



# St Michael's CE Primary School

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*Cultivating Respect, Persevering, and Learning with Courage*

## Minutes of the Full Governing Board (FGB) Meeting held on 20<sup>th</sup> October 2022 at 5.30pm

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| <b>Present:</b>       | Robin Conway (RC) - Co-opted Governor – Chair<br>Hayley Leyshon-Brady (HLB) – Headteacher<br>Kathryn Mendus (KM) – Foundation Governor<br>Nigel Goode (NG) – Local Authority Governor<br>Ruth Gardiner (RG) – Staff Governor<br>Tim Owen (TO) – Co-opted Governor, Vice Chair<br>Alex Rennie-Lis – (ARL) – Parent Governor<br>Philip Sutton (PS) – Foundation Governor |
| <b>Apologies:</b>     | Adele Frankum (AF) – Parent Governor<br>Ann Parham (AP) – Co-opted Governor  |
| <b>Absent:</b>        |  |
| <b>Vacancies:</b>     | Foundation Governor / Co-opted Governor x 2 / Parent Governor  |
| <b>In attendance:</b> | Nicole Brooks (NB) Local Authority (LA) Clerk,<br>Sam Shaw (SS) prospective governor   |

| Item | Details  | Action |
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| 1.   | <b>Opening the Meeting to prospective Governors</b><br>The meeting started at 5.31pm.<br>Vote to open the meeting to a prospective governor until Item 16. RC introduced Sam Shaw (SS) to the board. SS left the meeting while the Board decided if he could attend the meeting for the 'open' items on the agenda.<br><b>Decision – the board voted and agreed for SS to attend the meeting until agenda item 16.</b><br><i>SS returned to the meeting.</i> |        |
| 2.   | <b>Welcome and Opening Prayer</b><br>The meeting was held virtually, via Microsoft Teams.<br>RC welcomed everyone to the meeting, PS opened the meeting with a prayer.<br>The governors, clerk and SS all introduced themselves and gave a short summary of their background and experience.   |        |
| 3.   | <b>Apologies for absence</b><br>Apologies were received and accepted from Adele Frankum (AF) – Parent Governor and Ann Parham (AP) – Co-opted Governor<br><br>The meeting was quorate and remained quorate throughout.   |        |
| 4.   | <b>Urgent Additional Items – School improvement</b> ( <i>Appendix A</i> )  |        |

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|    | <p>HLB reported that from April 2023 the DfE will no longer fund the school improvement team. If this service is not funded, it will cease. There is an option for schools to fund the service to keep it in operation.</p> <p>The cost per pupil equates to £17.86. The school can vote to pay 100% or 50% of the cost.</p> <p>HLB is looking at different models that have been offered.</p> <p>One option is to pay £3K top sliced by OCC. This would fund 1 x SIP Officer and 1 x day of SIP support.</p> <p>Or to pay £300 per day on an as and when basis. The consultation is a week on Monday. HLB is suggesting to cast a vote for the worst case scenario.</p> <p><b>Governor question</b> – Can HLB clarify what she means by voting for the worst-case scenario?</p> <p>If the school can afford it, to vote for the most expensive model, and then whatever the outcome they will be prepared for the expenditure.</p> <p><b>Governor question</b> – Does the amount the school has to pay depend on what the other schools choose to subscribe to?</p> <p>HLB explained that all schools will respond to this consultation. This will feed into the schools forum and the forum heads will then vote on the model to be adopted by all schools.</p> <p>HLB feels that having as much support as possible would be of most benefit to the schools in the county. The alternative would be the number of SIP officers reducing from 3 x FT to 1 x PT adviser.</p> <p>Following a short discussion, the governors confirmed they support HLB's proposal for the highest costing SIP support package.</p> |  |
| 5. | <p><b>Declarations of Interest</b> – No interests in agenda items were declared.</p> <p><b>Action:</b> Declaration of Interests Form to be made on Governor Hub if not already done</p>   | <b>Govs who have not yet done this</b> |
| 6. | <p><b>Approval of FGB Minutes</b></p> <p><b>5.1 Minutes of 22.09.2022</b> (<a href="#">Appendix B</a>)</p> <p>The minutes were agreed as an accurate record.</p> <p><b>Action:</b> Chair to sign minutes of 22.09.2022 &amp; file at school.</p> <p><b>5.2 Action log (to note – relevant actions on agenda)</b></p> <p>The action log is a google doc on the shared drive. Actions not yet completed are covered within the meeting tonight.</p>   | <b>RC</b>                              |
| 7. | <b>Matters arising not covered on the agenda</b> – None   |  |
| 8. | <p><b>HT report</b></p> <p><b>7.1 HT report</b> – (<a href="#">Appendix C</a>)</p> <p>HLB spoke. The report details the number of pupils on roll and the number of leavers and new starters. The leavers are all due to family relocation. The school has received confirmation of when most new pupils are starting, but they are waiting for a start date for some.</p> <p>Nursery numbers look lower, but more children are on a 30hrs code, so the occupancy rate is still high. The nursery will be at capacity from January – there will be no Easter intake unless they have leavers. They are already receiving applications for September 2023 intake.</p> <p>Attendance – a lot of sickness in school at the moment. This is affecting attendance data. When a pupil has a sickness bug, they must be off for 48 hours. This automatically reduces attendance to 94%.</p> <p>Some patterns have been emerging. Thursday and Friday absences, and in some cases siblings are absent at the same time.</p> <p>HLB shared the attendance monitoring flow chart (<a href="#">Appendix J</a>). It shows how the interventions move from informal to formal if absence persists.</p>  |  |

HLB has found that if she writes to a family regarding attendance, it will improve for a while, but often it will decline when the spotlight is off / support has ended. Moving forwards, if this happens, the family will move back to the contract (stage 4), not back to stage 1.

**Governor question** – What push-back, if any do you get from parents re: attendance conversations? Is this difficult for you / staff? If so, can the governors help?  
HLB stated that this is not too much of an issue at the moment. They don't get a lot of push-back. Last year there was a family that was difficult to deal with. Not the case this year.

The worst offenders are those families who take a long weekend break, or for a birthday day out. The school doesn't challenge parents when they report the absence because they have to take this at face value, but the child will always say where they have been.

**Governor question** – Why doesn't the school challenge the parent if they have lied about their child's absence? Where can this go if a parent is confronted?

HLB replied. It tends to be a pragmatic approach. The staff can approach some parents and have a reasoned discussion, but it is not possible with some and HLB does not want her staff in the line of any abuse. The school acts on what the parents have told them, so it is not that easy to call this out as a lie. It is on a family by family basis.

HLB assured the governors that notes are always taken and entered onto the Integris system.

The governors discussed this. The school should be able to call a parent out, but recognises the difficulty in some cases. They would not want the child to be put in a position where they are lying about their absence so as not to get their parent in trouble. Overall, HLB and the board would like to encourage families to live by the values of the school, not the lies.

If absence is not usually an issue, then a one off absence wouldn't be taken further, but persistent absence will always have to be addressed and next layer of absence process would commence if needs be.

*ARL left the meeting temporarily at 5.57pm (the meeting was still quorate)*

#### Safeguarding

The number of cases has reduced. HLB gave a brief overview of the cases.

#### Sports premium expenditure

There is £4-5k not yet allocated. HLB is waiting on a costing for Rugby Tots.

*ARL re-joined the meeting at 6.01pm*

**Governor question** – Does the Sports Premium funding report need to be published?  
HLB confirmed that it does but not until December.

**Governor comment** – Abingdon Rugby Club offer outreach sessions for rugby.

RG added that the Early Years outdoors area is having an all-weather Astro turf surface fitted. This will enable outdoor sports all year round.

#### Appraisal process ([Appendix G](#))

This document details the new appraisal process that has been introduced. The process is in line with the appraisal policy, but the targets set are more in line with individual practitioners. Previously there has been a whole school target, a subject target and a personal target. This worked to a point. It didn't ever serve to upskill teachers in areas they were not confident in.

HLB drew attention to the radar diagram that has teacher's standards 1-8 set. The staff have to self-reflect on their confidence levels in each area and objectives are set from there. It is more bespoke and personal and HLB believes this will benefit the school and the pupils.

No questions were asked.

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| <p><u>Pupil Premium (PP) Strategy Statement</u> (<a href="#">Appendix D</a>)</p> <p>This is not due until December, but HLB has loaded to the hub and invited opinions. HLB asked if having KS2 data in the report is appropriate or whether pupils could be identified.</p> <p><b>Governor question</b> – Who might be able to identify pupils?</p> <p>After a short discussion it was established that the public facing document would have the KS2 data removed. Only the governors will see this version.</p> <p><b>Governor question</b> – are there any consequences by failing to meet these targets? (i.e. Ofsted inspections)</p> <p>HLB stated that it is part of her performance target / objectives to achieve this. It is non-negotiable.</p> <p><b>Governor question</b> – It is noted that the Education Endowment Fund (EEF) is used as a criterion for success and actions are based on their research. How confident can governors be that this research is robust?</p> <p>HLB stated that the Government has instructed schools to use this. The research and ideas are all quality assured and peer reviewed and approved.</p> <p>RC added that pre-reading for the January FGB meeting will be the EEF guide for governors and it will be discussed further at that meeting.</p> <p><b>Governor question</b> – To clarify that the KS2 data applies to the 2022 Year 6 leavers?</p> <p>The current Year 6 data needs to be applied.</p> <p>Yes, this is correct. This is a 'clunky' document. HLB can include the current Autumn term data to review with the current Year 6 data from summer term 2022.</p> <p>The governors were satisfied with the report and the information it contains.</p> <p><b>The following was agreed by the board:</b></p> <p>In December there will be a public facing report and the confidential / governor only report.</p> <p><b>Governor question</b> – Is there a Covid recovery fund report to publish</p> <p>HLB has not written one, but the school has reported all required information to the DfE.</p> <p>The school does have National Tutoring funding. They receive £4050 and the school tops up to £6750.</p> <p>This buys 35.5 days of supply teacher time. HLB has identified a teacher who is known to the school and well respected. Groups of 3-4 pupils will receive targeted support after half term every Monday for 35 weeks.</p> <p><b>Governor question</b> – What are the measures of impact for this targeted support?</p> <p>SATs data will be the main measure, but regular SATs practice papers will be completed to keep track of progress. Interim data from the target tracker will be generated and a data report following the SATs report.</p> <p>Progress against attainment will be reported on at the December FGB meeting.</p> <p><b>Action:</b> When HLB presents this data she will separate off the students who have received interventions and identify the impact</p> <p>SEND is not being reviewed at this meeting. This will be at a later meeting.</p> <p>SIP visit feedback (<a href="#">Appendix E</a>)</p> <p>The report acknowledges the enormous amount of progress from last year, but the adviser was quite critical of the areas that she couldn't observe.</p> <p>Overall, the report is quite bland. The feedback has been helpful and has informed appraisals and bespoke CPD for staff. The adviser did not see the relevance of the open ended / creative evidence that the school utilises and values.</p> <p>The 'pace' of improvement was mentioned. HLB clarified that improvement won't continue at the same pace, but it important that it doesn't plateau.</p> <p>The adviser was complimentary about the school.</p> | <p>HLB</p> |
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|     | <p><b>Governor question</b> – One of the ‘however’ comments was that not all teachers had sound knowledge of the ability of pupils in their group. Can HLB expand? HLB stated that the teacher who provided books for review had put a post it not on a book labelled ‘middle ability’. This was within a class context rather than national context. The teacher does have sound knowledge, they just hadn’t labelled the books in the way the adviser was expecting.</p> <p><b>Governor question</b> – Risk assessment grading. HLB has stated low risk, but the report states medium. Can HLB provide further information on this? The adviser has made that judgement looking solely at last years KS2 data results. She would not acknowledge the teachers who are in post now or the improvement already in place this year.</p> <p><b>Governor question</b> – Safeguarding issues around gate security was raised. HLB responded that when the adviser made this observation, the children were still arriving at school and therefore the gate needed to be open to let them in.</p> <p><b>Governor question</b> – A previous report has noted this as an issue before – can HLB let the board know what the situation is with gate security? HLB stated that report was before her time, but she will find it tomorrow and review. She assured the governors that if the gate is open the doors are closed and there is no access to get inside the school.</p> <p><b>Governor comment</b> – the wall by the side gate is not that secure. It wouldn’t be hard to gain access that way. Could a CCTV camera be installed there to improve security? The building is listed so a camera could not be attached to the wall, but a pole could be installed for a camera. The board agreed this would be a very useful exercise to improve security.</p> <p><b>Action:</b> Install security camera by side gate.</p> <p>ODBE initial visit by Andy Higgs (HT at Bucklebury) (<a href="#">Appendix F</a>)<br/>The visit report has been received and was loaded to the hub prior to the meeting.</p> <p><b>Governor question</b> – Did HLB gain anything useful from these visits? Not useful guidance, but the challenge has been worthwhile. There are other sources of SIP available. The OCC Adviser impact is questionable. She will be returning in the summer term. As OCC are reviewing their SIP model HLB has not raised any issue as their SIP Adviser is likely to change. Is this wasn’t happening she would be questioning OCC and probably asking for a fresh pair of eyes from September 2023.</p> <p><b>Governor feedback / support</b> – The governors note that the comments in the reports are very positive. This needs to be acknowledged. The board is seeing a huge amount of improvement, and this is recognised. It is a validation that things are being done properly.</p> | HLB       |
| 9.  | <p><b>School Self Evaluation Form &amp; Improvement Plan (SEFIP)</b><br/>9.1 Draft SEFIP<br/>HLB advised that Christian distinctiveness targets are included, and the collective worship policy has been written.<br/>HLB will present the RAG rated document at the December FGB meeting<br/><b>Action:</b> PS to read the collective worship policy<br/><b>Action:</b> The RAG rated SEFIP to be presented at the December FGB</p>   | PS<br>HLB |
| 10. | <p><b>Update from the Chair –</b><br/><u>HT appraisal process</u><br/>The OCC model was used this year for HLB’s appraisal. Previously the ODBE model has been used.<br/>The OCC model was found to be much tighter and rigorous. All parties agreed to continue with the OCC appraisal model.<br/><u>Teacher appraisal process</u> (<a href="#">Appendix G &amp; H</a>)<br/>HLB spoke about the appraisal process for staff. TO had arranged to meet with HLB to discuss the newly introduced process. HLB was unavailable for the meeting due to an urgent safeguarding meeting, so Chris Paynter (SLT member) stepped in and gave</p>   |           |

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|     | <p>a full and detailed report. It was very positive to see that the SLT are as well-versed as HLB.</p> <p>The new process is robust and holds staff to account for their performance.</p> <p>The report shows the process to be for for purpose. TO likes the radar system, it enhances the relevance of the objectives. (HLB shared the radar diagram on the screen).</p> <p>It is motivational and staff are buying into the process.</p> <p>In terms of supporting the strategy and school improvement plan it does meet these requirements and the objectives link directly into them.</p> <p>TO has three questions for HLB:</p> <p><b>Governor question</b> – The staff produce the radar – could the appraiser also complete and compare the results?</p> <p>HLB replied that she has in fact already done this and created a spreadsheet to demonstrate the results.</p> <p><b>Governor question</b> – does someone look at all of the radars for patterns emerging, i.e., confidence levels low in the same areas, so this can be remedied?</p> <p>HLB stated that upon reviewing radar scores she noticed that:</p> <ul style="list-style-type: none"> <li>a) There are some areas for development</li> <li>b) Staff had all scored themselves lower than HLB had scored them.</li> </ul> <p><b>Governor question</b> – re: recurring patterns. Is there a danger of group think? Where staff members accept what the school is good at from others' opinions rather than their own awareness</p> <p>HLB aims to make the meeting more of a coaching conversation. The staff members generate and build on their development from that point. More of a peer led workshop approach.</p> <p><b>Governor question</b> – Can RG share her thoughts on how she has found the process?</p> <p><b>Governor feedback</b> - RG stated that is has been a useful exercise to think about her own confidence and capability. It is good practice to have a realistic viewpoint.</p> <p><u>Outcome of pay panel</u></p> <p>NG reported. He referred to a comment on staff appraisals within the OCC SIP visit report.</p> <p>The appraisal process does appear to meet with the expectation. The appraisals were reviewed, and recommendations were recognised and valid. Recommendations were passed.</p> <p>It was beneficial for the panel to have another viewpoint with ARL having joined the panel. It was agreed there is consistency of approach across the board.</p> <p>RC thanked all who worked on these groups.</p> |  |
| 11. | <p><b>Governance 2022-23: strategic development and self-evaluation</b></p> <p>Attendance was reported under HT report. RC asked HLB if there was anything further to report?</p> <p>HLB does not have further reports.</p> <p>RC drew attention to the '<i>Working together to improve school attendance</i>' document. (<i>Appendix I</i>) This is a big issue for all schools. There are ongoing attendance issues that need to be addressed.</p> <p style="text-align: center;"><i>ARL temporarily left the meeting at 6.52pm</i></p> <p>Missed learning, attitude to learning and repeated patterns all have a long-term impact on children.</p> <p>This all starts with the primary school journey. Children need to engage with their learning from as early as possible.</p>  |  |



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|  | <p>HLB added that the School Inspection Data Report (ISDR) now includes attendance data. The St Michael's Autumn 2020 rate of absence was 3.6% and the Summer 2021 rate of absence was 5%. The school is rated in the top 20%. She believes this means the best 20% and the governors also believe that to be the correct assumption. The report shows nothing significant to highlight. St Michael's is situated in an area relatively low hit by covid cases. The work on culture and behaviour is showing through. HLB will be working to retain this strong position and work on any areas of improvement.</p> <p style="text-align: center;"><i>ARL re-joined the meeting at 6.55pm</i></p> <p>HLB will carry out the following:</p> <ol style="list-style-type: none"> <li>1) Provide regular reports on attendance</li> <li>2) Have a robust attendance policy</li> <li>3) Identify any additional actions re: absenteeism</li> </ol> <p>HLB will break down absence by groups as well as whole school data. She will follow the same model she uses with other data reporting.</p> <p><b>Governor question</b> – Looking at the statistics, they do not give the whole story. The reasons behind the data are important, so that the results cannot be misinterpreted. HLB agrees. She provides a verbal background to the data when she presents to the board. Are the governors happy for this to continue or do the governors want contextual information included in the reporting?</p> <p>There was a discussion around the possibility of pupil identification being an issue if this is included in the report. Confidentiality is priority and HLB will find it difficult to narrate on every case.</p> <p>It was agreed that HLB will continue to provide a verbal update with the statistics and the notes surrounding the data will be reviewed during governor monitoring visits.</p> <p><b>Governor question</b> – Just to clarify what level of absence intervention will be reported at FGB meetings i.e., how many Education Supervision Orders (ESO's) have been issued?</p> <p><b>Action:</b> HLB confirmed that any absence issue above the HT level of intervention gets reported to FGB with the associated actions.</p> <p><b>Governor question</b> – Is it possible for governors to be informed of persistent absence red flags and what interventions have been put in place. So, they can be aware of any likely escalations, i.e., students who have more than 10 days absence?</p> <p>HLB agreed to this. She also stated that Sharon Scaysbrook (School Business Manager) is researching different models for reporting absences.</p> <p><b>Action:</b> HLB to include in HT report the number of students with more than 10 days absence and actions taken to support them</p> <p>Attendance policy (draft) – <i>available on the shared drive prior to the meeting</i></p> <p>RC thanked governors for their feedback. A new, revised policy will come to the board when complete.</p> <p>Two key points:</p> <ol style="list-style-type: none"> <li>1) Be clear and state why attendance is important.</li> <li>2) Merge the children with medical needs policy with the attendance policy.</li> </ol> <p>RC asked for any further suggestions.</p> <p><b>Governor feedback</b> – The existing policy wording seems to be more 'stick' than 'carrot'. Could there be more wording on acknowledgement of good attendance with class rewards etc?</p> <p>HLB finds this a difficult area to navigate. With many primary school pupil unauthorised absences, it is not their choice to be absent. For example, it is the parent / carer choice to book a holiday during term time or take their child out of school for a birthday outing.</p> <p>If she introduces awards it would have to be more at class or year group level.</p> | <p>HLB</p> <p>HLB</p> |
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|     | <p><b>Governor comment</b> – PS has been speaking with a paediatric colleague recently. They discussed factors that are highlighted due to hardship that can affect attendance (food / heating poverty that can lead to health issues). HLB stated that the school will do everything it can to support families including signposting for further support. This will be included in the policy.</p> <p><b>Governor feedback</b> – Re: class rewards for good attendance. Could this result in a minority of pupils receiving hostility if they are the reason for losing out on the reward? HLB agreed this could happen, but this risk occurs with every reward system. How the reward system is communicated is important.</p> <p><b>Governor feedback</b> – Extra playtime has been suggested as a reward. Is this the most appropriate reward for attendance? Could good attendance be rewarded more in line with school values / kindness? HLB stated that nothing is set in stone, and she will consider more options before embedding any system. The policy wording currently just states that strong attendance will be recognised.</p> <p><b>Action:</b> HLB to produce the attendance policy</p>  | HLB |
| 12. | <p><b>Governor Business and Communications</b></p> <p><b>Governor question:</b> Confirmation sought from HT that PP students are included in October census (for funding). HT confirmed they were.</p> <p><b>Governor question:</b> Confirmation sought from HT of designated teacher for Looked After and Previously Looked After Children. HLB confirmed that she is the designated teacher for LAC children</p> <p>HLB stated that the board should have a lead governor for attendance. TO and KM volunteered to be joint lead for attendance</p> <p><b>Policies for review / approval</b> – <i>available on the shared drive for review prior to the meeting</i></p> <p>RC thanked the governors for their feedback and comments on the policies for review. Providing the feedback prior to the meeting allows the meeting to run on time.</p> <p><u>Appraisal for Teachers and Headteachers</u> – the governors had read the policy and listened to HLB explain the appraisal process at this meeting. There were no objections raised.</p> <p><b>Decision made – The policy was adopted.</b></p> <p><u>Children with Health Needs Who Cannot Attend School</u> – there were no comments / feedback for change. It was agreed that this policy will become part of the attendance policy rather than stand alone.</p> <p><u>Staff Pay Policy</u> – RC explained that the Government only released the Teacher pay and conditions document last Sunday. As a result, OCC have not completed their model policy yet. As things stand, the only significant change is the 5% pay increase. The policy needs to be adopted by 31<sup>st</sup> October which doesn't leave much time. As soon as the OCC model policy is released, RC will circulate with the governors. There was a short discussion. The schools will need to implement the policy when it is released. The board agreed in principle to adopt the OCC model subject to their being no material changes other than the 5% pay increase inclusion so that the school can implement. Discussion and feedback will be conducted via Gov Hub upon circulation. The policy will be formally adopted at the next FGB meeting.</p> <p><b>Action:</b> RC to circulate OCC pay policy when published</p> <p><u>Safeguarding Policy</u> - the governors had read this policy. There are some changes in</p> | RC  |



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|     | terminology (child on child abuse rather than peer on peer abuse) and there is a stronger emphasis on neglect. There were no objections raised.<br><b>Decision made – The policy was adopted.</b>   |                   |
| 13. | <p><b>Governor Updates Since last meeting</b></p> <p><b>Learning and Teaching</b><br/>Visit Report: ARL – ARL delivered a verbal report at the last FGB meeting so this does not need to be repeated. Thanks to ARL for his report.</p> <p>Visit report: (SIAMS): AP is not at the meeting tonight so no verbal report or questions for this visit.</p> <p>Visit Report: TO 13.1 (<i>Appendix K</i>)</p> <p><b>Staffing / Finance</b> (<i>Appendix L &amp; M</i>)<br/>NG reported that the figures for the teacher pay increase have been incorporated into the budget monitoring / forecasting. The school is still on track for a £76K carry forward. Good financial management is evident.</p> <p><b>Premises (Excluding Health and Safety)</b><br/>Updates from NG 13.2 13.3</p>  |                   |
| 14. | <p><b>Governor Training Update</b></p> <p><b>17.1 Updated Governor Training Log</b><br/>Governors are to update the training log with any training courses attended.</p> <p><u>Appraisal Training</u> – RC has completed this training<br/><u>Benchmarking</u> – RC has also completed this training and highly recommends this for all governors to sign up to. It provides good information on what questions governors should be asking re: finances and results. RC will share further information at the point the FGB meeting focuses on this area.</p> <p><u>HT &amp; CoG's briefing</u><br/>Attendance was the main subject area of this briefing.<br/>An overview of the violence reduction strategy was given.<br/>The safeguarding annual report is to be completed this term (to come to the December FGB meeting).</p> |                   |
| 15. | <p><b>Items for next agenda (in addition to actions and as per annual governance schedule, governance meeting schedule, policy planner and Governor Monitoring schedule)</b><br/>The focus for the next FGB meeting in December will be:</p> <ul style="list-style-type: none"> <li>How do we support the school in creating a positive culture of learning that reflects the school values?</li> </ul> <p style="text-align: right;"><i>SS left the meeting at 7.30pm</i></p>  |                   |
| 16. | <p><b>Co-option</b><br/><u>Vote on the co-option of new governor</u><br/>RC proposed the co-option of Sam Shaw to the board. The governors discussed and agreed he has the relevant skills and experience required.<br/><b>Decision</b> – SS was elected to the board as a co-opted governor with immediate effect.<br/><b>Action:</b> – RC to contact SS to advise him of the outcome<br/><b>Action:</b> - Clerk to set SS up on Gov Hub<br/><b>Action:</b> TO will commence the induction of SS</p>   | RC<br>Clerk<br>TO |

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| <b>17.</b> | <b>Safeguarding</b><br>HLB gave a brief anonymous update on one safeguarding case.<br>There have been no bullying or racist incidences since the last FGB meeting.<br>Safeguarding update was provided in the HT report.   |  |
| <b>18.</b> | <b>GDPR</b><br>There were no updates, breaches, or reports for this agenda item.   |  |
| <b>19.</b> | <b>Health &amp; Safety</b><br>There were no H&S reports for this meeting.  |  |
| <b>20.</b> | <b>Meeting schedule</b> - Meetings for 2022-23 will be as follows:<br>Thursday 8 <sup>th</sup> December, 6.00pm (in person)<br>Thursday 2 <sup>nd</sup> February, 5.30pm (remote)<br>Thursday 30 <sup>th</sup> March, 5.30pm (remote)<br>Thursday 11 <sup>th</sup> May 5.30pm (remote)<br>Thursday 5 <sup>th</sup> June, 5.30pm (remote)<br>Wednesday 28 <sup>th</sup> June: In-School Day then meeting at 3.30pm (in person). |  |
| <b>21</b>  | <b>AOB</b><br>The board still needs 1 x parent governor. The next meeting in December will be in person (6pm start). At 5pm parents will be invited to come to school for tea and mince pies and meet the governors prior to the meeting starting. Please can governors be at the school from 5pm.   |  |
|            | The meeting closed at 7.32pm.  |  |

NB 20.10.2022

### Appendices (documents and reports discussed)

| Agenda Item | Appendix | Name  |
|-------------|----------|---|
| 4           | A        | OCC School Improvement service                |
| 6           | B        | St Michael's Minutes 22.09.2022               |
| 8           | C        | HT report                                     |
| 8           | D        | Pupil Premium report                          |
| 8           | E        | SIP visit report                              |
| 8           | F        | ODBE visit report                             |
| 10          | G        | Appraisal template                            |
| 10          | H        | Appraisal training                            |
| 11          | I        | Working together to improve school attendance |
| 11          | J        | Attendance process                            |
| 13          | K        | Governor monitoring Oct 2022                  |
| 13          | L        | Governor visit report budget summary Oct 2022 |
| 13          | M        | Budget profile P6 Sept 2022                   |

### Action Log

| Meeting | Item | Action | Owner | Deadline |
|---------|------|--------|-------|----------|
|---------|------|--------|-------|----------|

| Date     | Number |  |                                 |                          |
|----------|--------|--|---------------------------------|--------------------------|
| 20.10.22 | 5      | Confirm declarations of interest as soon as possible   | Govs who have not yet done this | ASAP                     |
| 20.10.22 | 6      | Chair to sign minutes of 22.09.2022 & file at school   | RC                              | Next FGB                 |
| 20.10.22 | 8      | When HLB presents Covid recovery data she will separate off the students who have received interventions and identify the impact   | HLB                             | Next FGB                 |
| 20.10.22 | 8      | Install security camera by side gate   | HLB                             | This term                |
| 20.10.22 | 9      | PS to read the collective worship policy   | RC                              | Next FGB                 |
| 20.10.22 | 9      | The RAG rated SEFIP to be presented at the December FGB  | HLB                             | Dec FGB                  |
| 20.10.22 | 11     | Any absence issue above the HT level of intervention gets reported to FGB with the associated actions.<br><br>Include in HT report the number of students with more than 10 days absence and actions taken to support them | HLB<br><br>HLB                  | Future HT reports        |
| 20.10.22 | 11     | HLB to produce the attendance policy   | HLB                             | Next FGB                 |
| 20.10.22 | 12     | RC to circulate OCC pay policy when published  | RC                              | When policy is published |
| 20.10.22 | 16     | RC to contact SS to advise him of the outcome  | RC                              | This week                |
| 20.10.22 | 16     | Clerk to set SS up on Gov Hub  | Clerk                           | ASAP                     |
| 20.10.22 | 16     | TO will commence the induction of SS   | TO                              | After half term          |

■ End