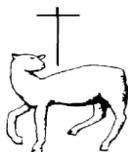


The Governing Body of

St John's C of E VA First School



Together we have the roots to grow and the wings to fly.

Minutes of the Full Governing Body Meeting held on the 29th April 2021 at 4.30pm

Governors present Mr David Daniels – Co-Chair, meeting chair and Foundation Governor
Mrs Claire Marsland – Headteacher

Mr Hugh Haines – Foundation Governor
Mr Dan Jackson – Staff Governor
Mrs Alexia Loundras – Vice-Chair and Parent Governor
Mrs Fiona Puleston – Co-Chair and Local Authority Governor
Mrs Kerry Smith – Parent Governor

Attendees Mrs Rosemary Conway – Business Manager and Clerk to the Governing Body
Mrs Gill Driffield – Business Manager
Ms Sarah Priddle – SENDCO
Mrs Nicole Simenton – Key Stage 2 Lead

Apologies Reasons accepted for: Mr Luke Hayes – Foundation Governor
No reasons given for:

Key: **Decisions** **Challenge** **Actions**

Agenda Item	Discussion, decisions and actions	
	The meeting was conducted remotely due to the ongoing COVID19 pandemic.	
1	<p>Standing items</p> <p>Opening prayer Mr Daniels opened the meeting with a prayer.</p> <p>Declarations of interest New Parent Governor, Mrs Smith declared the following interests, which were recorded on the register of interests;</p> <ul style="list-style-type: none">• Parent to child at the school <p>Apologies Apologies were received as detailed above.</p>	

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Chair's signature:

	<p>Governor Business</p> <p>Mr Daniels gave an update on Governor membership;</p> <ul style="list-style-type: none"> • Mrs Conway had resigned from her role as Clerk to the Governing Body and would finish on 31st May 2021. Mr Daniels expressed thanks to Mrs Conway for her support during her time as Clerk. • Mr Milverton had resigned from his role as Foundation Governor. Governors wished Mr Milverton best wishes. • Mr Daniels welcomed new Parent Governor, Mrs Smith, and new Foundation Governor, Mr Hayes, to the Governing Body. <p>Mrs Puleston informed Governors that a local independent Clerk had indicated she would be happy to take on the Clerk role for St John's. Mrs Puleston needed to arrange an interview process.</p> <p>Agree the minutes of the meeting held on 25th March 2021</p> <p>The minutes were agreed as an accurate record, and duly approved.</p> <p>Matters arising</p> <p>There were no matters arising.</p>	
2	<p>School Development Plan (SDP)</p> <p>Meeting the Needs of all Children</p> <p>The Special Educational Needs and Disability Coordinator (SENDCO) presented the SDP – Meeting the Needs of All Children, and Governors discussed the report, with the following of note;</p> <ul style="list-style-type: none"> • The SENDCO stated that the rationale behind this section of the SDP was to make sure that systems relating to Special Educational Needs and Disability (SEND) were established, in place and effective, and that the needs of children were identified and met promptly. • The SENDCO informed Governors of the process in place to identify needs. She went on to explain that SEND was seen as on a continuum, and could be represented as a pyramid. Different 'waves' of need were represented by different levels of the pyramid. The top level of the pyramid represented the smallest number of children, but those with the highest level of need. Those at the top level may require an Educational Healthcare Plan (EHCP). <p>The Headteacher joined the meeting at 4.45.</p> <ul style="list-style-type: none"> • The SENDCO explained that the SDP section was partly in response to internal need in the school, but also in response to the Somerset Ofsted Statement of Need, following an inspection of its SEND provision. • The SENDCO explained that the success criteria was broken down to two sections as the plan was intended to span two years, to ensure everything was fully embedded and skills / knowledge were secure. • The SENDCO informed Governors that the actions from the autumn and spring term had been evaluated and were largely met. The inclusion discussion with the Virtual School Advisory Teacher did not take place in the 	

autumn term due to lockdown, but did happen in early spring. The meeting was very helpful. An outcome was that there was a staff meeting lead by the Advisory Teacher. It was about the roles and responsibilities of the teacher and systems and processes within that context. The SENDCO had developed a flowchart of the St John's reponse, which she thought people had found helpful.

- A governor asked if the meetings in March were the second set. The SENDCO responded that that meeting with the Advisory Teacher took place in January. Another outcome of that meeting was for the SENDCO to have termly meetings with teachers, to review the children in their class and to support any concerns and queries. The SENDCO explained that the school was using the 'assess, plan, review' approach. **A Governor asked how those meetings had gone.** The SENDCO responded that some good professional conversations had taken place. The Early Years Foundation Stage (EYFS) teacher with SEND responsibilities had supported with the EYFS class meetings.
- The SENDCO was working on ensuring children had relevant documentation in place.
- The SENDCO would join class transition meetings to focus on children with needs.
- The SENDCO would look at the impact of the assess, plan, review' approach to ensure a smooth transition to new classes.
- **A Governor asked if the number of children needing SEND support had increased since lockdown.** The SENDCO responded that they were the same but there was a greater level of social and emotional need. This was not surprising but not specifically linked to SEND. She would expect the situation to improve over time with appropriate support. There had been a big focus across the school on wellbeing for children and staff. The Headteacher stated that for those with significant need, those needs had become more significant since lockdown. The Key Stage 2 Lead agreed and commented that there was further adjustment for those children where some interventions such as nurture could not run. The Deputy Headteacher added that there was a big difference between those children with SEND who accessed school over lockdown and those who didn't.
- A Governor asked if the next set of meetings would take place in June. The SENDCO responded that they would.
- **A Governor asked what support was in place for teachers where paperwork was missing.** The SENDCO responded that in some cases, paperwork may just not be stored in the correct location. Teachers would be given an opportunity to move documentation to the correct location. The SENDCO then planned to have additional meetings before half term. The Headteacher added that the documentation check would be really robust.
- **A Governor asked what proportion of children in the school had SEND and where the rationale for the SDP section had come from.** The SENDCO responded that 20.2% of children in the school were on the SEND register. The rationale came partly from the local authority Ofsted inspection and partly from conversations between the SENDCO and Headteacher about what was and was not in place in school. A mixture of observation of practice and what had been in place historically informed those discussions. **The governor asked if those observations had been from September or on a**

rolling basis. The SENDCO responded that the SDP section had been in place since September. The Headteacher added that the first lockdown gave an opportunity to review things.

- The SENDCO stated that a learning walk was planned to take place during the summer term, with a focus on those children in wave 1, and looking at what good practice was. It would then be followed up with sharing of practice and individual support if necessary.
- There would be an intervention review during the summer term, with information presented to governors in the SEND report. The SENDCO stated that COVID had really impacted capacity to deliver interventions. There were some running for English but nature, ELSA etc were classroom based lead by teachers and Teaching Assistants. The Headteacher stated that the school had been very precise on interventions. As she was aware that all children would be impacted by the pandemic, she felt that all could benefit from class based social and emotional interventions. The other focus was early phonics and reading.
- **A Governor asked the SENDCO if she felt she would be able to tick off all the success criteria by the end of the year.** The SENDCO responded that she thought she would. The criteria was split across two years but progress was being made. She was generally pleased with progress.
- The SEND governor asked the SENDCO to provide an update to progress on the SDP and an intervention impact report as her summer term SEND report.
- The SENDCO commented that she had added questions to consider from the School Evaluation Form (SEF). The Senior Leadership Team had been going through the SEF, picking out pertinent questions.

Governors expressed their thanks to the SENDCO.

Curriculum

The Key Stage 2 Lead and Deputy Headteacher presented the SDP – Curriculum, and Governors discussed the report, with the following of note;

- There was a wish to make the curriculum exciting, broad and balanced, thinking why this, why now, in line with the Ofsted framework.
- The rationale was the need to continue work started before the COVID pandemic began. The previous curriculum lacked a clear sense of progression.
- During the pandemic, the Key Stage 2 Lead had set up a learning platform for remote learning. Seesaw was chosen over Google Classroom as it was more suitable for younger children.
- Lots of work had been done on remote learning in January 2021 when the lockdown was announced.
- There had been a lot of work on curriculum during April and May 2021 and two INSET days delivered.
- The February INSET day had covered the new history curriculum with a focus on what knowledge and skills the children needed to obtain.
- Staff had all been very positive and excited about what was happening.
- Professional Development Meetings (PDMs) had now moved on to Geography for a few weeks.
- The Key Stage 2 Lead and Deputy Headteacher were starting to work more

closely with middle schools for better consistency across first schools and Key Stage 2. This was difficult in some subjects such as geography as the national curriculum gave topics to be covered within the key stage rather than by year. In a three tier education system, this meant topics could be either repeated or missed out.

- The Frome Learning Partnership was holding meetings between schools to coordinate work between first and middle schools. The SDP action plan would be updated as the Deputy Headteacher and Key Stage 2 Lead attended Frome Learning Partnership meetings. **A Governor asked if all Frome schools had signed up to this group.** The Headteacher responded that there had been a good take up and both middle schools were involved. The Headteacher had been clear in her role as Co-Chair of the Frome Learning Partnership that the middle schools needed to engage. There were some smaller schools struggling to join all groups as they did not have enough staff to attend all meetings. The subject was on the agenda for each Frome Learning Partnership meeting so there were lots of chances for people to engage. She stated she thought the process would be really positive. It was about the first school experience preparing children for middle school, and ensuring things weren't repeated or missed out.
- The Key Stage 2 Lead stated that she and the Deputy Headteacher were still tweaking things and giving feedback to teachers. The SDP document was a working document that was constantly being refined, but it was exciting and the children would really benefit from it.
- The Deputy Headteacher said they were upskilling staff.
- **A Governor asked if the Key Stage 2 Lead and Deputy Headteacher had been able to book in the PDMs they were planning?** The Key Stage 2 Lead responded that they had and had already done 2.
- The Deputy Headteacher stated that evaluation of actions for the autumn term had been disrupted by the lockdown but there had been clear progression for history.
- Work had begun on the Geography curriculum. The Key Stage 2 Lead and Deputy Headteacher had mapped requirements to the key stages and were building up the curriculum.
- Vocabulary was an important area and had been listed on everything done so far. It was such a big area that it could be a development area on its own in future.
- The curriculum map had been really useful and allowed Senior Leaders to look across the school that things were balanced.
- The Key Stage 2 Lead and Deputy Headteacher were looking at scheduling of different subjects and how to fit all in every half term.
- The new curriculum would be launched in September.

Governors reacted very positively. A Governor commented that it had been great to listen to the report and that the Key Stage 2 Lead and Deputy Headteacher seemed very passionate about things. The Headteacher expressed her thanks to the Key Stage 2 Lead and Deputy Headteacher. She stated that there had been limited capacity in the autumn term but the INSET days and PDMs had been lead entirely by the Key Stage 2 Lead and Deputy Headteacher, which was a big task. The whole team had had professional conversations and had taken shared ownership of the curriculum. There had been an increase in staff knowledge.

	<p>A Governor asked whether the new curriculum would be communicated to parents. The Headteacher responded that it would, but a bit further down the journey. She added that subjects not covered this term would be covered during the two INSET days in September. She stated that she would appreciate a parent view on how it was communicated, as engagement with parents was fundamental.</p> <p>The Headteacher commented that there had been a definite change in children’s knowledge and how they talked about history.</p> <p>A Governor asked if the aim was to work through all subjects. The Headteacher responded that it was but that prioritisation had been needed. English, Maths and Science was already laid out quite specifically in the national curriculum and there were schemes of work available for Modern Foreign Languages, Music and RE. She had therefore prioritised history and geography where things were less defined. Not all subjects would be complete by the end of the September INSET days but the SDP focus would remain next year.</p> <p>A Governor suggested that parents could be invited in to school during the following year to help bring things to life in terms of the curriculum.</p> <p>Governors thanked the Key Stage 2 Lead and Deputy Headteacher.</p> <p>Mrs Simenton left the meeting at 5.20pm.</p> <p>Mrs Driffield joined the meeting at 5.20pm.</p>	
<p>3</p>	<p>Finance</p> <p><i>Consistent Financial Report (CFR)</i> The Business Manager explained that the school’s Education Finance Officer (EFO) had prepared the school’s provisional report as part of the year end procedures, but it was not yet ready to present to Governors, as it had to be checked by the Finance Team at Somerset first. It would be presented to Governors at their next meeting.</p> <p><i>Budget 2021-22</i> The Business Manager gave a verbal update on work on the draft budget;</p> <ul style="list-style-type: none"> • The Business Managers met with the EFO earlier in the week to look at the committed and uncommitted carry forward. Various amounts were committed, such as Pupil Premium, Sports Grant, School Council funds and Year group fundraising cost centres. • Not all of the Universal Infant Free School Meal grant was used due to the pandemic, resulting in a £30,000 carry forward. The EFO had indicated that it would not be clawed back. This resulted in a higher than expected uncommitted carry forward. • All adjustments discussed at the previous meeting had been incorporated into version 9 of the draft budget. • The budget for 2021-22 was anticipated to balance with a carry forward of £57,500. • The Business Manager proposed to put the carry forward in to contingency, as it would likely be needed to balance the budget in 2022-23. She stated 	

that although the position was currently good, if that money was spent now, redundancies may be required in future years. The carry forward would give some scope throughout the year for flexibility.

- The EFO had indicated she was pleased with the current position.

A Governor asked how many children were anticipated to come in to reception in September 2021. The Headteacher responded that there were 54 currently anticipated, which was better than previously thought. As St John's was second choice for some of those children, there was a chance a couple may win an admissions appeal. However, the Headteacher was also aware that a good number of families missed application deadlines, so there may be some further admissions through the second round of applications. There had also been some in year admissions. The Headteacher stated that she was feeling confident about numbers.

A Governor asked why some people had missed the application deadlines. The Headteacher responded that there were a number of reasons. Where children were not attending nursery at the usual rate during lockdown, some parents missed reminders to apply. Others may have felt anxious about their child starting school during the pandemic. The most recent lockdown happened very close to the application deadline.

A Governor asked what the ideal admission number was. The Headteacher responded that the school's Planned Admission Number (PAN) was 60 in each year group. The previous year had seen 61 children leave year 4 and 52 arrive in reception. This had had an impact on the numbers and the money.

A Governor asked the Business Manager how convinced she was about the UIFSM not being clawed back. The Business Manager responded that Somerset seemed confident but it would be sensible to be prudent. There was also a chance that the school's catering provider may approach the school for additional funding, as it did after the previous lockdown.

Mrs Puleston proposed version 9 of the draft budget for approval. Mr Daniels seconded the proposal. Governors voted unanimously in favour.

The budget for 2021-22 was approved.

Governors expressed their thanks to the Business Managers and Headteacher for their work on the budget.

Capital projects

The Business Manager asked Governors to consider the proposed capital projects. She informed Governors that the school's surveyor had advised not to spread the electrical work out too much or it would need to be started again quite soon after completion. The project was proposed to be spread over 2 years. There was some money in the budget for the Governor 10%, but more would be required.

The Headteacher stated that it was a difficult position. It was vital to keep the building maintained and parents would start to be put off the school if it wasn't. She was disinclined to allocate budget for the Governor contribution as it should be found by the Governing Body.

A Governor asked where Governors would usually find such funds. The Headteacher stated that historically it probably came from a long term letting at the school, but there had been issues with how the charges were set and practical issues around use of the school. The Business Manager stated that the long term letting used to bring in around £6,000 per annum.

Governors discussed possible ways to raise funds for the Governor fund including; approaching parents for donations, working with the Friends of St John's, approaching local businesses for donations. The Headteacher reminded Governors that the previous approach to parents received negative feedback. A Governor felt that local businesses were struggling due to the pandemic, so it was a difficult time.

A Governor asked about supermarket token charity schemes. The Headteacher responded that the school had received money from such a scheme in the past.

Governors discussed the school's status as a Voluntary Aided (VA) school and how capital spending worked. Governors felt there was a lack of support from the Diocese and felt unsure what the benefit was to being a VA school. The Headteacher informed Governors that the difference between a VA and Voluntary Controlled (VC) school was to do with ownership of the land. The Business Manager informed Governors that in a VA school, the Church owned both the land and buildings. In a VC school, the Church owned the land and the Local Authority owned the buildings.

A Governor stated that they thought the relationship between the school and the Diocese was one sided and asked what options there were to change. The Headteacher responded that she didn't think there were any options. If the Governing Body wished to academise, they would need consent from the Diocese.

The Headteacher informed Governors that some DDA works may be required for a child going in to year 3 in September 2021.

A Governor proposed writing to the Diocese to ask for a meeting. Another Governor asked if the school had a relationship with any individuals at the Diocese and whether a letter was enough. The Headteacher responded that Ed Gregory was the Director of Education but that he had visited the school previously.

The Headteacher stated that Governors needed to be mindful that even if a new build was agreed, it would not be immediate and it was important to maintain the existing school building.

A Governor asked if the school could seek grants to undertake some of the work proposed. The Business Manager stated that the Diocese was likely to have already applied for any funding that schools could use and that if the school undertook projects, they would incur additional costs around project management and compliance with construction legislation.

The Headteacher informed Governors that if they didn't have the money required, the Diocese would instruct them to take out a loan, that would need to be repaid within 3 years. She reminded Governors that they needed to take a decision around the proposed projects.

	<p>A Governor asked how much would be needed for the 10% contribution on top of what was already budgeted. The Business Manager responded that around £6,000 would be needed in the current year. A Governor asked if the decision needed to be taken now. The Business Manager responded that a decision was required so that enough time was available to tender and plan the project. Another Governor asked what the terms of any loan would be.</p> <p>The Business Manager volunteered to find out when the 10% would become payable and what the terms of a loan would be.</p> <p>Action: Contact Claire Hudson around when 10% contribution becomes payable and terms of any loan.</p> <p>Governors agreed to accept funding for the following projects;</p> <ul style="list-style-type: none"> • Surveys • LED lighting • Electrical installation <p>Mrs Conway left the meeting at 6.30pm</p>	Business Manager
4	<p>Confidential item Governors discussed Admin staffing, which is minuted confidentially.</p>	

Meeting finished at: 6.45pm

Date of next meeting: 20th May 2021

Summary of actions agreed

Action: Contact Claire Hudson around when 10% contribution becomes payable and terms of any loan.	Business Manager
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Summary of decisions taken

<p>The budget for 2021-22 was approved.</p> <p>Governors agreed to accept funding for the following projects;</p> <ul style="list-style-type: none">• Surveys• LED lighting• Electrical installation
