



Minutes of Thirsk Community Primary School Governing Board on Monday 14 November 2022 at 6:15pm

Present: Stuart Mountford – chair (SM), Richard Chandler – head (RC), Lisa Garthwaite (LG), Jane Grainger (JG), Gemma Wall (GW), Jenny Buck (JB)

Apologies: Lesley Miller (LM), Lucy Minican (LAM), Charlotte Pearson (CP)

In attendance: Jane Jackson – clerk (JJ), Sally Burton – prospective governor

No 22/23	Item	Action
PART 'A' – Governance		
2.1	Welcome The chair opened the meeting at 6:17pm and welcomed Sally Burton to the meeting. Sally introduced herself to governors and talked about her background and experience.	
2.2	Apologies and determine whether absences should be consented to Apologies had been received from LM, LAM and CP and were consented to.	
2.3	Declaration of business interests JG worked for a virtual school.	
2.4	Approve minutes of meeting on 3 October 2022 The minutes of the Full Governing Board (FGB) meeting held on 3 October 2022 were circulated to all governors prior to the meeting. Amendments: 1.9 “Governor for vulnerable pupils” to read “Lucy Minican (SEN), Jane Grainger (Disadvantaged, LAC, PP)”. “Humanities” to read “Lisa Garthwaite (PSHCE, RE), Charlotte Pearson (Geography, History)”. Approval - With the above amendments, the minutes were deemed as a true record.	
2.5	Matters arising: 1.9 – JB confirmed that she would take on the roles detailed in the minutes. 1.9 – The appeals committee required two more people Action: this would be added to the next agenda. <ul style="list-style-type: none"> Governors to have read KCSIE – document signed by those present. To review at next meeting. Review Instrument of Government - it was agreed that the size of the FGB would remain the same therefore no changes were necessary. Revised Standing Orders to be signed – these were signed and filed. Safer recruitment training – dates to be checked and training to be booked – JG had updated the school business manager with course dates and was up to date with training. 	Clerk

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2.6	Correspondence There had been no correspondence.	
2.7	Governor vacancy Two people had shown an interest in becoming a governor and there was currently one vacancy. After some discussion, governors agreed to use the skills audit to identify any skills gaps and to co-opt the person with the most appropriate skills set. There would also be a need for new governors in the future as current governors' terms of office came to an end. Action: remaining governors to complete skills audit and clerk to compile results for next meeting.	Clerk, governors
2.8	Governor training JG had completed cyber awareness training.	
PART 'B' - School Improvement		
2.9	Plan for sports premium spend and agree outcomes This would be discussed at the next meeting.	
2.10	Plan for pupil premium spend and agree outcomes This would be discussed at the next meeting. Action: add sports premium and pupil premium to the December agenda.	Clerk
2.11	Health and wellbeing questionnaire There was a new mental health lead in school. The questionnaire would be completed and reported to governors in January. Action: add health and wellbeing questionnaire to January agenda.	Clerk
2.12	School improvement plan A school improvement visit had taken place with Lindsay Miller from the local authority (LA). Five key areas for development had been identified using feedback from Ofsted and data, details of which had been circulated to governors prior to the meeting: <ol style="list-style-type: none"> 1) Super scholars implementation – to continue to embed into the curriculum and to ensure consistency across subjects and classes. 2) To raise the level of attainment in writing for all groups of pupils. Some work on writing, e.g. spelling and grammar, had already begun. Further analysis of data would be used to break down data and provide specific targets: the small year 6 cohort, boys, girls, and disadvantaged pupils. 3) To improve the attendance, learning and welfare of vulnerable learners. To raise whole-school attendance to 96%. Attendance was currently weaker in persistent absence and disadvantaged learner absence. 4) To narrow the gap between boys and girls in maths. 5) To redevelop the curriculum for KS1 and KS2. To complete progression documents for curriculum areas, concepts and composites for subjects and year groups. The strands of the school improvement plan (SIP) correlate closely with the self evaluation form (SEF). GQ – There were only two governors' names attached to priority 5, would it be better if all governors were listed as all governors covered different aspects of the curriculum? A – The two humanities governors had been listed but this strand did involve all of the subjects so the other governors' names would be added.	

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	Action: add all governors to strand 5 of the SIP.	Head
2.13	<p>Improvement action plan for governors</p> <p>Governors discussed their questioning when completing monitoring visits and meetings and considered how this might be improved and more structured:</p> <ul style="list-style-type: none"> • It was important to ensure that questioning was structured to link to the SEF and SIP. • Aspects of the SIP could be listed for governor monitoring as well as being clearly included on the SIP. • Planned questions could be listed and broken down into smaller sections than those currently on the governor visit form. • The governor visit pro forma could be updated with specific questions relating to the SIP and with timescales for completion added. <p>Action: RC to add what governors should look for on the SIP document and to update the governor visit proforma.</p> <p>The head also updated governors regarding curriculum reports from staff, which would be added to the governor work plan so that governors could focus on one curriculum area per meeting. SEN and attendance reporting to governors would also be planned in, either as an item in the head's report, or as a termly SEN report from SLT in meetings.</p> <p>A governor commented that it would be informative to monitor staff attendance with regards to mental health, ongoing impacts of covid etc. It was reported that there had still been some significant staff absences which had been covid related.</p>	Head
2.14	<p>External reports</p> <p>A safeguarding visit had been received from Lindsay Miller as part of the five days of support provided by the LA. JG attended and spoke with Lindsay, who also spoke to parents, staff, and pupils and reported back: she was happy with safeguarding in school and general systems in place. She provided some points to consider:</p> <ul style="list-style-type: none"> • Communicating with parents regarding online safeguarding. This could take the form of a safeguarding newsletter which could detail online safety, attendance, who's who in school etc. • Half-termly top-up training for staff and governors. This might take the form of safeguarding scenarios to discuss and consider possible actions. • Actions from the annual safeguarding audit to be shared with governors to ensure they are followed up. • Explore the possible use of the Modern Governor programme which provided useful safeguarding training. • Curriculum assemblies regarding gender equality and language use, for example in sports. • Revisit the parent and pupil perceptions of bullying and ensure understanding of this. <p>It had been a useful morning with several practical suggestions. The written report would be added to the governors' area on Teams when it came through.</p> <p>Health and Safety – a new advisor had been assigned to the school and the visit was yet to take place this term. SM had completed a health and safety visit and there had been no major issues. A report would be shared on Teams.</p>	

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GQ – Could you tell how many people were reading the newsletters so that you were able to monitor the impact of e.g. a safeguarding newsletter?

A – It was possible to tell who had opened the document electronically but was hard to know for certain who had read it.

PART 'C' – Other

2.15	<p>Policies for review</p> <p>The following policies had been circulated to governors prior to the meeting:</p> <ul style="list-style-type: none"> • Pupil, parent and guarding privacy • Recruitment and selection • SEND • Data protection • Information security • Pupil acceptable use • Records management • Workforce acceptable use • Workforce privacy notice <p>The above policies were agreed by governors.</p> <p>It was noted that some of the policies reviewed were listed as due for review in the Spring term and this would now need to be updated. It was also noted that the summary document provided by the school business manager was extremely useful to governors, as well as highlighting changes to policies. A request was made that this be done with future policies for review.</p> <p>Action: note to be made regarding review date of policies.</p>	Head/SBM
2.16	<p>Safeguarding and Child Protection</p> <p>Scenario training would begin the following month.</p> <p>There had been an increase in child protection cases in school, with 4 pupils working at child protection, 1 pupil at child in need, and 5 pupils at early help. The LA were predicting an increase in pressure on children's social care as the cost of living provided a greater challenge for families. There was already an increase in staff workload; attending meetings, reporting and liaising with other agencies, and providing appropriate work and care in school. There was also a greater mental-health load for staff due to concern for children's wellbeing.</p>	
2.17	<p>How has this meeting impacted on the welfare and progress of our pupils?</p> <ul style="list-style-type: none"> • SEN reporting to governors had been discussed. • Governor monitoring had been evaluated in relation to the SIP. 	
2.18	<p>AOB</p> <p>LG had completed a link governor visit with EYFS and fed back to governors:</p> <ul style="list-style-type: none"> • There had been an excellent effort from the team and the classrooms and different areas were looking very good. 	

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	<ul style="list-style-type: none"> • Super scholars was up and running. • The new structure with Year 1 pupils in the afternoon was working but had provided some challenges with timetabling. • The need for OT support had reduced, however SEN was still a concern with a number of children on or due to be added to the SEN register. This would need to be taken into consideration when looking at data. • Use of pupil premium money would be monitored moving forward. • An EYFS specialist had visited the previous week – a report would follow. 	
	Confidential staffing/school updates These were recorded accordingly.	
	Date of the next meeting Monday 12 th December 6:15pm	
Please note: The colour coding above links to the three key roles of governance questioning; RED for 'setting strategic direction', BLUE for 'holding Headteacher to account for educational performance' GREEN for 'ensuring financial health, probity and value for money'.		

There being no other business the Chair closed the meeting at 7:45pm.

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