



We are a welcoming, caring and stimulating school. We inspire a love of learning by nurturing potential, fun and happiness. We celebrate our success as we achieve high standards in all aspects of life; allowing children to grow spiritually, morally and socially within a strong Christian ethos.

"I have come in order that you may have life – life in all its fullness"
John 10:10

ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL
Minutes of the meeting of the Full Governing Body held on
Tuesday 24th January 2023 at 6pm

Present Andrew Buttery (Headteacher) Jodie Sharma (Chair)
 Katy McCaffrey Judi Watson
 Chris Bojke (*from 6.03pm*) Dave Brett
 Rosanne Jackson (*from 6.03pm*) Samantha Ware (*from 6.12pm*)
 Charlotte Palmer (*from 6.16pm*)

In Attendance Charlotte Law – Governance Support Officer / Clerk

		ACTION																								
1.	Welcome and Opening Prayer The meeting opened in prayer led by the Headteacher.																									
2.	Apologies for absence and declarations of interest Apologies were received, with consent, from Bill Pigg.																									
3.	Minutes of the meeting held on 14th July 2022 - previously distributed The minutes were agreed to be a true and accurate record of the meeting and approved.																									
4.	Action Plan and Matters Arising not covered by the agenda <i>Chris and Rosanne joined the meeting at 6.03pm</i> Action plan: <table><tr><th></th><th>ACTION</th><th>WHO</th><th>UPDATE</th></tr><tr><td>1.</td><td>Strategy day to be arranged to focus on the short-term tactical actions and the three-year plan and source a facilitator for the strategic vision discussion. Include academisation as part of the tactical / strategic session.</td><td>Chair</td><td>Held the tactical strategy day in November 2022, Rosanne to share plans.</td></tr><tr><td>2.</td><td>Governors agreed to meet to discuss the tactical work identified at the session facilitated by Ms Jackson last term</td><td>Governors</td><td>As above</td></tr><tr><td>3.</td><td>Chair to send a doodle poll to find a date for the tactical session.</td><td>Chair</td><td>Completed</td></tr><tr><td>4.</td><td>Governors agreed to run a strategy session to work through the longer-term strategic work identified, and to pick up the 3 year strategic plan as part of that work.</td><td>Governors</td><td>Completed</td></tr><tr><td>5.</td><td>Governors to complete a skills audit to identify skills gaps for recruitment and training.</td><td>Governors / Katy McCaffrey</td><td>On agenda</td></tr></table>		ACTION	WHO	UPDATE	1.	Strategy day to be arranged to focus on the short-term tactical actions and the three-year plan and source a facilitator for the strategic vision discussion. Include academisation as part of the tactical / strategic session.	Chair	Held the tactical strategy day in November 2022, Rosanne to share plans.	2.	Governors agreed to meet to discuss the tactical work identified at the session facilitated by Ms Jackson last term	Governors	As above	3.	Chair to send a doodle poll to find a date for the tactical session.	Chair	Completed	4.	Governors agreed to run a strategy session to work through the longer-term strategic work identified, and to pick up the 3 year strategic plan as part of that work.	Governors	Completed	5.	Governors to complete a skills audit to identify skills gaps for recruitment and training.	Governors / Katy McCaffrey	On agenda	
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	6.	Arrange training on the strategic role of governors and being 'Ofsted ready'.	<i>Headteacher / Chair</i>	<i>Completed</i>
	7.	Headteacher to set up governors with a school e mail.	<i>Headteacher</i>	<i>Completed</i>
	8.	Headteacher to circulate the school self-evaluation.	<i>Headteacher</i>	<i>Completed</i>
	9.	Headteacher to circulate the formative and summative assessment presentation to governors.	<i>Headteacher</i>	<i>Completed</i>
	10.	Ms McCaffrey to circulate link and committee alignments for governors to review and respond by Friday 30 th September 2022.	<i>Katy McCaffery</i>	<i>On agenda</i>
	11.	Catering: On request of governors Headteacher to provide: <ul style="list-style-type: none"> - number of meals sold prior to the price increase and number sold following the rise. - percentage of take up of school meals split by Key Stage. - a sequenced plan of action for the catering project. 	<i>Headteacher</i>	<i>Headteacher informed governors that they would be taking onboard a new kitchen team from half term, Mellors were recruiting new staff.</i>
	12.	Governors to make approaches to source a governor with marketing experience or someone that would be able to offer ad hoc support.	<i>Governors</i>	<i>On agenda</i>
	13.	Headteacher to make a request for support from someone with marketing / social / digital background in the school newsletter.	<i>Headteacher</i>	<i>Completed</i>
Matters arising: There were no further matters arising.				
5.	Approval of Applications from New Governors - previously distributed The Chair discussed the new applications and invited any other comments from governors. Resolution: All governors were happy to approve the applications and the new governors would join the meeting shortly.			
8.	Recruitment to Fill Vacancies – proposals re marketing <i>Taken out of order – Items 8 & 9 discussed before items 6 & 7</i> The Vice Chair discussed the two co-opted vacancies and the Local Authority (LA) vacancy. It was agreed that a finance whole needed to be filled on the governing board and ideally this would be filled through the LA role; the Chair suggested marketing with the local Facebook group. <i>Samantha Ware joined the meeting at 6.12pm.</i> The Chair informed governors that Bill Pigg might need to take a sabbatical for six months, and asked governors if they would support him in this request. Resolution: All governors agreed to support Bill Pigg's request.			
9.	Headteacher's Report - previously distributed The Headteacher invited governors to ask questions on the previously distributed papers surrounding the Headteacher's report. <i>Charlotte Palmer joined the meeting at 6.16pm.</i>			

A governor asked about the attendance tracker and the Headteacher explained the low attendance before Christmas linked to Strep A. This health impact pulled the attendance figures below national, and the result of this and consequence of missed time was shared in the schools' newsletters.

The Headteacher discussed two families with low attendance, and provided governors with an overview of the 'T code' and how this was applied to the families in question. A meeting with the CYC attendance lead and Headteacher was held, and information was shared with governors. This was something new that had been introduced as a result of pre-covid to post-covid absences and the importance of recording children's attendance.

Question: A governor asked if the new admissions for September 2023 were still at 11.

Response: The Headteacher informed governors that the admissions team were contacted, and at the point of writing the report, the school had 11 first choice applications. A recent conversation with the admissions team provided a new figure of 20 first choice applications.

Governors shared their enthusiasm for this news and the Headteacher reminded governors that there would be no financial impact from this until the January census in 2024.

The Headteacher notified governors of another application from a child with a sizeable EHCP for over £7000. This was recent information, and it was understood that other schools in the East Riding had turned the application down. The Headteacher would be meeting the family, to correlate discussions and assess the level of need, and then a decision would be made. The Headteacher noted that they would consider the needs of the child but also work within the limits of the school. Governors agreed that it was shocking that schools had turned down the family's application and agreed with the Headteachers decision to open up the conversation and move forward from there.

Question: A governor asked if it was a large representation of children that had affected the predicted outcomes in Year 3 of under 14%.

Response: The Headteacher confirmed that Year 3 was a small year group, and the overall figure could be attributed to varying factors, one which included a child with several learning needs and mobility issues who was awaiting EHCP funding and additional support. For this child the percentage seen was a standard pattern of 14% for reading, writing and maths. The Year 3 figures were also affected by another child's attendance which was currently only 61.6% and who was covered by the 'T code' as discussed previously.

A governor shared last year's figures against this year's figures and governors agreed that this was a stable pattern for the predicted outcomes. This was discussed in further detail.

The Headteacher referenced the use of the Fischer Family Trust (FFT) data for all children and how Elvington used the data from the end of one key stage to the end of the next. The data was assessed, targets were set, and a group progress support plan could be inputted if required.

Charlotte Palmer, staff governor, discussed the progress support plans for Maths and how these were not just for low ability children. Examples were given to inform all governors of the data, what it meant and how it could be used. The impact of the support plan was addressed, and the same language was used throughout school. Each child was looked at as an individual and their FFT was a prediction for the end of the academic year. This format created more accountability, staff were onboard with this change and were able to know where a child was in their learning journey; this could be communicated easily to parents, carers or the wider local authority.

Challenge: The Chair detailed the lack of impacts written in the school development plan (SDP) and the schools self-evaluation form (SEF) and actioned the Headteacher and Chair to find a way to set out the priority areas. Collectively at the Achievement and Curriculum committee and the Full

	<p>Governing Board meetings, governors should see the data and identify the evidence and impacts. As part of the strategic plan, collating this data in an accessible format was a priority for governors to have knowledge of the developments and impacts.</p> <p>ACTION: Chair and Headteacher to highlight the priority areas as areas of impact in an accessible format for governors.</p> <p>ACTION: Headteacher to show governors the FFT data in real time at the next A&C committee meeting.</p> <p>Question: The Chair asked what difference the marking and feedback policy had shown. Response: The Headteacher said that the staff had taken on board the new policy after an example was looked at in a staff meeting and staff discussed what could be perceived as best practice. The feedback had supported a process of review and the policy was now underway with children receiving feedback and making changes to their work themselves.</p> <p>The Headteacher added that any new policy should always be researched and based on articulated results. The consistent approach for the children and staff had positively shown impact and development. Ultimately the children were involved in the process. An example was provided from the Headteachers Year 5 maths walk around; instant live feedback was provided by the class teacher and the pupil had ownership of their work to make the necessary changes. Teaching time was maximised and thus facilitated improvement. Sticky learning required involvement and interaction to increase impact over time.</p> <p>Governor noted that this felt quite time demanding on teachers but if impacts were already visible then the new policy was a great development for the school.</p>	<p>CHAIR/HT</p> <p>HT</p>
6.	<p>Refresh Governor Code of Conduct – previously distributed The Chair refreshed the code of conduct and summarised the document previously shared.</p>	
7.	<p>Skills Matrix, Gaps Analysis and Link Governors – assignment of roles The Vice Chair, Katy, discussed the skills matrix and dashboard overview and shared the governing board responsibilities document. The link roles were discussed and assigned.</p> <p><i>Safeguarding – Katy McCaffrey</i> <i>SEND – Jodie Sharma</i> <i>Health & Safety – Rosanne Jackson-Stanton</i> <i>Pupil Premium – Jodie Sharma</i></p> <p>Katy allocated committees to each governor and vacancies were discussed; in the absence of Bill Pigg governor Chris Bojke agreed to chair the Pay Committee. It was decided that when the governor vacancies were filled this could be re-looked at and responsibilities shared out.</p> <p>Speciality link roles were discussed; the Headteacher added that the important subject areas to fill were Maths, English, RE and Science to tighten the governor’s knowledge on the curriculum. Katy provided governors with a context to the role of a link governor and how this would affect governors’ time. The Chair added how important the link roles were for demonstrating impact and positive changes that could be investigated from the reports.</p> <p>The Headteacher added the comparable approach for subject leads who had an overall context in their curriculum files and had now looked at providing a subject on a page to offer a full holistic view on each subject area. This triangulated approach allowed strong preparation for an Ofsted visit and an inspector could see the full coverage of any given key subject area.</p>	

	<p>The following Link Governor Roles were adopted - <i>Samantha Ware – English</i> <i>Dave Brett – RE</i> <i>Chris Bojke – Maths</i> <i>Jodie Sharma – Science</i> <i>Katy McCaffrey – Music, Humanities</i></p> <p>The Headteacher shared his views on the Deep Dive subjects for an Ofsted inspection; it was agreed that new governors would pick up the speciality links of Key Stage 1 reading and also the other link areas that were left blank at the moment. No subjects were prioritised, and the roles would be filled when new governors joined the board.</p> <p>Katy agreed to share this document with governors, and training dates would be shared with governors following the work to be completed on the gaps analysis which would be presented at the next FGB.</p> <p>ACTION: Clerk to add Gaps Analysis under Governor Business on next FGB Agenda.</p>	CLERK
10.	<p>End of Academic Year Predicted Outcomes 2022/23 10.1 Predicted Outcomes 2022/23 Covered in the Headteacher's report.</p>	
11.	<p>School Development Plan (SDP) – previously distributed. The Headteacher discussed the areas highlighted and drew governors' attention to the EYFS data which had been compared to last years and showed a positive lift in the children's learning; circa 79% of children had achieved 'good' development. The chair asked for visibility of the impacts in the plan and the Headteacher drew attention to the priority developments in EYFS and showed the links in the SDP to the governors.</p> <p>The staff governors spoke about the new support in the EYFS phonics sessions, where a need for phonics improvement was identified; an additional TA was accounted for to offer twice weekly sessions to aid the pupils.</p> <p>The Chair noted that Ofsted want governors to understand what their school had done to develop and impact the learning; they argued that this example should be added to the SDP in a results column, such as: as a result of putting a TA in class A we can predict that the EYFS cohort will be at 79% for good development. A governor agreed with this and added that the key message was that early year's interventions had a big impact.</p> <p>Question: A governor asked if the higher standards in Year 2 brought the focus onto developing reading across the other year groups. Response: The Headteacher stated that the school was moderated by City of York Council last year and one of the things that was discussed in detail was the reading evidence which relied on test-based attainment. Reading was harder to evidence and the Headteacher believed the figure to be higher than shown, but in using a guided reading or whole group session it was much harder to evidence and they were looking at new ways to show a child's development in reading.</p> <p>Question: A governor asked about the money heroes scheme mentioned in the SDP. Response: The Headteacher explained that Money Heroes came into school and were funded by HSBC. The children in the sessions experienced maths-based lessons which involved money and calculations with real life scenarios and purpose. Resources from the group were sent to school and staff were trained to make practical links with real life experiences.</p>	

	ACTION – Governors asked for a glossary of terms and abbreviations and the Headteacher agreed to send this to all governors.	HT
12.	<p>Self-Evaluation Form (SEF) - previously distributed</p> <p>The Headteacher informed governors that the SEF was one of the documents requested by Ofsted and gave a strong overview of the school; this was why it must be a live document as it would be cross referenced and interlinked with the IDSR document and the website to provide an accurate view of the school.</p> <p>Question: A governor asked about the broad areas for development and if these should be more specific.</p> <p>Response: The Headteacher discussed how the areas for development should tie in with the strength of the school linked to SDP. It was the golden thread of finding out what the school was like and how accurate this was as a reflection of the school. This document should be read in such a way that links with what was seen in school on a daily basis.</p> <p>Question: A governor discussed the headings, and the labelling of 'good/ outstanding', and asked if the school should put either good or outstanding.</p> <p>Response: The Headteacher explained how schools had various choices to look at the levels of good within the new framework; the Headteacher provided governors with the basis of how a school graded themselves and the analysis for this. They spoke about the need for an accurate evidence base, and the Headteacher believed Elvington Primary School was good with outstanding qualities. They strengthened the claim for where they were not yet outstanding, elements were in place to push the school to an outstanding.</p> <p>Question: The Chair asked if the Headteacher had a time in mind for Elvington to reach an outstanding.</p> <p>Response: The Headteacher noted how so much of education was how an individual perceived what was presented before them. The Headteacher would want the data to be exceptional over a long period of time; where every aspect of their teaching practice was as high as it could be and was maintained at this level.</p> <p>Question: The Chair added that Elvington should strive to have all its data exceptional and asked how the Headteacher felt the school was performing in this task.</p> <p>Response: The Headteacher stated the main challenge of a small school was the number of different hats staff had to wear, along with the confidence and ability to articulate across all subject areas. The introduction of a 'subject on a page' for all teachers meant that staff could prioritise the key elements of exceptional teaching.</p> <p>The Chair summarised the narrative of the school and added that despite the fact staff had to double up on roles, the achievements tracked across the years showed how much had been developed.</p>	
13.	<p>Update on Strategy – standing item</p> <p>The Chair informed governors on the strategy plan for Elvington School, the importance of the SDP and the SEF. The impact and progress data was seen in these documents but some of the papers could be streamlined to provide a level of granularity of information that governors should know.</p> <p>Options were discussed and the first idea would be a document that drew from the SDP and the actions, progress and assessed criteria. Essentially this would be a dashboard which could be colour coded, but it would be a third document. The Headteacher provided further context into this option and spoke of a summary SEF document used at a previous setting. This had devalued the SEF which was a significant weakness and option two was presented.</p>	

	<p>The Chair drew governors' attention to the target area on the SDP and discussed remodelling this section into a 'Priority Target Area' which tabled the priorities, actions, progress against those, impacts and the success criteria and outcomes.</p> <p>The Headteacher added further explanation into the detail of the SDP and the requirements of their role which counteracted the level of focus and needs of the school. Whilst it might be difficult to separate because of the data covered, adding a progress column was completely achievable.</p> <p>Question: A governor asked if it would be possible to look at the link report and cross reference it to the school's priorities, aligning with the schools and subject area targets.</p> <p>Response: The Vice Chair agreed that this would be a linear approach and they would look at the template for the link governor visits and adjust as was necessary to provide better context in the results.</p> <p>Question: The Chair asked governors if option two provided an overall insight into the school would governors encourage this change.</p> <p>Resolution: All governors were interested in the idea to reduce reading time ahead of meetings.</p> <p>ACTION: The Chair and Headteacher to look at adding a 'Priority Target Area' into the SDP before the next FGB, alongside the governor crib sheet.</p> <p>Question: A governor asked if the link visits should be suspended until this work was completed.</p> <p>Response: The Chair advised governors to progress with link visits as governors had a better understanding of the role after discussions in agenda item 7.</p> <p>A governor spoke about their recent link governor training and advised others to complete this. The Headteacher spoke about the realignment of governor roles as a positive move in the right direction and did not want to lose any value gained from this development.</p> <p>ACTION: The SBM to circulate the up-to-date policy tracker to all governors.</p> <p>13.1 Proposals re papers for board Covered above</p> <p>13.2 Next steps on strategic plan Covered above</p>	<p>Chair / HT</p> <p>SBM</p>
14.	<p>Committee Reports - previously distributed</p> <p>14.1 Curriculum & Achievement – 6/12/2022</p> <p>The Chair provided an overview to governors, the actions from the meeting were discussed, and lots of what was discussed had been transferred to this FGB as agenda items. The committee meeting was beneficial to all present and the impacts were part of the strategy plans.</p> <p>14.2 Staffing, Finance & Premises – 11/01/2023</p> <p>The Chair of this committee provided governors with an overview of the meetings actions and the financial position of the school. The energy, holiday pay for support staff and the unfunded pay increases were discussed; these impacts had still left the school with a positive balance and carry forward. There was a pot of capital allowance which could be used for building repairs, but nothing had been decided.</p> <p>The Headteacher added the importance of retaining some of the capital and being more efficient with less waste, examples were discussed, and governors were informed on the potential capital expenditure on the children's taps to save energy and stop water wastage.</p>	

	<p>ACTION: The certificate of delegation would be signed by the Chair.</p> <p>14.3 Schools Financial Value Standard (SFVS) Rosanne and Andrew provided governors with an overview to the questions answered in this document. Resolution: All governors approved the SFVS.</p> <p>ACTION: The SBM to share the DfE benchmarking comparison with all governors.</p> <p><i>Sam left the meeting at 8.18pm.</i></p>	<p>CHAIR</p> <p>SBM</p>
15.	<p>Policies for Review / Renewal – <i>standing item</i> – previously distributed</p> <p>15.1 Child Protection & Safeguarding Policy 15.2 Supporting Pupils with Medical Conditions Policy Question: A governor asked if this policy was relevant for Elvington School. Response: The Headteacher said the policy was used daily. 15.3 Exclusion Policy 15.4 Pupils with Additional Health Needs Attendance Policy 15.5 NQT Induction Policy 15.6 Curriculum Intent Statement 15.7 Admissions Arrangements 15.8 Health & Safety NYCC – as this was a late submission to the agenda governors agreed to read this and feedback on any comments by the 27.01.2023 ACTION: Clerk to check on governors’ comments by Friday 27th January 2023 and send to Headteacher.</p> <p><i>(* denotes statutory policy)</i></p> <p>Resolution: Governors approved the above policies.</p>	<p>CLERK</p>
16.	<p>Governor Training - <i>previously distributed</i> The Chair encouraged governors to access the available training modules.</p> <p>ACTION: Clerk to share latest training modules with Chair and FGB.</p> <p>ACTION: Rosanne to send her training dates to the Clerk.</p>	<p>CLERK</p> <p>RJS</p>
17.	<p>Review of Upcoming Events in the School Calendar - <i>standing item</i> The Headteacher discussed the parents evening in February and the booking platform used by school which would be circulated to parents and carers. The school were open to online or face-to-face parents’ evenings and provided the schools families with options to suit all needs.</p> <p>Question: The chair asked if a governor should be present. Response: The Headteacher confirmed that they were always happy to have a governor present; and governors agreed to be visible.</p> <p>Children from Elvington Primary would be attending the <i>Young Voices</i> concert in January, and governors extended their gratitude for the staff and helpers for this event.</p> <p>The Year 5 and 6 residential was planned in the week leading up to February half term.</p> <p>The Easter Service was booked for before the Easter Holidays and a link with the church for mothering Sunday would be planned.</p>	

18.	<p>Any Other Business</p> <p>The Headteacher informed governors that the Year 6 SATs start date had been pushed back a day with the Kings Coronation on the 8th May 2023. The recommendation was for a governor to check the tests were administered fairly each morning and the Headteacher asked if governors could look at their availability in May.</p> <p>Resolution: Katy agreed to do this task.</p> <p>The Headteacher notified governors on the proposal to increase the breakfast club costs. This would be discussed in more detail at the SFP committee, and governors were advised that the planned increase was in line with the rising costs for food.</p>	
19.	<p>Date and Time of Future Meetings</p> <p>Tuesday 14th March 2023 - FGB 6.00pm</p> <p>Tuesday 11th July 2023 – FGB 6.00pm</p>	

The meeting ended at 8.37pm.

These minutes were duly approved by the Chair, at the FGB meeting on 14th March 2023.

Action Plan following the meeting held on 24th January 2023

	ACTION	AGENDA ITEM	WHO	WHEN
1.	Clerk to add Gaps Analysis under Governor Business on next FGB Agenda	7	Clerk	March 2023
2.	Chair and Headteacher to highlight the priority areas as areas of impact in an accessible format for governors.	9	Chair/ Headteacher	Spring 1-2
3.	Headteacher to show governors the FFT data in real time at the next A&C committee meeting.	9	Headteacher	Spring 2
4.	Headteacher to send the glossary of terms and abbreviations to governors.	11	Headteacher	Completed
5.	The Chair and Headteacher to look at adding a 'Priority Target Area' into the SDP before the next FGB, alongside the governor crib sheet.	13	Chair/ Headteacher	Spring 1-2
6.	The SBM to circulate the up-to-date policy tracker to all governors.	13	SBM	Spring 1-2
7.	The certificate of delegation would be signed by the Chair	14.2	Chair	Spring 1
8.	The SBM to share the DfE benchmarking comparison with all governors.	14.3	SBM	Spring 1
9.	Clerk to check on governor's comments by Friday 27 th January 2023 and send to Headteacher.	15.8	Clerk	Completed
10.	Clerk to share latest training modules with Chair and FGB.	16	Clerk	Completed
11.	Rosanne to send her training dates to the Clerk.	16	RJS	Completed

Add to next FGB Agenda:

Gaps Analysis under Governor Business

Add to next A&C Agenda:

Headteacher to share FFT data in real time with committee

Add to next SFP Agenda: