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|    | <p><b>Challenge:</b> Is there a process, of appealing to the LA for additional funding?</p> <p><b>Response:</b> Discussions have taken place at all possible levels. However, it is parental preference that primarily determines where a child attends school. We work closely with families to find the best possible school placement for children. When an EHCP is approved there is a banding / top up allocated, having to re-submit EHCP's would be a complicated and time-consuming process and it is likely that only a minimal amount would be secured, if any.</p> <p>Moving to the new year:</p> <ul style="list-style-type: none"> <li>• The increase of gas and electric prices are included in the budget. Spend will prioritised on the resources children need to give them the best education experience.</li> <li>• Continued focus on strong with Teaching and Learning outcomes. Over time children achieve well as we have single age classes with dedicated TA support in each class. Lessening the availability of TA support or reducing classes would improve the budget position but be at the detriment of children's education.</li> <li>• The impact of the pandemic is the primary reason for budget pressures. As we move through the pandemic and staff absence decreases it is expected that the budget position will improve.</li> <li>• Despite prudence and good financial management in recent years, all reserves have been used</li> </ul> <p><b>Challenge:</b> Did we get a staff insurance scheme quote?</p> <p><b>Response:</b> The scheme previously cost £40k and only covered teaching staff, not TA's. The supply budget pre-pandemic was £20k and there was usually surplus money that could be spent elsewhere in school. Our aim is to re-build the carry forward figure. The current way is the most sensible. The budget this year has been increased to £40k with significant staff pressures across all staff posts.</p> <p><b>Noted:</b> The Proforma information circulated have spaces for commentary eg reasons for variances. Governors requested for these to be completed to help their understanding and interpretation.</p> |          |
| 7  | <p><b>SFVS:</b></p> <p>NAd referred to this annual document and questions were invited.</p> <p>The document was signed by JWe for submission 31.3.22</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Note All |
| 8. | <p><b>Contract Schedule Review:</b></p> <p>NNAd verbally highlighted the following:</p> <ul style="list-style-type: none"> <li>• The major change on the schedule is the MASS structural scheme which will become the new property service.</li> <li>• £24k will fund the service and required work.</li> <li>• All spend will be monitored via a shared IT system.</li> <li>• In the event of a surplus at the end of the year school can determine how best this can be spent.</li> <li>• Consideration will need to be given to future caretaking arrangements.</li> </ul> <p>Overall, NAd is positive about the new system and will bring an update to governors at a later date.</p> <p><b>Challenge:</b> The MASS scheme sounds positive; what are the costs of purchasing this versus what we need?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | NAd      |

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|     | <p><b>Response: ACTION:</b> Provide information about MASS costs and value for money for the school.</p> <p><b>Challenge:</b> Are we checking we are not paying over the odds just for the convenience of the system?</p> <p><b>Response:</b> We are now clearer about how the system will work and there will be close monitoring to ensure best value.</p> <p><b>Challenge:</b> Cleaning and catering are the 2 biggest contracts, if we are serious about tightening belts do we get alternative quotes for these?</p> <p><b>Response:</b> Not for cleaning, the current provider provides all equipment, cleaning fluids and cover cleaners and represents good value overall. We have done for catering in the past and prices and quality of provision vary dramatically.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| 9.  | <p><b>Provisional Staffing Structure:</b></p> <p>The Head emphasised this is very provisional as there are many unknowns at this stage however the following have been factored in:</p> <ul style="list-style-type: none"> <li>• School will be continuing to have single classes.</li> <li>• Continue to have a teacher and a TA per class.</li> <li>• Anticipated where there may be cohorts with particularly high needs requiring greater staff support.</li> <li>• Sharing strategies used in school with parents and working collaboratively to use these in school and at home.</li> </ul> <p>The budget includes a non-class based SEMH lead, senior learning mentor, dedicated speech and language provision and includes PPA and leadership cover.</p> <p><b>Challenge:</b> Will there will be planned parenting support sessions?</p> <p><b>Response:</b> Currently bespoke staff work focuses on highest need. We would like to do work around sleep routines. High staff absence and high need in school means there is currently no spare capacity to deliver these types of sessions. They would be very helpful, and staff want to deliver them, however we are currently signposting parents to early help support. Much support is on-line although parents usually prefer face to face and we are working to plug the gaps where possible.</p> |          |
| 10. | <p><b>Head Teachers report:</b></p> <p>Attention was drawn to the report previously circulated, and the Head gave a verbal summary. The following were highlighted:</p> <ul style="list-style-type: none"> <li>• Currently 4 teachers and 4 support staff absent all covid related with several not back to full fitness following covid.</li> <li>• School continues to support all staff with workloads.</li> <li>• CPD is continuing with more now taking place face to face.</li> <li>• Many children have had absence due to covid.</li> <li>• A recent attendance training course suggested using 'the nudge theory'. The explained this is when letters are sent to parents that includes information about how attendance compares with others in the class and a positive impact has been seen.</li> </ul> <p><b>Challenge:</b> Are there any children missing in education (CME)?</p> <p><b>Response:</b> No. CME is different to being a persistent absentee. We don't take children off role until we are confident that they are placed in another school.</p> <p><b>Challenge:</b> If a child is off for covid related reasons do they still get a mark?</p>                                                                                                                                                                                        | Note All |

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|     | <p><b>Response:</b> There are subsections for attendance and there are covid or non-covid reasons.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |
| 11. | <p><b>School Summary SEF:</b><br/>The Head advised this has been re-drafted. Previously school self-judged as 'outstanding'. In light of the challenges school has faced during and post pandemic compared with pre pandemic many areas have now been amended to 'good'.</p> <ul style="list-style-type: none"> <li>• Overall behaviour in school is very good however there are some behavioural challenges in school which can skew judgements even though everything is being done to support.</li> <li>• Many children up to year 3 have underdeveloped social skills. School is actively supporting these for example through having trained play leaders.</li> <li>• Selby Primary remains an ambitious school with a good quality of education although progress has been delayed due to the pandemic.</li> <li>• The parent questionnaire will be re-run in summer</li> <li>• School will be taking part in the new GUINY survey.</li> </ul> <p>Governors commented their observations during a school visit today was excellent. Children were calm, paid attention, were engaged and interested in each other's work.</p> <p><b>Challenge:</b> Is this a more cautious approach?<br/><b>Response:</b> Based on how Ofsted judge 'outstanding', our school is not outstanding. We are doing the best for our children and doing everything to give children a good experience. This is not a tactic or underselling the school, it is being realistic. The inspection framework has changed significantly since our last inspection; however, the quality of the curriculum is the focus, and this is forensically challenged with staff, observations and evidence through work.</p> <p><b>Challenge:</b> Would an inspector query the downgrading of areas that were previously self-assessed as outstanding?<br/><b>Response:</b> This is our internal self-evaluation. Ofsted will not see a SEF that says outstanding.</p> <p>Governors supported the Head's approach to demonstrating realistic room for improvement through the self-assessment process.</p> <p><i>STh left at 17.57</i></p> | Note All |
| 12. | <p><b>Updated School Improvement Plan (SIP):</b><br/>The Head advised the sections in bold are the most recently added.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Note All |
| 13. | <p><b>Safeguarding:</b><br/>The LA spring report was referred to and the Head summarised the report shows that school takes safeguarding seriously. During the LA visit the Head ensured they got a sense of the breadth of issues in school.<br/>A summary of the report will be shared with parents shortly.</p> <p><b>Challenge:</b> Why are some of the boxes empty in the safeguarding log that was circulated previously?<br/><b>Response:</b> Often there will have been no action for school. If a response is lengthy fuller information is held on the CPOMS system. The log shared is to give governors an overview of what is seen in school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Note All |
| 14. | <p><b>Sports Premium Update:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |

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|     | <p>SCa referred to the document and explained it is 'live' and subject to regular changes. The following were highlighted:</p> <ul style="list-style-type: none"> <li>Swimming data will be published at end of July. Children have made great progress in year 6 with most children now able to swim 25 meters.</li> <li>The report layout has been adapted and now links better to key indicators.</li> <li>There will be investment in storage for gross motor skills equipment.</li> <li>Moki batteries and software updates have taken place, and this is having a positive impact.</li> <li>Governor recently observed the 'World Maths Day' assembly.</li> <li>School trips are planned.</li> <li>Selby High has been in school and visits have started to help children to have a positive transition to High school.</li> <li>Free sessions with Selby High include gymnastics, dance, and cricket and this is good CPD.</li> <li>Year 6 went to Allerthorpe lake last year and experienced adventure activities. This provided positive personal growth for children and a future trip for the current year 5 has been booked as part of their preparation for year 6.</li> <li>Staff training for Quidditch was positively received. Sport Premium funding has now been confirmed and Quidditch will be included next year.</li> <li>LPA is the acronym for 'Less Physically Active'. It is important to find ways to engage these children and for them to experience non curriculum activities that highlighted skills other than sports.</li> <li>'Skip to be fit': skipping ropes have been purchased for each child.</li> <li>Drumba: This was a positive workshop; children were very enthusiastic and engaged and it is hoped this can take place again next year.</li> <li>Playleaders have been trained to lead on activities in key stage 1 and 2.</li> <li>Competitive sports have recommenced, and attendance is in accordance with the schools covid risk assessment.</li> <li>It is expected that all planned activities will be actioned by the end of the academic year.</li> </ul> <p><b>Challenge:</b> How do you ensure the teaching quality for PE is up to standard?<br/> <b>Response:</b> Teachers completed questionnaire's which highlighted teacher preferences. Discrete drop-in's and observations take place to ensure appropriate levels of skills and there is dialogue with staff and children. The curriculum has been adapted to focus on building and developing skills such as throwing and catching a ball building to a netball game.</p> <p><b>Challenge:</b> Will further questionnaires be completed for comparative data?<br/> <b>Response:</b> Yes – possibly after SAT's.</p> <p>NWo gave verbal feedback following his link visit. The breadth of activity was incredible, and his observations of staff and children were inspiring.<br/> SCa – left 16.27</p> | Note All |
| 15. | <p><b>SEND Update:</b><br/> LSa referred to the report circulated and highlighted:</p> <ul style="list-style-type: none"> <li>24% of children in school receive support which is in line with the National trend for primary schools. It is evident that a lack of social opportunities during covid has significantly impacted on younger children.</li> <li>6 EHCP's are in place which is in line with North Yorkshire and lower than National. 3 further EHCP applications are likely to be made this year. With further EHCP's expected in the new academic year.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |

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|  | <ul style="list-style-type: none"> <li>• SEMH is a high need in primary and secondary. School has made a commitment to ensuring high quality speech and language therapy (SLT) and support in place as early as possible.</li> <li>• Generally, school life is moving to a more normal position with face-to-face support for speech and language with additional daily support from TA's working with classroom staff to support children to be as independent as possible. Key interventions are aimed at those children who are struggling with reading.</li> <li>• School continues to support children with high needs and those staff that work with them.</li> <li>• The BOXall profile continues to be used and staff are also exploring use of a tool to understand sensory needs</li> <li>• Educational Psychology support has been secured and to date 9 children have been assessed. Reports are expected shortly, and interventions will be put in place. Nationally there is a shortage of Educational Psychology support, and it is currently unclear if school will be able to retain this resource.</li> <li>• A recent National SEND review highlighted the needs for schools to support children as early as possible. This has always been the approach at Selby Primary.</li> </ul> <p><b>ACTION:</b> Include a link to the National SEND review with the minutes.</p> <p><b>Challenge:</b> Are any SEND / SEMH children receiving support from the medical teaching service?</p> <p><b>Response:</b> Not at this time however we are aware of a case where this may be needed in future. We don't currently have any children not in school due to a mental or physical health need however the service has been used in the past.</p> <p><b>Challenge:</b> Why are you planning some EHCP's for next term and not scheduling them for now?</p> <p><b>Response:</b> EHCP's are time intensive, each takes approximately 40 hours to complete, and we need to be mindful of workloads. The case for an EHCP and the cycle of review needs to be included as part of the request and includes evidence from Educational Psychology, planning for next term also allows more time to gather evidence.</p> <p><b>Challenge:</b> How can governors help to support the school to secure resources need to match SEND need?</p> <p><b>Response:</b> The school is fortunate to have an inclusion team which helps prevent children needing higher-level support. Some staff can support the paperwork however the real benefit is we are able to give daily speech and language support.</p> <p><b>Challenge:</b> With covid numbers spiking, and restrictions reduced. Is there a plan if there is high staff absence?</p> <p><b>Response:</b> Staff resources, levels of need and staffing ratios are reviewed daily. A permanent solution is not practical currently. TA support may need to be diverted to higher level needs as financially we are not able to appoint over and above the staff we already have. The financial impact of covid is massive, we are aware everyone's workload has increased however there is no additional money for additional staff. The whole school staff team works extremely well. There is a supportive coaching culture across school and the focus of all activity is to build capacity, share strategies, support each other and each team. School advocates and campaigns for children to get the support they need however securing the right high-quality support for children with SEN is challenging.</p> <p><b>Challenge:</b> There is a high SEND prevalence and support need but a low number of plans; why is this?</p> | <p>Note All</p> <p>Clerk</p> |
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|     | <p><b>Response:</b> NYCC is historically low on plans. Plans and alternative provision requests are difficult to secure and can get turned down. Our school is good at supporting children from an early stage and does help to prevent some children from having to go the higher stage.</p> <p><i>*LSa left at 16.51</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                              |
| 16. | <p><b>Ofsted Inspection:</b><br/>Attention was drawn to the webinar information circulated and governors were asked to provide their comments to the clerk by the end of Easter.<br/><b>ACTION:</b> Provide webinar comments / feedback to the clerk.</p> <p><b>ACTION:</b> Collate and circulate governor comments in advance of the next meeting</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>All</p> <p>Clerk</p>      |
| 17. | <p><b>Curriculum Update:</b><br/>The Head advised all subject leaders should have contacted their link governor.<br/><b>ACTION:</b> Agenda 'Curriculum update' for the next CCS meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Clerk                        |
| 18. | <p><b>Standards and Achievement:</b><br/>The Head summarised 75% of children in Reception are currently on track in four of the five key strands by the end of the year. Literacy is lower at 60% and using NELI will have a positive impact. Overall, a 'good level of development' (GLD) is the expected standard across all strands of work.</p> <p>Data across years 1 to 6 in Reading, Writing and Maths is more positive than earlier in the year. In the medium to longer term the proportion of children reaching age-related levels is positive.</p> <p><b>Challenge:</b> What is the process for calculating where a child's progress is now for where they might be in year 6?<br/><b>Response:</b> Using 'quality first' teaching year on year we know works for our children. Teachers use targeted interventions, their professional judgement and everything they know about the children to make predictions. There is no statistical formula, we know our children and what makes a difference for them individually.</p> | Note All                     |
| 19. | <p><b>School Led Tutoring:</b><br/>This brings together approaches used through the NELI programme, numeracy, literacy and SEMH to deliver a bespoke package for children. 232 children are currently receiving interventions and 999 hours of tutoring have been provided this academic year. NAd advised funding is received for just 58 Pupil Premium children and school being able to deliver interventions for so many children demonstrate staff are going 'the extra mile' to ensure children are getting support</p> <p><b>ACTION:</b> Agenda 'Update on school led tutoring' for the next meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Note All</p> <p>Clerk</p> |
| 20. | <p><b>Policy Review:</b><br/>The following NYCC policies were confirmed as received and <b>agreed</b> by the Board:</p> <ul style="list-style-type: none"> <li>• Parent, Carer and Visitor Behaviour Policy</li> </ul> <p><b>Challenge:</b> An example of 'unacceptable behaviour' given is 'questioning another person's child'. Could this be confusing?<br/><b>Response:</b> We would not want parents to be having a discussion with another person's child on the school premises but would want them to approach school staff. This is a LA Policy, and the recommendation is to adopt the Policy.</p> <ul style="list-style-type: none"> <li>• Schools Reorganisation, Redundancy and Redeployment Policy</li> </ul>                                                                                                                                                                                                                                                                                                                | Note All                     |

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|     | <ul style="list-style-type: none"> <li>• Code of Conduct: this now includes low level concerns as part of KSCiE</li> <li>• Packed Lunch Policy: amended to see confectionary less often.</li> <li>• The Pension Scheme Policy: <b>agreed</b> in line with LA advice.</li> </ul> <b>ACTION:</b> Email the explanatory briefing note from Trade Unions regarding the Pension Scheme Policy. | NAd      |
| 24. | <b>Any Other Business:</b><br>None raised.                                                                                                                                                                                                                                                                                                                                                | Note All |
| 25  | <b>Dates of next meetings:</b><br><b>FGB Wednesday 18<sup>th</sup> May (Finance Focus)</b><br>CCES Monday 18 <sup>th</sup> July 2022                                                                                                                                                                                                                                                      | Note All |

The meeting closed at 18.30

Signed:.....

Date:.....

#### ACTIONS OF THE FGB MEETING HELD

**WEDNESDAY 30<sup>th</sup> March 2022**

|    | <b>ACTION</b>                                                                             | <b>WHO</b> | <b>BY WHEN</b> |
|----|-------------------------------------------------------------------------------------------|------------|----------------|
| 1. | File the FGB minutes of 24/11/21 and FSE minutes of 10/11/21 in school.                   | Head       | ASAP           |
| 2. | Arrange Health and Safety link governor visit.                                            | NAd        | ASAP           |
| 3. | Provide information about MAS costs and value for money for the school.                   | NAd        | ASAP           |
| 4. | Include a link to the National SEND review with the minutes.                              | Clerk      | ASAP           |
| 5. | Provide webinar comments / feedback to the clerk.                                         | ALL        | 29/4/22        |
| 6. | Collate and circulate governor comments to the FGB                                        | Clerk      | 4/5/22         |
| 7. | Agenda 'Curriculum update' for the next CCS meeting.                                      | Clerk      | 18/7/22        |
| 8. | Agenda 'Update on school led tutoring' for the next meeting.                              | Clerk      | 18/5/22        |
| 9. | Email the explanatory briefing note from Trade Unions regarding the Pension Scheme Policy | NAd        | ASAP           |