



Governing Body Strategy Meeting

MINUTES

20 September 2023, 6.00pm in school

Please note that advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity. Governors respect the confidential nature of discussions and do not disclose governor business or decisions. When minutes of Governing Body meetings, Part 1, are approved they are made available to any member of the public who requests sight of them.

Present: Fiona Bradley, Hannah Cole (Headteacher), Rev Fi Gwynn, Jackie Holmes, Anna Rolfe, Fiona Tough (Chairman)

In attendance: Rachel Dunnage (Clerk);

	TOPIC	ACTION Who & when
1.	<p>APOLOGIES: Barry Firth, Simeon Berends (Associate Member); Paul Heugh, Richard Rowe. Lindsay Jack is hoping to join online later.</p> <p>WELCOME: The Chairman welcomed Fiona Bradley to her first Governing Body meeting and explained that this is not a formal meeting but one often held at the beginning of the academic year to:</p> <ul style="list-style-type: none"> • discuss and agree the school's strategic and our own development priorities for the year. • review and agree the school's proposed development priorities. • finalise the governor monitoring plan. 	
2.	<p>DECLARATION OF INTEREST (<i>conflict and pecuniary</i>) Governors declared no potential interests in specific agenda items at this meeting.</p>	
3.	<p>SCHOOL DEVELOPMENT PLAN The Headteacher presented her summary of the end of key stage educational performance and the senior leadership team's initial thoughts on school development priorities for 2023-24. The Headteacher responded to governors' questions on the results and different priorities. The Governing Body noted:</p> <p>a. Core strategic priorities <i>Proposed core priority 1: Writing outcomes and narrowing the gap between girls and boys.</i> <i>Proposed core priority 2: Development of assessment in the foundation subjects.</i></p> <ul style="list-style-type: none"> i. Results have improved across the board on last year; they are significantly higher than the Local Authority averages. ii. Reading at greater depth has a triumph at 64%. One of the 2018 Ofsted targets was to develop children's learning at greater depth and every year since then the number of children achieving greater depth has increased. iii. 96% of the Yr1 cohort passed the phonics test. Whilst phonics has always been good, the new synthetic phonics programme, introduced last year, has helped improve pass rates further still. iv. Maths was a development priority last year and the work carried out had a positive impact. These initiatives will continue to be embedded this year. 	

- v. The end of key stage levels were not as high as senior leaders wished. Whilst writing across all subject areas has improved since the 2018 Ofsted inspection, the discrepancy between reading and writing levels is greater than desired. The data also suggests that additional work should be carried out to ensure boys are more engaged with writing in order to narrow the gender gap.

The Yr6 teacher is English Lead this year. She is passionate about writing and understands how to get children excited about writing and raise their vocabulary. She is now part of the Senior Leadership Team (SLT) and has half a day a week to work with teachers to improve writing standards, both individually and through team teaching. Teachers will also review the texts currently available in school to ensure they are modelling the language teachers wish to see.

- vi. The Assessment Lead will drive developments in this area to ensure that staff really know that children are learning all they need to learn across all curriculum subjects. The new computing, PE and music curricula schemes have integrated regular assessments. The recently purchased humanities scheme, KAPOW, also includes regular assessments.

b. Quality of Education (QoE)

Proposed QoE priority 1: Humanities and Science

Proposed QoE priority 2: Reading for pleasure

Proposed QoE priority 3: Ensuring the curriculum is appropriately adapted for those with SEND

- i. The Schools Alliance for Excellence (SAfE) adviser noted at her summer visit that she had not seen sufficient evidence of [sticky knowledge](#). Humanities and science are the proposed foci this year so leaders ensure there are more practical lessons in science and consistency in teaching the subjects is improved across the year groups. The humanities scheme will help with ensuring all the curriculum is covered and that regular assessment is in place.
- ii. The use of curricula schemes will be monitored to ensure that the love of subjects is not lost.
- iii. The new national reading framework emphasises reading for pleasure. The school lead will check that teachers are covering all the required areas e.g. reading the same book repeatedly, reading more poetry and learning poems by heart. Every single Grayswood child will be read to at the end of every day.

c. Behaviour & attitudes (B&A)

The Governing Body considered Fiona Bradley's declared potential conflict of interest given that her sister is spearheading the project to use playfield land is her sister and decided that there was no conflict with her being part of this information-sharing as no decision was being made.

Proposed B&A priority 1: Outdoor Play

Proposed B&A priority 2: E-safety

Proposed B&A priority 3: Parental support

Proposed B&A priority 4: Antibullying Ambassadors

- i. The majority of children are very well behaved. Staff follow our behaviour procedures with those children who are struggling to meet our behaviour expectations.
- ii. The quality of Outdoor Play is improving.
- iii. The Headteacher is meeting with the Diocesan Director of Education, Alex Tear, and new Buildings Maintenance adviser, Mike Giles, to discuss expanding the school's play area into the adjacent community playing field; a Local Authority representative may attend as well.
- iv. To reflect the increased emphasis on E-safety within this year's Keeping Children Safe in Education (KCSIE), senior leaders plan to hold e-safety workshops for parents. They would also like to source e-safety workshops for the children run by outside organisations to supplement the regular input children receive from staff.
- v. The Home School Link Worker (HSLW) is very proactive and plans to encourage parents into school in an informal environment e.g. coffee morning each half-term. The first is scheduled for early October. The HSLW is also hoping to run some parental workshops.

Rev Fi will try and attend the 05 Oct coffee morning, 8.45 - 10.30am.

Fi Gwynn
05 Oct

- vi. The Special educational Needs & Disabilities Coordinator (SENDCo) will develop sessions for all parents about different SEND so that parents can help their children understand how their different needs may affect their relationships.
- vii. 10 children were trained as anti-bullying ambassadors in 2022-23; staff plan to develop the ambassador role further this year.

d. PERSONAL DEVELOPMENT (PD)

Proposed PD priority 1: British Values & Diversity

Proposed PD priority 2: Local community links

- i. The school community is overwhelmingly white and middle class school. Staff have looked at how they bring diversity into the whole curriculum throughout the year, not just during black history month.
- ii. Local Community links are still a work in progress.

e. LEADERSHIP & MANAGEMENT (L&M)

Proposed L&M priority 1: Safeguarding

Proposed L&M priority 2: Staff CPD

Proposed L&M priority 3: SENDCo to increase presence in classrooms to provide support for teachers

Proposed L&M priority 4: Assessment for those with SEND and EAL in the core subjects

Proposed L&M priority 5: Governor monitoring

- i. KCSIE 2023 introduced the requirement for Designated Safeguarding Leads (DSLs) to evidence that they are monitoring the school's e-security filtering and monitoring systems in place. The Headteacher is the DSL and is developing the best way of carrying out this monitoring. Currently, scanning the search items only takes a few minutes at the end of each day. If the Headteacher finds anything inappropriate, she talks with the child involved the following day.
- ii. Children are taught to flag up to teachers when anything unexpected appears during a search so that it can be added to the filtering terms.
- iii. The SENDCo plans to spend at least one hour a week in class observing that children with an Education, Health & Care Plan (EHCP) are receiving what their plan demands. She will also use this time to identify other children who may need to be added to the SEND register. The SENDCo will be able to give the teachers some tips on what to do differently to improve impact and celebrate what they are doing well.
- iv. Senior leaders have developed a system of recording assessments for those children who are not making standard progress because the assessment platform *Pupil Assest* does not show the small steps that SEND children make. SEND children now have assessment tracker folders which will travel with them from one class to the next as they move through the school.
- v. Assessment trackers have also been put in place for children who have English as an additional language (EAL). The school does not have many such children and those that are here have now developed a good level of English. However, senior leaders wish to ensure that their progress is reaching at least expected levels.
- vi. Senior leaders will support the Governing Body in developing a more structured approach to governor monitoring to ensure that the school's statutory and priority areas are reviewed and evaluated throughout the year.

f. Early Years Foundation Stage (EYFS)

Proposed EYFS priority 1: Knowledge of all subject leaders in their understanding of EYFS

Proposed EYFS priority 2: Early reading

Proposed EYFS priority 3: Emotional literacy

- i. When reviewing the school Self-evaluation Form (SEF), senior leaders considered whether the EYFS should be rated outstanding and decided that they would like to visit an outstanding, one form entry, provision in the local area that is part of a school, rather than a stand alone Nursery.

	<p>ii. All subject leaders will review the curriculum and transition from EYFS to KS1 to ensure that teaching in the EYFS provides the essential knowledge and skills that the KS1 curriculum will build on.</p> <p>iii. Emotional literacy needs to be the key focus in 2023-24 because last year staff identified many children who were not able to manage their own emotions, which impacted negatively on their ability to learn. A similar lack of self-regulation has already been identified this year.</p> <p>RD to source Trick Box information for the Headteacher: Trick Box – Personal Development Programmes.</p> <p>The Governing Body noted that the priorities clearly build on the development work undertaken in 2022-23. After discussion, the Governing Body agreed that the proposed school development priorities for 2023-24 should be presented to the October FGB for approval.</p>	<p>R Dunning 30 Sept</p> <p>Clerk to note</p>
<p>4.</p>	<p>STRATEGIC PRIORITIES</p> <p>The Headteacher reported that there are currently 191 children on roll – the highest number ever. The Headteacher responded to governors’ questions and the Governing Body noted that:</p> <ul style="list-style-type: none"> i. Grayswood Primary received more applications for Reception 2023 than some local two form entry schools. ii. The high number of applications are testament to the positive impact the Headteacher has had on the reputation of the school. Governors encouraged the Headteacher to celebrate this achievement. iii. The Headteacher is particularly pleased that Yrs 3 and 4 have 30+ children each; this is an important change to previous years which will result in a very positive impact on the school’s budget. iv. In summer 2023, only one child left at Yr2 to go into the private sector, significantly lower than in any other year since becoming a primary school . <p>Governors noted that the strategic priorities were amended slightly at the last meeting of the summer term 23 and are:</p> <ul style="list-style-type: none"> 1. Grayswood Primary will become part of the right Multi Academy Trust (MAT) <i>at the right time for the school community.</i> 2. Grayswood Primary will consistently have over 200 children on roll. 3. The school and local community will know <i>all our unique selling points.</i> <p>Governors agreed that they will work with the SLT to continue identifying the initiatives which ensure these objectives are achieved.</p> <p>The Headteacher confirmed that school tours for prospective parents will begin next month. The Governing Body was delighted to learn that the school has been awarded the Silver Games Award and the Eco Award and commended the staff on driving forward these areas of school life.</p>	
<p>5.</p>	<p>GOVERNING BODY DEVELOPMENT PRIORITY: MONITORING PLAN</p> <p>The Governing Body agreed that improving governor monitoring and a more structured approach to a monitoring schedule must be a priority this year. The Governing Body agreed that a monitoring activity will be planned for at least every other week of the term, beginning with an autumn term 1 plan of:</p> <ul style="list-style-type: none"> i. Fri 22 Sept –Safeguarding and Single Central Record, Fi Tough & Simeon Berends ii. Mon 02 Oct (after assembly) – Area TBC, Rev Fi Gwynn iii. Mon 16 Oct 1pm – Humanities, Anna Rolfe iv. Tues 14 Nov 1.30pm – Assessment, Jackie Holmes <p>New parent governor, Fiona Bradley, will become monitoring lead for SDP Core Priority 1 <i>Writing</i>; as a secondary level English teacher, Fiona is passionate about young children developing writing skills.</p>	<p>F Tough & S Berends F Gwynn A Rolfe J Holmes Various dates</p>

	<p>As part of her new governor induction, Fiona Bradley with tour the school with the Headteacher on Thurs 16 Oct at 9.30am.</p> <p>The Governing Body agreed that the proposed Lead governors set out in Appendix 1 should be presented to the October FGB for approval.</p>	Clerk to note																																
6.	<p>FUNDRAISING</p> <p>Governors noted that Simeon Berends has nearly finished developing the wine and meal tasting fundraising event. The date has moved to 25 November. Unfortunately, the Headteacher cannot make this new date but it does make much more sense than the previous mid-week date. The location is yet to be finalised.</p>																																	
7.	<p>DATES OF 2023-24 MEETINGS AND FUTURE AGENDA ITEMS</p> <p>i. Meeting dates</p> <p>The Governing Body considered the Headteacher’s request that some of the FGB meetings be moved to early mornings to improve her work-life balance and in the hopes of encouraging a staff member to join the governance team. The Governing Body agreed that this was important and should be possible for a least some of the meetings.</p> <p>The Governing Body agreed the revised dates and times below, noting that as Easter falls early this year, there would be 3 meetings in the summer term:</p> <table border="1" data-bbox="177 943 1337 1998"> <thead> <tr> <th data-bbox="177 943 292 1081">Agenda Setting FRI 9am Online</th> <th data-bbox="292 943 564 1081">Proposed FGB Meetings WED 6pm or Fri 8.30am Hybrid</th> <th data-bbox="564 943 871 1081">Key Topic(s)</th> <th data-bbox="871 943 1337 1081">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="177 1081 292 1220"></td> <td data-bbox="292 1081 564 1220">W 13 SEP, 6pm</td> <td data-bbox="564 1081 871 1220">Strategy & monitoring plan.</td> <td data-bbox="871 1081 1337 1220">Not formal Governing Body. Governors discuss and agree strategic and own development priorities for the year. Finalise monitoring plan.</td> </tr> <tr> <td data-bbox="177 1220 292 1359">29 SEP 2023</td> <td data-bbox="292 1220 564 1359">W 18 OCT, 6pm</td> <td data-bbox="564 1220 871 1359">Monitoring meeting Improvement Priorities progress</td> <td data-bbox="871 1220 1337 1359">Review FMR Curriculum lead SIP presentation/ learning walk Governor SIP monitoring report</td> </tr> <tr> <td data-bbox="177 1359 292 1456">17 NOV 2023</td> <td data-bbox="292 1359 564 1456">F 01 DEC, 8.30am</td> <td data-bbox="564 1359 871 1456">Agree draft budget Headteacher report Parent voice survey</td> <td data-bbox="871 1359 1337 1456">Review FMR School SIP progress update Governor SIP monitoring report</td> </tr> <tr> <td data-bbox="177 1456 292 1594">19 JAN 2024</td> <td data-bbox="292 1456 564 1594">W 07 FEB, 6pm</td> <td data-bbox="564 1456 871 1594">Monitoring meeting Improvement Priorities progress</td> <td data-bbox="871 1456 1337 1594">Review FMR Curriculum lead SIP presentation/ learning walk Governor SIP monitoring report</td> </tr> <tr> <td data-bbox="177 1594 292 1691">22 MAR 2024</td> <td data-bbox="292 1594 564 1691">W 24 APR, 6pm</td> <td data-bbox="564 1594 871 1691">Agree budget Headteacher report Pupil voice survey</td> <td data-bbox="871 1594 1337 1691">Review FMR School SIP progress update Governor SIP monitoring report</td> </tr> <tr> <td data-bbox="177 1691 292 1830">26 APR 2024</td> <td data-bbox="292 1691 564 1830">F 17 MAY, 8.30am</td> <td data-bbox="564 1691 871 1830">Monitoring meeting Improvement Priorities progress</td> <td data-bbox="871 1691 1337 1830">Review FMR Curriculum lead SIP presentation/learning walk Governor SIP monitoring report</td> </tr> <tr> <td data-bbox="177 1830 292 1998">14 JUN 2024</td> <td data-bbox="292 1830 564 1998">W 03 JUL, 6pm</td> <td data-bbox="564 1830 871 1998">Agree governance arrangements for 2024-2025 Headteacher report Staff voice survey</td> <td data-bbox="871 1830 1337 1998">Review FMR School SIP progress update Governor SIP monitoring report</td> </tr> </tbody> </table> <p>ii. Other key dates</p> <p>The Governing Body noted the other key dates for this half-term below:</p>	Agenda Setting FRI 9am Online	Proposed FGB Meetings WED 6pm or Fri 8.30am Hybrid	Key Topic(s)	Notes		W 13 SEP, 6pm	Strategy & monitoring plan.	Not formal Governing Body. Governors discuss and agree strategic and own development priorities for the year. Finalise monitoring plan.	29 SEP 2023	W 18 OCT, 6pm	Monitoring meeting Improvement Priorities progress	Review FMR Curriculum lead SIP presentation/ learning walk Governor SIP monitoring report	17 NOV 2023	F 01 DEC, 8.30am	Agree draft budget Headteacher report Parent voice survey	Review FMR School SIP progress update Governor SIP monitoring report	19 JAN 2024	W 07 FEB, 6pm	Monitoring meeting Improvement Priorities progress	Review FMR Curriculum lead SIP presentation/ learning walk Governor SIP monitoring report	22 MAR 2024	W 24 APR, 6pm	Agree budget Headteacher report Pupil voice survey	Review FMR School SIP progress update Governor SIP monitoring report	26 APR 2024	F 17 MAY, 8.30am	Monitoring meeting Improvement Priorities progress	Review FMR Curriculum lead SIP presentation/learning walk Governor SIP monitoring report	14 JUN 2024	W 03 JUL, 6pm	Agree governance arrangements for 2024-2025 Headteacher report Staff voice survey	Review FMR School SIP progress update Governor SIP monitoring report	All Gobs to note new dates
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	<ul style="list-style-type: none">• Wed 04 Oct, 6pm on-site: ESSENTIAL Ofsted training for governors (with Matthew Rixson) Note: St James Primary governors are invited to this event also and are contributing to the cost.• Thurs 05 Oct coffee morning, 8.45 - 10.30am• SAT 25 Nov: Wine and food tasting fundraising dinner <p>iii. Future agenda items A review of the Strategic Objectives will be added to the Governing Body meeting agendas as a standing item throughout 2023-24.</p>	
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Meeting closed 7.50pm

Chairman's signature: *Fiona Tough*

Date: 18.10.2023

*Report from the Clerk***Purpose of report**

Lead Governors play an important role in the governance of schools, by focusing on particular aspects of the Governing Body's responsibilities and/or priority topics on behalf of the whole Governing Body. It is important that energies are directed in the areas governors will have the most impact, namely identified areas for school development, governance development and achieving strategic aims.

A single governor may be appointed as Lead Governor for more than one topic, and a significant topic may be split or shared by more than one Lead Governor. Governors should use the [Monitoring Report template](#) to make explicit the area of school improvement or statutory duty their monitoring covers.

Laid out below are our current Lead Governor responsibilities. Please come to the meeting prepared to commit to monitoring the same area of request

Proposed Lead Governor responsibilities**Required roles**

The Governing Body is recommended to confirm/appoint a named governor for each of the following Lead governor roles:

Lead Role	Topic areas	Lead governor 22-23	Proposed Lead governor 23-24
Safeguarding	Overview of safeguarding and child protection	Fiona Tough & Simeon Berends	Fiona Tough & Simeon Berends
SEND	Overview of welfare and outcomes for SEND students	Lindsay Jack	Lindsay Jack
Finance	Overview of budget and resources matters (Must be member of Governing Body Pay Committee)	Barry Firth	Vacancy
Standards	Overview of educational standards, assessment, academic & non-academic outcomes	Jackie Holmes	Jackie Holmes
Behaviour and attendance	Overview of behaviour and attendance	Vacancy	Fiona Bradley
Performance Management	Overview of HR and PMR matters (Must be member of Governing Body PMR Committee)	Anna Rolfe	Anna Rolfe

The Governing Body is also recommended to appoint a Lead Governor for Premises, to include Health and Safety and, as a VA school, a Lead Governor for Admissions

Recommended roles

Lead Role	Topic areas	Lead Governor 22-23	Proposed Lead governor 23-24
Premises	As applicable: - maintenance, H&S, building work, sports facilities	Simeon Berends	Simeon Berends
Admissions	Admissions arrangements & consultation, admissions appeals	Paul Heugh	Paul Heugh

Governing Body & School Improvement Plan priority roles

The Governing Body should also appoint a named Lead Governor for each of the priorities it has identified in the School Development Plan and other significant or strategic matters the Governing Body has identified that it needs to address over the coming year. It is likely that there will be some overlap between the roles identified here and the required roles above e.g. if behaviour is a Governing Body /SIP priority, the Lead Governor for that will be the same governor named as Lead Governor for Behaviour and Attendance under *required roles*; if behaviour and attendance are both sufficiently significant in the SIP, they could be allocated to two separate Lead Governors here and the *required role* split between the two of them.

GOVERNING BODY / SIP priority	Topic areas to be agreed at this meeting	Lead Governor
Governor Strategic priorities	<p><i>SP priority 1:</i> Grayswood Primary will become part of the right Multi Academy Trust (MAT) at the right time for the school community.</p> <p><i>SP priority 2:</i> Grayswood Primary will consistently have over 200 children on roll.</p> <p><i>SP priority 3:</i> The school and local community will know all the school's unique selling points.</p>	<p>Paul Heugh</p> <p>Vacancy</p> <p>Vacancy</p>
Core Priorities	<p><i>Core priority 1:</i> Writing outcomes and narrowing the gap between girls and boys.</p> <p><i>Core priority 2:</i> Development of assessment in the foundation subjects.</p>	<p>Fiona Bradley</p> <p>Jackie Holmes</p>
Quality of Education	<p><i>QoE priority 1:</i> Humanities and Science</p> <p><i>QoE priority 2:</i> Reading for pleasure</p> <p><i>QoE priority 3:</i> Ensuring the curriculum is appropriately adapted for those with SEND</p>	<p>Anna Rolfe & Vacancy</p> <p>Vacancy</p> <p>Lindsay Jack</p>
Behaviour & attendance	<p><i>B&A priority 1:</i> Outdoor Play</p> <p><i>B&A priority 2:</i> E-safety</p> <p><i>B&A priority 3:</i> Parental support</p> <p><i>B&A priority 4:</i> Antibullying Ambassadors</p>	<p>Vacancy</p> <p>Vacancy</p> <p>Vacancy</p> <p>Vacancy</p>
Personal Development	<p><i>PD priority 1:</i> British Values & Diversity</p> <p><i>PD priority 2:</i> Local community links</p>	<p>Vacancy</p> <p>Vacancy</p>
Early Years Foundation Stage	<p><i>EYFS priority 1:</i> Improve all subject leaders' understanding of EYFS</p> <p><i>EYFS priority 2:</i> Early reading</p> <p><i>EYFS priority 3:</i> Emotional literacy</p>	<p>Vacancy</p> <p>Vacancy</p> <p>Vacancy</p>
Leadership & Management	<p><i>L&M priority 1:</i> Safeguarding</p> <p><i>L&M priority 2:</i> Staff CPD</p> <p><i>L&M priority 3:</i> SENDCo to increase presence in classrooms to provide support for teachers</p> <p><i>L&M priority 4:</i> Assessment for those with SEND and EAL in the core subjects</p> <p><i>L&M priority 5:</i> Governor monitoring</p>	<p>Fiona Tough & Simeon Berends</p> <p>Anna Rolfe</p> <p>Lindsay Jack</p> <p>Lindsay Jack</p> <p>Fiona Tough & staff governor</p>