



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 1st April 2025 at 6pm in school

Present	Andrew Buttery (Headteacher) Katy McCaffrey (Chair) Ben Calverley	Bruce Cole Colean Camp Laura McGouran
In Attendance	Sue Challis (Teaching Assistant) Caroline Rigden (Governance Support Officer / Clerk)	

		ACTION
1.	<u>Welcome and Opening Prayer</u> The Chair welcomed everyone to the meeting. The meeting opened in prayer led by the Headteacher.	
2.	<u>Apologies for absence and declarations of interest</u> Apologies were received, with consent, from Charlotte Palmer, Sam Ware, Dave Brett, and Joseph Freeman. There were no declarations of interest.	
3.	<u>Co-option of new governor</u> Colean Camp was introduced and shared information about herself, experiences, and skills that she would bring to the governing board. <i>Colean Camp stepped out at 6:04pm</i> Proposed: Katy McCaffrey, Seconded: Bruce Cole APPROVED: Governors voted to co-opt Colean Camp to the governing board. <i>Colean Camp returned at 6:05pm</i>	
4.	<u>Minutes of the meeting held on 14th January 2025</u> <i>Previously distributed.</i> The minutes were agreed to be a true and accurate record of the meeting and were marked as approved.	

5.	<p><u>Action Plan and Matters Arising not covered by the agenda</u></p> <p>Action plan:</p> <table border="1" data-bbox="156 257 1299 624"> <thead> <tr> <th></th><th>Action</th><th>Update</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Check governors had completed training and confirmed they had read KCSIE 2024.</td><td>Complete</td></tr> <tr> <td>2.</td><td>Share York Diocese training with governors.</td><td>Complete</td></tr> <tr> <td>3.</td><td>Complete a skills audit with governors with results to be presented at the next meeting</td><td>Carried Forward to next meeting.</td></tr> <tr> <td>4.</td><td>Arrange a date for some governors to attend a drop-in session.</td><td>Complete.</td></tr> <tr> <td>5.</td><td>Send feedback form questions on barriers to accessing training to governors.</td><td>Complete.</td></tr> </tbody> </table> <p>Matters arising: There were no further matters arising.</p>		Action	Update	1.	Check governors had completed training and confirmed they had read KCSIE 2024.	Complete	2.	Share York Diocese training with governors.	Complete	3.	Complete a skills audit with governors with results to be presented at the next meeting	Carried Forward to next meeting.	4.	Arrange a date for some governors to attend a drop-in session.	Complete.	5.	Send feedback form questions on barriers to accessing training to governors.	Complete.	
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6.	<p><u>Headteacher's Report</u> <i>Previously distributed: Headteacher's report, Elvington Review.</i> Taken as read</p> <p>The Headteacher updated governors that there were 123 pupils on roll as two pupils, with severe attendance issues, had been removed due to joining another school in a different part of the country. There had been significant staff time spent trying to get the pupils into school and with the removal of these pupils there would be a positive impact on attendance data. It had created spaces in two classes and, with no applications for pupils to join these classes, would balance the school better.</p> <p>A governor asked what key stage the pupils had been in. The Headteacher replied that both pupils had been in KS2.</p> <p>The Headteacher reported there were 14 applications for pupils to join the school in September 2025, of which 13 were siblings of existing pupils. The Headteacher noted that while this was a positive cohort from what was known, it was frustrating that only one pupil was new to the school.</p> <p>A governor asked if it was likely the intake number would increase before September 2025. The Headteacher explained that historically there was an increase in numbers during the summer term, as pupils moved into areas or transferred from other schools. There were 18 pupils leaving from Y6. The Headteacher had been proactive promoting the school, sharing through the parent newsletter about spaces as parent voice was often the best way to increase pupil numbers. There were low birth rate issues, as seen across the city, which was causing falling roll. The Headteacher was prepared to do everything possible to increase pupil numbers but noted that most parents defaulted to their catchment school, although there had been movement into the school seen from villages close by.</p> <p>A governor asked whether the Headteacher visited local nursery settings. The Headteacher confirmed that he visited nurseries to promote the school and worked with them on transition.</p> <p>A governor asked if there was an impact around the catchment area for secondary schools. The Headteacher noted that some parents were concerned that they would not get a place at the secondary school of their choice, however the preferred school that was not the catchment school had recently expanded their pupil numbers, so it was less likely that parents would choose the primary school based on the catchment of the secondary school.</p> <p>A governor asked whether the school was promoted to parents who may pass the school going into work. The Headteacher responded that this could be considered, although there was a perception that the school was full so people may not apply for places from out of the catchment area.</p>																			

A governor asked what size a full intake was. The Headteacher explained that the PAN (Published Admission Number) was 20 pupils. If this was reached there would need to be significant adjustment of classes to accommodate pupils. Once pupil numbers were confirmed in mid-April, the Headteacher would review the class structure.

A governor asked what the tipping point was to return to a five-class structure. The Headteacher explained that the school would be full for four classes but to reintroduce a fifth class would require a large group of pupils joining the school across all years, not just in one year. The class sizes had been capped at four to cut costs and without further input the school could remain at four classes.

The Chair reported to governors that a meeting had been planned with the Local Authority to discuss the current year's budget, which had not yet been approved by the Local Authority, and the year was almost at an end.

A governor asked if there was a plan to grow the school back to five classes. The Headteacher explained that budget constraints were the key. There had been a visit from an SRMA (School Resource Management Adviser) who had praised the school for work done to reduce the budget but there had been no further recommendations.

The Headteacher reported there had been no exclusions, no incidents, and no accidents. Safeguarding concerns were logged on CPOMS (Child Protection Online Management System), with updates and key information on safeguarding shared with the safeguarding link governor. There were five pupils with EHCPs (Education, Health and Care Plans).

The Headteacher gave an update on concerns that the school could not meet the needs of a pupil with an EHCP and how this affected staff and other pupils in the school. The pupil was being educated outside the classroom, and although staff worked hard to try to get them to integrate with their peers at key times this was often unsuccessful.

A governor asked what the solution was if the school was not the right setting for the pupil. The Headteacher replied that the pupil needed specialist provision and the Headteacher was working with mum to support her choice in requesting a specialist setting for her child.

A governor asked if there was specialist provision available in York. The Headteacher replied that there was a lack of spaces in specialist settings in York. The Headteacher was concerned for the safety and safeguarding issues of the pupil, with daily logs made on CPOMS.

A governor noted that the pupil was having an impact on the already stretched budget. The Chair agreed and would raise this concern with the local authority during their meeting. The Headteacher added that the work school had done to support the pupil had made a difference to the child but acknowledged that while school had done its best, the school was not able to give the level of support needed. The situation was very challenging and frustrating for all involved. The Chair asked that staff were thanked for their work to support the pupil.

The Headteacher gave an update on staffing matters, with two teachers remaining on long-term absence, one of which would be having a phased return planned for the next term. A staff member would be returning from maternity leave before the end of the academic year, with a slight reduction to working hours. Governors agreed that it was important to be flexible to retain experienced and passionate staff. Further staffing changes were discussed in preparation of the next academic year.

A governor asked whether the staffing updates supported the Headteacher to become an Executive Headteacher, should the opportunity arise. The Headteacher replied that it would have to be carefully considered, noting that it was unlikely that a role would arise before September 2025, when the school staffing situation should be more stable. The Headteacher was open to opportunities but confirmed that any opportunity had to be right for Elvington school and himself.

The Headteacher gave an update on the planned work to the kitchen, which had completed the tender process led by the local authority's project team. The plan had been to start work during

<p>May half term holiday but there were concerns with site access, so the bulk of work would take place over the summer holidays, dependant on contractor.</p> <p>A governor asked what the catering contractor thought to the planned work. The Headteacher shared that they had been pleased with the refurbishment plans. The Headteacher added that the refurbishment would be paid for by the local authority rather than through the school budget.</p> <p>A governor asked whether the kitchen refurbishment would support an increase in take up of school meals. The Headteacher was hopeful that this would be the case, and the school cook was planning to relaunch the menu with taster days.</p> <p>The Headteacher shared that there had been additional jobs added to the refurbishment project which needed to be resolved as it involved safe access issues at the main entrance.</p> <p>The Headteacher noted that finance updates had already been covered but added that once the draft report was received from the SRMA it would be shared with all governors.</p> <p>ACTION: Share draft SRMA report with governors once received.</p> <p>The Headteacher explained the Self-Evaluation Form (SEF) had been updated with predicted pupil outcomes, with an expectation that 86% of EYFS (Early Years Foundation Stage) would achieve a Good Level of Development (GLD) with some exceeding expectations across the board. This figure was above the local average of 69%. There had been conversations held with parents to encourage support of what school were doing, with stretch and development taking place for higher ability pupils.</p> <p>Y6 had completed mock SATs (Statutory Assessment Tests). An improvement in data was due to the removal of pupils no longer on roll.</p> <p>There had been two staff meetings held looking at best practice for marking and feedback.</p> <p>There had been a Peer Review cycle undertaken with two other local primary schools, with the feedback shared from this. It had been a useful exercise and had given the opportunity to compare how the school was performing compared to the previous year when class sizes were smaller, showing that the increase in class size had not affected pupil performance or progress. A visit to one of the participating schools had taken place, with the second school visit planned for June. It had been useful for the Headteacher to work with other leaders from different schools and was developing a supportive relationship.</p> <p>Derek Sutherland, Head of Primary Effectiveness and Achievement at City of York Council, would be retiring at the end of the academic year. Derek had been a great supporter of the school and would be missed.</p> <p>The Headteacher highlighted there were fewer pupils going on the residential trip, with cost being cited by parents as a factor. The Headteacher did respond to challenges on the increased costs, which were due to the increase in cost of the provision as well as the coach costs. There had been a reduction in residential provision which had also driven up costs. Residential also impacted staffing in the school, with the Headteacher unable to attend this year due to no cover for his role, so two teachers and a teaching assistant had gone.</p> <p>Residential trips were valuable experiences for pupils, so the Headteacher was considering whether it would be better to reduce the frequency of trips from annual to biennial, with both Y5 and Y6 attending. Parents would likely have split opinions on this.</p> <p>A governor noted that it could be phrased in a way that was more about whether pupils would be more likely to attend, although cost would still be a factor.</p> <p>A governor asked how many pupils had not attended the residential trip this year. The Headteacher confirmed that six pupils had not gone on the trip, with finance being only part of the reason.</p> <p>A governor asked if cost was a barrier for attendance was there another model that could be used to fund the residential trip. The Headteacher replied that there were charities who supported pupils attending residential trips, however pupils at the school were unlikely to reach the demographic threshold.</p>	<p>HT</p>
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	<p>There was a discussion about other potential locations that could be considered, with the Headteacher identifying one to look at more in depth and get a quote from.</p> <p>A governor noted that pupils would not miss out if they only went on one residential trip and it could give the opportunity for parents to spread payments out over a longer period.</p> <p>Governors agreed that it was important that pupils had the opportunities of a residential trip in either Y5 or Y6 rather than having two opportunities.</p> <p>ACTION: Headteacher investigate other providers for residential trips and share costs.</p> <p>The Headteacher reported that attendance figures were 1.1% higher than the national average, and this had included two pupils who were persistently absent. There was ongoing work with other parents to improve attendance for some individual pupils. The recent sickness bug had had an impact on attendance, with it lasting over three weeks, however illness in autumn term had been low, so the overall impact was lower than it could have been.</p> <p>The Headteacher explained that the school had been invited to be an early adopter of the universal free breakfast club. Once further details had been received, the Headteacher had raised concerns of how it would work practically in the school hall and was invited to join a webinar which would explain things in more detail. There had been no opportunities to raise questions, so the Headteacher decided to withdraw from the process. The Headteacher highlighted that the school hall would not be big enough to hold the whole school if they took up the offer, and safety for pupils was paramount. The key point was that the offer was universal to meet the needs of every child and would be appealing for parents to use it, but it would require similar staffing levels to lunchtime, when there were six staff members and the Headteacher supporting o ensure pupils were engaged with and ate their breakfast.</p> <p>A governor asked how many pupils the Headteacher would have expected to take up the offer.</p> <p>The Headteacher thought that at least half of the school community would attend, and regardless of the actual numbers, the school hall would not be able to fit in that many pupils at once with tables. The Headteacher had discussed the concerns with the local authority about how the lack of prebooking, while good for parents, and pupils who walked to school themselves could become a safeguarding concern as there would need to be sufficient staffing and a register taken.</p> <p>A governor asked what the funding offer had been. The Headteacher explained that while there had been separate set up costs, the amount per pupil would have been less than £1, which would not cover staffing costs and food costs.</p> <p>The Headteacher requested support for SATs week, which governors arranged between themselves and the Headteacher.</p>
<p>7. School Development Plan (SDP) and Self Evaluation Form</p> <p><i>Previously distributed: SDP, SEF.</i></p> <p><i>Taken as read.</i></p> <p>A governor asked if the Little Wandle phonics scheme was recommended by the DfE (Department for Education). The Headteacher replied that it was not recommended as it had a cost to it. Little Wandle was not an inspiring resource however the repetitiveness was working. A reason that the school decided to choose the Little Wandle scheme had been that the English Hub, who school worked closely with, had recommended it.</p> <p>A governor, who was a parent, noted that they had seen an improvement in their child's phonics skills. Another governor added that it had supported improvements in guided reading too.</p> <p>In response to a governor's question, the Headteacher shared that due to the nature of Little Wandle it was staffing resource heavy, and this posed a risk to Maths skills.</p> <p>A governor asked how Little Wandle had been funded. The Headteacher explained that a grant had been received from the English Hub to purchase the scheme and resources. The English Hub had observed the scheme being used and had been impressed with how it had been implemented.</p>	

	<p>This meant that it was now less monitored so the school could amend the scheme to make it more interesting for pupils. Replacement books had initially been expensive, having to purchase in packs of five, but were now available individually.</p> <p>The Chair asked that the School Development Plan reviewed the use of KPIs (Key Performance Indicators) for the next academic year to ensure the priorities and actions were more suited for education.</p>	
8.	<p><u>SIAMS Self-Evaluation Form</u> <i>Previously distributed: Summary SEF, Ongoing SIAMS SEF.</i> Taken as read.</p> <p>The Headteacher reported that it was unlikely that the school would receive a SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection until 206/27 academic year. The diocese gave schools advance notice of which academic year an inspection would take place, but not exactly when this would be during the year. The Headteacher had ensured that the new framework documentation had been completed and was kept updated as it was a working document.</p> <p>A governor asked how the governors could prepare and support for SIAMS. The Headteacher explained that school visits were an important part of the process. Dave Brett, foundation governor, had observed Collective Worship and would complete a link governor visit report. It would also be useful to add in any observations around Christian Distinctiveness when completing reports following any visit to school. At the previous SIAMS inspection it had been noted that the school had not been very Church school like, and while this had changed the pupils were not pushed into a set view of religion. It was important that pupils were inquisitive about other religions and were well rounded in knowledge, being respectful and tolerant of other beliefs.</p> <p>A governor commented that it had been a consideration when joining the governing board as they were not a Christian. The governor had discussed with the Headteacher how inclusive the school community was regardless of religion and it was agreed that there was added value from a governor who believed in the ethos and values of the school outside of the Christian viewpoint. The Headteacher shared there had been an uptake in parents attending church services with school, supporting their children who had worked on the service, and this increases pupils' confidence in their beliefs.</p>	
9.	<p><u>Finance Update</u> <i>Previously distributed: Kitchen refit letter to parents, Certificate of Delegation.</i> Taken as read.</p> <p>No comments.</p> <p>ACTION: Add digital signature to Certificate of Delegation.</p>	KM/CLERK
10.	<p><u>Committee updates</u></p> <p>A) Staffing, Finance and Premises This meeting had been cancelled due to leave of absence for the School Business Manager.</p> <p>B) Achievement and Curriculum This meeting had been cancelled due to staff illness.</p> <p>New governors were invited to both committee meetings before choosing which committee they would join.</p> <p>ACTION: Invite new governors to committee meetings.</p>	CLERK

11.	<u>Update on Strategy and Marketing</u> Covered during the meeting.	
12.	<u>Policies</u> <i>Previously distributed: Pay Policy, Accessibility Policy, Admissions Arrangements, Behaviour Principles, Looked after, Previously Looked After Children, NQT Induction Policy, Pecuniary and Business Interests policy, Work Scrutiny, Financial Management Policy, Information Security Policy, Records Management Policy</i> Taken as read. APPROVED: Governors approved all policies listed above.	
13.	<u>Governor Business</u> <i>Previously distributed: Membership, training tracker April 2025, Training Programme 2024-25</i> The Headteacher noted that it was unlikely that the foundation governor vacancy would be filled by the new curate, as had been previously hoped. He suggested that a former governor return to support the schools for the upcoming SIAMS inspection and would reach out to relevant people. The Chair recommended that governors attend link governor training for their link governor roles as it was useful.	
14.	<u>Review of Upcoming Events in the School Calendar (standing item)</u> The Headteacher shared the upcoming calendar on screen which had activities for the summer term. The new Lord Mayor would be visiting the school on Friday 20 th June 2025. The Headteacher held a staff briefing every Monday about the upcoming week. Staff could see the upcoming activities on google calendar or as a hard copy. ACTION: Share upcoming calendar information to all governors.	CLERK
15.	<u>Any Other Business</u> There was no other business raised.	
16.	<u>Date and Time of Future Meetings</u> FGB: Tuesday 8 th July 2025 SFP: Tuesday 6 th May 2025 -start budget A&C: Tuesday 20 th May 2025	
The meeting ended at 8:27 pm.		

Minutes to be approved at the FGB meeting to be held on 8th July 2025.

Action Plan following the meeting held on 1st April 2025

	<i>ACTION</i>	<i>AGENDA ITEM</i>	<i>WHO</i>	<i>WHEN</i>
1.	<i>Complete a skills audit with governors with results to be presented at the next meeting</i>	5	Clerk	08/07/2025

2.	Share draft SRMA report with governors once received.	<i>6</i>	<i>Headteacher</i>	<i>ASAP</i>
3.	Headteacher investigate other providers for residential trips and share costs.	<i>6</i>	<i>Headteacher</i>	<i>ASAP</i>
4.	Add digital signature to Certificate of Delegation.	<i>9</i>	<i>KM/Clerk</i>	<i>Complete</i>
5.	<i>Invite new governors to committee meetings.</i>	<i>10</i>	<i>Clerk</i>	<i>Complete</i>
6.	Share upcoming calendar information to all governors.	<i>14</i>	<i>Clerk</i>	<i>Complete</i>

APPROVED