

St Catherine's C of E (VC) Primary School, Hoddesdon
 Meeting of the Governing Body
 Thursday 24th November 2022
 4.00-6.00pm
Minutes

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

Present: Peter Falconbridge (PF) (Chair), Jo Devonshire (JD), John Forrest (JF), Cathy Irons (CI), Tracey Fisher (TF), Carly Perkins (CP), John Perkins (JP), Ange Wallis (AW) (Headteacher), Dale Webster (DAW), Sarah Thompson-Storey (ST), Rachel Pennant (RP), Mike Marsh (MM), Jelisa Smith (JS), Simon James (SJ)

Observing:

Apologies: None

In attendance: Andy Mansfield (HfL Clerk)

No	Item	Action
1.	<p>Welcome and opening prayer The meeting convened with a prayer. The two new parent governors (JS & SJ) were welcomed to the meeting</p>	
2.	<p>Election of Chair and Vice Chair PF was nominated; seconded and unanimously elected as Chair of Governors CI was nominated; seconded and unanimously elected as Vice Chair of Governors</p>	
3.	<p>To monitor aspects of the School's Christian distinctiveness It was proposed that the following was discussed: How governors develop a working understanding of the new school story, based on Jesus' teachings in the Sermon on the Mount (Matthew 5, verses 1-16), with a focus on verses 14-16: - <i>"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. –</i> This section was read to governors.</p> <p>There was discussion regarding changing the Motto (hook line) for the school – the previous line 'Aim High in learning with god together' requires updating as it has become less relevant as the school has progressed.</p> <p>To create a new, Biblical, relevance the teaching from the Sermon on the Mount is proposed. From this, the following section was proposed as the new Motto (hook line) for the school: 'Let your light shine'</p> <p>It is seen as a privilege to help students find their voice and let their light shine. Additionally, we hope that the school will be seen as a beacon for the community. This has been discussed with the staff and SLT and is welcomed by all.</p>	

	<p>Question; Was the change brought about by the imminent SIAMS Inspection? Answer: No, whilst the school is due a SIAMS inspection, irrespective of this the school needs to demonstrate that its vision is relevant, easily understood and rooted in a bible story</p> <p>Comments:</p> <ul style="list-style-type: none"> • The statement recognises that the school is preparing the students for life. • It is a way of showing the whole school community that the school’s vision is expanding to encompass the requirements of the present day. • It underpins the school’s focus on developing children’s adaptability and resilience. • The SIAMS working party is overseeing the introduction of the ne school story across the school community <p>The Launch will be in January 2023. A bonfire event will be held to promote the launch. The logo is being updated to go onto the website and in all school publications. Physical changes to school uniform will not be required until September 2023 and old uniform will be acceptable after this time and will only need to be updated once it has gone past its own ‘fit to wear’ threshold’. We also do not enforce the ‘logo uniform’</p>																
4.	<p>To receive apologies and approve absences</p> <p>None received</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 the from 30th June FGB</p> <p>The minutes of the governing body meeting held on 30th June 2022 were approved</p>																
7.	<p>To confirm actions from previous minutes have been taken</p> <table border="1" data-bbox="225 1352 1289 1675"> <thead> <tr> <th>Item</th> <th>Action</th> <th>Responsible</th> </tr> </thead> <tbody> <tr> <td>10.</td> <td>The SIAMS SEF summary to be uploaded onto GovHub - This action is complete</td> <td></td> </tr> <tr> <td>10.</td> <td>SIAMS SEF summery evidence of impact for book required – This action is complete</td> <td></td> </tr> <tr> <td>17 vi</td> <td>Questions re equality information & Objectives to be directed to PF/AW – This action is complete</td> <td></td> </tr> <tr> <td>19.</td> <td>Report on the parameters of the Music Project – This action is complete</td> <td></td> </tr> </tbody> </table>	Item	Action	Responsible	10.	The SIAMS SEF summary to be uploaded onto GovHub - This action is complete		10.	SIAMS SEF summery evidence of impact for book required – This action is complete		17 vi	Questions re equality information & Objectives to be directed to PF/AW – This action is complete		19.	Report on the parameters of the Music Project – This action is complete		
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8.	<p>To receive notification of any other business for item 18</p> <ul style="list-style-type: none"> • Pupil Premium Statement • Social Media Policy • SIAMS visit – Parent Concerns 																

9.	<p>To receive a review of:</p> <p>I. 2021-2022 SEF (Summer 2022 update – SIC 07.06.22) The SEF was updated for the 2022/23 academic year in and circulated to governors- All 5 areas are graded as GOOD. The SEF was discussed in detail at the Governor’s Away Day (12.10.22) and governors agreed that the evidence provided by the SLT was robust and there was no further evidence to support changing any judgement to OUTSANDING. The governors have been seen to challenge all areas of the SEF, via SIC and FGB. An OFSTED inspection is expected up to October 2023.</p> <p>II. 2021-2022 SDP (Autumn 2022 update – published) The Autumn 2022 update of the SDP had been circulated to the governors prior to the meeting. The focus will be on improving the quality of teaching, via a range of strategies to check for children’s understanding of what has been taught;</p> <ul style="list-style-type: none"> • The continued use of personal mini-whiteboards, • Teachers are being encouraged to prepare questions in advance in order to target specific children • Each class has a set of coloured multiple-choice cards <p>The impact of these changes has been assessed through learning walks. Governor visits are also encouraged to see this in operation.</p> <p>Question: Is there a feeling amongst the staff that this is working? Answer: We have discussed with staff & children and there has been positive feedback</p> <p>The EYFS focus will be to develop literature skills. We acknowledge that some children have a limited language foundation. In EYFS, each specific area within the unit has displayed a list of vocabulary associated with it, which ranges from basic to more specific and advanced language.</p> <p>There have been three EYFS workshops, which were well received by families, detailing how to support children at home with maths and phonics. In addition, the inclusion team hosted a coffee morning, where HABS (Hoddesdon & Broxbourne Settings) attended and spoke of their offers of support in the community.</p> <p>Transition arrangements will continue to be monitored and reviewed to ensure we maintain our excellent service to children, families and feeder institutions.</p> <p>There is an acknowledgement that more work needs to be done to ensure there is greater reference to different cultures within assemblies and generally.</p> <p>Question: What is the faith group? Answer: This is a reference to the SIAMS Working Party.</p>	
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	<p>The 2022-2023 GDP has not been changed since it was previously reviewed at the SIC in October where it was R.A.G. rated</p> <p>Question: There seems to be less green assessments in the RAG rating? Answer: It is a cyclical rating so will fluctuate dependent on the time of year</p>	
<p>10.</p>	<p>To receive an up-date on the 2022-2023 SIAMS SEF This is reviewed through the SIAMS Working Party and has been updated and is available for governors to view on GovernorHub</p> <p>The SIAMS Inspection reviews to school’s performance in 7 key areas (Strands) and the SIAMS SEF presents the evidence supporting the school’s assessment of its progress in each strand. The SIAMS Inspection outcome will have an influence on the OFSTED Inspection process. Ofsted Inspectors will take note on the findings of a SIAMS Inspection as a source of evidence about the school’s performance overall.</p> <p>It was noted that the new SIAMS Summary SEF will need to be uploaded onto GovernorHub</p> <p>The OFSTED/SIAMS mapping document, reviewed and discussed at SIC (08.11.22) is a working document, and this will be updated shortly and issued to governors</p> <p>Question: Does the invitation to attend any assembly still stand? Answer: Yes, it is and the times of the assemblies are in the staff handbook.</p>	<p>PF</p> <p>JD</p>
<p>11.</p>	<p>To receive the Headteachers’ Written Autumn 2022 Report This report was circulated prior to the meeting. Additional comments and Answers to Questions will be noted.</p> <p>Section: General Overview Parent workshops informing families how to support learning at home were led by Joe Pring – the three sessions were attended by 35 families, which is a positive response compared to previous workshops.</p> <p>Question: This sounds encouraging, but can teachers discern the level of support which pupils are receiving at home and whether it is improving? Answer: It’s really difficult to discern the amount of support our children get from home. Even when the reading record is signed, it’s not necessarily an indication that there has been any support given for reading. Children certainly do work at home – evidenced by Timestable Rockstars figures which record how often and how many children access the program in their own time. In addition, SPAG homework is set by teachers and they can see who has accessed the learning from home.</p> <p>From the EY workshops, several parents said to me that it was helpful for them to know how to support their children at home and that they had seen improvements as a result.</p>	

Question: Was Ms Lines meeting with Ryan Parker to review the teaching of RE through the 'Understanding Christianity' and 'Emanuel program'. Are these resources currently being used or is the school considering changing over to use them?

Answer: The meeting was to discuss how to begin to introduce Understanding Christianity, to hand over the physical resource pack and to check that Tracy had access to the online resources. They also discussed how The Emanuel Project can be introduced.

Section. Behaviour

Question: Are there notes of visit available from HfL Early Year's advisor, Anna Hunter and EY specialist SEN advisor Katie Dean, which governors can use to monitor the impact of work being carried out?

Answer: These have been uploaded to 'Notes of Visits' folder on Gov Hub

Question: How many parents attended the inclusion team coffee morning? Did parents give any indication if they found the talk from the HABS Family Support Team useful?

Answer: We have 6 children currently being supported by the Mental Health Team. The group is focusing on friendship, how to make friends and gaining confidence to speak out if there are issues with friends. Children were asked to rate themselves on entry and will rate themselves again on exit from the group and this information shared with school staff.

We had 12 families attend the Inclusion Team coffee morning. Feedback on the talk was generally positive, with one parent commenting that they had 'never heard of HABS' and that the talk was 'very informative'

Question: What is being done to increase pupil numbers?

Answer: Initial interest looks like there are a number of families looking to join St Catherine's. In year admission school 'show rounds' will be carried out by the applicable teaching staff. We make sure we are visible in the town; we were involved in the towns Charter Fair and part of the Remembrance service and the Christmas Parade. There has been some interest from the 'new build' areas, and we acknowledge that the swimming pool is a **USP**

Section: Monitoring Teaching and Learning

Question: What has triggered the adoption of Rosenshine's Principals and moving away from the use of 'Hands up'?

Answer: This has come from our desire to support the development of more outstanding teaching and Rosenshine's Principals are widely acknowledged as being an effective approach to delivering high quality teaching and learning.

The move away from 'hands up' is a result of Jo and I seeing this method of checking for understanding being almost the only one we saw during summer monitoring. There are more effective strategies for checking for understanding that include responses from all children rather than just those volunteering to answer (or appearing to!).

The school has signed up to a nationwide comparative writing programme.

Question: I appreciate that your report cannot go into extensive detail, but you make a rather cryptic comment about the outcome:

'The school then receives a summary report detailing outcomes for our cohort. So far, this has been carried out in Y3 with interesting outcomes.

Can you elaborate on 'interesting outcomes' and are the results consistent with the finding under 'Pupil Achievement', which 'acknowledge that standards in writing are of concern'?

Answer: The particularly interesting aspect is that there was a significantly higher percentage of children writing at the expected standard than had been indicated by the Y3 teachers when they submitted their writing assessments at half term.

Question: Does participation in the nationwide comparative writing programme help in identifying problems and making improvements to the teaching of writing at the school?

Answer: It helps with confirming age-related standards and it is useful to see common issues in all children of this age. Following moderation, next steps are identified to inform teaching.

Question: You note the Y3 involvement in the comparative writing programme and the feedback report showing 'interesting outcomes'. What were these outcomes and how will they help staff develop better outcomes for writing in general?

Answer: The task compared writing of 490 Year 3 pupils from schools (that took part in the program) across the country. The results showed that from our School, 68% achieved Expected standard, 18% achieved Greater depth compared to the average from all schools that took part 69% achieved Expected standard and 13% achieved Greater depth. This is a lot higher than initial teacher assessments provided last half term. The report also shows scaled scores for each child within the class which has helped staff consider where children are closer to the expected standard than their initial thoughts. Next week we will receive a set of 'exemplar' scripts - roughly 15 scripts from the Year 3 writing window, which will hopefully be a useful resource to help schools understand the kind of work that is produced for a range of children's scores.

Question: What CPD was provided by Herts advisor, Michelle Nicholson? When would you expect to see any impact? Can a report be provided for SIC?

Answer: See report that has been uploaded to 'Notes of Visits' folder on Gov Hub. We would expect to see impact over the coming months as teachers apply strategies Michelle shared to support the teaching of writing.

Question: It is great to see our pupil no.s increasing and moving nearer to capacity as a 2FE school. It looks like were 65 pupil places short currently? What plans are being discussed to encourage an uptake in admissions?

Answer: We have offered an additional 'show-round' session for families looking to decide a school for their child to join from September '23. In addition, we believe our community involvement (Charter Fair, Love Hoddesdon Christmas Parade, Santa Sleigh etc) raises our profile in the town which we hope will encourage more families to send their children to us. Any families making enquiries are offered a visit to meet with a member of SLT and have a look around the school.

Question: Are you able to share any headlines coming out of Shammi Rahman's visit relating to the school's approach to racial equality, ahead of her report being received?

Answer: She spoke with History & RE Leads, children & parents. She was talking to children about what they wanted their families to know about them. A number of children volunteered – a cross section of religions and races. It was clear that the children

wanted people to know about their heritage and culture and that they had parents who came from different backgrounds. A culture day will be organised

Headlines are that we are aware of the desire to celebrate the diverse cultures within our school – ways to do this are being considered; children need to be given a voice to talk about what their heritage means to them; we need to ensure our books, texts etc reflect the diverse school community; we talked about how to ensure representation of range of ethnicities and acknowledgement of different cultures and traditions within the curriculum.

Section Health & Safety

Question: Have you received a report on the Health & Safety Inspection carried out in September?

Answer: This has been uploaded to 'Notes of Visits' folder on Gov Hub

Section: Statutory Assessments

Question: How can the pupil achievement, particularly in writing, be disappointing when the Statutory achievement in the summer assessments were so good?

Answer: Statutory achievement includes information for only end of key stages whereas autumn data is for whole school. The fact that the whole school is included impacts on the overall data.

Teachers will be saying that a later assessment would be more beneficial. The assessment will be updated. The external moderation we are doing is helping these assessments.

Question: Is it considered that you got benefit from the comparison against the national data?

Answer: It has helped verify the judgements at the end of last year and has driven the need to continue assessment and question the progress.

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Section: Attendance

Question: Overall attendance for the current year to November 11th is 94.51%, which is better than the 92.86% for 2021/22.

This seems to be good news. Do you know whether there are identifiable reasons for this improvement and therefore whether it is likely to be sustained?

Answer: Largely due to lack of Covid I think!

Section - Wellbeing - Pupils

Question: What are the Watford Football club resources to which you refer?

Answer: Positive Minds; is a schools based, 10-week wellbeing programme that aims to support and improve the wellbeing of Year 6 students ahead of their transition to secondary school. They are fully funded by Hertfordshire CAMHS and the Premier League PFA Charitable fund, which enables them to offer the programme free of charge to primary schools. The programme is inclusive of 10, weekly, 1-hour sessions.

Question: In past reports you have highlighted 'resilience' as a quality which you want to develop in pupils. Is this now sufficiently embedded in the teaching/ethos that it does not require any particular mention?

Answer: There is an improvement in resilience although all learning behaviours need to be regularly 'flagged' in order to ensure they are embedded and practised.

Question: Was there any information in the Yr. 6 TLM report, which can be shared with governors, showing some of the key health and wellbeing needs?

Answer: The top 3 noted concerns were:

1. Transition
2. Safety (15.7% In school, 9.8% in playground, 5.9% travelling to school, 9.8% at home, 9% near home, 11.8% online and 15.7% covid).
3. Internet safety

We feel that the transition process is very supportive of children moving to secondary school and provide additional visits should we feel this is warranted. It is understandable that children feel concerned about this, however, and we do reassure them that they will have the support they need when the time comes.

In terms of safety, including internet safety, the SLT are meeting next week to discuss specific areas of concern and how we can ensure children feel safer at school and at home.

Question: In relation to the 'Fair share food' to support families, given the cost-of-living crisis we are all reading about

- a) are we likely to see an increase in more families needing that support, and
- b) if yes, will we be able to meet the demand?

Answer: I think we are probably likely to see an increase in families needing support and I don't see how we can meet that demand as we're just providing a bit extra when we can. However, if we are aware of any families in particular need, we contact Morrison's who can provide food bags on the day.

Question: Are we seeing more families requiring support?

Answer: We cannot measure increased demand as a school but we do signpost the other solutions inc. HABS and the Children Centre

Question: Can you give us some idea of volume?

Answer: At the time of COVID we were providing food for 13-16 families a week. It should be noted that we do not get the food bags anymore so we do not have a method to establish a number.

Section - Wellbeing - Staff

Question: How successful were the staff finance consultations? Did many staff take up the offer? Any feedback about usefulness?

Answer: The session has been arranged for 6th December, with 4 staff taking up the offer.

12.	<p>To receive the DPO's Written Autumn 2022 Report A meeting has not been held to date</p>	
13.	<p>To receive a curriculum and attainment update for Summer 2022 Reports on attainment are available on GovernorHub – this information has been generated by HfL not the school.</p> <p>We are confident that the KS1 & KS2 data is accurate. In terms of EYFS data, in Hertfordshire's data release, there are anomalies across the data. The school analysis is that the Early Years assessments are lower than the other statutory assessments. Our judgement is that this could be due to this group being affected by the pandemic.</p> <p>Question: Has a full Early Years intake had an effect on the data? Answer: It is only this year that we have been full. We have a large number of children who have more support.</p> <p>Question: How are we doing when considering the number of children who need special treatment, are we winning the battle? Answer: We are not winning; we have a number of children who have been promised a place in specialised provision but have not had their places for up to two years.</p>	
14.	<p>Receive Committee Meeting Minutes</p> <ol style="list-style-type: none"> I. Resources Committee. The 5-year rolling plan is continually reviewed. The budget review was positive. The committee will meet in the next few days. II. School Improvement Committee. Nothing has been reported since the last meeting III. Performance Review Committee Report. This committee has not met since the last meeting 	
15.	<p>To approve policies and confirm policies due for review this term. The following policies were approved:</p> <ul style="list-style-type: none"> • Child Protection Policy (AW) • Children Looked After Policy (AW/CI) • Governor Code of Conduct (PF) • Home-School Agreement (AW) • Online Safety Policy (SS) • Safeguarding Statement (CI) • SEND Policy (PF/JF) • Staff Capability Policy (AW/PF) • Staff Disciplinary Policy (AW/PF) • Staff Grievance Policy (AW/PF) • Staff Harassment and Bullying Policy (AW/PF) • Staff Handbook (AW) • Staff Whistleblowing Policy (PF) • Social Media Policy (AW) • Staff Code of Conduct (AW) 	

	<p>Governors were asked to review for approval at the next meeting the following policies:</p> <ul style="list-style-type: none"> • Pupil Premium Policy • Disaster Recovery Plan • Staff Time Off Work Policy 	
16.	<p>To cover Governor matters:</p> <p>a. Link Roles A review of Link roles has been carried out and the following vacancies exist:</p> <ul style="list-style-type: none"> • EYFS • Pupil Well being • Cultural Diversity – this will be covered by JS <p>b. Governor Visits A safeguarding visit is scheduled. A visit was carried out in the autumn term</p> <p>c. Governor Training Governors were encouraged to use the link to Modern Governor that can be found in GovHub</p> <p>d. HIP visits: Governors were encouraged to review the reports on GovernorHub</p> <p>Environmental Sustainability report Discussion of this will be carried forward to the next meeting – Clerk to add to the agenda</p>	AM
17.	<p>To receive update on Safeguarding: The termly Safeguarding report has been circulated, via GovernorHub, prior to the meeting.</p> <p>Question: How many governors have completed safeguarding training Answer: This will be calculated and reported</p> <p>The CLA report was provided in advance of the meeting and is in the relevant folder on Governor Hub</p>	AW
18.	<p>To receive any other business as notified in item 8</p> <p>Pupil Premium Statement. This is on GovernorHub and will be added to the website</p> <p>Social Media Policy & Online Safety Policy. Question: Is there a strategy to bring governors up to speed in this area? Answer: The only thing that Governors have to agree to is the ‘Acceptable Use Agreement’. It is possible that this could be a topic for future training Action: Look at what can be done to provide Governor Training in this area</p> <p>SIAMS visit – Parent Concerns Question; Were there parental objections to children visiting other faith establishments as there were dress requirements? Was there a view expressed that they didn’t see the need for children to do this? Answer: This is a concern and needs proper discussion. There is a cultural diversity report due and when this is received, we can look to see if there is some way we can assist here.</p>	PF/AW

	We will engage with the families. – This will be a topic at the next meeting Action Clerk to add to the Agenda	AM
19.	To confirm the next meeting date FGB Meeting Clerks note: The dates of the FGB meetings were agreed post the meeting as: 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	
20.	Closing prayer Meeting closed with a prayer at 18.45pm	

Summary of Actions

Item	Action	Responsible	When
10.	An updated The SIAMS SEF summary to be uploaded onto GovHub	AW/PF	ASAP
10.	The Ofsted/SIAMS Mapping document to be distributed to governors	JD	ASAP
16	Environmental Sustainability report – discuss at next meeting – Clerk to add to Agenda	AM	Next FGB
17.	Number of governors who have completed Safeguarding training to be reported	AW	ASAP
18	Governor’s training concerning Social Media and Online Safety – look to see what can be done to arrange	PF/AW	As and when
18	Faith Visit concerns – discussion – Add to next meeting Agenda	AM	Next FGB