



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 14<sup>th</sup> January 2025 at 6pm**

Present                      Andrew Buttery (Headteacher)                      Dave Brett  
                                    Katy McCaffrey (Chair)                                      Samantha Ware  
                                    Ben Calverley    Bruce Cole  
                                    Joseph Freeman

In Attendance              Caroline Rigden (Governance Support Officer / Clerk)

		ACTION
1.	<b><u>Welcome and Opening Prayer</u></b>  The Chair welcomed everyone to the meeting.  The meeting opened in prayer led by the Headteacher.	
2.	<b><u>Apologies for absence and declarations of interest</u></b>  Apologies were received, with consent, from Charlotte Palmer.  There were no declarations of interest.	
3.	<b><u>Election of Chair and Vice Chair</u></b>  Nominations for the role of Chair were received for Katy McCaffrey There were no further nominations. Katy McCaffrey stepped out 6:07pm Proposed: Sam Ware Seconded: Dave Brett <b>APPROVED:</b> Governors voted unanimously for Katy McCaffrey as Chair. Katy McCaffrey returned 6:07pm  Nominations were received for the role of Vice Chair for Sam Ware There were no further nominations. Sam Ware stepped out 6:09pm Proposed: Bruce Cole Seconded: Katy McCaffrey <b>APPROVED:</b> Governors voted unanimously for Sam Ware as Vice Chair. Sam Ware returned 6:09pm	
4.	<b><u>Minutes of the meeting held on 9<sup>th</sup> July 2024, 17<sup>th</sup> September 2024, and 15<sup>th</sup> October 2024.</u></b> <i>Previously distributed.</i>  All minutes of the previous meetings were agreed to be a true and accurate record and were marked as approved.	

5. Action Plan and Matters Arising not covered by the agenda

Action plan:

	Action	Update
1.	Check governors had completed training and confirmed they had read KCSIE 2024.	Carried Forward. Outstanding for Joseph Freeman and Sam Ware.
2.	Contact Chris Bojke for the local MAT information.	Closed. Governors agreed that it would not be beneficial due to the school's financial situation and noted it was no longer government policy for schools to become academies.
3.	Work with Samantha Ware around ideas for promoting the school to potential parents beyond the local area.	Closed. The Headteacher shared that there had been positive articles in the press about the school recently but noted that as the school had no spaces for additional pupils at the moment that promotion was not needed.
4.	Share School Development Plan with governors once finalised.	Complete.
5.	Contact governors to confirm committee membership.	Complete.
6.	Look at statutory link roles allocation.	On agenda for discussion.
7.	Share resources with Chair about link governor visits.	Complete.
8.	Chase governors to confirm they had completed the training and reading as requested.	As action 1.
9.	Share contact details for the local village newsletter with the Chair and Headteacher.	Complete.
10.	Arrange Headteacher's Appraisal with Headteacher and governors.	Complete.
11.	Arrange Pay Committee date and time with committee members.	Complete.

Matters arising:

The Chair gave a brief update following the Headteacher's Appraisal, that discussions about the potentials of Executive Headship and how to grow the school to find a tipping point to re-evaluate class structure. The Chair would look at these further with the Headteacher and hopefully find strategies to return to a larger school and this would be shared with governors later in the year.

**A governor asked whether the school had a waiting list.** The Headteacher explained that the Local Authority held a waiting list for pupils rather than the school, but pupils often accepted a place for their next choice school as they had to be in education.

**A governor asked whether school kept a record of applications.** The Headteacher confirmed that they did, and that contact could be made if needed. The school had input with decisions as to placements, although this could be overruled by the Local Authority.

	There were no further matters arising.	
6.	<p><b><u>School Financial Values Standard (SFVS)</u></b></p> <p>The Headteacher explained that this had been completed by the School Business Manager, Nicola Jolly, who was now on compassionate leave until early February 2025.</p> <p>The School Financial Values Standard document had been discussed in detail by the Staffing, Finance and Premises Committee on 26<sup>th</sup> November 2024. The committee had recommended this for approval.</p> <p>The Headteacher explained the format of the document, highlighting that there was space to give context and evidence within the answers.</p> <p><b>APPROVED:</b> Governors unanimously approved the SFVS.</p> <p><b>ACTION:</b> Add Chair's signature and forward the signed SFVS to the School Business Support team for submission before 31<sup>st</sup> January 2025.</p>	CLERK
7.	<p><b><u>Headteacher's Report</u></b> (verbal update)</p> <p>The Headteacher reported that, due to the four-class structure, that applications for places at the school were having to be turned down and noted that this was frustrating. More potential applicants were now aware the school was full and had not applied. A balance would need to be found to support moving back to a five-class structure, although there would not be enough pupils joining the school at once to support this. If a Shared Executive Head role were found the reduction in cost to the school of the Headteacher could be reinvested in an additional class teacher to support this expansion. This would need to be looked at strategically.</p> <p>There had been no exclusions, racial incidents or bullying incidents.</p> <p>There had been no accidents reported. The Headteacher explained that serious accidents were reported through the North Yorkshire Portal, with evidence submitted alongside it. This had only happened once since the Headteacher joined the school.</p> <p>There were three pupils with EHCPs (Education, Health and Care Plans), one of which had joined the school in November. There had been attempts to appoint a Teaching Assistant, with no applicants for the vacancy, so the Headteacher had contacted a supply agency, but this had been unsuccessful once apprised of the nature of needs. The Headteacher had sought permission from the Chair to offer temporary employment to his wife, who was an experienced Teaching Assistant, to support that pupil until the end of autumn term. The vacancy had been readvertised, with several applicants, and was successfully appointed with a strong candidate, and a handover took place to ensure the pupil was well supported with the change.</p> <p>There were two further referrals for EHCPs making it likely that the school would have a total of five EHCPs and this would be in line with the national average.</p> <p>The Headteacher gave an update on staffing, with two staff still on long-term absence. Advice had been followed around contact for one staff member, but it would be unlikely they would return before the end of this half term. The second staff member was still signed off although were working with school for a return to work. North Yorkshire Council were proving HR (Human Resources) support in the process.</p> <p>The cost of supply cover was continuing to have a large impact on the budget.</p> <p>The staff member who was on maternity leave had used a keeping in touch day to provide leadership support to the school and was set to return as planned before the end of the school year.</p> <p>A teacher had successfully completed their ECT (Early Career Teacher) time, which was fair to them as they had been in school providing long-term temporary cover.</p>	

The Headteacher would work with Jean Lewis, City of York Council School Business Support, while Nicola Jolly was on compassionate leave.

There had been adaptations made to ensure that the site was safe for pupils.

Derek Sutherland, City of York Council Head of Primary Effectiveness and Achievement, had visited to complete monitoring and was impressed with the school. The Headteacher was working with two other local primary school Headteachers, from Headlands and Yearsley Grove, on monitoring visits, with a Peer Review taking place in school on the 28<sup>th</sup> of January.

The Headteacher had updated a display in school to reflect the aims, ethos, and school values, and this had provided opportunities for pupil voice in this area.

The York Diocese education advisor to the school was Yvonne Methley.

There was an update on the Foundation governor vacancy, with David Brett chasing up the applicant to ensure forms were completed and submitted.

Attendance was 95.6% to date, which was above the national average and improved from the previous year. Persistent Absences (PA) were being followed up on with support sought from the attendance team at the Local Authority to take it further as fines were likely to be issued. The school were trying to get confirmation of why a long-term absence from school had been taken.

The Headteacher shared a document onscreen about End of Year Predicted Outcomes, which had been seen by the Achievement and Curriculum Committee. The Headteacher explained that Y1 data was always low at this point due to the recent transition so tentative judgements were given. Y2 was a strong cohort, Y3 was a slightly weaker cohort, which had dropped just under the national average at EYFS (Early Years Foundation Stage) but were improving over time. Y4 was very strong. Y5 had Writing dipping lower than expected which was also seen Y6. One pupil in Y6 may not sit SATs (Standard Assessment Tests) as the family had a history of withdrawing their children from them, and this could have a positive impact on the data.

Context on the document had shared key findings, highlighting the individual planning of 'assess, plan, do, review', and this helped bring up all pupils to give chances for success.

EYFS, predicted 79% reaching GLD (Good Level of Development), was a small cohort with those under the levels being supported with families to improve. One pupil was already making progress. Work was ongoing to make sure that the quality of teaching was there and to encourage independence.

The Headteacher would have an update with Spring term data for the next meeting, which could change the predictions. He offered to run a session for governors on how data was produced, benchmarking with FFT (Fischer Family Trust), and how the data was drawn together for reporting to governors.

**A governor asked for a brief overview of the process.** The Headteacher explained that assessment work fed into teacher knowledge of pupils, assessing against key objectives, tracking progress against previous data, and then using their expertise to create end of year predictions.

**A governor asked if this was done manually.** The Headteacher explained that it was an intense process, with teachers working in their own ways rather than using software although FFT benchmarking information was gathered through their website. Each individual pupil would be looked at for progress made over their whole school journey and support identified and put in place if needed.

**A governor asked why the process was still manual.** The Headteacher explained that it was based on individual teacher knowledge and expertise but added that staff were given PPA (Preparation, Planning and Assessment) time to complete the work.

	<p><u>Pupil Premium strategy update</u></p> <p>The Headteacher explained that this was accessible by governors on the school website, under the 'About Us' section. It was a standardised format from the DfE (Department for Education). It shared the current profile of Pupil Premium (PP) within the school, was 4.8%, made up of 3.2% FSM (Free School Meals) and 1.6% Service (children of Armed Service Personnel). The school had previously had LAC (Looked After Children) but these pupils had moved on from the school. Have previously had LAC which had higher funded, now aged out.</p> <p>The staff member who was the lead for Pupil Premium was on long term absence s the Headteacher had completed the statement. This had also been shared with parents in a bid to encourage more parents to come forward to claim it if eligible and to apply even if their child was in receipt of Universal Free School Meals (UFSM). It was likely that some families may qualify for the funding, but it was often seen as a stigmatisation, but the Headteacher was trying to get the message across that additional support was given other than free meals.</p> <p><b>A governor asked whether the Headteacher could identify and signpost families to this, if they believed they qualified.</b> The Headteacher replied that this could be tried but it could be contentious and awkward, although it was done sensitively.</p> <p><b>A governor asked whether families had full understanding of the eligibility criteria.</b> The Headteacher replied that it seemed to be deliberately obfuscated by the information that was promoted so he had shared a bullet point to highlight those that could apply.</p> <p>The Headteacher stipulated the funding received, currently £6.6k, and then shared how it was spent giving the context of evidence-based decisions. Funding could be used to support pupils to thrive both socially and emotionally and could be used for school trips so don't pupils did not miss out on opportunities. The context included challenges faced by PP pupils, shows outcomes, and then showed the budgeted resources in detail. The total was always way higher than the funding received, with £22k of planned spending. It showed school was underfunded but noted that there were benefits to other pupils, not just those identified as PP. Some pupils may not need learning support on a smaller staff to pupil ratio, but this could benefit other pupils. The prioritisation for the budget was always for those who were Pupil Premium.</p> <p>The Headteacher retained transparency by having previous years statements available to view on the website.</p>	
8.	<p><b><u>School Development Plan (SDP) and Self Evaluation Form</u></b></p> <p><i>Previously distributed: SDP, Summary SEF</i></p> <p>The Headteacher explained that the School Development Plan was regularly updated as it was a working document. The version shared was until December 20024, and it was now being updated with spring term achievements and advancements.</p> <p><b>A governor noted the KPIs (Key Performance Indicators) did not feel clear with another governor highlighting shifting priorities seen in schools did not align with this type of focus.</b> The Headteacher agreed that they were not workable so had tried to evolve these to be workable. They would be removed for the next year.</p> <p><b>A governor suggested that renaming KPIs to objectives may make it easier.</b> The Headteacher was unsure that this was the correct language to use as it may not fit the desired outcomes. A discussion followed on how KPIs could be made measurable, and it was agreed that actions were more suited as it followed the step-based approach needed.</p> <p><u>FUTURE AGENDA ITEM:</u> A&amp;C Summer term: Review SDP format.</p>	

<p>9.</p>	<p><b><u>Church School Update</u></b></p> <p><i>Previously distributed: SIAMS SEF summary, Ongoing SIAMS SEF</i></p> <p>The Headteacher explained that the full SEF (Self-Evaluation Form) had been emailed to governors in November 2024. There had been a new format for the SIAMS (Statutory Inspection of Anglican and Methodist Schools) SEF which the Headteacher had had to transpose to from the previous version. The summary SEF was a new document which had the same wording as the full document but needed shorter answers.</p> <p>The Headteacher explained the process for notification of a SIAMS inspection and how the information requested had to be submitted before the inspection took place.</p> <p>When the Headteacher had been appointed to his role he had worked on the theological vision with governors and staff and then with parents. All had created the vision together, but it was to be led by governors.</p> <p>The context explained the school and had links to the school website so an inspector could easily and clearly see relevant information. All answers pulled back to the values and vision of the school. There were a lot of displays in school on the core values and these were tied into Collective Worship while ensuring it joined up with Christian vision as well as being more rounded. This included highlighting World Religion learning. Assessment strategies were also included. There were also links included that showed although Elvington was a church school it worked with the whole community in other ways too. Answers didn't have to talk about the impact of RE (Religious Education) but the Headteacher had referenced it.</p> <p>Foundation governors would need to look at the full SEF in detail, however it was the responsibility of all governors, and they should be able to answer some questions.</p> <p><b>ACTION:</b> Share York Diocese training with governors.</p> <p>The Headteacher explained that there had been issues with governors attending the previous SIAMS inspection and wanted to have governors prepared this time. As the Headteacher had been new in post at the time he had been able to show the impact he had made with the changes, as could be seen in the previous SIAMS report. The Headteacher wanted to set up a strategic group of governors to work with the church to prepare for the SIAMS inspection.</p> <p>The Chair noted that it would be useful for governors when visiting the school to evidence links and observations of how Christian Distinctiveness and the Christian vision could be seen. The Headteacher added that the SEF guided the principles. The local church had seen an increase in attendance from school services to normal services which would be a good tie-in to highlight. Messy Church took place in school rather than another community building. There were positive links with church members who knew the school well, but it would be useful to join everything up.</p> <p>The Headteacher suggested that governors used the key questions from the SEF as a resource of what should be looked for when visiting, as well as the displays in school.</p>	<p>CLERK</p>
<p>10.</p>	<p><b><u>Committee Updates</u></b></p> <p><u>SFP: ToR and minutes from previous meeting</u></p> <p>Governors reviewed the Terms of Reference for the Staffing, Finance, and Premises Committee.</p> <p><b>APPROVED:</b> Governors approved the Terms of Reference for the Staffing, Finance, and Premises Committee.</p> <p>Governors acknowledged the draft minutes from the recent Staffing, Finance, and Premises Committee meeting.</p> <p><u>A&amp;C ToR and minutes from previous meeting</u></p> <p>Governors reviewed the Terms of Reference for the Achievement and Curriculum Committee.</p>	

	<p><b>APPROVED:</b> Governors approved the Terms of Reference for the Achievement and Curriculum Committee.</p> <p>Governors acknowledged the draft minutes from the recent Achievement and Curriculum Committee meeting.</p> <p><u>Pay ToR</u> Governors reviewed the Terms of Reference for the Pay Committee.</p> <p><b>APPROVED:</b> Governors approved the Terms of Reference for the Pay Committee.</p>	
11.	<p><b><u>Policies</u></b></p> <p><i>Previously distributed: Admission Arrangements (CYC), Attendance Policy, Behaviour in Schools Policy, Behaviour Principles – Written Statement, Collective Worship Policy, Curriculum Intent Statement, English Policy, Environmental Sustainability, Instrument of government, Low Level Concerns – Safeguarding, Maintained School Virtual Meeting Policy, Marketing and Communications Policy, Phonics and Early Reading Policy, RE Policy, Reference Policy, Safer Recruitment, Social, Emotional and Mental Health (SEMH) Policy, Special Educational Needs and Disabilities (SEND) Policy, and Teaching and Learning Policy.</i></p> <p>The Chair explained that the policies had been brought from the previous meeting, as it had not been quorate, and recommended for approval. The Headteacher explained there had been very minor updates, mainly of dates. Governors agreed to approve policies en masse rather than individually.</p> <p><b>APPROVED:</b> Governors approved all policies en masse.</p>	
12.	<p><b><u>Link responsibilities</u></b></p> <p>The Chair shared a document onscreen outlining the proposed link governor roles, with key roles filled, and governors matched with a class. This would then mean that governors could combine their roles into a single visit to school. It was important to build the links with staff and to improve the relationship between staff and governors. Governors should aim to visit once a term, with a focus for the visit, and then share reports at the next governors meeting. This would support with inspections and also let staff know that governors were there to support the school.</p> <p>Roles were as followed:</p> <p>Katy McCaffrey – Class One link, Early Years Reading (Miss Ashton – Miss Rushmer) Ben Calverley – Class Two link, Maths (Mrs Ingle – Miss Palmer) Sam Ware – Class Three link, English (Miss Elliott – Mr Buttery) Joseph Freeman – Class Four link, SEND (Mrs Haffey) Bruce Cole – Safeguarding link and Headteacher Dave Brett – Health and Safety link and RE</p> <p>The Headteacher acknowledged that it could be difficult for some governors to find time to come into school but suggested that it did not have to during the school day. Governors could choose how they wanted a visit to look and the objectives but reminded governors that they were not there to observe teaching but looking at the impacts that resources and curriculum had. The Chair added that using the School Development Plan to choose an area to look at may be a useful starting point.</p> <p>The template report was available to governors on the Google Drive.</p> <p>The Headteacher invited governors to attend when external visitors came to the school, as this could give another point of view. Any dates of visits would be shared with governors.</p>	

13.	<p><b><u>Governor Business</u></b></p> <p><u>Governor Vacancies</u> Governors noted the vacancies as had been discussed earlier in the meeting and highlighted the Local Authority role had been vacant for a number of years. Governors would like to complete a skills audit to review at the next meeting. <b>ACTION:</b> Complete a skills audit with governors with results to be presented at the next meeting. The school had put out an advert for co-opted governors and had one expression of interest which would be followed up on. The Headteacher shared that a candidate for the parent governor role had come forward but could not be progressed as they had wished to remain anonymous online, which the Governance Service had confirmed would not be possible due to legal requirements. The Headteacher would re-run the parent governor election. <b>A governor suggested that a drop-in session was held for those interested to find out more and ask questions of existing governors.</b> Governors thought this was a good idea and asked that this was added to the information to parents once agreed. <b>ACTION:</b> Arrange a date for some governors to attend a drop-in session.</p> <p><u>Training update</u> The updated training tracker had just been issued. It was noted that governors should try to attend relevant training for their link roles and responsibilities.</p> <p>There was a discussion, at the request of the governance service, about barriers to accessing training provided. Governors noted that the timings of session, as well as location when in-person, were a barrier. They also noted the extra commitment of training could be difficult, noting that the role was a voluntary one. Further feedback would be sought via a google form from the Clerk. <b>ACTION:</b> Send feedback form questions on barriers to accessing training to governors.</p>	<p>CLERK</p> <p>CHAIR</p> <p>CLERK</p>
14.	<p><b><u>Strategy and Marketing</u></b></p> <p>This had been covered during the meeting.</p>	
15.	<p><b><u>Upcoming Events in the School Calendar</u></b> (standing item)</p> <p>The Headteacher shared onscreen how he planned events for a term, which was shared with staff, so they were aware of what was happening each week. He highlighted upcoming items including the Peer Review, health week, Little Wandle Assessments, and World Book Day. The planning document also showed Collective Worship with a rota for who was leading it. The school had a Google calendar for day-to-day use for all staff, and this helped manage workload.</p> <p>A discussion followed about the commercialisation of World Book Day with the Headteacher making it clear to pupils that they did not have to dress up if they didn't want to.</p> <p>The Headteacher shared that there had been a drastic drop in take up for the Residential trip and wanted to consider moving it to every other year. <b>A governor asked how many pupils were not going on the trip.</b> The Headteacher gave a number but noted that those pupils may have attended the previous year. <b>A governor asked whether there had been a significant increase in cost.</b> The Headteacher agreed there had been, although they usually booked far in advance, which helped reduce some costs. The Headteacher had been transparent about why there had been an increase with parents. Some parents had also suggested that as there was a Residential in Y7, that it may not be worth doing both.</p>	



	<p>The Headteacher explained that there was an impact on staffing for the school for the Residential trip, and he had taken the decision not to go this year but there would be two teachers and a Teaching Assistant attending. This would mean that, alongside pupils not going on the trip, that cover for classes would need to be put in place, and if less pupils attended there was also an impact on the budget as it may need to cover some of the costs.</p> <p>The Headteacher stated that he had not yet rebooked for the next year as he wanted a decision about making it every other year.</p> <p><b><i>A governor noted that timings could be awkward when asking for deposit payments and added that having a trip every other year could give better financial planning options for parents.</i></b></p> <p><u>FUTURE AGENDA ITEM:</u> Residential Trip frequency</p>	
16.	<p><b><u>Any Other Business</u></b></p> <p>There was no other business.</p>	
17.	<p><b><u>Date and Time of Future Meetings</u></b></p> <p><u>Full Governing Board:</u> 1<sup>st</sup> April 2025 8<sup>th</sup> July 2025</p> <p><u>Staffing, Finance, and Premises Committee:</u> 4<sup>th</sup> February 2025 – postponed, date to be arranged 6<sup>th</sup> May 2025</p> <p><u>Achievement &amp; Curriculum Committee:</u> 11<sup>th</sup> March 2025 20<sup>th</sup> May 2025</p>	
The meeting ended at 8:12pm.		

**Minutes were approved at the meeting of the FGB held on 1<sup>st</sup> April 2025.**

**Action Plan following the meeting held on 14<sup>th</sup> January 2025**

	<b><i>ACTION</i></b>	<b><i>AGENDA ITEM</i></b>	<b><i>WHO</i></b>	<b><i>WHEN</i></b>
1.	Check governors had completed training and confirmed they had read KCSIE 2024.	5	Clerk	Awaiting responses
2.	Share York Diocese training with governors.	9	Clerk	Complete
3.	Complete a skills audit with governors with results to be presented at the next meeting.	13	Clerk	Postponed to next meeting
4.	Arrange a date for some governors to attend a drop-in session.	13	Chair	Complete
5.	Send feedback form questions on barriers to accessing training to governors.	13	Clerk	Complete

**Future Agenda Items:**

- Residential Trip frequency
- A&C Summer term - Review SDP format.