



St Agnes C.E. Primary School
Governing Body Meeting
Minutes

Quorum: 6 (Met at this meeting)
Chair: Cath Collinson
Clerk: Andrew Crosbie
Date of Meeting: 22 July 2024
Venue: St Agnes and Online (O)

Attendance

Name	Governor Type	End of Term of Office Date	Present (P) Apologies (AP) Absent (A)
Shoab Uddin	Head Teacher (HT)	NA	P
Cath Collinson (Chair)	Foundation	21/09/25	P
Mteen Din	Parent Governor	01/07/25	P
Iram Ahmed	Staff Governor	31/03/25	P
Murshid Jahan	Parent Governor	31/03/28	P
Afeefah Ali (O)	Co-opted	01/03/25	P
Dr Chisom Egedezu*	Co-opted	16/03/27	P
Helen Thompson	Foundation	07/09/25	Ap
Lesley Gutteridge	Co-opted	22/03/25	Ap
Charlie Mok	LA	31/07/27	Ap
Fatiha Bibi	Parent Governor	31/03/28	Ap
Margaret Taylor	Ex-officio	01/09/24	A

*Joined the meeting late in item 5

O - online

Others Present

Name	Role
Andrew Crosbie	Clerk, One Education
Chris O'Keefe	Deputy Head Teacher (DHT)
Sarah Oxley**	Assistant Head Teacher (AHT)

**Left the meeting after item 5

Agenda Items

1	Apologies & Welcome
	Chair welcomed everyone to the meeting. There were apologies received and accepted from Helen, Lesley, Charlie and Fatiha, and Margaret was again absent.

2	Verbal Declarations of Interest
There were no declarations of interest expressed by governors regarding any of the items raised on the agenda.	

3	Minutes of Previous GB Meeting (23.05.24)
The Governing Body approved the minutes of 23.05.24 as an accurate record. Chair signed a copy for retention on file in school.	
Matters arising The term of office dates for new governors, Murhsid and Fatiha, were confirmed as 01/04/24 to 31/03/28.	
Page 9, item 7 The attendance link governor report and the skills audit review are both included in papers for today's meeting.	

	Actions or Decisions	Owner	Timescale
D	<ul style="list-style-type: none"> • Minutes of the previous GB meeting were approved. 	GB	

4	Head Teacher's Report
HT presented his Leadership and Management GB report for July which included the following:	
<ul style="list-style-type: none"> - Summary - Pupil Information - Staffing - Leadership & Management - Standards & Curriculum - Behaviour & Attitudes - Personal Development - SEND - Safeguarding - CPD - Finance - Health & Safety - Diary Dates 	
<u>Successes</u>	
Curriculum delivery and working on the quality of education has continued strongly in order to get school back on track following the disruption of the previous year up to December 2023.	
Positive outcomes from the Phonics Screen Check and the Y4 Multiplication Check have shown an upward trend demonstrating the quality of teaching is secure, and these were discussed in more detail in item 5.	
Staff development has continued apace to ensure subject leaders are secure in their responsibilities and actions following this year.	
Enrichment and extracurricular activities have continued to be built upon with more children participating in events and the school providing a wider offer to the community.	

Challenges

Pupil attendance has largely been affected by illnesses, vomiting and diarrhoea.

Greater pupil transience, particularly International New Arrival (INA) pupils, presents challenges with identifying and meeting their needs in a timely manner, given the frequency of in-year admissions.

Pupil Information

PAN (Published Admission Number) is 465 and current numbers for July 24 are 456. There is an overall increase in pupil numbers, positively so in Reception but also up by 4 pupils in Y6.

Q. How did you manage classroom space in Y6 for the 4 children above PAN?

Each class has 32 pupils, so we are about able to accommodate them, but it does add pressure space-wise as it is limited.

Staffing

There are no teaching vacancies. One teacher is due to return from maternity at the end of July. A phased leader position recruited internally for KS1 will start in September 2024. Two TA3 and 1 TA2 have been recruited to fill vacant positions and will start in September. One HLTA resigned in June as they had secured a teaching position elsewhere, and recruitment is underway for a September start.

Leadership & Management

The school SEF judges this to be good.

Quality of Education

The school SEF judges this to be good. An in-house data presentation from AHT follows in today's meeting agenda item 5 and a curriculum update presentation from DHT in item 6.

Behaviour and Attitudes

This area was reviewed in detail at the last meeting. The school SEF judges this to be good.

Attendance

Attendance team meetings are held every 3 weeks to look at concerns and track data, and Persistent Absence (PA) and overall attendance continues to be a concern but is a similar picture across the Local Authority and Longsight.

Families continue to take term-time holidays which is impacting on whole school attendance (currently 94.17), and regular meetings and letters are sent home to parents about concerns over significantly low attendance.

Q. Are there any attendance strategies planned for next term?

PA is the greatest concern, and will be a priority focus next year, including following statutory guidance around, for example, fines. Parental contracts will also continue for the high number of pupils with attendance below 90%, even though this creates a lot of additional work for the Attendance Officer. The school will continue to consult with Early Help, Educational Psychologists, social services and, where needed, CAMHS.

Evidence suggests that disadvantage is less of an issue with many St Agnes pupils when it comes to attendance, and that it is family context that is creating high SA levels.

Q. Is this a different picture to Longsight and Manchester schools?

Yes, usually it is SEND or Pupil Premium pupils with the highest absence, but this is not always the case at St Agnes. There are still too many families that are eligible for PP but not applying for this support.

Personal Development

Enrichment and educational trips have continued apace, and parental involvement has increased with the Parent Ambassador Group (PAG) taking on a more visible presence.

The school's first School Fair took place at the weekend and was a great success, very well attended by many parents, the whole community, not just those involved with the school, and all staff. There was lots of entertainment and participative activities.

Q. Was this a fundraising activity?

Yes, there was an entry fee and the total raised was over £3k.

Q. What will happen to this money?

It will go into the school fund and be re-invested in future events. It was agreed that this had been a very uplifting event for the whole community.

SEND

Two more EHCPs were granted this term, however one child has been removed from the register due to a holiday of more than 20 days.

Q. 20 days holiday during term time is outrageous. Did the parents give any reason for keeping their child out of school for that long, or is the absence due to health reasons?

Sadly, it is not uncommon for some of our families to leave the country with no return ticket or, due to external circumstances, they have left the borough, or the parent has withdrawn the child from school. The school cannot off-roll these pupils until the 20 days period has been met.

Safeguarding

In Summer there are:

Child Protection - 0

Child in Need - 4

Looked After Children - 2

Early Help Assessments – 2

Number of cases closed – 0

Concerning Behaviour Logs are up from 169 in Autumn term to 218 in Summer 2024.

Q. Are any of these concerning behaviours related to bullying or fighting? The number has nearly doubled in a brief period.

Concerning behaviours is a wide-ranging category though largely they are social, emotional and mental health (SEMH) related. If they are confirmed bullying cases, they are reported within the Behaviour and Attitudes section.

The school is looking more closely at how to record behaviour that isn't just safeguarding.

Premises & Building

The old roof leaks have not reemerged but there are a couple of new ones springing up which the LA is aware of and reviewing over the summer break.

Dates and Events

Q. How did the St Agnes Got Talent event go?

It was a great success with lots of participation, including from some pupils who are naturally shy. There was a great range of talent including singing, painting, gymnastics, music and even hula-hooping.

Pupils were asked to vote for the best acts in their own class, which was a positive way of encouraging communication and debate, and a three-person judging panel, including DHT, chose Y4 gymnasts and Y1 Fire boy band as the overall winners.

HT thanked Chair of Governors for attending the Y6 leavers assembly.

Chair thanked HT for his comprehensive update.

	Actions or Decisions	Owner	Timescale

**Chisom joined the meeting*

5 In House Data

AHT provided a summary of the following data:

Early Years Foundation Stage

When AHT last presented this data in December 2023, 30% of Reception pupils were on track to achieve Good Level of Development (GLD). The final figure is 41%, which, though still well below National figure of 67.2%, is still good progress.

This progress has also been made despite the complex needs of this cohort, with many barriers to learning not least language.

Y1 Phonics Check

A very strong cohort this year has achieved 72% compared with 64% last year, and against a National figure of 79%.

This has been helped by embedding Little Wandle, strong phonics leadership and CPD for all staff, and inclusive and consistent interventions. 83% of pupils who started the school in Reception, known as 'forever children', passed, showing the impact of St Agnes teaching.

Q. What type of phonics interventions are there?

All pupils have a daily phonics lesson and those children who need more help have daily 'keep-up' sessions where they are taken out of regular lessons in the early afternoon for five or ten minutes to ensure that their learning from earlier that day is secure. This is, however, a staff-intensive intervention.

Q. Are there any apps that can be used to help children with their phonics?

There are some apps which can help parents home-practice with their children, but in the classroom, the fidelity and consistency of phonics comes from intensive teaching methods.

Q. Do parents have a role to play?

Yes, there is a phonics-led programme available for parents. Reading books covered that week in school and linked back to phonics are then taken home to encourage fluency with parents.

Children are also given stickers showing, for example, a single letter or a tricky word, to encourage extra help and discussion with parents when the child goes home.

Q. Is Little Wandle now embedded after a couple of years in practice?

Yes, there is a good strong understanding of this amongst most staff and new starters can be quickly trained up in this programme. The afternoon 'keep-up' sessions need to be consistent amongst all staff and every adult knows the requirements of each child.

Q. What else can be done?

Just continue to embed good practice and established programmes, with the Phonics Lead continuing to monitor and ensure standards do not drop. There is still a group of children who need more phonics teaching, which may involve working with the SENCO to overcome barriers experienced by, for example, EAL pupils.

Q. Would it be possible to have a separate dedicated EAL class?

The best practice for these children is to immerse them in normal classes and give them invaluable social interaction with their peers.

Multiplication Tables Check (Y4)

The average score out of 25 for St Agnes in 2024 was 21.1, compared with 20 last year, with 23% achieving full marks (25/25) compared with 18% last year. The National figures for 2023 were 20.2 and 29% respectively.

KS2 Unvalidated Data

Attainment figures for 2024 are at or below 2023 figures in all subjects, except science, and below National in all subjects. Expected average scaled score is 100 and Greater Depth (GD) is 110 and above.

Without making excuses for these disappointing results, there are a number of significant factors that need to be taken into account. These children were in Y2 when lockdown began, their relocation to the Co-op Academy caused serious disruption to the continuity of their school day in a crucial year, and 36 of the 64 children in this cohort are summer born, the group which traditionally performs lowest in these tests.

Q. Why does covid not appear to have impacted children nationally?

Nationally the figures are broadly super-strong for this year group, but St Agnes cohort is much different with significant numbers of INA pupils with language issues, including many who speak a different language in the home than English in school.

Q. In terms of next year, what are the plans to diminish these gaps with National?

School has to look at why this has happened, and the RWM Combined attainment of 36%, compared with 43% last year and 61% National, is a red flag. Some support staff have been redeployed and school now needs to review how to deploy the PP grant, possibly taking on strong KS2/UKS2 support staff to target, for example, a group of 5 or 6 children around improved Maths fluency.

It will not just be a case of diminishing the RWM Combined figure with National but ensuring ambitious targets are set to avoid any 'coasting'.

The comparisons between Y6 children who started at St Agnes in Y1 and those that joined the school sometime later are stark.

The figures for children who just missed their 100 scaled score targets are also disappointing. 7 pupils in Reading and 7 pupils in Maths got a 98 or 99 scaled score, just one or two points off their expected 100. If they had made 100 it would equate to 12% more students, bringing school within 10% of National. This is therefore a key focus area in the future.

Where these students are borderline, school tries to find some marking errors which might just take them over the 100 threshold, but none could be found this year. A couple of the pupils who just missed out are PA, which was a factor, but a couple more that were expected to pass, just simply failed on the day.

Q. Would it be worth setting targets higher, for example 115 rather than 100, to avoid these instances of pupils just falling short?

The Greater Depth children are already getting such higher-level marks but the spread of ability is so wide.

Q. Are there any suggestions as to how governors can help?

Possibly through financial review and supporting funding allocation for additional support staff, for example a dedicated INA person, as was the case previously with a HLTA.

Q. Could the school afford such provision?

It would, as mentioned, require re-prioritising budgets but, as well as benefitting INA pupils, this would also help relieve the pressure on existing class teachers' time.

Governors noted the large number of languages now spoken by St Agnes pupils, 16 at the last census being an unprecedented number. Some INA pupils arrive having obviously had a very good level of education in, for example, Abu Dhabi and are clearly very bright children, but others are arriving from abroad in Y2, 3 and 4 with limited education.

A final slide was shared showing visual representation of Y6 pupil progress.

Q. When will KS2 validated data be published?

End of October/early November.

Governors thanked AHT for her update and wished her well in her new role at another school from September.

	Actions or Decisions	Owner	Timescale

6	Quality of Education – Curriculum Update
	<p>DHT provided an update on Curriculum, which he has been working on for the past 6 months, and highlighted the following:</p> <p>Curriculum development did not come from a standing start as there were already lots of good things in place, but covid and relocation to the Co-op had caused a lot of upheaval and impacted on staff and pupils. An initial SWOT analysis was carried out on Curriculum to identify the biggest barriers to success and agree actions based on that.</p>

Year Group Overviews have been developed which summarise precisely what is being covered in each half term in every year group and every subject. This provides an accountability resource for subject leads. Key teaching points are prominently displayed in each classroom. Educational visits and enrichment and Lyfta, a virtual immersive experience, have been used across topics in every subject to ensure a static curriculum consistent from Nursery through to Y6.

Position statements, action plans and progression documents have now been created with all subject leads.

Padlet is another one-stop-shop platform for teaching staff, at a cost of £140/year.

The key next steps involve giving subject leads ownership to proactively drive the curriculum forward. Termly subject reviews will triangulate evidence and increase competence. Time will be ring-fenced to allow subject leads to monitor and deliver CPD. Planned parental engagement through events and visits will be increased. As well as Lyfta, 'Start Small – Dream Big' will be a pilot scheme in Manchester, developing career opportunities and broadening children's horizons.

Governors thanked DHT for his exciting plan. HT noted that governor link visits will be used to dig deeper into certain subjects next year.

Q. How often will the subject document be reviewed once prepared for September?

It is a working document that needs to be kept as static as possible, though topics can be reviewed annually. It would not need to be changed much but must make sure that Geography, History and Music are subjects which retain coverage from Nursery through to Y6 to meet curriculum objectives. Measuring impact will still be done using overview assessments.

	Actions or Decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Curriculum update noted. 	GB	

7	SEF and School Improvement Plan
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HT shared a RAG-rated plan, noting progress against Ofsted inspection October 2022, the progress made, and some shortcomings, with key priorities this academic year and key focus areas for next year.

Q. What can we do to improve the current Good Ofsted rating to Outstanding?

In short, our outcomes need to show a marked improvement and progress towards meeting or exceeding national standards. Essentially, looking at the criteria for an outstanding judgement, the Ofsted inspection handbook outlines what is required (relevant link shared).

Q. Do we need to review teaching techniques to stimulate interest in Reading, Writing and Maths where progress is significantly below national?

This is an area of focus within Priority 1b of the plan. Training this year has focused on staff pedagogy in particular around adaptations and how all children can access the same learning.

Q. Learning retention is a function of strategy. What teaching strategies or techniques are implemented in the classroom?

Retrieval practices, short quizzes and recall in five minutes are all common strategies used by teachers.

Governors noted and approved the proposed SEF and SIP for ongoing review across the next academic year.

	Actions or Decisions	Owner	Timescale
D	<ul style="list-style-type: none"> SEF/SIP 24/25 noted and approved. 	GB	

8 GB Housekeeping

GB Constitution

The continued role of Margaret Taylor still needs to be finalised but her term of office expires on 1st September 2024 and, given Margaret has been unable to attend a meeting since pre-covid, it is unlikely this will be extended.

It will mean there will be a vacant ex-officio role on the governing body.

Link Governor Roles

HT proposed that next year's link governor roles are linked to key Ofsted areas namely: Quality of Education, Leadership & Management, Behaviour & Attitudes, Personal Development, EYFS, SEND, Safeguarding, Health & Safety and Pupil Premium. He proposed 3 or 4 governors are allocated a couple of these areas each so that between them they can adequately cover all roles. HT will initially populate with his suggested governors for each area and circulate ahead of discussion and agreement at the next GB meeting in September.

Governor Training

In response to Lesley's skills audit recommendations around future training and workshops, it was proposed that several group sessions be organised covering, for example, Pupil Premium or SEN, as well as accessing standard One Education training courses covering, for example, financial planning.

It was agreed that a return to collective group training would be welcomed.

Skills Audit

Lesley Gutteridge has reviewed the skills audit and shared a report and four recommendations:

1. The Chair of Governors, Headteacher and Clerk to the Governing Body should continue to signpost governance training opportunities including documents for advice and support from other, more experienced governors.
2. Encourage all governors to participate in sub-committees and to experience the leadership of these committees.
3. As appropriate, and dependent on personal skills and professional attributes, governors should be asked to participate in strategy development activities.
4. The Governing Body should undertake further training and workshop opportunities to secure their understanding of:
 - budgeting priorities in relation to pupil outcomes;
 - curriculum priorities and monitoring outcomes;
 - pupil data and what it means.

This will all be considered as part of the school's strategic long term vision next year.

Link Governor Visits

The following four link governor visit reports were shared for information and noted:

- Behaviour and Attitudes (05.07.24) Lesley and Cath
- Attendance (05.07.24) Lesley
- Sports Premium (03/07/24) Charlie
- Pupil Premium (03/07/24) Charlie

2024/25 GB meetings schedule

The proposed meetings schedule was shared for next year. Meetings will continue to be held in school at 4.30pm on Thursdays.

	Actions or Decisions	Owner	Timescale
A	<ul style="list-style-type: none"> • GB constitution including new ex-officio governor appointment to be confirmed. 	GB	
A	<ul style="list-style-type: none"> • Proposed link governor roles template to be circulated for discussion and approval in September. 	HT	
D	<ul style="list-style-type: none"> • Skills audit recommendations noted and approved. 	GB	
D	<ul style="list-style-type: none"> • Link Governor visit reports noted. 	GB	
D	<ul style="list-style-type: none"> • 24/25 GB meetings schedule circulated. 	GB	

9 Policies

The following policies were shared for approval:

EYFS Policy

Minimal changes to some names and dates only.

It was suggested that a paragraph is added to confirm that this is an umbrella document for Early Years which comprises within its scope safeguarding, health and safety and equal opportunities.

GB approved the policy.

Equality Information and Objectives Policy

This is an annual policy which has no changes. The final page of the document summarises all objectives for information.

GB approved the policy.

	Actions or Decisions	Owner	Timescale
D	<ul style="list-style-type: none">EYFS Policy approved.	GB	
D	<ul style="list-style-type: none">Equality Information and Objectives Policy approved.	GB	

10 Staff Wellbeing

HT thanked governors for accommodating the change of meeting date and confirmed he had fully recovered from his illness. He is exhausted after another very busy and challenging year and is looking forward to the summer. He thanked his SLT and staff for their great support throughout the year which has helped make his job easier.

HT is also attending a government-funded coaching support programme for HTs, which allows helpful termly discussion and reflection with an external party.

Chair thanked HT and his team for all their hard work across the past year.

	Actions or Decisions	Owner	Timescale

11 AOB

Governors thanked Andrew Crosbie who has clerked St Agnes for the past 7 years and is retiring from One Education at the end of this academic year and presented him with a card and gift. Andrew, in turn, thanked all staff and governors for their help and support over that period and wished the school continued success in the future.

	Actions or Decisions	Owner	Timescale

Date and Time of Next Meetings:

Thursday 19th September 2024, 4.30pm in school.