

Saltford C of E Primary School
Academy Governance Committee Meeting:
1st February 2022
6.00 – 8.00 pm via TEAMS

Minutes

MEETING TITLE	Saltford CofE Primary School Academy Governance Committee Meeting
DATE OF MEETING	Tuesday 1st February 2022
MEMBERS PRESENT	Dawn Sage (DS) – Headteacher, Richard Rowland (RR) – Chair, Elizabeth Spincer (ES), Kathryn Hamlen (KH), Dani Taylor (DT), Dan Carter (DC), Ben Whittle (BW), Nathan Styles (NS), Sumayyah Malna (SM), Paul Cummings (PC), Tor Manuel (Clerk)
IN ATTENDANCE	
APOLOGIES	Ian Freemantle (IF), Emma King (EK) Nathan Styles (NS)
DATE OF NEXT MEETING	Tuesday 22nd March 2022

Executive Summary:

- Link governor updates for PP, LAC and Safeguarding were shared with AGC
- Headteacher report shared in new format
- Verbal RAV update given to AGC
- Assessment update given
- Feedback from working parties shared

		Action										
1.	Welcome and Apologies – Quorum	Chair										
	RR welcomed AGC members to the meeting. DC started the meeting with a prayer. The meeting was quorate.											
2.	Governance and admin (includes mandatory items to be discussed as advised by central office)	Chair										
	• Personal declarations of interest There were no personal declarations of interest given.											
3.	Minutes of previous meeting and actions arising	Chair										
	<table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>Action</th> <th>By Whom</th> <th>Meeting Date</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>MSB Presentation slides to be shared with AGC - completed</td> <td>Clerk</td> <td>23/11/21</td> <td>ASAP</td> </tr> </tbody> </table>		Action	By Whom	Meeting Date	Due Date	1	MSB Presentation slides to be shared with AGC - completed	Clerk	23/11/21	ASAP	
	Action	By Whom	Meeting Date	Due Date								
1	MSB Presentation slides to be shared with AGC - completed	Clerk	23/11/21	ASAP								

2	Feedback on new HT report to be sent to Chair of HT - completed	All	23/11/21	ASAP	
3	AGC curriculum handbook to be created	KH	23/11/21	01/02/22	
4	Amber items identified in LAC checklist to be discussed at next AGC – to be c/fwd to next meeting	DS/SM	23/11/21	01/02/22	
<p>The AGC agreed that the minutes of the previous meeting were a true representation and recognised that the content of previous meeting had been difficult to capture and thanked the clerk for the quality of the minutes.</p> <p>[DT joined meeting 1807]</p> <p>The AGC were informed that NS and KH were having technical difficulties in joining the meeting and would join when possible.</p>					
4.	Chairs verbal report including Chairs Forum update				Chair
<p>The AGC were informed that the previous Chairs Forum was a one agenda item, where the new HeadTeachers report was discussed and presented further.</p> <p>Following a lively discussion it was agreed that the report is not yet fit for purpose but continue to use and the trust will tweak and update where appropriate. It was suggested that a small subgroup be formed to carry out targeted work.</p> <p>DS informed AGC that the new version will be provided for governors for KPI information and the usual report will be provided also.</p>					
5.	Link Governor update including:				DS
<p>The AGC were informed of the following link governor meeting which had taken place:</p> <ul style="list-style-type: none"> • Pupil Premium Meeting took place before Christmas. Very useful meeting as shows how pupils are progressing. Worked through the checklist which is very comprehensive and useful to have. Next meeting to be arranged. ES updated that trust PP summit arranged before Christmas was postponed due to Covid cases. School is complying with all on checklist. • Safeguarding Meeting took place the previous week. Trust checklist was used, with no major changes needed. Every term go through SCR. School has a huge volunteer base and there is a backlog in administration of this due to amount of data. Is a work in progress. Anonomised cases were discussed, along with Health & Safety for some children. It was questioned whether school receives necessary information (police reports) in timely fashion? Yes. Reports are received the same day and sometime multiple reports. • Looked After Children This is included as a standing item on checklist. SENCO proposed to include information within SEND report. AGC agreed to proposal. 					

	<p>The committee noted that CPOMS is used for tracking safeguarding concerns, with trust having the ability to see if emerging trends to look at trust level. Are there any at school level?</p> <p>The AGC were informed that Covid has had an impact. Lockdown created homebased issues, including social media abuse, online threats, text threats. The difficulty being that posts can be removed so hard to police.</p> <p>Trend wise it has increased. With the hope lockdowns have now stopped police and ambulance call outs will reduce.</p> <p>It was further noted that school trends would match with the above. School creates a report for Trust Safeguarding lead. Completed Safeguarding check was all good and positive.</p>	
6.	Headteacher report	DS
	<p>Headteacher report shared ahead of meeting with additional comments provided accompanied with attendance and punctuality, curriculum and SEND updates. For information Attendance policy was shared to enable governors to be more informed. Information also available on school website.</p> <p>Questions were welcomed.</p> <p>3.7% persistent absence – is this covid related?</p> <p>Not necessarily Covid related as now recorded as illness. Figure reflects consistent late attendance and term time holiday.</p> <p>Figure is higher than last year – are parents keeping children home because of Covid?</p> <p>Governors were informed that the report ran by term. If report was ran from September it would give more realistic figure.</p> <p>Action: SM to include Attendance and look at how school is improving attendance within role.</p> <p>Do you have issues where parents have Covid and unable to bring children to school?</p> <p>School makes every effort to find solution and on the whole has managed. Have had difficult few weeks but cases now reducing. Had to bubble y5. School gives weekly report to parents to keep informed. Currently school has 18 Covid cases.</p> <p>Do you have any issues with children coming into school too early? What is earliest acceptable time for children to be in school?</p> <p>School has had some issues where children are arriving early. If this happens school raises issue with parents and share wrap around care facilities should parents need to access.</p> <p>Children should be in classroom at 8.50am to get settled. If arrive after 9.00am children need to report to office and will be registered as late. Arrival after 9.10am is classed as unauthorised absence.</p> <p>From what time do school have responsibility of those children who are in school early? School is responsible for children when in classroom.</p> <p>AGC raised a question on Pupil Premium absence in reception. A discussion took place where it was agreed for further discussion to take place with PP leads.</p> <p>Salford RAV took place on 18th January. Full report to be discussed with Chair but pleased to report lots of strengths identified.</p> <ul style="list-style-type: none"> Trust want school to use Read Write Inc (RWI) for Phonics which school currently uses as intervention. Costs had previously prohibited school purchasing whole scheme. This will be funded centrally with new phonics reading books provided along with staff training. Timetables to be revisited to 	SM

	<p>allow all lessons to coincide at same time. DS in agreement that using RWI to assess phonics is way forward.</p> <ul style="list-style-type: none"> Classroom environments to be tightened up as felt not always consistent. DS worked on Teaching and Learning draft procedures, giving outline of how deal learning environment will look and have something to benchmark with. Saw curriculum leaders had knowledge of curriculum, book looks had taken place with opportunity to visit live lessons. Will be looking at timetable next week to release leaders to carry out subject monitoring. Area coming back to and to be discussed at Curriculum WP. <p>DS joining RAV team at Wansdyke tomorrow. Have shared link governor meeting proformas used to give some guidance to support meetings.</p> <p>Once RAV report shared with Chair will be discussed within Curriculum WP to look at best next steps. Looking at quick turnaround with next RAV planned for end of term 4.</p>	
7.	Assessment update/Data workshop	ES/KH
	<p>Governors were informed that trust have heatmap which is populated with data as way of benchmarking schools against each other and national data. Can screen share with governors but unable to share as includes other schools data. Currently Saltford is category 2 school. If enough areas raised at RAV school category would change. Lower category schools receive more support and funding and should not be seen as a negative.</p> <p>ES shared heatmap via sharing screen, giving overall descriptors to support governors whilst studying screen. Heatmap is useful tool as comparison against other schools. If they are performing better, raises question what are they doing to improve?</p> <p>Governors were reminded that data provided is not statutory assessment as last outcome reported was 2019. Data shows performance nationally for comparison remembering is national benchmark for 2018, not benchmark for 2021.</p> <p>The following points were highlighted:</p> <ul style="list-style-type: none"> For EYFS outcomes – Following internal testing GLD fell from 80% to 75%. Teachers felt was fair reflection on how children doing. <p>In terms of EYFS outcomes, is it understood why down on previous year when compared to other schools increasing or stationary?</p> <p>This is due to speech and language, self-regulation, children unable to form sentences, fine motor skills. If not achieve in writing, children don't make GLD. EHCP figures would skew data. Can drill down into headlines and see reasons why.</p> <ul style="list-style-type: none"> KS1 progress scores looking positive. There are areas to work on and focus on. KS2 outcomes are also looking positive, if internal assessment matches SATs results. Children will be taking SATs this year even though has schooling disrupted for previous 2 years. Attendance is doing well compared to other schools. Disadvantaged children – have low numbers in school. Reading in KS2 no benchmark to work from. In previous years when had benchmark was positive. School has worked hard making progress in writing and maths. Looked more positive, focus area for improvement. EXS gone down slightly, slightly lower than other schools, brought down average over 3 years. Phonics is flat, focus from trust. Combined standards in KS1 and GD in KS1. 	

	<ul style="list-style-type: none"> • Progress scores looking good, all were precovid. Not having benchmark will be issue for next few years. • Nationally will be moving away from progress between KS1 and KS2. Schools will get top level outcome , most data will be ‘blackboxed’ and will find out progress made when children get to y6. <p>When sharing summary the following points were made:</p> <ul style="list-style-type: none"> • When adding Spring data update for EYFS shows some good progress made. • For reading and maths levels of GD increases as move up school • Trust likes to report using percentages when discussing results. School also find standardised scores useful, sometimes these are higher. Percentage thresholds looks like more children off track but look at standardised scores compared nationally with children of same age, is higher and more useful. • Y6 has highest number at GD. Pattern showing is longer children are in outcomes achieved are higher. • Maths outcomes similar, there is improving view higher up. • Data identifies Y2 and Y4 cohorts needing to be kept under review. Current Y4 missed 6 months of schooling when in Y2 and missed a section of time where children generally make very good progress. All children have been affected but some more than others as not return so early. • Y4 will be sitting multiplication test. • Using insight for tracking Foundation subjects. • School has created documents being used across trust, have highlighted what has been done so far and will be presented in similar way. • Need to think about moderation. What does GD at y3 look like? This is a work in progress, developing across trust, will help support curriculum leaders to give focus when visiting classrooms, might help with moderation. • Teachers going in book looks and also talking to children will help support. <p>It was questioned whether governors understand areas of improvement in writing and maths?</p> <p>This was identified at previous Ofsted inspection. Would want to see improvements of teaching and problem solving.</p> <p>Is there intervention to support this?</p> <p>School have found using doodle software in particular TT Rockstars has supported progress for lower achieving mathematicians</p> <p>Previous inspection mentions problem solving, how is school doing now?</p> <p>This is a focus when Maths subject lead visits classes, looking at PP and SEND also. Can report teachers are supplementing White Rose to support. Will need to show inspectors this is happening and give proof. Link Governor proformas shared will support link governor meetings.</p> <p>ES and KH were hoping to lead data workshop but better to in person. Governors were informed new framework has moved away from data for governors and will be useful to see what is taught and how it is taught will be useful exercise.</p>	
8.	<p>Curriculum Working Party</p> <p>AGC were updated that the curriculum booklet being produced is a work in progress and not yet finished.</p> <p>AGC were informed was a very busy agenda and items not covered will be carried forward to subsequent meetings. The following items of discussion were highlighted:</p> <ul style="list-style-type: none"> • Agreed to look at policies and come back to in term 4 	KH

	<p>Discussed difficulties for governors to discuss without prior reading. Want to look at system of how to feedback from comments received with difficulties building in. Minutes show discussion and would welcome contributions for discussion at next meeting.</p> <ul style="list-style-type: none"> • Foundation subjects big area of Ofsted focus. Emphasis on curriculum is changing. School looking at how assess foundation subjects to ensure subjects being taught well and effectively. Schools need to produce as much data for foundation subjects as currently do for core subjects. Need to be mindful of additional work this could create for teachers who are already stretched. Governors were reassured that school is strong in these areas but work to be completed to ensure ready for inspection. Staff working hard to move subjects forward, embedding new principles and Futura Fundamentals documents. <p>Salford is fortunate to have subject leaders who know subjects well, lots of good things discussed but also a time of change.</p> <p>Governors were informed more detail available within Curriculum WP minutes for information.</p>	
9.	Resources Working Party incl risk register	BW
	<p>Apologies were given to AGC for minutes not being available ahead of the meeting and were informed the following topics were discussed:</p> <ul style="list-style-type: none"> • Levels of Covid in school and impact on staff including office staff dealing with unpleasant calls, and having difficult conversations with parents when informing them of cancelled wrap around care due to cases. AGC fully support office team and need to keep under continual observation so not to become a problem or develop a trend. When met Y5 numbers were high, but pleased to see numbers decreasing. • Wellbeing group not met due to pressures, ironically why need wellbeing group. Previously spoke about rollout of charter. Group meet three times a year. Discussion so far has been helpful in cathartic sense but want to make sure deliver help more broadly so all feel the benefit of wellbeing. • Stakeholder feedback, only now been able to discuss results in full. Discussed question on bullying which received a good low score, when compared to previous year, number of people reporting bullying happen has increased. As questions were different unable to compare like for like. Will sensitively investigate if other areas recognise bullying has taken place. School responds if made aware. Is difficult to tie numbers on questionnaire to actual incident. • Staffing plan discussed under confidential minute • Link governor meetings need to be arranged. Proformas available will support meetings. Have set of tools and questions to use for offline discussion with teacher, observing, and talking to children in school. Ofsted will want to see governor involvement from school visits. <p>Action: Link governor meetings to be arranged</p> <p>AGC raised a question on Wellbeing Charter – Is this a set document which stays as is or will it be reviewed over next meetings?</p> <p>The charter captured issues of the moment which might change. It is a working document which will evolve dependant on whether needs change.</p> <p>AGC noted that tea and coffee is now provided to all schools and asked if this was a short or long term decision. It was confirmed that this is a long term commitment from the trust.</p>	AGC

	Action: BW to share minutes from Resources WP meeting when available	BW
10.	Foundation Governor update	DC
	<p>Draft minutes of meeting 17th January uploaded to GVO for information, with the following points highlighted to AGC:</p> <ul style="list-style-type: none"> Item 3 – SIAMS and teaching of RE. It was discussed that teaching of RE should be as well known to governors as is maths and English. Item 4 – Parent query raised through PVG was discussed with response given to parent. Item 5 – Absence of Rev Daile discussed – no further update 	
12.	AOB (Please notify clerk of any matters ahead of the meeting)	ALL
	<ul style="list-style-type: none"> Admission application numbers will be available for discussion at next AGC. Will be able to see impact of Two Rivers opening. Previously discussed within Resources Committee, information available on GVO. Covid permitting, the intention is to hold the next AGC meeting in person, using the school hall. Committee meeting can continue via Zoom. Committee chairs to consider and feedback to DS. 	
	<p>AGC meeting dates for 2021/2022</p> <ul style="list-style-type: none"> Tuesday 22nd March 2022 Tuesday 17th May 2022 Tuesday 5th July 2022 	

Meeting closed at 1936

Action Record

	Action	By Whom	Meeting Date	Due Date
1	Amber items identified in LAC checklist to be discussed at next AGC –	DS/SM	23/11/21	22/03/22
2	SM to include Attendance and look at how school is improving attendance within role	SM	01/02/22	22/03/22
3	Link governor meetings to be arranged	AGC	01/02/22	ASAP
4	BW to share Resources meeting minutes when available	BW	01/02/22	Asap

Signed:

Date: