## MORLEY VICTORIA PRIMARY SCHOOL GOVERNING BOARD

## MEETING

# Minutes of the Full Governing Body meeting held on 28 June 2021 at 6.00pm

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| **PRESENT** | Claire Skeet (Chair)  Letty Dixon  Julie Hardaker  Reena Sharma | Joanne Wood (Headteacher)  Julia Britton  Kelly Bentley  Bhavna Patel  Ali Archbold |
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| **IN ATTENDANCE** | Angela Walker | Clerk, Governor Support Service |
|  | Debbie Smith | Associate Member |
|  | Kevin Precious | Associate Member |
|  | Ruth Cook | Associate Member |
|  | James Stott | Staff Observer |
|  | Emma Robshaw | Observer |
|  | Loren Owen | Black History Coordinator |

The meeting was held on Zoom

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| **0.01** | The Chair welcomed Emma Robshaw to the Governing Body. Emma would be joining the Governing body as a Co-opted Governor after been recruited from Governors for Schools. | **ACTION** |
| **0.02** | **LOREN OWEN PRESENTING MORLEY VICTORIA’S APPROACH TO BLACK HISTORY.** |  |
| 0.02.1 | Loren Owen made a short presentation to governors on the school’s approach to Black History. She started by giving governors the background to the initiative. She had been involved in developing the PHSE curriculum but as this was a large team, she asked for additional responsibilities from her line manager which would link into CCQM. She was aware that the cultural makeup of Morley Victoria was predominately white and although the school celebrated Black History month she was not sure how much the children understood what it stood for. She was given the ok to work with her History colleagues and look at the History curriculum, pooling ideas to enrich the subject and to avoid tokenism. |  |
| 0.02.2 | Throughout the long term plan of the History curriculum there were four concepts and themes that had to be worked within. The programme of work from reception to Year 6 was not just an added on piece of work but an integral part of the history curriculum which would be taught throughout the years become embedded. |  |
| 0.02.3 | The history of white British people was well-established, but black British history was underreported and underrepresented. It was important to give black children a feeling of belonging and it would broaden the children's knowledge of the contributions of the black community. It would better prepare children for the world outside of school. The Long term plans and lesson plans were on the website. |  |
|  | *Julia Britton joined the meeting* |  |
| 0.02.4 | Loren told governors that there was not many schools in the UK where they had taken this approach and she had linked with a school in south London as a starting point. She gave an example of how language was used in History which facilitated debate by highlighting the word *discovered* in relation to Christopher Columbus and South America. Year 2 had debated *discovery* verses *invasion*. Year 6 would be learning about the Windrush generation and the migration to the UK. She had found that children were not confident to talk about the issues at first and that they felt they needed to be given permission but they have adapted well. |  |
| 0.02.5 | **Question:** A governor asked if they could see the long term plans? **Answer:** Loren replied that they were ready to go out and that the plans involved staff training. Kevin Precious told governors that the staff needed to see them first and then they could come out to governors. | **K Precious** |
| 0.02.6 | The Headteacher stated that it was important to gain the approval of the governing body for the plans as it was a new way of working. Debbie Smith shared that History would now be multifaceted instead of from one point of view. The children would be given age appropriate tools to explore all the aspects of the History curriculum**.** |  |
| 0.02.7 | **Question:** A governor asked if it was possible to share this approach with other aspects of the curriculum?  **Answer:** There were links to PHSE, Geography and Art History. Skills in questioning, debating and making informed decisions could be used across the curriculum. |  |
| 0.02.8 | **Question:** A governor asked if the school had the range of resources needed to ensure a comfortable environment to share difficult concepts, such as the impact of words?  **Answer:** Loren stated that texts needed to be inclusive and there needs to be an understanding that sometimes language was outdated and children would need to see that in context. It tied in with the values of the school instilling respect for others. The Headteacher stated that they were looking at diversity across school ensuring that books, displays etc. showed culturally diverse images. |  |
| 0.02.9 | Governors thanked Loren for her presentation. They fully supported the initiative and hoped that it would some be embedded across school. |  |
|  | *Loren Owen left the meeting* |  |
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| **1.00** | **APOLOGIES** |  |
| 1.01 | There were no apologies. All governors were present. The Chair invited Emma Robshaw to give governors a brief introduction about herself. |  |
| 1.02 | Emma Robshaw informed governors that she had 25 years’ experience in HR. She has two grown up children and was keen to give back to her community. She had visited the school and was looking forward to joining the governing body. |  |
| **2.00** | **DECLARATION OF INTERESTS** |  |
| 2.01 | There were no new declarations of interest |  |
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| **3.00** | **MEMBERSHIP MATTERS** |  |
| 3.01 | The Chair went through the current membership matters.   * Emma Robshaw and Julia Britton had been appointed as Co-opted governors. A DBS check and a section 128 check would be completed for new governors within 21 days of appointment. * Else Burton had resigned from the governing body. The Chair had thanked Else for her service on behalf of the governing Body. * The three parent governors would end their terms of office on 31.8.21. The Chair thanked them for their years of service to the school and governors wished them well in the future. * The term of office for Kelly Bentley staff governor ends on 29.10.21 and James Stott was elected as the new Staff governor. Candy Evans would be replacing Ruth Cook as Associate member. The Chair thanked Kelly and Ruth for all their hard work supporting the governing body and the school. |  |
| 3.02 | Julie Britton was the lead governor on the Parent elections and told the governing body that there were several candidates for the three posts and they were all good candidates including new parents. She would keep governors informed as to the outcome of the election on 16 July. The Chair and other governor had met with the prospective candidates on 21 June to give then information on what being a governor entailed. |  |
| 3.03 | Claire Skeet’s term of office had been disputed. Claire thought her term of office had restarted when she had become Chair in 2018. Her term had not changed when she had become chair and governors asked if she was willing to extend her term of office which she was. Her next term would end on 16/10/2025. |  |
| 3.04 | There remained four co-opted governor vacancies and one local authority vacancy which the governing body could appoint to as the vacancy was over four months. The Clerk reminded governors that they could appoint from the unsuccessful parent governors if there was a skills match. |  |
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| **4.00** | **MINUTES OF THE LAST MEETING** |  |
| 4.01 | **Resolved:**   * That the minutes of the meeting held on 12 May 2021 be agreed as a correct record and the Chair be authorised to sign them. |  |
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| **5.00** | **REVIEW ACTIONS AND MATTERS ARISING** |  |
| 5.01 | *Coordinated Terms of Office (minute 2.02 refers).*  J Britton would coordinate the lists from the DfE and Leeds for Learning and send it to the clerk. | **J Britton** |
| 5.02 | *The Chair’s meeting with Emma Robshaw (minute 3.03refers).*  This action had been completed and Emma had started the process to become a governor. She was attending the FGB meeting. |  |
| 5.03 | *Staff election (minute 3.06 refers).*  A staff election had taken place and James Stott would be replacing Kelley Bentley as staff governor from September. |  |
| 5.04 | *Cultural Capital Quality Mark (CCQM) (minute 5.01 refers)*  Candy Evans attended the Pupil Support meeting and gave a very informative presentation to governors on the CCQM. |  |
| 5.05 | *The Safeguarding audit (minute 5.02 refers).*  The audit had moved to 22 September 2021 so that it can be done face to face. Julia Britton would be monitoring the audit.  The ARM submission date has been submitted by the submission date. |  |
| 5.06 | *Training for governors (minute 5.03refers)*   * Claire Skeet would be looking for future dates for Safer Recruitment training as previous dates had not been convenient. The clerk informed governors that the course was administered by the Safeguarding unit and not Leeds for Learning and may be available on line. * The Chair stated that as there would be a significant number or new governors it could be better to talk to the Safeguarding unit for basic Safeguarding and refresher training. The Chair was informed that basic safeguarding could be done online at governor’s convenience. Prevent training was also on line. Julia Britton stated that both were very good. * A new Development for governors’ programme had been sent out by the clerk. Governors could contact Kelly Moore to book any courses and for the access log on. |  |
| 5.07 | *Subject Leaders training feedback with Richard Elstub (minute 5.06 refers).*  Governors would be meeting with Richard Elsub on 7 July. The Headteacher would forward the invite to Emma Robshaw. |  |
| 5.08 | *Covid Catch up plans (minute 5.08.1refers).*  Spending on the Covid catch up plans had been sent to governors. |  |
| 5.09 | *The issue with the Declaration form (minute 6.10 refers).*  The clerk took back the issue to GSS who were going to contact the auditor to discuss the issues with the form. |  |
| 5.10 | *Work done on the red corridor (minute 6.15 refers).*  Julia Britton had contacted the council and the contractors but had not had a definitive answer. She would be following this up. | **J Britton** |
| 5.11 | *The GDPR Policy (minute 11.02 refers).*  The policy had been reviewed and approved at the Resources committee meeting. |  |
| 5.12 | *Governors’ Annual Statement (minute14.02 refers).*  This was completed in January and was on the website. A governor suggested that it should be amended to read as correct at the time of writing and this action had been completed |  |
| 5.13 | *Uniform policy (minute17.02.4 refers).*  A letter to parents had been sent out to parents informing them of the Uniform policy and the enforcement of correct PE kit. |  |
| **6.00** | **CURRICULUM DEVELOPMENT UPDATE** |  |
| 6.01 | A detailed update had been provided in the minutes of the Teaching and Learning committee. Julie Hardaker gave a brief summary of the main points of discussion.   * Julie and other governors had attended Parent zoom meetings where the remote Learning offer was explained. The meetings were very informative and feedback had been very positive. * The assessment of the children including Year 1 phonics and Year 6 SAT-like tests had been shared with governors. * Proforma of the reports to parents had been shared with governors. * The work that the Senior Leaders, middle leaders and consultants had been working on, such as Curriculum ,SDP and SEF ,Reading and Science deep dive and. * Presentation by Robin Bode on subject leadership * Work and training done to improve children’s long term memory closing the gap in learning with a programme of interventions. * ETFS new framework. |  |
| 6.02 | **Question:** A governor asked what was the focus of the Covid interventions?  **Answer:** The Focus was on reading with 20% of pupils who were not progressing as they should. The Senior Leadership team (SLT) were reading with groups from Year 1 to 6 and Alison Davison was working across groups on phonic catch up and daily reading. Maths basic skills were also needed by the 20% and interventions were happening to address this. All children were also accessing a full and rounded curriculum. |  |
| 6.03 | **Question:** A governor asked were any subjects missing from the curriculum?  **Answer:** The Headteacher repeated that all children were receiving a full and rounded curriculum. Years 3 and 4 had been cooking in Class Swimming was back for Years 5 and 6. All children were signing in their bubbles. Guitar lessons were taking place. There were many activities planned for all children to have great experiences. There were no overnight trips but the Year 6 two days of trips to Ingleborough were jam packed with activities. Staff were intent on giving the children memorable experiences to counteract the effects that lockdown had on children’s mental health and wellbeing. |  |
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| **7.00** | **GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PLAN PRIORITIES** |  |
| 7.01 | The Chair stated that governors had not undertaken official visits to school but had attended zoom meetings with staff to evaluate the progress of school improvement priorities. Governors had various meetings over zoom covering pupil premium, safeguarding, SEN, Remote Learning and COVID catch up. |  |
| 7.01.1 | Julia Britton had monitored the Single Central Register (SCR) and evaluated the evidence presented in the Annual Safeguarding return (ARM) which the Chair had signed before submission. She had also attended for feedback on the reading deep dive along with other governors. |  |
| 7.01.2 | Julie Hardaker, Claire Skeet and Reena Sharma had attended parent zoom meetings on the remote learning offer. |  |
| 7.01.3 | Else Burton had monitored SEN and had written a report which had been circulated. |  |
| 7.01.4 | Letty Dixon had monitored EYFS |  |
| 7.01.5 | Julie Hardaker monitored Pupil Premium and the website |  |
| 7.03 | The chair stated that there had been a hope to get into school on a governor day as usually happened but that had not been possible. |  |
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| **8.00** | **QUESTIONS ABOUT THE HEADTEACHER’S REPORT** |  |
| 8.01 | The Headteacher’s report had been circulated to all governors prior to the meeting. The Headteacher would ensure that Emma Robshaw was put on to the circulation list. She would also ensure that a school email was set up for Emma. | **Head** |
| 8.02 | The Headteacher informed governors that she had received the report from Andy Taylor and would send it out to governors. The main comment was that the school was not standing still. The report shows evidence of what has been done as Ofsted would not see Covid as an excuse not to move forward and progress. | **Head** |
| 8.03 | **Question:** A governor asked if the Headteacher was confident that the current Year 5 would progress enough in Year 6 to do well in the SAT’ next year?  **Answer:** The Headteacher stated that the SAT’s for KS1 and KS2 would be going ahead next year although there were plans to scrap the KS1 SAT’s the year after. The reports to parents would be looking at the test results and teacher assessment. The Headteacher was confident that the majority of Year5 would be ok. It was important to look at where they were now and what were the gaps. 60% to 70% were working at the expected level. Those working at greater depth had maintained and a few borderline children could have slipped slightly, but the staff would be working hard to close those gaps. |  |
| 8.04 | Debbie Smith told governors that reading and maths were ok but writing had been affected as children had missed out on practicing this skill during isolation. It was agreed by the staff that some basics had slipped and there was a focus on key areas. They agreed that some children had thrived since returning to school. |  |
| 8.05 | The Headteacher stated that writing would be one of the priorities from September. The SDP and the SEF would follow the same format which linked the evidence to the priority. |  |
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| **9.00** | **COMMITTEE REPORTS** |  |
| 9.01 | Committee minutes were circulated to governors prior to the meeting |  |
| 9.02 | The Chair of the Teaching and Learning committee had outlined the discussions and decisions taken under item 6.01. |  |
| 9.03 | The Chair of Governors had taken on the role of Chair of Resources, Pupil Support and Pay and Personnel due to resignations. There had been a joint meeting of the Resources and Pay and Personnel on 14 June. |  |
| 9.03.1 | The committees had reviewed and approved the following policies.   * Freedom of Information Policy * Data Protection (GDPR) Policy * Whistleblowing Policy * Equalities * Sex and relationships education (SRE) * Acceptable use policy * On line Safety Strategy * Mobile phone policy * Twitter policy * Single Equality policy |  |
| 9.03.2 | They also discussed and agreed   * Budget review * Price of school meals * Health and safety report * ARM report * Mid-year performance manage reviews * EYFS outdoor learning area * New oven * Painting schedule * ICT programme * Staffing Model |  |
| 9.03.3 | Candy Evans had presented the progress of the Cultural Capital Quality Mark (CCQM) which is at the developmental phase to the Pupil Support Committee and governors were informed that this was available on the website. |  |
| 9.04 | The Headteacher explained that PSHE and wellbeing of pupils was a key School improvement priority. Assessments and interventions had taken place to close the gaps and support children’s wellbeing. |  |
| 9.04.1 | Attendance was 97.3%. Half termly Attendance meetings had now restarted and attendance was tracked. The DfE register was completed daily and any Covid absences were tracked. |  |
| 9.04.2 | Inclusion meetings were happening daily with staff taking action if needed. There was a formal inclusion meeting every 2 weeks to help to support key children. Year 3 and Year 4 had been significantly affected by lockdown and this had had an impact on their behaviour. One child was at Reach (alternative provision) for a period of time and one child had an Education, Health and Care plan (EHCP). The team were very busy identifying any potential behavioural issues and putting a plan in place. |  |
| 9.04.3 | Subject leaders had been supported with mentoring from Richard Elstub and a Deep Dive had been completed in Reading. |  |
| 9.04.3 | Kelly Bentley had reviewed the long term plans for RSE to ensure that key issues were dealt with in a timely manner. She was also developing a Whole Child approach which should be ready for September. |  |
| 9.04.5 | The School council have operated in a limited way and it had been agreed that pupils would remain in their posts on the school council to ensure that they were able to have the full experience next year. |  |
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| **10.00** | **SAFEGUARDING/CHILD PROTECTION** |  |
| 10.01 | The annual Section175/157 Child Protection Compliance Return (ARM) had been signed by the chair of governors and submitted by 4 June 2021. Julia Britton had checked the supporting evidence available. |  |
| 10.02 | Letty Dixon had completed a Safeguarding report which will be circulated to governors. | **L Dixon** |
| 10.03 | **Question:** A governor asked how often do governors have to undertake Safeguarding training, including Prevent and Online security?  **Answer:** This training should take place every three years. |  |
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| **11.00** | **POLICY REVIEW** |  |
| 11.01 | The policy review planner confirm that.   * Staff Disciplinary Policy would be reviewed in spring 2022, * Staff grievance policy and Staff code of conduct would be reviewed in Autumn 2021 |  |
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| **12.00** | **EVALUATION OF GOVERNING BOARD EFFECTIVENESS INCLUDING SUCCESSION PLANNING** |  |
| 12.01 | The Chair felt that as the governing body would be undergoing a great deal of change in September. It would make sense to review the skills and experience of all governors and look at a training plan. |  |
| 12.02 | **Resolved:**   * To ask Governor Support Services to undertake a skills audit and analysis of training gaps. | **Clerk** |
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| **13.00** | **ARRANGEMENTS FOR THE PERFORMANCE MANAGEMENT OF THE HEADTEACHER** |  |
| 13.01 | After seeking agreement from the Headteacher, the Chair invited Emma Robshaw to join the performance management meeting of the Headteacher. This would take place on 16 July at 1 pm. The panel would consist of Claire Skeet, Reena Sharma and Julie Hardaker. Richard Elstub would be the independent advisor and he would help the panel to set targets for the next academic year. |  |
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| **14.00** | **GOVERNOR DEVELOPMENT** |  |
| 14.01 | The Chair highlighted the Governor Development programme that had been circulated by the clerk. She asked governors to contact Kelly Moore if they wanted to book on to relevant courses. |  |
|  | The Chair had attended Preparing for Ofsted and effective governance courses and had circulated the documentation to governors |  |
| 14.02 | Julie Britton had attended Noctua training on School Improvement plans and Ofsted on the 21st June. She would be circulating documentation from the course to governors. | **J Britton** |
| 14.03 | **Question:** A governor asked if all governors had access to the National College as they had some good training available?  **Answer:** Governors had access to this site and there are some very good webinars that they could attend. |  |
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| **15.00** | **CHAIR’S BUSINESS** |  |
| 15.01 | **Question:** The Chair asked if a governor needed to be identified to attend the Cluster as a representative from the governing body?  **Answer:** The Headteacher stated that she had only had the initial information about a governing body style committee and would forward on any further information to the chair if received. She felt that it was possible that it would not be in place until the Autumn term. |  |
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| **16.00** | **CLERK’S BUSINESS** |  |
| 16.01 | The updated Governor Development Programme had been circulated to Governor. The clerk also reminded governors that they had access to the Key for governors for training, information and sample templates. A governor agreed that they provided up to date information and advice. |  |
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| **17.00** | **ANY OTHER URGENT BUSINESS** |  |
|  | There was no other urgent business. |  |
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| **18.00** | **SET MEETING DATES FOR THE NEXT ACADEMIC YEAR** |  |
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