
ST MATTHEW'S CATHOLIC PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BOARD MEETING
(PART ONE – NON-CONFIDENTIAL)
HELD AT 4:00^{PM} ON THURSDAY 20TH JANUARY 2022 VIA ZOOM

Present:

Claire Sime	-	Headteacher
Ronald Burke	-	Foundation Governor & Chair
Paula Regan	-	Foundation Governor
Cathie Sergeant	-	Foundation Governor & Vice-Chair
Fr Conor Stainton-Pollard	-	Foundation Governor
Darren Gidman	-	LA Governor
Jane Garvey	-	Parent Governor
Maria Murphy	-	Parent Governor
Martin McNally	-	Staff Governor

Also, Present:

Lynn Evans	-	Deputy Headteacher
Jo Richardson	-	Clerk

Items	Discussion	Action
22/01	WELCOME AND OPENING PRAYER	
	C Sime welcomed everyone to the meeting. Father Conor opened the meeting with a prayer.	
22/02	APOLOGIES FOR ABSENCE	
	Apologies received and accepted from Michelle Black and Frank Vaudrey. It was noted Helen Lockley did not attend.	
22/03	DECLARATION OF PECUNIARY INTERESTS	
	Governors were reminded to update their annual declarations within their personal profiles on Governorhub. There were no declarations for this meeting.	
22/04	CHAIR'S EMERGENCY DECISIONS	
	i) Safeguarding – the Single Central Record had been checked and was up to date.	
22/05	NOTICE OF ITEMS FOR ANY OTHER BUSINESS	
	There were no items for any other business.	
22/06	GOVERNING BODY MEMBERSHIP	
	i) New parent governors, Maria Murphy, and Jane Garvey were welcomed, and introductions were made. Welcome meetings with C Sime and R Burke had taken place in school.	
22/07	MINUTES OF THE PREVIOUS MEETING	
	a) Accuracy The minutes of the Full Governing Board meeting dated 24 th November 2021 were AGREED as a true record. The minutes	

	<p>would be signed when the Chair next attended school or electronically via GovernorHub.</p> <p>b) Matters Arising There were no matters arising.</p>	
22/08	LOCAL AUTHORITY PAPERS	
	<p>i) Governor briefing – the spring term issue of Governance News had been posted on the School Improvement Liverpool website and could be accessed via GovernorHub.</p> <p>ii) School holiday dates – dates had been agreed at the previous meeting and dates had been uploaded to GovernorHub.</p>	
22/09	HEADTEACHER REPORT incl. BUDGET	
	<p>C Sime presented the headlines. The report had been shared on GovernorHub prior to the meeting. The key points were as follows:</p> <p>i) Number of pupils on roll was currently 412. A further 2 places had been filled in Y3 and Y4 therefore the total numbers on role would be 414 by next week. There were waiting lists for some classes.</p> <p>ii) School capacity was 379 therefore space was premium and challenging. Daily meetings took place to discuss space for interventions.</p> <p>iii) FSM and PP numbers were increasing in the older year groups. FSM had increased from 25% to 31% and PP had increased from 13% to 21%. School continued to encourage parents to apply for FSM. Covid had had an impact on FSM and PP and it was hoped school would receive increased funding.</p> <p>iv) Covid procedures had continued. It was noted cleaning costs had an impact on the budget. At a recent headteacher meeting concerns were raised over clarity of the government's next steps and the large number of covid cases in schools. A letter had been sent to the wider community. The attendance team tracked covid cases very closely.</p> <p>v) Governor challenge: what % of staff were absent? Response: 12% of staff were currently absent.</p> <p>vi) Governor challenge: were there any statistics on who hadn't had covid? Response: not currently, some had contracted covid more than once.</p> <p>vii) Governor challenge: do children cross over groups for Read Write Inc? Response: Yes, cases generally in KS2 and have not started Read Write Inc yet in KS2. Children were distancing within the groups.</p> <p>viii) Staffing</p> <ul style="list-style-type: none"> - Staff absence was 12% - 1 x member of the admin team had left. The admin roles were being reviewed. - A pastoral role had been advertised that would also cover attendance. - 2 x TAs were appointed in December and had settled in well. - 1 x Teacher employed for school led tutoring. Groups would start next week. 	

	<ul style="list-style-type: none"> - A new cook had been appointed and had made a positive start with the uptake on dinners increasing. There were also opportunities for breakfast club food. 	
ix)	<p>Culture and Ethos</p> <ul style="list-style-type: none"> - The general culture in school was very positive and there had been a huge push on preparing for Ofsted. - School Improvement Liverpool had carried out several deep dives and continued to offer support and guidance. - Governor challenge: at the Chair's termly briefing it was highlighted that Ofsted look at the curriculum and how it was planned and delivered. Response: yes, this was discussed at headteacher meetings. Challenge was important including the intent, implementation, and impact. - A wellbeing team meeting was planned this term, and this would also include 2 governors. The wellbeing of staff was a key focus together with the wider community. 	
x)	<p>CPD</p> <ul style="list-style-type: none"> - Training continued to be mainly virtual. - Read Write Inc had had the biggest impact. The scheme was excellent although there was a lot of training for staff. Staff confidence was growing, and children's progress was already evident. 	
xi)	<p>SIP</p> <ul style="list-style-type: none"> - The report dated 29th November 2021 had been shared on GovernorHub and with staff. The report focused on Ofsted preparation. - It was noted the action plan had been shared with staff and staff were more focused. - Governor challenge: reading was a focus, how was it supported across the school? Response: reading was mapped out alongside the curriculum. It was based on the objectives for year groups. Reading areas in classrooms were also being reviewed. - Governor challenge: in terms of consistency, how do you ensure this between classes. Response: teachers plan together. Monitoring and evaluation also ensures a consistent approach. Assemblies also feedback about the children's learning. - Governor challenge: how does it support workload? Response: working together made it easier and children led on assemblies. 	
xii)	<p>Phase Updates</p> <ul style="list-style-type: none"> - EYFS – continues to be a key focus including rapid progress. Progress was evident. The EYFS report clearly outlines the rapid progress needed. - Governor challenge: where do you expect your baseline data development to go to, it is currently 37%? Response: following target setting, aiming for 60%. - Governor challenge: looking at data for EYFS is this a lower standard than normal? Response: despite the covid challenges, the cohort was very strong, and they had settled very quickly. The data had also been moderated. 	

	<ul style="list-style-type: none"> - The safeguarding situation related to SIL questioning the amount of risk. Staff had been spoken to and actions were in place - SIL visit planned to focus on developing the curriculum. - C Sergeant planned visit to EYFS. - KS1/KS2 – continue to follow a consistent approach to teaching English and Maths. A 3-week model was in place, and it continued to work well and was embedded. It continued to be reviewed and feedback considered. Evidence was also key, and monitoring would be increased. - Governor challenge: in terms of the national picture, does the proportion of time spent on foundation subjects fit in with national? Response: school does more than national, the curriculum does not narrow in Y6. The timetable covers everything, and blocks consolidate learning. 	
xiii)	<p>Behaviour</p> <ul style="list-style-type: none"> - Behaviour in school continues to be positive. - Incidents relate to break and lunchtimes logged on CPOMS. Actions in place to support LSAs and play leaders, including training. - Looking to move further towards restorative practice. - Lunchtime clubs helped to teach children how to play and was a calming environment for SEN children. 	
xiv)	<p>Assessment</p> <ul style="list-style-type: none"> - L Evans presented the report. - NFER Tests completed. - Teaching assessment highlighted a slight dip with RWM combined. - Comparisons between NFER and teaching assessments highlighted discrepancies. Meetings with teachers would further scrutinise comparisons and data. - Writing continued to be a key focus, particularly with Y1 and Y2. - Governor challenge: there was a discrepancy between boys and girls. Response: yes, some cohorts were more boy heavy. Impact of covid was evident. - Governor challenge: data was very high had it been moderated? Response: due to covid it had been moderated between year groups only. It would have normally been moderated across phases. Plans were in place to increase moderation. - Governor challenge: some children had lost almost 2 years of teaching and data appeared high. Response: teacher assessments had been completed and now conversations would be held around comparison data. Subject leads were also completing the question level analysis. - Governor challenge: had the teachers seen their own class data? Response: yes, they had seen data, but further conversations were planned to discuss actual results and ensure moderation was rigorous. - Governor challenge: it was difficult for schools to know what the expected data was. Response: yes, it was challenging. Data was a key focus. 	

	<ul style="list-style-type: none"> - Governor challenge: in terms of disadvantaged data does that include boys and girls, or just boys? Response: it was for both boys and girls. - Governor challenge: Y1 disadvantaged data was better than the boys and girls separately. Response: yes, it maybe there is less PP in Y1. - Governing challenge: moderation had been hard for staff during covid. Moderation was a skill. Response: yes, staff refresher training was planned. - Governor challenge: have all the assessments been re-written with the new curriculum. Response: no, all still standard assessment, nu further information had been received. - Governors thanked staff for their hard work on assessment in such challenging times. 	
xv)	<p>School Improvement Plan</p> <ul style="list-style-type: none"> - Progress had been made in all areas. As soon as the document was completed, it would be sent to governors. 	CS
xvi)	<p>SEF</p> <ul style="list-style-type: none"> - The SEF had been completed and checked by Judy Boyce (SIP). 	
xvii)	<p>Curriculum</p> <ul style="list-style-type: none"> - Read Write Inc continued to be a key focus. - Intervention timetables were in place. - Subject leader planning time would continue. - Staff meeting planned to focus on CPD coaching and mentoring. - Displays throughout school showcased all subjects. An external artist had been working on a rainbow mural in school and children had been involved throughout the process. The Catholic faith was embedded in the mural and thread throughout the school. The children had really enjoyed the artist being in school and school would share a video with parents to celebrate the school environment as soon as covid guidance allowed. - SIL had completed deep dives and school were awaiting their reports. - Staff training was planned for raised expectations for each subject. - MFL had changed to Spanish. Children had enjoyed the launch day and school were planning a celebration at the end of the year. Lessons were also planned for EYFS to raise the profile of Spanish throughout the school. - Governor challenge: why did you decide to change to Spanish? Response: following meetings with the MFL lead and research with secondary schools, parents, staff, and children. The response had been very positive. Jane Halsall of SIL, also supported the move to Spanish. - Computing had made excellent progress. Staff confidence had improved. - Extra-curricular clubs ensured all children were given the opportunity to access. - School had signed up to Children's University. 	

	<ul style="list-style-type: none"> - Governor comment: it was evident there were many fabulous opportunities for children. Staff should be applauded as they had gone above and beyond. 	
xviii)	<p>RE Update</p> <ul style="list-style-type: none"> - The Live Simply Award action plan was in place. - CAFOD club had been launched. - School were contributing to the Go Green newsletter. - Staff professional development continued. - A second parent meeting with regards to RSHE was planned. 	
xix)	<p>SEND</p> <ul style="list-style-type: none"> - SEND continued to be a priority. - The SEND Report Spring 2022 was shared on GovernorHub. - Covid had impacted in space and there were challenges with EHCPs due to being given unmanageable timeframes to respond. - Governor challenge: were the challenges coming from parents? Response: yes, it was a big issue and had been discussed at the headteacher meetings. Funding remained a challenge for 1:1. Plans were in place to review the SEN register to ensure children get the provision they needed. 	
xx)	<p>Family Support</p> <ul style="list-style-type: none"> - A new family support worker had been working with 2 families and provided a vital role. - 18 Christmas hampers had been sent out. - 20 families had been supported with Christmas gifts. Parents had been very appreciative. - Myclubmoor had provided 21 Christmas hampers and vouchers. - Governor challenge: despite the challenges, well done to all the staff who had continued to think about supporting families in deprivation. What about fuel vouchers? Response: yes, fuel vouchers had also been given out, although support had mainly been through food donations. 	
xxi)	<p>Attendance</p> <ul style="list-style-type: none"> - Lynn Evans provided an update. - Attendance was good overall, at 95.61%. PA was 17%. - The attendance team continued to work hard on improving attendance. - Network Attendance sessions led by Carolyn Harkness were planned. - PA was reducing. - 100% termly certificates had been awarded to 91 children. - There had been 5 new referrals to the EWO. - Governor challenge: had covid affected any particular year groups? Response: Y4 and Y5 had been affected and had also had a vomited bug. - Governor challenge: How are you planning to improve PAs? Response: Early intervention was key. Termly letters were sent out. Medical evidence requested. It was a persistent approach. Strategies started early with EYFS. Attendance ambassadors were in place and attendance was celebrated. Return to school meetings were in place. 	

	<ul style="list-style-type: none"> - It was suggested meeting with PA families to understand the barriers and make every session count, together with a raffle for the 100% attenders. - Governor comment: staff should be commended for their hard work and the robust strategies in place. <p>xxii) Safeguarding Report</p> <ul style="list-style-type: none"> - The termly safeguarding report was shared on GovernorHub. - Safeguarding meetings continued to run effectively and were embedded. - Staff had attended training. - Core group meetings and EHATs were all recorded on CPOMS. <p>xxiii) Health & Safety</p> <ul style="list-style-type: none"> - Risk assessments continued to be reviewed. - Compliance had implemented a new Health and Safety Policy and worked well to support school. - The fire evacuation plan had been reviewed and updated. Lockdown practice was planned in the next few weeks. <p>xxiv) Budget</p> <ul style="list-style-type: none"> - The Financial Summary and Budget Narrative Report dated October 2021 was shared with governors. - There was a reduction in the carry forward balance due to the impact of covid. - Governor challenge: did the insurance cover all costs? Response: no. - Governor challenge: did we know the forecast for increase in energy costs? Response: No, current figures had been used, however it would be kept under review. - Staffing costs had increased due to covid. - The support staff pay award had been budgeted for. - School was well resourced. - Planned projects would continue. <p>xxv) Nursery Update</p> <ul style="list-style-type: none"> - There were no further updates. - Governors agreed for discussions to be put on hold due to covid. Governors would be kept up dated. <p>xxvi) SFVS</p> <ul style="list-style-type: none"> - The SFVS had been completed. <p>Governors thanked C Sime for the report.</p> <p>Governors also paid tribute to C Sime for leading the school through the challenges of covid. They also thanked her for the heartfelt tribute to Charlotte Kent who recently passed away and managing the staff grief. The school had meant so much to Charlotte and she was a passionate and very skilled teacher. Governors and staff would always remember Charlotte with fondness and love.</p>	
22/10	GOVERNORS'S FORUM	
	<p>Governors were sign posted to the following governor resources:</p> <p>i) The Key for School Governors was available to access through GovernorHub.</p>	

	<ul style="list-style-type: none"> ii) School was now a member of the National Governance Association (NGA). iii) Chairs Termly Briefing 19th January – R Burke provided feedback. Governing boards should reflect diversity and inclusion. To be further reviewed following the governor skills audit. 	
22/11	GOVERNOR TRAINING	
	<p>Governors were reminded to check GovernorHub for training opportunities.</p> <p>Governors were sign posted to the following: Liverpool Learning Partnership – Mental Health Training Liverpool Learning Partnership – Newsletter</p> <p>M McNally had attended training on attendance.</p> <p>The role of the school governor training highlighted to the new governors.</p>	
22/12	WHAT CAN CELEBRATE FROM THIS MEETING?	
	<ul style="list-style-type: none"> i) New governors ii) Attendance iii) Thank you to all subject leaders for their reports and to the attendance team. 	
22/13	ANY OTHER BUSINESS	
	None	
22/14	DATE AND TIME OF FUTURE MEETINGS	
	<p>Full Governing Board meetings: Thursday 10th March 2022 at 4pm Thursday 12th May 2022 at 4pm Thursday 7th July 2022 at 4pm</p>	
22/15	RESERVED ITEM	
	<ul style="list-style-type: none"> i) Staffing – <i>see confidential extract to these minutes. (this item was discussed prior to the full governing board meeting).</i> 	
	There being no other business the meeting closed with a prayer at 6:30pm	