



**St Nicholas Catholic Primary School (Academy)**  
**Part 1 Minutes of Local Governing Board**

Date	30th March 2022	Time	6pm in School
Governor Attendees			
Name	Type of Governor	Present	Apologies
Cathy Lowry	Executive Headteacher	Y	
Kelli Reynolds	Head of School	Y (left 6.27pm)	
Angela Bosley	Foundation	Y	
Frankie Phillips	Foundation	Y (remotely until 6.27pm)	
Fr Jonathan Stewart	Foundation	N	Y
<b>Luke Robinson</b>	Foundation	N	Y
Frances Dennehy	Foundation	Y	
James Cookson	Foundation	N	Y
Alex Hill	Community	Y	
Jemma Standen	Staff	Y	
Sarah Osbond	Parent	Y	
Other Attendees		Present	Apologies
Ali Brocksom	Clerk to Governors	Y	

Agenda Ref	Item	Info Decision Question Action
1	<b>Prayer</b> CL led a prayer.	
2	<b>Housekeeping</b>  In LR's absence the meeting was chaired by AH who will stand in until LR is able to attend.  Jemma Standen, the new Staff Governor, was welcomed.  <b>Apologies &amp; Declarations of Interest for this meeting</b> Apologies were received from LR, JC, JS. FP attended remotely.	
3	<b>Agree any items of business to be discussed at the end of the meeting that are not on agenda</b> <ul style="list-style-type: none"> <li>Meeting with CAST</li> <li>Governors Accountability Framework</li> </ul>	

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4	<p><b>Minutes</b></p> <p><u>Agreement of Part 1 and 2 minutes of last meeting (Feb 22)</u>  <b>These were agreed and signed.</b></p> <p><b>Outstanding items / actions:</b></p> <ul style="list-style-type: none"> <li>• <i>Fr J will be asked to check in on ECTs as Staff Support Governor.</i></li> <li>• <i>All Governors need to come in to carry out a visit and speak to subject leaders on a specific subject to monitor the SIP. We need a visit this term and another at the end of Summer term to check there has been progression. This is in hand with a few visits to be completed. Visit notes have been uploaded to Governor hub.</i></li> <li>• <i>LR and other Governors will have a meeting with CL, our ESM and Kevin Butlin. CL will go back to CAST to arrange this. This was completed and feedback will be given later in the meeting.</i></li> </ul>	D
5	<p><b>Safeguarding Report</b></p> <p>KR discussed safeguarding actions since the last meeting.</p> <p><b>CAST Safeguarding Review</b></p> <p>We are awaiting the report from CAST after the safeguarding review last week. . It was a thorough day with 3 reviewers, who judged that safeguarding is effective at St Nicholas. There were actions around medication and protocols for children with medical conditions. This has already been swiftly actioned. We will also look at behaviour at lunchtime where children need much reminding to keep safe and to understand why. The full report will be shared with Governors once received.</p> <p><i>AH asked about the progress of the OPAL programme? We are going to advertise for a playleader to manage OPAL for 2.5 hours per day. We will also have pupil playleaders on the playground.</i></p> <p><i>ABo asked how KR can be supported in carrying out the large number of TAF meetings with DS absent? It is recognised that the Assistant SENCO's absence has had a huge impact on KR's workload. Need amongst families this term has been very high.</i></p> <p><b>Exclusions</b></p> <p>There have been 2 fixed term exclusions this term. External advice has been sought. Both pupils are on the assessment pathway for ASD and have had a reduced timetable. This has worked for 1</p>	<p>Q</p> <p>Q</p>

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	<p>child and we are seeking further support for the other who is at risk of exclusion.</p> <p><b><i>KR left the meeting at 6.27pm.</i></b></p>	
6	<p><b>Headteacher's Report to Governors</b> CL talked through this document (shared on Governorhub) with Governors.</p> <p><b>Ofsted AFIs</b> We are looking at the September staffing structure and will distribute the job shares throughout the school.</p> <p>We will have a near full R class in September and will have 2 teachers. We may move a job share into R in September.</p> <p>SLT meetings have been restructured so that they are separate from OLSP and therefore more focused, e.g. looking at books and planning.</p> <p><i>AH asked about the previous strategy of putting more experienced teachers in 5/6 to support SATS? Will we have weaker teacher in 5/6 and compromise SATS results? We are looking to spread quality teaching throughout the school. We need to ensure teaching is secure further down so there is less to do once children reach 5/6. By monitoring and supporting teachers we can achieve this. There are challenges in Yr 5 although data is strong. We need to get support staff provision right for pupils taught outside the staffroom.</i></p> <p><i>SO asked whether there was CAST training available for subject leaders to then share with other staff and build up expertise throughout the school? We have SWIFT training in place for teachers and staff have undertaken training this term (e.g. ECTs and their mentor). This is about management of time, differentiation etc. JS is undertaking specialist senior leadership training. The Trust also deliver training on Principles of Teaching which is then being disseminated by coaching to other staff.</i></p> <p><i>[SO] Do you have shared teaching opportunities too?</i> Staff (ECTs) will visit other local schools to see other practices and learn from them.</p> <p><i>Do we have staff who have missed out on training due to COVID?</i> Yes, we are now looking at opportunities for 2 RQT teachers to learn outside St Nicholas. They get 5% extra PDA time.</p> <p>We are looking at Yr 1/2 where children still need access to continuous provision and considering whether we can have a</p>	<p>Q</p> <p>Q</p> <p>Q</p> <p>Q</p>

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	<p>straight Yr 1 class, a 1/2 and a straight Yr 2 class. instead of mixed year groups in this teaching team. This could encourage more creativity in teacher's planning instead of relying on someone else in the team to plan the work. Governors were positive about this suggestion - mixed year groups can be a hindrance. Straight year group classes may be better for SATs results. A plan for this should be in place by May.</p> <p>Teachers have had discussions with SLT about preferences for September. We already know a few teachers are planning to move away.</p> <p><b>ESM Visit</b> A visit note was uploaded to Governorhub focusing on writing a challenge in the school. We need to ensure there is clear progression and sequences of learning building to a quality piece of work. We are looking at developing planning and making it tighter. <b>Positives are that we have a high focus on vocabulary throughout the school and presentation in books is very good. Some KS1 children have beautiful handwriting.</b> We need to blend grammar and give opportunities for extended writing.</p> <p>KS2 children are now being asked to edit their own work, to identify errors.</p> <p>Next week CL and KR will meet with each teacher individually and look at each child's progress and focus on quality first teaching.</p> <p><i>SO queried the children editing their work and how this is done? Is it coming from the teacher identifying next steps?</i> It is partly working with a partner, checking spelling and using success criteria. The aim is for children to independently check their work before going to the teacher and for this to become embedded.</p> <p><b>School Improvement Plan</b> CL discussed the Quality of Education - the focus is on quality planning and ensuring learning objectives are high quality. These have already noticeably improved since Spring 1.</p> <p>CL is working hard to make sure 'pupil voice' is embedded throughout the school. We have a school council set up and play leaders on the playground. We are also developing eco-rangers and are giving the children opportunities to tell us their opinions on how they feel the school should be. There will be class councils with 10 minutes to discuss a specific topic such as how adults should behave when visiting the school. We are developing a child's code of conduct for visitors which will be displayed around the school.</p>	<p>Q</p>
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	<p>We are ensuring SLT meetings have impact and that actions are moved on.</p> <p><b>External challenge and support</b> RWI day is to be re-scheduled due to COVID. Phonics teaching is good across the school.</p> <p><b>Catholic Life of the school</b> Collective Worship is very good as we have such a supportive and effective school chaplain.</p> <p>CL will bring class personal development books to the next meeting to show Governors what they look like.</p> <p><i>ABo asked if we can have collective worship together again? We are now back together in the hall which is lovely, especially hearing the children singing. We will ensure SLT are in front of the whole school as much as possible. The younger children are learning how to behave when in the hall all together. Children have also been up to church.</i></p> <p><i>FD queried the virtues and values in Lent - eg 'to fast from frowning' and wondered how these are explained to the children? Some are tricky to understand and there needs to be good communication by staff so that the children understand them too.</i></p> <p>We had the Stations of the Cross beautifully set up in the Bickleigh Room by our Chaplain and the children were so reverent when visiting them and really engaged with it. FP (Governor) visited. The effort our Chaplain puts in is incredible.</p> <p><b>School Context</b> The school context is healthy - we have a good number of pupils and September numbers also look good.</p> <p>Our FSM numbers are increasing but still low compare to national.</p> <p><b>Staffing update including absence</b> CL updated Governors about current staffing. Staff are still being affected by COVID and it is very hard to obtain supply. This is a national problem.</p> <p><i>ABo queried the current guidance around masks in school? Staff can choose to wear one through the school but not while teaching. Hygiene and handwashing continues. Trust guidance advises that staff with COVID and no symptoms no longer have to isolate and can return. However if they are ill we would expect them to remain off.</i></p>	<p><b>A</b></p> <p><b>Q</b></p> <p><b>Q</b></p> <p><b>Q</b></p>
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	<p>2 posts are advertised for MTAs and we will incorporate some MTA time into 2 TA roles (SEND), also to be advertised.  <i>ABo noted some staff had left and asked if we offered exit interviews to find out why they left. We always offer an interview but not many take them up. Some left to take up another post in school.</i></p> <p>We have one teacher returning from MAT leave next week (3 days) to cover music teaching (PPA) and provide release time.</p> <p>Staff absence was discussed. It is high but a national issue.</p> <p><b>Data - key headlines</b>  A more detailed report will be provided at the next meeting but a draft report was shared and discussed. Governors will be given access to Insight.</p> <p>Yr 2 and 3 data is low. Half these cohorts are meeting ARE, mainly due to COVID and lockdown. Reading is higher across the school in every class. Below Yr 4, girls are performing better than boys. Writing is an issue with boys. This reinforces the need to have a straight Yr 1 class in September.</p> <p>There are 26 boys in Yr 1 - only 27% are achieving ARE (7).</p> <p><i>ABo asked Is this a specific issue to STNCS or national? Girls tend to do better nationally but the gap here is significant. CL will analyse why the boys are not achieving ARE, especially in Yr 1. Some could be EAL / SEN. This will be discussed at the upcoming pupil progress meetings and how these boys can be encouraged to write. We will also use Accelerated Reader in a different way from Yr 2 onwards and look at what children are reading and how they are doing in their quizzes.</i></p> <p><i>FD asked what access do the children have to the library now it has been refurbished? Will parents be able to come in and pick books again? We will reimplement parent's time in the library and all classes already have access. Each class also has a book corner.</i></p> <p>Reading is good further up the school.</p> <p><b>PP</b>  One cohort in Yr 2's attainment is better than non PP children.</p> <p><b>Quality of teaching</b>  Flight paths for the school need to be tweaked from September. Disciplinary knowledge must be embedded into planning. Subject leaders have a schedule to follow to ensure they are drilling down</p>	<p>Q</p> <p>Q</p> <p>Q</p>
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	<p>into their subjects.. Mid year appraisals have taken place. This half term we have focused on geography and history and have seen improvements. The focus will change next term to other subjects.</p> <p><b>EYFS</b> SB has a more managerial role in the unit and staff are taking responsibility for different areas. Much old equipment has been disposed of and new resources and furniture are being purchased. The EY advisor from CAST will continue to support the unit. SB is having specialist training, development and coaching from the EY advisor. Staff will have a session in May on quality interactions. The EY teachers also visited a local school to see another provision. The outdoor area will be finished. Governors will be invited for a visit.</p> <p><b>CPD</b> There has been much CPD in school including Executive Leadership, Headship, Network meetings for subject leaders, RWI development days, PE training, safeguarding level 3 refresher training.</p> <p><b>Behaviour</b> Racist and bullying incidents are all logged and actions put in place. We are working on the challenging behaviour in school and thinking through the context - why that behaviour is happening each time. We try to avoid exclusions as they do not work. Children learn what level of behaviour will mean they are sent home and will reach it more quickly. We would prefer children to safely get rid of frustrations in school and limit any impact in class.</p> <p><i>FD asked about how we deal with racist incidents?</i> These are always communicated to parents and recorded. The children have heard these words from somewhere else (often music). The children are told this will not be tolerated.</p> <p><i>SO asked how the new Behaviour Policy is going?</i> The children spoke well about this at the recent safeguarding review and impressed the Trust. Relationships underpin the policy including the relationships between adults and children. No bad behaviour was noted at the safeguarding review. We will focus on structuring the playtimes and make sure children have lots to do to lessen fall outs.</p> <p><i>SO asked if there are any adults needing more support to follow the behaviour policy and code of conduct?</i> No but we will continue to revisit the behaviour policy with staff.</p>	<p>Q</p> <p>Q</p> <p>Q</p>
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	<p><b>Attendance</b> 93.6% currently which in the current context is not too bad. Some children have had COVID more than once.</p> <p>AB was interviewed about attendance at the safeguarding review and our processes were seen to be very tight. Non attenders are discussed at the weekly safeguarding meetings.</p> <p><b>Financial Planning</b> Finances are strong. There are no concerns around the budget for next year and will meet KPIs for the Trust. We have a forecast surplus of £18,000 meeting CAST requirements to go to the central fund. We will bid for a Yr 1/2 canopy to support continuous provision.</p> <p><b>H&amp;S</b> We are to have a H&amp;S review of all outdoor equipment. The OPAL shed will be moved to allow a better view of the field. All staff on the playground now wear a hi-vis vest so it is clear who is supervising the playground.</p> <p><b>Complaints</b> We have not had any formal complaints.</p> <p><b>Wider Work of the School</b> We have already had a number of school trips and more are planned. We have had saints day celebrations and the library looks amazing and was formally opened. The outdoor classroom will open soon.</p>	
7	<p><b>Governors</b> <u>Training undertaken and reports back</u></p> <ul style="list-style-type: none"> <li>• AH attended CAST SEN training and slides have been shared.</li> <li>• AB attended a Clerk's forum last week.</li> </ul> <p><b>Visits undertaken and reports back</b> A number of visit have taken place. Visit notes have been uploaded to the hub and were discussed.</p>	
8	<p><b>CAST policies</b></p> <ul style="list-style-type: none"> <li>• Plymouth CAST Menopause Policy</li> <li>• LGPS policy</li> <li>• Plymouth CAST Suicide Prevention and Response Policy March 2022.</li> </ul> <p>These were noted.</p> <p><b>School Policies:</b></p> <ul style="list-style-type: none"> <li>• Environment policy (SEMP) <b>Agreed</b></li> </ul>	<b>D</b>

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9	<b>Matters arising since agenda distributed as identified at item 3</b> <ul style="list-style-type: none"> <li>Picking up time is still seen as chaotic. CL to re-consider this. In addition we will address parents communicating with teachers in the morning and holding them up.</li> <li>A meeting took place with CAST to discuss the letter sent by LR in November complaining about the judgement given to the school and how this occurred. CAST understood our concerns and acknowledged how their response could have been handled better. They admitted the response we received did not address our concerns and apologised. It was a positive meeting and CAST have every confidence that we will receive a good judgment by September.</li> </ul>	<b>A:CL</b>
10	<b>Correspondence received by Chair or Head</b> None received.	
11	<b>Date of next meeting: 25th May 2022 6pm in school.</b>	

Alex Hill  
Chair

Ali Brocksom  
Clerk

Date

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