

Charlton Kings Junior School
Full Governing Body Meeting Minutes via Microsoft Teams
Monday 14th September at 7.00pm



“Ensuring excellent outcomes for children”

Present		Also present	
Caroline Parker	CP	Rebecca Ragg	RR (Clerk)
Andrew Lackey	AL		
Lesley Crompton	LC		
Peter Williams	PW	Apologies	
Nick Jukes	NJ	Russel Grimshaw	RG
Sheena Habben	SH		
Gavin Roberts	GR		
Sue Selwood	SS	Absent	
Christopher Hunter	CH	Reece Nineham	RN
Mark Hawkins	MH	Ian Davidson	ID

1	Apologies and welcome	Action
	RG sent apologies ahead of the meeting RN and ID did not respond to the meeting request, RN may be out of the country at the moment.	
Promoting Outstanding Governance		
2	Register of pecuniary interest/conflict of interest	Action
	<ul style="list-style-type: none"> Declarations of interest – Please can all Governors update this for the coming academic year - Log on to Governor Hub to confirm this. CP requested that all Governors log onto Governor Hub to update this.	Governors
3	Governing Board updates	Action
	<ul style="list-style-type: none"> Vacancies and Recruitment drive for new intake Sept 2020 (CP & SS) <ul style="list-style-type: none"> Closing date for new PG nominations is 18th Sept 2020, so far there has been one nomination from a new Year 3 parent. LC arrived at 19.05pm PW highlighted that we need to check the labelling of various Governors to ensure compliance with the memorandum of articles. SH term of office is due to expire at the end of this term, also her child is no longer at the school. SH informed the Governors that she will not be continuing and/or does not wish to continue in this capacity. CP thanked SH for all of her support over the years with particular reference to the guidance provided on HR issues. 	

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	<p>GQ: Do we need to run a Co-opted Governor Drive? GA: Not yet, we need to reevaluate where we are after the PG nominations and check for compliance before co-opting anyone.</p> <ul style="list-style-type: none"> • ID – Governors to agree or not agree to reappointment as term of office has expired <ul style="list-style-type: none"> - Governors unanimously agreed to the reappointment of ID and noted that he joined the Governors in June 2012. • Elect Chair/Vice Chair <ul style="list-style-type: none"> - Following a self-nomination for each role, the appropriate Governor left the virtual meeting, where Governors voted and approved the continuation of CP as Chair and PW as Vice Chair. - CP made Governors aware that this is her 6th role in position and discussed briefly succession planning to enable the school to be compliant in accordance with the NGA advice. 	
4	Minutes of Previous Meeting:	Action
	<ul style="list-style-type: none"> • To approve and verbally sign the minutes – 6th July 2020 <p>The minutes were agreed by all governors present as a true and accurate representation of the meeting and were verbally signed during this virtual meeting.</p>	
5	Matters carried forward which are not covered elsewhere	Action
	<ul style="list-style-type: none"> • Schedule for FGB meetings for next year (to include Governor Training on subject areas) (CP/SS/RR) • Confirmation of whether subject leaders will present to the C & L committee or the FGB meetings <p>A discussion was held around merging the C & L committee meetings with the FGB meetings.</p> <ul style="list-style-type: none"> - The curriculum is recognised by the Governors as an important area in which to focus on. - SS reported that the NGA recommends merging these meetings. - Governors were keen to ensure that an adequate proportion of the merged meetings would be dedicated to the curriculum focus. - It was recognised that merging the meetings may create more reading ahead of the meetings. - The Governors agreed at 19.18pm to combine the meetings, starting with an additional FGB meeting in November to allow adequate time for discussions around the C&L agendas. <ul style="list-style-type: none"> • Schedule monthly Governor visits to the school for the academic year <p>At 19.20pm it was agreed that due to Covid-19 restrictions, it would be sensible to put this item on hold, and that Governors could source other ways of liaising with staff and students during this time e.g. meeting with individual staff rather than walking around the school or holding virtual meetings.</p>	

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	<ul style="list-style-type: none"> • Consider the schools wellbeing strategy for all levels of staff (Covid-19) <ul style="list-style-type: none"> - SS informed the Governors that since the initial lockdown took place and subsequent reopening of the school, that a member of staff had been referred to the Occupational Health team. The recommendation was for the member of staff to attend counselling sessions which the school agreed to pay for, however the member of staff has not yet taken this up. - SS reported that some staff have indicated some worries since reopening and SS has been trying to adapt practice to support them. - SS is concerned about the teachers load, it is currently intense as there is more lunch time supervision and not as much respite during the day, SS is worried about burn out in teachers. - Teachers are unable to chat together in the staff room as they normally would as they are having to stay within year group bubbles. <p>GQ: Are the teachers getting enough of a lunch break? As the guidance says teachers need a protected lunch time?</p> <p>GA: SS reassured that that is being met, it is just less than pre covid-19 days. SS continued that she has organized a teacher to relieve teachers to give them some extra PPA time.</p> <ul style="list-style-type: none"> - NJ reported that communication with staff has been very good and that the staff meeting at the beginning of the term dedicated to trouble shooting any issues was helpful. - SS reported that the school has conducted two fire alarm practices and that there has been some reorganization of this to keep children organized in year groups, as well as considering the safest and quickest route out of the building for a Year 4 child who is a wheelchair user. There had been a slight issue of ensuring all the adults had vacated the building, however this has been improved by use of a WhatsApp group. A recent visit by the Fire Safety team confirmed that there are sufficient measures in place for this to not be a cause for concern. 	
6	Chair's Business	Action
	<ul style="list-style-type: none"> • School website maintenance – update delayed due to Covid-19 (RR/AF) – Updated list of FGB meetings needed ASAP <ul style="list-style-type: none"> - A meeting is in the process of being arranged with SS/RR (or AF/RR) to go through website maintenance training. - SS has updated the website with minutes for the last academic year. - SS reported that some staff are updating the website as well as AF, RR will update the Governors information. <p>GQ: Has a website audit been carried out recently? It doesn't cost much to pay for someone to do this, who can do it virtually and then work can be distributed to various people following the outcome.</p>	SS/RR

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	<p>GA: No, an audit hasn't been carried out, this could be a good option.</p> <ul style="list-style-type: none"> • Ratify and review: <ul style="list-style-type: none"> - Governance constitution - Governor Skills Audit - Review committee membership - Review governor roles - Review and adopt Governor Code of Conduct - Review governor training and development needs - The Governor roles will be reviewed in accordance with the comments made in section 3. - The code of conduct has not changed so this will remain in place. <p>GQ: Do we give the code of conduct to new recruits? And should we be appointing a mentor to new Governors?</p> <p>GA: PW is happy to volunteer to mentor a new Governor, CP happy to support if there are more than one new Governors.</p> <ul style="list-style-type: none"> - A discussion was held around whether the skills audit could be more efficient. - RR can provide a summary of skills which will be helpful when we look at Governor recruitment. <p>CP urged Governors to ensure they have updated their information held on Governor Hub; training carried out, declarations of interest.</p>	RR Governors
7	Governor Training	Action
	<ul style="list-style-type: none"> • Governor services – governors to view the training available and notify if training is required <ul style="list-style-type: none"> - AL will be attending the Governors and Curriculum course and will feed back in the next appropriate meeting. RR to book this. - RR to book the Clerk/Head/Chair course. • Source Clerk training – started Governor Space course over the summer holidays • Meeting SS, CP & RR to look at the year ahead – TBA 	RR RR
Promoting Outstanding Teaching and Learning		
8	Headteacher Report (including staffing update)	Action
	<ul style="list-style-type: none"> • Parents transition zoom meeting to replace the open morning SS provided a verbal report. <ul style="list-style-type: none"> - Staffing – two NQTs have joined the school; Cavan Norton and Sarah Harnett. A new TA has started (agency employed) who is supporting a child with an EHCP and has settled well. There is also a TA who is a qualified teacher, a parent at the school, this is working very well. 	

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	<ul style="list-style-type: none"> - SS reported a slight but necessary restructure to the SLT due to Covid-19 and not mixing bubbles. These are temporary measures, now have Year Group leaders. - SS would like to give TLR3 to the Year 5 Lead which would be good CPD for her. This would be a temporary TLR and would make more official what the staff member is already doing. - Stuart is taking the lead on curriculum, Adrian is leading assessment/blended learning, Harriet Jackson is now the assistant SENDCo as she has more time than SS. - It has been a positive start to the year, children have been amazing and assessments have begun. Initial thoughts are that the staff are pleasantly surprised with what the older children have been able to do, and the school is awaiting the Governments extra tuition plan. - Katie James from CKIS will be supporting phonics development for CKJS for the year 3 children. - The virtual meet the teacher's evenings have gone well, the new Year 3 parents meeting will be this week on Wednesday and normally receives plenty of questions. - Fiona has reported lots of admission requests. SS confirmed that the beginning of the academic year is usually busy with admissions requests and appeals, but does not feel there are significantly more this year. - ID has been attending all the appeals, apart from one which SS will cover. - CP shared a screen which detailed the number of requests and appeals – 27, however some of these have siblings. - CP highlighted that the school can accept/reject places up to a maximum number of 31, and is required to respond withing 15 days. There are 2 appeals. <p>GQ: Has there been reduced attendance due to Covid-19? GA: Today there are 10 children being tested and 20 absent. However as mirrored nationally, there is difficulty in getting tests and/or people are being sent miles away to get them. Also, those parents who have carried out testing via the home testing kit have not had the results back. One example of this is a child who had been waiting more than 10 days, so have been allowed back to school as this is the recommended isolation period. The school are advising families to call 111 to help them work out if a test is needed. The school is expecting to get a positive result at some point.</p> <p>GQ: Could you run through what would happen is there is a positive test result? GA: The new guidance asks schools to contact PHE and follow that advice. It is likely to be the bubble which needs to self-isolate. As of yet there have not been any positives in Cheltenham. The school is organized into class bubbles indoors and year group bubbles outdoors or in well ventilated areas. The staff team are trying not to lose the community appeal, and that given adequate spacing between class bubbles, a year group assembly could possibly take</p>	
--	---	--

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	place. The school has a good model for blended learning. There are three levels; a few isolating, a whole class isolating or closure of the school.	
9	School Development Plan	Action
	<ul style="list-style-type: none"> • NJ to run a model session for subject leaders on an aspect of music to upskill Governor knowledge (NJ) <p>NJ shared a presentation with the Governors as an introduction to the subject, particularly in light of the new Ofsted guidance. NJ is happy to support other subject leaders with what/how to present their subject going forward.</p> <ul style="list-style-type: none"> - NJ has shared the files related to this presentation on Governor Hub for future reference. - NJ clearly introduced the main elements of curriculum development; intent, implementation and impact. - NJ shared a list of key documents used to guide curriculum and staff. - NJ clearly shared his enthusiasm for the subject. - NJ has developed his own model music curriculum from the curriculum strands of the National Curriculum, the Government is planning to bring out a model music curriculum at some point. <p>GQ: What does timbre mean? GA: Character or quality of a musical sound or voice as distinct from its pitch and intensity.</p> <ul style="list-style-type: none"> - Cultural capital is a term used frequently by Ofsted, NJ has developed the strands for CKJS children, this is spread across twenty-four terms. - NJ shared his vision/mission statement for the subject. - NJ shared the planning grid. - SH commented that she really likes that the vision is for children to leave the school as participants, composers and listeners. - There are three clear strands running through each topic; listen/appraise, read/play, improvise/compose. These are colour coded. - NJ reassured that the various styles of music can be experienced via YouTube to enable children/teachers to see it in action. - Teacher are to use the knowledge organisers to make their own lesson plans. - NJ shared his guidance on how to assess the lesson, this is something he would like to develop, to better evidence learning and progress. - Governors agreed that the presentation was very good, clear and informative. <p>GQ: Do we have adequate facilities for music? Would a separate music block help? GA: It would be great to see more focus on music in the school. GQ: How much do teachers know already? Are they able to pick up plans and run with it?</p>	

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	<p>GA: Some CPD is definitely needed but NJ is also available to support staff with this. NJ clarified that what he has shared is one element of the music curriculum. There are extra-curricular activities going on as well as the planned assemblies.</p> <ul style="list-style-type: none"> - NJ reported that he has sent alternatives plans up until Christmas to accommodate the restrictions of sharing instruments due to Covid-19. <p>GQ: In terms of delivering the music lessons, how disruptive is it when there is music going on in one classroom and the neighbouring classroom is not? GA: The school is quite well soundproofed; it doesn't normally present a problem.</p> <p>GQ: Could a music block be doubled up with the new build? GA: The curriculum has been planned around the current resources available, which also allows for home instruments to come in.</p> <ul style="list-style-type: none"> - SH suggested that parents' experiences and knowledge could be tapped into to add a range of experiences to the curriculum. <p>GQ: How long are teachers required to teach music each week? GA: They are timetabled for 35 mins per week, but this is taught over 3-4 out of 6 terms.</p> <ul style="list-style-type: none"> - SS informed the Governors that NJ has carried out a massive overhaul to help link with subjects such as History and Geography. - NJ informed the Governors that the school has also bought into the Charanga scheme which will help support teachers with delivery of some items on the curriculum. - CP recommended that the terminology of G & T be altered to "depth" - CP thought NJs model was great for other subject leaders to follow. - SS informed the Governors that the school is not as far along with the curriculum development plan as hoped, due to Covid-19. Schools staff spoke to the infants and secondary school to ensure progression and development. <p>GQ: Do you use Gloucestershire music? For specialist teachers? GA: The school has used specialist teachers for recorders and some peripatetic teachers. SS confirmed that some of the certificates have been used from Gloucestershire music. More instruments could be added however it was felt the recorder was a good starter instrument and it is hard to fit all elements in of all the curriculum areas. 200 children play another instrument. More private tuition could be offered.</p> <p>GQ: Have you visited other schools to see how they do it and how they invest? GA: No but would be keen to do this.</p>	NJ/SS
--	---	-------

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	<ul style="list-style-type: none"> - SS drew attention to the fact that the schools badge has a violin on it. - LC reflected that music has been quite exclusive at CKJS and that it would be great to be able to broaden this for everyone. <p>GQ: If you had no money issues, what would your music offer be? GA: More whole class tuition, more opportunities for children to learn how to play an instrument, music technology so they can produce their own music.</p> <ul style="list-style-type: none"> - LC offered to talk to NJ in more detail about this to develop this area further. <p>GQ: Can we develop the ICT suite to develop the link between music and technology? GA: The ICT suite is normally in high demand so this is difficult to fit in. Tablets have been used to enable this e.g. garage band.</p> <p>The next curriculum update will be Karen (Geography)</p>	LC/NJ
Compliance		
10	Health and Safety	Action
	<ul style="list-style-type: none"> - PW informed the Governors that the three-year external fire assessment went well. - AF got the GCC team to take the site team around with them. - There had been concerns about the asbestos registers, but this has all been sorted out, and there is some training planned for the new site manager. - The three-year external audit took place before lockdown started. - Covid-19 – the school is doing as good a job as possible. 	
11	Risk Register	Action
	<p>The risk register was added to the files on Governor Hub today. Two new risks have been added.</p> <ol style="list-style-type: none"> 1. Gaps in pupils learning – this is a medium risk. The school needs to ensure that children catch up. The Government has talked about the basics in English and Maths, this has to be a priority going forward. The Maths coordinator has been matching what the children would have missed to what would have been covered in the Autumn. There is a phonics focus, tracking phonics, phonics screening, interventions etc. There will be catch up funding coming after half term, and then again in chunks later on in the year. 2. Remote learning – The school would like to improve on this. Office 365 and teams will be used. Teachers will message the children through teams for activities to be carried out that day and contact again during the day to provide support where needed. <p>GQ: Have all the children got access to teams?</p>	SS

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	GA: There are laptops in school which are not currently being used, so the children who need them have been ear marked to receive them when needed.	
12	Child Protection / Safeguarding	Action
	<ul style="list-style-type: none"> - There has been annual training for staff on updates to KCSIE 2020 version. - LC is coming into school soon to check the safeguarding and child protection records. - Child protection – there is now one child protection case and one child in need case. This is a reduction from before as one of the children has now moved onto secondary school. <p>GQ: Do Governors want to update Governor training on safeguarding? GA: Yes. SS agreed to set up a link on Governor Hub.</p>	LC SS
13	Complaints	Action
	None	
14	Policy Review	Action
	<ul style="list-style-type: none"> • Clerk Policy review cycle (SS/RR) A discussion was held as to how policy review could become more efficient and effective. <ul style="list-style-type: none"> - SS and RR will work on this. - SS commented that it was hard for Governors to know if the policies exist in reality and hard to ensure staff know which ones they should be following. - CP suggested that some of this could be included in the staff survey. - The policy review cycle needs allocated Governors for each policy. • Policies to ratify: <ul style="list-style-type: none"> - Admissions Policy – this is up to date - Child Protection and Safeguarding statement – LC will check this one - SEND Policy – This hasn't changed - Curriculum Policy – Need to amend the G & T wording - Safer recruitment – there has been no change to the law - Equality Policy – SH offered to check through this one <p>SH offered her experience of how policy updates are implemented. This is done through a regular training course to look at updates to policies. SH suggested Governors could click to accept and understand the changes made to policies.</p> <ul style="list-style-type: none"> - CP commented that when there is a complaint, they go to the policy to check. - SS would like to check the impact of policies; how effective they are and any CPD needed. - CP suggested that surveys might be a good way to check it is in place. - CP recommended that Governors hear the pupils voice to check on their experience within the school. This is something the Governors need to improve on. 	SS/RR LC SH

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.

	<ul style="list-style-type: none"> - NJ commented that it would be really useful for the curriculum. - Perhaps there could be virtual meetings held with the children. CP will think about how this could be started. 	CP
15	AOB	Action
	<ul style="list-style-type: none"> • Finance Policy – to be reviews at the end of September each year. This fits with the audit and AFH <ul style="list-style-type: none"> - RR will add this to the policy review schedule. - The Governors agreed to this change and PW offered to review this currently. • CKIS term dates have been put on Governor Hub for reference <ul style="list-style-type: none"> - The dates tie in with the LA dates, same INSET days which makes things easier for parents with children in both schools. This has also enabled a joint INSET day which is planned for 22nd October, with a focus on Reading and linking Reading to other curriculum areas. 	RR PW
	<p>DONM: November FGB meeting tba and 14th December for both the AGM and FGB meeting. There will no longer be separate C & L meetings.</p> <p>The meeting closed at 9pm</p>	

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

Our core strategic functions:

Ensuring clarity of vision, ethos and strategic direction;

Holding the Head teacher to account for the educational performance of the school, its pupils and staff;

Overseeing the financial performance of the school and make sure its money is well spent.