



Holywell CE Primary School

Full Governing Board Minutes of the meeting held Tuesday 28th
February 2023 at 6pm at the school.

Present	Alan Whitaker (AW - Chair), Paul Baddeley (PB – Head), Lizzi Fabisz (LF), Scott Grant (SG), Mark Hodge (MH), Mike Leasure (ML), Elinor McNeill (EM), Hannah Jones McVey (HJM) and Carol Peilow (CP).
Apologies accepted	Madeleine Piggott (MP) and Sue Vickery (SV).
In attendance	Helen Harland (Phonics Lead) and Louise Todd (LT - Clerk).

Action points from this meeting			
Item	Action	Lead	Status
10.1.1	Clerk to amend SEND policy and upload to website.	LT	By next meeting
10.2	Chair to post questions from Ofsted training onto Governor Hub noticeboard to encourage comments and discussion in order to create a crib sheet.	AW	Open
Action points from meeting held 19th January 23			
6.2.4	Chair and Head to meet to discuss monitoring around objective 3 of the SDP	AW PB	Open
8.2	Head to ask the Equality link governor to look at equality on the website	PB	March 23
10.2	Individual governors to update the Governor Action Plan and send to the Chair for uploading onto Governor Hub.	All	By next meeting
Action points from meeting held 15th November 22			
5.4 updated	FFT training – Head to request inhouse training for governors	PB	Open
Action points from meeting held 20th October 22			
7.3 updated	MP to complete skills audit form and return to the clerk	MP	By next meeting
Action points from meeting 27th September 22			
2	NN and MP to confirm their pecuniary interests by form or Governor Hub.	NN, MP	By next meeting
7	MP to confirm she is aware how the school manages prejudice reporting by reading the Prejudice reporting policy.	MP	Open
9 updated	Chair, Head and Clerk to review and amend the draft Scheme of delegation before circulating to all governors for review and adoption	PB AW LT	Open
Action points from meeting held 25th April 2022			
6.2	Chair to meet with MP and possibly CP (if available) for induction meeting	AW	Open
Action points from meeting held 26th January 22			
2	Preschool rent – awaiting further information	PB	Open

	Minutes	Action
3	The School's approach to phonics	



The meeting started with Helen Harland, the Phonics Lead, giving a presentation to governors around the school's approach to phonics. She described the tools used to teach reading and described a phonics lesson; she also went into depth about the terminology used and each phase of the process. Other points are:

- The school is using their own scheme for phonics, which makes use of some of the story time phonics' resources and approaches.
- The school does not follow the planning suggestions from Storytime phonics as the team believe it distracts children from the lesson.
- The children love the stories and actions from the phonics scheme.
- The school has seen an improvement in spelling and the phonics scheme helps build on writing skills.
- Storytime phonics is not validated by the Department of Education (DfE).
- Children are assessed when they start reception.
- Phonics is taught every day for 30 minutes and sometimes longer if the children are very engaged.
- The school implements a number of interventions for pupils with speech and language difficulties.
- Y2 children who did not pass their phonics test in Y1 are targeted for interventions.

Questions were invited:

Question: Is the data from the screening test statutory?

It is statutory data; the school also uses internal data from practice tests.

Question: Do you get any surprises from the data?

No because we know the children well. The Y1 teacher tailors her teaching to the cohort.

Governors agreed the Y1 phonics internal data (that was uploaded to Governor Hub prior to the meeting, showing phonics screening score results from assessments conducted in Jan 23 and Feb 23) is strong, evidencing significant progress.

The DfE are encouraging schools to use a validated phonics scheme, however Ofsted have stated that this is not necessary. HH is passionate about the school's scheme and how it is being taught, there has been positive feedback from parents and pupils.

HH has examined all the validation points from the DfE and can evidence that the Holywell scheme meets all the criteria. She handed out a document containing this evidence called Phonics Validation Notes and another document which has a more in-depth overview of the Holywell Phonics Scheme.

Challenge: Do our results support the scheme, if Ofsted inspected, can we show the same progression as a validated scheme?

Head – Yes, the previous year's phonics results were above national and local. If we scrutinise this year's results, assuming 32 is the threshold, there are a very small number who have not achieved this in February.



Children with an Education, healthcare plan (EHCP) are included in the test.

Question: Why is the data (for the children highlighted in red) doubling?

This is due to the many interventions by the school which is having an effect and showing progress.

The Head gave a brief overview of the data. The results are very strong, especially for this time of year, with a forecast result of a 93% pass rate.

Question: So, the current data supports the school's scheme, can we use historical data as evidence?

Yes, we can, and we can also explain the reasons why some of the children have not passed.

Governors were reassured that the school could demonstrate progress for children who were unable to pass the Phonics screening.

The Head and Phonics Lead are confident the school has adopted the right approach.

The local authority (LA) School Improvement Advisor has voiced concern that the school is not using a validated phonics scheme. She is due to visit the school to see HH teach phonics.

HH is also rigorously monitoring the teaching, ensuring children are reading a phonetically decodable book for their level. She is also continually training the team.

HH has also reviewed Ofsted reports from local schools to look at their phonics schemes. As part of this, she has regrouped all of the books to ensure they are phonetically coded books for each level.

HH has had a meeting with the Early Years Improvement Advisor from the LA who has been reassured that children are reading decodable books and parents are aware of the scheme.

Governors were confident about the scheme and were mindful that the KS1 lead is an experienced practitioner.

HH has spent time with a local school who have recently had an Ofsted Inspection and were rated "good". They used an unvalidated scheme and their provision was similar to the school's.

Question: Why is Storytime phonics not validated

It is due to the additions such as props which is distracting to the phonics, we do not adopt this approach, although sometimes props may be used.

Question. The Early Years data suggest that the children are secure in literacy, but they are a cohort who include children with complex needs, do you envision a dip in the data for next year's Y1 phonics screening?

I think it will be similar to these years, it is difficult to say, every cohort is different and there are a number of children with high need in reception who are not reaching their level.



	<p>Question: You had a visit before half term with the literacy advisor, who made a couple of recommendations for immediate action, do you agree with her requests. <i>Yes, we work closely together, and she is positive about our scheme.</i></p> <p>Challenge: Is the Holywell Scheme sustainable in the school without you as the Phonics Lead? <i>Yes, teachers know how to teach phonics and it has been robustly planned. The document handed out contains an in-depth overview of the scheme.</i></p> <p>Governors agreed they felt confident to defend and promote the school's approach to phonics.</p> <p>The Chair thanked HH for her time. Governors found her presentation very helpful. HH encouraged governors to visit Early Years to watch a phonics lesson and conduct a learning walk.</p>	
1	<p>The Chair welcomed all to the meeting. 1.2 Apologies were accepted from Madeleine Piggott and Sue Vickery. 1.3 CP led the opening prayer. 1.4 The meeting was quorate.</p>	
2	<p>Declaration of pecuniary interests relating to items on the agenda There were no declaration of interests.</p>	
3	<p>Item 3 was moved to the start of the meeting.</p>	
4	<p>Meeting Requirements</p> <p>4.1 Approval of the minutes and confidential minutes of the FGB meeting held 19th January 23 and agreed actions update. The minutes and confidential minutes of the last meeting were circulated prior to the meeting and can be found on Governor Hub.</p> <p>The minutes were agreed as an accurate record and will be signed by the Chair.</p> <p>4.2 Action points from last meeting</p> <p>6.2.4 Chair and Head to discuss monitoring objective 3 of the School Development Plan (SDP) – not actioned - ongoing.</p> <p>6.2.6 Head to produce a report around gender in reading, and maths – on agenda, action closed.</p> <p>7. Safeguarding questions to be added to the monitoring report template. Completed, action closed.</p> <p>8. Clerk to action outstanding actions from website audit. Completed, action closed.</p> <p>8.1 Head to send LF current electronic version of the website audit. – on agenda, action closed.</p> <p>8.2 Head to ask the Equality Link governor to look at equality and diversity on the website. The Head is due to meet him next week – ongoing.</p>	<p>PB AW</p> <p>PB</p>



	<p>10.2 Individual governors to update the Governor Action Plan and send to Chair for uploading to Governor Hub. – The Chair outlined the process, key points are:</p> <ol style="list-style-type: none"> 1. A monitoring procedure was agreed at the previous meeting. 2. Each governor has a link responsibility, which could be the curriculum team or an area of the school, eg: SEND/Safeguarding/Health and Safety. 3. Governors are to input into the <u>Governor Action Plan proforma</u> and identify what they plan to do as the link governor in relation to their work in monitoring an aspect of the curriculum or link area. 4. The individual documents collated constitutes the Governor Action Plan. 5. The first two columns are reference points and link to the <u>SDP</u> 6. The next round of Curriculum Team meetings starts next week, teachers should be following up with governors. 7. EM will join the STEM team <p>4.3 Action points from meeting held 15th November 22</p> <p>5.4 Head to request inhouse training for governors from Fischer Family Trust – still awaiting a response – ongoing.</p> <p>9.1 Head to add additional column and label in the SDP (School Development Plan) to allow governors to cross reference and record their visit. Completed, action closed.</p> <p>4.3 Action points from meeting held 20th October 22</p> <p>7.1 Head to raise awareness of the “Help for Hardship” tab on the website. The tab will be promoted in the newsletter tomorrow – action closed.</p> <p>7.3 Skills audit forms –MP outstanding</p> <p>The Chair updated governors around MP’s position as foundation governor. The Chair and Head are in discussion with the clerk at the Dioceses to help resolve the issue to the satisfaction of all parties.</p> <p>4.4 Action points from meeting held 27th September 22</p> <p>2. NN and MP to confirm their pecuniary interests for the Register of business interest - The clerk had not heard back from NN or MP – Updated: CP will follow up with MP. The clerk will discuss with the Chair the role of NN as associate outside the meeting - ongoing.</p> <p>7. MP still to confirm she has read the Responding to Prejudice Related Incidents policy - ongoing</p> <p>9. Chair, Head to review Scheme of delegation document before circulating to all governors for approval – it was agreed for the Chair and Head to discuss online – ongoing.</p> <p>4.6 Action points from meeting held 25th April 22</p> <p>6.2 Chair to meet with MP to discuss her role – not actioned - open.</p> <p>4.7 Action points from meeting held 26th January 22</p> <p>2. Preschool rent – not moved forward</p>	<p>All</p> <p>PB</p> <p>MP</p> <p>NN MP</p> <p>MP</p> <p>PB AW</p> <p>AW</p>
5	<p>Matters Arising There were no matters arising</p>	



6	<p>School Improvement 6. Head's report (verbal)</p> <p>6.1 Attainment and progress report The assessment data based on gender and year group, the Early Years data for the autumn term, based on progress towards a good level of development (GLD), phonics assessment data for Year 1, Y2 and Y6 data on reading and maths showing progress taken from Fischer Family Trust were uploaded to Governor Hub prior to the meeting.</p> <p>6.1.2 Y6 January Assessment Results Y6 will undertake another assessment next week. They are currently forecast for 80% achieving Age Related Expectations (ARE) by the end of the year in reading. The Head explained the cohort's trajectory in more detail. The cohort are forecast for 88% ARE in maths by the end of the year.</p> <p>6.1.3 Y2 Cohort Assessments Update This data is of more concern, the cohort were assessed in January. They have shown progress but are behind their targets. Governors requested and received an update on the current situation in the classroom. There has been a turnover of adults in the class due to unforeseen circumstances and this has had an impact.</p> <p>Challenge: In hindsight, would you have changed the school's response to the circumstance at the outset? <i>Yes, but the situation was an evolving one, we have tried to ensure there was a familiar adult in the class to keep children enjoying coming into school.</i></p> <p>Question: Have you conducted lots of interventions? <i>Yes, and we have a strategy to push further if pupils are not above 50% at the next assessment.</i></p> <p>Governors noted LF's assessment results are in the 90s. Y3 data is strong especially considering this cohort has been most affected by the lockdowns.</p> <p>Question: When Y3 were in Y2, did they have a difficult time? <i>Yes, there has also been quite a high mobility in the Y2 class.</i></p> <p>6.2 School Self Evaluation Form (SEF) The latest version of the SEF was uploaded to Governor Hub prior to the meeting. The Head went through the minor amendments. Key points are:</p> <ul style="list-style-type: none">• Quality of education – some phrases have been reworded to ensure consistency.• There is more detail on the lowest 20% of readers – looking at teaching specific reading skills.• Personal development – more information about the concerts that have been developed this year.• The staffing survey will be included plus the inclusion of some of the qualifications of the team, including nurturing development.	
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	<ul style="list-style-type: none"> • There are a number of vacancies coming up, the main concern is the capacity of new governors in terms of time to commit themselves to the role. Meetings are well attended. • Governors discussed the importance of papers being uploaded in good time and the volume of papers. Governors have allocated policies to a lead governor in order to reduce the time taken to read the policies. • Governors felt papers were uploaded within the statutory 7 days and were mindful of the workload pressure on the Head. • Some governors felt they had the capacity to review the documentation but limited capacity for undertaking monitoring visits. • Governors requested more training during the induction process and to look at training gaps so training can be tailored to individual governors. • It was agreed the team worked well, with a balance of governors who could undertake visits and others who could understand and challenge the data. <p>The Chair requested governors contact him for ideas for making the board more streamlined and efficient. Action – to look at leadership section for the next meeting.</p> <p>8.2 Evaluation of skills audit The skills audit has recently been completed and sent to SG and the Chair for analysis. Defer to next meeting.</p>	<p>Agenda</p> <p>Agenda</p>
9	<p>Policy Review and Approvals All policies and the policy schedule below were uploaded to Governor Hub prior to the meeting.</p> <p>9.1 Administration of medicine policy The issues raised at the last meeting have been resolved.</p> <p>9.2 Teaching and Learning policy. This has been revised and the Head has added a sentence noting that children will not be humiliated in class.</p> <p>9.3 Governor Allowances policy The key model policy fits the school's policy, the Chair declared that he would claim travel allowance for all meetings held at the school outside FGB meetings.</p> <p>Decision: Governors approved all policies above.</p>	
10	<p>Governor Reporting, Monitoring and Development</p> <p>10.1 Governor Monitoring The next round of Curriculum Team meetings will start shortly. CP has submitted three monitoring reports. Action – Defer to next meeting.</p> <p>10.1.1 Website Audit LF conducted the audit, the main outcomes outstanding are:</p> <ul style="list-style-type: none"> • An amendment to the School Uniform Policy which LF will action. 	<p>Agenda</p>



	<ul style="list-style-type: none"> • The English link to be updated. • The SEN policy – the name of the SENCO to be updated. • It was suggested moving forward that reviewing the website would be a good task for new governors in order to familiarise themselves with the school. <p>10.2 Governor Training Governors received training from the LA around Ofsted on 2nd February 23. The slides are on Governor Hub. This includes a set of commonly asked questions governors can ask. Action: Chair will post the questions onto the noticeboard in Governor Hub so that the board can reply to create a crib sheet.</p> <p>The Annual Governor conference will be held on Saturday 11th March, 9.30 - 13.00. AW will try to attend. Action Points 10.1.1 Clerk to amend SEND policy and upload to website. 10.2 Chair to post questions from Ofsted training onto Governor Hub noticeboard to encourage comments and discussion in order to create a crib sheet.</p>	LT AW
11	<p>Staff and Pupil Wellbeing and Mental Health Update The SENDCO will implement another staff questionnaire shortly. Pupil Wellbeing – the Emotional Wellbeing Officer is busy. There are mechanisms in place to ensure pupils are well supported. Parents had a wellbeing coffee morning which looked at emotional regulation in children. There was good attendance.</p> <p>Question: How accessible is the Mental Health Support Team to our parents. <i>The referral comes through the school; at a primary school level, the team work with the parents rather than the child.</i> Anecdotally there have been positive experiences with the team.</p> <p>The Head felt that all new staff were setting in well, staff are supporting each other.</p>	
12	<p>Any Other Business Physical Education Health and Safety Audit The audit was uploaded to Governor Hub prior to the meeting. It was a positive visit; the Auditor was very complementary about the school. The outcomes from the report were being actioned.</p> <p>The Head notified governors that at a recent budget meeting, there was a need to update the A/V equipment, this would use capital funds. The Finance Officer at the school would like to start the process. The Head asked governors to approve the project which could cost between £5k and £6k. Decision: Governors approved the project.</p> <ul style="list-style-type: none"> • Other items on the wish list for capital funding are carpets and pupil laptops. The school has received the Department for Education Energy grant, but the money is too small for a big project. 	



	<ul style="list-style-type: none"> • Governors discussed the possible purchase of a sit on lawnmower and agreed to see if the parent community could donate one. • Governors discussed the recent Fire Safety Audit; the Head will check if there were any outstanding items. The school has recently had some repairs to the boiler. 	
13	<p>Review of meeting – 5 outcomes to parents via the newsletter. Items for next agenda</p> <ol style="list-style-type: none"> 1. Governors approved the purchase of new A/V equipment. 2. Governors approved the Teaching and Learning policy. 3. Governors had a very informative input from the Phonics Lead on the phonics approach to the school. 4. Governors have completed step 1 of the board self-review. 5. Governors have received an encouraging data report and are confident the school is showing progress. 	
13	<p>Date of next meetings 6pm in person at school</p> <p>FGB 6 - Thursday 23rd March 23 – to approve Schools Financial Value Standard and to review the progress towards outcomes of the School Development Plan.</p> <p>FGB 7 - Tuesday 2nd May 23</p> <p>FGB 8 - Thursday 8th June 23</p> <p>FGB 9 - Tuesday 11th July 23</p>	

Colour code – Red = action point, blue = approval/decision, yellow = challenge, bold = governor question. The meeting closed at 8.05pm

Chair's Signature – *Alan Whitaker*

Signed as a true record of the meeting.

Date – 23/3/23