

**Kildwick CE Primary School  
Meeting of the FGB – (Curriculum)  
Monday 18<sup>th</sup> February 2019 at 18:00  
MINUTES**

	<p><b>Present:</b> Tim Whitehead – Headteacher Geraldine Sands – Foundation &amp; Chair Donna Akrigg – Staff Christine Anderton – Foundation Kath Morris – Foundation David Frankland – Co-Opted Jo Gostling – Co -Opted Jamie Logan – Parent Liz Snell – Parent Alex Swinton – Parent</p> <p>Clerk Gilly Guy</p>	
<b>A</b>	<b>Procedural</b>	<b>Actions</b>
1	<p><b>Welcome, introductions</b>, opening prayer <b>Consideration</b> of apologies for absence: Michelle Ramsden - LA <b>Consented</b></p>	
2	<p><b>To determine whether other urgent business</b> should be considered. <b>GQ - With regards to the Student Strike on climate change – could HT give governors any indication of participation?</b> HT was not aware of any. Governors requested HT to make governors and staff aware <b>GQ – Chair asked - Have governors completed safeguarding and prevent online training?</b> New governors need to complete the training, however regarding long standing governors, it has to be competed every three years.</p> <ul style="list-style-type: none"> <li>• <b>Certificates to go to Clerk.</b></li> </ul> <p><b>Chair update on Skills Audit</b> Chair sent governors a skills audit to complete. This assesses where the strengths and weaknesses are, as a team. Only some have been received. Chair requested that 18<sup>th</sup> March be the time for an overview that can be assessed, and any training be organised.</p> <ul style="list-style-type: none"> <li>• <b>All to be received within the next week.</b></li> </ul>	<p>Clerk to have certificates – remind governors</p> <p>Clerk remind governors to submit skills audit to chair</p>
3	<p><b>To determine</b> whether any part of the proceedings should be treated as confidential and be excluded from the minutes made available for public inspection.</p>	

	<ul style="list-style-type: none"> <li>• <b>None</b></li> </ul>	
4	Declarations of interest on any agenda item. <ul style="list-style-type: none"> <li>• <b>None received</b></li> </ul>	
5	<p><b>Arrangements for future meetings:</b>  The chair made a case for changes that she would like to see with regards to the meetings of the FGB (Full Governing Body).  Presently, governors are scheduled to have two meetings a term. Chair advised that there is a lot to achieve and she is mindful of the governing body still in a fledgling position.  Chair went on to propose a general working without committees with more actual focus on the content.</p> <p><b>GQ - Foundation Governors meeting – could this be for any other governors?</b>  Response: This could be incorporated into the main scheme of governance. SIAMS can also be incorporated.</p> <p style="text-align: center;"><b>Chair proposed to governors:</b></p> <p>The change: Working within a framework of 3 meetings for the FGB this term and in the future to be reviewed. This would be:  One curriculum and improvement, the second, resources and finance and thirdly a more general meeting.</p> <p><b>This was seconded by DF</b></p> <ul style="list-style-type: none"> <li>• <b>All governors agreed to the proposal by a show of hands</b></li> </ul> <p>Chair went on to outline the focus of other agendas.  The chair again proposed she delegate the position of chair to the Resources and Finance meeting giving other governors experience and opportunity, aiding succession.  DF volunteered that he would be prepared to chair the finance FGB.  DF would therefore be included in the setting of the agenda alongside the chair.</p> <p>The Chair communicated to governors the need for discipline around reading of papers so that they are versed and prepared for the meeting.  Governors need a shared responsibility, though Chair accepted that papers could be overwhelming. Chair also stressed the need for relevant papers to be linked to specific items on the agenda.  Chair proposed with clerk help – a front page to be written to show which paper will pertain to which agenda item. A proposed paper was circulated for governors to look at and were asked for any comments.  Chair explained the paper and that this paper wouldn't be for the HT report, governors reports of visits or for policies.</p>	

	<p><b>GS: Preferred a summary approach.</b></p> <p><b>GS: Numerating the GB papers for meetings would help</b></p> <p>Governors agreed to trial the paper this term and HT volunteered to tweak the paper for the next meeting.</p> <ul style="list-style-type: none"> <li>• <b>Chair to email paper to HT</b></li> </ul>	Chair to email paper to HT
6	<p><b>To adopt revised Standing Orders/Code of Conduct.</b></p> <p>The Clerk has tweaked the document and Chair briefly explained any changes and highlighted items; for example, code of conduct is now contained in the orders.</p> <p>Dates to be agreed in advance so that all in advance can commit to meetings.</p> <p>GS - Turnaround of draft minutes to be within 10 days.</p> <p>GS – Financial and other guidance – Item 20 NYCC now doesn't exist, should be taken out</p> <p>Item 15 – DBS checks. Long term governors to renew.</p> <ul style="list-style-type: none"> <li>• <b>HT to chase with the secretary</b></li> <li>• <b>Once amendments are made – Clerk will put on next agenda for governors to sign copy at next meeting</b></li> </ul> <p><b>Appendix to Terms of Reference proposed amendments:</b></p> <p>Governing Board to determine these....</p> <ul style="list-style-type: none"> <li>• Staff dismissal, the director of education now doesn't have to attend.</li> <li>• An employee <b>should or should not</b> work at the school - the wording needs amending</li> <li>• Staff discipline – corporate director is left in – should be omitted</li> <li>• School Complaints Panel – There is no longer a stage 2.</li> <li>• Foundation Governors - also needs to be omitted</li> </ul> <ul style="list-style-type: none"> <li>• Clerk to make amendments</li> </ul>	<p>HT to follow up DBS checks with secretary</p> <p>Once amendments are made – Clerk will put on next agenda for governors to sign copy at next meeting</p> <p>Clerk to amend appendix</p>
7	<p><b>Dates of Future Meetings;</b></p> <p><b>Monday 18<sup>th</sup> March 2019 FGB (General) – at 1.30pm.</b></p> <p><b>25<sup>th</sup> March Resources meeting at 6.00pm primarily to adopt the SFVS for 31<sup>st</sup> March.</b></p> <p><b>Monday 13<sup>th</sup> May for (Budget) Resources - 6.00pm</b></p> <p><b>Tuesday 18<sup>th</sup> June 2019 FGB (Curriculum) - 6.00pm</b></p> <p><b>8<sup>th</sup> July General Meeting FGB 6.00pm</b></p>	
8	<p>To approve the <b>Minutes of the FGB</b> meeting held on 19<sup>th</sup> November 2019 and matters arising from the minutes not otherwise covered by the agenda.</p> <p>Chair Highlighted points:</p> <p><b>Item 3</b></p> <p>Application for NGA has gone through and governors should have log on details</p> <p>Foundation Governors – issue around biblical links: Work has started with the new visions statement</p> <p><b>Item 11</b></p>	

	<p>ICT traded services – verbal update later in the meeting</p> <p><b>Item 12</b> Covered in the agenda SIAMS is also on the agenda</p> <p><b>Item 15</b> Safeguarding: All governors to read section 1 and to be signed. HT to email round governors will read and sign at the next meeting Prevent training is ongoing</p> <p><b>Safer recruitment:</b> Chair is to undertake Road Safety: HT was to have undertaken. Nothing as yet has been reported.</p> <p><b>Item 19 – Governor visits:</b> To be discussed later in the meeting:</p> <p style="text-align: center;"><b>The minutes were signed as a true reflection of the meeting with no amendments.</b></p>	<p>HT to email governors to read and sign at next meeting</p>
<b>B</b>	<b>School Improvement</b>	
9	<p>Presentation by Head Teacher (HT) on the new Ofsted Framework and the new emphasis on the curriculum. HT distributed OFSTED consultation draft proposal and noted that now there appears to be less emphasis on data.</p> <p><b>GQ - When is it being circulated and going into use?</b> Response: September 2019. There is now more emphasis on curriculum coordinators and leadership in core and foundation subjects. Querying how they lead and plan strategically across year groups and what is the knowledge that is being taught.</p> <p><b>GQ - Subject leadership – what are the implications for governors? Should we be inviting a subject leader to present to governors?</b> The general consensus from governors was, yes it would be beneficial. HT explained that HART (The Harrogate and Rural Teaching Alliance) we're leading training days for this purpose. A member of staff at one of the meetings discussed History and helped staff to drill deeper into the various strategic pointers. Staff have written a draft curriculum statement (this was tabled by HT). The idea is that this will become our "intent". How do staff and the school see the overall curriculum. How is it tailored to school needs? It is a work in progress.</p> <p><b>GQ – Is there still limited clarity on outstanding?</b> Yes, however, when consulting with parents, they expressed that they didn't want "outstanding" to be removed. Staff agreed that the mantle of outstanding is large. However, because it is a law – this has to be passed and won't happen presently.</p> <p><b>HT questioned as to how staff could present?</b> It was thought that over the year various staff could be invited to present on one of their subject leader specialisms. However, it was pointed out that the system is changing and perhaps foundation subjects alongside governors need to plan these as the changes are implemented.</p>	

	<p><b>GS – suggested a planned approach with teachers and governors making a timetable for the future.</b>  HT continued with presenting the Ofsted Framework to governors and briefly guided and described what is now going to be required.  <b>Governors thanked HT for this.</b></p>	
10	<p><b>School Performance Data.</b>  To receive an update on school performance data with an explanation of any issues of note.  Chair – briefly summarised the various documents that had been circulated.  HT highlighted:</p> <ul style="list-style-type: none"> <li>• Julian Smith letter which expressed congratulations with regards to school writing.</li> <li>• Summary sheet of NYCC compared results with National Average and those of the previous year. From the cohort, 5 children showed discrepancies.</li> </ul> <p><b>GS - Decrease from 2017-18 in maths meant one child adjusted the results.</b>  HT response: That particular child is tracked and monitored.  Other three - year comparison – gives an overview and is on the website.  Tracking is looking positive so far. We ranked 4<sup>th</sup> in the LA (Local Authority) scores.</p> <p><b>GS – Some of the percentage of greater depth – has there been a decrease in KS2?</b>  This is the result of a more difficult overall cohort and unfortunately it would appear that one or two children won't achieve the National Expected Level. Progress is still looked at.  We do however have evidence. KS1 scores and value added will be assessed and we can show progress. The HT feels confident that he can reason and justify the figures.</p> <p><b>GS – it's critical to show why they won't make the "grade" and that we can show progress for the child.</b>  Staff reasoned that case studies were being built and that the benefits of a small school is that we are aware.</p> <p><b>GQ - Three-year outcomes – what would you say are the things / issues standing out?</b>  HT reiterated that he had prepared a summary for governors. Writing is a focus and much work has been put in, to provide a progressive approach. Progress meetings are held every term with each child being discussed. Any intervention is then planned.</p> <p><b>GQ - Year 1 below target – are these using National Data, do we have a bigger problem?</b>  HT stated that moving from EYFS (Early Years Foundation Stage) curriculum to the new National Curriculum is a big jump and comparisons are difficult to make. The disparities in the different marking schemes don't 'translate' well. The HT also reiterated summer birthdays also form part of the evidence.  Also, for Ofsted, some governors have had training with Mike Thompson.</p>	

	<p>HT went on to say that with regards to KS1 even though the document says “no meaningful trends” – HT is not convinced.</p> <p><b>GQ - Phonics – weaker communications skills – are staff working with parents?</b></p> <p>Speech and language are quite severe this year and 4 pupils have been referred to a specialist. We have reading records, but there is work to be done. Speech is important, but they are coming in low.</p> <p><b>GQ - How do we help parents?</b></p> <p>Phonics information is given to parents and staff are ‘drip feeding’ parents with information to help them. For example, one week may be ‘Shh’ as in Sheep and this is will be in their books to go home. There is also an information evening, but the feeling is that often parents appear overwhelmed.</p> <p><b>GS – perhaps we need to go a further step.</b></p> <p>One of the problems is that we don’t get the parents we want to attend and often staff are teaching parents as well as the children.</p> <p><b>Assessing Primary Writing:</b></p> <p>Funding was through HARTS, to be part of this process with many schools being involved. It is a different way of assessing. Each school is sent a writing task and a power-point with guidelines. The writing task is completed then uploaded. Staff in each school then assess the work (from different schools). 120 pieces are judged. When all is finished statistics are produced. Though maybe not the total picture, as we use other instruments of judgement– but it is a valuable process.</p> <p>Governors appreciated the standardising approach and they found the gender differences quite noticeable.</p>	
11	<p><b>SEF (Self Evaluation Form)</b></p> <p>To receive and discuss the current versions of the SEF.</p> <p>Two documents: (governors have received in advance). Reiterating our key areas of development.</p> <p>HT highlighted the way the criteria were set out and what Ofsted would judge against, with regards the new framework.</p> <p>We judged ourselves good in all areas. The (SIA)School Improvement Advisor has also gone through this document and discussions have been had.</p> <p><b>GS - Parent Forum has been interesting</b></p> <p><b>GQ – Asked if the report could be circulated as soon as it is received after the visit.</b></p> <p>HT response: We are a category 1 school, in that we receive a light touch. However, the LA is also in a state of change and time is currently focused on the more needy schools. The suggestion is that we will probably get one visit a year.</p> <p><b>GS – It would be interesting to know more about the revised assessment in place.</b></p> <ul style="list-style-type: none"> <li>• HT agreed to input on this at another meeting.</li> </ul>	
12	<p><b>SDP (School Development Plan) and strategic objectives</b></p>	

	<p>Head teacher gave an update on progress with the SDP and presented a set of strategic objectives with success criteria for Governors to use.</p> <p>Chair and HT have discussed this. Chair suggested a summary of objectives be made so that governors could understand and take part to help with this. The summary that has been provided is a good start. Some of the objectives could be made smarter and perhaps be more measurable.</p> <p><b>GQ – personal development welfare – Plans for outdoor staff? Update?</b> HT explained there has been a slight delay. However, quotes have been received and examined. However, there are a vast range.</p> <p>Funding has been secured from different sources and work is imminent.</p> <p><b>To be kept on resources agenda and also to discuss with Finance.</b></p> <p>It was suggested a summary be written to parents from Chair and HT to include a summary of strategic visions for the school.</p> <p><b>GQ – Pupils are safe. However, Q 25 does school have a disaster recovery plan? Safeguarding should be on every agenda. Does school have a current lockdown policy?</b></p> <p>HT response: Yes – this is provided by DB and all the above is in place.</p>	<p>To be kept on resources agenda and also to discuss with Finance.</p>
13	<p><b>Governor Visits</b></p> <p>To receive a draft scheduling timetable and agree feedback mechanisms to FGB</p> <p>To receive guidelines for Governors’ school visits</p> <p>To receive updates on recent visits</p> <p>Chair mentioned lanyards as identification and that governors should use them.</p> <p><b>GS – we need to be more accountable to each other.</b></p> <p><b>Also, link governors need to report appropriately – a good link between staff, governors and stake holders is important.</b></p> <p>Chair went on to say that it is important to plan visits ahead. Link governors need to be responsible in a variety of different ways for example, visiting a member of staff or participating on a learning walk or attending an assembly. It is also important to have a focus for a visit with questions to ask.</p> <p>Chair: action for Papers from AS to be put on office 365 for governors to work on governor site.</p> <p>Dioceses have a particular sheet which the clerk will upload.</p> <p>The lead governor for SIAMS is Christine Anderton</p> <p>Action: Next meeting DF to give a short presentation on how to access 365.</p> <p><b>AS has visited school regarding the magazine writing club with year 6 pupils.</b></p> <p>As stressed that this was giving pupils an opportunity of writing for a real purpose.</p>	<p>Action for Papers from AS to be put on office 365 for governors to work on governor site.</p> <p>Dioceses have a particular sheet which the clerk will upload.</p> <p>For Next Agenda</p>

	<p><b>JG to update:</b> The member of staff was very encouraging. EYFS was discussed with regards to the cohort and gave explanations as to why they were down on their expected.</p> <ul style="list-style-type: none"> <li>• Various issues are being addressed and a member of staff reported greater emphasis was being focused on communication skills. A course has been attended to this end.</li> <li>• Marvellous Me has been accessed for/ by parents.</li> <li>• More in-depth coordination with subject leaders and regular team meetings are being had</li> </ul> <p>Safety issues have been addressed with regards to the main exit and building work with regards to 'free flow' is underway. SEN actions have been implemented. Pupil Progress meetings are now half termly with a more whole school approach, making pupils aware a focus. Safeguarding has been addressed as above, though in year 4 there are still some issues, and these have been actioned; for example, more training is required for SEN teaching assistants.</p> <p>ICT – DF will provide a written report for the next meeting; however, the website and trading services are under review, working alongside the HT. DF has also attended an E- learning safety course. KM is visiting with Maths support in the near future</p>	<p>DF to give a short presentation on how to access 365.</p>
<p>14</p>	<p><b>SIAMS update.</b> TW to present a short update on SIAMs and reporting on progress made, in preparing for it.</p> <p>Chair: next FGB meeting SIAMS to be put on the next agenda March 18<sup>th</sup> Meeting. Governors need to think of how we link the vision and values of the school together? The vision needs to link more broadly. This will be a work in progress. Parents Forum meeting was held where the HT shared the new strapline and the biblical underpinning behind this, that being 'love'. <b>Living to love – Learning to live – Loving to learn.</b> HT went on to show designs for the new logo. Governors showed their preference. This would be on letterheads and potentially uniforms. Chair to email headteacher with ideas linking vision and values so that this can possibly be strengthened for 18<sup>th</sup> March meeting.</p>	<p>Chair next FGB meeting SIAMS to be put on the agenda March 18<sup>th</sup> Meeting.</p> <p>Chair to send email round with ideas linking vision and values for 18<sup>th</sup> March to discuss (CHANGE THIS)</p>
<p>15</p>	<p><b>Pre/After School Care</b> To receive and update on progress and issues with school management of the club and current staffing arrangements</p>	

	<p>HT: Things are improving and there has also been a change in staff. HT explained the changes that have worked well, highlighting the various members of staff.</p> <p>Parents feedback is generally positive and the links between parents and school are more positive.</p> <p><b>H&amp;S report</b></p> <p>JL and Dale Barton (H&amp;S advisor) met today. A few issues were highlighted that may have cost implications to us. This is with regards to fire safety and the Parish Room that we utilise. Doors have to be accessed to provide adequate safety.</p> <p>Governors discussed: do we need to use this room, and can we deliver what we need to in different situ. (See action)</p> <p>An parent sent a question to the recent parent’s Forum that as there was a certain budget for the before and after club, we could we buy toys from that club budget rather than asking for donations of second hand toys.</p> <p><b>GS: we need to ensure that there is complete transparency in how the before and: after school club budget is spent as that money comes directly from parents There needs to be a robust transparent financial plan.</b></p> <p><b>Action: Issue for resources committee agenda.</b></p>	<p>Parish Room and H&amp;S Issue for resources committee agenda.</p>
16	<p><b>Policies to approve:</b></p> <p>Bullying Policy</p> <p>GS – under what is bullying – should this also have “sustained”</p> <p>And for Prevention – <b>they are</b> responsible...</p> <p style="text-align: center;"><b>Governors agreed to amend</b></p> <p>Writing Strategy Policy</p> <p>Attendance Management</p> <p>Governor Disciplinary Policy</p> <p>Governor Allowances Policy</p> <p style="text-align: center;"><b>Governors approved the policies subject to amendments.</b></p> <p><b>Pupil visits – governors were asked for their approval:</b></p> <p>Year 6 Ullswater 3 nights July</p> <p>Year 4/5 High Adventure – Easter 10<sup>th</sup>- 12<sup>th</sup> April</p> <p style="text-align: center;"><b>Governors approved</b></p>	
<b>C</b>	<b>Other Business</b>	
17	<p><b>To deal with any matters</b> agreed for consideration under item 4 above.</p> <p><b>None</b></p>	
18	<p><b>Correspondence</b></p> <p>Congratulations letters as acknowledged above</p> <p>Letter from PCC asking for a report for the Annual General Meeting</p> <p><b>Action - Chair and HT will complete</b></p>	<p>Chair and HT to complete AGM PCC report</p>
19	How has this meeting impacted on the welfare and progress of our pupils?	

	<ol style="list-style-type: none"><li>1 Performance data – further understanding to support governor knowledge</li><li>2 SEND update and Safeguarding issues discussed and acknowledged</li></ol>	
20	Meeting Close: 8.40pm  <b>Next meeting 1.30pm on the 18<sup>th</sup> March 2019</b>	