



ST GEORGE'S CE PRIMARY SCHOOL

LOCAL GOVERNING BODY (LGB) MEETING THURSDAY 10 OCTOBER 2024 AT 4.00PM ST GEORGE'S SCHOOL

MINUTES

Present:

Richard Purchase	(RP)	Chair, Foundation Governor
Katy Astle	(KA)	Headteacher
Angela Bell	(AB)	Foundation Governor
Kathy Hollidge	(KH)	Foundation Governor
Zoey Ingarfield	(ZI)	Parent Governor
Poppy Maltby	(PM)	Parent Governor
Heather Pardoe	(HP)	Co Opted Governor
Lindy Cameron	(LC)	Foundation Governor (Ex Officio)

Apologies: Claire Hollard (CH) Staff Governor

In Attendance: Hazel Serkis Clerk

No	Item	Action
1	Opening Prayer, Welcome and Apologies	
1.1	RP welcomed everyone to the meeting and introduced Heather Pardoe as a new Co-Opted Governor.	
1.2	The LGB was led in the opening prayer by Lindy Cameron.	
1.3	Apologies were accepted from Clare Hollard.	
2	Declaration of Business Interests	
2.1	No new interests were declared. Governors were reminded to review and update as needed their business interests on Governor Hub.	LGB
3	Minutes of the Governing Body meeting held on 16 July 2024 and Matters Arising	
3.1	The minutes of the meeting held on 16 July 2024 were agreed as an accurate record of the meeting.	
	The matters arising from the meeting were reviewed and updates provided as follows:	
3.2	Old Malthouse Development – RP and KA had met with a Dorset Councillor who had challenged Dorset Council who had responded that there was nothing further to be done as planning permission had been granted. There was an option for trees/hedges and a quote had been requested for this. It was queried whether building control had been requested to visit as it was thought that the build was not in accordance with the plans. It was explained that Dorset Council would not send someone to check the build. The LGB agreed that there was no further action the school or CLP could take therefore school time was better spent on other school issues.	
3.3	All other actions were noted as completed.	
	VISION AND VALUES	
4	Nature and impact of the school's distinctly Christian Vision & Values The LGB recognised that work was needed to further embed the vision and values especially with the addition of the new preschool and staff.	

	EDUCATION PROVISION AND OUTCOME	
5	Evaluation of pupil outcomes last year (including performance against targets) The LGB noted that reading, writing and grammar, spelling and punctuation (GPS) outcomes were all above national data for Age Related Expectations (ARE) and that pupils achieving Greater Depth (GD) was in line with or above national data. It was recognised that there was a need to focus on maths as the Y6 outcomes were just below national data which had impacted the combined score (reading, writing and maths) which was just below national data but had improved on the previous year. It was noted that there were a limited number of pupils at GD for maths. Maths would be a focus across the whole school. The LGB was advised that consideration was needed on how to support pupils in KS1 who were able to achieve GD. It was explained that an analysis of the results had taken place and noted that the arithmetic paper should score better for all pupils which would increase the overall maths result as the reasoning paper was doing well. Additional arithmetic sessions had been introduced daily and more work on times tables. Y1 Phonics screening check was 100%. The LGB noted a good set of results and promise for KS1.	
6.	Evaluate the impact of last year's Pupil Premium Strategy The school recognised that pupil premium were not performing as close to where they should be, particularly boys, however in reading they had performed better than non pupil premium pupils. It was explained that the strategy would be reviewed in full before half term. The pupil premium funding was explained to the LGB and highlighted that this was used to help bridge the gap between vulnerable pupils and non-vulnerable pupils. Value added was the best marker to be able to assess this. Much of the pupil premium funding provided additional staff, TAs, ELSA work and purchasing books for some pupils. Pupil Premium pupils also had priority access to after school clubs and trips at a reduced price as well as uniform. The reading value added scores for KS2 were noted as being particularly positive. It could also be seen that maths needed to be a priority for the school. The impact report would be shared with LGB once completed.	KA
	SCHOOL IMPROVEMENT	
7.	School Improvement Plan for this year The LGB noted the three school improvement areas for the year: Maths / arithmetic	

	Curriculum further development including pre-school curriculum. Strengthening teacher pedagogy – the pupils survey had been completed and it had been raised that there was too much teacher talk and that they would just like to get on with the activity. Workbooks and activities were in place for teachers. TAs were being used as SEN TAs as there was not funding available to recruit SEN TAs. The LGB noted that budgets were particularly stretched and not likely to improve. GQ: How can an EHCP be approved and then not fund appropriately? Because it is not stated that a 1:1 was needed at all times. The school would need to evidence that this support was needed to get the funding. The school needed to fight for all SEN funding, noting the £7k disparity between Dorset Council funding and BCP SEN funding with both councils in significant deficit. This was an issue across all Dorset schools. The LGB was asked to note this when undertaking link visits. GQ: Was there anything volunteers could do that could support the school that did not need significant training? Hearing readers was crucial as the school would know that all pupils were being heard reading. This was incredibly valuable. If a regular volunteer, then they would also develop a relationship with pupils. The school was always happy to have volunteer readers. It was noted that this was also a good way to involve the community. It was highlighted that all volunteers would be welcome including for maintenance of the school when needed.	
	SAFETY AND WELFARE OF PUPILS	
8	Impact of the School's Behaviour Policy School Behaviour Policy – it was explained that there had been no changes yet to the policy but there may be updates following the relationship training taking place at the end of the half term. It was confirmed that the policy was relationship focused. KA confirmed that the policy worked for all pupils bar a few who had an EHCP and had a different plan if the policy did not work for them. GQ: Was there consistent application by all staff? Yes, this was much better, training would be shared with the preschool regarding relationship practice and therapeutic training. GQ: Were there fewer pupils out of class and was poor behaviour being reported less to the HT and being dealt with appropriately by the teacher? KA confirmed that this was happening. GQ: How did the preschool integration go? Very positively – there was a lot to learn from both sides but was going really well. Changes would be made in stages rather than making all changes at once. Lunch would be offered in the hall for pre-school children, and they would be able to access the Crab Apple meals. There were new systems to learn for the pre-school staff who had been very positive. A sleeping area was being looked at. GQ: How was communication with parents? This was better now as the transfer had only happened the week before the start of term. All arrangements were now in place and preschool parents had been informed.	

9	Evaluation of Pupil Attendance for last year It was reported that attendance was just below 96%. So far attendance was good with minimal illness. Holiday requests had been received but for EYFS who were not yet of school age. GQ: Were these included in the statistics? Some reports could include preschool and some reports can include only those of compulsory school age. GQ: How was staff attendance? Good so far.	
10	Pupils accessing alternative provision (internal or external to the school) and part time education	
CONTEXT, STATUS, NEEDS AND RESOURCES		
11	Impact of pupil numbers on school's context It was reported that there was more of a 'family feel' with the addition of the pre-school. Outdoor learning was being embraced through a project with the National Trust. Pupil numbers were the main challenge, there was a meeting with CLP regarding pupil numbers. Currently there were 12 pupils for EYFS for 2024 which was the third highest in Swanage and Corfe; none of the schools were full. 9 pupils were currently predicted for 2025. The new housing development was putting people off sending their children to the school because of how visible the development was. There were currently 92 pupils including the preschool on roll. 31 school age places were available across the school with each pupil worth approx. £5k. Across Purbeck, Dorset and BCP numbers were down with several schools needing to reduce their Pupil Admission Numbers (PAN). All Dorset schools had concerns regarding the demographic for the area, specifically in Purbeck. This was a long-term issue. There had been in year admissions, but this could not be relied upon. There were houses for sale in the area, but it was not a cheap area to live in. It was noted that there would be affordable housing built in the area which could help in the longer term with pupil numbers. Pupil survey – The LGB noted the survey and comments by the pupils and where the school was compared to the other CLP schools (benchmarking report). The comments regarding teaching were noted and it was confirmed that the comments would be shared with the teachers.	
12	Financial context of the school The report was noted by the LGB. It was recognized that the school financial situation was a challenge however the recruitment situation had now stabilised. It was acknowledged that the school needed to be unique to draw in more potential pupils and that was a focus on outside learning as well academics.	

	Open Evening - The pre-school offer and food tasting would be available at the school open evening. Governors were invited to attend on Tuesday 22 October 2024 at 4.30 – 6.30pm. This had been advertised on social media. An advert for the school had also been shared. GQ: Was there potential for a three-class model, R, Y1 Y2 together as this had happened in other schools in the area? This was a concern for the school. If this was to happen, then it would be one teacher and two TAs and would be a class of no more than 30 pupils. It was thought that pre-school and EYFS would be a better mix. This was a model used in another CLP school so would be interesting to see how this was managed. These were the challenges of a small village school and KA was looking at other options. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
	SCHOOL / LGB SPECIFIC ITEMS	
13	General safeguarding update RP reported that he had undertaken a visit to the school. The report was reviewed by the LGB and noted that no concerns were raised. The biggest challenge was highlighted as being the demographic of the area being relatively poor therefore county lines was a possibility for older children who had siblings in the school. Governor school visits and links to SLT Governors were requested to contact their link teacher in school to arrange a visit. It was explained that all visits should be written up and shared with KA and the LGB. Advice on visit etiquette was requested and provided. It was confirmed that RP had shared the link governor roles via email and that these were included on individuals profiles on Governor Hub. Playing field project update PM provided the following update. Decisions regarding the outdoor classroom and which trees should be used was needed. It was agreed that trees that were easier to maintain would be best. The information was needed to be able to complete the application to Dorset Council and for the grant. There had been concerns regarding willow as it needed damp soil to thrive and would drop branches and could re shoot in other areas. It was an aspiration that the trees would be maintained by volunteers not the school but noted that this could not be guaranteed in the long term. It was agreed that Hazel trees be explored. PM explained that to get the grant a letter of support from the parish council was needed; at present the parish council were not entirely supportive. A meeting of the Parish Council would be taking place 10 October 2024. It was noted that community support was needed but the challenge was securing full support for the project from the parish council. It was not understood what the objections of the parish council were and this would be taken forward at the next Parish Council meeting. The project had been supported in principle with caveats which had been met but a definitive outcome had not yet been given. If the council could not definitively support the project, then it was unlikely that the project would be able to go ahead. Key messages from governors on training undertaken Governors were reminded about the CLP Governor Workshop on 23 October and asked to confirm which session they would like to attend to the Clerk by 14 October	

	24.	
14	KEY MESSAGES FOR THE TRUST	
15	ANY OTHER BUSINESS	
	No further business was discussed.	
16	Date of Next Meeting 2024/25 Meeting dates at 4.00pm • 12 December 2024 • 13 February 2025 • 27 March 2025 • 22 May 2025 • 10 July 2025	

Meeting closed: 6.10pm