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| **Minutes of a Meeting of the Governing Board of the** **Federation of Kirkby Malzeard & St. Nicholas, West Tanfield, Church of England Primary Schools** **held at St. Nicholas, West Tanfield, C.E. Primary School on Monday 17th October 2022 at 6.00p.m.****Our Vision:**We believe that our children should have the **aspiration** and **opportunity** to ‘Live life in all its fullness’ (John 10:10) and ‘Shine like stars in the sky’ (Philippians 2:15). To have the courage to act with kindness, patience, love and peace in all the communities they serve in.**Core Functions of the Governing Board:*** Ensuring the vision, ethos and strategic direction of the school are clearly defined
* Holding headteacher to account for educational performance
* Ensuring financial health, probity and value for money

**Strategic Goals:**1. **Quality of education**. All our children have access to an outstanding education: a carefully planned, well balanced curriculum, delivered systematically with explicit opportunity for enrichment, inspiration, and cultural development.
2. **Personal development**. Our communities are happy, well-rounded individuals who believe in themselves and have the courage to challenge themselves and others. Safeguarding is the first priority for all stakeholders.
3. **Leadership,** All leaders drive the school forward with integrity and fidelity. There is a culture of trust alongside challenge.
4. **Behaviour and attitudes.** Our children understand the Rule of Law and how to be a responsible citizen. They make the right choices and show integrity. Our communities work positively together to support each other in achieving their goals through a shared culture of respect.

**Curriculum Intent**In order that our children will achieve and excel in this, the golden threads of our curriculum will encourage children to: Become life-long readers, be confident communicators, be spiritually, mentally and physically healthy, be creative, curious and understand / embrace the wider world. |
| **Present:** Chris Burgess (Chair), Jessica Petchey (JP), Victoria Timperley (VT), Rebecca Wolfe (RW), and Caroline Milne (CM).**In attendance:** Carol Harris (Clerk to the Governing Body)  Loren Fidler (Clerk in Training) Lizzie Oates (Maths Lead and SENDCo at KM School)  |
| **Apologies** | Three |
| **Absent without apologies** | None |
| **Agenda item** |  |  **Action**  |
| **PART A - PROCEDURAL** |
|  | **Welcome and Prayer**The Chair welcomed Governors and new Clerk, Loren Fidler, to the Full Governing Board Meeting at 6.00p.m.JP led the meeting in prayer. |  |
|  | **Apologies for absence** Apologies and reasons for absence were sent by Sarah Taylor (EHT), Sarah Webster (SW) and Laura Wild (LW), the apologies were accepted and consented to.There were no absences without apologies. |  |
|  | **Reminder about the essential need for confidentiality and Declaration of Interests.**Governors were reminded of the confidentiality of governing body meetings, that all items are confidential until the public minutes are approved. Governors were asked to declare if they had any declarations of interest. No confidential items were identified. There were no new declarations of interest. |  |
|  | **Urgent other business.**There were no Urgent other Business items to consider. |  |
|  | **To approve as a correct record the public minutes of the meeting of the Governing Body on Monday 3rd October 2022**Governors had received copies of the draft public minutes of 3rd October 2022 prior to the meeting for consideration. **Resolved: the public minutes of the meeting held on 3rd October 2022 were approved by governors and signed by the Chair as a correct record to be returned to the Governor file.** |  |
|  | **To consider matters arising from the minutes for which there is no separate agenda item and to address Governor actions.**It was reported that all actions had been completed apart from;* The Chair to share membership of Essential Committees updated document with all Governors. It was noted that JP needed to be removed from the HT performance Management Committee.
* The Chair/EHT to enable Governors to access and edit the Governor Action Plan (GAP).
 | ChairChair/EHT |
|  | **Governor Vacancies- Update****Co-opted Governor –** The Chair reported that a member of the community had expressed an interest in becoming a Co-opted Governor for the Federation. The Chair gave the Governors a brief outline of the potential Governor’s details and skill set and reported that they would be meeting after half-term to discuss further. **Action –** The Chair to report back to the FGB at the next meeting. The Clerk to add to the agenda.**Foundation Governor –** The Chair reported that she had spoken to the Diocese regarding this vacancy. It was noted that Governors could nominate a potential candidate to the PCC. The Diocese also suggested talking to the Minister for their input and noted that the Foundation Governor could be from any Christian denomination. The vacancy could also be posted on social media and iGov website.*GC.- Did we agree that this would be better not to be another parent from the School?**R.- It would be preferable to open this up to get a broader skill set, a different view point perhaps.**GC.- Are there any past parents that you think might be interested?**R.- The parents usually leave once their children have left the school.**GC.- Is it worth publicising the vacancy in the Parish Newsletter and asking at a Church service?**R.-* ***All Governors supported this suggestion* Action –** JP to address. | Chair/ClerkJP |
| **PART B – SCHOOL IMPROVEMENT** |
|  | **Head Teacher’s Verbal Report**It was agreed that, as the EHT had given apologies for this meeting, RW and LO would present the Data and Standards report.(These reports had been shared with all Governors prior to the meeting, RW would welcome any Governor questions or comments regarding the Data following the meeting via email)LO led Governors through the data for maths at both schools, it was noted that;* Any fluctuations in data scores can be explained by looking at the stories of individual children.
* Progress is good throughout.
* At St. Nicholas School, there were fluctuations in the data due to new children joining the school. Again, these can be explained looking at the needs of individual children.

LO then explained the Action Plan to Governors, this includes;* Positive attainment for all children at their own level with high aspirations for all.
* Currently working with the SIA to develop this plan further.
* Looking at what we are teaching and how, with clarity and fidelity throughout.
* Looking at the schemes for work and curriculum priorities.
* Teaching for mastery, fluency and progression.
* Use of White Rose Maths programme with a need for children to understand the maths mastery approach.
* Revisit subjects, checking that knowledge is retained with planning carefully constructed to enable children to build on prior knowledge.

*GC.- The White Rose Maths, is this the only scheme that we use?**R.- No, this is the main base but we use other programmes alongside this depending on the Key Stage. It is all provided with the aim of building fluency and recall.*LO went on to explain how recall facts in times tables for example, are carefully planned, implemented and assessed.*GC.- Is this just an online programme?**R.- No, it is paper based and helps children learn how to manipulate times tables facts. Interventions are implemented according to identified need. An online programme is provided for homework which is tracked by staff.**GC.- Do teachers set all times tables for all children?**R,- Yes as age appropriate and the children practice all times tables.*It was noted that teachers can select and set particular times tables to practice and that the games that children are choosing can be monitored. Some modes are self- led and some set by staff. This programme allows children to practice their times tables in a way that is similar to the actual tests in that they are timed.*GC.- Can the children see their scores each day?**R.- Yes, they can hand their work into the teacher for marking. This then allows the teacher to set targeted practice. Staff will be asking parents for feedback regarding the use of this programme.*RW explained the programme further to Governors. It was noted that self -reflection is encouraged and that it also gives parents an idea of where their children are. The programme is adjusted for mixed age classes. Feedback from both children and parents would be useful.LO would be monitoring the impact on fluency over the next half-term.*GC.- Is this in addition to the homework plan?**R.- This is something we will need to review to see if this is working for children and parents.**It will encourage both long and short term memory recall.* *GC.- Can the children log on at home and still be monitored at school?**R.- Yes ,it is the same login and programme.**GC.- Was the recent parent information meeting well attended?**R.- It was good to meet parents from both schools at the two meetings that were offered and the parents who did attend offered good feedback and questions.*It was noted that this programme had been implemented from January 2022 but had been finalised and rolled out across the school from this September. The crossover into years 2, 3 and 4 has been interesting with children soon adapting to this programme with each level tailored for individual classes. The initial starting point had been established using the baseline assessments.RW led Governors through the data for reading and writing. Again, it was noted that any anomalies in the data could be explained by the stories behind individual children and the support that was being provided for those children. Case studies were in place for the children concerned.RW led Governors through the Writing Action Plan which highlighted:* Write Stuff had had a positive impact across the school which is to be continued.
* Looking at pupil voice, the children’s attitude to writing was much improved which will be embedded.
* The Jane Considine writing programme is to be embedded across both schools.
* Sequences of learning are being planned to look at fidelity across both schools with sentence structure to be a particular focus. However, access to resources is becoming a difficulty as further investment is needed in the Write Stuff which will have budget implications. Staff have been creating their own resources but again this will have implications for the best use of staff time.

*GC.- Are the set resources available to buy?**R.- Yes, however they are expensive. It is worth the investment though due to the amount of time it takes staff to make similar resources.** This is a 2 year rolling action plan to embed throughout the schools.
* Little Wandle will transfer across both schools and is being trialled to run alongside the Jane Considine programme. Phonics leads are involved in the transference of both programmes.

*GC.- Is this just used in KS2?**R.- No these are used throughout school. Activities lead into text which is differentiated for each year group and individual children. This way the pattern of learning is the same and children become used to this way of learning as they progress through school.*It was noted that this was also making a difference in the children’s language as it is modelled for them. Feedback from staff had been very positive.*GC.- What are the children saying?**R.- That they know what to expect, they can look back in their books and use this as a reference tool, as pages are split in their books to help with this. It is a very structured programme which will improve fidelity across the schools.**GC.- How long have we been using this?**R.- At least for the last 5 terms. Staff can feedback directly to the children via the system and the children have ownership of their learning.**GC.- Regarding the spelling list, is it the parents responsibility to ensure that children are learning this?**R.- Spelling is a stand-alone, discreet session. Words on the standard list are not just for the children to learn as such but it is the spelling patterns that the children learn They will need to be familiar with the whole list for reference; this will help them to make links to the different spelling patterns. Homework should complement the work being done in the classroom. Regular assessment is carried out in school.**It is suggested that parents and children investigate the different spelling patterns but it is up to families how best to do this. It has to be manageable for families.*RW led Governors through the Reading Action Plan which highlighted:* Priorities are set out on a 2/3 year plan.
* Consistency is still a focus across all year groups.
* Little Wandle has had a positive impact and all staff have completed CPD.
* The Phillip Webb approach will be used to ensure fidelity across the schools.
* It has been recognised that more ‘Book Talk’ is needed and for this to transfer into writing. The Jane Considine approach will be used to improve this with RW to continue to work with staff CPD.
* Rapid Little Wandle has been implemented for children who have been identified as requiring additional support with further staff training ongoing. This will help to address any gaps in children’s learning.

*GC- Is this a targeted intervention?**R.- Yes, there are very specific pathways to enable fluent reading. Material and activities are provided for all age groups and abilities.** Encouraging children to read for pleasure remains a focus.

*GC.- Have you noticed more entries in the children’s reading records?**R.- Yes and the children are enthusiastic about their success. Libraries have also been made available for all children.*Discussion followed around teaching assistants helping to support reading across mixed year groups.It was noted that Little Wandle can be phased out in Year 2 and replaced by the school’s spelling programme and that parents may need to be made aware should this be the case. There appeared to be some confusion among parents and it was advised that any parents with concerns should come and speak to their child’s class teacher.It was reported that teacher assessments will determine which spelling programme would be best suited to individual children.Further discussion followed around how small numbers of children are represented in such data.*GC.- Is it possible to show the actual numbers of children represented in the data rather than just percentages?**R.- Yes this could be looked at.* **Action –** RW to speak to EHT about this possibility. | RW/EHT |
| **9.** | **SENDCo Reports**LO led Governors through the report for Kirkby Malzeard School which had been shared with all Governors prior to the meeting. Key points highlighted included;* The numbers of children with an identified SEND has increased with more children requiring an EHCP.
* Additional staffing has been employed to support these children.
* Tracking involves a small cohort which shows as a large percentage in data.
* There is a focus on reading with all SEND children with a plan in place to enable catch up.
* There is additional in class provision with teachers creating support plans.
* SMART targets are in place and proving successful.
* Streamlined interventions are in place with fidelity across the Federation.
* Rigorous monitoring and reporting is ongoing.

**Thanks were expressed to LO** for her support and attendance at the meeting.*LO left the meeting at 19.35*The SENDCo report for St Nicholas School had been shared with all Governors prior to the meeting.It was suggested that, it may be useful to somehow label or tag documents presented to Governors prior to the meeting in a way that makes the list of documents easier to navigate? Numbering was discussed as a possibility? **Action –** The Chair to investigate the possibility of this.Regarding the SENDCo report, it was noted that there was an ongoing search for external SEND provision for a child at the school.It was reported that there was excellent SEND provision across both schools offering personalised support for children. Children are very quickly identified and supported.It was noted that there had been one complaint received by school which had been addressed and included in the report. | Chair |
| **10,** | **English**This item had been discussed under agenda item 8. |  |
| **11.** | **Maths**This item had been discussed under agenda item 8. |  |
| **12.** | **Policies**All policies for approval had been shared with all Governors prior to the meeting.* Anti-Bullying Policy

*GC,- Looking at the wording on this policy do you think “Good Behaviour” is the appropriate term to use?**R.- No, possibly would read better as “Better choices” for example.* **Action –** Chair to address with EHT.*GC.- Regarding the online bullying aspect, the links aren’t working on the website?**R. – This needs looking into.* **Action –** Chair to investigate.*GC.- Looking at the website, the font needs to be amended on the calendar in line with the clear text policy?**R.- Yes, this will need to be changed.* **Action –** Chair to feedback to school.**Resolved -This Policy was approved by Governors with the suggested amendments.*** Teaching and Learning Policy

*GC.- It says in the policy that ILPs are reviewed annually, shouldn’t this be termly and also is the wording correct?***Action-** Chair to feedback to school.**Resolved – This policy was approved by Governors with the suggested amendments.*** Assessment Policy

**This policy was approved by Governors.*** Behaviour Policy

It was noted that the date was incorrect on this policy and would need changing. **Action –** Chair to liaise with school.Discussion followed around behaviours across the schools and interventions employed. It was reported that Zones of Regulation were used around school using different areas for children to help with behaviours and recognising emotion which is proving successful and a whole school approach. It was noted that this was an area for monitoring going forward.Again, the wording on the policy would need to be looked at and updated in line with the Anti-Bullying Policy.**Resolved – This policy was approved by Governors with the suggested amendments.**The Chair reported that, following the recent SIAMS review, it had been suggested that policies need to be linked to the School Vision. Also that the Vision needs to be visible, at the top of the relevant policies, to show the personalisation for the schools.* Accessibility Policy

Looking at the review dates on the policy, it was noted that there were inconsistencies. The information regarding the physical environment also needs updating.**Resolved- The meeting determined that this policy needed to be referred back to the SENDCos for redrafting and to be reviewed at the next meeting.** **Action-** The Chair to refer back to the SENDCos and the Clerk to add to the agenda for the next meeting. | ChairChairChairChairChairChair/Clerk |
| **PART C – OTHER BUSINESS** |
| **13.** | **Governor Monitoring*** **Collective Worship**

JP reported that she had visited Kirkby Malzeard School in order to monitor Collective Worship. She noted that it was well structured and themed. The visit to St. Nicholas School had provided a different environment for Collective Worship as this had taken place during a Forest School session and had looked very different.*(Both reports had been shared with all Governors prior to the meeting.)** **SIAMS** – Review at St. Nicholas – October 10th

*(This report had been shared with all Governors prior to the meeting)*The Chair informed Governors that the inspection had proven very positive. It was noted that there was a need to monitor the impact of Collective Worship, how do we know? Could we talk to the children and ask them?Discussion followed around how this might look in practice and how best to monitor the impact.Feedback had been very positive from the inspector and it was suggested to involve parents in the discussion.*VT left the meeting at 20.05.*Discussion continued around the School Vision, consistency throughout the school and the focus. It was suggested that Governors look at the language of the Vision as there were parts that the children knew well but others they found more difficult to recall, perhaps due to more formal/adult language. It was noted that this would also need addressing on the website, be more visual.It was noted that much of the hard work has been done successfully, that there were aspects that needed to be improved and embedded throughout.*GC.- Could the children invite parents/carers in to school for a Collective Worship? This would reinforce our community links and give parents a view of Christianity in school?**R.- This is a lovely idea, it would give parents an idea of Collective Worship in school, communicating our spirituality.***Action –** The Chair to feedback to the EHT.The Chair also felt that it was important to acknowledge the journey so far and that this would be an ongoing conversation. | Chair |
| **14.** | **Governor Training*** Safer Recruitment – It was noted that at least one Governor would need to undertake this training. JP expressed an interest but asked for further information.

**Action-** The Chair to ask Ruth to send information out to all Governors.* Diocesan Training – It was reported that the Diocese would be sending any further training information and dates to the Chair and EHT for information.
 | Chair |
| **15.** | **Academisation update**It was noted that there were no further updates to report. |  |
| **16.** | **Urgent other business as notified under item 5 above**The Chair reported that JP could be removed from the EHT performance management panel. **Action –** The Clerk to amend document. | Clerk |
|  | **Governor’s thoughts on impact resulting from our meeting today;*** Governor Action Plan

Please let the Chair know if Governors have any further comments. Could Governors please add any monitoring to the GAP in any subject specific areas and make sure that these are dated. | All Govs |
| **22.** | **Date of next meeting;**It was proposed that meetings remain on a Monday at 6pm unless otherwise notified..* **21st November 2022** - Finance and Business meeting **at Kirkby Malzeard School.**
* **23rd January 2023**- Curriculum and Standards
* **13th March 2023** – Finance and Business
* **8th May 2023** – Finance and Business
* **10th July 2023** – Curriculum and Standards

The Chair thanked all for their attendance and contributions and the meeting closed at 20.30. |  |
|  ***Note: GC.- refers to a Governor Challenge with R.- as the response. GC.- alone is a pertinent Governor Comment not requiring a Response.******These Challenges/Comments are colour coded to reflect the Core Functions of the Governing Board.*** |

**Actions resulting from this meeting**

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| Agenda item | Action | By |
| 6. | To share membership of Essential Committees updated document with all Governors. | Chair |
| 6. | To enable Governors to access and edit GAP | Chair/EHT |
| 7. | To report back to Governors regarding the Co-opted Governor vacancy. | Chair |
| 7.  | To add above to the agenda for the next meeting | Clerk |
| 7. | To publicise the Foundation Governor vacancy in the Parish Newsletter and ask at a Church service. | JP |
| 8. | To discuss the possibility of showing numbers of children in data samples. | RW/EHT |
| 9. | To investigate somehow making the list of documents shared prior to a meeting easier to navigate for Governors. | Chair |
| 12. | To look at the wording on the Anti-Bullying and Behaviour policies with EHT | Chair/EHT |
| 12. | To investigate why links to online bullying aren’t working from the website | Chair |
| 12. | To feedback to school that the font on the website calendar needs changing. | Chair |
| 12. | To look at ILP wording and update. | Chair |
| 12. | To feedback to school regarding incorrect dates on the Behaviour Policy | Chair |
| 12. | To refer the Accessibility Policy to the SENDCos for reworking. The Clerk to add to the agenda for the next meeting. | Chair/Clerk |
| 13. | To feedback idea of inviting parents to Collective Worship to EHT | Chair |
| 14.  | To ask Ruth to send out details of Governor Safer Recruitment Training to all Governors. | Chair |
| 16. | To amend FGB structure | Clerk |

The minutes signed as a correct record by;

……………………………………………………………………………………(Chair) …………………………………………Date