

St Catherine's C of E (VC) Primary School, Hoddesdon
Meeting of the Governing Body
Thursday 30th June 2022
4.00-6.00pm
Minutes

Let your light shine

Present: Peter Falconbridge (PF) (Chair), Jo Devonshire (JD), John Forrest (JF), Cathy Irons (CI), Tracey Fisher (TF), John Perkins (JP), Ange Wallis (AW) (Headteacher), Dale Webster (DAW),

Observing:

Apologies: Mike Marsh (MM); Rachel Pennant (RP), Camilla Smitham-Payne (CSP), Tamara Sharman (TS), Carly Perkins (CP),

In attendance: Andy Mansfield (HfL Clerk)

No	Item	Action
1.	Welcome and opening prayer The meeting convened with a prayer.	
2.	Presentation on Primary Science Quality Mark (PSQM) This presentation was pre-circulated and is available for download from Governor Hub. Mr Hunt noted the highlights from the presentation.	AW/CH
3.	To monitor aspects of the School's Christian distinctiveness Strand 2 – 'Wisdom, Knowledge and Skills' was discussed at this meeting. We are probably expecting a SIAMS inspection in the Autumn/Winter term 2022. We have been focussing on 'what is good and better than good' – a document on the topic had been circulated and is available on Gov Hub . Work we have been doing on Life Skills has been used in this area. The OPAL mentoring programme is being used at lunchtimes. Previous activities have focussed on a map of the world that a child can say what they know about the world and what concerns them about it – this stimulated conversation. Governors were encouraged to consider Paragraph 3 of the report (<i>The school has a clear and secure understanding of spiritual development that is distinguishable from social, moral and cultural development and is shared by staff. Progressively deeper opportunities exist across the curriculum which enable pupils to develop curiosity through Questioning that helps them explore and articulate spiritual and ethical issues. Pupils value learning and enjoy Questioning, listening and responding creatively across a range of subjects.</i>)	

	<p>The school has worked hard to support the spiritual development of children, and this has seen a level of improvement in recent years. We would like to see the church take more of a lead in this area.</p> <p>In two week's time we will be making a film with Durham University that is about science and faith in primary schools. This is something that the school may be able to use.</p> <p>Question: Has RP provided any feedback on the involvement of the Church in developing Strand 2?</p> <p>Answer: There is discussion early in each academic year to combine thinking. Topics such as termly pupil progress meetings; Students Looked After; discussions around the return from Covid have been considered.</p> <p>Question: Did anyone reflect on the area 'what is better than good'? Does it focus on the Christian ethos that is displayed by the leadership?</p> <p>Answer: We do make an effort to include, where relevant, our Christian ethos in everything that we create.</p> <p>Question: Is the Listening Box working? And are there examples of how it is being used? Have there been any disclosures through this system?</p> <p>Answer: Yes, it is being used by pupils further up the school. It is an area where a child can post a concern for a teacher to react to. We have children use this system.</p> <p>Question: Do you talk to the children to show them what is available?</p> <p>Answer: They do know, and the topic is covered in whole school assemblies</p> <p>Question: What is the 'Prayer Space'?</p> <p>Answer: It is an area set up at specific times of the year, normally once per term, where children can explore 'prayer' through their thoughts, discussion and activities. One of these activities used an empty chair, where written messages could be attached. It was well used. We are looking to set up an area with a white board where children can write and leave messages and thoughts for prayer and contemplation at any time, rather than just through the specific Prayer Space days. It was noted that these types of interaction with pupils allows for the spotting of developing trends.</p> <p>Question: What about the staff – do we feel that staff genuinely share the spiritual development of the school?</p> <p>Answer: When we recruit, we always mention that the school has a spiritual viewpoint, and everyone needs to be aware that this is a strength.</p> <p>Question: What does this really mean?</p> <p>Answer: That there is a focus on faith, we need to be very careful as there are a variety of different religions. We do not use Christianity as the only religion. Children are invited to pray not expected to pray. Our Learning Assemblies support this.</p>	
4.	<p>To receive apologies and approve absences</p> <p>Apologies were received from Jo Devonshire (JD), Carly Perkins (CP), John Perkins (JP), and consent was given to these absences.</p>	

5.	<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. No conflicts were recorded.</p>	
6.	<p>To approve minutes from previous meetings</p> <p>The minutes of the governing body meeting held on 17th March and the 19th May 2022 were approved</p>	
7.	<p>To confirm actions from previous minutes has been taken</p> <p>Action 8, Increasing participation in the Parent survey. The last survey had a 23% response rate. This had led to a change of distribution tool, Survey Monkey. This ensures that every family receives the survey.</p> <p>Question: What is the primary method of communication with parents? Answer: Instant messages via the school system and after that email.</p> <p>Question: What is the take up of emails? Answer: We have the email addresses of 97% of the school community</p> <p>All other Items were deemed complete.</p>	
8.	<p>To receive notification of any other business for item 18</p> <p>Music Project</p>	
9.	<p>To receive a review of:</p> <ul style="list-style-type: none"> I. 2021-2022 SEF (Summer 2022 update – SIC 07.06.22) The SEF is due to be updated to the SEF for the 2022/23 academic year in Autumn 2022 II. 2021-2022 SDP (Summer 2022 update – SIC 07.06.22) Updates of the SDP were circulated and discussed at the SIC, no other Questions were asked by this meeting. III. 2021-2022 GDP (R.A.G. rating – 30.06.22) There were no Questions about the RAG rating of the GDP 	
10.	<p>To receive an up-date on the 2021-2022 SIAMS SEF</p> <p><u>SIAMS SEF Summary – Summer update 2022</u></p> <p>We have to have a SIAMS Self Evaluation Summary (SEF Summary). It does not have to be in any specific format. The school have created a book that details the evidence to support work towards each strand. There needs to be evidence of impact, and this will be updated in the book. This will show that it is a working document.</p> <p>Originally, the school had adopted a specific bible story that enabled all the values to be tied into it. However, it is clear that the children and school do not fully own and engage with this story and after discussion it was decided to look for a particular verse that could be used in this area. After discussion it was agreed that the ‘School Story’ would be better represented by Matthew Chapter 5 – ‘The Sermon on the Mount’, with a particular focus on verse 16 – <i>“In the same way, let your light shine before others, that they may see your good deeds and glorify your</i></p>	AW/JD

	<p><i>Father in heaven.</i>" The main theme will be Let your light shine. This will be easier of the whole school to remember. Consideration is also being given for this to be the public strapline for the school.</p> <p>Question: How are we getting this across?</p> <p>Answer: It is being introduced across all areas of the school</p> <ol style="list-style-type: none"> I. SIAMS Review Visit (07.07.21) The SIAMS review report is available on GovHub. This took place in July 2021 II. SIAMS Working Party Meeting. III. The SIAMS Working Party have met. The SIAMS SEF summary has been rewritten and updated where evidence can be related to the different strands. This will be uploaded onto GovernorHUB 	AW/JD
11.	<p>To receive the Headteachers' Written Summer 2022 Report</p> <p>Q. One of the children spoken to on a Governor Visit said that she 'had forgotten to take her book home so her reading record wasn't updated'. Is this something that is recognised?</p> <p>A. We need to discuss this within school to see if regular home recording is still worthwhile. The recording at home needs to be quick and easy. We do see that a regular book change and a comment is worthwhile. We also must consider how much of a motivator/demotivator this is.</p> <p>Q. How are children referred to the POD? What has led to the reduction in the numbered of children referred?</p> <p>A. In our behaviour policy, it states 'Unacceptable behaviour is when the child's actions are putting themselves or others at risk of harm; when children are unable to learn or teachers unable to teach; when a child is significantly verbally or physically abusive towards adults or peers and class-based approaches have been exhausted. A child may be sent to spend some time in the Pod*' I suggest that the reduction in numbers is due to the fact that the children who have spent time working in there would prefer to be in class and have moderated their behaviour accordingly.</p> <p>Q. What are the specific learning behaviours which have helped embed a common 'language of learning' throughout the school?</p> <p>A. Learning behaviours have been introduced to the children throughout the year following the launch of the competition to design characters to represent each of them at the end of the last academic year. The behaviours are; Pride, Curiosity, Independence, Resilience, Collaboration and Challenge</p> <p><u>Teaching & Learning</u></p> <p>Q. Have all staff been 'observed' teaching a lesson by AW/JD during summer 2? How were the 'observations' recorded for feedback? Were there any incidences where staff had different outcomes from these sessions than their statutory appraisal observations?</p>	

A. All teachers have been observed this half term and Jo and I used a modified template that focused on a metacognitive approach to teaching to record our observations, which were then fed back to staff following their session. This template has been adapted to form a planning template in literacy and for general lesson plans to support this approach. As a result of our observations, we have determined that one of next year's main foci for CPD will be to consider each strand of the metacognitive approach in depth and how they can be practically applied in the classroom. This will then provide the focus for observations next year. In terms of the quality of teaching – the outcomes were variable and as a snapshot (which needs to be viewed as just that) 85% of teaching observed was 'good' with none 'unsatisfactory'.

Q. When will the results of the statutory tests be available to the school and to governors?

A. The KS2 SATs results will be available from July 5th. The multiplication test results are in and included on the Pupil achievement document on the Hub and the EYFS data is also included on that document.

Q. You refer to home reading records identifying that 'children reading at home is fewer than hoped', which is disappointing. Is there a possibility that children are actually reading but the records are not being completed by parents - has that been explored?

A. Yes, this is a possibility and something we will address in the SDP for next year

Q. What in the main is the key foci of CPD for staff identified this year?

A. This year, there has been a focus on supporting SEN pupils in the classroom through the autism in schools' pilot, developing subject leadership and CPD from subject leaders. Next year, the emphasis will be on developing a metacognitive approach to teaching.

Wellbeing

Q. Are there any predominant or frequent worries or concerns appearing in the 'listening boxes'?

A. Any concerns of a safeguarding nature are noted on CPOMS, otherwise, they are dealt with by the class teacher and if necessary, brought up at pupil progress meetings. I am not aware of any frequently occurring issues as those that are reported to me are very individual in nature (e.g., friendship issues etc)

Q. How are children identified as requiring the support of the counsellor? Is there a checklist of set of criteria, which determine a threshold?

A. Children are considered for counselling sessions through concerns being flagged up by teachers, other professionals, families or the inclusion team. Some may be recommended due to experiences they have had at home, following bereavement, mental health issues or a range of other concerns.

Q. How is the key worker strategy working? Apart contact with the child and their family, is there a mechanism for key workers to share their knowledge of children with the rest of the staff?

A. The keyworkers system is working well. Engagement with families has increased and the feedback from families has been positive. In some cases, support is being given to both the child and the family (family support work) Keyworkers are main point of contact for the child, whether that is with the family or school staff. Information is shared following any meetings with families and as part of pupil progress meetings or as appropriate.

Q. In the autumn term could the outcomes from the 'Positive Minds' programme be shared with governors?

A. Not sure how this could be shared. It may be more appropriate to share the outcomes of the Lancaster Model survey that is carried out when children are in Y6. Following this, we are sent a summary listing the 3 main concerns that children have identified which are then addressed as a school.

Q. Given the critical nature of the 2022-2023 budget, could the 10% PPA time be reduced, e.g., staff used for cover during 'protected' time?

A. We are not able to ask staff to cover during their PPA time as it must be provided for them for planning, preparation and assessment.

Church Links

Q. Glad to hear the notice boards in Church and School are now up and running. Would it be helpful to the exchange of information if the members of St. Catherine & St. Paul's PCC were added to the mail list for the weekly Newsletter?

A. A copy of the newsletter is sent to the church administrator as well as Rachel. I am happy to send a copy to members of the PCC if this would be considered to be helpful.

Comment: Lovely to see trips and visits resuming giving children wonderful opportunities and lasting memories

Comment: So lovely to hear that for the first time in many years we are in a position of being over-subscribed for the new EYFS intake. Year on year you have promoted the school and that determination has paid off.....well done to all the staff and children who represent St Catherine's with pride.

Assessment

Q. Was there any general feedback following the external moderation for KS1 literacy?

A. Yes, staff judgements were sound

Staffing

Comment: Pleasing to see, other than 1 leaver who will be replaced with an ex-member of staff returning, the staffing numbers retained. Evidence of St Catherine's being a great place to work.

12.	<p>To receive the DPO's Written Summer 2022 Report</p> <p>This is now available on GovHub</p> <p>Question: Did we have any data breaches?</p> <p>Answer: Not since the last one reported (21/10/21)</p>	
13.	<p>To receive a curriculum and attainment update for Summer 2022</p> <ol style="list-style-type: none"> I. Statutory End of Year Achievement Report 2022 II. Whole School Achievement 2021-2022 III. Summary of Attainment & Progress by Disadvantaged Group <p>There are three reports in the [FGB Folder] on GovHub that provide an update in these areas.</p> <p>One of the results that is coming through all the reports is that writing is becoming an issue.</p> <p>Question: Have you seen an uplift in writing since returning to a more stable face-to-face school programme post pandemic?</p> <p>Answer: Yes, especially further up the school.</p> <p>Question: Phonics attainment levels have been stable for a few years now but have dropped for 2021/22. Is this due to the introduction of a new phonics system, based on the 'Little Wandle' scheme?</p> <p>Answer: We believe this scheme has enabled us to achieve the level attained. Some local schools are showing a 20% reduction in this area.</p> <p>Overall, all reception classes in the town are showing high levels of need due to difficulties of educating during the pandemic.</p> <p>Question: What can you put in place for this cohort?</p> <p>Answer: There are a variety of needs, so we are planning a variety of different strategies. The Inclusion team is already visiting. This is a target group for the school next year.</p> <p>Question: How do you get to observe this cohort before they join the school?</p> <p>Answer: We visit the nurseries these children go to</p> <p>Question: Early Years/Foundation - the reported 51% figure is a different measurement (GLD over expected standard) – this makes the comparison unclear; can you comment?</p> <p>Answer: Early years data is based on the pandemic period under a new assessment system for Early Years. All the local schools are reporting similar results.</p> <p>Question: How do you share information</p> <p>A: We have regular meetings with the other Broxbourne and Hoddesdon Heads</p> <p>Question: Key Stage One Teacher Assessment figures. The % of children achieving expected standards in reading and writing and maths (higher than standard) has dropped – what are the reasons for this?</p> <p>Answer: This is a result of the pandemic and lack of direct teacher-led teaching.</p> <p>Question: There is no standard threshold comparison figure for the Multiplication check, is this good or bad?</p>	

	Answer: We do not know; we do not have a base-line data comparison	
14.	<p>Receive Committee Meeting Minutes</p> <ul style="list-style-type: none"> I. Resources Committee. 03-05-22 (MM). Minutes were circulated – the meeting focussed on the 2022/23 budget presentation for the FGB on 19th May 2022 II. School Improvement Committee. 07-06-22 (PF). Discussions at the last meeting related to the SEF judgements, especially how we can move from good to outstanding in the Behaviours and Attitudes category III. Performance Review Committee Report. 07-06-22 (PF). Minutes of this meeting are only available to the PRC committee. A Summer 2022 Report is available to governors on GovHub 	
15.	<p>To receive update on Safeguarding:</p> <p>The termly Safeguarding report has been circulated, via GovHub, prior to the meeting.</p> <p>Governors were asked to complete the various Safeguarding and Safer Recruitment training opportunities.</p> <p>Question: Do you get feedback on the referrals made?</p> <p>Answer: One referral has been closed. The other, we are awaiting a response from Children’s Services</p> <p>Question: The Behaviours incident total noted in the report has no narrative against it, is this correct?</p> <p>Answer: There is nothing specific to note.</p> <p>Question: Your concern over the increase of Home Incidents, specifically the withdrawal of Children’s Services support – did you get notice of this?</p> <p>Answer: Yes</p> <p>Question: Did Children’s Services report back to you regarding the Sexual Abuse incidents?</p> <p>Answer: Yes</p> <p>Question: Is it a standard procedure for Domestic Abuse incidents to be reported to the school? Are you seeing an increase in incidents?</p> <p>Answer: We get automatic reports, and we are seeing an increase in awareness of this type of incident. The school is having to get involved in more incidents outside of school.</p>	
16.	<p>To approve policies and confirm policies due for review this term.</p> <p>The Governor Visits Policy (PF), was approved and a list of policies to consider at the next FGB was discussed</p>	
17.	<p>To cover Governor matters:</p> <ul style="list-style-type: none"> I. Link Visits (reports from governors) Reports have been stored on GovHub II. Feedback on training attended No feedback has been received III. Wellbeing update 	

	<p>This topic has been covered in the Headteachers report</p> <p>IV. Parent Survey (including SEND Satisfaction Survey) This topic has been covered elsewhere in the meeting</p> <p>V. Staffing & recruitment The Headteachers report details the activity in this area. There will not be a major reshuffle in class teachers & JD will be teaching one day a week</p> <p>VI. Equality Information & Objectives Any questions on this topic to be directed at PF/AW</p>	AW/PF
18.	<p>To discuss the Government White Paper – March 2022 'Opportunity for all Strong schools with great teachers for your child'</p> <p>It was noted that this paper was trying to ensure that all schools provide good teachers for all children. It promotes schools employing good teachers and provide them with training to encourage professional development for all. It also encourages specialist accommodation. It was noted that until there were some specific proposals it is a difficult topic to discuss. Discussion will be revisited as more information and guidance becomes available.</p>	
19.	<p>To receive any other business as notified in item 8 A meeting will be held to set the parameters of the Music Project. This will be reported to governors in due course</p>	AW
20.	<p>To confirm the next meeting date <u>FGB Meeting</u> Clerks note: The dates of the FGB meetings were agreed post the meeting as: 24/11/2022; 16/03/2023; 18/05/2023 (budget meeting); 22/06/2023 and dates for <u>Committees</u> have been detailed in the Annual Governor Planner on GovHub here</p>	
21.	<p>Closing prayer Meeting closed with a prayer at 18.45pm</p>	

Summary of Actions

Item	Action	Responsible	When
2.	Upload PQSM Power Point to GovHub	AW/CH	End of term
10.	The SIAMS SEF summary to be uploaded onto GovHub	AW/PF	Next FGB
17.	Governors to send any questions on the Equality Objectives 2020-2024 to PF or AW	Gov.	Next FGB
19.	Report on the parameters of the Music Project	AW	Next FGB