



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 8th July 2025 at 6pm

Present	Andrew Buttery (Headteacher) Katy McCaffrey (Chair) Joseph Freeman	Dave Brett Samantha Ware Bruce Cole Colean Camp
In Attendance	Gary Measom (Potential LA governor) 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. Gary Measom was introduced as a potential governor, who shared his skill set was finance focused. 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, Laura McGouran, and Ben Calverley There were no declarations of interest.																
3.	<u>Minutes of the meeting held on 4th April 2025 and 6th May 2025</u> <i>Previously distributed.</i> The minutes for the meetings held on 4 th April 2025 and 6 th May 2025 were agreed to be a true and accurate record of the meeting and were marked as approved.																
4.	<u>Action Plan and Matters Arising not covered by the agenda</u> Action plan: <table border="1"> <thead> <tr> <th></th><th>Action</th><th>Update</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Complete a skills audit with governors with results to be presented at the next meeting.</td><td>Carried forward due to lack of responses.</td></tr> <tr> <td>2.</td><td>Share draft SRMA report with governors once received.</td><td>Complete.</td></tr> <tr> <td>3.</td><td>Headteacher investigate other providers for residential trips and share costs</td><td>On agenda, item 11.</td></tr> <tr> <td>4.</td><td>Add digital signature to Certificate of Delegation</td><td>Complete</td></tr> </tbody> </table>		Action	Update	1.	Complete a skills audit with governors with results to be presented at the next meeting.	Carried forward due to lack of responses.	2.	Share draft SRMA report with governors once received.	Complete.	3.	Headteacher investigate other providers for residential trips and share costs	On agenda, item 11.	4.	Add digital signature to Certificate of Delegation	Complete	
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	5.	Invite new governors to committee meetings.	Complete			
	6.	Share upcoming calendar information to all governors	Complete			
	7.	Review the need for an additional support request from the governing board to the Local Authority about shared headship opportunities.	Due September 2025			
Matters arising: There were no further matters arising.						
5.	Financial Update <i>Previously distributed: Period 2 May 2025 Variances Report, Period 2 Budget Monitoring CFR Report, Community lettings proposal, letting policy, lettings procedure, lettings risk assessment, LED project proposal, LED contract comparison, EV charger project proposal, EV charger grant information, EV charger project contractor comparison.</i> <u>Budget monitoring CFR P2 and budget variances</u> The Headteacher gave an update on staffing, with one staff member having completed a positive phased return, and was almost back to their normal working pattern. Regular check ins were taking place to ensure the staff member was fully supported. Another staff member would start a phased return the next week and would be back to their working pattern by September. Another staff member would be returning from maternity leave before the end of term. The return of all staff would give stability for the school and give capacity back to the Headteacher. The Headteacher highlighted that there had been a small impact on the budget, as wages returned to normal during a phased return period. The Chair noted that having staff return from long term absence was a positive for the school and pupils, regardless of the increase in costs a phased return incurred. The Headteacher shared how challenging the day had been that day, with staff illness, class trips, and a lack of support for a pupil. The Headteacher had made it work, but it highlighted the risks and challenges that had been dealt with during the academic year with reduced staffing capacity. The Headteacher hoped that with the return of all teaching staff from September the need for supply cover would return to normal, with it being rarely used. Costs for covering staff absence had cost the school around £600 per week, on average. The Headteacher shared there would be a small saving due to a staff member reducing to four days a week, with the fifth day covered by an agreed supply contract with a current teacher. Governors noted that that the financial year had only just started and would continue to monitor the finances closely but hoped that the stability of staffing from September would help the budget be more stable. <u>Community Lettings Policy and Procedures</u> The Headteacher reported that the school had been approached by a national drama group to use the school on weekends to run drama sessions. This letting would have an income of around £2.5k per year. The costs to hire out the school to the group would be minimal, with only electricity, water, and heating used. The Headteacher and School Business Manager had developed a lettings agreement policy, procedure and risk assessment. A governor noted that the proposed policy had an inconsistency around responsibilities for governors. The Headteacher replied that this would be resolved by amending the policy to show that governors were not responsible for operational actions. ACTION: Amend section three of lettings policy on roles and responsibilities so that governors were not responsible for operational actions.				SBM	

APPROVED: Governors approved the school be used for community lettings and these were to be managed by the School Business Manager and Headteacher.

APPROVED: Lettings Policy was approved pending the amendment to governor responsibilities.

The Headteacher was hopeful that once the local community became aware of the school as a venue it would lead to further expressions of interest and bookings.

LED Proposal

The Headteacher explained that the School Business Manager had sought quotes from multiple contractors to replace the lighting in school with LED lighting. There would be a positive gained from the changes, with lower energy costs.

A governor asked if a local company had been approached for a quote. The Headteacher explained that the process had been opened to all contractors, but no one local had put in a quote.

A governor asked if the project would be funded from the capital budget. The Headteacher confirmed it was from the capital budget, as funds had been held in case further repairs were needed for the roof, but these had not materialised so the money should be spent on improvements of the site.

APPROVED: Governors agreed with the School Business Manager's recommendation to use the contractor Abbcell Electrical.

The Headteacher reported that the work would likely take place over October half term holidays with two to five needed to complete the job.

EV charging proposal

The Headteacher explained that the School Business Manager had been made aware of a grant available to schools to support the installation of EV charging points. The grant would cover 75% of the costs up to £2.5k. The scheme was not meant to be for the school to profit from although the school was able to manage the charges.

A governor asked how many charging points would be installed. The Headteacher explained it would be two charging due to the size of the car park. The points would be open to public outside school hours. It was important to future proof the school where possible.

The Headteacher talked through the three quotes and differences, highlighting one had a longer warranty than the others.

In response to a governor's question, the Headteacher confirmed that the chargers were commercial units.

A governor asked if the units could be made unusable during school hours. The Headteacher confirmed that the units could be off and would show as unavailable on apps during school hours, unless a staff member was using it.

A governor asked if there would be any ongoing maintenance needs. The Headteacher replied that it should only be repair rather than maintenance.

A governor asked if there were any implications on insurance policies. The Headteacher replied that the School Business Manager had looked into it but not found any.

A governor asked if there were any plans to have CCTV for the car park. The Headteacher explained that it was difficult due to GDPR (General Data Protection Regulation) but it could be considered if there was any vandalization.

APPROVED: Governors agreed with the School Business Manager's recommendation to use the contractor Coopers Electrical. Governors asked that the School Business Manager request a longer warranty if possible.

6.	<p><u>Headteacher's Report (verbal update)</u> <i>Previously distributed: staff timetable, annual safeguarding report, Letter from Lord Mayor</i></p> <p>The Headteacher gave a verbal update on accidents, with some minor accidents happening in school none but none were significant enough to be reported via Riddor to North Yorkshire Council. There had been no racial or homophobic incidents.</p> <p>Most of the staffing update had been covered earlier in the meeting and Charlotte Palmer was due to return from maternity leave next week and would be preparing for September when staffing levels were looking positive. A teaching assistant had had immediate leave from their contract, with supply cover put in place to get to the end of term. The supply cover teaching assistant had been successfully recruited to the vacancy but, at the request of the supply provider, would remain employed through the supply agency until October half term when their contract would then start directly with the school. The teaching assistant was in place to support a pupil for two years and had already had a positive and calming impact on the pupil. Full staffing was in place for September.</p> <p>The Safeguarding Annual Report had been reviewed by Bruce Cole, safeguarding link governor. The safeguarding link governor met regularly with the Headteacher to review how records were kept, without sharing details on safeguarding concerns.</p> <p>There had been a foundation governor vacancy for several years and the Headteacher was pleased to report that Reverend Jo Parker would be meeting with himself with an interest in becoming a governor from September. Rev Parker had had children attend the school so had local knowledge which was an additional positive.</p>	
7.	<p><u>SATS results data Update (verbal update)</u></p> <p>The Headteacher shared that SATs (Standard Assessment Tests) results day was a very stressful day due to how the results had to be accessed online. There was a queuing system to log on and only ten minutes were given to download data and get individual reports. This was an improved system from the previous year but was still stressful.</p> <p>The Headteacher had pulled the headline figures together and issued this to governors earlier in the day and showed this on screen.</p> <p>The Headteacher shared the results with governors, explaining how the combined scores were calculated and that two pupils had not reached it as expected, so this would be looked at in detail. Reading had been a concern, with the assessments at Easter highlighting unbalanced results. This had been focused on by the Headteacher during revision club to encourage pupils to be more mindful of answering questions.</p> <p>In Reading, one pupil had not reached expected standard, but the scaled score received had been positive for them. Eight pupils had achieved expected standard, and another eight pupils had reached greater depth. The result was 47% greater depth which was very positive, and parents had been pleased with the results.</p> <p>Some pupils had found the reading papers hard. The cohort had been in Y1 when covid hit, which was a key point for developing reading skills. Individual progress was exceptional and there was no national progress measures available to benchmark against. Three pupils had achieved greater depth for the first time during the assessments. Pupils who had achieved well had attended revision club, which supported in speciality techniques.</p> <p>The Headteacher explained how the percentages were calculated, adding together expected standard and greater depth. Staff had wanted to ensure pupils wrote to a high standard and did not teach to the SPAG (Spelling, Punctuation, and Grammar) test. Five pupils had not achieved age-related expected standard and when reviewing the papers and answers noted that pupils had only</p>	

<p>answered one point instead of three as required. There had been a known spelling issue with the cohort, with staff trying to get pupils to recognise patterns, so there had been no surprises on the spelling results.</p> <p>Writing was 94% and all staff were very proud of this result.</p> <p>Maths results had been frustrated by two pupils who achieved 99, with 100 needed to reach expected standard, so the papers would be reviewed to check marking. If the pupils had an improved result this would improve the percentage from 71% to 86%. Some questions had justifiable answers rather than requiring correct answers. The paper had not been good with some pupils who had been upset following the test. Some pupils who would usually achieve greater depth had not done so in the assessments and the Headteacher had been disappointed. There may need to be a focus on Maths as there had not been much practical Maths on the papers as expected. The Headteacher would go through the data and question analysis to look at teaching for the next year.</p> <p>A governor questioned the reasons for amending Practical Maths teaching, as this was an important skill. The Headteacher replied that it would not be removed as pupils enjoyed it but would look at how questions were worded and support pupils to be able to answer questions by adapting language. There would be no snap changes, but some areas had not done as well as hoped. Arithmetic was strong. Sue Challis, teaching assistant, added that it was important to support pupils understanding of written questions.</p> <p>A governor asked how papers were standardised. The Headteacher replied that standardisation was done by a group of Y6 teachers who looked at styles of questions and adapted them for the current teaching styles. He had previously had experience of this. Once the tests were marked thresholds were set, which were increasing year on year. This was the same for all schools, not just Elvington. It would be important to find a way to understand differences in language without losing the enjoyment in Maths.</p> <p>A governor asked if the paper had been unusual or was there a change in direction with language used. The Headteacher explained that it was hard to pre-empt changes, but pupils would need to be able to adapt to the style of questions. This would be reviewed with staff before changes were made, as this was a longer-term change to ensure it was not reactive but adaptive.</p> <p>The Headteacher shared that the cohort had had the most additional support, such as scribes or readers, needed for the SATs. Parents had responded to the results, with positive emails received which acknowledged how much progress pupils had made. The Headteacher was concerned about the high pressure placed on pupils around SATs and was pleased with how the school responded and supported pupils in a positive way, while still having high expectations, but it was a balancing act.</p> <p>The Headteacher had been pleased that Science was strong with 100% of pupils reaching expected standard. There was no greater depth in this subject.</p> <p>The Headteacher shared results for other years. EYFS (Early Years Foundation Stage) had reached 100% Good Level of Development (GLD), which was exceptional. Rachel Lanzillotti, School Effectiveness and Achievement Adviser City of York Council, had visited in March 2025, working one to one with the class teacher looking at evidence that showed all pupils met GLD. More evidence had been gathered since that visit. The cohort were able. Y1 Phonics screening had achieved 96%, with one pupil with an Education, Health and Care Plan (EHCP) not passing, however they did very well with their own score.</p>	
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	<p>Y4 multiplication had 100% of pupils achieve 22 or higher, with seven pupils achieving full marks. There was no national benchmarking data for this. The positive results helped build Maths for higher in school.</p> <p>The Chair highlighted the positive results for pupils considering the unsettled backdrop of staffing concerns all year. The Headteacher agreed that the progress and resilience of pupils had been very positive and showed how staff had protected pupils learning and wellbeing during such a difficult situation.</p> <p>A governor noted that the positive responses from Y6 parents supported this view. The Headteacher noted that results were from a performance on just one day and did not define who pupils were. Some pupils had not felt they had been successful, but the Headteacher would encourage and celebrate all pupils as they had progressed well. Viewing the whole child and seeing them being confident in the School Play showed they were well rounded, which was more important than results.</p>	
8.	<p><u>School Development Plan (SDP) and Self Evaluation Form</u> <i>Previously distributed: SEF, SDP,</i></p> <p>The Headteacher would update the School Development Plan (SDP) with the results, which would help shape next year's plan. The Headteacher highlighted a bar chart onscreen, which showed improvements from the introduction of Little Wandle phonics scheme.</p> <p>The SDP would be completed and evaluated at the end of term, with the progress from the year to be reported at the first Full Governing Board Meeting in the new academic year.</p> <p>The results would be triangulated with evidence and referenced in the Self Evaluation Form.</p>	
9.	<p><u>Church School Distinctiveness</u> <i>Previously distributed: SIAMS SEF, SIAMS Summary SEF</i></p> <p>The Headteacher had met with Yvonne Methley, York Diocesan Education Adviser, last week, who had reviewed the paperwork and was positive about it. More work to demonstrate spirituality was needed. The adviser would attend a staff meeting in September to show how to evidence Spirituality and this would feed into the SIAMS (Statutory Inspection of Anglican and Methodist Schools) Self Evaluation Form (SEF).</p> <p>The school would not be inspected in the next academic year, as it was not on the national list for inspection that was shared in advance.</p> <p>Evidence was used from across all areas to show how Christianity was embedded into the school.</p> <p>A governor asked if there was support for governors on SIAMS inspections, similar to Ofsted. The Headteacher replied that there was support from York Diocese which could be accessed. It was important to show all those involved with the school lived Christian and school values and show that changes made were not a one-off but supported pupils' knowledge and experiences.</p> <p>The school used display boards in the hall to share the school's values.</p>	
10.	<p><u>Review of the Year</u></p> <p>The Headteacher noted this had been covered during the meeting, which had been the most challenging year he had had as Headteacher. There had been extensive challenges and intense pressure points, which had been a lot for a small school.</p> <p>In a positive the pupils had not noticed, which had been a key marker for concern. Attitude to learning and behaviour would be another key indicator. Parents had not shared any issues. Staff had been able to manage the challenges and found solutions that pupils still achieved and progressed well. The Headteacher was proud of how pupils showed them to be themselves, giving an example of one pupil who had made excellent improvement in behaviour and becoming</p>	

	<p>consistent and was positive and happy, achieving things that had not been possible before joining the school.</p> <p>The Chair added that there had been a positive increase in governors, noting that they had consciously supported the Headteacher while trying not to add stress to staff whose priority was pupils. The Chair was hopeful that more governors and a full complement of staff would lead to even better things the next year.</p>	
11.	<p><u>Residential trip discussion</u></p> <p>The Headteacher explained that the residential trip should be considered in regard to costs for parents, as it had recently been too expensive for some families to attend. School had been considerate of how often it requested donations for activities but as residential was a significant event and cost, other locations should be considered to try to reduce costs. School did not want pupils to miss out on experiences due to affordability. With a large provider having recently closed, the market had adapted, and prices had increased. Consideration was being given to alternating between two providers which would give a variety of experiences. The Headteacher had looked at Carlton Lodge, which offered similar activities to other providers and would increase the responsibility of school staff outside of the activities, but the costs would be significantly reduced.</p> <p><i>A governor asked whether the experience for pupils would be the same as at the previous provider.</i> The Headteacher explained that pupils would access similar activities but there would be more pressure on staff covering evenings and some cleaning tasks. The Headteacher was confident that Carlton Lodge would meet the expectations of a residential trip and if alternated with another provider would ensure pupils got a good variety of experiences.</p> <p>APPROVED: Following discussion, governors agreed the Headteacher book Carlton Lodge for next year's residential trip and then assess it going forward.</p>	
12.	<p><u>Committee Reports</u></p> <p>a) Staffing, Finance, and Premises (SFP) update. <i>Previously distributed: SFP Minutes from 6th May 2025</i> Ben Calverley, Chair of SFP, shared that following the Full Governing Board meeting approving the start budget had reiterated the expectation on City of York Council being proactive in supporting with Shared Leadership opportunities. There were not many local maintained schools who were likely to have a change of Headteacher. The Headteacher reiterated that any shared leadership would only be considered if it was in the interest of Elvington school.</p> <p>B) Achievement and Curriculum (A&C) update. <i>Previously distributed: A&C Minutes from 20th May 2025</i> Joseph Freeman, acting Chair of A&C, shared that the meeting had looked at predicted pupil data, which now had the results. It had also looked at transition for EYFS (Early Years Foundation Stage). The Headteacher reported that there had been two further potential in-year transfer visits this week, however some years were full, but it was up to the Local Authority to deal with parents.</p> <p><i>A governor asked about the tipping point to move to five classes from four.</i> The Headteacher responded that due to finances the only way to be able to afford an increase would be with the shared leadership in place.</p> <p>The Chair noted that governors needed to look at longer term planning around pupil numbers and finances and highlighted that until a shared leadership opportunity became available it had to be accepted there was no way to improve finances easily. The Headteacher added that falling birthrate was a concern, but the school should consider how to attract more pupils from out of area.</p>	

	<p>Governors discussed local house building and the likelihood of increased pupil numbers, which the Headteacher shared was hard to predict and developments often took years to build.</p> <p>Governors requested that the Headteacher and School Business Manager produced some scenarios around the tipping point when the school could return to a five-class structure.</p> <p>ACTION: Produce scenarios on moving back to five classes.</p>	HT
13.	<p><u>Policies for Review/Renewal</u></p> <p>None.</p>	
14.	<p><u>Governor Business</u></p> <p><i>Previously distributed: Governor training tracker</i></p> <p>a) Link reports The Chair and Headteacher wanted to align governors with subject areas or teacher to minimise how many visit staff would have with governors. This would be shared in September at the first meeting.</p> <p>ACTION: Share link governors visit and reporting proposals.</p> <p>b) Training programme and tracker There was a brief discussion about the new governor training. The Clerk highlighted link governor training for specific roles should be considered as a priority.</p> <p>c) Governor membership and skills audit. The Clerk reported that as not enough governors had completed the skills audit, this would be reshared ready for the first meeting in September. It was noted that there were one Local Authority governor candidate and one Foundation governor candidate which would leave one Co-opted governor vacancy only.</p>	HT
15.	<p><u>Review of Upcoming Events in the School Calendar (standing item)</u></p> <p>The Headteacher noted the final weeks were busy, with the final production of Robin Hood, Sports Day, trip to the Maize Maze, which the Parent Teacher (PTA) had sorted. A transition day had taken place with 15 new starters for September. Reports had been issued today, including SATs results. The Leaver's Service was planned for the last Thursday at 9:45am and a Trophy assembly on the Friday, with governors' welcome to attend.</p>	
16.	<p><u>Any Other Business</u></p> <p>The Headteacher shared that, from September, subject leadership time would be on demand for the Headteacher to provide cover rather than the previous planned regular time to be more adaptable to need.</p> <p>The Clerk asked governors to consider moving solely to meeting papers being made available on the Governor Google Drive. After a brief discussion about accessibility, it was agreed that this would be trialled from September and if necessary, papers could be emailed only to those governors that requested it.</p>	

	<p>The Clerk shared that she would be moving schools in September, and a new Clerk would be in place from September. There would be a handover period, and the existing clerk would be available for governors in the meantime.</p> <p>The Headteacher highlighted the letter received York's Lord Mayor following his visit to the school. The Lord Mayor was an experienced governor at a local school and had been pleased to see pupils happy in school. Pupils had enjoyed the visit too.</p>	
17.	<p><u>Date and Time of Future Meetings</u></p> <p>The dates for the next academic year's meetings had been shared and were agreed, although there would be discussion around the Pay committee and the February Staffing, Finance, and Premises meeting dates.</p> <p>The Headteacher thanked Sue Challis for attending meetings during the previous year providing the link to governors as a staff member.</p>	
	The meeting ended at 8:22pm.	

Minutes approved at the meeting of the FGB to be held on 16th September 2025.

Action Plan following the meeting held on 8th July 2025

	<i>ACTION</i>	<i>AGENDA ITEM</i>	<i>WHO</i>	<i>WHEN</i>
1.	Complete a skills audit with governors with results to be presented at the next meeting.	<i>4</i>	<i>Clerk</i>	Sept 2025
2.	Review the need for an additional support request from the governing board to the Local Authority about shared headship opportunities.	<i>4</i>	<i>Governors</i>	Sept 2025
3.	Produce scenarios on moving back to five classes.	<i>12</i>	<i>Headteacher</i>	Sept 2025
4.	Share link governors visit and reporting proposals.	<i>14</i>	<i>Headteacher</i>	Sept 2025