



Romsey Abbey C of E Primary School
Minutes of the Full Governing Body
Thursday 7th November 2024

Present:

Liz Wagner (EW)
 Dawn James (DJ)
 Betony Bayliss (BB)
 Jemma Jones (JJ)
 Robert Pears (RP)
 Ann Turtle (AT)
 Alan Davies (AD)
 Tom Langford (DHT)
 Mark Harris (MH)
 Louise Innes (LI)
 Michelle Close (SBM)
 Jack Pearce (JP)
 Thomas Wharton (TW)

In Attendance:

Victoria Bleaney Clerk
 Hayley Coughlin

Apologies:

James Ablitt (JA)

036/25	<p><u>Welcome, Prayer and Apologies</u></p> <p>The Headteacher opened with a prayer and the meeting commenced.</p>	
037/25	<p><u>Requests for AOBs (to be notified to clerk 3 working days before the FGB – 6.00 pm 4th November 2024)</u></p> <p>There no requests for the meeting.</p>	
038/25	<p><u>Declaration of Pecuniary Interests</u></p> <p>There were none.</p>	
039/25	<p><u>Hayley Coughlin – SEND</u></p> <p>AD arrived at the meeting 6.03 pm</p> <p>The strategic overview was shared at the meeting which showed a comparison with the NA. It should be noted that RAPS had a lower level of children receiving support but a higher number of children with EHCP's. At</p>	

the time of the meeting there had been 2 children join in Year R with EHCP's.

JP arrived 6.05 pm

There had been an increased number of children with EHCPs coming into mainstream school. Nationally there were a higher number of pupils with Social, Emotional and Mental Health as the main area of need but the school have identified comparatively higher Communication and Language needs among SEND pupils; this could be due to staff not labelling the behaviour but looking at the need that produced the behaviour which often stems back to communication and language needs.

There is a higher number of boys with an EHCP within the school and a number of them had pronounced specific learning difficulties. Girls are recognised in research as more likely to mask their autistic needs and this seems evident in both our school and national EHCP figures.

There had been significant changes since last year including 2 children joining the school with significant needs, there was one child expecting a specialist placement and whilst this was in progress it had meant the school had changed the use of the supporting adults. Educational Psychologist hours were timetabled in for support.

At the time of the meeting there were
2 EHCPs in Year R and 2 on SEN support
2 EHCPs in Year 1 and 2 on SEN support
2 EHCPs in Year 2 and 1 on SEN support
1 EHCP in Year 3 and 4 on SEN support
2 EHCP in Year 4 and 3 on SEN support
2 EHCPs in Year 5 and 5 on SEN support
1 EHCP in Year 6 and 4 on SEN support
There were also applications being written for EHCPs and included 2 in Year 4, one in Year 3 and one in Year 2.

A Governor asked if Year 4 was the cohort most affected by Covid and it was confirmed that our data would support this assertion and there had also been issues with parental engagement within this cohort.

A Governor asked what the typical turn around was for an EHCP and they were informed it should be 20 weeks but has been running at 2 years, although the process is starting to speed up. It was important the EHCP was robustly written which took time.

A Governor then enquired as to how much funding an EHCP produced and they were informed it depended on the need and the banding. Governors were informed that the SENDCo had to be clear

with parents that funding did not cover a TA and so expectations had to be clear about the result of the EHCP.

Outreach support for SEND pupils as well as staff training was then discussed in the meeting and since September there had been staff training sessions on maths with high quality inclusive teaching, writing, and an improvement workshop on how to write smart targets on pupil passports and learning plans. Monthly training emails to parents were also sent out which included information on referrals and training courses.

Attendance was also tracked for those who dip below 90%, it should be noted that attendance is very strong for our EHCP and SEND support pupils.

A Governor questioned what NESSY was and it was explained as being literacy support for dyslexic children. They went on to enquire as to whether it was targeted or available for all. They were informed it was targeted but the school had paid for additional logins as the class enjoyed it so much and progress benefitted from this resources. The SENDCo was then asked if this could be rolled out to all and it was agreed it could although there would be a cost and it was only effective to those who needed the support as there were so many other things offered in school which is more effective to all abilities.

The SENDCo was asked if the school screened for dyslexia and it was confirmed they didn't as there was too much disparity between screening and assessments, if parents would like an assessment they would need to pay for this privately. Little Wandle did assess progression in phonics and fluency and the school offers support for specific needs whether or not dyslexia is diagnosed.

When looking at SEND support outcomes Governors were asked to note that 5% was equal to one pupil.

A discussion regarding Hampshire's data was held as well as the NA and it was agreed this would be added and shared.

The SEND report showed standard government questions which were completed annually, this was also published on the website. It was felt this could be overwhelming for parents and so a one page summary had also been created and this had been shared on the website. Governors felt this was useful and thanks was given.

SEND policy – Governors asked for changes to be highlighted on the document and this was agreed.

SENDCo

	<p>A Governor enquired as to whether it was possible to track if any parents make use of training and although it wasn't possible to track, parents did report back when they have attended something.</p> <p>Governors thanked the SENDCo for her time and she left the meeting at 6.30 pm.</p>	
040/25	<p><u>Endorsement of Minutes from last meeting – 26th September 2024</u></p> <p>Leadership roles should read Ann and Dawn as they shared the role.</p> <p>With the above amendment the minutes were agreed as being a true and accurate representation of the meeting and they were signed accordingly by the Chair.</p>	
041/25	<p><u>Matters arising from the minutes not covered elsewhere on the agenda</u></p> <p>All governors had completed their training.</p> <p>Parent Governor Vacancies – There were 2 potential Governors and the Chair would update the FGB when more information is available.</p> <p>All other actions had been completed or were due for discussion at the meeting.</p>	
042/25	<p><u>Clerks Update</u></p> <p>There was nothing to report.</p>	
043/25	<p><u>Headteachers Update</u></p> <p>The report had been shared prior to the meeting. On census day there had been 211 on roll which was very positive. Applications for school places for September 2025 opened on 1st November and there were 9 first places at the time of the meeting.</p> <p>The attendance report had been shared and attendance was above the NA and this included a number of holidays taken in September and October. Governors were asked to note the PA in Year 2 and Year 5 was higher than the NA. Year 2 had been high in the previous year too although they were doing better this year. Year 1 was very strong as was Year 6 and parents were very supportive in both year groups.</p> <p>Recent government announcements were discussed including it being 20% more expensive to go to private school, Governors discussed whether this would benefit RAPS and it was felt all state schools would benefit in terms of filling spaces in classes.</p>	

The FGB thanked all staff for visits including the Abbey sleepover and Fairthorne manor.

Governors thanked the Head for his thorough report which showed the impact on the children and the school.

A Governor enquired as to what the difference was between the 2 maths programmes and Maths Gym was for pupils to practice fluency and reasoning which was a daily programme for KS2, KS1 followed a different programme but mirrored the learning and embedded knowledge and fluency. Maths Safari will be focussed on declarative knowledge which is about instant recall of key facts. Mrs Hammond had developed this and the children were likely to be excited by the animals they could collect as certificates as they progressed through the stages..

A Governor asked what was the impact on playful beginnings. The Headteacher explained communication is a such a key element of EYFS as well as social development. Play is so important for both of these target areas.

LI was completing the NPQ and looking at characteristics of effective teaching. Looking at marking, homework and strategies to support children. **A Governor asked if it was helping professionally and it was conformed it was as it was extra training being received. Although a lot of the initiatives were already being done in school, the extra reading had been useful. A Governor enquired as to whether information would be passed on to other staff and it was confirmed it would be.**

A Governor questioned whether the Head was happy with the staffing structure and he explained SLT felt it was effective as there had been less supply requirements and there was greater capacity for cover and for leadership which was important for continuity. A Governor then asked whether there was a correlation between staff and children absence and it was confirmed there was, when more children are off more staff were also off as the staff often catch what the children have had.

TW entered at 7.00 pm

There had been a dramatic reduction between Sept 23 and Sept 24 in behaviour incidents and this was because the school offered extra support for children who struggled returning to school. **A Governor noted that unconfirmed bullying was higher than bullying follow up and enquired as to why this was and they were informed it was because action were logged with early interventions under unconfirmed**

	<p>bullying. Individual case studies show the interventions for Year 2, 3, 4 during field and play time had reduced the number of incidents. If any issues rearise staff can bring back the intervention to ensure it is resolved quickly.</p> <p>The IDSR had been shared prior to the meeting this was the dashboard which would be viewed by Ofsted prior to inspection. Absence and attendance was key and RAPS were in the lowest 20% for absence, PA absence for 23/24 was not the figure the school had recorded and the Head was looking at this, overall on FFT it had been 11%.</p>	
<p>044/25</p>	<p><u>Staff Governor Report</u></p> <p>There was nothing further to report.</p>	
<p>045/25</p>	<p><u>Lead Governor Reports (inc visits)</u></p> <p>Finance and Sports Premium Pay Committee Update including guidance updates</p> <p>Half yearly revisions to the budget had been completed and the reports had been shared prior to the meeting which also highlighted the changes since the budget was set in May.</p> <p>Started with a carry forward of £114,000 and expected to have spent £55,000. The revision showed £22,500 spends which was mainly due to teaching costs and the revision included the funding for pay increases of approx. £23,000 as well as income for EHCP and PP of £7000 and £4000.</p> <p>It was explained that the SEND need was larger than expected and the SBM shared a scenario for a full time TA for 30 hours from January. The difference this year would be £5000 and then £28,000 in the next financial year if paid on the highest band. Governors discussed this and it was felt the need was already great within the school, the money was available within the school and would still allow for a carry forwards of 10%. The appointment would help with staff wellbeing and would alleviate any strain on cover etc. This was unanimously agreed and the updated budget would be shared so the Head could sign.</p> <p>RP entered the meeting at 7.20 pm</p> <p>Governors thanked the SBM for running a tight budget</p> <p>Hampshire PM pay review had been confirmed as running for one more year until September 2025. Staff have completed their PMs and recommendations had been sent to the pay committee who had approved pay increases.</p>	

<p>046/25</p>	<p>MC left the meeting at 7.23 pm</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> ○ Media <ul style="list-style-type: none"> ▪ Draft Parent Communication Survey ○ Marketing <p>There had been 31 survey responses. There were 8 questions to assess whether parents were happy and getting what they desire from communication. A copy of the survey would be shared. Generally parents felt they were communicated with and were happy. A Governor enquired as to how many people opened the Heads report and whether it would be beneficial to attach the next questionnaire to the report. The DHT was not sure how to do this and would look into it.</p> <p>Tours were still running and parents often report RAPS was the first tour they chose. 9 first choices was very positive so far as the capacity for the class was 30. A Governor questioned if this total included the children currently at Forest Footsteps that have said that they will be choosing RAPS and this was not known.</p>	<p>DHT</p>
<p>047/25</p>	<p><u>Development and Training</u></p> <p>WGB training was booked for 27th January and was being led by the lead of PP.</p> <p>A calendar had been created for visits and training and everyone was encouraged to add their dates to the calendar.</p>	<p>ALL</p>
<p>048/25</p>	<p><u>Curriculum</u></p> <p>2 reports had been shared prior to the meeting. Questions on the report were shared at the meeting and the Head explained resources for Maths Safari skills would be reshared with staff and a baseline assessment in January would be carried out. This would help precisely address gaps in knowledge. A Governor enquired as to whether this added more of a workload for staff and the Head explained it would assist staff in reporting back to parents and explain home learning strategies. Workload has been protected by Maths leader creating and organising those resources. The Head was also asked how will growth in Maths be monitored and he explained staff can chart how many stages the children move through, PP children may have lower starting points but data shows they do make as much progress. The Head was then asked how this was communicated with parents, in January staff will email the information to parents as the programme is launched.</p>	

	<p>The second report followed a phonics morning and the Head was asked what opportunities were there for staff to watch other phonics lessons. It was explained the school followed the Little Wandle programme which had videos for staff to watch. Within the coaching programme there was an opportunity to observe each other.</p>	
049/25	<p>Behaviour The start of school maps had been explored during the visit. It was reported despite the heavy rain the children came straight into school and were on task, Teachers and TAs were working with children immediately. The impact of maps had been discussed during pupil conferencing and SLT had met with the school council to discuss their perception of the effectiveness. There had been lots of positive and useful feedback.</p>	
050/25	<p>Premises and Health & Safety Arranged to meet the Site Manager during the following day and would be looking at actions from last term.</p>	
051/25	<p>Ethos The Abbey Sleepover was very successful and pupils engaged with the history. There would be 4 children giving readings in the coming Sunday at the annual Service of Remembrance at The Abbey. There was some artwork on display in the Abbey which showcased RAPS. Collective worship continued to run successful.</p>	
052/25	<p>Pupil Premium and SEND The analysis report had been shared prior to the meeting. Pupil progress meetings had been held before half term and staff presented 3 children one making good, one needing more support and a greater depth child. Judgements were generally similar to summer term, there was some negative progress identified and it was felt the evidence was missing as well as there being a natural summer dip. TED(Tell Explain Describe) training had been held to support PP children and the Head would be leading some TED CPD with staff. Children have a TED daily pack which identifies gaps and misconceptions and how to best address the gaps. This was also sent home for the children to work on. SEND data explored, SEND training can be picked up by staff throughout the year and the SENDCo can monitor who completed this.</p> <p>JJ left the meeting at 8pm</p> <p>Discussed PP and free school meals and service families are also included.</p>	

<p>053/25</p> <p>Pupil Progress As above.</p> <p>054/25</p> <p>EYFS Visit was pending.</p> <p>055/25</p> <p>Safeguarding There had been no concerns raised in governor visits and the SCR was reviewed every 2 weeks. A Serious Case Review would be arranged.</p> <p>056/25</p> <p>Mental Health and Wellbeing BB had completed her first visit and report presented to the meeting. In summary BB reported that Mental Health and Wellbeing was considered in every aspect of school life for staff and children. Visited the day after the sleepover and so lots of checks in with staff throughout the day. Movement breaks were offered to help enhance wellbeing and focus. Habits of Mind is key within the school and is prominent on displays across the school.</p> <p>The results of the children’s wellbeing survey would be shared.</p> <p>057/25</p> <p>Leadership and Management inc. IT Systems, GDPR and cyber security A visit had been arranged for the following day.</p>	<p>The Head was asked whether it was worth having an autumn 1 data drop due to the drop off in results and he confirmed this was an ongoing discussion for staff and SLT. Staff had identified those who would be reported on and the Head would look at these weekly.</p>	<p>EW</p> <p>BB</p>
<p>058/25</p>	<p><u>Chair of Governor’s Report</u></p> <ul style="list-style-type: none"> i. Strategic Plan <ul style="list-style-type: none"> a. Review by RP ii. Autumn Term visits schedule <p>The strategic plan meeting would be arranged for the New Year. A Governor questioned whether there was a risk to not completing it until after Ofsted and it was confirmed there was no risk.</p>	<p>EW/RP</p>
<p>059/25</p>	<p><u>Policy Reviews</u></p> <p>Attendance – MOPP</p>	

<p>060/25</p> <p>061/25</p> <p>062/25</p> <p>063/25</p> <p>064/25</p> <p>065/25</p>	<p>Capability – MOPP</p> <p>Pay – MOPP</p> <p>PM – MOPP</p> <p>Disciplinary – MOPP</p> <p>Managing Sickness – school policy</p> <p>Parent Conduct Policy (all Romsey Schools) – The Head would be meeting with other local Headteachers the following day to continue to work on the policy and the logos on the front cover would be improved. Feedback had been suggested to the Head prior to the meeting and this would be taken to the meeting. It had been stressed that the policy should mention all social media and not just Facebook. The FGB discussed closed group discussions and the Chair stressed that if there were major concerns she would be happy to address them with the person. Governors felt it was a comprehensive document, it had been passed through the legal team in Hampshire. The Headteachers group would be drafting a mobile phone policy too.</p>	
<p>066/25</p>	<p><u>Any Other Notified Business</u></p> <p>None</p>	
<p>067/25</p>	<p><u>Impact Statement</u></p> <p>This meeting had supported work towards the School Vision by discussing and monitoring :-</p> <ul style="list-style-type: none"> • Reviewed budget revisions and the inclusion of a new TA • Discussion on TED and ambition and engagement • Maths safari programme and daily practice books lined up to further support parent engagement • Strategies to close learning gaps • Creating a distinctive learning community 	

Meeting closed at 8.25 pm

Date of next FGB Meetings:

6.00 pm – 8.30 pm

Thursday 12th December 2024

Thursday 30th January 2025

Thursday 27th February 2025

Thursday 27th March 2025

Thursday 8th May 2025

Thursday 12th June 2025

Thursday 17th July 2025