

St Catherine's C of E (VC) Primary School, Hoddesdon

Meeting of the Governing Body

Thursday 17th March 2022

4.00-6.00pm

Minutes

Aim High, In Life, In Learning, With God – Together

Present: Jo Devonshire (JD), Peter Falconbridge (PF) (Chair), John Forrest (JF), Cathy Irons (CI), Mike Marsh (MM), Rachel Pennant (RP), John Perkins (JP), Camilla Smitham-Payne (CSP), Ange Wallis (AW) (Headteacher), Dale Webster (DAW)

Observing: Tamara Sharman (TS)

Apologies: Carly Perkins (CP),

In attendance: Andy Mansfield (HfL Clerk)

| No | Item | Action |
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| 1. | <p>Welcome and opening prayer</p> <p>The meeting convened with a prayer at 4:05pm.</p> | |
| 2. | <p>To monitor aspects of the School's Christian distinctiveness</p> <p>The strand being discussed was Strand 6 of the SIAMS inspection framework - Collective Worship.</p> <p>Comments:</p> <ul style="list-style-type: none"> • The summary could be used as a communication to parents as it is a very clear way to detail what the school has been doing. • The school created a collective worship overview at the beginning of the year, and this encompasses the plan for this area. • Creating the 'prayer spaces' seems to be an ideal way we can meet a number of the areas we want to show as evidence in our 202 SIAMS SEF Summary <p>Collective Worship Assemblies takes place on a Monday (AW) and a Thursday (RP) and all governors are welcome</p> <p>The SIAMS working party will meet on the 29th of March to work on the SIAMS SEF Summary document. The meetings will be scheduled termly, and governors were invited to join the group if interested.</p> <p>Question: What do the colour coding references (RBG) on the SIAMS SEF summary mean? Answer: Red is the action the school has taken. Blue shows what the school does to support the action. Green details the impact the activity has on the life of the school.</p> <p>Question: When we talk about 'biblical teaching' how is this done? Answer: The main area is during school collective worship and is carried out by a variety of people.</p> <p>Question: Can you detail the schedule for the daily collective worship? Answer: Monday worship is led by the headteacher; Tuesday worship is a class event; Wednesday is a singing assembly; Thursday is a clergy led assembly & Friday is a celebration assembly</p> <p>Question: Is there a standard weekly topic for the class assemblies? Answer: No, the topic is decided by the class teacher depending on what is happening in class that week.</p> | <p>All Govs</p> |

| 3. | <p>To receive apologies and approve absences</p> <p>Apologies were received from Carly Perkins and consent was given to this absence.</p> | | | | | | | | | |
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| 4. | <p>To declare any conflicts of interest that may arise during the meeting</p> <p>Governors were reminded of the obligation to declare any actual or perceived interest, whether financial or other, in any item on the agenda: there were none declared.</p> | | | | | | | | | |
| 5. | <p>To approve minutes from previous meetings</p> <p>The minutes of the governing body meeting held on 18th November 2021 were agreed to be a true and accurate record of the meetings and would be duly signed by the Chair and forwarded to the Clerk.</p> | PF | | | | | | | | |
| 6. | <p>To confirm actions from previous minutes has been taken</p> <p>The following items from the meeting on 24th June 2021 still require action</p> <table border="1" data-bbox="263 604 1332 761"> <thead> <tr> <th>Item</th> <th>Description</th> <th>Who?</th> <th>When?</th> </tr> </thead> <tbody> <tr> <td>16.</td> <td>SEND Satisfaction survey to be circulated to governors</td> <td>JF</td> <td>ASAP</td> </tr> </tbody> </table> <p>All the other actions have either been completed or are covered elsewhere in the agenda.</p> | Item | Description | Who? | When? | 16. | SEND Satisfaction survey to be circulated to governors | JF | ASAP | JF |
| Item | Description | Who? | When? | | | | | | | |
| 16. | SEND Satisfaction survey to be circulated to governors | JF | ASAP | | | | | | | |
| 7. | <p>To receive notification of any other business for item 18</p> <ul style="list-style-type: none"> No Items were received | | | | | | | | | |
| 8. | <p>To receive an up-date on the 2021-2022 SIAMS SEF</p> <p>The SIC committee reviewed the SEF; SDP & GDP on the 9th March and details of these reviews are in the appropriate SIC minutes which will be posted in the SIC GovHub folder when issued.</p> <p>Question: On the ‘Quality of Education’ survey carried out in the summer of 2021, have we considered the % of respondents that didn’t agree in each category and find out why?</p> <p>Answer:</p> <ul style="list-style-type: none"> This is an anonymous survey making it impossible to follow up individually. It was a small cohort of respondents When we compared the response rate to previous years, and we could see a link between SEN and the small group of disagreements. People are given the opportunity to add bespoke comments. OFSTED created their own survey, and more parents took part in this. A comment was made that ‘SEN parents can be more demanding’. <p>An area for consideration is how to increase participation in the next survey</p> <p>The RAG rating in the GDP has been changed in the 17th March update</p> | SIC | | | | | | | | |
| 9. | <p>To receive an update on the 2020-2021 SIAMS SEF</p> <p>As noted previously, the SIAMS SEF working party will meet on the 29th March to review the summary document and publish an update if required.</p> <p>Question: When are we expecting a Diocesan inspection?</p> <p>Answer: A list of inspections due this year has been published and we are not on it, so therefore it is likely to be 2023. The full update to the SIAM SEF Summary will be required for this inspection.</p> | PF | | | | | | | | |

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| 10. | <p>To receive the Headteacher’s Report</p> <p>The Headteacher’s written report had been circulated with the agenda and questions were invited. A selection of received questions were discussed at the meeting. The following are responses of all the written questions and further questions asked at the meeting:</p> <p>General Overview</p> <p>Question: In the January INSET DAY training on the “role of the subject leader; particularly how effective observations of teaching and learning provide opportunities for monitoring” was there any reference to the subject leader’s role during Ofsted and expectations to discuss knowledge on INTENT/IMPLEMENTATION/IMPACT?</p> <p>Answer: The role of the subject leader and how they can monitor their subject was explored; this necessarily considers the implementation and impact of their subject as the intent is addressed in our whole school overview and rationale behind the curriculum.</p> <p>Question: You state that: <i>Staff were asked to source knowledge organisers for their subject to be trialled in the summer term.</i> What are ‘knowledge organisers’?</p> <p>Answer: Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. They should be no more than one side with all the information broken down into easily digestible chunks.</p> <p>The single side is important in order to focus the minds of the teachers creating them, so they only include what’s absolutely crucial. It is easy for knowledge organisers to become overwhelmingly full of information which then renders them useless.</p> <p>Knowledge organisers can be used for any subject or year group, from the humanities such as history and English to maths and science.</p> <p>It is also important to state what a knowledge organiser is not:</p> <p>Knowledge organisers are not a curriculum, and they will never replace the expert teacher. It’s best to think of them as tools to help teachers enact a curriculum.</p> <p>Who uses knowledge organisers?</p> <p>Knowledge organisers can be a valuable tool for both children, staff, and parents. Subject leaders are usually the ones who write the knowledge organiser, to set out their expectations of what pupils should learn within a subject – and to clarify what is important.</p> <p>School leaders, headteachers and subject leaders then may look at a series of knowledge organisers to check for progression and continuity both within and across curriculum subjects and to ensure standards and expectations for learning are being implemented, and if not, what CPD is required.</p> <p>Pupils may review, revise and quiz themselves using their knowledge organisers.</p> <p>And finally, knowledge organisers are a clear and easy to understand way for parents to be more aware of what their children are learning at primary school and thus to support them</p> <p>Behaviour and Safety</p> <p>Question: The Behaviour Policy has now been combined with the Anti-Bullying Policy to form the Behaviour & Anti-Bullying Policy. The Anti-bullying procedures detail the reporting system through CPOMS. Has there been any incidences of bullying reported this term? Is there still a requirement to report incidences of bullying to County or the Government?</p> <p>Answer: Please see termly safeguarding report for details of CPOMS reporting. No, there is no longer a requirement to report bullying incidents to county or the government.</p> |
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Question: Do we get much input to requests from families for input on the Behaviour policy? If yes, what type of suggestions are received?

Answer: We did not receive any comments following the distribution of the policy and the behaviour workshop was attended by just three family representatives. This could be seen as disappointing but could also be viewed as a positive and confirmation that families are happy with the policy. Points raised at the meeting were useful and the overall response to the new policy was positive.

Question: You note that children showing 'marked resilience' were celebrated. How do you measure 'resilience'?

Answer: Resilience is an assessment of independence & measuring behaviour for each of the 6 criteria of what a 'resilient child' would do. Whilst we are still searching for a technically sound measurement tool for all children, we can see where a child expresses these behaviours, and we celebrate this. **The criteria used in these measurements will be shared on GovernorHub**

JD

Question: In the Attendance section you state – "of the 16 meetings with parents on attendance this term, all but one of the children have improved attendance". Of the 15 'improvers' how many moved out of the persistent absence category?

Answer: 7 have moved out of this category, meaning that their attendance is now over 90%

Teaching & Learning

Question: Were there any key headlines that came out of the maths and RE focus weeks? Anything governors should be aware of for monitoring purposes?

Answer: Please see link governor visit reports

Question: The positive feedback from staff about the new format 'teacher trio' activities mention "a change in practise as a result of the session". Can you give some examples of practice that has changed?

Answer: One teacher I spoke with is more confident with using phonic terminology with children needing support, such as 'phonic fingers' and using a phoneme chart. Looking in books, children who have been receiving the additional support show a clear improvement in their spelling of tricky words.

Another teacher reports now prioritising the needs of the children with additional needs in her class at the planning stages which has ensured a more consistent focus for her.

Question: You state that during the covering of a teachers' absence from class, the opportunity to monitor reading records as well as prompting a free writing session was possible. Both activities have given valuable insight as to home reading as well as the quality of writing throughout the school. Can you elaborate on the insight you obtained?

AND

Question: What insights did you gain following the monitoring of home reading records and the free writing exercise? How will this enable you to support improved reading and writing throughout the school?

Answer: We were able to see the proportion of children who are reading at home regularly and discussed the importance of this with them. We wrote comments in each home reading record which we hope will raise the profile of home reading. In terms of the free writing, key points noted were fed back to the class teachers and written comments provided for children. When we revisit classes in the summer term, we will be able to note progress in writing.

Question: Is there any data available from Herts which indicates levels of deprivation in different areas of the county, which might inform our understanding of our EYFS pupils particularly low levels of attainment on entry?

Answer: The number of children eligible for receipt of the Pupil Premium Grant (PPG) is a good indicator and can be compared with other local schools. There is some indication on this website Indices of Deprivation in Hertfordshire 2019 (arcgis.com) where further information can be found – our area of Hoddesdon is ranked 15 where 1 is the most and 690 the least deprived in the index of multiple deprivation.

Question: You state that the HIP's report will be available later in the term, but did they give any feedback on the day?

Answer: Yes – the feedback was given to the SLT and Chair on the day about what had been done during the visit as well as some of the findings. He was positive about how Little Wandle is being taught in EY and Y1 and advised strict adherence to the methodology outlined in the program with no deviation to ensure its effectiveness.

He reported that he had spoken with families at the start of the school day who were positive about the school's approach to reading and one noted that changes made in September have ensured their child's book is matched more consistently to their reading ability.

He also met with children from years 3, 4 and 6 and spoke to them about reading as well as listening to them read. He reported that reading books were generally appropriate to the child's reading ability and that their love for reading was evident in how they responded to his questions.

Pupil Achievement

Question: The disparity between the school entry attainment standard and the Hertfordshire average in four out of the seven areas, and to my mind, probably the four most important, is so large. I wondered whether there is any additional funded support for which we can apply?

Answer: Not to my knowledge

Question: You mention 'children's attainment on entry' in the narrative to the data in this section. What does this mean?

Answer: This is the measurement of children's baseline of expected standards measured against other schools. They are assessed in 7 areas of learning. We have found that our children have lower scores in speech and language. An anomaly is that all of the schools in our area are lower than the Herts average.

Staffing

Question: Is there a specific role attached to the new HLTA position?

Answer: The role covers PPA and leadership time.

Question: Have all new staff completed their induction?

Answer: Yes

Pupil Numbers (Safeguarding):

Question: Of the 5 children who have moved overseas, what process was followed to ensure the children have relocated safely?

Answer: We ensure we obtain a forwarding address and details of the new school before completing a 'Removal from Roll' form which is then sent to county. Attached to the form is

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| | <p>email confirmation from the parent of their new address and the school the child(ren) will be attending.</p> <p>Response to Ofsted</p> <p>Question: The OFSTED report stated that ‘Leaders are unable to accurately check whether the quality of education in the early years is as good as it could be.’ What specific monitoring systems or practices have been introduced or need to be developed to enable the EYFS staff to more accurately ‘check the quality of education’?</p> <p>Answer: Staff are working alongside our EY lead to develop excellent practise in EY. They have moderated outcomes for specific children and is providing training for the team regularly.</p> <p>As part of his Spring term HIP visit, a visit was made to the EY setting, and observed the teaching of phonics and listened to children reading. The EY Link governor accompanied this observation. Our EY link governor – an EY specialist has carried out a link visit this term – please see visit report for more details.</p> <p>Question: Appreciate it is early days but given the Hertfordshire Improvement Partner saw progress in early reading during his visit last week, do you consider Little Wandle is having a positive impact?</p> <p>Answer: Yes – so far there are positive reports from staff as well as the observations that have taken place.</p> <p>Equality Plan:</p> <p>Question: Will the autism training on 21st March be available for all staff or just those with teaching/teaching assistant responsibilities (Quality Teaching)?</p> <p>Answer. We are encouraging teaching and support staff to attend the training. The Chair of Governors will be attending the morning session.</p> <p>Church Links</p> <p>Question: Has there been any further progress in developing the school worship group?</p> <p>Answer: Yes – the worship group meets weekly and has led two assemblies so far this term – one on St David and the other St Patrick – on these saint’s days.</p> <p>Question: Have the Church and School, notice boards been set up yet?</p> <p>Answer: Not yet!</p> | |
| 11. | <p>To receive the DPO’s report</p> <p>The privacy notices have been updated to the June 2021 versions (from the GDPR Toolkit) The parent/carer & pupil notice is now on the website. All these notices are also on GovernorHub.</p> <p>Question: Data protection rules – do they change constantly or are they static?</p> <p>Answer: They don’t change that often.</p> <p>Question: Do we have to pay a fee to be certified by the Information Commissioner's Office (ICO)?</p> <p>Answer: Yes, we do.</p> | |

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| 12. | <p>To receive a curriculum update</p> <p>The SI committee reviewed the current curriculum update at their last meeting. Minutes of this meeting will be available to governors shortly.</p> | |
| 13. | <p>Committees:</p> <p>Resources Committee (RC):</p> <p>The school's financial value standard (SFVS) audit checklist was reviewed. The school submitted this to county and have now been selected for a full HCC audit.</p> <p>We are aware of the details of the extent of the audit, it is a large job to collate the data. It will be a remote audit probably over a couple of virtual meetings. The deadline for completion is 28th April 2022.</p> <p>Question: Are they auditing that the SVFS audit was completed correctly or are they auditing the schools' financial systems?</p> <p>Answer: They are auditing the schools' financial systems.</p> <p>There was a health and safety visit carried out and reported on.</p> <p>School Improvement Committee (SIC):</p> <p>The committee met on the 8th March and the minutes from this meeting will be available shortly.</p> <p>Performance Review Committee (PRC)</p> <p>There had been no activity since the last FGB.</p> | TF/CI |
| 14. | <p>To receive update on Safeguarding</p> <p>Question: Have the new governors completed the online safeguarding training on Modern Governor?</p> <p>Answer: The importance of taking this training was stressed.</p> <p>Question: Would it be possible for a list of the most important things a new governor has to do to be supplied?</p> <p>Answer: Links to the important training and documents will be recirculated to all governors.</p> <p>Question: What is the area in the school that considers pupil welfare?</p> <p>Answer: Safeguarding is built into every part of a student's school life</p> <p>Question: Are all the safeguarding checks in place and the appropriate checks carried out when required?</p> <p>Answer: The data cannot be shared but the checks carried out on a regular basis are audited.</p> <p>Question: Where are individual safeguarding issues directed?</p> <p>Answer: They will be considered by the head, or they can go directly to OFSTED. The concern over an area of sexual abuse the school had, was reported to the police who said there was a need to prove intent and this was not able to be proved.</p> <p>Question; Are there defined thresholds in sexual abuse cases?</p> <p>Answer: Yes, the police have a set procedure to follow.</p> | PF |
| 15. | <p>To approve policies and confirm policies due for review this term</p> <p>The following policies were agreed:</p> <ul style="list-style-type: none"> • Safer Recruitment Policy | |

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| | <p>Question: Is this a model policy Answer: Yes, produced by HCC/HfL for schools to use</p> <ul style="list-style-type: none"> • Supporting Pupils with Medical Conditions Policy • Virtual Attendance at Meetings Policy <p>The following policy will be considered at the next meeting:</p> <ul style="list-style-type: none"> • Governor Visits Policy (PF) | |
| 16. | <p>To cover Governor matters</p> <p>Link Visits (reports from governors)</p> <ul style="list-style-type: none"> • JF will take on the Science Link role • A Link governor is required to cover reading – Action please talk to the chair to nominate yourself • The next Resources Committee will consider the latest HSE Link report • There will be a follow up visit focussing on the SIAMS review. This will be discussed at the next FGB- topic to be added to next FGB Agenda • Spring term Safeguarding visit will take place before Easter. • A Literacy Link Visit and an Early Years Link Visit have happened. Visit reports will be available shortly. • There is a vacancy for a PE/Sports Premium Link governor – Please nominate yourself to the chair if interested <p>Question: When are reading volunteers coming in to observe reading? Answer: Dependent on DBS checks, the head will schedule as soon as practical.</p> <p>Feedback on training attended</p> <ul style="list-style-type: none"> • The governor’s curriculum briefing in January was very useful <p>Question: Can we provide training feedback in the area we book the training? Answer: Yes, there is an email address available</p> <p>The NGA report ‘Increasing Participation in school & trust governance’</p> <ul style="list-style-type: none"> • A summary would be that nationally there is a shortage governors from ethnic minority groups, leading to an equality issue through lack of choice. • The school has unsuccessfully approached more parents to be governors. It was noted in the past Parent Governors offered first hand feedback. One suggestion was for a separate parent forum. It was noted that only three parents came to the workshop on the behaviour policy. • Governors are encouraged to read the summary report, available on GovHub • Making governors Associate Governors to start with might encourage more people to take part. <p>Question: Has there been any response to the latest advert for parent governors? Answer: Not yet.</p> <p>How to ensure wellbeing is a topic covered at every meeting</p> <ul style="list-style-type: none"> • There is an expectation that we focus on wellbeing at our meetings. It was suggested that a well-being summary be added to the Heads report <p>Review of Recruitment processes</p> <ul style="list-style-type: none"> • The update and approval of the Safer Recruitment Policy and the Succession Planning Policy was seen as carrying out a review in this area. | <p>All Govs</p> <p>CLERK</p> <p>All Govs</p> <p>AW</p> |

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| | <p>Gender Pay Gap information</p> <ul style="list-style-type: none"> A report on the gender pay gap in education is available and will be posted onto GovHub This will become an Agenda Item for the next FGB <p>Equality Information & Objectives</p> <ul style="list-style-type: none"> Governors should be aware that are Equality Objectives are reviewed every 4 years. The last review was in 2020 is available on GovernorHub <p>Food safety</p> <p>It was noted that there is a number of food safety responsibilities for governors. PF will post a copy of the government advice on GovHub.</p> <p>Setting the 2022-2023 Budget</p> <ul style="list-style-type: none"> There are monthly meetings that review the progress of income and expenditure against the budget forecast. The Spring term is the time when budgets are set for the next financial year and HCC have provided the overall figures to the school From these figures the school will prepare the budget proposal which will be, debated and agreed by the Resources Committee and presented to the Governors for final approval The Next FGB Meeting (19.05.22) is where the 2022/23 budget will be approved by Governors. | <p>PF</p> <p>PF</p> |
| 17. | <p>AOB</p> <p>There were no items put forward</p> | |
| 18. | <p>To confirm the next meeting date</p> <p><u>FGB Meeting</u></p> <p>The Next FGB will be held on Thursday 19th May (Budget approval only) at 4pm – close at 6 pm</p> <p><u>Committees</u></p> <p>Resources Committee: Tuesday 3rd May 2022, 4.00-5.30pm</p> <p>School Improvement Committee: Tuesday 7th June 2022, 5.00-6.30pm</p> <p>Performance Review Committee: TBC</p> | |
| 19. | <p>Closing prayer</p> <p>Meeting closed with a prayer at 19.00</p> | |

Summary of Actions

| Item | Action | Responsible | When |
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| 2 | The SIAMS Working Party will meet on 9 th March 2022. Governors to join if interested | All Govs | By 28/3 |
| 5 | The minutes of the governing body meeting held on 18 th November 2021 to be signed and filed | PF | 19/5 |
| 6 | SEND Satisfaction survey to be circulated to governors | JF | ASAP |
| 8 | How to increase participation in next parent survey | SIC | June FGB |

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| 10 | Resilience measurement criteria to be circulated | JD | by June FGB |
| 13 | 2022/2023 SFVS Audit to be completed by 28 th April 2022 | CI/TF | by 28.04.22 |
| 14 | Links to the important governor training modules and documents will be recirculated | PF | ASAP |
| 16 | A Link governor is required to cover reading – Govs to consider | All Govs | ASAP |
| 16. | SIAMS review visit to be discussed at June FGB | Clerk | by June FGB |
| 16. | Vacancy for a PE/Sports Premium Link governor – Govs to consider | All Govs | ASAP |
| 16 | Wellbeing summary to be added to the Headteachers Summer Report | Head | by June FGB |
| 16. | A report on the Gender Pay Gap in Education to be posted onto GovHub | PF | ASAP |