



Kildwick CE Primary School

Learning to live, Living to Love, Loving to learn

Minutes from a Meeting of the FGB – (Strategy)
held, in school, on 21st June 2021 at 17.00.

Present:

Donna Akrigg – Staff Governor (DA)
Howard Barton – Parent Governor (HB)
Jo Gostling – Co-opted Governor (JG)
John Perry – LA Governors (JP)
Cameron Quninn – Co-opted Governor (CQ)
Geraldine Sands – Foundation Governor (GS)
Alex Swinton – Foundation Governor (AS)
Tim Whitehead – Headteacher (TW)

In attendance:

Stephen Dale – LA Clerk to Governors (Clerk)

A	Procedural
1	<p><u>Welcome, prayer, introductions, and consideration of absence.</u> GS opened the meeting at 17.10, thanking all present for their attendance. Apologies received from Liz Snell and Christine Anderton. Consented. Jamie Logan was absent. GS led the meeting in prayer. GS noted the purpose of this meeting – to review the 2020/21 SSDP, the priorities and milestones and to agree items that should be included in the 2021/22 SSDP. GS noted that priorities for 2021/22 should be discussed and that an idea of what this would look like should be agreed by the end of the meeting so that TW can start work on a document to be approved at the first FGB in September 2021.</p>
B	School Improvement
2	<p><u>Feedback on current priorities and milestones.</u> Governors had updated the SSDP prior to this meeting noting which milestones had been achieved, or, if not achieved a brief explanation as to why. A copy of this document was available to all to view prior to and at this meeting.</p> <p>Governors discussed the priorities and milestones- (<i>outcome of detailed discussion shown in italics.</i>)</p>

	<p>Learning to Live –</p> <p>1 – To promote positive mental and physical wellbeing amongst pupils and staff.</p> <ul style="list-style-type: none">a) HT feels supported by a strong leadership team including an assistant HT. <i>Delivered really well but look to include in 21/22 with a revised focus.</i>b) Staff are supported in working smartly to reduce workload. <i>Improved, investment in visualiser required, carry into 21/22 re self-assessment as this will reduce “marking time”.</i>c) Children across all classes show positive mental wellbeing and are able to learn with others. <i>Improved, completed, and carry into 21/22 to continue focus – re-word.</i>d) The garden and grow project (PW playing field) has timetabled use by all classes. <i>Achieved with flourishing results – covid restrictions have impacted on community involvement – maybe into 21/22 with a focus on improving this.</i>e) Increase activity amongst children. <i>Improved but covid restrictions have impacted on what could be achieved – walking bus re-introduced, swimming only restarted in June 21, dashboard not been able to be completed, after school clubs only re-started in Summer Term. Carry forward into 21/22 to include the aim of children enjoying activities! TW updated governors on support from the Peggy Wilso Trust to install and “all-weather” pathway in the field to enable year-round use.</i> <p>2 – To ensure that everyone is safe at school.</p> <ul style="list-style-type: none">a) Children report feeling safe at school. <i>Great progress but more still to do – 21/22 focus on school council and feedback from children – links to SEF explored and NYCC survey “growing up in North Yorkshire). TW noted the plans to re-start “pupil voice” and on individual class “bubbles” undertaking their own collective worship. Governors agreed that work on as much as possible should start now so that measures are in place from the start of the Autumn Term. SSDP to include investigating a Pastoral/Welfare role to support pupils and Staff and/or a Mental Health Ambassador to support in school for 21/22. 21/22 to include a mental health and wellbeing recovery strategy.</i> <p>Living to Love –</p> <p>3 – To promote Christian Love for each other and God.</p> <ul style="list-style-type: none">a) Children report that Collective Worship has helped in their daily lives. <i>Significantly affected by Covid restrictions and the need to separate class bubbles – carry into 21/22 to include working with school council and engaging all pupils and involving them in designing and leading CW. Look at return of whole school CW and moving this back into church. Note comments from SIAMS inspection in 2019 and to involve parents when practical and possible – and to review arrangements for those parents unable to get into school – use of IT!</i>b) Children demonstrate that they value diversity. <i>Continue links with schools based abroad – include on 21/22 albeit with revised success criteria.</i>c) Positive Relationship between parents and school.
--	---

	<p><i>Parent Forum has restarted virtually – need to get this back to face-to-face meetings and maximise benefit of consulting and getting feedback -governors agreed that a strategy for parent engagement was desirable and that “meetings” may not always be the best solution. Drop- in sessions – fewer formal settings to be explored. This item to carry forward into 21/22.</i></p> <p><i>TW noted that a whole school questionnaire would be sent out before the end of term.</i></p> <p><i>Governors agreed that positive relationships were not just about parent’s feedback and discussed means of getting parents involved in the school – in classrooms and how the school can share with, and show, parents, what is going on.</i></p> <p><i>Governors noted how severely Covid restrictions had impacted this.</i></p> <p>d) Children fully able to articulate the school vision and what it means. <i>Carry forward to 21/22 – not realised – governors discussed the possible re-framing -- more clearly, the school vision, so that pupils may relate more easily. Governors discussed the role of the leadership team in this and noted that it is something that Ofsted would expect pupils to know.</i></p> <p>Loving to Learn –</p> <p>4 – To extend and embed a broad inspiring curriculum.</p> <p>a) Curricula are embedded across the school. <i>Good progress and good feedback from governor monitoring visits – subjects noted are well embedded. Maybe need to get pupil feedback? For 21/22 be clear on what a broad curriculum looks like and governors to receive more information on termly curriculum plans to aid monitoring.</i> <i>21/22 – MFL and Music to be “priorities”.</i> <i>Covid has impacted SL development – carry into 21/22</i> <i>Governors agreed the approach taken to be selective as to which subjects were priorities “post lockdown” and that the strategic approach with targeting specific subjects rather than all, was the right approach.</i> <i>Governors noted that all staff covered more than one subject and the school has to be mindful of this so as not to over burden staff.</i> <i>Governors noted the SEF confirms the development of middle leaders/subject leaders – we need to be realistic in how this is done – stretch but don’t over stretch.</i></p> <p>b) Subject Leaders are developed for Art, Music, MFL and their impact is monitored. <i>(Covered above)</i></p> <p>5 – To ensure that all children achieve their potential in core subjects</p> <p>a) To show clear evidence of closing the gap between those with lower and those with higher starting points, including “post covid closing the gap”. <i>Impacted by Covid restrictions to carry into 21/22.</i> <i>A governor asked what assessments were being reported this year. TB noted that there were no SATS at KS2 and that the school would be assessing and reporting to parents – no results go to the DFE.</i> <i>A governor asked what FFT data would be available next year for comparison purposes. TB noted that this would probably not be available.</i></p>
--	--

	<p><i>Governors discussed the need to continue focus on recovery, core subjects and not to exclude the wider curriculum.</i></p> <p><i>Governors requested that they be kept up to date on progress against targets and not just be reviewing retrospective data. TW confirmed information would be available on 29th June and gave examples of how data would be presented.</i></p> <p><i>DA noted the involvement of schools in the HART Alliance for moderation and briefed governors on the new reading scheme to be introduced in September 21 along with changes to phonics teaching at this time too.</i></p> <p>b) To demonstrate resources, (financial and staff effort) are used optimally to improve outcomes for pupil premium and SEND pupils.</p> <p><i>Milestones achieved but keep into 21/22. Governors agreed that this should always be a priority with measurable targets that governors can monitor to demonstrate progress throughout the year.</i></p>
3	<p><u>Reflections on next year’s success criteria and milestones.</u></p> <p><i>This item has been covered during discussions in agenda item 2.</i></p>
4	<p><u>Discussion on the broader plan.</u></p> <p>JP tabled a document with suggestions for enhancing the introduction to the SSDP covering the background to the plan, the context of Ethos and Values, the Vision – expanding on the statement “Learning to live, living to love, loving to learn”.</p> <p>Governors discussed how changes can be used to strengthen the message – to promote the vision and enable pupils and parents to see how this is realised “in action” and to better understand the link between vision and values.</p> <p>Governors discussed how the three “headings”, (Learning to live, living to love, loving to learn”, could be used in other documents, e.g., School Newsletters, to strengthen the message.</p> <p>Action: JP to circulate further paper for comments. – All governors to e-mail comments to JP by 29/06/21.</p>
5	<p><u>Agree next steps.</u></p> <p>JP to circulate document with suggestions for preamble to SSDP.</p> <p>Keep x3 sections within the SSDP – review 3yr priorities and amend milestones/success criteria as necessary.</p> <p>JP and TW to liaise as to content of SSDP with a view to completion and sign-off at first FGB in September 2021.</p>
6	<p><u>Close.</u></p> <p>Governors noted the date of the next meeting – 29th June 2021.</p> <p>The meeting closed at 18.45.</p>

Dates of Future Meetings.

Tuesday 29th June at 18.00 (FGB)