



Tas Valley Church Schools Federation

Preston CE VC Primary and Saxlingham Nethergate CE VC Primary

Full Governing Board Meeting
Monday 5 June at 6.30pm, via Microsoft Teams

Minutes

Present:

Diane Perry-Yates DPY (Chair of Governors)
Matthew Walker MW (Executive Headteacher)
Katie-Rose Lightfoot KRL
Rebecca Orford RO
Lesley Allgood LA
Fiona Webb FW
Claire Smith CS
Will Defoe WD

Apologies:

Claire Crawshay CC
Daisy Sutcliffe DS
Anne Fry AF

In Attendance:

Christopher Perry-Yates CPY (Governance Professional)
Laura Knight LK (Assistant Headteacher – Saxlingham)
Jo Firman JF (Acting Deputy Headteacher - Preston)

| Item No. | Item and discussion | Owner | Target Date |
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| 1. | <p>Register of attendance and apologies:</p> <p>Apologies had been received from Claire Crawshay, Daisy Sutcliffe and Anne Fry. All other governors were in attendance and agreed to accept the apologies offered.</p> <p>The Governance Professional advised that the meeting was quorate.</p> | | |
| 2. | <p>Declarations of pecuniary interests:</p> <p>There were no new pecuniary interests declared.</p> | | |
| 3. | <p>Minutes of the previous meeting on 24 April 2023:</p> <p>The minutes of the meeting on 24 April 2023 were reviewed and approved as an accurate reflection. The minutes were digitally signed by the Chair.</p> <p>Proposed: RO Secoded: WD</p> | | |
| 4. | <p>Matters arising:</p> <p>The action list from the previous meeting was reviewed.</p> <p>The Chair of Governors advised that she had made arrangements to monitor both Single Central Records.</p> | | |

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| | <p>ACTION: KL and DS to undertake Safeguarding for Governors training.</p> <p>ACTION: Circulate a potential date for a marketing working party in Summer 2.</p> <p>All other actions were noted as completed.</p> | <p>KL, DS</p> <p>MW</p> | <p>12/06/23</p> <p>19/06/23</p> |
| 5. | <p>Items for discussion under Any Other Business:</p> <p>There were no items for discussion under AOB.</p> | | |
| 6. | <p>Executive Headteacher's report:</p> <p>The governing board reviewed the headteacher's report. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>The Executive Headteacher advised that pupil numbers were increasing with further enquiries for children to join the schools in September on in-year transfers.</p> <p>Governors were advised that attendance was above national average at both schools.</p> <p>Q (FW): Were the attendance numbers as strong as they were pre-covid of had the working from home culture impacted?</p> <p>A: There were some children with attendance issues which were related to a hangover from Covid, however this had since abated. There have been some persistent absentees due to long-term medical reasons. Some absences were due to unauthorised absence for a period of time. We can evidence that external agencies are working with us to support the children with attendance issues.</p> <p>The EHY advised that there was one child at Saxlingham who had not undertaken SATs due to illness. Phonics checks were due to be undertaken along with Year 4 multiplication checks within two weeks. The local authority had visited Saxlingham to monitor that the correct processes and arrangements were in place for the phonics check. The school had been noted as fully compliant.</p> <p>Governors were advised that neither school had been chosen for moderation.</p> <p>The Executive Headteacher highlighted that both Head of School posts had been filled internally as well as the SENDCo position. It was noted that further staffing adjustments were being identified through requests to drop hours.</p> | | |
| 7. | <p>Safeguarding report:</p> | | |

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| | <p>The governing board reviewed the safeguarding report section of the Executive Headteacher report. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>The Executive Headteacher advised that all staff had been booked onto the appropriate multi-agency training. The SLT were booked to attend their Designated Safeguarding Lead (DSL) refreshers.</p> <p>Governors were advised that the Federation may have the opportunity to apply for additional funding to support Little Wandle Scheme from the Wensum Hub.</p> <p>It was noted that the Executive Headteacher and Head of School from Preston had attended training on the new SIAMS Framework. The Executive Headteacher advised that the SIAMS SEF referenced the old framework and therefore work would commence on modifying it to fit the new framework, however, old framework SEFs would be applicable for a 12-month period. It was highlighted that Preston Primary was on the list as likely to be inspected in the next academic year.</p> <p>The Executive Headteacher advised governors that Saxlingham Primary was within the Ofsted inspection window and there may be an inspection during Summer 2.</p> <p>Q(DPY): Is there any reason for PA to be more about girls than boys at Preston?</p> <p>A: This is due to individual circumstances surrounding illness. There was no identifiable trend. Staff receive individual attendance data and there is nobody who is a major concern and there are interventions in place to support those families.</p> <p>Q (FW): Did the prejudice related incident at Saxlingham involve the same child as previously?</p> <p>A: No. This was not directed at any child in particular. We spoke to the child and the parents. It was felt that this was made in innocence without an understanding of the potential impact.</p> | | |
| <p>8.</p> | <p>Receive results of parent survey regarding phonics:</p> <p>The governing board reviewed the survey reports for both schools. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>It was noted that the results had been very strongly in support of phonics.</p> <p>Q (RO): There seems to be more dissatisfaction at Saxlingham was this felt to be from parents that felt that their more capable children were not being challenged enough?</p> | | |

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| | <p>A: Children will have access to their targeted reading book as well as the other reading books as a result of the feedback.</p> <p>The Executive Headteacher advised that the Federation was anticipating strong phonics test results.</p> <p>Q(DPY): Will the survey be repeated to track through for any patterns?</p> <p>A: Yes. We also expect it to be different next year as Little Wandle becomes embedded.</p> <p>Q (KL): What percentage of parents provided feedback at Preston?</p> <p>A: This will be looked into.</p> <p>Parent governors commended having the opportunity to provide feedback on the phonics scheme.</p> | | |
| <p>9.</p> | <p>Latest pupil progress and attainment data:</p> <p>The governing board reviewed the attainment and progress data for both schools. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>It was noted that Maths was looking strong with 82% Attainment and 88% Progress for all pupils out of which Pupil Premium had 1 below expected and 2 at expected.</p> <p>Q(DPY): How far below 'expected' are these children? Are they on the cusp?</p> <p>A: This is a mixture.</p> <p>Q(DPY): If they are on the cusp what are we doing to help them into expected?</p> <p>A: Teachers are aware of those children on the cusp and put interventions in place to bring them up to Expected. It is equally important to ensure that children just above the cusp do not drop back. Due to Covid it has not been possible to measure progress as we would previously. The Year 5 children on the cusp are already being targeted. In autumn term we have robust Pupil Progress meetings to look at those children who need to be targeted. We use a variety of interventions including the use of the tutor funding.</p> <p>Q (FW): I notice that in Year 1 at Preston for each subject at least 50% of the children are working towards expected in attainment but they don't seem to have made expected progress; why is this?</p> <p>A: This is a low cohort in general. There is a comparative Year 3 at Saxlingham. The data shows that there is no issue with the teaching</p> | | |

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| <p>and learning. There could be some impact from Covid, but this is not an academic group. The interventions that we are putting in place through Little Wandle will support that.</p> <p>It was highlighted that Reading was very strong with 100% attainment and progress.</p> <p>Q(DPY): When we have high levels of greater depth what are we doing to challenge them?</p> <p>A: In terms of the guided reading this is ability based and a lot of higher order questioning and getting the children to expand on the reading. We are working to get the children immersed in the books. We have a lot of books for middle ability and more abled readers.</p> <p>It was noted that overall attainment was lower in Writing than reading and maths. 33% of pupils were working towards or below however they are making good progress.</p> <p>Q(DPY): How many of the children working towards expected or below have been with the school from Reception?</p> <p>A: This is a good question. We are not always aware of the approach to Writing at other schools. Moving schools can be an upheaval and is bound to interrupt progress.</p> <p>Q(DPY): Of the 5 pupils who are not Pupil Premium or SEND are in the 'working towards or below' have specific needs which have been identified – are there intervention which are required?</p> <p>A: There are some SEND children who find writing physically difficult due to their SEND and therefore they could find Reading and Maths easier.</p> <p>Q (FW): Is Writing about pen on paper rather than on computer?</p> <p>A: There are very few children that would use a computer for this.</p> <p>Q (FW): Is there a national picture with lower Writing attainment and progress?</p> <p>A: Yes.</p> <p>Q(DPY): As writing is assessed 'in house' are you confident in the assessments?</p> <p>A: In KS2 Writing is the only teacher assessed area and there is often a picture of schools having very high Writing. Last year's KS1 were moderated, and the assessments were validated. We moderate across the Federation, and we have a teacher who is an experienced moderator. We are taking every step we can to</p> | | |
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| | <p>demonstrate that we are robust in what we are doing. EYFS leads have attended moderation sessions as well.</p> <p>Q (RO): Looking at the Saxlingham Year 6 data the percentages seem slightly higher; is there any correlation with the absentees in the same class?</p> <p>A: At the start of the year, we had two groups – those at Greater Depth (GD) and those Working Towards (WT). There were there children who were wither persistent absentees or SEND needs. Two started the school part-way through their KS2 education. The children have worked hard. The Year 5 cohort at Saxlingham was showing 7 out of 9 at ES and 7 out of 9 for Maths. In Writing there were 5 out of 9 at ES. Both Pupil Premium children were at ES in all subjects with 1 at GD in Reading.</p> | | |
| <p>10.</p> | <p>Finance reports:</p> <p>Latest Budget Control Report (BCR) It was agreed to circulate this via GovernorHub.</p> <p>Spring RAG rating The governing board reviewed Spring RAG report. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>It was noted that the Summer RAG rating would be amended to reflect the fact that</p> | | |
| <p>11.</p> | <p>RSHE (Relationship, Sex and Health Education) curriculum:</p> <p>The governing board reviewed RSHE curriculum documentation. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>The Executive Headteacher advised that this was an area that was taught at least once per month and sometimes more often where there was the need. The curriculum was based on the aspiration to promote the vision of 'Life in all its fullness' and to model positive values and grow up to be healthy, safe and positive in their relationships.</p> <p>It was highlighted that lessons were delivered in a safe environment with a variety of resources. Children were taught about different sources of information and using judgements about how reliable information was. Parents were informed about RSHE delivery through communication with parents individually. The specific needs and contexts of each child were always the focus of delivery.</p> <p>The Executive Headteacher advised that the Federation purchased the Discovery Education scheme for the delivery of RSHE.</p> <p>Governors noted the example lesson plan that had been included in the</p> | | |

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| | <p>meeting paperwork. It was highlighted that the section of the curriculum relating to how babies were conceived and born was the only area that a parent could request that their child was excused from.</p> <p>The Executive Headteacher advised that all staff were expected to be vigilant and ensure that any concerns were recorded where a child said or disclosed something of concern.</p> <p>Q (WD):How do parents know that they can withdraw their child from sex education; is it explicitly known?</p> <p>A: This will be included in the letter to parents.</p> <p>Q (RO): The policy refers to the RSHE coordinator; is it obvious who that is?</p> <p>A: This is being managed by the SLT at the moment, but we need to formalise who that is.</p> <p>Q (RO): You have said that the Discover Education materials are very comprehensive; do you have Inset days of specific CPD sessions to support staff?</p> <p>A: This was originally carried out virtually during the Covid lockdowns. This is something that we may need to refresh and to share good practice. There is also signposting that happens for staff. The last training, we had was the NCPCC PANTS training.</p> <p>Q (FW): Is the Discovery Education scheme widely used?</p> <p>A: It is widely used within Norfolk and is very comprehensive, which is important when dealing with sensitive subject matter.</p> <p>Q (RO): The healthy body part of the curriculum talks about vaping. Should vaping be included in the behaviour policy?</p> <p>A: Yes, this will be added.</p> | | |
| <p>12.</p> | <p>SIAMS, Vision and Ethos:</p> <p><i>Review of staff view of the vision statement</i></p> <p>The Executive Headteacher advised governors that the SLT were due to sit down and look at the vision statement following canvassing the children, parents and staff. It was proposed to set up a working party of governors to discuss the vision statement.</p> <p><i>New SIAMS framework from September 2023</i></p> <p>It was agreed that this was covered within the Executive Headteacher report.</p> | | |
| <p>13.</p> | <p>Governor CPD:</p> <p>WD advised that he had undertaken Budget Monitoring training.</p> | | |

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| | <p>The Chair of Governors advised that she had attended a further meeting of the diocese Racial Justice Working Party as the sole representative of governance in Norfolk.</p> | | |
| 14. | <p>Governor monitoring:</p> <p>The governing board reviewed the latest monitoring reports. Copies had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>The Executive Headteacher thanked governors for their time spent monitoring, and it was agreed that this showed how proactive the governing board was.</p> <p>It was agreed that a monitoring schedule should be created for the next academic year. It was agreed to align this with the School Improvement and Development Plan (SIDP).</p> <p>Governors agreed that it would be useful for the staff governors to be involved in monitoring their opposite school.</p> <p>The Executive Headteacher advised that RO and CC had attended the school for the Head of School interviews and CC had supported the SENDCo interview.</p> | | |
| 15. | <p>Governing board correspondence:</p> <p>The Chair of Governors reminded governors about the visit by the Bishop of Norwich.</p> | | |
| 16. | <p>Policy review:</p> <p>The following policies were reviewed and approved:</p> <p>a) Behaviour Policy (Federation)</p> <p>The policy was reviewed, and it was noted that the main change following discussion and reflection across the Federation was that there should be a Federation approach to behaviour management.</p> <p>Q (RO): It was identified that the Reflection Form was not being used at Saxlingham during governor monitoring; had all staff agreed to its use?</p> <p>A: Yes. This was agreed following training at Easter. It also ties in with the Christian vision.</p> <p>Q (RO): Do you use the behaviour for learning awards at Saxlingham?</p> <p>A: Yes, this is the same as at Preston.</p> <p>Q (RO): What are the agreed scripts mentioned in 2.3?</p> | | |

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| | <p>A: We agree a script to use with children along with parents where there are situations where certain language would calm a child. If a child has an individual plan then, we would write down what we may say in certain situations. Parents are fully involved in that process.</p> <p>Q (RO): As with all our policies, should we explain some of the terminology such as CPOMS?</p> <p>A: This can be explained.</p> <p>It was agreed that it would be useful for the policy to have page numbers and to refer to Executive Headteacher instead of headteacher.</p> <p>Q(DPY): Under 2.2 it states that children visit the headteacher or other staff; who would other staff be?</p> <p>A: This could be the subject leader that wants to look at that particular piece of work. It is about providing the opportunity for children to share.</p> <p>It was suggested that under Appendix B that the paragraph on laminated lists should be clarified.</p> <p>b) PSHE Policy (Federation) The policy was reviewed. There were no questions.</p> <p>IT WAS RESOLVED that the above policies should be adopted subject to the changes agreed. Proposed: RO Secoded: CS All voted in favour with no abstentions.</p> | | |
| 17. | <p>Any other business:</p> <p>There was no other business.</p> | | |
| 18. | <p>Items deemed confidential:</p> <p>The Part 2 Confidential Minutes of the previous two FGB meetings were reviewed, and it was agreed that governors should approve the minutes via email.</p> <p>It was agreed that the deficit reduction plan should be added to the next FGB agenda.</p> <p>ACTION: Add Deficit Reduction Plan to the next FGB agenda.</p> | CPY | 03/07/23 |
| 19. | <p>Reflection: how have discussions today helped the children and school to live life in all its fullness:</p> <ul style="list-style-type: none"> • Discussion behaviour and enquiring is helping us to give the children a | | |

'I have come that you may have life and live it to the full', John 10:10

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| | better learning opportunity and to live life to the full and supporting the school through governance and monitoring. | | |
| 20. | Date of next meeting: 10 July 2023 at 5pm, Preston Primary | | |

Meeting closed at 8.40pm

Actions:

| Item No. | Action Description | Owner | Target Date |
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| 4 | Undertake Safeguarding for Governors training. | KL, DS | 12/06/23 |
| 4 | Circulate a potential date for a marketing working party in Summer. | MW | 19/06/23 |
| 18 | Add Deficit Reduction Plan to the next FGB agenda. | CPY | 03/07/23 |