

## Ruardean C of E Primary School

### Minutes of the Governing Body Meeting held on Wednesday 26<sup>th</sup> January 2022 (Virtual Meeting)

Present: Simon Manning (SM) (Head) Vicky Barnes (VB), Tony Hughes (TH)  
 Emma Smith (ES) Lynn Pope (LP) Mark Wadsworth (MW)  
 Rev Clare Edwards (CE) Louise Bailey (LB) Tanya Haigh (TaH)

Also Present: Daniel Beard, (DB) - (Co-opted Governor Applicant)

Apologies: Roz Sykes (RS), Kealey Broddle (KB),(Clerk)

Item No:		Action
	<p>The vice-chair opened the meeting at 7.00pm and welcomed Tanya Haigh (who has joined the board for approximately 12 months as an additional governor appointed by the LA), and Daniel Beard who has been invited to the meeting to observe as a co-opted governor applicant.</p> <p>It was agreed that the meeting would be recorded for the purpose of minute taking in the absence of the clerk.</p>	
37.21/22	<p><b><u>Apologies</u></b> Accepted</p>	
38.21/22	<p><b><u>Governor Vacancies/Recruitment/Appointments</u></b></p> <p>a. <b><u>Current – 3 x Co-opted, 1 x LA Governor 1 x Staff Governor</u></b>        Staff governor nominations have been circulated to all staff members – No nominations had been received. Further requests for nominations will be sent out by the clerk.</p> <p>The Local Authority are still trying to source a suitable candidate for the LA Governor vacancy.</p> <p>2 x applications received for the co-opted governor vacancies. Applications were circulated prior to the meeting for board members to consider.</p> <p>Candidates : Peter Lucas and Daniel Beard</p> <p>Daniel has previously served as a school governor for several years at another local primary school and has experience of chairing board and committee meetings .</p> <p>Peter applied through the advert posted on Governors for School and would be a remote governor due to living some distance away. He has academic qualifications in both law and finance.</p> <p><b><i>7.15pm – Daniel Beard left the meeting to allow board members to discuss the applications.</i></b></p> <p>The board unanimously agreed to appoint both candidates with immediate effect.</p> <p><b><i>7.25pm – Daniel Beard re-joined the meeting and was advised of the outcome of the board's decision.</i></b></p> <p><b>Action: Clerk to send out new governor forms and induction packs to Daniel and Peter and advise governor service and update GIAS.</b></p>	KB

The remaining co-opted governor vacancy is advertised on the school website, along with Governors for Schools and Inspiring Governance websites – It will be communicated in the next school newsletter and on community forums.

**b. Recently Appointed: 1 x Foundation**

Tony Hughes (TH) has received written confirmation from the diocese of his re-appointment as a Foundation Governor – Term of Office 01/11/21-31/10/25

**c. Follow-up from Joint meeting with LA Colleagues on 16/12/21**

The local authority has appointed a further additional LA governor to support the board. Charlotte Hughes has been appointed from 24/01/22 for 12 months – Charlotte has a background in education and will be contacting members and attending the next meeting.

39.21/22

**Extraordinary Election of Chair/Vice-Chair**

Due to the chair recently stepping down from the board, a new chair of governors is now required.

A discussion was held regarding the idea of co-chairs, as there are several new members with limited chairing experience, co-chairing would provide the opportunity to share responsibilities and develop the role together. However, it was felt that this can be more challenging to manage and that having a chair who works closely with a vice-chair would still be the preferred structure.

Nominations for chair were requested. Daniel Beard put himself forward as having previous experience in a chairing role as a school governor.

Tony Hughes is agreeable to continuing in the vice-chair role.

The nominations for both candidates were seconded and then unanimously agreed.

Subsequently, Governors agreed the following:

- Chairperson – Daniel Beard (DB)
- Vice Chairperson – Tony Hughes (TH)

Following the elections – the chairing of the meeting remained with the vice-chair (TH)

40.21/22

**Declarations of Interest**

There were no declarations of interest for this meeting.

41.21/22

**Minutes and actions of last meeting/matters arising**

**Summary of Action Points:**

Item No:	Action
<b>66.20/21</b>	<b><u>Governor Training/Development</u></b> KA and KB to review skills audit <b>Update: Action – All members to complete up to date skills audit as this will identify the boards strengths, and gaps and areas for development – completed forms to be sent to chair and clerk</b>
<b>80.20/21</b>	<b><u>Governor Training/Development</u></b> KB to send out dates for next triangulation meeting – <b>Update: Carried forward</b>

All

06.21/22	<b><u>Publication of Governors Details</u></b> CE to complete governor's profile documents and send to Clerk <b>Completed</b>
24.21/22	<b><u>School Improvement</u></b> All governors to read and familiarise themselves with the RAP and SDP. <b>Completed</b>
25.21/22	<b><u>Code of Conduct</u></b> All governors to read and familiarise themselves with the draft Code of Conduct. To be agreed at next meeting. <b>Completed – To be discussed under item 45.21/22</b>
29.21/22	<b><u>GCC Model Policies/Procedures – HR, Admissions, Exclusions etc.</u></b> Schoolsnet login details to be sent to board members <b>Completed</b>
30.21/22	<b><u>Safeguarding</u></b> Link to KCSiE document on MyConcern to be re-sent to governors who have not yet completed <b>Completed</b>
31.21/22	<b><u>Wellbeing</u></b> LP to complete full summary of wellbeing survey results to present at the next meeting so that an action plan can be drawn up. <b><u>Update: Discussed under item 49.21/22</u></b>
33.21/22	<b><u>Governor Monitoring/Visits</u></b> SM to amend monitoring visits timetable and send to all- <b>Completed but SM will now update again due to changes in board members</b>

The minutes of the FGB meeting held on 24<sup>th</sup> November 2021 were agreed and signed (virtually) by the Vice-Chair.

42.21/22

### **Headteacher's Report**

SM gave an update on the Headteacher's report on the areas which had not been covered in committees.

A full copy of the report can be found [here](#)

### **Q: Does the Headteacher prefer questions /challenge to be raised prior to the FGB meeting?**

**A:** Yes, if possible, there is a shared questions document on SharePoint that governors can complete prior to the meeting, as this allows SM time to seek answers and discuss further during the FGB

The following questions were raised prior to the meeting regarding the headteacher's report, and the responses shared at the meeting.

#### **1. Does the school track pupil lateness to school as well as absenteeism?**

- Yes we do. We have regular meetings/discussions between HT and Mrs Broddle to review registers, identify patterns of lateness and discuss strategies to help families. These meetings focus on attendance, unauthorised and lateness. Strategies used are:

- i. Attendance improvement meetings (AIM) to discuss how we can support family
- ii. Referrals to Early Help
- iii. Mrs B ringing parents early in morning to ensure family is awake
- iv. Referrals to YMM

Late marks	Autumn 2021
Whole school	1.11%
PP	1.65%
Not PP	0.57%
SEND	1.11%

## 2. What % impact has covid had on the attendance?

- The figures below are the overall attendance and does not include the times where we were in Lockdown.
- 14 weeks of the Spring term 2020 the school was in lockdown with partial reopening for YR,2&6 from 8<sup>th</sup> June.
- 57.5% of sessions in the Spring term 2021 were recorded as not attending due to circumstance related to coronavirus. This includes the period of lockdown from 4<sup>th</sup> January 2021 where only children of critical workers and vulnerable children could attend school to the 8<sup>th</sup> March 2021 (8 weeks)

Whole school	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022 YTD	National data in the last 'normal' year 2018 to 2019
Attendance	93.4%	89.01%	94.04%	91.01%	95.3%
Authorised absences	4.5%	10.61%	5.51%	8.47%	3.3%
Unauthorised absences	1.1%	0.24%	0.45%	0.37%	1.4%

## 3. Has any trend analysis been completed on attendance levels and any interventions been identified?

- See answer to question 1

## 4. In terms of safeguarding – There is 5 clear spikes in the data. Is there a link between the areas? Is there an impact on the learning progress? If so what interventions are in place.

- We use MyConcern to also record extremes of behaviour, for example children hurting others or themselves, damage to property, evacuating whole classes due to behaviours.
- There is a link between the columns as two or more options could be selected when recording on MyConcern. The link is stronger between the behaviour columns and mainly refers to 3 children. Strategies to support this are:

- i. Extra TA support
- ii. ELSA
- iii. GFAPS
- iv. Ed Psych
- v. ATS
- vi. EHCP
- vii. C&I Centre support

These strategies to support children have been highly effective as there has only been 1 extreme behaviour incident since the last time reported to governors in November. During the first term there were 24 incidents.

- During the first term we also found a large increase in wellbeing and welfare concerns/notes. Strategies to support this are.
  - i. Referrals to YMM
  - ii. ELSA Support
  - iii. Toucan play therapy
  - iv. Early Help referrals

**5. In terms of Early Years Provision – Where the attainment is well below:- what % of those children are SEND/Pupil premium?**

- There are five children in Reception, therefore one child is equivalent to 20%
- One Pupil Premium child (20%)
- No SEND children
- The PP child is 'well below' in all aspects on EYFS.

**6. If there are pupil premium pupils, is the funding being used to target specific areas of development for the pupils or as an overall targeted initiative for a group?**

- Overall targeted group due to class sizes
- 1:1 interventions are in place to support PP child

**7. Where the attainment is as expected, is there any potential to accelerate anyone to 'above' expectations?**

- All children have the potential, however there are two children who are closer to that aspiration to exceed the ELGs in EYFS and the EYFS staff are fully aware of this and is evident in planning and lesson delivery.

**8. Quality of Education – without seeing the complete background data behind this, it's been difficult for me to understand the whole context, but Y5/Y6**

**maths looks like its struggling (based on the colour codes). What's the reason for this? What interventions are in place?**

- Thought it might be helpful to provide the background data below
- Missing data is where children have joined us mid KS2 and any missing Y2 data is because they have moved from Wales (where there are no KS1 SATS)
- Covid has been the main impact on progress when these children were in Y4 and Y5, you can see those dips in the data.
- During Y5 we completed a Gap Analysis for each pupil against learning objectives for White Rose Maths. This formed the basis for targeted intervention during the summer term of 2021.
- T and HLTA work in small, targeted maths groups to support these children and address misconceptions. Part of our recruitment was to target a math specialist to drive standards and support children, so Mrs Haroun was appointed in Sept 2022 – maths lead with Glow Maths and NCETM. Monitoring also shows that previously high attainers have targeted challenging work.

12 pupils in Year 6, in class OAKS

	Y2 Sum2 Maths SAT TA	Y3 Aut2 Maths Main Assessment	Y4 Aut2 Maths Main Assessment	Y5 Aut2 Maths Teacher Assessment	Y6 Aut2 Maths Teacher Assessment	2021/22 Sum2 Maths End of Key Stage Target
	EXS	3E	4E+	5E-	6E-	6S
	WTS	3E	4E-	5E-	6E	6S
	EXS	3E+	4E+	5E+	6E+	6S
	GDS	3E+	4E+	5E+	6E	6M
	EXS	3E	4E+	5E-	6E	6S
	GDS	3S-	4S-	5E+	6E+	6M
	EXS	3E+	4E+	5E+	6E	6S
					6E+	
	EXS		4E+	5E+	6E+	6S
	PKF	2E	4E	5E-	6E-	6S
				5E-	6E-	6S-
	WTS	3E+	4E+	5E-	6E-	6S
Summary	EXS	3E+	4E+	5E-	6E	6S

Further questions/challenge has been raised regarding the report at the relevant committees

43.21/22

**School Improvement**

**d. Project Group Feedback/RAP**

The RAP was reviewed in detail at the last P&S committee

The Project group meeting is planned for 27/01/22 at 1pm – All governors are encouraged to attend. An invite to the teams meeting has been circulated to members

44.21/22

**b. RAP/SDP/SEF**

The RAP forms part of SDP – The SDP and SEF are live documents that have been updated just before Christmas - Live links has been circulated to members. Members were encouraged to regularly review.

	<p><b>Action: RAP to be reviewed to include an updated governor section to include the actions identified from the last governance review in July 2021</b></p>	SM/DB
45.21/22	<p><b><u>Code of Conduct</u></b>  A code of code of conduct has been devised using the latest NGA model. It includes protocol for virtual meetings. It was agreed to adopt the model.  <b>Action: Code of Conduct to be signed by the chair</b></p>	DB
46.21/22	<p><b><u>Committee Minutes &amp; Feedback</u></b></p> <p><b><u>Parents and Community</u></b>  <b>Policies:</b> Home School Agreement – No changes - Agreed</p> <p><b>Communications/Events: Young Voices Concert – new date put forward – KS2 children will be attending in May</b></p> <p><b>PTFA – Covid secure fundraising = successful Christmas event raised enough money £2000 for 8 new IPADs – school to raise invoice.</b></p> <p><b>SIAMs/Christian Distinctiveness - CE and TH have attended online worship sessions– both will be visiting school more and will be working closely with the new RE lead in school – expectation RE curriculum will be larger due to inter faith requirements</b></p> <p><b>AOB: Defib:</b> Accessibility still under discussion with parish council</p> <p><b><u>Performance and Standards</u></b>  <b>Reports from Subject Leaders:</b> RE, English and Maths – The teachers have taken on these areas of subject leadership in school this academic year, so are developing, and completing relevant training/networking. Reports were circulated to members prior to the meeting.</p> <p><b>English – Subject Leader: Mrs Arnett - 100% passed the phonics screening check completed at the end of last term. The school is using the <a href="#">Read Write Inc</a> (RWI) scheme and have purchased new books. All students have a copy of their own book. There is a waiting list of 18 months for the training support, resources are available, and the programme is expensive for small school budgets to afford, accelerated funding to be investigated. The next steps are to focus on how more reading can be encouraged at home.</b></p> <p><b>RE – Subject Leader: Mrs Rylatt – Monitoring is being undertaken – each class has their own RE display board - which focuses on the one of the 6 values set for each term. Children’s knowledge of Christianity appears good. Next steps will be to develop understanding of other faiths as this is an area for development. Opportunities have been hindered due to impact of covid</b></p> <p><b>Maths – Subject Leader: Mrs Haroun - Conducting pupils voice with pupils across the school has enabled an initial baseline data to measure the impact of the mastering number program to be obtained further assessments will be undertaken in the summer term, – White Rose Maths (WRM) has proven to be more accessible to all and assessments are used at the end of units allowing teachers to assess on what has been taught as well as end of term assessments across the maths curriculum. This has ensured teachers are picking up gaps in pupils’ knowledge after each unit as well as being able to give a standardised score at the end of every term.</b></p> <p><b>SEND Policy:</b> Fully reviewed and agreed. To put forward for approval to the full governing board.</p>	

**Year 6 Attainment :** On track for English. There has been a dip in attainment in maths due to the disruption to learning experienced during the pandemic. The introduction of WRM and recruitment of a maths specialist is having a positive impact.

**Long-Term School Improvement Support:** Ian Hart Consultancy is under consideration for providing long-term school improvement support.

**C&I Centre:** There has been limited direction from the LA regarding the future of C&I Centres, therefore SM and the SENDCo raised with GCC and are now part of steering group with the LA and other centre heads and leads. They are reviewing the current provision across the county. Potentially a new commissioning brief will be agreed. SM has received a draft briefing, which individual schools will be able to personalise to each provision. Funding is under review as every C&I centre is subsidised by the mainstream budget, due to current funds not covering the running costs. There is potential to expand the service and income generation by offering traded services, such as outreach to other settings in the district using expertise and knowledge from the centre.

**Attendance:** Drop in attendance in the last term during to a high number of covid cases This has also impacted on staffing levels and supply cover has been severely reduced. It is unlikely that national average will be achieved by the end of the year.

**Q: Do we have any idea of adult illiteracy among the parents of students?**

**A:** Actual figures/data regarding illiteracy amongst parents is not known but the school does have local knowledge of some families that do have difficulty with reading or where children have not been reading at home three times a week. There are strategies in place in school to target those students with additional reading support. The school regularly promotes local reading cafes and [FRED](#) and with restrictions easing will be inviting parents in to support reading. It is planned to promote and target reading at home over the next term. Mrs Haroun (Y5/6 Teacher) has recently joined reading teacher/reading pupils group run by Cheltenham Festivals which provide supports on developing reading in schools and in the community. From this a lunchtime book club has been started in school.

### **Resources**

The committee was not quorate as only three governors were in attendance. Attendees reviewed the agenda, but no decisions were made.

**School Accounts: Finance** reports received prior to the meeting were reviewed.

**[SFVS](#)** – Currently in progress - To be submitted by 31/03/22 . Further work to be completed. A separate meeting to be held in early March to finalise the content before putting forward for final approval to the board at the next meeting on 23rd March.

**Reviewed:** Pupil Premium, the new school led tutoring grant, the recovery grant, sports premium. Carried forward to discuss in further detail at the next meeting.

**School Website:** Upgrade approved and planned for April/May 2022.

**Q: Has a website audit been completed recently?**

**A:** Resources committee governors completed a full website audit June/July 2021. All actions have been completed. PrimarySite account manager completed with SM and KB in December 2021. Positive feedback was received for the content and compliance at the time of completion. No actions were identified.

**Raising the School Profile:** Members will be revisiting setting up a working party to raise the school profile.



	<p>A breakdown of C&amp;I centre and tutoring grant funding was requested for the next Resource Committee meeting.</p> <p><b>Action: SM to request a breakdown of the C&amp;I centre and the National Tutoring Grant funding from the School Business Manager and Principal Accounting Advisor for the next Resources committee.</b></p>	<b>SM</b>
47.21/22	<p><b>Policies:</b>  <b>SEND Policy:</b> Reviewed fully at the last Performance and Standards Committee- Approval recommended to the board - <b>Agreed</b></p>	
48.21/22	<p><b>Safeguarding</b></p> <ol style="list-style-type: none"> <li><a href="#">KCSiE 2021</a> (The Key provide a useful summary linked <a href="#">here</a>) – Reminder to all member to read and sign off, if not already completed.</li> <li>Annual self-declaration of criminal record and other relevant information – Link to the MS form has been circulated to members. All to complete.</li> <li>MyConcern- Safeguarding system – New governors have been given access to the system, so are able to access local policies and documents and can report a concern is required.</li> <li>Acceptable Use Agreement – This is required annually . A copy of the agreement has been added to MyConcern for sign off.</li> </ol> <p><b>Action: All governors to read and review safeguarding documents on MyConcern</b></p> <p><b>Action: All governors to complete the annual self-declaration</b></p> <p><b>Q: Who is the safeguarding governor?</b>  <b>A:</b> Currently Roz Sykes (RS) – It has been advised by the LA that RS should not be the safeguarding link governor long-term but only as an interim measure as she is an additional governor appointed by the LA to provide short-term support. The safeguarding governor should be an appointed member of the board. It was suggested that two members could complete relevant safeguarding training to take over the role from RS in the near future.</p>	<b>ALL</b>  <b>ALL</b>
49.21/22	<p><b>Wellbeing</b>  <b>Staff Wellbeing:</b> LP completed an analysis of the staff wellbeing survey. A PowerPoint presentation was circulated to member prior to the meeting. LP presented findings at the meeting.</p> <p><b>Observations on questions:</b> Question one on the survey is the only negatively framed question “I am unable...” all other questions are positively framed “I am able, I find time, I know”. This adds a complication when creating a score per individual. If we were to undertake again, it was recommending all questions being positively framed. This question has been excluded from the individual score.</p> <p>Some questions could be clearer to enable more accurate actions plans e.g. Is workload manageable could be expanded to in school/out of school</p> <p><b>Key Observations:</b> 14/19 staff members completed the survey  11 Promotors  3 Passives  1 Detractors</p> <p>Promotors average score: 4.3  Passive average score: 3.7  Detractor score: 1.4</p> <p>Overall, the survey shows that there was a high level of satisfaction amongst the majority of staff at the time of completion, with just one 1 detractor, which could be an unhappy</p>	

member of the team, or they may have misinterpreted the scoring. There was no free text comment to be able to help ascertain how unhappy this individual is.

**What we are doing great at top 3:**

4.79 - There is someone at work who seems to genuinely care about me as a person.

4.64 - There is no bullying in the workplace

4.57 - I feel able to ask when I am not sure about something

**What we need to work on bottom 3:**

2.29 - I am able to "switch off" from work and not dwell on work-related issues

2.64 - I find time for self-care (eating, sleeping, physical activity)

3.00 - I am able to find time in my week to spend time with family or friends

With the top 3 being focused on personal wellbeing this was a recommended area of focus.

The comments reflect the feeling of not being able to manage workload, and unable to switch off. There is recognition that staff are thanked and valued for their hard work, and that some pressures are out of the control of the school leaders.

There were some comments regarding an internal planning template needing to be so detailed – Update: This has been discussed and improved with the team member.

One key area which scored low, was about the feel and use of the staff room.

**Q: What is the staffroom like?**

**A:** It is a multi-purpose room also used for storage, photocopying, student work groups, cookery lessons and it also has PPA workstation. It does have a no work zone, but it is not always possible to have time-out with other activities going on in the room.

**Q: What can governors do to increase the feeling caring around school wellbeing?**

**A:** Increased visits to school (now that restrictions are lifting) will help raise the governors' profile and build relationships within the staff team. Governors could attend social and school events, celebration services, parent meetings, staff meetings and team meetings.

**Q: How often will the board complete surveys?**

**A:** Twice a year would be recommended, to allow time for action planning and changes to be established

**Q: is online learning in addition to delivering face to face teaching adding extra pressure to staff/teacher workload?**

**A:** Teachers have been directed to signpost to established online learning resources as to reduce workload when performing a dual role in class and online.

It was felt that the survey gave an accurate picture of how colleagues are feeling regarding workload with the internal and external pressures in place when working in small school.

**Next Steps - Actions:**

- SM to use staff meetings/training sessions to share good practice on planning and time management.
- DB and CE to visit the school "as a fresh pair of eyes" to look if there are other options within the school to improve staff room space. Recommendations to be feedback to SLT and the board.
- SM to share the survey analysis with staff members and feedback on next steps.

50.21/22

**Governor Training/Development**  
a. Skills Audit – Governors were requested to complete and return skills audits to the Clerk/Chair as this will assist to plan training and recruitment  
b. **Triangulation Exercises** - Not completed due to governor vacancies/absences  
  
**Action: KB to send out next Triangulation Exercise meeting date to all members.**  
  
c. **Governor Hub/The Key** – VB has saved useful documents, resources, and guidance for members onto SharePoint  
  
A discussion was held regarding the benefits and costs of being a member of The Key. DB will investigate the costs so that it could be considered for the next budget or to be taken forward for funding to the LA via the Project Group

KB

51.21/22

**Governor Monitoring/Visits**  
Members reviewed the monitoring timetable and planned visits.  
  
SM will update the timetable and circulate to all members.  
  
New to role governors were encouraged to complete joint visits to build knowledge and skills.  
  
**Q: Do Governors complete a monitoring visit feedback form?**  
**A:**Yes, there is a monitoring toolkit on SharePoint which contains a monitoring form template which has guidance for governors – previous visit reports are also available to review.

52.21/22

**Correspondence**  
Nothing to report.

53.21/22

**Any Other Business**  
Nothing to report

**Summary of Action Points:**

Item No:	Action	By Who	By When
38.21/22	<b><u>Governor Vacancies/Recruitment/Appointments</u></b> Clerk to send out new governor forms and induction packs to Daniel and Peter and advise governor services and update GIAS.	KB	01/02/22
44.21/22	<b><u>RAP/SDP/SEF</u></b> RAP to be reviewed to include an updated governor section to include the actions identified from the last governance review in July 2021	SM/DB	01/02/22
45.21/22	<b><u>Code of Conduct</u></b> Code of Conduct to be signed by the chair	DB	10/02/22
46.21/22	<b><u>Committee Minutes &amp; Feedback</u></b> SM to request a breakdown of the C&I centre and the National Tutoring Grant funding from the School Business Manager and Principal Accounting Advisor for the next Resources committee.	SM	01/03/22
48.21/22	<b><u>Safeguarding</u></b>	ALL	23/03/22

	<b>All governors to read and review safeguarding documents on MyConcern</b>		
48.21/22	<b><u>Safeguarding</u></b> <b>All governors to complete the annual self-declaration via MS Forms</b>	ALL	23/03/22
50.21/22	<b><u>Governor Training/Development</u></b> <b>KB to send out next Triangulation Exercises meeting date to all members.</b>	KB	28/02/22
50.21/22	<b><u>Governor Training/Development</u></b> <b>All members to complete an up-to-date skills audit - Completed forms to be sent to Chair and Clerk</b>	ALL	01/03/22

There being no further business, the vice-chair closed the meeting at 9.35pm.

CHAIRPERSON.....Dan Beard

DATE .....23/03/22

#### **Meeting Dates for the Academic Year**

##### **Wednesday:**

- 23<sup>rd</sup> March 2022
- 18<sup>th</sup> May 2022
- 13<sup>th</sup> 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



(Initials in brackets refer to relevant committees reported to)

## School Context

### **Pupil Numbers** (FGB)

- The whole school numbers are: 81 (previously 82)
- Firs have 7 children (previously 7)
- Disadvantaged/Pupil Premium 34% of the school (previously 34%)
- SEND 28% of the school (previously 28%)

Pupils on roll				
Class Structure				
Willows	Beeches	Larches	Oaks	Firs
5 – YR 9 – Y1	5 – Y1 11 – Y2	11 – Y3 10 – Y4	11 – Y5 12 – Y6	2 – Y2 2 – Y3 2 – Y4 1 – Y5

### **Staffing** (RC)

- Mrs Hull left us on 14<sup>th</sup> January to work in another local school.
- Training completed this term
  - All staff – Fire Safety.
  - All staff – First Aid at Work
  - Mrs Arnett – EYFS training Day 2
  - Mrs Arnett – Building a reading culture

### **Premises** (RC)

- New fire escape decking ramp has been fitted at the side of the C&I Centre.



**Ruardean C of E Primary School**  
*Love of learning, Love of life, Love of one another*  
**Headteacher's Report to Full Governing Body: Term 3 – January 2022**

•KS1 toilets are planned to be partly refurbished during February half term - new flooring with higher sides to replace rotten skirting boards, new water-resistant back boards behind the toilets, toilets to be professionally removed and reinstalled on the new flooring and then redecorated.

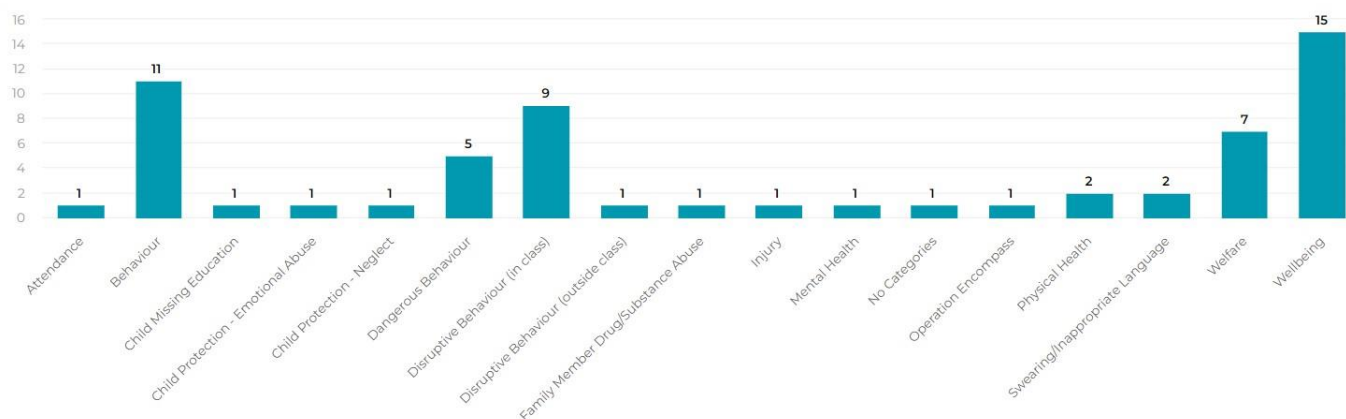
**Health and Safety (RC)**

- Covid
  - 2 members of staff had Covid at the beginning of December
  - From Wednesday 12<sup>th</sup> January we have had 19 positive cases (includes 2 staff)
  - Oaks and Firs are closed for w/c 17<sup>th</sup>, due to high number of children testing positive and staff shortages.
  - Larches, Willows and Beeches remain open
  - We have many parents keeping siblings of positive cases off school.
  - Children who are not ill are being provided remote education through Seesaw.
  - Acorn's nursery has also closed due to staff shortage and children testing positive
- Fire escape decking outside Firs – see 'premises'.

**Safeguarding (PCC)**

- One child is on CIN (Child in Need) plan.

**Number of concerns for academic year 2021/22 so far**





## Quality of Education (PSC)

- Phonics Screening 100% of Year 2 children passed the phonics screening check.
- Big Write writing moderation was planned for 19<sup>th</sup> Jan but has been postponed due to staff illnesses linked to Covid. Once this is completed the data will be entered onto Insight where we can analyse progress made etc.
- Please see Early Years section below for data on EYFS progress.
- 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.
- Comparison data for Year 6 cohort progress in reading and maths. Autumn data has been used as this has been less effected by Covid disruptions over the last two years

Year 6 data January 2022 12 pupils in Year 6, in class OAKS						
Pupil Count	Y2 Sum2 Reading SAT TA	Y3 Aut2 Reading Teacher Assessment	Y4 Aut2 Reading Main Assessment	Y5 Aut2 Reading Teacher Assessment	Y6 Aut2 Reading Teacher Assessment	2021/22 Sum2 Reading End of Key Stage Target
OAKS: 12 (100%)	GDS	3E+	4E+	5E+	6E+	6S

Year 6 data January 2022 12 pupils in Year 6, in class OAKS						
Pupil Count	Y2 Sum2 Maths SAT TA	Y3 Aut2 Maths Main Assessment	Y4 Aut2 Maths Main Assessment	Y5 Aut2 Maths Teacher Assessment	Y6 Aut2 Maths Teacher Assessment	2021/22 Sum2 Maths End of Key Stage Target
OAKS: 12 (100%)	EXS	3E+	4E+	5E-	6E	6S



## Leadership and Management (PSC)

- The RAP provides additional details linking to leadership and management.
- In December we organised a cluster meeting with all the C&I Centre heads or SENDco to discuss issues and concerns about support from the local authority. We then arranged a meeting with Amanda Henderson, Head of Service for Children with Additional Needs, which was held on Friday 14<sup>th</sup> January. This was attended by Amanda, Tracey Oosthuizen (Specialist Commissioning Manager), Sarah (Head of EHCP Process and Provision) and representatives from Christchurch and Gastrells. It was a very positive and productive meeting where the outcome will provide clarity on the casework selection panel process, a fairer funding package, support from speech and language, clarity on provision and purpose of the centre by writing a new commissioning brief to replace the old and out of date service level agreement and clearly defined pathway for children to access services. Further meetings and working parties will be held with the LA to move things forward

## Behaviour and Attitudes (PCC)

### **Attendance**

□ I have RAG rated our attendance percentages below against the national.

Group Analysis by Vulnerability				School percentages for 2020 to 2021		National Average 2018 to 2019	
Year to date – Autumn 2021							
Grouping	Attendance	Unauthorised		Attendance	Unauthorised	Attendance	Unauthorised
Whole School	92.1%	0.5%		94.04%	0.45%	95.3%	1.4%
	Term 1 – 91.2%		Term 1 – 0.7%				
	Term 2 – 92.9%		Term 2 – 0.3%				
Pupil Premium	91.7%	1.1%		93.11%	0.96%	92.5%	2.0%
	Term 1 – 90.4%		Term 1 – 1.63%				





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**Headteacher's Report to Full Governing Body: Term 3 – January 2022**

	Term 2 – 93.1%	Term 2 – 0.58%				
SEND Status	88.8%	0.51%	91.62%	0.52%	92.4%	1.5%
	Term 1 – 86.6%	Term 1 – 0.44%				
	Term 2 – 91.2%	Term 2 – 0.57%				

## Personal Development (PCC)

### ***Christian Distinctiveness***

□ The children continue to have daily worship in school, our value this term is Hope.

### ***Personal Development***

□ Christmas events were held and well attended – Advent Fair, disco, movie night. □ The Young Voices Concert on 27<sup>th</sup> January has been moved to the 19<sup>th</sup> of May.



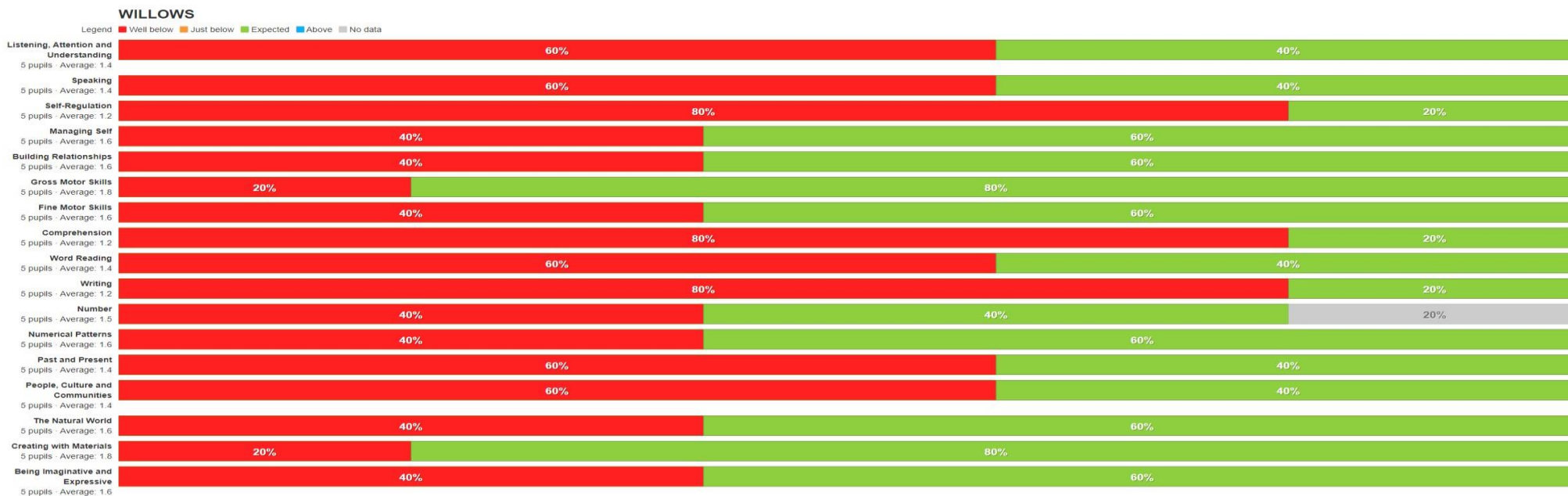
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## Early Years Provision (PSC)

Attainment Overview for Pupils in Reception, in class BEECHES, FIRS, LARCHES, OAKS or WILLOWS - 2021-2022 Entry - EYFSP

Print





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## Headteacher's Report to Full Governing Body: Term 3 – January 2022

ainment Overview for Pupils in Reception, in class BEECHES, FIRS, LARCHES, OAKS or WILLOWS - 2021-2022 Autumn 2 - EYFSP

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### WILLOWS

Legend: Well below Just below Expected Above No data

