



**A meeting of the Governing Board of
Sharow CE Primary School
held on 19th March 2025 at 5pm, in school**

Minutes

In attendance:

Jacqui Palmer (JP)	Headteacher
Michael Paul (MP)	Co-opted Governor & Chair
Di Tunnard (DT)	Foundation Governor
Gemma Snodgrass (GS)	Staff Governor
Sally Baily (SBa)	Co-opted Governor
Jonathan Redhead	Parent Governor & Vice Chair
Leanne Eaton (LE)	Clerk

Sharow Church of England Primary School Vision & Values

We promise to flourish together – through our values of community, courage, creativity, forgiveness, joy, love and respect.

Core Functions of the Governing Body:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent.

No.	Item	Action
PART 'A' – PROCEDURAL		
1	Welcome MP welcomed everyone to the meeting.	
2	Apologies for absence and to determine whether any absences should be consented to Apologies were received from Peter Cannings, Claire Rowett & Sarah Brewster – these were accepted.	
3	To remind Governors of the need to declare interests, pecuniary or non-pecuniary. None.	
4	Declaration of Confidential Items One item.	
5	Notification of urgent other business previously notified to the Chair None.	
6	To consider matters arising from the minutes and approve minutes of the meeting held on 18th December 2024: <ul style="list-style-type: none"> • Item 6: Arrange date for HT, Chair & Clerk termly meeting. Complete 	

	<ul style="list-style-type: none"> Item 7: Invite KC to future meeting – KC attended the Resources meeting on 5th March. Complete Item 10: Arrange to visit school to meet with TA's – carry forward. <p>The minutes were approved and signed.</p>	CR
PART 'B' – SCHOOL IMPROVEMENT		
7	<p>Headteacher's report, including safeguarding & SEN</p> <p>The report was circulated prior to the meeting. JP invited questions from governors, some of which had been sent prior to the meeting.</p> <p><i>Q: What impact is MAT due diligence having on your ability to conduct 'business as usual' work? Is there anything that can be done to mitigate any impact?</i></p> <p><i>A: JP reported that we have nearly completed everything we need to do, but it has had an impact on JP's time, although having Olivia (School Administrator) in post has really helped. JP reported it has been an interesting process and the visitors to the school from the Yorkshire Causeway Schools Trust (YCST) will hopefully have a good feel for the school. Overall, it has been a positive experience. The safeguarding meeting is tomorrow.</i></p> <p><u>Next steps</u> – there will be a verbal report to the Trust in a couple of weeks and the Trust Board is meeting on 25th March, with written reports submitted on 4th April.</p> <p><i>Q: Have they reviewed the financial aspects yet?</i></p> <p><i>A: Yes. We have also had a premises visit, and aside from some ridge tiles that need replacing, there are no concerns.</i></p> <p>MP has emailed Jane Goodwin at YCST regarding the next steps e.g. consulting with staff, parents etc. Consultations will need to take place after the 4th April if we progress.</p> <p><i>Q: Admissions – It looks like in reality 7 are joining in September. How many are we losing from Y6 this year? I.e. what's the Net change?</i></p> <p><i>A: We will have confirmation over Easter of the number for Reception in September, but we are losing 15 from year 6. JP has shown another family around this week. JP advised there maybe an issue with our PAN not updating at admissions, which could explain why we have low numbers. Olivia Kelly (SEA) is looking into this for us. We also may get some second choices.</i></p> <p><i>Q: Would academizing help with our numbers?</i></p> <p><i>A: Unlikely but a better Ofsted rating would.</i></p> <p><i>Q: What is the process for any children who move to elective home schooling?</i></p> <p><i>A: A parent informs the school the child will be home educated, and we hold the child's records as per our procedure. We have no input to the decision or the education.</i></p> <p><i>Q: Behaviour – What does 'undesirable' mean?</i></p> <p><i>A: Bad language, spitting etc. We have had significant issues with behaviour this term.</i></p> <p><i>Q: School trips, particularly swimming, is resulting in an overspend vs budget. Is there any way to access more funding support from government for these costs?</i></p>	

	<p><i>A: It is difficult to find any other sources of funding. We have re-couped £1k since the last meeting. We can only ask for voluntary contributions for school trips and we always send letters to parents communicating this. A school trip should cost around £20 per child, and teachers have been instructed to have no more than 1 trip per term. There is also the residential that parents pay for (this is not voluntary), but some pupil premium funding is used for those eligible.</i></p> <p><i>Q: It is good to see you have a date for sharing of Positive Regard with parents (26th March). In previous (autumn term) review there were plans to include updates on Positive Regard in the weekly newsletter. It would be good to explore what parents might find useful, perhaps at this session?</i></p> <p><i>A: The session with parents has been postponed. KC held a session for parents recently and nobody turned up, and a recent session for SATS also resulted in zero attendance. We need a different way of targeting parents and getting messages across. There is an option to record sessions, but this is very time consuming for the staff. It was suggested reaching out to parents to find out what works for them.</i></p> <p><u>Attendance (up to 25th February 2025:</u></p> <ul style="list-style-type: none"> • Whole School – 95% • Persistent absence – 17.2% (data impacted by a child on a part time timetable) <p>Governors thanked JP for the report.</p>	
8	<p>Update on academisation Covered.</p>	
9	<p>HTPM Mid- Year review Date TBC – this is an informal review and governors noted it was an ongoing process. End of year review will take place with Darren Dudman.</p>	
10	<p>SIP/SEF Circulated prior to the meeting and JP invited questions.</p> <p><i>Q: SIP Priority 2 - Will the new behaviour policy consider the relational approach to behaviour?</i></p> <p><i>A: Yes – KC & JP are working on the policy together and it will go out to staff for consultation, and ideally it will be ready for the next FGB.</i></p> <p>Considering this, JP suggested that the current Behaviour Policy rolls over until the new policy is ready for approval. Governors agreed to the current Behaviour Policy remaining in place until the new policy is ready.</p> <p><i>Q: SIP Priority 3 - You mention more time will be spend on RE. What does that look like in practice?</i></p> <p><i>A: There will be block planning, so 4 weeks of teaching RE per term, this is double of what we had before. Year 6 will have extensive pieces of work so they can build and embed their knowledge. Darren Dudman will do a light touch review so governors will have validation; DT has carried out monitoring; and Pupil Voice has also been conducted. There have been recent trips to the Mosque and Synagogue.</i></p>	

	<p><i>Q: SIP priority 4 - What are the TA development sessions?</i></p> <p><i>A: GS is overseeing these sessions and the first few have been very successful. GS is building in time for TA's to read policies, providing training toolkits, Speech & Language training, SEN Intervention, Peer Observations etc. TA's are enjoying the sessions and they feel appreciated. One challenge is the part time staff, but GS ensures she catches up with them and sends them any information, but acknowledges this is not the same as being at a session. CR's visit will validate this work.</i></p>	
11	<p>Chair Update</p> <p><u>Input for termly newsletter to parents:</u></p> <ul style="list-style-type: none"> • Include item on parental engagement. • Monitoring visits completed. • Note thanks to contributions to school trips and acknowledge the difference they make. • Potential subgroup of parents, governors and staff to look at other ways of generating income for school e.g. grants, fundraising, marketing, diversification of income etc. <p><i>Q: Why is it important that we have parents in school, we already provide information in the newsletter?</i></p> <p><i>A: There is the danger that some parents don't read the newsletter and often having parents in school helps explain the subject/issue e.g. Phonics sessions where we can verbally explain how phonics is taught. It is also good for the parents to come into the school and see their children's classrooms.</i></p> <p><i>Q: What is the attendance like for the 'Learning Together' sessions?</i></p> <p><i>A: The last session had a good turnout, but the session prior wasn't as well attended. Staff have observed that the morning sessions are better attended as parents are more likely to stay after drop off than come later in the day when most are at work.</i></p> <p>MP has also:</p> <ul style="list-style-type: none"> • Met with JP on a regular basis. • Been involved in the academisation due diligence process. • Reviewed school finances. • Attended Resources Committee & School Improvement Committee. • Carried out monitoring visits on Pupil Premium. <p>JP asked for a volunteer to audit the school website. Governors to let JP know who can do this.</p> <p><u>Strategy & Values:</u> the work is almost complete and MP will catch up with JP at their next meeting, with a view to launching after Easter.</p>	ALL
12	<p>Update from Committees</p> <p><u>School Improvement:</u> Minutes from 15th January meeting available to read. JP presented on RE.</p>	

	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Meeting held on 5th March – minutes to be circulated once approved. • KC presented on Positive Regard. • Budget reviewed with the Bursar – start budget to be agreed in May. • SFVS reviewed. Governors at the FGB approved the SFVS for submission. <p><u>Sports Funding:</u> Self Audit was circulated and approved.</p>	
13	<p>Curriculum Update</p> <p>Prior to the meeting, JP circulated a report from subject leaders that covered all subjects showing 'Strengths and Improvements', and 'Areas for Improvement.' Governors found the document very useful and acknowledged the progress that is being made.</p> <p><i>Q: Is assessment an area for improvement generally? It has been observed that some homework is not being marked. What's the plan for making sure it's in place?</i></p> <p><i>A: JP reported that the staff team are working on assessment and that there are lots of forms of ongoing assessment. We are focussing on retrieval more and a child's long-term knowledge. Assessment is done via 2, 6 & 12 week checks. JP will progress the homework issue.</i></p> <p><i>Q: Noted the Science Network Group aspiration. What will the benefit of this be if we join YCST?</i></p> <p><i>A: JP feels that the local cluster network group is not as beneficial as it used to be, so it is more likely to work across a Trust.</i></p>	JP
14	<p>Wellbeing</p> <p>JP & GS reported wellbeing is generally good – everyone is busy, and we are still waiting for Ofsted. JP is looking at teacher action plans to ensure targets are measurable. GS reported that staff feel valued and appreciated.</p> <p><i>Q: Does the positivity come from the stability in staffing?</i></p> <p><i>A: Yes – stability, accountability and support.</i></p> <p>Q: What support is in place for staff when a child dysregulates?</p> <p>A: Colleagues are the main source of support. The first thing to happen is to make sure that staff involved are OK, then after an incident, staff will always be debriefed. Staff have access to the 'Health Assured' counselling service that we pay for, and there is also a free service that is promoted in posters around the school.</p> <p>JR reported that he had been in school when an incident occurred and concurred that this process had been followed.</p>	
15	<p>Safeguarding</p> <p><u>DATA:</u></p> <ul style="list-style-type: none"> • Child protection plans: 4 • Early Help: 6 • Young carers: 1 	

	<ul style="list-style-type: none"> • Looked After: 0 <p><u>Audit:</u> MP noted that the audit overall looks very positive, and that external safeguarding reports find a strong culture of safeguarding in the school.</p> <p><i>Q: There were some low scoring sections in 'Inclusion and Premises Security' that don't have any future actions listed. Why?</i></p> <p><i>A: This would be because we don't have something or is not relevant.</i></p> <p><i>Q: Please can you bring this back to summer FGB with update of outstanding actions? Or go through it with JR so can be reported back.</i></p> <p><i>A: The actions will go into the SIP so progress can be monitored.</i></p> <p>JR had reviewed the audit at his safeguarding monitoring meeting yesterday with JP. It was noted there are a couple of actions around governor involvement that need checking but Governors approved the audit.</p> <p>Prior to the meeting JP had circulated the following documents for information:</p> <ul style="list-style-type: none"> • The Role Schools Play in Children Missing in Education • Emergency Plan 	
16	<p>SEN</p> <ul style="list-style-type: none"> • 19 children on the SEN register. • 4 x EHCP's in school. • 2 x monitoring <p>Miss. Coventry (SENCO) is back from maternity leave.</p> <p>SBr has carried out a monitoring visit – report to follow.</p> <p>Q: What are the funding arrangements for SEN students? What does the school receive to support SEN/EHCP students and what does that cover?</p> <p>A: An Education, Health & Care Assessment Request (EHCAR) is broken down into what a child needs. Once approved, it becomes an Educational Health Care Plan (EHCP) and this will come with a level of funding. Schools must fund the first £6k. We will always provide the support a child needs before the EHCP is approved, and the EHCP gives the child a pathway and legal document throughout their education. Support is usually on staffing (TA support) but we also may need to buy certain equipment/resources, depending on the need. There is no central SEN funding from County. This year we had 6 sessions from a support worker, but this is stopping in April. Miss. Coventry is looking at our Speech and Language provision and support as 40% of the children on the SEN register have this.</p>	
17	<p>Governance</p> <p><u>Governance Strategic Plan:</u> In progress.</p> <p><u>Skills Audit outcome:</u> a further audit will be carried out at the end of the year.</p> <p><u>Vacancies:</u> 1 x Foundation / 1 x Local Authority / 1 x co-opted. Possible parent vacancy next</p>	


	<p>year. MP has emailed local secondary schools and colleges. It was suggested to contact the 'University of the Third Age (U3A)' – <i>"this is a collection of charities that provide the opportunity for those no longer in work to come together and learn for fun."</i> It was thought that there may be some people here who could support the school.</p> <p><u>Training update:</u> all governors to send completed training to Olivia and MP encouraged governors to explore Modern Governor.</p> <p><u>Succession Planning:</u> no update.</p>	
18	<p>External Visit Reports</p> <p>The following reports were circulated prior to the meeting:</p> <ul style="list-style-type: none"> • Health & Wellbeing/PSHE Visit – Claire Barrowman (05.12.14) • Safeguarding visit – Christine Johnston (13.12.24) • Safeguarding visit – Kellee Osborne (27.02.25) • EYFS visit – John Banks (28.01.25) <p>All were favourable reports and actions from the visits are progressing/complete.</p>	
19	<p>Governor Monitoring Visits</p> <ul style="list-style-type: none"> • JR carried out a safeguarding visit on 4th March – report to follow. JR also checked the Filtering & Monitoring system, and this was working correctly. • DT completed RE monitoring visits – report to follow. • SBr completed visit on SEN – report to follow. 	
20	<p>Policy Review</p> <p>The following policies were circulated prior to the meeting:</p> <ul style="list-style-type: none"> • Anti Bullying Policy • Children in Care Policy • Exclusions Policy • Managing Serial & Unreasonable Complaints • Nursery Admissions Policy • Parent, Carer & Visitor Behaviour Policy • Remote Learning Policy • Suspension or Removal of a Governor Procedure <p><i>Q: Is managing serial complaints a new policy? If so, why?</i> <i>A: No.</i></p> <p>LE to pull of the list of Statutory Policies from the DfE website and send to JP.</p> <p>Governors approved all policies.</p>	LE
PART 'C' – OTHER BUSINESS		
21	<p>To deal with any matters agreed for consideration under item 5 above</p> <ul style="list-style-type: none"> • CR had requested that governors undertake Complaints Refresher training – this was an outcome of a recent complaint that CR had been involved with. It was also noted that ideally governors who are parents should not be involved in complaints panels. 	ALL

	There is an option to co-opt a governor from another local school.	
22	How has this meeting impacted on the progress and welfare of our pupils? Governors have: <ul style="list-style-type: none"> • Approved policies • Reviewed and questioned the HT report. • Approved the Safeguarding Audit & SFVS. • Reviewed the development of the curriculum and acknowledged the progress that is being made. 	
23	Date of next meeting 2 nd July 2025	

Meeting closed @ 6.55pm

ACTIONS

No.	Action	Who
6	Arrange to visit school to meet with TA's – carry forward.	CR
11	Volunteer to audit the school website to let JP know.	ALL
13	Check all homework that is set is being marked.	JP
20	Pull of the list of Statutory Policies from the DfE website and send to JP.	LE
21	All governors to undertake Complaints Refresher training.	ALL

SIGNED:	DATE:
 Chair of Full Governing Board	2 / 7 / 25