



Romsey Abbey C of E Primary School
Minutes of the Full Governing Body Meeting
Thursday 27th April 2023 at 6pm – 8.30 pm

Present:

Liz Wagner (Chair)
 Sandra Gidley (SG)
 Dawn James (DJ)
 Jemma Jones (JJ)
 James Ablitt (JA)
 Mark Harris (HT)
 Judith Kirkland (JK)
 Ann Turtle (AT)
 Kathryn Sessions (KS)
 Revd Thomas Wharton (TW) from 6.10pm

Apologies:

Robert Pears (RP)
 Adam Smith (AS)
 Alan Davies (AD)
 Tom Langford (DHT)

In Attendance

Penny Collins (PC), Acting Clerk

Governor questions shown in blue

182/23	<p><u>Welcome, Prayer and Apologies</u></p> <p>The Chair welcomed all. Apologies were accepted from RP, AS, AD and DHT. The Head in the Vicar's absence opened the meeting with a prayer and the meeting commenced.</p>	
183/23	<p><u>Requests for AOBs (to be notified to clerk 3 working days before the FGB – 6.00 pm 24 April 2023)</u></p> <p>There were none.</p>	
184/23	<p><u>Declaration of Pecuniary Interests</u></p> <p>In relation to the Psalm 23 garden, SG declared that her husband is a Rotarian, and SG is a councillor of Test Valley Borough Council.</p>	
185/23	<p><u>Endorsement of Minutes from last meeting – March 2023</u></p> <p>The minutes from the last meeting are still in draft format [due to the Clerk's sudden bereavement] and were sent to the Chair today and time has not been available to review. The Chair sent the draft minutes to HT and JJ at the start of this meeting and JJ quickly reviewed the draft and all matters arising appear to be on the agenda. The Chair will finalise the minutes for approval at the next meeting.</p>	<p>Chair and May Agenda</p>

Signed:.....

Dated:.....

Pg no. 1

186/23	<p><u>Matters arising from the minutes not covered elsewhere on the agenda</u></p> <p><u>SATs tests</u></p> <p>It was confirmed that governor monitoring will be as follows:</p> <ul style="list-style-type: none"> • DJ on Tuesday • AT on Wednesday • Chair on Thursday • JA on Friday <p>Only DJ can attend the briefing; HT will forward slides and documentation. AD will do the risk register and this is in hand. The SEND presentation from JJ. is in Dropbox The Chair was asked to look into Ofsted and her reflections are included in Dropbox Attendance for March is in Dropbox; HT will update on April attendance at this meeting. [TW arrived at 6.10pm.] The LLPR report is in Dropbox; HT is implementing the actions.</p>	
187/23	<p><u>Clerk's Update</u></p> <p>No updates.</p>	
188/23	<p><u>Headteacher's Update</u></p> <p>HT updated on the following:</p> <p><u>Attendance</u></p> <p>The FFT (Fischer Family Trust) report showing the April dashboard was tabled and will be added to Dropbox. Most schools are signed up to FFT so the national data is excellent. The report breaks down attendance by class and pupil group.</p> <p>Green at the top of the report shows that attendance is good and significantly above the national average of 93.6%. Attendance of pupils with free school meals is also significantly higher than the national average. Although the school feels that tackling PA (persistent absence) is a challenge, the percentage is lower than the national average.</p> <p>What is PA a percentage of?</p> <p>The percentage of pupils below 90% attendance which is 13.8% of our children. A governor added that without the efforts of the school this percentage would be higher.</p> <p>A tummy bug before Easter impacted and we were below national average, but there has been a big improvement since the week before the Easter holidays.</p> <p>The red dots for years R and 2 relate to the same child or children (2 children = 1% in the calculations). An EHCP child has low attendance. The data for a child who has left for specialist provision is still included, presumably for the rest of the academic year.</p> <p>Are lates improving?</p> <p>This is still an issue though there are improvements. Not many arrive after 9.20 so we have to try to work with parents who are persistently slightly late.</p> <p>The school have had to battle hard for a year 6 pupil missing a lot of school. Early</p>	

Help is involved and reduced provision is in place to get them back in school.

Is it helping? Yes, we knew the child would struggle and there was a risk we would lose them completely but have taken advice and have a plan in place.

Exclusions/suspensions

Since the last meeting a 0.5 day fixed term suspension has been issued for verbally aggressive behaviour, followed by another for a full day this week for physical and verbal aggression, for the same child. The HCC inclusion team is consulted before any suspension decisions although this can delay implementation. The Chair added that the Head keeps her informed of any suspensions. These suspensions will help provide evidence for an EHCP.

Admissions

There are 27 first choices for year R and a tour this week for a parent who has not yet applied for a school place. The target was 28.

Staffing

A teacher has resigned to take effect at the end of the year, to return to her home community. This is sad news as she is a strong teacher and an emerging leader. The advert has gone out today (upper pay scale with responsibility for coaching teaching and learning); we are hoping to attract an experienced good calibre teacher. Interviews are on 23rd May; DJ can attend.

Governors were sad to hear this and asked **when parents would be informed?** HT said it would be at the same time as the replacement is announced.

Interviews for replacement for the above and 0.5 teacher post will be on the same day; these aim to increase capacity of the leadership team. The closing date is 15th May. DJ will represent FGB at the interviews.

Are there any key gaps following the departure of the Inclusion Manager and DSL (Designated Safeguarding Lead)?

HT has taken on overall responsibility for the DSL role. The SENDCo is doing the groundwork, including core meetings, child protection conferences, Early Help referrals and Looked After and Previously Looked After children. These dovetail with the SENDCo role. Governors were reassured there are no gaps. It would not have been appropriate to add the DSL role to the SENDCo one, particularly as the workload is significantly growing.

A resignation is expected from a TA who also does two afternoons of teaching; she will be going into her ECT year elsewhere in September which is positive as the school has supported her to be ready for this.

There are three candidates for TA interviews next week; potentially all could be employed if they are strong candidates.

Action plans are in place to support a staff member who has had absences due to health, and to support the class. A reduced timetable for the member of staff is in place going forward, with supply cover for two afternoons a week to support her health and wellbeing. Parents are being informed tomorrow.

The ECT team (HCC) are moderating our ECT support and systems (not ECTs themselves), probably in late June.

Will that involve a visit to the school?

Yes to meet induction tutors, the Head, Deputy Head, and ECT mentors, and the ECTs themselves. It is quality assurance of the process so they will not be going

	There were no more questions	
	<u>Lead Governor Reports</u>	
189/23	<p><u>Finance Update</u></p> <p>AD has submitted a report and his version of the final balance sheet which summarises where we are, the carry forward and variance plus responses to questions of the school business manager. £36,000 more is being carried forward than anticipated but there are specific reasons for this and it will be spent quickly.</p> <p>Initial questions have been asked of the budget before the final one goes to governors. The School Business Manager will attend the meeting to agree the budget for the next financial year including answering governor questions.</p> <p>Governors had no further questions as most issues were covered in the report, and thanked the school team for being prudent as shown by gas and electricity bills which are lower than forecast.</p> <p>The Chair thanked AD for the report.</p>	
190/23	<p><u>Sports Premium Update</u></p> <p>There was nothing to report at this time.</p> <p>Are we using the national tutoring programme funding on our qualified teachers?</p> <p>HT confirmed that this funding is being used for after school tutoring delivered by our teachers, and cover provided by our sports coaches so teachers can do tutoring. It is also helping to fund cover in year 5 for two afternoons a week.</p> <p>Was the Easter programme part of this and what was the impact?</p> <p>Yes and the impact will be assessed after the SATs but we anticipate that it will have a positive effect on the results and also in how the children have been prepared.</p> <p>Governors noted the use of the national tutoring funds to support specific initiatives to support our children, and that currently Pupil Premium children are making greater progress than non-Pupil Premium children.</p>	
191/23	<p><u>Curriculum</u></p> <p>At the Head's request, DJ and AT interviewed the Head on PSHE(HT), modelling a deep dive discussion and challenging questions in front of the rest of the staff. The aim was to support the teaching staff in preparing for interviews on their own subjects. Six main questions were agreed beforehand and these will be used in the Summer term for other subjects. KS added that it was very valuable.</p> <p>Did you follow up the answers with probing questions?</p> <p>Yes depending on the answers.</p> <p>HT has shared lessons learnt with staff. DJ and AT also learnt a lot about PSHE.</p> <p>Action: DJ and AT will share the questions in a Word document.</p> <p>Governors then discussed how Ofsted will approach interviews with subject leaders. Inspectors will ask staff to tell them what they should expect to see, and will then triangulate. This can be the most challenging part of the inspection process so the more prepared staff are the better.</p> <p>There were no more questions.</p>	DJ/AT

<p>192/23</p>	<p><u>Behaviour</u></p> <p>DJ talked the Inclusion Manager and Deputy Head at the end of last term, observed the playground at the start of the day and walked round every classroom.</p> <p>Everyone was open and welcoming. Parents were happy to chat at the gate and used to the message system to get in touch with the school. Good safeguarding was seen in action. There were lots of bikes that day and the children were good at managing them on the site. The nurture room was lovely. Progress data was also reviewed.</p> <p>The differences in play from a year ago were noticeable. Children were doing more and staff proactive in securing areas that were out of bounds (due to being wet). An adult went over immediately to a child using the friendship stop. The year R changes looked great and the impact of the funding here was apparent. Shorter lunchtimes are also helping to make playtime more positive.</p> <p>Governors agreed it was important to evaluate the nurture provision and impact those children. HT said that Boxall profiles, ongoing discussions and pupil progress meetings all support decisions about whether the provision it is still right for a child. A couple have reintegrated successfully and there is a notable difference in their ability to manage the classroom environment. Necessary changes to the provision have been made this half term as support has been needed elsewhere and reacting to the needs of the school is key. Next year it is planned to move the main group to the afternoons so children don't miss English and maths.</p> <p>Governors were pleased to see the nurture provision being adapted to the needs of the school and Chair is adding it to the Summer term monitoring plan.</p> <p>What triggered the change to a 45 minute lunchtime?</p> <p>This was put in place two years ago as most behaviour incidents were happening in the last 15 minutes. In addition, teacher feedback was that 3.30pm was too late a finish to allow marking and preparation for the next day.</p> <p>Have there been differences in behaviour as a result?</p> <p>Yes you can see the positive impact.</p> <p>JK added that Transforming Lives For Good (TLG), a national programme organised by the Freedom Church in Romsey, which is active in both RAPS and Cupernham School in Romsey aims to support a smoother transition to secondary for recommended children. JK's experience since September in Cupernham School is that the support of someone impartial has had a positive impact.</p>	<p>Chair</p>
<p>193/23</p>	<p><u>EYFS</u></p> <p>AT reported on her visit of 21st March with the year R class teachers to continue to monitor EY curriculum development and a pupil progress update for disadvantaged and SEN pupils. The visit showed pupils were engaged in a phonics session, and had good knowledge reinforced by teachers. Learning journey mapping is on the wall linked to Habits of Mind and the school learning journeys. Time spent on each topic is flexible so children's interests can be followed. The outside area now has a soft surface. The moderation record was positive - 43% are on track - and the success of Little Wandle was noted. Children were further on in handwriting than would be expected at this stage. SEN and disadvantaged children are doing well.</p>	

	<p>How does the outdoor space impact on pupils' progress?</p> <p>HT answered that it is essential for many areas particularly physical development and self-expression as well as PSHE. The impact is seen through individual Tapestry accounts.</p> <p>How does topics running over impact on plans for the rest of the year?</p> <p>The EY curriculum is meant to be initiated by children's interests, so it is good to extend topics if they are hooked. Unlike other areas, the curriculum is around generic skills that can be built in whatever the topic.</p> <p>Did you see evidence of PP or SEND passports?</p> <p>AT said no but did not explicitly look for them and they are not on year R desks. AT will add a question about this including how they are used and the impact to the Summer monitoring visit. DJ and Chair added that they have seen them during other visits.</p>	AT
194/23	<p><u>Premises and Health & Safety</u></p> <p>SG's report is in Dropbox. The visit did not cover the question on the possibility of combining the health and safety and safeguarding leaflets. Chair updated that the School Business Manager has since responded on this and thinks two leaflets are necessary and more professional. It is essential that both are offered to all visitors and that this is noted on governor visit reports. Governors confirmed they are usually offered them.</p> <p>SG noted that the tree is inspected annually and although it looks tatty is not unhealthy. General maintenance is all in hand. The reception area looks much better. A road closure has been considered but would need volunteers to run it and barriers would need be at the end of Mill Lane.</p> <p>Governors noted the massive increase in the number of cars that go down the road in the last year and will continue to monitor this. A governor added that a 15 minute leeway in the paid for car parks would be very helpful for parents as the cost is currently £1 for an hour. SG can discuss to councillors after the local elections on 4 May. HT will add a reminder to the weekly bulletin including the need to ensure emergency vehicle access.</p>	SG HT
195/23	<p><u>Ethos</u></p> <p>TW noted the Head's excellent Collective Worship plan which is on 'glad and sincere hearts' this term. HT is keen to reignite the intergenerational project in the Summer term. A monitoring visit is due this term. TW's regular visits are now on Tuesdays. The earliest the SIAMS inspection could be is Autumn 2023.</p> <p>JJ and DT visited for the poetry competition which was a pleasure to see. This has links to PSHE and performance. Chair added that the children listen and show respect to others. Two governors also watched celebration worship.</p>	
196/23	<p><u>Pupil Premium and SEND</u></p> <p>JJ has HT's report of interventions and areas for development, and is awaiting information from the SENDCo. As above, Pupil Premium pupils have made more progress than non-Pupil Premium pupils.</p> <p>JJ will send the report to Chair for Dropbox. A June visit is provisionally booked including a SEND deep dive looking at a case review as well as safeguarding</p>	JJ

197/23	<p><u>Pupil Progress</u></p> <p>DHT's gap analysis report, and DJ's monitoring report, are in Dropbox. The visit took place after pupil progress meetings and looked at how data is being used to ensure that pupil progress is being maintained or improved in reading, writing and maths.</p> <p>The charts show that children have made a lot of progress since the Autumn term. The majority are making expected or better than expected progress. Those that aren't have SEND.</p> <p>How are judgements made for expected progress?</p> <p>HT answered that this is done differently for each subject as assessment tools vary although all look at the end of year objectives that each child is achieving. Year 6 data shows that children are very close to their end of year targets which is to be celebrated. In year 2, progress in maths is lower than targeted, reading is catching up and there is progress in writing. DHT has said that the year 2 data is cautious. This may be to do with the confidence of teachers in making judgements and will be reviewed once SATs outcomes are known.</p> <p>Pupil Premium progress is in line or above non-Pupil Premium children which shows that the provision is having an impact. TA timetables are being adapted. Boys are catching up in writing and girls in maths.</p> <p>A correction on page 2 of the gap analysis report was noted – the sentence should read 'These are not unusual statements' rather than usual.</p> <p>There are more boys than girls in year 2. This is also a high SEND cohort and the children with no English are boys. The headings of the year 2 table on page 3 are the same as the previous tables.</p> <p>DJ will follow up on the actions noted at the end of the gap analysis report.</p> <p>Chair asked for a more rigorous report next time from the DHT including more detail on specific groups including SEND, analysis of actions taken and the impact – what has led to the improvements. DHT will update on teacher actions at the next meeting and answer governor questions. DJ would also like to look at the impact of persistent absence.</p>	DJ DHT/DJ
198/23	<p><u>Safeguarding</u></p> <p>It was agreed to redo the staff questionnaire at the end of next half term, with ambiguous wording changed. Although the results were useful and reassuring, some questions should have 100% responses.</p> <p>A verbal report to the last meeting has now been written up and is in Dropbox.</p>	
199/23	<p><u>Development and Training</u></p> <p>DJ said that there are many courses available on understanding finance in schools and recommended that governors attend one. Chair will forward an email From Governor Services to DJ about whole school governing body training.</p>	Chair
200/23	<p><u>Leadership and Management</u></p> <p>JA has now had a follow up meeting, after the February meeting and report, with the HT (to be written up). This was to look at how the SIP flows down and is turned into actions turned throughout the school. This is regularly reviewed by SLT and there are clear and active procedural links between SIP and the actions. The SIP is a living document and updated regularly.</p>	JA

	<p>JA will discuss with the IT Team the results of the IT user survey to staff. There were no major concerns; Wi-Fi coverage came up and will be checked. The Risk Register now includes cyber risks.</p> <p>Chair reminded governors of the importance of changing default passwords.</p>	JA
201/23	<p><u>Mental health and wellbeing.</u></p> <p>AS has reluctantly resigned due to pressure of work. The parent governor vacancy has been advertised and will be elected by parents. Applicants need to know that this is a strategic role and what it involves. Chair has thanked AS on behalf of the FGB.</p> <p>JK is happy to take on this lead role for Mental Health and Wellbeing and will meet with JJ and AT to discuss the course they attended.</p> <p><i>Post meeting note: AS has decided not to step down at this time and will review position again in the autumn</i></p>	JK, JJ, AT
202/23	<p><u>Communication</u></p> <p>a. Media</p> <p>b. Marketing</p> <p>There was nothing to report.</p>	
203/23	<p><u>Staff Governor</u></p> <p>KS had nothing to report.</p>	
204/23	<p><u>Governor monitoring schedule – reports if not received as part of lead governor role</u></p> <p>Chair will circulate the Summer term schedule and asked for comments from lead governors on their sections. Governors were reminded to read the Ofsted bullet points on the front page.</p> <p>References to outdoor learning, EYFS and behaviour are to be included as appropriate. Evolve is to be added to H&S monitoring, with reference to the Hampshire Governor Services Spring newsletter. SG will discuss with Hayley Coughlin how visits and trips are planned.</p> <p>Chair has signed off the Spring term monitoring schedule. Governors to update Chair if there are any gaps.</p>	Chair SG
205/23	<p><u>Chair of Governor’s Report</u></p> <p>The parent governor vacancy is covered above.</p> <p>It was agreed to spend 15 minutes discussing the Chair’s Ofsted reflections at the next meeting. The Chair suggested this should focus on the importance of perception, as well as evidence. Governors must know what our parents and staff are thinking, and investigate where this is not supported by evidence. An inspection is expected before Autumn 2025. Strategic questioning around impact and ‘how do you know’ is also important.</p> <p>Governing body diversity and the importance of reflecting the school community has been raised by the Government. Chair said that there is diversity around the table but also recruitment is challenging; however we need to accept we might be questioned on this. Chair will discuss the NGA questionnaire with DJ.</p>	Chair/ agenda Chair/DJ

	<u>Policy Reviews</u>	
206/23	PSHE and RSHE Policy 2023-2024 The additions and one change to the policy are highlighted. As part of the MOP the policy is already accepted and this is the personalised school version. Governors accepted the Policy.	
207/23	<u>Any Other Notified Business</u> There was none.	
208/23	<u>Impact Statement</u> <ul style="list-style-type: none"> • Governors are booked to monitor school implementation of SATs and have reviewed the preparation for this, ensuring pupil wellbeing is supported • A recruitment plan is in place to ensure safe and continued running of the school • The Psalm 23 garden is due to open and will increase the outdoor facilities available to children • Nurture sessions are being adapted to meet the needs of the school and the children • A detailed gap analysis of pupil progress has been reviewed • Governors have been diligent in finding out the impact of actions that the school has taken. 	

The meeting closed at 8.34pm.

Dates of next FGB Meetings (6.00 pm – 8.30 pm)

Wednesday 24th May 2023

Thursday 22nd June 2023 (note change made at the March meeting)

Monday 17th July 2023

Tuesday 19th September 2023

Thursday 19th October 2023

Tuesday 5th December

Thursday 18th January 2024

Wednesday 21st February 2024

Thursday 14th March 2024

Thursday 25th April 2024

Wednesday 22nd May 2024

Tuesday 18th June 2024

Monday 15th July 2024

Signed:.....

Dated:.....

Pg no. 10