

**Minutes of a Virtual Meeting of the Governing Body of the Federation of Kirkby Malzeard & St. Nicholas West  
Tanfield Church of England Primary Schools held via Video Conferencing  
on Wednesday November 11th 2020 at 7.30. p.m.**

**Present:** Carolyn Brown (CB), Tracey Cole-Brownlee (TCB), Lynda Reginer (LR), Laura Wild (LW), Andrea Spensley (AS), Sarah Taylor (EHT), Sarah Webster (SW) and Chris Burgess (CBu)

**In attendance:** Jill Cooper (Clerk to the Governing Body), Dominique Adams (Mentor to the Clerk to the Governing Body) and Rebecca Wolfe (8 +3)

**Apologies** None.

Minute No.	Action
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**PART A - PROCEDURAL**

<b>GB 20/20</b>	<p><b><u>Welcome</u></b> Governors were welcomed to the “Virtual” Full Governing Body Meeting at 7.30.p.m. SW led the meeting in prayer. T.C.B. reminded governors about the Core Functions which are:</p> <ul style="list-style-type: none"> <li>• Setting strategic direction.</li> <li>• Holding Headteacher to account for educational performance.</li> <li>• Ensuring financial health, probity and value for money.</li> </ul> <p>In addition, the Vision and Governor Goals have also been included on the agenda as a reminder for governors going forward. New co-opted governors, Laura Wild and Chris Burgess were welcomed to the meeting, and it was agreed that it was great to have them on board, with the skills that they bring. Jill Cooper, Clerk to the Governing Body, was welcomed to the meeting, together with Dominique Adams, Mentor Clerk, who will be supporting Jill while she settles in to this new role. Governors were advised that Gemma Pawson has resigned as a Staff Governor, as she felt unable to commit the necessary time to the role, and she was thanked for her time and support for the Governing Body. The staff governor election process will now be initiated.</p>	
<b>GB 21/20</b>	<p><b><u>Apologies for absence</u></b> There were no apologies for absence, all governors were present.</p>	
<b>GB 22/20</b>	<p><b><u>Declarations of Interest / Determine Confidentiality</u></b> Governors were reminded that discussions that take place within governing body meetings are to remain confidential until the minutes are approved, at which point they will be uploaded to the website. There were no confidential items noted for this meeting, however if an item is deemed to be confidential it will be minuted as such, or if an item conflicts with a personal interest, governors were asked to advise. No declarations of interest were made.</p>	
<b>GB 23/20</b>	<p><b><u>Urgent Other business</u></b> It was agreed to discuss two brief items from TCB at the end of the meeting.</p>	
<b>GB 24/20</b>	<p><b><u>To approve as a correct record the Minutes of the meeting of the Governing Body 24.09.20</u></b> Governors received copies of the draft public minutes of 24.09.2020. prior to the meeting for consideration. The following amendment was made:</p> <ul style="list-style-type: none"> <li>• Minute 08/20 - ‘ST’ to be replaced by ‘SW’</li> </ul> <p>Subject to this amendment, it was proposed by AS and seconded by LR that the minutes were a correct record. <b>Resolved: That the public minutes of the meeting held on 24.09.2020 be signed by the Chair as a correct record.</b> As agreed at a previous FGB meeting it is good practice for these to go on to the website. LR advised that since March 2020 minutes have gone onto the website and she is happy to continue doing this. Thanks to LR for doing this.</p>	

<b>GB 25/20</b>	<p><b>Actions arising from the previous meeting</b></p> <ul style="list-style-type: none"> <li>Update Standing Orders. The clerk was not aware that this needed to be done, this action to be carried forward to the next meeting.</li> <li>Code of Conduct and declarations of interest. The Clerk has received the majority of these and will email those who have not yet returned these, to be carried forward to the next meeting.</li> <li>Link governors have been agreed.</li> <li>Declaration of hospitality. DA advised that governors need to advise annually whether they have received any gifts or hospitality and governors unanimously confirmed that they have not received any.</li> <li>20 questions for GB. 20 questions for GB will also come back to the next GB meeting</li> <li>360 review of Chair - This has been actioned, with all the results sent to TCB and come back to next meeting with more information</li> <li>Bursar contacted to establish petty cash system. ST advised governors that a meeting with the new FMS officer is taking place in December, to re-set protocols, and this will be discussed at this point. This action will be carried forward to the next meeting.</li> <li>Induction booklet. CB advised that she has spoken to AS regarding the induction document and has made the amendments to number of meetings and attendance. CB asked whether it is possible to have more than one governor accessing the screen at one time, to help with remote training. LR will look into this. There are one or two typos to correct, and to make sure of the definition of VA and VC schools.</li> </ul>	<p>DA/JC</p> <p>DA/JC</p> <p>ST</p> <p>LR</p>
<b>GB 26/20</b>	<p><b>Date of next meeting</b></p> <p>The next meeting will take place on <b>Monday December 7<sup>th</sup> 2020 at 7.30pm</b> with a finance focus.</p>	
<b>PART 'B' – SCHOOL IMPROVEMENT &amp; SAFEGUARDING</b>		
<b>GB 28/20</b>	<p><b>Annual Governance Statement</b></p> <p>Governors had been provided with the Annual Governance Statement prior to the meeting. Subject to changing 'I' to 'we' to reflect representation of all the governing body, governors unanimously approved and <b>AGREED</b> the Annual Governance Statement,</p>	
<b>GB 30/20</b>	<p><b>To discuss questions, priorities and actions arising from: SIAMS (CW/RS) Monitoring Report</b></p> <p>Governors were provided with a copy of the SIAMS Monitoring Report.</p> <p><i>Governor Question: Did the support meeting from Darren Dudman take place?</i>  <i>Answer: Yes, the meeting has taken place and the Record of Visit from DD with recommendations will be forwarded on to governors.</i></p> <p><u>RE Lead answer to GB questions and RE Report from subject leaders</u>  These will be brought to the next FGB meeting. This will include some questions for governors for the RE Lead to give an update.</p> <p><u>Diocese Record of Visit</u>  Darren Dudman (DD) has been providing support for planning, and he met with the RE Lead to look at the RE Action Plan, with another meeting planned to look at the School Development Plan, and SIAMS Action Plan which is included within this. ST will let governors know when this meeting is scheduled.</p>	<p>ST</p>
<b>GB 31/20</b>	<p><b>E.H.T Report</b></p> <p>Governors were provided with the EHT Report prior to the meeting.</p> <p><i>Governor Question: Are there any issues with attendance?</i>  <i>Answer: The aim is for attendance to be at 95% or above, and the attendance of Pupil Premium and SEN children needs to be monitored in particular. It is hard to judge attendance up until the first half-term as each absence represents a higher percentage at the beginning of the</i></p>	

year, and this reduces as the year progresses. Covid-19 is having an impact on attendance however SIMS is able to separate which absences are due to Covid-19 and which are not. Red and Amber procedures are being used to identify issues, and this highlights to staff whether they need to dig deeper before making calls home or whether a lighter touch is necessary.

*Governor Question: What does the 'Red/Amber' signify?*

*Answer: If attendance is between 90% and 95% this is amber and it needs to be kept an eye on, if attendance is lower than 90%, it is red, or persistent absence and a conversation with family is needed to unpick issues around non-attendance.*

*Governor Question: Has the H&S report from Terry Bland, NYCC H&S Officer, been circulated to governors?*

*Answer: ST advised that she had retracted this report as a couple of errors had been spotted and this went back to TB for these corrections to be made. However, it was decided that the report can be sent out with these errors highlighted, and ST will do this.*

**Action: ST to send H&S report to governors, with errors highlighted.**

Governors were advised that certain NYCC checks which need to take place around asbestos and lighting, although completed, these had not been recorded, and ST has spoken to the caretaker to ensure that these are recorded properly.

*Governor Question: Has there been an opportunity for children to meet Mrs Griffith?*

*Answer: Yes, a remote zoom transition meeting has taken place, which worked really well, and Mrs Griffith is now teaching five mornings per week.*

*Governor Question: Were the children where they were expected to be when baselined?*

*Answer: There is a varied picture, and we knew that there was likely to be a drop in writing.*

*Governor Question: When is the next monitoring?*

*Answer: We have already had one review, with the catchup plan put in place in July. All children were baselined in September with subject leaders given some time to agree a plan.*

*Governor Question: How are you benchmarking?*

*Answer: We are using PIRA and PUMA, as well as tracking from the previous year and ongoing assessments, and constant checking, as there was no evidence and children had not seen parts of the curriculum. Work is constantly taking place around assessments, and the English and Maths Subject leads are looking at producing more robust assessment documents. Moderation is planned in Reading and Writing across the federation as well as remote external moderation which is taking place which will build a more rounded picture.*

*Governor Question: Do you feel you have a true picture?*

*Answer: Not yet, we are still working on this.*

*Governor Question: Do you feel that for those children who are exceeding, that they could be held back?*

*Answer: Staff are really skilled in this, as there is a mixed age and ability range within the classes already.*

*Governor Questions: How do you manage if some children are ready for the next phonics phase and some are not?*

*Answer: This is down to differentiated group planning for catchup, as the usual model but in a more intense way and tight timetabling. Assessment from the Oak class today is already showing that this is making a massive difference and having an impact.*

*Governor Question: How are we ensuring that the gaps are not perpetuated?*

ST

	<p><i>Answer: There is a planned time to deliver each phase of phonics, and there is additional provision in class to access this at different levels and children are challenged in different ways, ways such as guided reading, one to one reading and whole class reading etc. If exceeding, children are able to transfer learning across the curriculum, and staff assess how children are able to do this.</i></p> <p>LR and LW, Standards Link governors will meet to explore this deeper and present a monitoring report to the next FGB, looking at the following:</p> <ol style="list-style-type: none"> <li>1. What does it mean to be 'expected'?</li> <li>2. Support and challenge within the curriculum, what it looks now and what it will be in the future.</li> </ol> <p>Thanks to ST and BW for a really through update.</p>	LR/ LW
<p><b>GB 32/20</b></p>	<p><b><u>Questions, priorities and actions arising from NGA Remote Learning guidance/Remote Learning policy</u></b></p> <p>Governors were provided with these prior to the meeting.</p> <p><b>GQ: How is the Seesaw system working for staff?</b></p> <p><b>Answer:</b> The feedback from staff is that it is easy to use, although there was some anxiety over parental expectations around communication. This should be an easier way of working as most staff were already feeding back a great deal, and it is hoped that this might be more succinct, although there may need to be tweaked going forward. Seesaw has not been used yet as we have not needed to.</p> <p><b>GQ: What systems are in place for staff well-being and how do we review this?</b></p> <p><b>Answer:</b> This is constantly reviewed, with meetings held weekly to review procedures and risk assessments as well as addressing any concerns around staff well-being. The idea of seesaw is that it is live, and finishes at the end of the day.</p> <p>RW advised that she is excited about this, and the children especially so, although it will need a careful introduction around how it is phased and with clear communication in the weekly updates. As long as expectations are clear, staff feel reassured. The first lockdown was very rushed, and the school tried to help the majority which did not suit everyone however it will be easier the second time round, as parents have been involved, with different things trialled.</p> <p><b>GQ: If we went into lockdown tomorrow, would we be ready?</b></p> <p><b>Answer:</b> Yes, we have all the permissions in, but the children need to be trained up. As we move forward, work is being set on Seesaw so children become more familiar with this and next week, we have a Seesaw day to get a feel for any issues that may arise.</p> <p><b>GQ: How do parents feel about how they should be helping their children?</b></p> <p><b>Answer:</b> Parents are concerned about this and we are trying to remove their concerns with a plan to send a letter later to parents, to advise them not to worry and that this is what the school is aiming for. Parents are advised to get in touch with any issues and the school will try to help. There is the offer of laptops which can be borrowed, which will help to support families where parents are working from home, which is appreciated can be a difficult situation.</p> <p><b>GQ: Knowing our families and circumstances is important. Do we know who they are, and the barriers to learning and can the GB do anything to support them?</b></p> <p><b>Answer:</b> If families have more than one or two children there has been the issue of not having enough devices, and going forward Seesaw can be used on any platform. The offer of the use of Ipads and laptops has been made to these families, and if there are internet issues, packs of work can be printed off and collected. Live lessons will take place at the start of the day, to try to have the schools setting the motivation rather than parents. It has been tried to address all different issues and circumstances.</p> <p><b><u>Remote Learning parents' survey</u></b></p> <p>This was circulated to governors prior the meeting.</p> <p>Thanks to AS for her work on this.</p>	
<p><b>GB 33/20</b></p>	<p><b><u>Questions, priorities and actions arising from NGA guidance</u></b></p> <p><b>GQ: Are we prepared for an OFSTED inspection?</b></p>	



	<p>Answer: This has come from Paul Dix’s work about seismic shift in behaviour and culture, and the need to re-align, since federation. All staff were asked to read the book ‘When the adults change, everything changes’ and they have come together over staff meetings in the last two terms and been able to have an input, and to trial this and reflect if it is working. It has been highly successful in managing behaviour and getting the children to take responsibility.</p> <p>GQ: How will you know that this is working?</p> <p>Answer: There have been issues with consistency around behaviour and how this is dealt with. The research from Paul Dix teaches about taking responsibility and looking at yourself as a whole team and relationships in school, which reflects on the children and culture. To evidence this, staff use Core 4 with its set of expectations, one of which is behaviour. This is reviewed regularly along with the major and minor incident log, which is reviewed each half term. Consistency among adults is particularly important for children with SEN. Zones of regulation will also be used to help children recognise emotions. SEMH assessments were completed prior to September to track the impact on social and emotional learning.</p> <p>GQ: How are staff skilled to work around relationships and what support is available?</p> <p>Answer: This is an ongoing process. The whole of September has been spent upskilling staff with three staff meetings held to discuss issues and how this will work. In addition, every 2 weeks, TA meetings are held when staff are able to ask questions around this.</p> <p>Action: LW and LR will look at how the impact of the Behaviour Policy can be measured.</p> <p>GQ: Community engagement LR how can we engage parents?</p> <p>GQ: Have you had any feedback yet, and will this be explained to parents?</p> <p>Answer: This has not been shared with parents yet, however ST has done a light touch around this in the newsletters.</p> <p>It was commented that it is vital that the massive journey that the school has been on, is explained succinctly to parents.</p> <p><b>Subject to the above amendments, the policy was UNANIMOUSLY AGREED by Governors for approval</b></p>	<p>LW/LR</p>
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**PART ‘D’ – OTHER BUSINESS**

<p><b>GB 36/20</b></p>	<p><u><b>Urgent Other business</b></u></p> <ul style="list-style-type: none"> <li>• ST, LR and AS, Community Engagement links have been working looking at staff well-being etc., and a draft questionnaire has been put together, which it is hoped can be rolled out as soon as possible. The draft version will be sent to governors, who were asked to send any comments.</li> <li>• TCB advised that there are concerns around the high level of SEN at St Nicholas and the impact on the budget. ST has contacted FMS at NYCC for clarification around SEN funding going forward. The school wants to provide for SEN however a clearer view of this is needed.</li> </ul>	<p>ST/LR/ AS</p>
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There being no further business, the Chair thanked all for their work as volunteers, and the additional challenges of Covid-19. They were also thanked for all their pertinent questions in supporting and challenging the schools.

The meeting was closed at 9.20.p.m.

**Date and time of next meeting –**

The next scheduled meeting of the F.G.B. will be on Monday 7<sup>th</sup> December 2020 at 7.30p.m.

*Note: The colour coding links to the three Core Functions for governors and evidences questioning and challenge in these areas; GREEN for ‘setting strategic direction’; BLUE for ‘holding the head teacher to account for educational performance’; RED for ‘ensuring financial health, probity and value for money’*

**IMPACT resulting from this G.B. Meeting**

1. Behaviour Policy and Vision – The reward system is really helping to embed the Vision
2. Governors are investigating what the curriculum looks like in terms of support and challenge
3. Parents’ feelings and thoughts around Covid-19 have been taken into account, the school has a plan in place and is aware of barriers to learning
4. New Behaviour policy to include staff and the wider community
5. Baseline assessments have been made of all the children, and staff know where they are and what they need to do
6. Governors were reassured that HTPM has taken place, and are building good relationships with the Diocese
7. Governors have a good understanding of current attendance figures

**Actions resulting from this meeting**

1. Update Standing Orders – **DA/JC**
2. Collate Declaration of Business Interest forms and Code of Conduct – **DA/JC**
3. Establish Petty Cash system – **ST**
4. Look at having more than one governor on remote training system at a time – **LR**
5. Send H&S report – **ST**
6. Look at monitoring gaps/ curriculum - **LW/LR**
7. Chase Whizzkids questionnaire -**ST**
8. Look for Whistleblowing policy - **SW**
9. Look for Governor Allowances policy – **DA/JC**
10. Look at how impact of the behaviour policy is monitored – **LW/LR**
11. Send draft Community Engagement questionnaire – **AS/LR/ST**
12. **To send Darren Dudman’s ROV report - ST**