

**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 at Kirkby Malzeard Primary School and via zoom
on Monday 21st June 2021 at 6.00 p.m.**

Present: Tracey Cole-Brownlee (Chair) (TCB), Sarah Taylor (EHT), Carolyn Brown (CB), Chris Burgess (CBu), Caroline Milne (CM), Andrea Spensley (AS), Sarah Webster (SW), Laura Wild (LW) and Rebecca Wolfe (RW).

In attendance: Jill Cooper (Clerk to the Governing Body) (JC) via zoom.
(9+1)

Apologies None

Minute No.

Action

PART A - PROCEDURAL

GB 85/20 **Welcome**

The Chair welcomed governors to the Full Governing Body Meeting at 6.00p.m.
SW led the meeting in prayer.

GB 86/20 **Apologies for absence**

None.

GB 87/20 **Declarations of Interest / Determine Confidentiality**

Governors were reminded of the confidentiality of governing body meetings, and for governors to declare if they have any declarations of interest.
The Chair advised that there was a confidential item, 17, the EHT and staff governor would be asked to leave the meeting for this item.
There were no declarations of interest.

GB 88/20 **Urgent Other business**

None.

GB 89/20 **To approve as a correct record the Minutes of the meeting of the Governing Body 6.5.21**

Governors received copies of the draft public and confidential minutes of 6th May 2021 prior to the meeting for consideration.

Resolved: The public and confidential minutes of the meeting held on 6.5.21 were approved and will be signed by the Chair as a correct record.

GB 90/20 **Actions arising from the previous meeting**

1. *Contact LW for update about Standards monitoring. TCB. TCB shared updates with LW including the meeting with the EHT.* It was reported that the standards link governors have a baseline of where the schools are with assessment. The governors are looking at questions for the EHT and team about assessment. An Assessment Monitoring Calendar is being developed mapping out governor monitoring to ensure governors consider impact and monitor assessment strategically.
2. *Send the NYCC safeguarding audit date to the safeguarding governor.* ST has sent this date to CBu.
3. *Governors email confirmation of reading KCSiE to the Clerk. Clerk to create record of signatures.* A record of signatures has been created, there are two responses outstanding.
Action: The Clerk to send an email to remind outstanding governors after the meeting and notify the Safeguarding governor when all have confirmed reading the document.
4. *Community Engagement governor and Chair to arrange a meeting responding to the Staff Wellbeing Survey feedback.* CM, TCB. CM sent questions to the EHT about the in-depth responses in the survey. The EHT found this useful.
Action: Clerk to add feedback from staff well-being survey to July FGB agenda.
5. *Staff wellbeing survey - Chair to send draft note for staff to governors.* TCB. Completed, draft note sent to governors.
6. *SW and Business link governors look at funding grants for IT.* SW, AS, CBr. AS was not aware of this action due to absence from the FGB meeting. Governors requested that actions for absent governors be sent to them following meetings.

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	<p>Resolved: Clerk to send actions to absent governors.</p> <p>7. <i>Governors to undertake a maintenance walk with the EHT in both schools to identify what developments are needed. ST, governors.</i> The safeguarding link and business link governor completed the walk with the EHT. This was productive, a schedule of work has been developed for both schools to be presented at the next Business link governors meeting. The EHT reported that is difficult to get quotes for work due to high demand for contractors. Works at both schools have been held up. Governors will be providing a brief monitoring report for the maintenance walk. The EHT confirmed that maintenance required for Health and Safety has been completed, school is waiting for quotes for non-urgent items.</p> <p>8. <i>Amend Collective Worship Policy bring back to the next FGB meeting. ST. See minute 102/22.</i></p> <p>9. <i>Amend RE Policy and bring back to the next FGB meeting. ST. See minute 102/22.</i></p>	
GB 91/20	<p>Date of next meeting The next scheduled FGB. meeting will take place on Monday 5th July 2021 at 6.00 p.m.</p>	
PART 'B' – SCHOOL IMPROVEMENT & SAFEGUARDING		
GB 92/20	<p>Agree who will write the Annual Governance Statement Governors discussed who would write the Annual Governance Statement for the year.</p> <p>Action: AS, SW and CBr. will write the Annual Governance statement.</p>	AS, SW, CBr.
GB 93/20	<p>Questions, priorities, and actions arising from the Standards link governors monitoring report and recommendations. Governors were provided with a copy of the Standards link monitoring report and the Federation Assessment Cycle calendar prior to the meeting.</p> <p>Governors noted that due to Covid baseline data was being looked at in June, this is not normally the case.</p> <p>GovernorQ: Is there any data for phonics that can be shared? Answer: A phonics baseline has been completed across the schools. Phonics screening tests have been completed. Data from these can be compared the national floor standards and can be shared with governors.</p> <p>GovernorQ: Why isn't there any data for Reception? Answer: The schools are an early adopter for the new EYFS framework baseline assessment.</p> <p>GovernorQ: Why is it going to take until January to implement the Jane Considine's Approach to writing? Answer: The focus on our Action Plan this year was Reading, this was a priority for the schools. January would be a good time to start the Jane Considine Approach to writing because it would give time for the Reading actions to be implemented and embedded. Some writing work is being trialled. The Jane Considine Approach will commence in January when teachers are ready for it. Monitoring by senior leadership has identified areas where things are not being done as they should, it is important these are addressed before moving on. Writing is already being addressed through Reading and Phonics. There is staff training to be completed between now and Christmas.</p> <p>GovernorQ: Are you worried about these attainment figures? Answer: Covid has had a big impact. Writing has been the hardest thing to deliver during lockdown and home learning. The Covid recovery programme has a three-tiered approach, the whole school approach is extended writing in short bursts. The Jane Considine Approach is a large investment, if it is introduced now, it will get lost.</p> <p>GovernorQ: Is the Approach a whole school approach or will it be targeted groups? Answer: It is whole school.</p>	

	<p>GovernorQ: Is it possible to share with parents something that can be used to support at home? Answer: The involvement of parents can be included on the Action Plan. It is important that school are comfortable with the Jane Considine Approach before they start involving parents.</p> <p>GovernorQ: How much time will it take to know if this is having an impact on writing, and how will we know? Answer: We will know from the data. Writing assessments with a clear focus are being introduced across both schools. The children need support in building up to a piece of writing, particularly the technical aspects. Creativity is strong but we need to develop an approach where children can transfer their technical knowledge. Not just in English but other curriculum areas too.</p> <p>GovernorQ: What is being done across both schools to improve Maths? 50% of the classes in both schools need to improve attainment? Answer: If we look at this in context the children have had two terms out of school. There is a Covid Recovery programme in place, teachers are using the White Rose Maths Hub framework. Timetabling for maths has also been looked at. There are clear expectations, the schools will look at areas of strength and weakness and write an Action Plan. Some children have not engaged. When the children came back, they did not have resilience and were anxious about coming back to school. Now they have settled back in the EHT has more confidence in them making progress.</p> <p>GovernorQ: Has Covid had a significant impact? Answer: Yes. In planning for next year, we will look at previous/pre-Covid trends, and what the issues were. We will also look at current data as well as Ofsted targets.</p> <p>GovernorQ: Assessments, do you have a more comprehensive assessment calendar? Answer: The Federation Assessment Cycle is the summative assessment cycle for the schools. The data comes to the leadership team and is recorded on the school tracking system. It is shared with governors, and the senior leadership team share it with staff each term. It is also used in the pupil progress meetings with staff and the SENCo which feed into the actions for the next term.</p> <p>GovernorQ: It would be useful to know what to monitor each term and see the Assessment Cycle. Answer: Governor monitoring is included on the School Development Plan.</p>	
<p>GB 94/20</p>	<p>Questions arising from the:</p> <ul style="list-style-type: none"> • annual 360 review of Chair (verbal update). It was agreed to revisit this at a later stage. • Annual Review of the Governing Body (written update). Governors received a copy of the ‘Overview of the 20 questions the governing body should ask themselves’ prior to the meeting. The Chair went through the areas identified as red: <p><i>3. Do we have a professional clerk who provides legal advice and oversees the governing board’s induction and development needs?</i> We now have a professional clerk.</p> <p><i>7. Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?</i> To be discussed later in this item.</p> <p><i>8. Does the chair carry out an annual review of each governor’s contribution to the board’s performance?</i> That was carried out at the beginning of the year and hopefully will continue.</p>	

	<p>12. <i>How well do we listen to, understand, and respond to our pupils, parents, and staff?</i> Governors are working on this at the moment.</p> <p>13. <i>How do we make regular reports on the work of the governing board to our parents and local community?</i> Governors are working on this at the moment.</p> <p>16. <i>Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?</i> Governors have not been able to visit due to Covid.</p> <p>The Chair referred to question 7 ‘engaging in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years’. The Chair led a discussion with governors about whether to adopt this or not.</p> <p>Resolved: Governors UNANIMOUSLY agreed that no governor serves for longer than two terms of office.</p> <p>Resolved: Governors UNANIMOUSLY agreed that the chair is replaced every six years.</p> <p>Action: Chair/EHT amend Governor Standing Orders to include these changes.</p>	<p>T.C.B./ S.T.</p>
<p>GB 95/20</p>	<p>Questions, priorities, and actions arising from E.H.T. Written Report Governors were provided with a copy of the EHT report prior to the meeting and were invited to ask questions.</p> <p>GovernorQ: Re staff attendance, is it the same person at both schools? Answer: Yes.</p> <p>GovernorQ: Presumably you do the lesson observations? Answer: Yes, the English subject leader and maths subject leader also do lesson observations.</p> <p>GovernorQ: How do you moderate your judgements? Answer: This term our School Improvement Adviser and Senior Education Adviser have both completed learning walks including English and maths across the Federation. D Dudman observed RE with the RE subject leader at St. Nicholas.</p> <p>The EHT explained that Elaine Broadbent is the Senior Education Adviser for NYCC. EB has completed learning walks with the EHT, lessons were judged separately, there was consensus between EB and EHT on their judgements.</p> <p>GovernorQ: On staffing, are the fixed term contracts coming to a natural end? Answer: Yes.</p> <p>GovernorQ: There is not any mention of the Before and After School Care. Should we be promoting this as a selling point for the schools? Answer: Yes, it is smart start which parents will not necessarily understand, this needs to be changed.</p> <p>GovernorQ: Re the attendance of children, there are 2 children on red procedures, are the parents engaging with the school? Answer: Yes.</p> <p>GovernorQ: At St. Nicholas persistent absence is at 10%, how many children does this equate to? Answer: It is 3 children. When children hit red procedures then the school follows the NYCC Pathway Policy. Letter 3 from the Pathway is sent to parents; the Senior Leadership team speak to parents and find out what the barriers are to attendance, strategies are put in place to overcome this.</p>	

	<p>GovernorQ: Are parents aware of this policy/procedure? Answer: They are aware that there is informal monitoring. Something about attendance was sent to parents before Covid. It is something we should come back to as part of Safeguarding on the Development Plan next year.</p> <p>GovernorQ: Did the staggered start times help? Answer: No.</p> <p>GovernorQ: Has attendance dropped countywide, with Covid? Answer: The last percentage was 95%, which is high.</p> <p>The EHT said that Covid has had an impact on attendance and that at KM attendance was not good before lock down but it is now much improved at 98%.</p> <p>GovernorQ: You have increased pastoral support, are parents aware, is there a dialogue between school and parents? Answer: Yes, any children receiving pastoral support, we get permission for that first. There should be conversations between the parents and the teacher.</p> <p>GovernorQ: Do you find that parents will engage with that process? Answer: Yes, mostly positive. There are a few children that it does not work for, so we find something else.</p> <p>GovernorQ: How do you measure the impact of CPD? Answer: This is something to include in the School Development Plan for next year, how we can monitor the impact of CPD. Elaine Broadbent has been providing CPD for Teaching Assistants at St Nicholas to develop their questioning skills. EB has completed learning walks at the start and end of the training to observe the difference.</p> <p>Governors discussed the quality and value for money of CPD.</p> <p>GovernorQ: Is there any area of CPD that the EHT would benefit from? Answer: The EHT had been looking at CPD around the following:</p> <ul style="list-style-type: none"> • Monitoring and articulating the impact around the school vision. • Strategic Documentation and School Development Planning. • Monitoring support from HART. <p>GovernorQ: From the School Improvement Adviser meetings is there any feedback that can be shared? Answer: That has been sent out. The last meeting was about safeguarding and pupil voice around safeguarding. The meeting before was learning walks.</p>	
<p>GB 96/20</p>	<p>Questions, priorities, and actions arising from Safeguarding monitoring report. Governors were provided with a copy of the Safeguarding monitoring report and ‘Key Points from NYCC Safeguarding training’ documents prior to the meeting.</p> <p>Governors discussed Safeguarding CPD. It was agreed to have Safeguarding CPD for the governing body included in the plans for next year.</p> <p>Action: include Safeguarding CPD for the Governing Body in the 2021-22 School Development Plan</p>	<p>ST, governors</p>
<p>GB 97/20</p>	<p>Update on nursery consultation for St Nicholas and further discussion. The EHT shared the consultation document, via email, with all governors. Governors returned their responses and questions, via email, to the EHT.</p> <p>GovernorQ: What age will the children start at? Answer: 3 years old.</p> <p>Resolved: Governors UNANIMOUSLY agreed to support the Nursery provision at St Nicholas CE Primary School.</p>	

<p>GB 99/20</p>	<p>EYFS changes – Reception Baseline Assessment and Framework GovernorQ: are EYFS staff are fully prepared to implement the changes from September 2021? Answer: All the EYFS staffs have received their training. The EHT and RW are being trained on 22nd June 2021.</p> <p>GovernorQ: Are there many changes? Answer: It is moving away from lots of observations and paperwork and is more about knowing the children.</p> <p>GovernorQ: Should we have a named governor for EYFS? Answer: I think we should have one.</p>	
<p>Part C - Resources</p>		
<p>GB 100/20</p>	<p>Confidential item: 7.25p.m. the EHT and staff governor left the meeting. See confidential minutes.</p> <p>7.40p.m. the EHT and staff governor returned to the meeting.</p>	
<p>GB 101/20</p>	<p>Succession planning for the GB.</p> <ul style="list-style-type: none"> • Co-opted governors update - two people have been given applications, these have not been returned. • LA governor update – Carolyn Brown is stepping down as LA governor. CBU has sent the paperwork to the LA to become the LA governor for the FGB. • The Chair informed the FGB that she will be retiring from the FGB this year. 	
<p>Policies</p>		
<p>GB 102/20</p>	<p>Policies All policies were circulated to governors prior to the meeting.</p> <p><u>Charging and Remissions Policy</u> The Charging and Remissions policy was UNANIMOUSLY agreed by Governors.</p> <p><u>Collective Worship Policy</u> Governors discussed amending the wording of the rationale i.e., ‘to connect with our own beliefs’ and reflect the Appendix C definition of inclusivity. Action: The EHT will consult with the Diocesan Senior Adviser, D Dudman on 22nd June and revisit the policy at the July FGB.</p> <p><u>Educational Visits Policy</u> Governors were advised that this is a standard LA policy. It was confirmed that the EHT is the Educational Visits Co-ordinator.</p> <p>GovernorQ: Does the system that we use have to be named or not? Answer: Yes, the IT system used is Evolve.</p> <p>GovernorQ: If the staff do Risk Assessments who checks them? Answer: The EHT, who is notified via the Evolve system.</p> <p>GovernorQ: When do we want to review this policy? Answer: Three years’ time, June 2024</p> <p>The Educational Visits Policy was UNANIMOUSLY agreed by Governors.</p> <p><u>Federation Anti Bullying Policy</u> The Federation Anti Bullying Policy was UNANIMOUSLY agreed by Governors. It is to be reviewed at the same time as the Federation Behaviour Policy.</p> <p><u>RE Policy</u> Action: This policy is deferred to the July FGB</p>	<p>S.T.</p> <p>J.C.</p>

	<p><u>Federation Pay Policy</u> Governors were advised that this is a Local Authority policy, any significant changes would need to be made in consultation with unions and staff.</p> <p>Main changes were highlighted. Governors discussed what 'exceptional' would look like.</p> <p>The Federation Pay Policy was UNANIMOUSLY agreed by Governors.</p>	
PART 'D' – OTHER BUSINESS		
GB 103/20	<p><u>Urgent Other business</u></p> <p>None.</p> <p><u>The Chair thanked everyone for their contributions.</u></p> <p>Carolyn Brown (LA governor) confirmed this was her last FGB meeting as she would be away for the FGB in July. Carolyn told governors that she has served on the FGB for 28 years. It was good to see how the school has improved. Governors thanked her for her calm and professional contributions.</p> <p>The Chair confirmed that she would be attending one more FGB meeting.</p>	
<p>The meeting was closed at 8.15 p.m.</p> <p>Date and time of next meeting</p> <p>The next scheduled meeting of the F.G.B. will be on Monday 5th July at 6.00p.m.</p>		
<p><i>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'</i></p>		
<p>IMPACT resulting from this F.G.B. Meeting</p>		
<ol style="list-style-type: none"> 1. Governors have agreed to adopt the NGA recommendations of maximum of two terms limit for governors linking succession planning. 2. Discussion about Safeguarding becoming more embedding in all link areas for governors. 3. Governors have had the opportunity to be self-reflective in terms of streamlining our work and aligning it with operational and impact. 4. Opportunity to bring EYFS to standards link governors. 5. The face-to-face meeting was much better; it has aided teamwork and discussions enabling governors to be more effective in their questioning. 6. The profile of attendance has been raised. 7. Data has been brought to the FGB raised by the NYCC health check. <p style="text-align: center;">Actions resulting from this F.G.B. Meeting</p> <ol style="list-style-type: none"> 1. The Clerk send an email to remind outstanding governors about KCSiE document and notify the Safeguarding governor when all have confirmed reading the document. JC 2. The Clerk to add feedback from staff well-being survey to July FGB agenda. JC 3. AS, SW and CBr. to write the Annual Governance statement. 4. Amend the Standing Orders to include: <ul style="list-style-type: none"> - that no governor serves for longer than two terms of office. - that the chair is replaced every six years. Chair/EHT. 5. Include Safeguarding CPD for the Governing Body in the 2021-22 School Development Plan. S.T, governors. 6. The EHT to consult with the Diocesan Senior Adviser, D Dudman on 22nd June and revisit CW policy at the July FGB. ST. 7. Add RE Policy to July FGB agenda. JC 		

Tracey Cole-Brownlee 06/07/21