

GUILDHALL FEOFFMENT SCHOOL

Minutes of the meeting of the Governing Body of Guildhall Feoffment School held at the school at 2pm on 30th April 2024.

Present: Fiona Catherine-Thompson (FCT) Deputy Headteacher
 Shan K Don (SKD)
 Ros King (RK) Chair
 Lara Knights (LK)
 Kristian Lee (KL)
 Andy Mathews (AM) Headteacher
 Oliver Petchey (OP) left 2.20pm
 Rachel Pryor (RP)
 Tiffer Robinson (TR)
 Colin Smith (CS)
 Ben Tanner (BT) Arrived at 3.07pm

In attendance: Toby Cunningham (Governor Services Clerk)
 Meeting
 Started: 14.04

1	<u>WELCOME AND APOLOGIES FOR ABSENCE</u>	
1.1	Apologies for absence were received from SS, ER & MR.	
1.2	Governors consented to these absences.	
2	<u>PECUNIARY AND OTHER INTERESTS</u>	
2.1	No declarations of pecuniary or other interests regarding items on the agenda were made.	
2.2	Governors noted the requirement to update their entries in the Register of Pecuniary Interests and to publish it on the school's website.	
3	<u>CHAIR'S ACTION/ UPDATE</u>	
3.1	The Chair confirmed that no action had been taken (<i>or give details</i>).	
3.2	The chair gave the following updates: Attended a visit with the Standards and Excellence Partner (SEP).	
4	<u>ANY OTHER URGENT BUSINESS</u>	
	The board agreed to adopt Ben Tanner as a co-opted Governor.	

5	<u>MINUTES</u>	
5.1	The minutes of the meeting held on 26 th March 2024 (copy in the Minute Book), having previously been circulated, were confirmed and signed by the Chair	
5.2	<u>Matters arising from the minutes</u>	
	<p>RK reminded governors to submit a profile picture and a short biography for the website.</p> <p>AM advised that a website compliance checklist was with the webhost, he noted that the school ought to be reporting and recording governors attendance for each meeting on the website. AM agreed that a governors attendance record would be attached to their profile on the website. AM advised that it was deemed best practice by DfE share details of demographic makeup of Governing body. RK agreed this was a good idea, AM would put together a questionnaire for governors with an opt-out/other option.</p> <p>AM updated governors on the remedial works taking place in the playground. The contractor had agreed to re-paint the lines in the playground for free.</p>	
6	<p><u>PUPIL GOVERNOR</u></p> <p>OP gave a verbal presentation. Pupils had given feedback on the new library club, 173 pupils had used the club at least once, pupils had named the new library mascot 'Amber'. OP advised that pupils had given feedback on handwriting pens and the school had listened and had changed the pens to the pupils preference.</p> <p>RK asked what pupils thought could be done to improve handwriting.</p> <p>OP advised that he thought a handwriting club, extra lessons and teachers demonstrating the required standard would be helpful for pupils.</p> <p>OP advised that pupils had given feedback on teachers style of questioning, he advised that pupils didn't like being picked at random to answer a question. They preferred a groups discussion with a nominated spokesperson.</p> <p>FCT advised that on some occasions teachers asked random pupils in order to check for understanding.</p> <p>OP advised that some students wanted snacks available at break but recognised that some parents couldn't pay for this.</p> <p>RK asked if pupils thought that corridors where quiet?</p> <p>OP advised that it was a mixed response.</p> <p>RK asked what OP though might be the priority for the student Council going forward.</p> <p>OP advised that he thought making breaks more enjoyable and this might include shaded areas, different games marked on the playground, a skipping zone etc.</p> <p>RK asked if OP thought that the staff took notice of the school council?</p> <p>OP advised that the pens were a good example of the pupils raising an issue and working with the teachers to get an outcome everyone was happy with.</p>	

	<p>AM advised that the School Council would be engaged in reviewing the schools values.</p> <p>SKD asked if pupils could read teachers handwriting on the board?</p> <p>OP yes but don't normally demonstrate correct handwriting.</p> <p>AM advised that in response to the question about teacher questioning styles – teachers were getting into peer coaching triad groups, the first issue they were addressing was how they conduct questioning. The pupils had given a baseline response that allowed staff to have a review and rethink on in class questioning.</p> <p>RK observed that OP had said that pupils preferred to talk in groups with a spokesperson.</p> <p>AM yes.</p> <p>OP in a group you can help them understand and they can work out answers next time.</p> <p>KL asked if left handed pupils found the new pens easier.</p> <p>FCT We did test with left handed children</p> <p>Governors agreed that they would like OP to attend or submit a written report to their final meeting of the year. <u>AM would look into the viability of OP attending a late afternoon/ evening meeting.</u></p>	AM
7	<p><u>HEADTEACHER'S REPORT 3-7</u></p> <p>AM presented the report (copy available on GH) and invited questions.</p> <p>Governors advised that they found the report succinct and clear.</p> <p>Governors discusses their availability for SATS monitoring. RK agreed to support. CS advised that they could attend on the Thursday and RP on the Tuesday.</p> <p>Governors approved the type 2 residential trip to Thorpe Woodlands and noted that as in previous years PP pupils could get a subsidy from the PP fund.</p> <p>KL noted that there had been no GDPR breaches and no Subject Access Requests. That GDPR policies had been approved by the board and there was no present need to check GDPR compliance at present.</p> <p><u>CS agreed the review the website with AM</u></p>	CS/AM
7.1	<p><u>Pupil Progress and Attainment</u></p> <p>BT submitted the following in advance of the meeting</p> <p><i>It's brilliant to see you many positives, including:</i></p> <ul style="list-style-type: none"> • <i>The partnership with the other Bury schools (and the notes from the other Headteachers). It is excellent to hear about this partnership and sharing of best practices. It's fantastic to hear about the improvements in Early Years.</i> • <i>The staff coaching triads for CPD and questioning. Please do keep us updated on the impact of these as they proceed.</i> 	

- *The improvements in the pupil survey results - it's good to see that some of the previous areas of concern have been addressed.*

I have a number of questions arising from the data provided:

- 1. This data is very clearly presented and simple to understand. Thank you for listening to concerns about the previous system and putting this in place. How will this impact/ what will this allow you to put in place that you were unable to do before?*
- 2. The attainment data for Maths and Reading is largely based on the PUMA and PIRA assessments. What is the process for the Writing data, how is this moderated and how confident can we be in reliability of the data?*
- 3. Year 3 is the only year group without a positive progress score (across all 3 of Reading, Writing and Mathematics). Why is this and what can be done to ensure they are progressing in line with other year groups?*
- 4. Would it be possible to see the PP progress report? In terms of attainment, this is an interesting breakdown. In both the PP and PP (non-send) Year 1 are below attainment levels. We have spoken before about the impact of the pandemic on these children. Are any new interventions in place and what are the plans moving forward?*

AM advised that splitting SEND data from PP data would be useful and would do so in the future.

RK what are your expectations for Y3 and Y5 as looking at the data they are possibly not going to meet expected standards.

AM agreed that for years 1, 3 and 5 the data is not good.

RK observed that during her visit to the music lessons in Y3, she felt there was an expectation that some children would not get it and therefore they were not being stretched enough. She asked whether there was a danger that we are concentrating too much on a perceived lack of ability. Is the reputation of a class effecting the way teachers approach the class?

AM advised that he didn't think this was replicated outside of music. AM had previously made the board aware that there was a lack of confidence in the music curriculum and this was being worked on. In other subjects the expectations are published and staff work towards these.

TR asked if teachers were aware of concerns for these cohorts.

AM advised that children are reaching greater depth in these classes so there is the opportunity to achieve. There was a COVID knock on effect for certain children in Y3.

FCT advised that there was slightly higher SEND pupils in these cohorts. There had been a huge lag on not getting access to support and diagnosis for pupils. EHCP assessments by the LA were two years behind. There are issues related to pastoral and wellbeing, these

affect the base knowledge for this cohort. There was a delayed access to services that were paused during COVID.

CS this is affecting all schools but it isn't right; how do we get them back on track?

FCT we are trying and are still engaging, still putting in interventions and support. Attendance is spikey and is supported, but there are knock on effects both in terms of learning and relationships. We support pupils with low attendance, we review and track targets, and have additional support staff around reading.

AM we are working with parents to get them to realise their role, some families don't engage. Progress data in Y3 was 12% less than expected, progress in Y4 was 21% less however, overall progress in Y4 is better than Y3 due to greater depth. There are fewer greater depth pupils in Y3. There are pockets of underachievement, and also greater depth and these are for a variety of reasons, SEND, parental support, SMEH, weak academic understanding. We are supporting but not making much progress.

RK It is reported that writing was a casualty of covid since fewer children were writing at home than were reading.

AM in terms of BT's question regarding moderation of handwriting. Teachers assess the handwriting against benchmark material for writing. Last year we engaged with Bury schools in a moderation exercise, we put our pupils' work against that from other schools and our staff can see the work across several schools.. We are in the process of setting up writing padlets.

RK Sally has said that she has identified lack of knowledge about writing in Y6 pupils due to COVID. They are trying to reteach these areas.

TR SEND provision has fallen down with the LA; the system can't cope with the number of applications and EHCP's were being downgraded. How can we plug the financial gap?

FCT The school is funding TAs for 121 support for particular pupils, we are running morning intervention groups and assessment tools. So far all our submissions have been successful. We have used an educational psychologist to help write the plans.

RK Are you able to give governors access to the data to help with monitoring visits?

AM I will look into this.

RK are parents happier with the SEND provision?

AM yes generally, but the process taking a long time is a frustration, it's a sudden learning curve for parents.

RK are parents aware of the issues facing the LA and its impact on school?

AM yes we put the LA Ofsted report in newsletter and we share direct with SEND parents. Our Information to SEND parents includes signposting to other provisions to support.

RK how is the transition for SEND pupils into secondary provision going?

AM we have not had the meetings yet but we are in contact with the schools. We have one specialist transfer at the end of June and we are supporting the pupil and family.

AM

	TR congratulated SLT for the big improvement in SEND support for pupils and families.	
7.2	SEF	
	<p>AM gave updates to changes in the SEF (copy available on GH)</p> <p>Quality of education – updated some judgements, mostly moving into good but some lagging behind. Work was being done on Art and Design and DT, and reviewing the extent to which PZAZ scheme would be the future direction of the science curriculum. There are plans to move these subjects forward into good. Attendance and behaviour and attitudes to learning were all good.</p> <p>RK why is attendance pale green?</p> <p>AM it is not uniform across all groups, but there is more evidence around values being embedded.</p> <p>RK are our teaching attitudes consistent - since they didn't used to be?</p> <p>AM yes there has been a big improvement, consistent questioning was providing a more equal experience for children in different classrooms.</p> <p>AM EYs provision is progressing well, currently at the top end of 'good' and we have another school coming to see our provision.</p> <p>AM advised he was a member of the SLIN (Suffolk Learning and Improvement Network) - a group of three different schools working together and sharing good practice.</p> <p>SL advised they had read subject specific areas of SEF and looked at the evidence to support the judgements. Can you explain judgement and decision making?</p> <p>AM advised that leadership judgement includes, SLT, subject leaders as well as governor monitoring input. It was updated termly. The old drafts are kept to monitor progress. Old version to be kept on GH for governors to examine and compare. The latest version should be used for monitoring purposes.</p> <p><u>RK to change instructions in the monitoring folder.</u></p>	RK
7.3	Pupil Questionnaire	
	<p>AM advised that there was an increase in pupils saying they have someone to talk to in school, that they enjoyed assemblies, and were settled in their learning. All data showed improvement; the pupils felt happy and safe in school and they felt that behaviour was much improved. They advised that teachers show them how to make their work better.</p> <p>RK noted that the lowest score was on behaviour – does this show the children more severe than staff?</p> <p>AM advised that children in KS1 have less understanding of behaviour expectations and it had improved from 78 last time to 87 this time.</p>	
7.4	<u>GDPR Compliance</u>	
	See HT report	
7.5	<u>Website Compliance</u>	

	See HT report	
7.6	<u>SATS arrangement and pupil transfer information</u>	
	See HT report	
7.7	<u>Educational Visits</u>	
	See HT report	
8	<u>FINANCE</u>	
	<p>outturn report 2023-24</p> <p>CS asked if there would be a surplus this year?</p> <p>AM advised that there would be with a reserve carry forward of £487k, but next year there was a deficit forecast of £70k. AM noted that this was not sustainable and that the interest on the reserves effectively paid for a teacher's salary.</p> <p>Financial Plan 2024-027</p> <p>KL noted that the Y3 budget projected reserves dropping over £100 from previous year?</p> <p>AM advised that there were a lot of unresolved items in the future projections that painted an unrealistic picture the further you forecast into the future. In the plan all costs were at worst case scenarios and ignored additional grants the school would be entitled to. The second year deficit of just £24k is more realistic, but he expected that out turn to eventually be a bit better but not by much. There were lots of 'don't knows' going forward including pay awards.</p>	
9	<u>GOVERNOR MONITORING REPORT</u>	
9.1	<p>Safeguarding</p> <p>LK advised that a governor SG monitoring report had been done and was with AM to review then share on GH. There were no urgent issues for the board to discuss.</p>	
9.2	<p>Computing</p> <p>KL advised a Computing subject monitoring report was to follow</p>	
10	<u>SUBJECT LEAD REPORT</u>	
	<p>Ben Mashford - Science</p> <p>AM advised that Ben was not able to present his presentation. However the report was made available to governors on GH and he invited questions.</p> <p>KL asked if staff thought PZAZ was fit for purpose?</p> <p>AM advised that this was up for discussion. There were other options available to consider and the mid-term aim was to develop their own curriculum. In the short terms staff benefited from external schemes to build their competency at curriculum development.</p> <p>SKD asked would staff be able to trial a new scheme?</p>	

	<p>AM advised PZAZ has been used all year and if a new scheme was chosen this would be trialled as music were doing with their new scheme.</p> <p>SKD asked if some PZAZ content was not relevant enough and asked what other local schools were doing?</p> <p>AM advised that Ben was looking into this and that Kapow was an option that other schools used.</p> <p>RK asked of the cost implications.</p> <p>AM advised that PZAZ cost about £600 per year for the subscription and that was running out soon. Other schemes were similar in price. The cheapest option was to write our own scheme but the school currently lacked the expertise to attempt this now.</p>	
11	<p><u>POLICIES FOR REVIEW AND APPROVAL</u></p> <ol style="list-style-type: none"> 1. Staff Disciplinary Procedure 2. Discretionary Leave of Absence – AM advised that he had retained previous approved changes 3. Safer Recruitment 4. Feedback and Marking <p>RK noted some ‘secretarial errors’ and would send these to the office for correction. AM advised that this was only approved last year but had come round again in order to even out the review cycle; and that staff were happy with the workload expectations set out in the policy.</p> <ol style="list-style-type: none"> 5. Uniform – <p>KL asked if there were many challenges from parents struggling to meet requirements? AM advised that we offer free uniform and lots of lost property. KL asked if there was an issue regarding pupils wearing expensive brands and if this led to bullying? AM advised that this was not an issue and that tended to happen in secondary school.</p> <ol style="list-style-type: none"> 6. Letting policy <p>All polices were approved subject to secretarial corrections</p>	
12	<p><u>REFLECTION ON THE MEETING</u></p> <p>Governors discussed the impact of the meeting on the governing body’s strategic priorities.</p> <p>Governors felt that there had been rigorous challenge on Y3 progress.</p> <p>Governors noted and shared SLT concerns regarding issues of diagnosis and financial support for SEND pupils due to LA issues.</p> <p>Governors noted the concerns regarding the long term financial sustainability of the school.</p>	
13	<p><u>GOVERNOR HEADLINES AND THE KNOWLEDGE</u></p>	
14	<p><u>DATES OF FUTURE MEETINGS</u></p> <p>To confirm the dates of future meetings</p>	

Governors agreed to change the start time of the Curriculum meetings next term from 2pm to 2.45pm.		
11 June 2024	6pm	FGB Curriculum: to include SDP and Governor Monitoring reports; PP; Sports Premium; SEND
16 July 2024	4.30pm	FGB Ethos tea with staff at 3.45pm; meeting starts at 4.30pm: review of the year, and preparing for next year: SEF for school and governors; Curriculum Intent
To confirm provisional dates of meetings for the 2024/25 school year.		
24 Sept 2024	6pm	FGB Ethos: Curriculum Intent; policy reviews
26 Nov 2024	2.45pm	FGB Curriculum to review school, local, and national SATS data 2024
10 Dec 2024	6pm	FGB Resources: to approve mid-year budget review; SEFS;
21 Jan 2025	2.45pm	FGB Curriculum: to review autumn term assessment data
25 March 2025	6pm	FGB Resources: to set the budget for financial year 2025-6
29 April 2025	2.45pm	FGB Curriculum: to review spring term assessment data and approve 3yr budget plan
10 June 2025	6pm	FGB Curriculum: to include SDP and Governor Monitoring reports; PP; Sports Premium; SEND
15 July 2025	4.30pm	FGB- Ethos; tea with staff at 3.45pm; meeting starts at 4.30pm: review of the year and preparing for next year. SEF for School and Governors

The meeting closed at [time] .

Signed

Date

Action Log

Agenda Item	Action	By Whom	By When	Status
5.2	Governors to provide photo and bio for website	All governors	June	Ongoing
6	AM would look into the viability of OP attending an evening meeting.	AM	June	Open

7.2	RK to change instructions in the monitoring folder (re the SEF versions on GH)	RK	June	Open
7.1	AM to look into giving governors access to the school data to help with monitoring visits	AM	June	Open