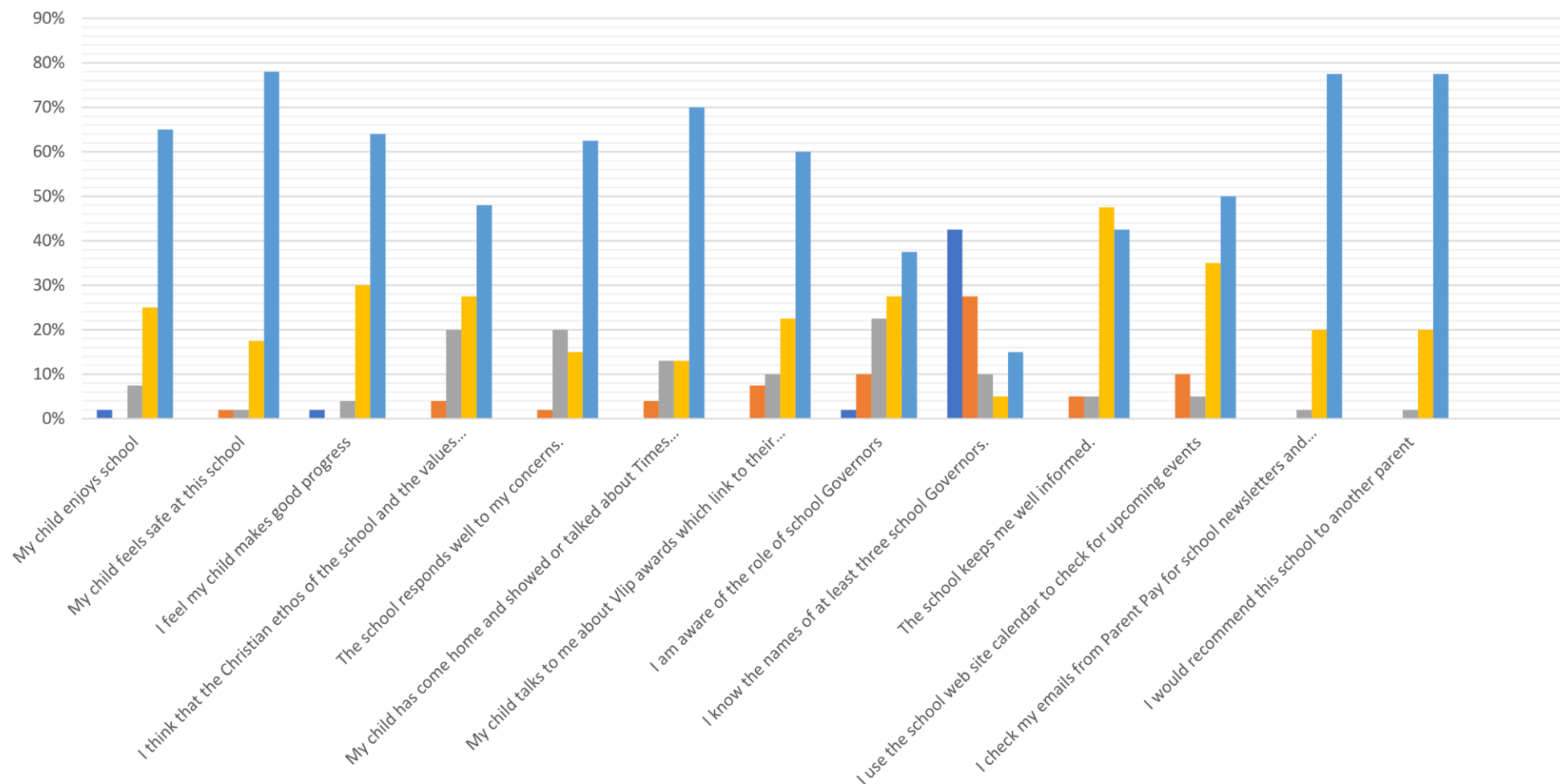


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Parent Evening Questionnaire - April 2022

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree





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