



**Romsey Abbey C of E Primary School
Minutes of the Full Governing Body
Thursday 25th April 2024
6pm – 8.30 pm**

Present

Liz Wagner (Chair)
Mark Harris (Head)
James Ablitt (JA)
Dawn James (DJ)
Jemma Jones (JJ)
Robert Pears (RP)
Jack Pearce (JP)
Alan Davies (AD)
Kathryn Sessions (KS)
Tom Langford (DHT)

Apologies

Ann Turtle (AT)
Adam Smith (AS)

174/24	<p><u>Welcome, Prayer and Apologies</u></p> <p>The Headteacher opened the meeting with a prayer and the meeting commenced.</p>	
175/24	<p><u>Requests for AOBs (to be notified to clerk 3 working days before the FGB – 6.00 pm 22nd April 2024)</u></p> <p>There were a number of policies to be added and it was agreed to address these in the corresponding item.</p>	
176/24	<p><u>Declaration of Pecuniary Interests</u></p> <p>There were none.</p>	
177/24	<p><u>Endorsement of Minutes from last meeting – March 2024 (in Dropbox)</u></p> <p>Pg 6 – SFVS – it was confirmed as being sent to the DFE when it should read the LA.</p> <p>With the above amendments the minutes were agreed as being a true and</p>	

	accurate representation of the meeting and will be signed by the Chair.	
178/24	<p><u>Matters arising from the minutes not covered elsewhere on the agenda</u></p> <p>Year R Parents evening would be held on 15th May and all Governors were welcome to attend.</p> <p>The meeting dates for 2024/2025 had been confirmed as being acceptable for the SBM and Governors were asked to ensure these were in their diary.</p> <p>RP had access to emails and Governor Services.</p> <p>There was a staff member lined up to take on the role of staff governor.</p> <p>Lead Governor roles – the document had been amended and circulated on Googledrive. It would be added to the Ofsted folder as evidence.</p> <p>171/24 – reading the ECT policy would be carried forwards.</p>	<p>ALL</p> <p>Chair</p> <p>JA</p>
179/24	<p><u>Clerks Update</u></p> <p>There was nothing further to add.</p>	
180/24	<p><u>Headteachers Update</u></p> <p>An attendance breakdown was given at the meeting and the school was 2% above the NA. EHCP attendance was very strong. Boys, FSM and PA was significantly better than the NA. There had been some headway with Year 1 but it would take some work to improve this considerably overall. Holidays had been booked by some families and one fixed penalty notice had been issued with another 2 being given in the summer term. A Governor asked how it was possible to take half a day and this was due to being collected from school after lunch. SLT were tenaciously pursuing the PA and this was reflected in the data. 6.8% for EHCP children was very positive. A Governor asked to be reminded of what constituted PA and they were informed PA was attendance consistently below 90%.</p> <p>There had been 1 suspension since the last meeting of 1.5 days, The Head had consulted agencies and updated behaviour plans. HT also had kept the Chair informed.. A Governor asked if the child had been integrated back into school and it was confirmed they had been, the behaviour plans had been updated and meetings have been held with parents and child and the situation was more positive. There had been no discriminatory incidents since the last meeting which was very positive The behaviour document shared would also be shared with Ofsted. The Headteacher was asked if the suspension had an impact on absence and it was confirmed it would do.</p> <p>Handwriting focus was still required and all years were being taught handwriting. Year groups were using Penpals which looked at how they sat</p>	

<p>and hold a pen when writing. Year 1 were trialling this which was the start of their handwriting journey. A left handed writing survey was carried out to identify who was left handed in school and seating plans would be amended following the results. There were 9% in the school but they are not spread consistently throughout the school which had been interesting to look at. The Chair knew the founder of another programme to support handwriting and will pass the details onto KS to look into.</p> <p>Year 2 SATS are no longer be statutory and schools have been given the option, SLT consider them to give useful data information so they would be continued.</p> <p>Maths assessments were being carried out at the end of each unit (6 weekly) before pupil progress meetings which would allow us to identify the gaps in learning.</p>	<p>Chair</p>
<p>DJ would be in school on the Tuesday during SATS week to monitor procedures and will use the checklist as in previous years</p> <p>RSE topics would be looking at Changing Me and Relationships, these were the most contentious and so a parent survey identifying concerns had been shared. There wasn't a large response but they would be kept in mind. This was discussed and parent governors were happy to chat to parents about this in the playground. A Governor asked if any child was withdrawn from the class and there had been some requests although this does not happen often in reality.</p> <p>SLT were monitoring the children's books and looking at visible consistencies with key areas and targets. A Governor asked what this would look like and it was explained you would see the presentation of learning journeys, spellings, reversals of digits etc.</p> <p>Reading aloud competition was held last week and an exhibition of the reading was held in assembly.</p> <p>Around the World Day would be held tomorrow and a Dutch family would be coming in to teach children about their culture.</p> <p>The school had been approached by the local community about a sculpture project with the Diocese.</p> <p>Safer Recruitment training – the SBM had completed the training and the DHT had completed the Mental Health training with Thrive. This has been interesting and had identified ways for the school to move forwards, there were lots in place and staff were working with the Mental Health Team who also hope to meet with Governors at the next meeting. It was reported that they had made their presence known in a very positive way within the school. They had met with parents and had asked for some referrals which had been passed on. They are a tier 2 agency before CAMHS. Governors discussed this as being positive for families and the school. A Governor asked that after covid</p>	<p>DJ</p>

	<p>there had been a spike in mental health concerns and whether this had plateaued, unfortunately this was still high within children and adults. The Chair agreed to share the schools forum data which stated in Oct 2023 there had been 15,565 cases which was an increase of 10% on the year before and a 280% increase this year.</p> <p>2 referrals to children’s services had been made, one to early help and one would be closed. A CP plan had been closed and there were no allegations of child on child abuse</p> <p>30 Year R places had offered and accepted, with 10 on the waiting list. Parent Governors explained how happy new parents were. Falling rolls were discussed at length in Schools Forum, attended recently by the Chair, who shared admissions data which was decreasing until 2028. So RAPS fortunate that admissions were so high. A survey would be created and shared at the new parents meeting on 15th May asking why parents had chosen RAPS.</p> <p>A long term staff absence was still in place with LA support. Consistent class support was in place and the parents were happy with this.</p> <p>The Head had appointed an experienced KS2 teacher. An ECT would be joining the school to cover a maternity leave in the next academic year.</p> <p>Governor thanks was asked to be passed on to staff for managing the long term absence, it could have been detrimental to the school but it had been managed well by staff.</p> <p>The SEF was an important document and Governors were asked to ensure they were familiar with the document within the next week. This document which captured where the school was and covered both strengths and positive comments. Governor comments were to be included. JA was asked to look at Leadership and Management and DJ to review Ethos section .</p> <p>TW entered 18.53</p> <p>SEF showed Good in all years and Outstanding in EYFS. There was strong evidence to support this. A Governor asked where the main document was as this was called the summary SEF. The Headteacher explained this was the document around which the SEF was based. The summary SEF was more meaningful as it was heavily personalised. A Governor then enquired as to whether staff well being should be expanded on more and the Chair and Head agreed look at this in their meeting. SSP stands for Systematic Synthetic Programme for phonics. The Headteacher was asked whether the document would be shared on the Website and it was agreed it could be. A Governor enquired as to whether it was intentional that some areas had more strengths than others, the Head would look at this and even the areas up. This would be circulated following the updates. Thanks was given to the Head for his work on this document.</p>	<p>Chair</p> <p>Staff</p> <p>Chair & HT</p>
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181/25	<p><u>Staff Governor Update</u></p> <p>Staff well being was good following the Easter holiday.</p> <p>The staff workshops with the Mental Health team had been informative and it was useful to have an insight into their processes.</p> <p>A Governor enquired as to what the level of consistency was in the quality of marking. It was explained there had been developments in this with coaching and feedback. When looking at the books you can the progress clearly. A Governor went on to ask if the process became easier and it was confirmed it did and it was important to keep energy levels up to be consistent and effective.</p>	
182/24	<p><u>Lead Governor Reports (inc visits)</u></p> <p><u>EYFS</u></p> <p>The question was posed whether there would be an impact on staffing and resources having 30 in the class. Governors were reassured this wouldn't have an impact but the needs within the class would and individual needs were already being explored with preschools etc now. It was explained that there may be a couple of defers and if this happened the space would be offered to other children on the waiting list. A Governor went on to ask if an EHCP was in addition to SEN and they were informed it could be as an EHCP was for extra needs on top of SEN. A Governor went on to ask how staff accesses this information before the child starts school, the preschool would have identified needs and some needs were more obvious than others.</p>	
183/24	<p><u>Safeguarding</u></p> <p>Regular meetings with the SBM were being carried out by Chair . Currently there was nothing further to report.</p>	
184/24	<p><u>Finance</u></p> <p>Matter arising from March minutes:</p> <p>SFVS report maintenance costs were high and Governors asked if this was due to the VA diocese contribution. It was reported as being due to the one off costs for the Psalm 23 garden and Reception upgrade. The garden income was covered by contributions and was shown in the income line.</p> <p>Following the last meeting the SBM had confirmed that there weren't any children with visual impairments in the school and so the school would not qualify for the TV license discount but this would be monitored.</p> <p>The school had reached the end of the financial year. There was a £136,000 carry forward which was higher than the revision and the predicted carry</p>	

	<p>forward of £108,000. This was due to additional income from high needs at £10,000. The school had also received interest from the LA at £4500.</p> <p>The SBM was drafting the budget for the new financial year and this would be brought to the next meeting. The SBM would come to the start of the next meeting. A 5 year overview would be explored and usually showed a worse case scenario. A Governor enquired as to whether there were any exceptional spends forecasted for next year. At the time of the meeting this was not known as the budget was being drafted. Solar Panels were still being explored and the PM would be looking at replacement windows for the older parts of the school which was a grade 2 listed building. The school had applied for funding for heating for the school as it does need a high level of maintenance.</p> <p>The DfE had miscalculated pupil numbers as highlighted in the news and Governors enquired as to whether this had an impact on RAPS. This would be shared with the SBM and the question posed.</p>	<p>Agenda</p> <p>SBM</p>
185/24	<p><u>Sports Premium Update</u> The allocations had just been published and was similar to last year. A website audit would be carried out.</p>	AD
186/24	<p><u>Mental Health and Wellbeing</u> There was not a Lead Governor for this area at the time of the meeting. Despite this all governors have asked after staff well-being and children's well-being was addressed in the Heads report.</p> <p>The Romsey Marathon was being held on 19th May and Governors were invited. There would be a 10am start.</p>	
187/24	<p><u>Leadership and Management</u> GDPR annual review - the SBM reviewed policies and compliance. All were in place and the there was good support from the LA legal team.</p> <p>Mobile phone policy – Following the last meeting SLT had reviewed whether Year 5 and Years 6s should be allowed their mobile phones and as there were a number of Year 5s who walked home on their own and they were the ones who brought the phones in they would be allowed to continue to bring theirs in.</p> <p>Alternative ways to upload to Googledrive – there was a way and the Chair would meet with JA to explore this.</p>	JA/Chair
188/24	<p><u>Communication</u></p> <ul style="list-style-type: none"> a. Media b. Marketing 	

	Parent feedback on how positive it was to be allowed to collect their children from the site.	
189/24	<p><u>Development and Training</u></p> <p>Chairs 360 review:7 responses had been received so far and all Governors were asked to please complete the 360 review. Clerk to resend the email link. WGB training had been attached to the agenda. Working as a Team training had been highlighted as being very effective. Finance could also be considered.</p>	Clerk
190/24	<p><u>Curriculum</u></p> <p>A visit would be carried out tomorrow to look at PSHE and music deep dives. Geography and writing deep dives would be carried out in the following week.</p>	
191/24	<p><u>Behaviour</u></p> <p>DJ had visited and assisted with interviews. All the children were very attentive to the candidates and had been very respectful and polite.</p> <p>The Chair visited with a visitor and the children were very polite and on task. Staff showed appropriate use of positive handling and supported each other confidently. It had also been observed the children were using the whole site from the Psalm Garden to the field and the playground. A Governor asked if they had noticed cross year playing and it was confirmed there had been and there was always a good mix of different year groups playing together.</p>	
192/24	<p><u>Premises and Health & Safety</u></p> <p>The non smoking request from pupils to parents had been positive and it was suggested posters or a reminder could be shared again.</p>	
193/24	<p><u>Ethos</u></p> <p>Wild seed pods to be shared with the children for planting.</p>	
194/24	<p><u>Pupil Premium and SEND</u></p> <p>DJ visited 3 meetings where SLT and the SENCO looked at actions and whether they had been successful and then how to move forwards with new or extended actions. All the data was triangulated and the SENCO shared a document showing actions, funding etc.</p> <p>PP data had been shared alongside an explanation. Reading, writing, maths and combined scores for PP had risen by 8% and non pp had risen by 6%. Progress for PP and non PP had been very strong in Year R and this was due to the precision of assessments and targets. Science, PSHE and History was very strong for PP. Task design enables access for all children and was giving the pupils confidence.</p>	

<p>195/24</p>	<p><u>Pupil Progress</u></p> <p>Areas of development in Spring one had shown pupils were moving forward and SLT would continue to use school led tutoring next year despite there not being funding for it, it had been a useful tool for the PP children. Governors asked for their thanks to be passed on to the SENDCo for her hard work and workshops for parents. There was a lot of response to parent requests and resources were quickly shared.</p> <p>It was explained that good progress was expected to be seen in the Spring term and this could be seen across all cohorts in Reading and Writing which had increased by 5%. SLT would be looking at Year 1 and why interventions were working so well. Year 4 had shown a decrease and SLT would be looking at why. Analysis of non PP and non SEND and what was working well for them would be carried out. A Governor asked why this was being explored and SLT explained they did not wish to have invisible children.</p> <p>A Governor asked whether the new starters were doing well, they were informed there had been 50% more new starters so SLT were updating the data.</p> <p>A Governor questioned how children move from expected to greater depth. It was explained that this was becoming a greater focus in Pupil Progress meetings. SLT have asked staff to identify children in monitoring and book scrutinies. Finally a Governor questioned whether Pupil Progress meetings were more effective than previously and it was confirmed they were although they had always been effective. Staff were invested and well involved. The data reports were very informative using Insight.</p>	
<p>196/24</p>	<p><u>Chair of Governor's Report</u></p> <p>A parent had expressed an interest in the Governor vacancy and they could be a valid LA governor. The Chair had already met with them and also given them a tour of the school. DJ would meet with them and would update when appropriate.</p> <p>Chair and Head attended a Diocesan meeting about academisation and the documents would be shared on the Googledrive for governors information. A Governor enquired as to whether there was a local MAT and it was confirmed there was a well established Salisbury Diocesan MAT. This was discussed and it was asked if there was a change in Government was it thought this would still be a focus. They were informed that Labour introduced the idea and the Conservatives moved the idea forwards. A Governor then asked whether it needed to be a particular MAT the school could join and the head explained any MAT just needed CofE articles. It would be important to explore different MATs before we look at whether we should move forwards. Stressed there was a lot of research that was required.</p>	<p>DJ</p>

	<p>The School Fete would be held on 29th June 2024. All encouraged to attend</p> <p>Monitoring plan had been updated and shared, thanks to DJ for adding her dates of visits. Governors were asked if quality of education was being explored please look at the data targets shared by the DHT. It was important to monitor targets for impact.</p> <p>Photographer in on 1st May from 8.15 if you do not have a photo or a badge.</p> <p>Chair attended the Governor Forum attended last night and the notes which had been tabled would be shared for the next meeting to address any questions governors may have.</p>	<p>ALL</p> <p>ALL</p>
197/24	<p><u>Policy Reviews</u></p> <p><u>Behaviour policy</u> – This was now called Behaviour Curriculum policy, most changes were around how behaviour was taught as part of the curriculum. Examples of serious breaches could be found on page 5 and it was stressed this was not an exhaustive list. Includes shared language within school for a clearer understanding. IEPs had been updated and would be called Behaviour Learning Plans. A Governor enquired as to how staff monitored deep empathy and it was explained the language used would be monitored. The Behaviour Principles Statement would need to be revised. This would be discussed between the Headteacher and Chair and brought to the next meeting. Governors unanimously agreed and ratified the Behaviour Curriculum policy.</p>	<p>Agenda</p>
198/24	<p><u>Charging and remissions</u> – there was a price increase to bring the school in line with similar lettings halls in the local area. The increase was by £1.50. Governors unanimously agreed and ratified the policy.</p>	
199/24	<p><u>Governors Allowances</u> – There were no updates apart from the way it was laid out. A Governor asked where the money came from and it was confirmed as being from the school budget. Another Governor enquired as to whether there was a limit to what could be claimed for and anything over £25 needed prior approval. Governors unanimously agreed and ratified the policy.</p>	
200/24	<p><u>Grievance policy</u> – This had been renamed to <u>Resolving Work Place Issues</u> – this was a MOPP policy. Page numbers would need to be reviewed on the contents page.</p>	
201/24	<p><u>Any Other Notified Business</u></p> <p>There was nothing further to discuss</p>	

202/24	<p><u>Impact Statement</u></p> <ul style="list-style-type: none"> • Talked about wellbeing • Relationships, health and education discussions about how to support parents to support their children • Mental health and wellbeing school team • High attendance rates • Teaching writing skills for left handed pupils • Places offered is excited • Strong financial position for the school • Strong behaviour during interviews • Strong data around progress and identifying any invisible pupils • Diocesan discussion about academisation • Recruitment of 2 new teachers • positive triangulation in data and monitoring • good questioning about moving children into greater depths 	
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The meeting closed at 8.27 pm.

Date of next FGB Meetings:

6.00 pm – 8.30 pm

Wednesday 22nd May 2024

Tuesday 18th June 2024

Monday 15th July 2024

Thursday 26th September 2024

Thursday 7th November 2024

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

Actions for future agendas

Strategic Plan review termly update

Code of Conduct update to include removal of documents from Governors laptops

WGB Training

Signed:..... Date:.....

GT801	Committee Effectiveness
GT802	Communicating with the Community
GT803	Complaints
GT804	Curriculum – Intent, Implementation and Impact in Your School
GT805	Developing Outstanding Governance
GT806	Effective Governance
GT807	Effective Questioning
GT808	Ensuring Robust Pay and Performance Decisions
GT809	Equalities
GT810	Evaluating School Policies
GT811	Evaluating and Developing Your School's Christian Character
GT812	Evaluating Spiritual, Moral, Social and Cultural Development (SMSC)
GT813	Finance
GT814	Governing Body Self Evaluation
GT815	Governors and Ofsted
GT816	The Governors' Role in School Improvement
GT817	Governors' Visits to the School
GT818	Governor Recruitment and Succession Planning
GT819	Headship Selection
GT820	Holding School Leaders to Account
GT821	Improving Attainment in Vulnerable Groups
GT822	Inclusion, Attendance and Wellbeing
GT823	Managing the Work of the Governing Body
GT824	Monitoring Behaviour
GT825	Monitoring and Evaluation
GT826	Monitoring Safeguarding in Your School
GT827	Moving the School to Good
GT828	Moving the School from Good to Outstanding
GT829	Personnel
GT830	Pupil Premium
GT831	Pupil Wellbeing and Attainment
GT832	Relationships and Sex Education and Health Education (RSHE)
GT833	Revisiting Your School's Christian Values
GT834	Risk Management in Maintained Schools
GT835	Roles and Responsibilities
GT836	Safeguarding Children
GT837	School Self Evaluation
GT838	Setting the Strategic Direction
GT839	Special Educational Needs and Disabilities
GT840	Supporting Higher Attainers
GT841	Using Your School's Data to Improve Pupil Outcomes
GT842	Working as a Team (Co-acting Styles)
GT843	Working with Parents