

**Charlton Kings Junior School**  
**Full Governing Body Meeting Minutes via Microsoft Teams**  
**Monday 16<sup>th</sup> November at 7.00pm**



“Ensuring excellent outcomes for children”

<b>Present</b>		<b>Also present</b>	
Caroline Parker	CP	Rebecca Ragg	RR (Clerk)
Hannah Young	HY	Karen Imeson	KI (Guest)
Lesley Crompton	LC		
Peter Williams	PW	<b>Apologies</b>	
Nick Jukes	NJ	Andrew Lackey	AL
Sheena Habben	SH	Reece Nineham	RN
Gavin Roberts	GR	Russell Grimshaw	RG
Susannah Morgan	SM		
Sue Selwood	SS	<b>Absent</b>	
Christopher Hunter	CH	None	
Mark Hawkins	MH		

<b>1</b>	<b>Apologies and welcome</b>	<b>Action</b>
	<p>RN and AL sent apologies due to work commitments and RG sent apologies and some information for the Governors.</p> <p>SM and HY were formally welcomed to the Governing Body. The Governing Body recognises the skills and experience that the new Parent Governors will bring to the governance of the school. Both SM and HY spoke briefly to inform the Governors of their background and relatable skills and the reasons for expressing an interest in joining the Governing Body.</p>	
<b>Promoting Outstanding Governance</b>		
<b>2</b>	<b>Register of pecuniary interest/conflict of interest</b>	<b>Action</b>
	None	
<b>3</b>	<b>Matters arising from previously combined meeting (FGB and Committees due to Covid-19 2019-2020 academic year)</b>	<b>Action</b>
	<p><b>Schedule for FGB meetings for next year (to include Governor Training on subject areas) and Schedule Governor visits to the school for the academic year</b></p> <p>It was recognised that due to the ongoing issues surrounding Covid-19 that only essential business can take place. CP has attended the school for an audit and LC has attended to audit the safeguarding and pupil premium logs. Informal</p>	

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	visits for new Governors will be arranged when safe to do so. Reading will be the next subject to be shared with the Governing Body.	
<b>4</b>	<b>Governing Board updates</b>	
	<p><b>Vacancies and Recruitment drive for new intake Sept 2020 (CP &amp; SS)</b> The Governing board will be looking for a further two new parent governors, due to one remaining vacancy and one more vacancy becoming available in December once SH term of office has expired. Governors agreed that the board would need to recruit Governors with a background in Education, Human Resources, Website, Finance and Sports.</p> <p>Please could all Governors complete the skills audit to enable evaluation of the current skills and development needs of the Governing Body to inform the recruitment drive.</p>	<p>Clerk</p> <p>Governors</p>
<b>5</b>	<b>Chair's Business</b>	<b>Action</b>
	<p><b>Skills audit – Please can Governors complete the file which is in this meetings folder and email the completed audit to <a href="mailto:clerk@ckjs.org.uk">clerk@ckjs.org.uk</a> to be compiled.</b></p> <p><b>Terms of reference for Curriculum and Learning Committee adopted by FGB meeting as part of AoA.</b> The terms of reference for the Curriculum and Learning Committee has now become the responsibility of the Full Governing Board in recognition of the development priority this year.</p>	
<b>6</b>	<b>Governor Training</b>	<b>Action</b>
	<p><b>AL will be attending the Governors and Curriculum course and will feed back in the next appropriate meeting (Jan FGB Meeting)</b></p> <p><b>Clerk/Head/Chair course</b> Attended on 5/11/20, follow up meeting to discuss strategy for succession planning 18/11/20.</p>	<p>AL</p> <p>RR/SS/CP</p>
<b>7</b>	<b>Operations Committee matters arising</b>	<b>Action</b>
	<p><b>CIF bid unsuccessful</b> Awaiting outcome from appeal, if unsuccessful the school will reapply.</p> <p><b>GQ: What is CIF bid?</b> <b>GA: Capital Improvement Fund, Government dispersed money for sensible works on our estate, you have to apply for it. Last 5-6 years we have been successful with drains and flat/pitched rooves, thanks to public money. CKJS premises is 50 years old, the heating system is old and asbestos laden and needs upgrading.</b></p> <p><b>GQ: What's the risk in funding being declined?</b></p>	

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	<p><b>GA: The administrative part of the school suffered a leak at the beginning of the first lockdown. There is now temporary heating in place which is not ideal or a long-term solution. However, it is something the school can manage currently.</b></p> <p><b>GQ: What is the risk from asbestos?</b>  <b>GA: Little to no risk, just is expensive to get it resolved.</b></p> <p><b>New build</b>  A small working party has met to develop an initial plan. AF is now looking at quotes against different specifications. RG supplied some comments on this agenda item as he was unable to attend this evenings meeting. In summary RG met with Place Partnership and Cheltenham Boroughs Tree Officer to discuss Tree Preservation Orders (TPOs). He will soon carry out a topographic survey with the TPOs plotted onto this. Once this has been carried out it will then be possible with the support of the Arboricultural survey to know how close to a tree the building can go and which trees could be planted elsewhere.</p> <p><b>Remote Learning</b>  Microsoft Teams is up and running, everyone has logins and children will be sent work if self-isolating. Homework has been sent this way since the start of term so everyone is already using Teams and it seems to be working well and ready should year groups be away from school.</p> <ul style="list-style-type: none"> <li>- HY commented that as a parent she has noticed the teacher feedback has been good and that it has been a good idea to introduce the remote learning early.</li> <li>- SS added that a few laptops have been loaned out to identified families.</li> </ul> <p><b>Consider the schools wellbeing strategy for all levels of staff (Covid 19)</b>  A Governor is needed to carry on the work that SH has put in place here. HY volunteered for this role and handover talks will be arranged before SH term of office expires. HY will now also be added to the operations committee.</p> <p><b>Fire Risk Assessment outcome</b>  This went well with just one main area to resolve; the school is liaising with the waste disposal company to find an effective way to chain the bins.</p>	SH/HY
<b>Promoting Outstanding Teaching and Learning</b>		
<b>8</b>	<b>Data Review /School Development Plan</b>	<b>Action</b>
	<p><b>SDP and Head Teacher Report</b>  CP and SS have been developing the format of the HT report.</p> <ul style="list-style-type: none"> <li>- CP celebrated the detail about the curriculum, diversity and SMSC</li> <li>- SS reported that she creates this report about 3-4 times a year and is happy to produce it in this way if it allows the Governors to access the information they need.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- SH qualified that from a staffing perspective the report was very clear and created a great baseline.</li> <li>- PW expressed that initially he was worried about the report being long, however on reading the report found it to be quick to read and very clear. Succinct and efficient.</li> </ul> <p><b>GQ: Thinking about the FSM children, how will you get the money to those families? At a local school, the school pays the amount directly into the account of the parents to enable them to supply food for the children.</b></p> <p><b>GA: SS confirmed that CKJS has offered that food vouchers have been issued during school holiday times and that a packed lunch has been provided via Balcarras during term time . The vouchers were extended over the summer holiday period and the LA has now funded vouchers for the October half term and the Christmas holidays. SS expressed concerns about hidden poverty, people who perhaps do not want to admit that they are having financial difficulties. NJ confirmed that there have not been any new applications for FSM during the pandemic. The school are approaching families directly and putting notices in the newsletters to ensure families have the opportunity to access the most appropriate support.</b></p> <p>ID commented that the attendance is fantastic and congratulated the staff and pupils on this.</p> <p><b>GQ: How different is the Baseline this year compared to other years? Is the Covid-19 impact obvious?</b></p> <p><b>GA: In Math’s there are not as many greater depth learners. The outcomes are lower. Once the assessments in December have been carried out, we will have a better idea of where the children are. The end of Year 2 assessments has been useful to carry out to see roughly where the children are, but more assessments coming up will give a better picture.</b></p> <p><b>GQ: What do the acronyms mean?</b></p> <p><b>GA: Expected Standard (EXS), Greater depth (GDS), working toward the expected standard (WTS), working below the key stage standard (BLW) At the moment the baseline is showing we have double the number of children who are working below the standard.</b></p> <p><b>GQ: How are you trying to balance this difference with those children who need extra challenge?</b></p> <p><b>GA: Teachers are constantly assessing every day; it depends on lots of criteria such as which subject. For example, in Math’s there is a “Do it” section of the lesson which everyone can do, next there is a secure section, a deepen the learning part of the lesson, and a weekly deepening of learning for those children in need of further extending. NJ contributed that there are daily phonics lessons in Year 3, which would normally finish in Year 2, to support the children with the missed content during the pandemic. There are also</b></p>	
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	<p><b>interventions in place which are more targeted to individuals. SS reassured that there are robust academic support systems in place to support pupils learning needs.</b></p> <p>SS asked if the Governors were happy to keep the current format. Governors agreed that the headings cover all the elements, however there is not much about the curriculum in general, although this is being covered as part of the focus this year in the FGB meetings. CP suggested the SMSC section could be alternated with curriculum, however there is quite a lot of curriculum elements in the SDP as it is a priority area.</p> <p><b>GQ: The training information in this report, is this all the training that has taken place, or is it training that is planned also?</b>  <b>GQ: Yes, training that has taken place.</b></p> <p><b>GQ: Do the staff complete training in school hours or outside of school hours?</b>  <b>GA: It depends on the training. Paul did some H &amp; S training from home. There has been an after school online course for medical training.</b></p> <p><b>GQ: How much do staff instigate more training for their own development and/or how is this different with Covid-19?</b>  <b>GA: SS informed the Governors that there is particular training that has to be carried out such as safeguarding and H &amp; S. Some training is driven by the SDP which is determined by the leadership team, some of this is carried out on INSET days. Staff have a third target that is a personal development target, they are able to source training to fit that target. The teacher appraisals have only just been completed so as yet SS is not aware of any training requests. Training can also be identified as part of the monitoring and feedback cycle in the school. Currently, due to Covid-19, there is a lot of training available virtually. SS has recently attended a virtual DSL training course; however, SS had found this to be not as good as previous years. CP recommended doing the NSPCC DSL course.</b></p>	
<b>9</b>	<b>Curriculum Development</b>	<b>Action</b>
	<p><b>Curriculum Development</b>  <b>KI subject presentation on Geography</b>          KI joined the meeting at 19.45pm, she shared her presentation via Teams sharing screens. KI shared the vision statement of the “Why of where” and the links that have been made with other curriculum areas such as Science, English and Math’s. KI informed the Governors that CKJS has liaised with CKIS and Balcarras to ensure the CKJS curriculum fits the journey well.</p> <ul style="list-style-type: none"> <li>- KI drew the Governors attention to the Intent Statement (which will be useful when Oftsed visit). How the curriculum is aspirational, looking at how the world is shaped and how it works, how the curriculum builds on prior knowledge, helps the children to gain confidence and progress through appropriate challenge with</li> </ul>	

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	<p>increasing appropriate vocabulary. KI explained that the children have access to the same curriculum, but this is adapted to the individual children's needs.</p> <ul style="list-style-type: none"> <li>- KI informed the Governors that the curriculum builds on the children's natural curiosity, deepening their knowledge of the world and encouraging excitement and engagement.</li> <li>- KI explained the implementation of the curriculum and its links with History. That the curriculum has been built around the NC requirements with a balance of the human and physical elements of the subject.</li> <li>- KI shared example planning for all year groups, showing the links to other subjects and how they all tie together.</li> <li>- KI shared the "Geographical General Knowledge" (location knowledge) that is required and explained there are opportunities to revisit some of the previous learning/topics to build on progress.</li> <li>- KI shared a progression of skills table and has factored in feedback from Balcarras school about children's knowledge around longitude and latitude.</li> <li>- KI shared Knowledge Organisers which are used to support teachers in planning and delivering the Geography curriculum. This is a fact sheet with useful resources, outlining what children should already know with suggested activities and outcomes.</li> <li>- KI informed the Governors that the school has a subscription with Oddizzi which is another tool that can support teachers in planning and delivering the curriculum.</li> </ul> <p>SS thanked KI for presenting to the Governors. The feedback from the Governors was that the presentation was excellent and very comprehensive.</p> <ul style="list-style-type: none"> <li>- CP added that CP and KI had held a virtual meeting about the Geography curriculum area. CP asked monitoring questions. A copy of this is in the files attached to tonight's meeting on Governor Hub, should Governors wish to run the same questions with their allocated subject leads.</li> <li>- NJ offered from a staff point of view having these resources to base your lesson planning on has been a big help.</li> </ul> <p><b>GQ: KI how would you spend the money in your subject if money was plentiful?</b></p> <p><b>GA: KI confirmed that due to the nature of the subject that getting out of the classroom as much as possible was hugely important, and so any additional money could be used towards the cost of travel, adult ratios, cost of the entrance and other fees incurred on an outing. The children need to get out of the classroom to see Geography in action and to physically engage with the environment.</b></p> <p><b>GQ: Will there need to be doubling up of some aspects of the subject due to missed time with Covid-19?</b></p>	
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	<p><b>GA: KI confirmed that yes, the school will need to try and make up for lost time and try to get the children out and about as much as possible.</b></p> <p>KI left the meeting.</p> <p><b>Allocate governors to remaining subject areas – timetable for subject area presentations for the remainder of the academic year</b></p> <p>The Governors discussed that Reading would be the next subject area that the Governors would be looking at in more detail. A brief discussion was held around remaining subject areas that needed an attached Governor. RE, MFL and PE are needing an attached Governor. ID offered to take on either RE or PE and CH would prefer to take D &amp; T but could possibly take on MFL. It was suggested that the Governors wait for the next recruitment at the end of this term to see if any of the new Governors may have any particular interests/experiences that would work well to link with that subject.</p> <p><b>GQ: Who do we go to, to liaise with the teachers?</b></p> <p><b>GA: SS will send out a list of teachers emails for Governors to be able to contact them.</b></p> <p>The time frame for when Reading can be covered was discussed. SS informed the Governors that there would be a “deep dive” into reading in January, and that it may be beneficial for Jody (Reading lead) to present to the Governors after that. SS will confirm this with MH.</p> <p><b>Cultural Capital Survey</b></p> <p>GQ: Is the survey involving children in some way?</p> <p>GA: Yes, they are.</p> <ul style="list-style-type: none"> <li>- HY offered some ideas and effective methods she has observed previously which could be used to engage children in this process. Children could take photos of what is important to them, using a visual tool rather than a scribe. This would allow the children to be more exploratory and would give control to the child.</li> <li>- NJ commented that children are unaware of what aspirations look like, only what their own world is like, so the approach suggested by HY could be useful.</li> <li>- CP informed the Governors that she has asked AF for a breakdown of the children’s backgrounds to better understand the cultural background of the school. CP also recommended that this could be done in conjunction with CKIS, providing a good project to work on together as there is a new CoG at the school.</li> <li>- HY informed the Governors that she would be keen for the two schools to work together as this is important from a parent’s perspective.</li> </ul>	<p>Agenda</p> <p>SS</p> <p>Agenda</p>
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10	<b>Quality of teaching and learning</b>	
	<p><b>Feedback from monitoring this term</b></p> <p>SS informed the Governors that with Stuart, she has been monitoring topic books to check curriculum aspects are in place. Following this monitoring a twilight staff meeting on curriculum is planned for 3<sup>rd</sup> December to share elements of strong practice. For example, mini topic organisers in the front of books, matching the implementation planned for that term or learning journey.</p> <ul style="list-style-type: none"> <li>- SS added that the children have talked about how they feel about Covid-19. A common thread of conversation in Year 6 about perceived fairness has been addressed.</li> <li>- SS informed the Governors that next week there is a planned observation round of writing across the school.</li> <li>- SS supplied that up until now it has personally been difficult to maneuver around the school in a wheelchair and also as a whole staff team, they are trying not to mix bubbles too much.</li> <li>- SS is currently populating a monitoring cycle, and that it would be good to link Governor monitoring with this.</li> </ul> <p><b>GQ: Would it help if a Governor of a child in a particular Year Group bubble could attend monitoring visits?</b></p> <p><b>GA: SS clarified that at the moment the advice is to minimize additional persons into the school and that monitoring would need to take place across the school rather than an individual year group. SS offered that it may be possible to gather the school's council, in a socially distanced way outdoors to enable the pupil voice to be heard.</b></p>	
11	<b>SEND</b>	
	<p><b>SEND staff deployment and adjustments to curriculum as a result of Covid-19</b></p> <p>A part time teacher has been appointed to take on the SENDCO role, this has taken the responsibilities from SS. SS is mentoring this person to learn about the role. SS reported that there is also a learning mentor who is carrying out precision teaching with a Year 3 child, with positive results so far.</p> <ul style="list-style-type: none"> <li>- SS reported that there has been an adjustment to the curriculum for one child who has high needs and is also shielding. A bespoke package of working has been created, with a weekly meeting to talk through the work set and a follow up meeting to check how the week is going. This is providing a more structured support system for the parent.</li> <li>- SS reported that other children with individual needs in the school continued to be catered for with learning differentiated on a daily basis according to their needs.</li> <li>- SS offered that it would be good if CP could come and do some monitoring at a distance. CP will set up a discussion with HJ and SS.</li> </ul>	CP

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12	<b>Pupil Premium</b>	
	<p><b>Community link for families who may appreciate a little extra help during pandemic</b> The Friends of Charlton Kings have shared this link on the newsletter to encourage families to reach out for support should they need meals during the holidays.</p> <p>NJ reminded the Governors that the details of where the PP money is being targeted is held in the documents from last year and for this year to date, they can be found on Governor Hub.</p> <ul style="list-style-type: none"> <li>- NJ informed that last year there was a £6000 underspend and that the end of year assessments could not be carried out to identify where to spend that money. However, he has thought about how and what the school can offer those children.</li> <li>- NJ confirmed that the school has been regularly checking that everything is ok with these children throughout the pandemic.</li> <li>- Georgina Davenport has held interviews with specific children and as a result academic and pastoral interventions have been put in place.</li> <li>- Provision maps are still being used to monitor children. The provision maps enable the teachers to have ownership over how these children are being catered for in class, as well as outside of the classroom.</li> <li>- NJ confirmed that the next round of interventions will start in January.</li> </ul> <p><b>GQ: When you get to the end of this year, will you get more figures in all of the aspects?</b> <b>GA: Yes, the figures will populate more through this year.</b></p> <p>NJ informed the Governors that it is difficult to evidence what the school is doing with regard to the impact of some of the pastoral Pupil Premium actions. Difficult to show how the school is having an impact. The strengths and difficulties questionnaires could be used.</p> <ul style="list-style-type: none"> <li>- SS informed the Governors that she is currently looking for alternative means of assessing the impact of non-academic interventions(such as play therapy) are being considered such as the Boxall Profile.</li> </ul> <p><b>GQ: What is happening with the 1-1 tuition money from the Government? The catchup premium.</b> <b>GA: SS confirmed the school is planning how to use this money currently. SS has wondered if using own staff to deliver the tutoring would be more beneficial to the children and potentially better quality. CP recognised that the school would need to be able to evidence how this is being used. NJ</b></p>	SS

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	<p><b>clarified that this funding is separate to the PP funding, which is always at the forefront of support for those children.</b></p> <p>A brief discussion was held about the catchup programme and that schools are able to use their discretion currently in deciding how to utilize the £80 p/child budget. There is an option to buy tutors at a discounted rate from a national tutoring programme. However, SS is aware that this support needs to fit with the school's own model and is concerned about uptake of this with the children/parents as the children would be working online with a teacher they do not know.</p> <ul style="list-style-type: none"> <li>- SS offered that in the past the school has run a tutoring programme for the Year 6 children which was really effective because the staff knew the children's next steps.</li> <li>- SS also offered that the school has used tutors from Third Space Learning in the past, but this did not have a great impact on the children as the children didn't know the tutor.</li> <li>- SS concluded that it is very early days in defining how the money will be used. Some HTs in Cheltenham are using the money to buy better laptops for staff to ensure virtual learning is more effective, others are investing in more staff.</li> </ul> <p>A brief discussion was held to conclude this section. It was agreed that the smaller steps of progress with PP children was difficult to measure. That these steps are tracked over a 6-8-week period within the software but it doesn't necessarily evidence the progress that is taking place.</p>	SS
13	<p><b>Partnership</b></p>	
	<p><b>Values and CKIS collaboration</b></p> <p>CKIS has done a lot of work on their core values, it would be good for CKJS to tap into this. It was recognised that CKJS does not have this written anywhere.</p> <ul style="list-style-type: none"> <li>- HY confirmed that in CKIS there is a mural outside from 2012 with some phrases on which could be the values.</li> <li>- SS confirmed that those phrases were adopted when it was the London Olympics, at the time children earned certificates for displaying those values in school, however this was a long time ago.</li> <li>- It was agreed that with the appointment of the new HT that is would be good to refresh the values at CKJS.</li> <li>- It was recognised that the values at CKJS would need to align with those of CKIS so as to build on the foundations.</li> <li>- SS confirmed that this conversation has been started with the HT at CKIS.</li> <li>- SS informed the Governors that at CKIS they celebrate each value in turn and that this is a good way to help children understand them.</li> <li>- CP recommended that the behaviour policy could be pinned to this and that the cultural capital and curriculum would all feed into this.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- SH offered that in refreshing the values, this would provide an opportunity for everyone to get involved, to achieve better engagement and vision for the future. It would be a lovely opportunity to get Parents/Teachers/Children/Governors involved.</li> <li>- CP offered that it would be good to create a holistic view rather than just a focus on academic grades.</li> <li>- SM offered to support the school with this aspect of development.</li> </ul>	SS/SM
<b>14</b>	<b>Consider any items to be recorded as confidential minutes</b>	
	None	
<b>Compliance</b>		
<b>15</b>	<b>Health and Safety</b>	<b>Action</b>
	There will be a report at the next FGB meeting as there is nothing pressing to address at this point.	
<b>16</b>	<b>Risk Register</b>	<b>Action</b>
	<p><b>Remote learning – as point 7</b></p> <p>The school is ready to return to remote learning if there is another period of school closure or year groups self-isolating.</p> <ul style="list-style-type: none"> <li>- PW has spoken to AL and they will make sure the risk register is up to date for the next FGB meeting.</li> <li>-</li> </ul>	PW/AL
<b>17</b>	<b>Child Protection / Safeguarding</b>	<b>Action</b>
	<p><b>LC due to check the safeguarding and child protection records.</b></p> <p>This has taken place.</p> <p><b>Which Governors accessed the safeguarding training link that SS emailed?</b></p> <p>Governors have been advised to access the training should they need to update their knowledge. A link will be shared on Governor Hub for Governors to access this.</p>	Governors RR
<b>18</b>	<b>Complaints</b>	<b>Action</b>
	None	
<b>19</b>	<b>Policy Review</b>	<b>Action</b>
	<p><b>Policy review cycle</b></p> <p>It was agreed that the spreadsheet is working well.</p> <p><b>Policy allocations and monitoring (SS/CP)</b></p> <p>Governors will need to liaise with school staff in the area they are responsible for, to review the policy that is linked. The reviewed policy should then be brought to the FGB meeting so that it can be ratified. Governors will need to decide how the policy is monitored in practice and how to reflect the voice of the child.</p> <ul style="list-style-type: none"> <li>- Some policies still have LP name on.</li> </ul>	Governors

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	<ul style="list-style-type: none"> <li>- SS/RR will discuss and finalise which policies are allocated to which Governors.</li> <li>- The Finance policy is not on the website, need to double check whether this needs to be on there. PW will also get feedback from the auditors on the Finance Policy.</li> </ul> <p><b>Policies to ratify:</b> (Sept FGB meeting - Child Protection and Safeguarding statement LC and Equality Policy SS has this, Finance Policy to fit with audit process PW)</p> <ul style="list-style-type: none"> <li>- Assessment Policy – SS will review this</li> <li>- Children's acceptable use agreement – SM will review this</li> <li>- e-Safety Policy – SM will review this</li> </ul>	<p>SS/RR</p> <p>PW</p> <p>SS</p> <p>SM</p>
<b>20</b>	<b>AOB</b>	<b>Action</b>
	<p><b>Agenda items to be sent prior to meeting</b></p> <p><b>Headteacher performance management update - CP stated that the Headteacher performance management review and target setting was complete.</b></p> <p>CP thanked SH for the last four years of her work with the Governing Body at CKJS. CP recognised the great deal of expertise and experience that SH has brought to the Governing Body.</p> <p>SH offered to be a sounding board for HR as a friend of the Governors. SH also confirmed she would be happy to be contacted if there is anything any of the Governors need before she leaves.</p> <p>CP spoke for the Governors to say how much SH will be missed and that the Governors appreciate the amount and value of the work SH has brought to the Governing Board.</p>	
	<p><b>DONM: 1<sup>st</sup> February 2021</b></p> <p>The meeting closed at 9.08pm</p>	

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

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