

Charlton Kings Junior School
Full Governing Body Meeting Minutes via Microsoft Teams
Monday 1st February at 7.00pm



“Ensuring excellent outcomes for children”

Present		Also present	
Caroline Parker	CP	Rebecca Ragg	RR (Clerk)
Hannah Young	HY	Jodie Pease	JP (Guest)
Lesley Crompton	LC		
Peter Williams	PW	Apologies	
Nick Jukes	NJ	Russell Grimshaw	RG
Mark Hawkins	MH		
Gavin Roberts	GR		
Susannah Morgan	SM		
Sue Selwood	SS	Absent	
Christopher Hunter	CH	None	
Ian Davidson	ID		

1	Apologies and welcome	Action
	MH sent apologies ahead of the meeting to inform the Governors he would be half an hour late. RN sent apologies ahead of the meeting to inform the Governors that he could attend for an hour due to work commitments. RG sent apologies due to work commitments.	
Promoting Outstanding Governance		
2	Register of pecuniary interest/conflict of interest	Action
	None	
3	Minutes of the previous meeting to be approved	
	The minutes from the meetings 14 th Sept and 16 th Nov 2020 were approved and verbally signed.	
4	Operations Committee matters arising	Action
	<ul style="list-style-type: none"> - Impact of not asking parents for any donations this year discussed, some opportunities for future donations discussed as those from financially secure families may wish to donate - CIF bid has been submitted, we await the outcome - Approved the company Focus to supply the new broadband based telephone system - Cycle to work scheme raised - Pupil projection numbers now on HT report 	

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	<ul style="list-style-type: none"> - An invite from PW for any Governor to join the internal review meetings held regularly with PW, CH and AF - Staff wellbeing survey prepared and ready for circulation – HY/SS - Rapid flow Covid-19 testing for staff in place for those who wish to consent to testing - The school has given out 35-40 laptops despite being provided with only 7 laptops by the government - Policy allocations for Governors discussed (RR has a document for SS to check and can share at the meeting) - CKJS Governor group emails not showing as new emails in inbox, please be aware, crib sheet to follow to show how to change the settings for the new emails to appear in your inbox. 	
5	Matters carried forward which are not covered elsewhere	
	<p>School proposed admissions arrangements 2022/23 – process, consultation time frame</p> <p>The Governors agreed during the Extraordinary Full Governing Board meeting (21st January 2021) that the wording around how a SEND child may be allocated a place needed to be clarified.</p> <ul style="list-style-type: none"> - In addition to the above when submitting the proposed arrangements for 2022/23 a sentence was amended around the terminology of an EHCP plan. Therefore, the Governors will begin the consultation process at the start of the next academic year in line with the protocol from the Local Authority. - Following the review of the documents and arrangements at the Extraordinary FGB, the Governors are in agreeance that the arrangements for the academic year 2022/23 are correct and remain unchanged. 	Agenda
6	Governing Board updates	
	<p>Succession Planning</p> <p>CP informed the Governors that she would like to step down as CoG at the end of this academic year and asked the Governors to consider who would like to take up the role so that she may support them in doing so. An outline of the roles and responsibilities involved in this position will be shared with Governors to enable Governors to make an informed decision.</p> <p>Current Vacancies</p> <p>To develop the desired skills base for the Governing body in the future a small “recruitment” panel will be set up, consisting of the CoG and the members. The applications for potential Governors will be checked and recommendations can be sent to the Governors for consideration.</p> <p>There are currently two Parent Governor vacancies (two applications pending approval today), and three member appointed vacancies (four in July when RN exits the role). LC term of office is due to expire this month and is happy to</p>	<p>CP/RR</p> <p>CP & Members</p>

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	<p>continue. Looking ahead three Parent Governors terms of office will expire in the Autumn Term, who will either need to reapply for the role via the Parent Governor nomination/voting procedures or be co-opted if there is space.</p> <p>The Governor for school's service has matched a potential new Governor for CKJS. We are currently in the process of receiving and reviewing the application.</p> <p>The Governors voted to reappoint LC for another year 19.12pm.</p> <p>The Governors discussed the two nominations received from the recruitment drive (18th December 2020), and unanimously agreed to welcome the two new parent governors at the next FGB meeting. The two nominations were unopposed as two vacancies were advertised and two nominations received.</p> <p>The handover between SH and HY has gone very well, HY has now put together a staff well-being survey, in collaboration with SS/NJ. From the feedback gathered from the Governors, this survey will be sent out to all staff before half term, to allow staff plenty of time to complete it. The survey will be anonymous unless staff wish to raise a specific issue.</p> <p>Please could all remaining skills audits be completed and sent to the clerk at clerk@ckjs.org.uk</p>	Governors
7	Chair's Business	Action
	<p>Actions Tracker</p> <p>CP discussed the introduction of the action's tracker, created to enable all Governors to see what the current focuses and actions are, and also create a historical log of actions taken. Please can all Governors use this to record and track anything that you are doing in your role to support the school. The Proposed School Admissions Policy can be added to the tracker to ensure we follow the consultation timeline.</p> <p>Monitoring in School</p> <ul style="list-style-type: none"> - LC has carried out safeguarding and pupil premium monitoring - CP has carried out SEN monitoring (see section 12) - HY has created a well-being survey which is to be sent out to all staff in the next few days. - All Governors can get in touch with the associated subject leads to start the discussions previously outlined (Nov 2020 FGB meeting) - MH and HL (LA) Reading deep dive will not be carried out whilst the children are not physically attending school. This will be postponed. <p>GQ: Is it appropriate to sending questions to the subject leaders during the current lockdown? We don't want to add to their workload.</p> <p>GA: Yes, it is fine to approach the subject leaders, there are often some gaps between the remote learning sessions which the staff would be able to</p>	<p>Governors</p> <p>RR</p> <p>Governors</p>

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	<p>answer some questions. To be clear we are subject monitoring not monitoring the remote learning.</p> <p>Please could the remaining Governors complete the declarations of interest on Governor Hub.</p>	Governors
8	Governor Training	Action
	<p>Feedback from course AL feedback about the recent GCC course “Governors and the Curriculum”. The main takeaways were that the course was not particularly useful and that perhaps the remote element prevented the value of meeting others in a similar and discussing experiences.</p> <p>Training to be booked LC will be booked onto the SCR and Safeguarding training.</p> <p>CP recommended HY and SM to have a look at New Governor courses.</p> <p>GQ: Is there a limit on the cost of the courses? GA: There is a budget which hasn’t been used much, please book some courses that will be useful to you as a New Governor.</p> <p>HY commented that the NGA website has some good courses available currently.</p>	HY/SM
Promoting Outstanding Teaching and Learning		
9	Headteacher Report/School Development Plan	
	<p>SS commented that the data for the HT report was a little difficult. Following the disruptions of schooling from Easter through to September, the children made a good return to school in the Autumn term. Assessments were made in the Autumn term, however now with the most recent school closures, the SLT have decided to run a simplified version of the spectrum of assessments, to enable gaps in learning to be identified.</p> <p>GQ: How many children do you have coming to school each day during this lockdown? GA: About 130 a day.</p> <p>GQ: Have the numbers stabilised as they had been increasing? GA: The numbers had plateaued but they are possibly on the rise, particularly after the announcement that the lockdown is to be extended. We have invited another 3-4 children to come into school recently as we were concerned about them.</p>	

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	<p>CP praised SS for the SMSC section of her report. This is a good record for Ofsted. CP thanked SS for her report. LC commented that the HT report is straightforward to read and a good source of information for the Governors. It was noted the progress shown in green and yellow was a good record of achievement. SS supplied that this is something she has amended to fit with her professional development with MS.</p> <p>SS informed the Governors that she has been working together with the Head of CKIS school to focus on what the needs are currently. In conjunction with Early Help the families between the schools have been reviewed and TAF meetings have been set up.</p> <p>SS informed the Governors that due to staff movement, there may be some scope for some SENDCO work across both CKIS and CKJS, however this is still to be discussed.</p> <p>GQ: How are the staff finding the challenge of remote learning for a second time?</p> <p>GA: Class teachers have the option of staying at home to run the remote learning sessions on Teams, although one teacher from each year group is asked to be in each day to support the TAs/other teachers with the children attending school. The first few weeks of this lockdown were very intense; however, this seems to have evened off, its still intense but the working hours are improved. SS believes the staff are currently in a good place in terms of the workload which has been expected. There is great support available within the teams. Some TAs are doing more face to face now, some staff were initially more anxious, but it is becoming a better routine. One staff member was quite anxious, SS has spoken with this staff member and made adjustments so that the staff member feels happier. There are two members of teaching staff (TAs, trainee teachers or teachers) in each bubble. Each bubble has a limit of 20 pupils, although most are less than this. In Y3 there are 3 bubbles and there are two bubbles in the other year groups.</p> <p>MH joined the meeting 19.30pm</p>	
10	Curriculum Development	Action
	<p>Governors subject areas</p> <p>RN currently has Math's so this will need to be changed when he leaves his position. The new Parent Governors could take on the areas which have not been allocated as yet. Check which subjects are available ahead of the next FGB meeting.</p> <p>RN left the meeting at 8pm.</p> <p>Cultural Capital Survey</p>	<p>RR</p> <p>Agenda</p>

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<p>This will need to wait until after the current lockdown to be carried out with the children.</p> <p>Reading presentation</p> <p>Jodie Pease (JP hereafter) joined the meeting and shared a presentation with the Governors. JP is a Year 5 teacher who is also the Reading lead at CKJS.</p> <ul style="list-style-type: none"> - Reading Promise (intent) – this was developed last September and covers a wide range of genres, encouragement of a love of reading, phonics, monitoring progress, parental involvement, staff role models. - Guided Reading lessons – Reading Vipers (Literacy Shed) were adopted when the curriculum objectives changed and focus on the key reading skills. There are 2 x 35-minute guided reading lessons a week, which cover the same text and the same Vipers skill. The Vipers skills build and combine. The team had a lot of input from the SIP and have looked at how the skills progress from Yr3 to Yr6. A poetry scheme has been bought in. - Programmes of studies – each year group has this, which maps out the knowledge to acquire. There are question stems which progress through the year groups. The staff seek out current texts to inspire and motivate the children. The texts fit the programmes of study. - Planning sheets – There is a format for Year 3/4 and for Year 5/6. A top sheet helps link the Vipers objectives to the lesson ideas and questions. <p>JP shared that staff are feeling much more confident at teaching and supporting Reading. It feels well embedded, the focus and aim are there. Learning walks have been carried out to assess how the staff are getting on.</p> <p>JP shared an example Reading activity based on The Hobbit. JP explained that the comprehension questions get progressively harder to enable all pupils to be supported and challenged.</p> <p>JP discussed the assessment of Reading comprehension, this is carried out in December, March and June. A spreadsheet is used to track common areas of weakness to inform the planning. Banded books are used for children who are not yet independent readers and the PM Benchmark kit is used to assess the children's level. TAs carry out this assessment as it can take some time to get an in-depth assessment carried out. Teachers do know how to use the kit. This kit is also used to check if a child is on the right reading level.</p> <p>JP informed Governors that each teacher has a Reading folder. If children are below where they should be in Reading levels, those children read daily with a school adult. This has been very effective in helping those children to make good progress. Some children have been supported with pre-teaching ahead of a guided reading lesson, the text being read to the children before the lesson. An outcome of this intervention is that those children are getting more out of the guided reading lesson.</p>	
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<p>JP reported that in Year 3 they are teaching a whole class phonics lessons, following the screening check. 23 children had failed this check with 10 just getting a pass. The decision was made to introduce whole class phonics in collaboration with the infant's school. Prior to the pandemic, there had not been a set way of teaching phonics and this had been carried out as an intervention. The staff at the infant school supported the staff at CKJS by team teaching, observing and sharing lesson structures. CKJS uses the infant's schools planning sheets for continuity. Year 3 children who receive a phonics intervention, have a phonics book and a banded reading book. Year 4 children did not need daily whole class teaching but precision teaching has been used as an intervention for those pupils who are not yet fluent in phonics.</p> <p>AL left the meeting briefly 20.23pm due to technical issues.</p> <p>JP confirmed that with the exception of one child, every child who was part of the phonics intervention made progress from September to December (Year 3).</p> <p>Now there is a second lockdown, the children have been sent daily reading tasks (via Purple Mash), which is a daily comprehension task. There are weekly guided reading sessions. There have been class readers with a teacher recording a reading and posting on the private YouTube channel. There have been reading events where children can scan a QR code to hear/watch an author reading the first chapter of their books. Phonics packages have been delivered to children and the children have bookmarks relating to Vipers skills.</p> <p>JP finished with explaining how the school are trying to promote a love of reading. This is encouraged through educating staff, SLN, Cheltenham Literacy book club, INSET days, working CKIS, engaging class readers, teachers recommending books, reading events/extreme reading/world book day, new library stock, Year group key authors, designated reading times in school.</p> <p>CP thanked JP for presenting, praising her for the quality and content of the presentation. CP also commented that it was clear to see JP had a passion for reading books herself. The school is lucky to have a leader so passionate about their subject.</p> <p>SS supplied that the school has tried to ensure a wide range of authors to support the cultural capital of the school.</p> <p>JP offered to email Governors a copy of the presentation.</p> <p>NJ commented from a staff members perspective that the phonics work has been amazing, a huge change, which will likely continue well beyond the pandemic. It is currently a strong aspect of Year 3.</p> <p>HY commented how wonderful it is for the children to have a leader so passionate about their subject and that the presentation was amazing.</p>	
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	<p>JP thanked the Governors and commented that normally the Reading Teachers scheme is very good, where teachers can discuss with other teachers what they do at their schools. Currently this scheme is virtual but still provides good CPD, copies of texts are sent at no cost.</p> <p>JP left the meeting at 8.38pm</p>	
11	Quality of teaching and learning	Action
	<p>Catchup funding A draft plan is on the school's website currently. SS has released some staff to cover phonics. The 1-1 tuition has not happened as the children are again not in school. Some companies are offering online learning but SS feels that currently, this is not appropriate on top of what the children are already being asked to do with the remote learning.</p> <p>Pupil Progress Review This is now part of the HT report, so can be moved to that section in the next meeting. Pupil Progress meetings look at the class as a whole group and groups within the class such as individuals, barriers to learning, gender. The teachers then tweak practice accordingly.</p> <ul style="list-style-type: none"> - Pupil Progress meetings were held before Christmas. SS has met with the SLT to talk about each year group. - Currently some of the curriculum has had to be adapted such as practical science, whereas other lessons such as Math's and English are just a remote version of what they would have been covering in school. - There has been a good response to the online learning, good attendance. - Some extra work has been given to some children – MW has been running precision teaching for phonics and packs of resources have been sent home weekly to support those children not in school. CP commented the balance of this work has been spot on. - There have been some 1-1 teams' lessons with some of the pupil premium children. <p>GQ: What are we going to do when the children come back? That will be a challenge!</p> <p>GA: Some children will have thrived with 1-1 tuition, others won't have. We will need to support and challenge appropriately. School is so much more than academics, working with others and socialization, this is hard for the children.</p> <p>CH commented from a parent's perspective that the remote learning set up has been going well. The morning and afternoon sessions are working well. CH is grateful that CKJS have achieved a balance of live sessions and independent work. CH thanked SS and her team for what they are doing.</p>	

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	SS commented that the live sessions are also exhausting for the teachers as well.	
12	SEND	
	<p>Monitoring in school CP</p> <p>CP has conducted some monitoring recently in school and will share the file with SS and make it available on Governor Hub. SS now has a SEND award and is overseeing the work Harriet Jackson is doing. Harriet is the assistant SENCO who largely spends Monday – Wednesday mornings working on EHCPs and annual reviews, there are also additional support staff who are supporting SEND needs.</p> <ul style="list-style-type: none"> - It was discussed that when Ofsted visit, they will look at the lowest 20% in Reading which will include children with special educational needs. This area is one of the SDP focus priorities. The Somerset Literacy network training will be embedded over a period of time. - More children are coming to the school on a the SEN register and are on a My Plan; however, many make good progress throughout their CKJS journey and will come off the SEN register if they no longer need a My Plan. <p>GQ: Do you think there will be a greater collaboration of approaches between the infant school and the junior school?</p> <p>GA: The HT at CKIS has a history as a SENCO, so has been able to get needs identified in the infants. Early intervention is always the best plan. Steps can be put in place to help the child make progress and then that child may not need additional support later in their school journey. There will be a school criterion for a “My Plan”, it would be useful to streamline this with CKJS. Since Katie James has been the HT at CKIS there has been greater streamlining within the SEND area. A query over a specific learning need may be raised in the infants, if the child has not made progress during the infants. However, some specific learning needs can only be identified when the child is older, and then with intervention and support the child may not need the label anymore.</p> <p>The SEND curriculum still provides those children with a rich curriculum. This is something we need to factor into the Governor monitoring questions. Children can end up doing intervention work during other subject times. There is a focus at the moment on the needs of the Year 3 children, following the previous lockdown</p> <p>SS reported that she is happy with the multi-agency support she receives and is also able to pull resources from networking with other schools should additional support be required.</p> <ul style="list-style-type: none"> - SS also reported that across the county there is high demand for Educational Psychologists, although CKJS have not had any difficulties in accessing this service to date. There is sometimes a waiting period due 	CP

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	<p>to EPs only being available to visit one pupil at a time due to Covid regulations.</p> <p>CP reported that a spending analysis needs to be carried out.</p> <p>CP reported that there is a much more streamlined approach to phonics and reading, following collaboration with the infant's school. This has resulted in teachers taking much more responsibility for this aspect as well as SEND.</p> <p>A survey for parents of pupils with SEND is a useful source of feedback and should be considered in the future.</p> <p>The assistant SENCO would like to upskill teachers to improve their own practice and she would like to develop her knowledge and skills around Autism more.</p> <p>PW commented that the report was great.</p>	<p>CP</p> <p>CP</p>
13	Pupil Premium	
	<p>This term is a little different because of the lockdown. AF has been taking care of the FSM. Those children who are in school are receiving packed lunches from Balcarras and those at home are receiving vouchers.</p> <ul style="list-style-type: none"> - 12 out of 27 pupil premium children are coming in once a week, most of those children are coming in every day. There will likely be two more start attending just before half term. - All of the children have been offered laptops at home, not all have taken this up. The school is monitoring this carefully, checking interactions with teachers and work carried out. If the children are not accessing the learning very successfully at home, they are offered a place at school. - There are currently some Year 3 children who are not accessing the daily work, a Georgina Davenport is filling in some of these gaps on a 1-1 basis. She also has a data base of the pupil premium children and is offering support and ringing households to check in. <p>GQ: Are the pupil premium numbers going up due to lockdown job loses? GA: So far there has only been one more, however this could change when the furlough period ends. The school have been keeping this a high profile in the newsletters and are expecting the numbers to go up.</p>	
14	Partnership	
	<p>As mentioned in previous sections (Curriculum and SEND) there has been collaboration with the infant's school with the teaching of phonics.</p> <p>Links with Governance has been discussed. SS asked the Governors if anyone would like to be an associate Governor at CKIS, to visit occasionally at meetings.</p>	

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	SS explained there would be no voting rights, just ad hoc attendance at some meetings. - HY expressed a potential interest due to having a child in each of the schools.	
15	Consider any items to be recorded as confidential minutes	
	None	
Compliance		
16	Health and Safety	Action
	This is all up to date currently. There is a site walk planned for half term (18 th February), which will involve meeting with PF and AF. The Health and Safety policy has been signed off; however, PW would like to test some elements before this is published.	
17	Risk Register	Action
	SS shared that she has added some amendments today. AL confirmed he had seen these and has uploaded this onto Governor Hub. Governors were encouraged to take a look at the risk register, test it, familiarise yourself with it and raise any issues in the next meeting.	Governors
18	Child Protection / Safeguarding	Action
	Two children who were on Child Protection Plans have now changed to one being placed on a Child in Need Plan and the other has become a LAC as they are not considered at risk anymore. The school is continuing to work with social services to support those children.	
19	Complaints	Action
	None	
20	Policy Review	Action
	Listening to pupils to cross check experience of schools/policies (CP) CP raised that this could be done via Teams or we could wait until the children are back at school when Covid-19 demands are lesser. Governor Policy allocation and process to review policies CP clarified that the Governors role within policies is to ensure the policy is fit for purpose and that this practice is going on in school. This document will be put on Governor Hub. Policies to ratify: - Anti-bullying and anti-hate policy (CP) – There were no comments on this policy from the Governors, it was agreed this policy does not need to be ratified.	Agenda

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	<ul style="list-style-type: none"> - Attendance Policy (ID) – Governors agreed this does not need any changes. - Mobile Phones in School (GR) – It was agreed that this is not a policy for the Governors. - Complaints Policy (RN) – RN informed the Governors that the main changes to this document was EFA changing to ESFA and that in the future we may want to consider how panel hearings could take place during Covid-19 restrictions. The Governors agreed with the change’s RN made. <p>Policies to return to be uploaded on website:</p> <ul style="list-style-type: none"> - Child Protection and Safeguarding statement LC – on website - Equality Policy SH – now on website - Finance Policy to fit with audit process PW Assessment Policy - Children's acceptable use agreement – SM – on website - e-Safety Policy- SM – on website - assessment policy – SS – on website 	
21	AOB	Action
	None	
	<p>DONM: 10th May 2021</p> <p>Meeting ended 9.08pm</p>	

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