



Minutes of Governing Board (GB) Meeting 57

Held at St Mary's Hampton CofE Primary School,
Oldfield Road, Hampton, TW12 2HP on Thursday 13th July 2023

Present:

Governor Category	Name	Additional Information	End of Term
Principal	Matthew White (MW)	Headteacher	
St Mary's Hampton PCC (7)	Revd. Ben Lovell (BL)	Chair of Governors; Vicar, St Mary's Hampton Church	Ex-officio
	Hilary Hart (HH)	Vice Chair, Teaching & Learning	1 April 2024
	Andrew Parish (AP)	Chair, Resources Committee	26 May 2026
	Timothy Stephens (TS)		25 Nov 2024
	David Western (DW)		1 Dec 2025
LDBS (1)	Nicholas Woods (NW)	Chair, T&L	24 Feb 2024
Parent (2)	Jodi Timbou (JT)		5 Dec 2026
Co-opted (3)	Robert Hodges (RH)	Vice Chair of Governors; Vice Chair, Personnel & Pastoral & Resources committees	18 July 2026
Staff (1)	Alana Rowlandson (AR)	Year 6 Teacher	22 Nov 2024

Attended: Clare Struthers (CS, Clerk to Governors)

Apologies: Alexandra Elwood (AE; parent governor; 18 April 2026)

Absent: Paul Jeanes (PJ; PCC-nominated governor; 1 Dec 2025)

Minute	Discussion & Decisions
671	BL opened the meeting at 7.36 pm with a prayer.
672	BL said that apologies for absence had been RECEIVED from AE. The board ACCEPTED the apologies. PJ was ABSENT from the meeting.
673	Declarations of Interest: All present CONFIRMED there were none to declare for the matters to be discussed.
674a	Previous meeting held on 25th May 2023 Minutes Decision: All governors present at the May meeting AGREED, by a show of hands vote, that the minutes were a TRUE and ACCURATE record. BL signed the minutes after the meeting.
674b	Matter Arising (660b.1) SEND Provision Improvement Plan CS said that the focus of AfC's summer term Chairs' briefing had been SEND; the implementation of the 'SEND and Alternative Provision Improvement Plan: right support, right place, right time' in Richmond. The notes of this briefing were circulated with the papers for the meeting for governors' update.

675a	<p>AOB: Ofsted summer announcement – changes to inspections</p> <p>CS AGREED to circulate the summary of the Ofsted summer announcement detailing the changes to inspections from September 2023, which were mainly concerned with safeguarding (see appendix A for main points & separate appendix B for the announcement).</p>
675b	<p>A governor NOTED that paperwork was on occasion being circulated increasingly closer to the meeting, which made it challenging for governors to review.</p> <p>MW apologised and took on board the feedback.</p>
676 676a	<p>Headteacher’s summer Report, including draft 2023-24 SDP priorities</p> <p>Key Stage 2 SATs Results</p> <p>MW opened by saying that the children’s attainment in Writing was particularly pleasing. Compared to 2022, there had been a twelve percent increase in the number of children achieving the expected standard (74%) and a fifteen percent increase in the number of greater depth writers.</p> <p>MW said that in Reading and Writing, the school had achieved above the national average for the expected standard (greater depth national results had not yet been published).</p> <p>MW said that the children’s attainment in Maths was more disappointing, even though himself and AR (Year 6 teacher) were at the same time proud of the individual children’s attainment, bearing in mind 25% (twenty-five percent) of the class had additional needs (SEND). MW explained that these results had been a surprise, as a small number of children who were consistently scoring the expected standard in the practice tests completed during the year, had scored incredibly close, but below, the pass mark (100), which was equally upsetting for them. MW encouraged governors to therefore review the attainment results in the context explained.</p> <p>MW said that he was confident Maths teaching at St Mary’s was good. There were lessons to be learned from this year’s SATs results, as to the reasons for the children having not performed well on the day, which would be identified and reported to the Teaching and Learning committee in the autumn term. MW said that the school owned the results.</p> <p>Governors THANKED MW for setting the context and from the detailed updates that had been presented throughout the year to the Teaching and Learning committee acknowledged the significant effort that had been put into implementing the Power Maths curriculum. Governors discussed the importance of providing a narrative to support the publication of the results on the school’s website, including reference to the school’s 2022 key stage 2 outcomes. Governors also acknowledged that overall outcomes (percentages for the year group) were impacted to a greater degree by low scores achieved by a small number of children, due St Mary’s being a one-form entry school than would be the case in a two or three-form entry school.</p> <p>A governor asked the target setting process.</p> <p>MW said that this had been identified as an area of learning, in the respect that the school should consider its context more closely, rather than, as had been the case up to this academic year, basing targets predominantly on the Richmond borough averages. MW said that this would appropriately account for the school’s unique demographics.</p> <p>A governor NOTED that the setting of more contextual targets would also be supported by the</p>

consistent implementation of the curriculum planning that had been the focus of the school development plan this academic year.

A governor asked whether the children's progress and attainment at lower key stages was considered when setting the targets.

MW said that this was hard to consider fully when the children in the class had changed.

A teaching and learning committee governor expressed support for the teaching staff being disappointed with the Maths results, as the governor did not think the outcomes were representative of the effort that had been put into the children's learning. The governor stressed that when the data was published on the school's website, it should be supported with narrative that St Mary's embraces the whole child, including those with SEND, whose abilities were not underestimated by the school. The governor expressed the view that when considering a school, parents considered the whole school ethos, rather than purely the data. Other members of the governing board supported this view.

Governors AGREED that it would be helpful for some parental quotes to be published on the website, alongside the context, to tell the whole story of the data.

A governor asked whether the school had yet identified any changes to the Maths curriculum; it was important for any learning to be acted upon, particularly bearing in mind the Maths outcomes had not been expected.

MW said that the detailed analysis would take place early in the autumn term. MW said the Maths SDP target would be carried forward to the next academic year and in line with the Ofsted legacy target, the provision for the most able children in Maths would continue to be strengthened.

AR said that great care was always taken to prepare the children in test technique, although alternative/additional methods would be considered. For example, children who do not have a one-to-one reader were able to ask for questions to be read to them; maybe this could be explained to the children more, so they felt comfortable doing so. AR said that she was aware some children had not finished the Maths papers; time management was therefore another area to focus on even more when preparing the children. AR said she would identify whether there were additional strategies and techniques that could be shared with the children to help them to perform on the day.

A governor encouraged staff to also think about the 'on-the-day conditions' and whether there was something in the life of the school that could be managed/changed to potentially enhance the children's experience.

A governor asked how the difficulty of this year's Maths SATs papers compared to previous years.

AR said that the pass mark was dependent upon the difficulty of the papers and this year, the papers were similar in the level of difficulty to the papers the children had completed for the most recent practice.

A governor asked whether the children had been given an opportunity to express their reaction to their individual key stage 2 outcomes.


AR said that she had spoken with the whole class the previous day ~~(the day after the children~~

	<p>took their end of year report home with the SATs results included). AR said that she had encouraged the children to take her teacher assessment into account, as, in her opinion, this was a more accurate reflection of their ability.</p> <p>On behalf of the governing board, BL asked MW to express the board's THANKS to the teaching staff for their work with the children to prepare them for SATs, and the good results achieved in Reading and Writing. Governors were thankful for the staff's response to the disappointing Maths results, demonstrating they cared.</p>
<p>676b</p> <p>676b.1</p> <p>676b.2</p> <p>676b.3</p>	<p>Governors' Questions on Headteacher's Summer Report</p> <p>TA support:</p> <ul style="list-style-type: none"> • consider whether to ask parents to directly fund additional TA support bearing in mind the school's extremely tight budget. • Rather than engaging with Rock Steady (extracurricular activity for which parents paid £40 a month), consider contracting a music teacher (funded by parents at the same cost), who could also provide classroom support. <p>Governors took on board the suggestions that would be considered in further detail at the autumn term Resources committee meeting.</p> <p>Progress and Attainment: Phonics and KS1 results Are the interventions bringing pupils back to pre-pandemic levels? When does the school think the impact of the pandemic will be fully addressed? MW said that in the current Year 2, SEMH (social, emotional and mental health) were prevalent; with that in mind, the children's outcomes were very pleasing and generally they were doing very well (targets for the expected and greater depth standards in Reading, Writing and Maths were either met or very close to being met).</p> <p>Curriculum: How will the school ensure the curriculum stays up-to-date, bearing in mind the curriculum leader will be starting maternity leave in the autumn term? MW said rather than employ an Assistant Headteacher for maternity cover, teaching staff were being allocated out-of-class SDP- time to carry out subject leadership duties. MW said that during this time, children would have their PE lesson led by Besports. MW said that Besports would cover both PE lessons (second lesson taking place during PPA time) for the next academic year only. This would give subject leaders targeted time during the school day to drive the curriculum forward and would give them the knowledge to be able to talk confidently about their subject, in a robust way.</p> <p>A governor asked whether the approach could be sustained for more than a year, as it presented a career development opportunity. A governor added that this approach was also extremely beneficial to the children's overall wellbeing, as Besports staff were great ambassadors and leaders of sport. MW said that the challenge would be affording the approach within future budgetary constraints.</p> <p>A governor asked whether from a teacher's perspective, one and a half hours each week was</p>

<p>676b.4</p>	<p>sufficient to lead a subject effectively.</p> <p>MW explained that subject leadership was considered part of a teacher’s role, the provision of SDP time was therefore an enhancement.</p> <p>AR added that the targeted time was valued by the teaching team (as reported through the recent staff survey). AR said that the challenge was that in a one-form entry school, there were limited staff to lead subjects.</p> <p>A governor added that a whole INSET day was allocated for curriculum development each year, along with two wellbeing days; this was generous time allocation compared to much of the wider education environment.</p> <p>SEND: Support for additional needs has impacted the school’s ability to have TA support in Key Stage 2. As a smaller, nurturing school, St Mary’s is attractive to prospective parents of children with additional needs, but the school does not currently have the capacity to support more SEND pupils. Can the school decline new additional needs pupils, as it is ‘at capacity’?</p> <p>MW said that this was not possible when the school had vacancies in the appropriate year group. MW said that applications were considered on a case-by-case basis, according to the school’s ability to effectively provide for the child’s individual needs. MW said that the central consideration was always the child. MW said that historically applications had been refused, but this was had been when the school was full and the decision had been based on not being able to meet the child’s needs.</p> <p>A governor, said that while the reason for asking the question was understood, the question made the governor feel uncomfortable. The governor explained that the number of children with SEND was projected to increase over the years, specifically more children with language and communication needs and therefore, the likelihood was that more children with SEND would attend the school. The governor suggested that the school continued to develop its relationship with the borough and to advocate for staff training appropriate to the children’s needs lower in the school. The governor stressed the importance of early intervention; targeted support in a child’s early years had been shown to make a significant difference in their later years. The governor also advised of the Richmond parent/carer forums and local charities that supported parent voice, as a route to potentially securing funding to support children with specific needs.</p> <p style="text-align: right;">ACTION MW/GOVERNOR: liaise parent/carer forums – additional funding available</p>
<p>676c</p> <p>676c.1</p>	<p>2023-24 SDP Targets</p> <p>Governor’s Question: Given the financial pressures the school was facing: external marketing and communications should be a focus for next year. The new website is a great start, but this should be augmented with social media posts to tell the story of life at St May’s. Every week the newsletter contains information about the great things happening; these should be shared with the community.</p> <p>MW said that an additional SDP target would be included to link with the overall communication strategy.</p> <p>MW said that bearing in mind the Maths SDP target would also be carried forward from the current academic year, the Phonics and Writing targets would be included as part of the English target.</p>

	<p>MW said that there were plans to enhance the wider community’s knowledge of the school through, for example, himself and the reception teacher visiting all local nurseries.</p> <p>Governors agreed by linking the SDP targets to the strategic objectives, this anchored the short-term goals against the longer-term vision and was a helpful approach.</p> <p>A governor noted that the SDP targets were predominantly curriculum focused and asked whether, in line with the school’s vision, there should be reference to developing the whole child.</p> <p style="text-align: right;">ACTION MW: update SDP targets – present to autumn FGB</p>
677	<p>RH said that the reformatting of the risk register to be aligned with the strategic objectives was in progress and would be presented to the September FGB.</p> <p style="text-align: right;">ACTION RH: reformatted risk register – Sept FGB</p>
School’s Finances	
Summer 2 Resources Committee Meeting (29 June 2023)	
678a	<p>Governors had been advised that the draft approved minutes providing a detailed account of the discussion were available on Governor Hub.</p>
678b	<p>AP said that the most recent resources committee meeting had involved a robust discussion, particularly the assumptions regarding the 2023-24 budget.</p> <p>AP said that the government announcement regarding teachers’ pay (made that day) could impact the assumptions, as the funding for this increase had not been confirmed.</p> <p>AP said that the proposal was to submit the balanced 2023-24 budget to the ESFA, while recognising that the more realistic budget, based on the appropriate staffing structure to support the pupils, would be the operational budget (for which £23,538, twenty-three thousand, five hundred and thirty-eight pounds deficit was projected).</p> <p>AP said that years two and three of the budget plan currently projected significant deficits, therefore the budget would continue to be monitored very closely over the next year by the committee.</p> <p>Decision: Governors AGREED the three-year budget plan presented to the meeting that was based on a balanced budget for 2023-24 by a show of hands vote.</p>
678c	<p>Internal Auditing</p> <p>AP said that Helen Vernon was continuing to consider alternative models. AP said that a proposal would be made to the September FGB.</p> <p>BL reassured the board that the committee’s frustration with the current internal auditor was the brevity of the report provided; from the school’s perspective, a thorough audit was conducted.</p>
678d	<p>Decision: Governors AGREED the Data Protection Policy circulated with the papers for the meeting.</p>
Teaching & Learning	
679a	<p>Summer Committee Meeting</p> <p>NW said that the draft approved minutes demonstrated there had been an in-depth discussion</p>

	<p>regarding the children's progress and attainment in all year groups, as well as a thorough review of the School Improvement Partner's summer report.</p> <p>NW said that the school's SRE (sex & relationships education) policy would be reviewed for the autumn term.</p>
679b	<p>SEND Governor Visit – 2022-23 SEND Report</p> <p>HH said that the focus had been Sarah Creegan's (SC) 2022-23 SEND report (circulated with the papers for the meeting).</p> <p>HH said that a particular challenge for the school was securing out-of-borough support for children with SEND.</p> <p>A governor said that this was due to the difference in local authority processes to secure this support and a national commitment to reducing the number of EHCPs awarded.</p> <p>Governors NOTED their THANKS to SC for the detailed report presented to the meeting, demonstrating the extent of the SEND provision at the school.</p>
Governance	
680a	<p>CS advised that the summary and identified priorities from the Governor' 2022-23 Self-Evaluation would be presented to the September FGB.</p> <p style="text-align: center;">ACTION ALL GOVERNORS: return completed self-evaluation forms by 23 July</p>
680b	<p>2023-24 Calendar of Governors' Meetings</p> <p>CS said that broadly the dates followed the same pattern as the current academic year, with a couple of changes, such as: Teaching and Learning committee meeting in the summer 1 term rather than the spring 2 term to enable the spring data to be presented.</p> <p>Decision: Governors AGREED the schedule of dates for meetings during the 2023-24 academic year, by a show of hands vote.</p>
680c	<p>2023-24 AfC Schedule of Governor Training</p> <p>CS suggested that the schedule be reviewed in detail at the autumn committee meetings to ensure all training requirements were covered according to the board's training schedule.</p>
680d	<p>Clerking Contract for Service</p> <p>BL asked governors whether CS should leave the meeting for the discussion; this was not considered necessary.</p> <p>Decision: Governors CONFIRMED having reviewed the 2023-24 contract for service circulated with the papers for the meeting, which was AGREED by a show of hands vote.</p>
681	<p>Any other Business</p> <p>A governor suggested that the recording of the Year 6 leavers play be published on the school's website, as it had been amazing.</p> <p>MW THANKED the governor for this acknowledgement; it was very true to say that every child in the class had performed to a high standard, demonstrating their fantastic abilities.</p>

682	<p>Dates of Autumn Term Meetings:</p> <p>Autumn 1: FGB: Thursday 21 September at 7.30pm Resources: 12 October at 9am</p> <p>Autumn 2: P&P: 2 November at 4.30pm FGB: 30 November at 7.30pm T&L: 7 December at 7pm Resources: 14 December at 9am</p>
	AR left the meeting at 9.09pm
Part 2 Confidential Item	
683a	<p>Confidential Minutes of the previous meeting held on 25th May 2023 Decision: All governors present at the May meeting AGREED, by a show of hands vote, that the confidential minutes were a TRUE and ACCURATE record. BL signed the minutes after the meeting.</p>
683b	<p>Collaboration with Local Schools: Discussion recorded as separate minute.</p>
684	<p>BL CLOSED the meeting at 9.35pm THANKING governors for their contributions. MW THANKED governors for their continued support to the school.</p>
	<p style="text-align: center;">The board formally AGREED these minutes to be a TRUE and ACCURATE record at the next meeting on 21st September 2023.</p> <p style="text-align: center;">Signed by the Chair </p>

Appendix A: Summary of Ofsted Inspection Announcement (June 2023)

- Inspections will change from September 2023.
- Inspection reports will describe ineffective safeguarding more clearly with the aim of reassuring parents and others that these judgements are not made lightly.
- Where the outcome for safeguarding is an ineffective judgement, inspectors will return within three months of report publication.
- If the safeguarding concerns have been resolved, the school’s overall grade will likely improve.
- The threshold for effective vs ineffective safeguarding will be set out more clearly in the inspection handbook.
- Reports will refer to “the school” rather than individuals when discussing areas of weakness.
- Headteachers can now decide who they wish to share the initial outcome with however this must come with a caveat that the report is subject to Quality Assurance.