



**PART ONE MINUTES – MEETING 7
OF THE LOCAL GOVERNING BODY MEETING
OF KELSALL PRIMARY SCHOOL**

Date	Wednesday 18th May 2022 at 6pm
Venue:	Kelsall Primary School

Attending (Governors):	
David Wearing (DW) David Bingle (DB) Sarah White (SW) Holly Stowells (HS) Jane Briggs (JB) Natalie Kirkness (NK)	Principal Co-opted/Acting Chair of Governors Staff Co-Opted/Vice Chair of Governors Parent Parent
Apologies:	
Emma Gildea (EG) Sarah Currell (SC)	Co-opted Parent
Also in Attendance:	
Debbie Tomkinson	Governance Professional

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	DB welcomed all to the meeting and a special welcome was made to Tim and Sam two prospective parent governors. Apologies were received and accepted from EG and SC.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no declarations of interest in relation to any of the agenda items. No new interests were declared.

AGENDA ITEM 4	PART ONE MINUTES OF MEETING – MARCH 2022
Discussion:	The Part One minutes of Meeting 6 - March 2022 were circulated in advance of the meeting and accepted as a true and accurate record. All agreed.
DECISION	RESOLVED That the Part One Minutes – March 2022 be accepted as a true and accurate record. All agreed.

AGENDA ITEM 5	MATTERS ARISING
Discussion:	DB reported to governors on plans to include a curriculum focus area on each LGB agenda with subject leads in attendance. The focus for the current meeting was literacy and DW provided governors with an update.

The school uses Pathways to Write who provide units of work for reading, writing and spelling. Staff were given the opportunity to consider a range of schemes and this is the scheme that teachers felt covered all of the elements they need.

Teachers will have a 'main' book that they use which is linked to the scheme of work and other resources that are provided. It is also linked with Pathways to Spell which uses spellings from the book. There is a focus on providing children with access to different genres of fiction and the scheme is progressive through the years. As the writing curriculum has changed this has helped staff subject knowledge and it is a scheme that is pitched at the right level for the children. The books that children read can be linked with other curriculum areas eg a book on the Galapagos links in with work the children are doing in subjects such as geography and history. This gives a more holistic approach to the curriculum.

As staff confidence is built, teachers may take a decision to swap books.

Q: Where books are varied, will this be fed back to the company?

A: It will be possible to provide feedback – an example of this is that DW was leading on a poetry project and the company were able to write a poetry unit.

JB joined the meeting.

Additional suggested texts have also been purchased and so the school is well resourced. They also provide activities for those children working at greater depth so that this can be evidenced in their books. The scheme is also beneficial in terms of teacher workload considerations.

Q: How do children with gaps in their learning or who are working below age-related expectations manage the curriculum?

A: The school has purchased Pathways to Progress so teaching assistants (TA) and volunteers use this with the children to address gaps in their knowledge. Pathways to Progress links with the main book that the class are using so children do not feel isolated. The programme is based on developing small skills and at the start of each unit children have to do independent writing based on prior learning.

During Covid- the Literacy Company provided catch-up units from previous learning to help children catch-up.

The impact of the programme is that the quality of writing has improved and DW provided governors with a sample of books to show the quality of the children's work. The books do not contain a lot of written marking as teachers are adept at giving verbal and whole class feedback which has more of an impact.

DW advised governors that leaders are looking at marking and feedback to ensure that it is purposeful and helps move children on.

Q: Do teachers ever receive feedback from children?

A: SW has put together a document about the seven Cs of Care and children have been asked about those. It would be useful to get children's thoughts on the units of work.

Q: Does the new scheme help those who are struggling or working at greater depth?

A Pathways to Progress helps those children with gaps and the scheme also has additional activities for children working at greater depth. In addition, staff subject knowledge has improved which increases quality first teaching.

Actions From Last Meeting

HS to complete safeguarding governor visit. ONGOING

JB to review website compliance. ONGOING

EG to complete link governor visit ONGOING

NK to complete SEND link governor visit. NK has completed a link governor visit and will provide a record of visit.

	<p>Parent governor nominations to be sought COMPLETE</p> <p>Nominations for Vice Chair to be included on agenda for the next meeting. COMPLETE</p> <p>DB to arrange GDPR link governor visit COMPLETE</p>
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AGENDA ITEM 6	GOVERNANCE AND RISK
Discussion:	<p>Appointment of Vice Chair of Governors</p> <p>A nomination was received for HS to be appointed Vice Chair until the end of the academic year. The nomination was unanimously approved by governors.</p> <p>Governor Vacancies/Membership</p> <p>There were seven expressions of interest in the parent governor vacancy. Two parents completed the requested pen portrait and they were invited to the meeting as observers.</p> <p>DB advised that he had been speaking to a potential co-opted governor who used to be a parent of the school. DB to provide a further update at the next meeting.</p> <p>It was proposed that SC be appointed as a co-opted governor. This would then create two parent governor vacancies which could be filled by the two observers. It was noted that as there is already a parent acting as a co-opted governor, this would require trust board approval. It was agreed that DT would seek approval from the trust board.</p> <p>Governor Visits</p> <p>Governors were asked to complete the governor visit report template following each visit as this is useful to show how governors triangulate information that is provided by school leaders.</p> <p>The GDPR link governor report was circulated in advance of the meeting. As the risk across the school is low, the trust have stated that the GDPR procedures now only need to be reviewed every two years.</p> <p>A report on the review of the fixed assist register was circulated in advance of the meeting. The systems were changed last year and when this is in place this will streamline the process. There are no areas of concern.</p> <p>Governor Training</p> <p>It was noted that all governors are required to complete the NGA's Safeguarding for Governors learning link module. DT to circulate the link.</p>
DECISION	RESOLVED: That HS be appointed as Vice Chair until the end of the academic year. All agreed.
	<p>ACTIONS</p> <p>Governors to complete safeguarding for governors training. DT to circulate link.</p>

AGENDA ITEM 7	CHAIR'S ACTION
	<p>Chair's Action</p> <p>The Chair had not taken any urgent decisions on behalf of the local governing body. He had completed a self-evaluation of governance and the results were circulated in advance of the meeting. Since taking over as Chair, DB has spoken to other Chairs, reviewed documents and attended a new governor training course. The results of the self-assessment were mainly amber and the issues seem to be that not all governors are fully trained in being a governor and documents need to be available sooner. DB requested that the items for the next meeting be</p>

	<p>included on the agenda so that the information can be available earlier. DB was shown a number of examples of schools that received a lower grade during inspection because the work of governors was not sufficiently evidenced.</p> <p>It was recognised that it had been difficult to get to know the school during Covid but that governors do need to come into school to speak to staff and children. The role of link governor is not to grade the quality of teaching but to triangulate information that has been given to them. It was also noted that governors do have a legal right to time off for governor duties – although there is no legal right to paid time off.</p> <p>Actions for governors moving forward is to consider how to improve governance and to bring back suggestions for discussion at the next LGB meeting. DW advised that if governors do want to complete a visit to email him</p> <p>Link Governors Current link governor roles:</p> <table border="1"> <tr><td>Acting Chair</td><td>David Bingle</td></tr> <tr><td>Vice Chair</td><td>Holly Stowell</td></tr> <tr><td>Finance Governor</td><td>David Bingle</td></tr> <tr><td>Health and Safety Governor</td><td>TBC (Tim Bull)</td></tr> <tr><td>Data Protection Governor</td><td>David Bingle</td></tr> <tr><td>Safeguarding Governor</td><td>Holly Stowell/Jane Briggs</td></tr> <tr><td>SEND Governor</td><td>Natalie Kirkness</td></tr> <tr><td>Pupil Premium and Looked After Children Governor</td><td>Emma Gildea</td></tr> <tr><td>Early Years Foundation Stage (EYFS)</td><td>Jane Briggs/Sarah Currell</td></tr> <tr><td>Leadership and Management</td><td>Natalie Kirkness/David Bingle</td></tr> <tr><td>Assessment</td><td>Samantha Byrne</td></tr> <tr><td>Creative/Arts</td><td>Emma Gildea</td></tr> <tr><td>Maths/IT</td><td>TBC (Lisa Whitehouse?)</td></tr> <tr><td>English/Connected Curriculum</td><td>Holly Stowell</td></tr> </table> <p>It was suggested that the English/Maths and IT role be split into distinct link governor roles. HS agreed to continue as English link governor. There are vacancies for Maths, Health and Safety and Assessment link governors.</p>	Acting Chair	David Bingle	Vice Chair	Holly Stowell	Finance Governor	David Bingle	Health and Safety Governor	TBC (Tim Bull)	Data Protection Governor	David Bingle	Safeguarding Governor	Holly Stowell/Jane Briggs	SEND Governor	Natalie Kirkness	Pupil Premium and Looked After Children Governor	Emma Gildea	Early Years Foundation Stage (EYFS)	Jane Briggs/Sarah Currell	Leadership and Management	Natalie Kirkness/David Bingle	Assessment	Samantha Byrne	Creative/Arts	Emma Gildea	Maths/IT	TBC (Lisa Whitehouse?)	English/Connected Curriculum	Holly Stowell
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	<p>ACTIONS</p> <p>Governor self-evaluation to be included on next agenda</p>																												

AGENDA ITEM 8	PRINCIPAL'S ACTION
	The Principal had not taken any urgent decisions on behalf of the LGB.

AGENDA ITEM 9	HR/FINANCIAL PERFORMANCE
	<p>Review of Funding Method for CAT Central Services</p> <p>Governors were asked to provide feedback on the proposal for the review of the funding method for CAT Central Services.</p> <p>CAT provide central services to its schools and in return the trust takes a percentage of GAG. One of the new schools who may be joining the trust has a different demographic and if the current model is used that school would pay more. The percentage for Kelsall will increase slightly although savings of £300 will be made in Y1.</p>

	<p>There was a discussion about why only 17% of MATs use the proposed formula but governors agreed that morally it was the right thing to do.</p> <p>Approval of expenditure under the Scheme of Delegation</p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation.</p> <p>Spend of Reserves - Update</p> <p>The proposal for the spending of reserves have been approved. Work is on track although some items are taking longer to be delivered. Pentagon have been commissioned to erect a canopy in the outdoor area, glazing and a sensory path. Where there is an under-spend on a particular project, this will go into another budget line.</p> <p>Q: If any of the money is not spent, can this be accrued? A: Yes. Governors had in the past built up too much of a reserve and so a decision was made to spend this on projects across the school.</p> <p>Q: Do you have all of the TA support that you need? A: Yes, this has been budgeted for and an appointment will be made for the start of the new academic year.</p>
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AGENDA ITEM 10	EDUCATIONAL PERFORMANCE
Discussion	<p>SDP Review</p> <p>DW provided a verbal update on the progress of the SDP. Most things that were set in September are on track to be completed by the end of the year. Some actions are partially complete and may be continued into next year. Some actions will be removed as they are no longer required.</p> <p>The learning mentor is now in school full-time and this has been a real success, the impact on the children is immeasurable.</p> <p>It was suggested that it may be a section in the SDP for governor development.</p> <p>Admissions</p> <p>Two Ukrainian families have who will be living with families in the village have been welcomed into the school and the children have settled well. This has taken the number of children in Y4 over the published admission number but there are no children currently on the waiting list and there is legislation from the DfE that allows for class sizes to go above PAN for Ukrainian children. DW attended a webinar on how to support Ukrainian families and so all measures such as the provision of IPADs and language tuition are in place. School receive additional funding for Ukrainian children and this may be pooled with other schools so that appropriate support can be provided.</p> <p>29 places have been confirmed in Reception and DW is waiting for confirmation about a further place.</p> <p>There have been lots of enquiries about the nursery but it is currently full.</p> <p>Spring Term Outcomes</p> <p>Progress is good across all years. Attainment is lower but that is due to Covid. This has been discussed with teachers so that they are aware that attainment will be a focus.</p> <p>KS1 attainment is a key focus area. Pupil progress meetings review children's attainment in reading, writing and maths for Pupil Premium and SEND children. The meetings are used to identify any concerns, what is in place for those pupils and any actions required. The meetings</p>

	<p>will take place termly so there will be more opportunities to discuss the data. Pupil progress meetings allow staff to give parent useful information about their child. Subject leaders with focus on SEND and disadvantaged children and will build this into their cycle of work.</p> <p>The Y5 attainment data needs further investigation but the attainment of Y6 children in reading and maths is high. Y4 children are making good progress. Overall, attainment in reading is higher than maths and writing.</p> <p>Q: Are 50% of the children achieving? A: Yes, this should be 80% but the KS1 children are the ones most affected by Covid.</p> <p>Q: Is this recoverable? A: It will take time and there needs to be some work on attainment but that is why interventions are in place and why another TA has been appointed.</p> <p>Q: Is one TA enough? A: There is one full-time TA who provide interventions in the afternoon and the additional TA from September will support interventions for year groups that need it.</p> <p>Staff have a good understanding of where the children are. There are some inconsistencies in assessment - some staff have been cautious in their assessments and work will take place to ensure consistency.</p> <p>Q: Is the data same across all schools? A: Whilst it is possible to look at data across the Trust schools it would be difficult to compare against schools more widely as methods of assessment.</p> <p>The number of children with SEND is small but there have been changes to the ways in which SEND children are identified and what gaps they may have in their learning. Support is in place for these children.</p> <p>Boys outperform girls in maths and support and interventions are in place to address this. There will be targeted for reading, writing and maths in KS1 and a review of tracking and assessment procedures in collaboration with other schools across the trust.</p> <p>Q: Do volunteers read with children and could this be extended to other subjects? A: Yes, a lot of parents have volunteered. It may be more difficult for other subjects but DW to consider if this would be beneficial for mental maths.</p> <p>It is predicted that the number of children passing the phonics check will be approximately 80%. DW to provide phonics data. It is predicted that 70% of children in Reception will achieve a good level of development but this could be higher.</p>
	<p>ACTIONS</p> <p>DW to circulate phonics data to governors</p>

AGENDA ITEM 11	SCHOOL IMPROVEMENT
	<p>Curriculum</p> <p>Governors to receive information on plans to invite a subject leader to each meeting to present to governors and answer questions. This was discussed under agenda item 5.</p> <p>Governors to receive for information</p> <p>There have been no changes to the Risk Assessment and Mitigation Plan. Governors to receive the RAMP document for information.</p>

	ACTIONS
	Governors to receive RAMP for information

AGENDA ITEM 12	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Policies</p> <p>Governors were asked to provide verbal feedback on HR Policies circulated in advance of the meeting.</p> <p>It was noted that the special leave policy did not include provision for taking time off if they are a governor or in situations where they may need to take a family pet to the vets. DT to feed this back to the trust board.</p> <p>The Staff Wellbeing Policy was noted by governors.</p> <p>Q: Does the school do the right things for wellbeing? A: The responses to the staff survey was positive and leaders are looking at the marking and feedback policy to reduce workload. The school does not have a wellbeing hub as staff wellbeing is central to the ethos of the school and staff know they can talk to DW or SW at any time.</p> <p>Attendance Update</p> <p>DW to circulate attendance data. He reported that there are more holiday requests but there are only a small number of children that are absent for more than five days. If a child has unauthorised absence for five consecutive days, a fine will be issued. Staff monitor any children where there is a pattern of absence.</p> <p>Health and Safety</p> <p>Health and Safety link governor to arrange health and safety visit with the Business Manager following the external audit which is due to take place in June.</p>
	ACTIONS
	DT to inform trust of suggestions in relation to policies

AGENDA ITEM 13	DATE AND AGENDA ITEMS FOR NEXT MEETING
Discussion:	<p>Date</p> <p>Wednesday 15th June 2022</p> <p>Agenda Items for Next Meeting</p> <ul style="list-style-type: none"> - Business Manager's Report - Approval of Expenditure under Scheme of Delegation - Consider school performance against the vision - Update on monitoring of teaching and learning - Annual CAT Safeguarding Update - Verbal report on operation of Health and Safety, Early Careers Framework and Children with Additional Medical Needs policies - Health and Safety Audit report - Annual Safeguarding report to governors - Standing items, training, visits - Review of governance