

St Joseph's Catholic Primary School, Newton Abbot, Governing Body

Meeting – Part I (Part II) Minutes							
Date/Time	1 st February 2022	Location		Zoom			
Attendees	Initials			Attendees	Initials		
Name		Type of governor/ associate/ chair etc	Time they joined/left if not present for full meeting	Name		Type of governor/ associate/ chair etc	Time they joined/left if not present for full meeting
Tim van Kroonenburg	TvK	Chair		Stephen Riedlinger	SR	Foundation	7.20pm
Amanda Gibbs	AG	Parent		Andrew Kennedy	AK	Foundation	
Stephen Mariadas	SM	Foundation		Martin Caddy	MC	Staff Governor	

Resignations	Initials	Reason (Category of Governor)

In Attendance	Initials	(anyone who is not a governor/associate)
Kelly Dunne	KD	Headteacher
Caroline Fullalove	CF	Clerk
Teresa Sturtivant	TS	

Absent	Initials

Minutes to	
Attendees	
Apologies	
Helen Laird - CAST	

Signature of Chair:

Agenda Number	Details of discussion	Decision or action
1	Welcome Prayer, Apologies & Declaration of Interests TvK Welcomed our new staff governor Martin Caddy. TvK opened the meeting with a Prayer. No apologies or Declarations of Interest	
2	Minutes of the Previous Meeting & Matters Arising All agreed as a correct record. Matters Arising from Minutes 23rd November 2021 None.	
3	Headteacher Resignation – KD KD shared with the Governors the circumstances surrounding her decision to resign. The decision was not taken lightly and KD will remain committed to her role until it comes to an end. TvK spoke on behalf of the Governors to acknowledge that we are aware of the immense pressure that KD has been under. As a consequence TvK will write to CAST to explain our frustration at recent decisions that were made at St Joseph's. We recognize the impossible burden that was placed on KD. We thank KD for the upmost dedication given to St Joseph's and we are very sad to see her leave. TvK noted all the many achievements since KD arrived at our school and we are indebted to her for the incredible amount she has achieved for us. As Governors we need to ensure that the stability that KD brought remains in place.	
4	Safeguarding Update <ul style="list-style-type: none"> - SG4 and SG5 form were returned at the end of last term. Please refer to the forms for data figures (available on Gov Hub). This will enable Governors to compare data from term to term. - Recently there has been a significant jump in the level of other agency involvement with families. TvK thanked KD and her staff for managing to cope with this sharp increase as inevitably this will impact on staff. - The safeguarding audit report for the local authority, which is due in by the Autumn term, is a huge piece of work and has now been completed. Action plans are drawn from the audit. - KD will discuss the audit with SR at their next meeting. KD will put this document on GovHub so Governors can read it in full as SR will refer to it at future Governor Meetings. - KD will try to procure some data from the Trust around safeguarding and how we compare to other schools within the Trust. - KD is constantly analysing the data to see if improvement is happening and it does appear to be going in the right direction. - KD reported that DCC looked at every child who has a social worker and would ensure that some form of intervention and support is put in place. Some of this intervention work started today for two children in the school. This support from the local authority is beneficial and encouraging and staffs are grateful for these extra resources. <p>TS – Managing safeguarding is huge. Who replaces KD? This area of responsibility is significant and will remain our ultimate priority and the Governors will need to ensure that KD's replacement is able to take on this high level of expertise and leadership. There would be budget implications if this responsibility was placed on an existing member of staff following KD's departure. In reality this is almost a full time job in itself and the Trust need to be made aware of that.</p>	<div>KD</div> <div>KD</div>

SIP – Headteacher

As a consequence of KD being in classroom 0.5 there has been no time available to look at the SIP. Neil Maslen has been working with St Joseph's one day a week. Areas of Action within the SIP have been agreed upon where KD can really make a difference before her departure eg the curriculum, subject leaders and their effectiveness and how this is reflected in children's work. Some of these actions have already commenced. A copy of the report following Neil's visit can be found on GovHub. KD will meet with all the subject leads to discuss the points raised in Neil's report. In the meantime subject leaders are already moving forward and taking positive steps.

TS asked whether the SIP is still relevant, given that KD hasn't had any time to allocate to it due to other commitments as mentioned above. KD - yes everything that is in the plan is still relevant but it will need to be refined so that it has an achievable focus. KD will ensure that she comments on areas that are a priority or whether it's not so important at this stage.

Governor Questions 1 – ESM Visit

The ESM suggests that the school curriculum that has been bought in is very prescriptive and at times confusing. Is this view shared within school, and how might this be addressed?

KD - It is not one curriculum but rather different materials to support the school curriculum. The Geography/ History lead, worked with Neil Maslen on looking at how best to support teachers with the curriculum. (planning, resources, time management) All curriculum support materials will be considered on a staff wide basis and will also have the wider knowledge offered via the ESM.

Governor Question 2 – ESM Visit

How do we ensure that the use of cold tasks is consistently applied within the classroom in Writing?

Kayleigh Hannaford met with the Babcock English Advisor to consider this today. It is about ensuring clarity of expectations, clear communication and monitoring for compliance. We are giving staff clarity around this area.

TvK – is 'cold task' applied to every subject or just core subject? KD it's a bit mixed but it doesn't need to be across all subject eg it is useful in English and is used very effectively but this isn't true of all subjects.

Governor Question 3 - SEND Visit 25.01.22

Can you please tell us a bit more about the Funding to Increase Resources, the monies being sought and the potential impact?

Two children who are supported 1:1 are not in receipt of the highest level of funding. SENCO needs to apply for an increase but there is little time to do this given the reduced amount of time the SENCO is in school and working in this role. Children currently being supported with high levels of TA support do not yet have an EHCP in place. SENCO needs to request statutory assessment.

Governor Question 4 Can you please elaborate on the KS1/EYFS staffing being used flexibly and more creatively?

Report highlights that staffing across the KS1/EYFS classes is being used creatively and flexibly. TA support is shared across the two classes, targeted for specific needs and interventions. Reacting to children's needs rather than rigidly adhering to a timetable. TS – Does every child always receive the support they should be getting? KD Priorities do sometimes have to shift so it is a constant struggle.

Governor Question 5

The Focus of the next visit is to be School Self-Evaluation. What aspects will they be looking at in particular?

KD they will look at the following areas:-

The CAST SEND Self-Evaluation tool:

Contextual information;

Overview of systems, policy and practices;

Quality of teaching and learning

Curriculum

Monitoring and assessment of pupil progress

Behaviour, safety and well-being

Policies and statutory compliance

Involvement of parents and carers

Leadership and management

Summary of SEND resources

Effective deployment of SEND resources

TS – Do the Trust intervene with these reviews because of the new child that we now have or is it just standard practice that they will visit all the schools. Do we report back to the Trust that we are under resourced in terms of SENCO support. KD – Evaluation is across all schools. Our school has been noted as having a high level of need and not having the SENCO support to meet these needs. KD will ensure that reports are added to Gov Hub.

Governor Question 6 - I understand that the children are required on some level to catch up on the time lost over the last couple of years though the general covid disruption. How is this managed and how is it going?

The timetables in school remain the same, we continue to deliver a broad balanced curriculum. If pupils have 'missed' prior learning we teach the crucial learning they need to access the current objective.

Governor Questions 7 - As a parent it has been brought to my attention that one of my children and others that I'm aware of are struggling in particular with learning the spellings set in class. I and other parents have spoken to the class teacher and there has been a change in this week in particular but this has made me wonder if there is a wider issue?

Spelling is something that generally our pupils struggle with and consideration to teaching and teaching materials has helped us improve but further improvement is needed.

	<p>Govenor Question 8</p> <p>Is there a pressure being put on class teachers to attain higher levels than the children are capable of? One parent reported that their child did not want to attend school because of this. Could this have a bearing on general attendance levels?</p> <p>KD - There is accountability about ensuring that children make progress from their starting points. There are very clear age related expectations. It is our job to make sure that as many children as possible achieve these or exceed them.</p> <p>‘Capable of’ We always need to remain open minded about the potential of our children.</p> <p>Expectation is an interesting area. Over the last couple of Ofsted inspections we have often been accused of not having high enough expectations. Schools are places where the focus is always on improving on your best so that children make progress. If a parent is concerned that their child may be unhappy with their learning in school, the pace of it or the challenge they should always speak to the class teacher in the first instant. A couple of questions relate to parents reporting or bringing things to a governor’s attention. Please always direct them to speak to the class teacher.</p>	
6	<p>Policies to Be Adopted – Exclusions Policy Oct 2021</p> <p>Governor are aware of the policy.</p> <p>TS confirmed to SM that in the event of an exclusion it would be driven by the Trust. Governors are advised to read the policy in order to be aware of the process that would take place.</p>	Govs
7	<p>Statutory Grants – SM</p> <p>KD provided us with copies of the Pupil Premium and Sport Premium Grants.</p> <p>SM spoke about the provision that we receive and that it is not enough to cover for the staffing required.</p> <p>KD – we will have the spring term data soon which will allow us to compare with the Autumn term data.</p> <p>There is money allocated from the sports premium grant for after school clubs which we will be able to provide FOC.</p> <p>Governor Question 1</p> <p>Is the School Led Tutoring Grant additional to the PPG? KD We have several grants. The School led Grant is not currently being utilised. We will soon be putting this in to place.</p> <p>Governor Question 2 I like the way the challenges are set out. Which of the challenges poses the greatest concern? (Attendance)</p> <p>KD - Depends on the child. (Four children have attendance of 50% or lower.)</p> <p>TvK observed the attendance nationally must be all over the place due to Covid.</p> <p>Governor Question 3</p> <p>How do you decide on the allocation of the TA support (the biggest expenditure) across the needs of the school?</p> <ul style="list-style-type: none"> Needs of pupils 	

	<ul style="list-style-type: none"> School priority. 	
8	<p><u>Governor Responsibilities Report</u></p> <p>TvK Report – Catholic Ethos and RE</p> <p>No visit has taken place since the Summer 2021. We are not holding whole school Acts of Worship at the moment. KD will meet with the new school chaplain asap. We are currently very restricted at the moment.</p>	
9	<p>Governor Training</p> <p>TS – Attended Chair's training in November 2021. Briefing is available on GovHub. In January 2022 there was training on How to Monitor the School Improvement Plan. There are lots of documents on Gov Hub. The Governors Handbook has been updated as well as the Scheme of Delegation. These documents support our work and have been made very user friendly so Goves are asked to refer to them. There are various templates to use which will prove useful and informative in our roles.</p> <p>TS will suggest dates for training and will show CF how best to use GovHub to help Governors navigate more easily.</p> <p>As regards data the ESM report will be copied to Governors. KD proposes a meeting which will talk about data findings all of which will be very useful and insightful for Governors.</p>	Goves
10	<p>Governor Visits</p> <p>TvK has paid a visit 26.01.22 to see KD regarding School Leadership post Easter. Please make CF aware of any visits as these need to be logged. EYFS November visit will soon be available for Governors to acknowledge. Governor SEND visit 8th March 2.00 – 3.30. Please refer to GovHub Calendar as CF will add it. AK visit was postponed.</p>	Goves
11	<p>Business Brought Forward by the Chair</p> <p>Regarding to replacement for KD – we will have an Executive Headteacher. A visit has taken place with a possible replacement for KD. Further news awaited. We will also have a deputy but this needs further clarification.</p> <p>TvK has drafted a letter to CAST with reference to KD's recent resignation and the circumstances surrounding her decision. TvK has sent it to Governors for their comments.</p>	Goves
12	<p>Date of Next Meeting: 30th March 2022 6pm</p>	

THANK YOU TO ALL ATTENDEES
The meeting ended at 7.48pm