

Charlton Kings Junior School
Full Governing Body Meeting Minutes via Microsoft Teams
Monday 10th May at 7 pm



“Ensuring excellent outcomes for children”

Present		Also present	
Pete Williams	PW	Rebecca Ragg	RR (Clerk)
Nick Jukes	NJ	Helen Morrison	HM (Guest)
Gavin Roberts	GR	Adrian Hunt	AH (Guest)
Mark Hawkins	MH		
Christopher Hunter	CH	Apologies	
Ian Davidson	ID	Reece Nineham	RN
Sue Selwood	SS	Andrew Lackey	AL
Caroline Parker	CP		
Lesley Crompton	LC	Absent	
Hannah Young	HY	None	
Susannah Morgan	SM		
Nicola Edwards	NE		
Cheryl Crowley	CC		
Michael Spink	MS		

1	Apologies and welcome	Action
	HM and AH will be attending at 7.30pm and 8pm respectively to share details of the Art and DT curriculum.	
Promoting Outstanding Governance		
2	Register of pecuniary interest/conflict of interest	Action
	None (see section 6 for details of MS conflict of interest)	
3	Minutes of the previous meeting to be approved	
	1 st February 2021 - ID was omitted from the attendees list, otherwise the minutes were verbally approved.	RR
4	Operations Committee and Financial Management; matters arising	Action
	<p>➤ Agree to proposed budget and staffing structure for new financial year (academies only) – Spring/Summer Term</p> <p>PW updated the Governors with a general picture of the staff structure and budget. There will be a meeting this week with AF and PW to confirm this, however there is no real change at the moment. The update will be shared at the upcoming Operations Committee meeting</p>	Operations Committee Agenda

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	<p>on 27th May 2021.</p> <p>> Future donations ideas</p> <p>Due to Covid-19 the school has not asked for the annual donations towards trips and activities, being mindful of the financial impact on many families. However, this term the school has asked for donations towards Swimming lessons. This has so far raised about £2000. The school will look to open up wider donations opportunities as life returns to normal. There is normally a good response to this at the start of the year. PW highlighted that when the new academic year begins, the suggested amount will be unchanged from that of two years before to be mindful of financial pressures on families.</p> <p>> Building Update</p> <p>A decision has been made to not go ahead with the new building plans. This is following the efforts of the small working party who met together with the expertise of RG. In short, following the relevant surveys, there were concerns about the placement of drains and the proposed building plans, which would mean problems for the building work and expensive solutions. This would have taken the costs far beyond what had been budgeted. The school now has this money available to spend on improvements to the site.</p> <ul style="list-style-type: none"> - SS is going to look at what is needed to enhance provision at the school. - MS is going to develop a project management template which can be used to capture the ideas, strengths, costs and risks of any of the ideas on how to spend the money. Thus, allowing projects to be compared and money to be spent wisely. A second process would look at how the process can move forward. - PW recommended that ideas should be sought from staff and children as to how to improve their community. <p>> Policy allocation for Governors (see policy section at the end of this agenda)</p> <ul style="list-style-type: none"> - RR will produce a list of policies which need a responsible Governor to oversee its functioning and compliance with updates. Governors can then choose policies in which to monitor. 	<p>SS</p> <p>MS</p> <p>SS</p> <p>RR</p>
5	Matters carried forward which are not covered elsewhere	
	<p>> RG resigned following the decision to not go ahead with the building plans. The Governors recognised that they have been indebted to the commitment he has given to the Governors during his time with CKJS.</p>	

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	<p>GR joined the meeting 7.20pm</p> <p>GQ: What was the need for the new building? GA: There were several reasons, external and internal. A multi-function space is needed in addition to extra revenue being enabled by allowing Paint Pots for example to use the space. We may now need to look to how the existing site could be repurposed, the hall space could be utilised.</p> <p>GQ: Please can you confirm the details of the budget remaining as the numbers seem to have changed dramatically. GA: There is about £165,000 available. We have to keep one months' worth of pay in reserves. There are also restricted funds which stand at about £20,000- "25,000. The Capital Improvement Fund money would have had to come from these funds too to contribute to the CIF bid for the heating replacement (we should find out if we were successful in the CIF bid in June). Now we have decided we cannot afford one big building, there are some options we can consider such as space at Balcarras.</p> <p>GQ: What do you expect the timing is on this spending? What are the next steps involved? GA: The Operations Committee will pull together a process next month and then perhaps at the next FGB meeting. However, the end of September would be a good timeframe to gather some ideas on what to allocate the budget to.</p>	<p>Operations Committee agenda and school staff</p>
6	<p>Governing Board updates and Succession Planning</p>	
	<p>➤ Receive and evaluate reports from governors who have carried out monitoring visits</p> <ul style="list-style-type: none"> - LC has carried out a safeguarding visit, meeting SS and AF. LC has recently attended the SCR and Safeguarding training provided by GCC and has found all of CKJS records are in the correct place. LC supplied for the new Governors that each during each visit, the SCR is checked, any safeguarding issues are discussed and the results of the Section 175 audit are considered. - LC reported that the courses she attended showed that CKJS is in a good position with regard to safeguarding, however we could improve further by having two proactive Governors trained in safeguarding. NE is going to join LC on this, a course is to be booked on 25th May 2021. - CP carried out a SEND visit, currently Harriet Jackson is supporting SS with this role and will be working towards the award in January. SEND numbers haven't changed much however it is expected that due to Covid-19 the numbers may increase. Potentially for emotional support. Two children 	<p>RR</p>

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	<p>with EHCPs have left the school.</p> <ul style="list-style-type: none"> - CP clarified some of the acronyms for the new Governors. - CP reported that Marcia Warren is providing interventions to support phonics, reading and spelling. It has been budgeted for this support to continue going forward. - Harriet has been on some training recently (in teaching children with dyslexia) She has also signed up to start the NASENDCO award in January 2022. - It will be great if restrictions continue to lift, as the Pupil voice element can be utilised. Activities such as shadowing pupils could take place to enable Governors to see the extent of the children's daily experiences. - A SEND parents survey is planned – see point 10 <p>➤ Update on new appointments – formally welcome NE, CC and MS. CP formally welcomed CC, NE and MS to the Governing Body. Each gave a brief summary of their skills/interests. CC – A parent of children in Year 3 and a teaching assistant at a local school. CC also has some prior experience of working in the advertising industry. NE – a parent of a child in Year 3 and a teacher at a local school. NE has interests in Humanities and has previously been a Deputy Head teacher. MS – now retired, has a background in project management and noted an item that has been documented on the declarations of interest tool on Governor Hub, his wife provides contracted Play Therapist services to CKJS.</p> <p>➤ Update on governing board vacancies and expiring terms of service. Agree actions that need to be taken.</p> <ul style="list-style-type: none"> - RR reported that there are currently 3 Member Appointed vacancies, rising to 4 when RN leaves in July. Then looking further ahead, there are 3 Parent Governors whose term of office is due to expire in the Autumn Term. - The recruitment panel could look to appoint a Parent Governor, or the Parent Governor could be considered for re-election by the parent body in the Autumn Term. - PW has spoken to CH and MH whose term of office is due to expire in the Autumn term, both will continue until their term of office expires. PW will talk to AL to see what he would like to do at the end of his term of office. - The role of Chair will be available from September 2021, currently PW is undertaking courses and has been talking individually to the Governing Body about what the role entails. <p>➤ Recruitment panel updates</p> <ul style="list-style-type: none"> - RR to source and send forward the details of individuals offering their time via services such as Inspiring Governors and 	<p>PW</p>
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	<p>Governor Services.</p> <ul style="list-style-type: none"> > Overview of the role of Chair circulated as part of reading materials ahead of meeting. PW/RR outline plan for succession planning. > Governors' self-evaluation form <ul style="list-style-type: none"> - A short form to summarise this academic year and set personal focus for the year to come. 	<p>RR</p> <p>All Governors</p>
7	Chair's Business	Action
	<ul style="list-style-type: none"> > Actions Tracker – please amend and add to so we have a running log of tasks that the Governing Body are focusing on > Monitoring in school – Governors to get in touch with associated subject leads to start discussions – new governors to view remaining subjects to link with. <ul style="list-style-type: none"> - New Governors to view the remaining subjects, and those which will become available with Governors leaving, and choose a subject to monitor. - Governors were encouraged to lead this in the way they would like to do it. - It was agreed that the next subjects to present at the FGB meetings would be History and PE. - It was agreed that the subject PE needed a Governor, particularly a Governor who would oversee the Sports Premium spend. - RE, Science, PSHE and MFL will be invited to the FGB later in the year. <p>GQ: What does it entail to be a subject lead?</p> <p>GA: Governors liaise with the subject leader, there is a proforma on Governor Hub with questions to ask to focus conversations on the Intent, Implementation and Impact. Learning walks could be carried out, book looks, talking to groups of children etc... Ofsted are looking for a broad and balanced curriculum.</p> <ul style="list-style-type: none"> - MS and CC offered to take on a subject. - RR will send out information as to which subject are available, or becoming available in the coming months. 	<p>All Governors</p> <p>RR</p>
8	Governor Training	Action
	<ul style="list-style-type: none"> > Skills audit outcomes (file to read) – Governors to decide if the NGA format is preferred for the next academic year as it is shorter (file to 	

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	<p>view). Please also look at the courses available with GCC (file to read) and let RR know (clerk@ckjs.org.uk) if you would like to attend a course.</p> <ul style="list-style-type: none"> - Currently there is good balance of skills, the Governing body is strongest in decision making, collaborative working and building an effective team. - There is a vulnerability as some Governors are leaving and some Governors terms of office is expiring next term. - Need to look at what skills we will be losing and incorporate those in the recruitment drive. <p>> Governors wishing to know more about the finances of the school and how this is monitored</p> <ul style="list-style-type: none"> - The internal review meetings are held monthly, PW is in the process of arranging the dates for the rest of the year and will circulate these, Governors are welcome to join to gain a good snapshot of the school's finances. - There is also a log of activities and bank reconciliations on Governor Hub. <p>> LC report back any useful takeaways from training in March.</p> <ul style="list-style-type: none"> - See point 7 – monitoring visits in school. 	<p>PW/RR</p> <p>PW</p>
Promoting Outstanding Teaching and Learning		
9	Curriculum Development	
	<p>> Art</p> <p>HM informed the Governors that the new curriculum has been introduced to the school following the guidance and a PowerPoint presentation was shared.</p> <ul style="list-style-type: none"> - The curriculum was updated in May 2021 and the Intent, Implementation and Impact were shared. - HM shared the key documents underpinning the curriculum, the Skills and Knowledge Progression and the Programmes of Study. - Intent – The national curriculum for Key Stage 2 was shared, with a focus on sketch books, mastery of art and design techniques, great artists, architects and designers in History. - HM also informed the Governors that she has spoken to CKIS and Balcarras to identify skills to focus on. - Vision – value and celebrate creativity, providing a broad and inspiring curriculum, building confidence, developing partnerships with the local community and mastering techniques. - Sketch books – previously there has been a sketch book to use 	

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	<p>during Year 3 and 4, then another sketch book for use during Year 5 and 6. Now the plan is to use one for each year group, with a progression of skills sheet stuck in the front to be used for planning and assessment, to enable each skill to be built upon. An example was shared.</p> <ul style="list-style-type: none"> - Implementation – the teachers use the Programmes of Study to plan lessons, an example was shared. This is working progress as new topics have been introduced, hopefully from September 2021 this will be fully working. - HM informed Governors that a book look had taken place this term and that a twilight session has been planned for staff. Examples of books were shared. - Next steps – twilight and INSET training over the next academic year. <p>GQ: During lockdown there were not many opportunities to complete artwork, is the Art curriculum now being squeezed by the catchup agenda?</p> <p>A: More artwork was done when the return to school happened, to help make up for lost time. The school has tried to weave Art through the other subjects. Drawing books have been introduced to enable children to draw when they can/want to. This has been useful to encourage mindfulness and expression. There is an artist coming into school in the next few weeks. All areas of the curriculum need catchup, but the school recognises that the children need to express themselves. SS also supplied that the focus is on where the children are currently at, rather than trying to fit in everything that was planned.</p> <p>GQ: How do you choose your artists?</p> <p>A: We look at the topics and try to tie in relevant artwork/artists, but a broad range is also helpful. HM reported that she has a good network of artists. The Governors agreed in discussion that the Art curriculum lends itself well to utilising cultural capital opportunities.</p> <p>> DT</p> <p>AH had a few connection issues during his presentation. He shared a PowerPoint throughout.</p> <ul style="list-style-type: none"> - Intent – To encourage children to be independent, creative problem solvers, to lay the foundations to potential jobs/careers in the future, to combine practical skills with aesthetics, social and environmental factors. - Progression of skills – slide shared – knowledge and skills in five strands. Progression in each strand mapped against the 	
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	<p>year group. Projects are the context for the teaching of and practising of skills.</p> <ul style="list-style-type: none"> - Project based learning slide shared – Meaningful cross curricular links are made, for example with Geography and History or the Year 6 show. - Raising the profile of DT – slide shared – Children are often not sure how it differs from Art. To raise the profile of this subject AH has created a standard format to be used across the school from September 2021. A staff meeting and twilight session have been planned. The format highlights the cyclical process and technical knowledge. An example of the booklet was shared. All projects will be carried out in these booklets. <p>GQ: How are you assessing this subject? A: Assessment is ongoing, the new booklets being introduced will document the progress in learning skills and techniques.</p> <p>GQ: Are you able to use any of the facilities in Balcarras? A: AH has been in touch with the DT lead at Balcarras and it is hoped that the lead will come to CKJS to carry out a mini project.</p> <p>GQ: How is DT cascaded through the school? A: DT takes a substantial amount of time, so all class teachers teach the subject and it can be run as a project over a few weeks rather than a weekly lesson. There is a twilight training session coming up which will help staff with delivering the curriculum.</p> <p>➤ Cultural capital survey</p> <ul style="list-style-type: none"> - SS supplied that it would be appropriate to look at this in September when there is an INSET looking at the vision and values. - CP recommended that it would be good to have Governor representation on this. 	
10	Headteacher Report/School Development Plan	Action
	<ul style="list-style-type: none"> ➤ Approve the school improvement plan and governors' monitoring schedule (set up schedule in Sept) <ul style="list-style-type: none"> - Move this to September's agenda ➤ Review progress against self-evaluation form <ul style="list-style-type: none"> - Governor monitoring visits and learning walks have not taken place this year as they were not allowed as part of the Coronavirus risk assessments. 	Agenda

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	<p>➤ Headteacher to present report and governors to respond with prepared questions</p> <ul style="list-style-type: none"> - PW commented that the report was fantastic, the Governors were all in agreement. <p>GQ: How will the transition to Balcarras work in September? as this year has been different to other years.</p> <p>GA: Cath Saunders and ID will come to CKJS later this month to see groups of children for roughly 45 minutes – 1 hour. Information will be taken from individual teaches about which classes and groups the children should be placed in depending on their strengths and weaknesses. There will also be a DT/Science/French/Art/Tutor taster day with a parents evening. This is the package Balcarras has put together. There are about 25 schools feeding into Balcarras, there will be children from CKJS in every class. The school is very aware of the difficulties the children have been through. SS supplied that the SENDCO has liaised with Balcarras and those children will be sent across with an individual passport. Individual visits can be arranged for children who need it. Once the groupings have been devised, this information is checked with the Year 6 several times to ensure the children are placed in the most appropriate classes.</p> <p>➤ Parents' Survey</p> <ul style="list-style-type: none"> - This will be sent out after the parents evening later this month. To check how they are feeling about various aspects of school life and the progress their children are making. - SS welcomed Governors views on the parent survey and asked if the SEND parents survey should be sent out separately. CP gave an example of how this had been managed in the school she works at. The SEND parents survey was sent out by the SENDco and then the main parent survey was sent out to all parents. <p>➤ Well-being Survey</p> <ul style="list-style-type: none"> - The majority of staff were very happy with their roles in school and how they have been supported. - HY commends SS with using the results to move things forward and to talk with staff. HY thanked SS for her efforts. - NJ supplied that staff morale is high at the moment. - CP thanked SS/HY for carrying this out and praised the positive outcomes. - It is hoped with the improving Covid-19 situation, some of the concerns that were raised may have settled. - SS supplied that there had been some misunderstanding of the roles of Teacher and Teaching Assistant in the latest lockdown. 	
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	<p>The way in which it was organised was different to the first lockdown due to the virtual learning. TAs supported children in school with the content being delivered virtually. Teachers' workload at this time was significant.</p> <ul style="list-style-type: none"> - SS has given each TA who stepped up and taught a bubble at school during the lockdown a half day off with a small gift and a card to acknowledge their hard work during this time. - CC reflected on the on-site camping trip on the school grounds. That the experience was amazing and that staff had gone above and beyond to ensure the children had a great time. <p>> Catchup premium</p> <p>GQ: There is still £15,000 yet to be allocated, what do you plan to do with this amount?</p> <p>GA: Some has already been allocated, just that AF hasn't attributed this to the Catchup cost centres in the accounts. If the amounts allocated on each section of the file are totalled up, the amount that is left to be allocated is less than £15,000. SS assumes that any money that is not spent by the end of the academic year will roll over to the next academic year. SS informed the Governors that the school was just two weeks into working with the National Tutoring Programme, and that this support will likely continue going forward. This support is provided during school hours and in half hour sessions, to ensure the children do not miss out on other lessons and are not part taking in more virtual learning.</p> <p>GQ: Is this Pupil Premium support/budget?</p> <p>GA: No this is the catchup premium due to Covid-19. One difficulty the school has are enough additional spaces to run intervention sessions. Jo Asphar (English specialist) has been doing some writing interventions and there are Maths's interventions taking place. Georgina Davenport is carrying out specific support for the Pupil Premium children.</p>	
11	Quality of teaching and learning	Action
	This has been covered in the HT report and SDP in section 10. Learning walks in September will be tied to the focuses identified in these documents.	
12	SEND	
	Nothing more to add as has been covered in section 6 and section 10.	
13	Pupil Premium	
	NJ gave an overview of pupil premium for the new Governors. He explained this is a grant the school receives, which is also known as Free School Meals (FSM).	

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	<p>Georgine Davenport is employed through this funding to deliver specific interventions. The budget is spent on a range of different things such as play therapy, whole school strategies, swimming lessons and after school clubs.</p> <ul style="list-style-type: none"> - There have been academic interventions which have been short and sharp in nature running over just a couple of weeks, reviewed quickly and then another group of children begin the interventions. This is to enable seeing as many children as possible. - Holiday clubs during the Easter break and half term will be useful for parents whose children have been home a lot during the lockdown. - Next year the government is changing how the spending is reported and we need to adopt their template. - The Education Endowment Model has outlined effective use of the funding and recommends 50% to be spent on whole school strategies, 25% on interventions and the rest on pastoral support. 	
14	Partnership	
	<p>➤ HY attendance at CKIS FGB meeting 18th May 2021</p> <ul style="list-style-type: none"> - The role of associate Governor was discussed – how we can build a partnership to move forward with, including welcoming an associate from CKIS. - The Governors discussed potential bodies of work that could be carried out between the schools depending on their key focuses, to enhance the partnership between the schools. - Popular ideas were; well-being, resilience, achievement for all mark, SENDco roles, Oracy. 	Agenda
15	Consider any items to be recorded as confidential minutes	
	None	
Compliance		
16	Health and Safety	Action
	This is up to date; the details of the February half term walk around can be found on Governor Hub. Governors to take a look.	All Governors
17	Risk Register	Action
	This has been circulated ahead of the meeting and is up to date.	
18	Child Protection / Safeguarding	Action
	Details of LCs Safeguarding monitoring visit can be found on Governor Hub.	
19	Complaints	Action
	None	
20	Ofsted Preparations	Action

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21	Policy Review	
	<p>➤ Policy allocations for Governors discussed</p> <ul style="list-style-type: none"> - Policy renewal schedule to be added to Governor’s calendar for next academic year - Send out a list of policies needing allocating to Governors <p>➤ Exclusions (including behaviour policy)</p> <p>➤ Accessibility plan</p> <p>➤ Looked after children</p> <p>Drug Education and Incident policy needs allocating</p>	<p>RR</p> <p>RR</p> <p>CP</p> <p>CP</p> <p>LC</p> <p>RR</p>
22	AOB	Action
	<p>➤ MATs - Gavin Williamson announcement</p> <ul style="list-style-type: none"> - The government wants schools to be part of MATs. As a local picture, Gloucestershire has lots of SATs - A questionnaire has been sent out by the regional schools commission for Heads and Chairs to share their views. - LA view is to not rush into this. Not many primaries are academies here in Gloucestershire. - It is important to be aware of the government agenda and how this might affect CKJS in the future. - At the moment Catholic/Church schools are being encouraged to join MATs. - Governors were advised to read around the topic and be aware that joining a MAT may be encouraged by the government in the future <p>➤ Governor visibility</p> <p>GQ: How can we be more supportive in the local community?</p> <p>GA: It’s difficult for Governors to be visible in the community during the pandemic. Potentially Governors might be able to come to the taster day on 7th July. In normal times Governors are involved in parents’ evenings, assemblies, learning walks, shadowing, informal and formal visits. There is scope for some activities to restart. If you would like to come in to school and have a visit, please get in touch with SS.</p>	<p>SS/CP/PW</p> <p>All Governors</p>
	<p>DONM: 7th July 2021 (potentially face to face)</p> <p>Meeting ended:</p>	

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Relevant papers attached: <ul style="list-style-type: none">••	Signed by Chair of the committee: Date:
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