



**Minutes of the Full Governing Board held at  
Thirsk Community Primary School  
on Monday 4<sup>th</sup> February 2019 at 6.15pm**

**Present:** Richard Chandler (Headteacher), David Duffey (Chair), Jason Tazzyman (Vice Chair), Karin Wilkinson, Stuart Mountford, Nikki Kennedy, Peter Egginton, Jayne Cooper and Richard Gladstone

**Apologies:** None

**In attendance:** Julie Doyle (Senior Clerk), Sheila White (Trainee Clerk), June Wilson (Deputy Headteacher), Michelle Burrell (Teacher) and Lillian Turner (Teacher)

No 18/19	Item	Action
<b>PART 'A' – Governance</b>		
6.1	<b>Welcome</b> The Chair opened the meeting at 6.15pm and thanked Governors for attending. Governors welcomed Richard Gladstone as a new co-opted Governor and took the opportunity introduce themselves. Governors also welcomed June Wilson, Michelle Burrell and Lillian Turner to the meeting who will be giving an update on the priorities in the School Development Plan (SDP).	
6.2	<b>Apologies and determine whether absences should be consented to</b> There were no apologies to be received.	
6.3	<b>Remind Governors about Declaration of Interest</b> There were no declarations of interest at this point in the meeting.	
6.4	<b>Notification of any other urgent business</b> <u>Training Days</u> Richard Chandler explained to Governors the proposed plans for the teacher training days 2019-2020, the 2 days training days are Tuesday 3 <sup>rd</sup> September 2019 and 20 <sup>th</sup> July 2020, which would mean the school closes on Friday 17 <sup>th</sup> July 2020. All Governors AGREED to approve these training days.  <u>Bewerley Park</u> Bewerley Park 2019 document was circulated to all Governors prior to the meeting and Richard Chandler explained to Governors how in previous years North Yorkshire County Council (NYCC) has held money centrally which covered cost of any Free School Meal (FSM) pupils wishing to attend their residential settings. The school would usually ask for a contribution towards the transport from parents. This money is now devolved out to all schools within the s251 payments at the start of the year within Pupil Premium. The school attends Bewerley park for 4 days, three nights residential trip, which costs £271.20 per person, the transport will cost approx. £350 and there are currently 31 pupils in year 6, 10 of whom have FSM. If Governors wished to fully subsidise all the FSM pupils residential trip there would be a total cost of £2712.00. <b>Governor Question (GQ): Does every pupil who would like to go get to attend the residential trip? Yes, there are usually only a couple of pupils who don't attend.</b>	

Signed:

Date:

1

	<p><b>GQ: Can the Sports Premium money be used to subsidise this trip?</b> No, it would have to come from the Pupil Premium money.</p> <p><b>GQ: Does the school have any extra money to cover the cost of this trip?</b> No. Richard Chandler highlighted to Governors the amount of money the school received for a Pupil Premium child.</p> <p><b>GQ: Do you have any service or looked after pupils in the school?</b> No, not at present.</p> <p><b>GQ: Can you offer parents a pay as you go option?</b> Yes, the school already offers this to all parents.</p> <p>Governors discussed in detail the different options which can be offered to parents, the importance of all pupils having the opportunity to attend the trip and transport costs.</p> <p><b>GQ: When is the final payment that parents would need to make?</b> It is usually around September.</p> <p>Governors discussed various options which could be offered to Pupil Premium pupils and AGREED to ask for £100 per pupil towards the cost of the Bewerly Park residential trip. Governors would also consider individual cases if asked to.</p>	
6.5	<p><b>Correspondence</b></p> <p>A letter from Kevin Hollinrake, Member of Parliament for Thirsk and Malton, was circulated to all Governors prior to the meeting. The letter congratulated the school on increasing the proportion of pupils in the school attaining the expected standards in Reading, Writing and Maths, to 48% in 2018 up from 39% in 2017.</p>	
6.6	<p><b>Approve the Minutes from 7<sup>th</sup> and 14<sup>th</sup> January 2019</b></p> <p><u>Approval</u> - The minutes of the Full Governing Board (FGB) meetings held on 7<sup>th</sup> January 2019 and 14<sup>th</sup> January 2019, which were circulated to all Governors prior to the meeting, were deemed as true records and both were duly APPROVED and SIGNED by the Chair, David Duffey.</p>	
6.7	<p><b>Matters arising</b></p> <p><u>5.10</u> – Richard Chandler and Nicky Kennedy explained the recent analysis of behaviour, which is now looking better, there has been a significant reduction in number of pupils on the tracker. The majority of reporting is of pupils not following instructions first time.</p> <p>Nicky Kennedy has a list of pupils and is meeting with teachers to review further what is happening with behaviour and what support can be put in place. Pupils seem to be more settled and continued monitoring will take place.</p> <p><u>5-10</u> – Bi-weekly meetings are taking place with Richard Chandler and June Wilson to break down data and review performance.</p> <p><u>5.10</u> – Attendance – current attendance is 95%. Of the 5% absentee rate, 3.05% are due to illness, 1.06% are unauthorised, pupils away from school, 0.4% are unauthorised holidays, 0.5% are authorised absences.</p> <p><b>GQ: How many pupils is this?</b> The system doesn't break this down in to pupil numbers, just as a percentage.</p> <p><u>5.16</u> – Fencing – the third quote has now been received and passed on to NYCC. Governors will notice fencing going up around the school field as planned house building may be starting.</p>	
6.8	<p><b>Governor Training</b></p> <p>Teaching and Learning review has taken place with David Duffey and Karin Wilkinson attending. The report will be shared with Governors at the next FGB meeting on 4<sup>th</sup> March 2019.</p>	

Lindsay Miller, Lead Adviser from NYCC has offered Fisher Family Trust (FFT) Aspire training to Governors. Thirsk CP has been asked to host the training and other Governors have been invited to attend.

## PART 'B' – School Improvement

6.9

### School Development Plan

#### Termly Data Summary and Evaluation for Writing 2018/19 – Autumn Term

The Termly Data Summary and Evaluation for Writing 2018/19 was circulated to all Governors prior to the meeting and Lillian Turner highlighted the following:

#### Year 1

65% of Year 1 are boys, of which 35% have significant SEN, this group has a high proportion of pupils with significant SEN needs.

#### *Progress and attainment*

- 70% of pupils are on track or better. 8% achieved Greater Depth (GDS). This compares to 68% who achieved expected in Early Years Foundation Stage (EYFS) and 0% achieved exceeding (EXS).

#### *Analysis*

- GDS improving.
- For this year group there seems to be little difference between boys/girls.
- PPG from this year is much lower (50%).

#### *Resulting Actions: Year 1 - Focus*

- PPG: Ensure planning identifies PPG children and how they can be moved on.
- Identify targeted support and quality wave one teaching, which Lillian Turner will be monitoring.
- Year 1 teachers also look at potential pupils who are High EXS and can be pushed towards GTS.

#### Year 2

#### *Progress and attainment*

- 50% of pupils on track at EXS. This is below National standards.
- The non-SEN figure is 71%.
- PPG children are 36%, Required Improvement (RI).
- In EYFS where 56% of pupils achieved expected and 0% got GDS.
- Expected is now less than in EYFS. This is because 2 pupils left who were EXS and 2 pupils came in that are not at EXS.

#### *Resulting Actions*

- Michelle Cruickshank to incorporate into planning targeted interventions for PPG or quality wave one teaching. Analyse further children at EXS and where they are now.

#### Year 3

#### *Progress and attainment.*

- 65% are at expected and 11% at GDS. This shows room for improvement for all pupils compared to result from last year.
- 60% of Pupil Premium at EXS or +.
- Compares to 67% at expected last year and 33% at GDS.

#### *Analysis*

- Why is there a dip in GDS?
- Boys are slightly weaker than girls.
- As a cohort, they need to move the levels up.

**GQ: Is there a large amount of SEN pupils in Year 3? 8 pupils out of 38 pupils.**

#### Year 4

##### *Progress and attainment*

- 71% of pupils are at EXS with 26% at GDS. This compares to them leaving Year 2 standards.

##### *Analysis*

- Girls in this cohort are weaker than boys. This is the opposite in Year 3 and may just be the cohort.
- PPG are also low.

##### *Resulting Actions*

- PPG needs planning for on the planning sheet and which interventions they are having/quality wave one teaching.

#### Year 5

##### *Progress and attainment*

- 52% of pupils are at EXS and 13% at GDS. This compares to Key Stage (KS) 1 results.

##### *Analysis*

- A low cohort of results overall.
- Boys are very weak.
- PPG weak comparable to the whole class.

##### *Resulting Actions*

- Ensure high quality teaching is planned for.
- Ensure planning identifies PPG and interventions that are possible.
- Interview key pupils and check that they know their targets to improve.
- Are boy-friendly texts being used?
- Timetable needs to be refined.

#### **GQ: Is there a crossover with SEN and PPG in boys? Yes.**

Governors discussed the Fisher Family Trust (FFT) 20 and FFT50, if these targets are aspirational targets and how the school is trying to narrow the gap. FFT20 and FFT50 are end of year targets and would change as the year progresses.

Year 5 are currently off track, pupils need to improve and clear areas have been identified.

#### **GQ: Do you know where pupils were last year, can this detail be included with the data? Yes the school does have this data.**

Lillian Turner is working with Year 5 teachers to develop the aspirations of boys and address areas of improvement.

#### Year 6

##### *Progress and attainment*

- 65% of pupils at EXS and 17% at GDS.
- This is lower than last year, however Lillian Turner feels confident results will be closer to last year for EXS.

##### *Analysis*

- Boys have a lower attainment than girls.
- Pupil Premium children's scores are higher than non-Pupil Premium.
- Pupil Premium boys' writing is not as strong for GDS.
- Pupil Premium is also slightly lower at GDS.

##### *Resulting Actions*

- Ensure boys are engaged and challenged.
- Pupil Premium is also slightly lower at GDS (especially boys).

#### **GQ: 65% working towards, do some of these pupils tip in to EXS? Yes, spelling is an area of focus as pupils need to be good spellers to achieve higher standards.**

Termly Data Summary and Evaluation for Nursery 2018/19 – Autumn Term

The Termly Data Summary and Evaluation for Nursery 2018/19 was circulated to all Governors prior to the meeting and Michelle Burrell highlighted the following:

*Analysis*

- Progress for PSED is at least good across all 3 aspects. This is because the provision and teaching in nursery has a high focus on these aspects.
- No pupils are registered as SEN in nursery yet, though there are some C4C.
- Overall progress looks good.
- Attainment is low due to the low starting point of this cohort. The focus must be on rapid progress throughout EYFS.
- Age makes a huge difference at this stage (see autumn born attainment compared to spring and summer).

*Resulting Actions*

- Provision is adapted to allow a bigger focus on Communication and Language.
- Staff training on Interactive Book Reading.
- Identify pupils who need SEN registration or C4C.

**GQ: Is there English as an Additional Language (EAL) in this cohort? Yes.**

**GQ: Do you understand why some pupils are lower than others? Yes.**

Termly Data Summary and Evaluation for Reception 2018/19 – Autumn Term

The Termly Data Summary and Evaluation for Reception 2018/19 was circulated to all Governors prior to the meeting and Michelle Burrell highlighted the following:

*Analysis*

- Predicted attainment for this cohort at the end of Reception is 72%. Last year's attainment at the end of Reception was 68%, with National attainment at 71% (2018).
- Progress in Reception is at least good in all aspects, except for Listening and Attention which is slightly below. Strong progress has been achieved by small classes and very focused teaching.
- Attainment in Pupil Premium pupils is low however, their progress over the autumn term has been outstanding overall.
- Boys and girls have made similar progress, girls attainment is much higher.
- All pupils are making very good progress in Literacy and Maths, attainment is still below National in these areas at present.
- Attainment is lower in summer born pupils, however this group have made the strongest progress, so summer born children are catching up.

*Resulting Actions*

- Screen pupil's listening skills to identify areas for development.
- Continue to prioritise working with Pupil Premium and summer born pupils in all group/individual tasks.
- Develop opportunities for boys writing in continuous provision.
- Ensure Reception timetable is focused on Literacy and Maths.
- Evaluate EEF 'Preparing for Literacy in EYFS' to further develop good practice.
- Daily individual reading practice at school for identified pupils.

Termly Data Summary and Evaluation for Reading 2018/19 – Autumn Term

The Termly Data Summary and Evaluation for Reading 2018/19 was circulated to all Governors prior to the meeting and June Wilson highlighted the following:

Year 1

*Analysis:* Girls: 35% SEN: 24%

- 65% of this cohort are boys, of which 35% have significant SEN.
- Proportion of pupils on track is broadly in line with National at EXS and GDS.
- On track attainment for the disadvantaged pupils in this group is strong at

75%.

- This group has a high proportion of pupils with significant SEN needs.
- Girls' performance is significantly higher than boys': all 8 pupils on the SEN register are boys.

#### *Resulting Actions*

- Does phonic on track data support these figures? Phonic Test update to complete week commencing 28 Jan 2019.
- Monitor IBR and plan further CPD &/ modelling for teachers (Newly Qualified Teacher (NQT) and supply)
- Support Teaching Assistants (TA) in planning for specific SEN interventions.
- Ensure Phonics Lead is supporting planning of NQT and supply teacher.

#### Year 2

*Analysis:* PPG: 42% SEN: 38% PPG&SEN: 20%

- Progress of all pupils is strong.
- Proportion of pupils on track is low at 56%.
- Proportion of pupils on track for GDS is low.
- Boys' attainment is stronger than girls' at 66%.
- Progress of disadvantaged pupils is lower than that of all.
- PPG (42% of this group) on track is very weak, 5 of these pupils have SEN and 1 has significant attendance issue.

#### *Resulting Actions*

- Ensure action plan targets pupils with capacity to reach EXS.
- Ensure action plan targets pupils with capacity to reach GDS.
- Which girls needs further targeted work? Is this phonics or comprehension?

#### Year 3

*Analysis*

- Progress for all pupils is good.
- Progress of girls is slightly weaker than boys.
- Proportion of pupils on track is close to National.
- Proportion of pupils on track for GDS is above National.
- PPG on track for EXS is good, but GDS is comparatively low compared with all pupils.
- 21% of pupils in this group have SEN.
- 40% pupils are disadvantaged: attainment currently exceeds non-PPG.
- Progress and attainment for pupils with EAL appears very low: 1 pupil has significant SEN, while 1 is on track for GDS.

#### *Resulting Actions*

- Identify which girls' progress needs to accelerate.
- Check that action planning prioritises correct skills and gaps.
- Monitor delivery of NQT and Recently Qualified Teacher (RQT) lessons to ensure that pitch is appropriate.
- Use mid-year NfER tests to confirm TA (Baseline Av SS: 92).

#### Year 4

*Analysis:*

- Progress for all pupils is very strong.
- Proportion of pupils on track is above National at 78%.
- Proportion of pupils on track for GDS is close to National at 23%.
- Boys' progress and attainment is very strong.
- Girls on track for GDS exceeds National.
- PPG (34% of this group) on track is very low at 45%, and progress is not as strong.

- Progress and attainment for pupils with EAL is very strong.

#### *Resulting Actions*

- Monitor delivery of NQT and RQT lessons to ensure that pitch is appropriate.
- Check that action planning for PPG pupils prioritises correct skills and gaps.
- Use mid-year NfER tests to confirm TA (Baseline Av SS: 94).

#### Year 5

*Analysis:* PPG 35%, EAL 16%, SEN 13%

- Progress for all pupils is very strong.
- Proportion of pupils on track is very low at 57%.
- Proportion of pupils on track for GDS is close to National at 22%.
- Boys' attainment is significantly weaker than girls' at 46%.
- PPG (35% of this group) on track is very low at 36%.

#### *Resulting Actions*

- Ensure that planning targets boys' engagement.
- Ensure action planning targets correct priorities.
- Ensure action planning is delivered rigorously.
- Develop further language support strategies for EAL group.

#### Year 6

*Analysis:* PPG 32%

- Progress for all pupils is very strong.
- Proportion of pupils on track is low at 57%.
- Proportion of pupils on track for GDS is low.
- Boys' attainment is significantly weaker than girls' at 52%.
- PPG (32% of this group) on track is higher than all pupils, but is still low. Progress for this group is exceptionally high.
- Progress for pupils with EAL is very strong.

#### *Resulting Actions*

- Ensure action planning targets correct priorities.
- Ensure boys' engagement is targeted through the content of texts used.
- Further develop strategies for supporting vocabulary development.
- What strategies could be used to support EAL pupils with potential for GDS?
- Identify other pupils with potential to achieve GDS.
- Further refine strategies after scrutiny of next test results.

**GQ: Does last year's Year 5 class have the same class teacher this year? No.** Governors discussed the importance of having strong teaching across the school to support pupils.

#### Termly Data Summary and Evaluation for Maths 2018/19 – Autumn Term

The Termly Data Summary and Evaluation for Math 2018/19 was circulated to all Governors prior to the meeting and Richard Chandler highlighted the following:

#### Year 1

*Analysis: Progress:*

- As pupils have moved from EYFS, it has not been possible to track pupil's progress from the autumn term.
- Attainment for pupils is positive in comparison to pupils starting points (67.6% Number/ 70.6% SSM). No significant gap between PPG/ Non PPG.

#### *Resulting Actions*

- Analysis of boys that are 'below' and not likely to achieve Age Related Expectation (ARE). Is there a correlation to SEN?
- Identify progress of SEN pupils.

## Year 2

### *Analysis/ Key Questions*

- The percentage of pupils achieving ARE is low compared to National Values.
- What was the percentage of pupils that achieved Good Level of Development (GLD) in Maths at the end EYFS? What percentage achieved Exceeding does represent progress?
- Gap between boys and girls. Girls are lower – why is this? Is it cohort specific?
- Predicted attainment for PPG is low. What is happening for PPG pupils? What support is in place for these pupils?
- Predicted attainment for SEN is low. What is the progress for SEN pupils in Maths?
- Progress for all pupils Requires Improvement (RI). This is due to the impact of 7 SEN pupils within the cohort. For non-SEN pupils progress against ARE is good.
- Predicted attainment at GDS compares favourably with National Standards.

### *Resulting Actions*

- Analysis of progress in Maths for Year 2 pupils to evaluate progress.
- Analysis of progress of SEN pupils?
- Monitor support for PPG pupils in Year 2 – is this group being effectively supported?
- Monitor standards in books, is progress reflected here?

## Year 3

### *Analysis*

- Progress for all groups of pupils RI. This is because progress HA pupils appears to be low, typically 0.5pts. This is because their starting point was higher, a large proportion of these pupils are on the threshold to move on to beg+. This is also related to curriculum coverage.
- Progress of Pupil Premium pupils is higher than that for non-Pupil Premium pupils.
- The proportion of pupils on track for ARE + is similar to that at the end of KS1 percentage on track to achieve GLD is high.
- Progress for non-SEN pupils appear lower than Pupil Premium pupils.
- Progress for MA pupil is 1.0pts. Progress for HA pupils(11) is 0.5pts.

### *Resulting Actions*

- Separate out progress of different prior attainment groups, identify progress between these groups. Look at the impact this has on progress data.
- Identify pupils where progress appears to be RI. Carry out Bi-weekly progress meeting for Maths. Given that the rate of progress appears to be low?.
- Progress of HA pupils.

## Year 4

### *Analysis*

- Progress overall is RI. This is as a result of HA pupils not having sufficient coverage of the curriculum.
- Progress with the removal of 3 SEN pupils is good.
- Progress of girls is significantly higher than boys. However attainment of boys is significantly higher.
- Progress for EAL pupils appears to be inadequate. This is the impact of pupils being HA – not having sufficient coverage.
- PPG pupils in Y4 is a concern.
- Year 4 girls working towards.



	<ul style="list-style-type: none"> <li>MA pupils(16) =1.1 pts HA pupils (5) =0.5pts.</li> </ul> <p><i>Resulting Actions</i></p> <ul style="list-style-type: none"> <li>Separate out prior attainment groups.</li> <li>Identification and targeting of Year 4 girls due to low attainment. To check continued progress.</li> <li>Identification of PPG pupils and support. Due to low progress and low attainment.? Bi-weekly progress meeting for PPG pupils for Maths.</li> </ul> <p><u>Year 5</u> <i>Analysis</i></p> <ul style="list-style-type: none"> <li>Progress for all pupils would appear to be good. Levels of predicted attainment remain high and comparable with National Averages.</li> <li>Progress for PPG pupils is lower that for non PPG pupils and would require improvement.</li> </ul> <p><i>Resulting Actions</i></p> <ul style="list-style-type: none"> <li>Analysis of PPG pupils Maths books. Identification of support for PPG pupils + target group for whole class teaching.</li> <li>Identification of the progress of SEN pupils.</li> </ul> <p><u>Year 6</u> <i>Analysis</i></p> <ul style="list-style-type: none"> <li>Progress for all pupils seems to be good overall for all groups of pupils with the exception of SEN support pupils. Progress for girls and for EAL pupils looks to be outstanding from their starting point. The progress made by PPG pupils is slightly less than for non-PPG pupils – although the margin is very small.</li> <li>Attainment - the percentage of pupils that are ‘on-track’ to achieve ARE and GDS in Maths remains strong. Although this is still slightly less than the national value of 75%, it would show a good improvement from previous years.</li> </ul> <p><i>Resulting Actions</i></p> <ul style="list-style-type: none"> <li>Ensure that the predicted results are secure and that this value is accurate.</li> <li>Compare this to KS1 outcomes.</li> </ul> <p>Katie Gloag will be taking over the Maths Lead. Governors thanked all the teachers for their detailed updates.</p>	
<b>Michelle Burrell and Lillian Turner left the meeting 7.25pm</b>		
6.9	<p>The Overall Termly Evaluation of Progress/ Attainment was circulated to all Governors prior to the meeting and Richard Chandler highlighted to Governors that the overall judgement at present is RI. This is because progress in all subjects and for all key groups is not yet good and attainment is not yet high enough.</p> <p>Governors fed back that the way the data is presented is easy to follow and understand. Governors can see progress and highlighted issues easily.</p>	
6.10	<p><b>Staff welfare update</b> June Wilson updated Governors that staff survey from Autumn term has been carried out and the key topics highlighted are:</p> <ul style="list-style-type: none"> <li>Access to reliable space for PPA time.</li> <li>Staff training and how to organise plan in Teaching Assistant (TA) training</li> <li>Access to resources</li> <li>Plan assessment system and how this is organised.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Sense of community.</li> </ul> <p>6 member of staff are part of the Well Being team who will be meeting again in 2 weeks and the following has already been put in to place:</p> <ul style="list-style-type: none"> <li>• Guardian angel system – where staff look out for another member of staff.</li> <li>• Shout out board in the staff room – where messages can be posted about good work or about staff performance.</li> <li>• Re-organisation of resources.</li> <li>• Make better use of the space which can be available for PPA time in the staff room.</li> <li>• Increase ownership to keep resources where they should be and to be a shared responsibility.</li> </ul> <p>It has been very useful to have the Well Being team, there is a nice feeling of support and encouragement across the staff.</p>	
<b>June Wilson left the meeting at 7.35pm</b>		
6.11	<p><b>SEF – Leadership &amp; Management</b></p> <p>The Leadership and Management section of the Self Evaluation Form (SEF) was circulated to all Governors prior to the meeting.</p> <p><b>GQ: Are you comfortable with Michelle Cruickshank in phonics?</b> Yes, she has been working with Heather Russell and is enjoying the role. Michelle Cruickshank has taken part in the Teaching and Learning Review and subject reviews. A second visit is planned with Heather Russell where joint monitoring will take place.</p> <p><b>GQ: When will phonics be presented to the FGB?</b> This can take place at the next FGB meeting on 4<sup>th</sup> March 2019.</p>	
6.12	<p><b>Outcomes of External Evaluation</b></p> <p>Teaching and Learning review has taken place, once the full report is finalised this will be shared with Governors.</p> <p>The review has been a positive process and a positive report, it was a useful full day which was carried out by Donna Makepeace, School Improvement Adviser (SIA) and Lindsay Miller, Lead Adviser from NYCC.</p> <p>Main area requiring improvement is that pupil outcomes are not high enough.</p>	
6.13	<p><b>Feedback from Link Governors</b></p> <p>David Duffey has carried out a visit to monitor SEN and reading, the report has been circulated to Governors.</p> <p>David Duffy and Karin Wilkinson have carried out a visit monitoring quality of teaching</p> <p>When Governors carry out a monitoring visit, they are required to complete a visit form every time they come in to school.</p>	All Governors
6.14	<p><b>Safeguarding / Child Protection</b></p> <p>Richard Chandler highlighted to Governors the child protection cases and Safeguarding concerns in school.</p> <p>Stuart Mountford has taking part in the NYCC Safeguarding Audit which will be reviewed at the next FGB meeting on 4<sup>th</sup> March 2019.</p> <p>Governors discussed support given to one pupil, which has been time consuming and challenging for staff.</p> <p><b>GQ: Is staff wellbeing considered when working with this pupil?</b> Yes. Staff will only work half a day with this pupil, this pupil is also taking up a considerable amount of the Headteacher's time.</p> <p><b>GQ: Does this pupil have SEN and behaviour needs?</b> Both.</p>	

**PART 'C' – Other**

6.15	<p><b>Policies</b>            The following policies were circulated to all Governors prior to the meeting.</p> <ul style="list-style-type: none"> <li>• Behaviour Policy</li> </ul> <p>Governors discussed the wording in the behaviour policy in detail, how some areas are not consistent across the school and could be confusing from Year to Year. Governors AGREED for the policy to be reviewed and re-presented to Governors in September for a re-launch. Richard Chandler will also put in to place training with all staff around the use of tracker.</p> <ul style="list-style-type: none"> <li>• Do's and Don'ts of Data Protection</li> <li>• Freedom of Information FAQs</li> <li>• The Guide to Freedom of Information</li> <li>• Information Security Incident</li> <li>• Information Security Incidents Reporting Policy</li> <li>• Acceptable Use Policy</li> <li>• Information Policy</li> <li>• Information Security Policy</li> <li>• Employee Privacy Notice</li> <li>• Information Governance Policy Framework</li> <li>• Information Security Incident</li> <li>• Thirsk CP School Consent Form</li> <li>• Privacy Notice- General Data Protection Regulation (GDPR)</li> </ul> <p>All Governors AGREED to approve and adopt these policies.</p>	
6.16	<p><b>Governor Vacancies</b>            No further updates on Governors vacancies.</p>	
6.17	<p><b>How has this meeting impacted on the welfare and progress of our pupils?</b></p> <ul style="list-style-type: none"> <li>• Reviewed data and planned actions from the subject leaders.</li> <li>• Reviewed staff well fare and progress made.</li> <li>• Reviewed behaviour policy and discussed possible updates.</li> <li>• Reviewed the effective leadership structure and progress being made.</li> </ul>	
6.18	<p><b>Next meeting 14<sup>th</sup> January 2019 at 6.15pm</b>  <u>2019 Meeting Dates</u>            4<sup>th</sup> March 2019            1<sup>st</sup> April 2019            9<sup>th</sup> May 2019            3<sup>rd</sup> June 2019            15<sup>th</sup> July 2019</p>	
6.19	<p><b>AOB</b>  <u>Existing Debt</u> – Governors discussed current school meal debt, the agreed process which is now in place. Richard Chandler will discuss with the School Business Manager where they are with chasing this debt, this has already taken up a considerable amount of time for the school staff.  <b>GQ: Can repayment plans be offered to parents? Yes.</b></p> <p><u>Existing Debt</u> – Confidential item, please refer to the confidential minutes.</p>	R Chandler

<b>Nikki Kennedy left the meeting at 8.30pm</b>	
6.19	<p><b>AOB</b></p> <p><u>Confidential Minutes - Approval</u> – The confidential minutes of the FGB meeting held on 7<sup>th</sup> January 2019 and 14<sup>th</sup> January 2019, which were circulated to all Governors at the meeting, were deemed as a true record and were duly APPROVED and SIGNED by the Chair, David Duffey.</p> <p><u>Matters Arising</u> – Confidential item, please refer to the confidential minutes.</p>
<b>Date of next meeting 4<sup>th</sup> March 2019, 6.15pm</b>	
<p>Please note: The colour coding above links to the three key roles of governance questioning;  <b>RED</b> for 'setting strategic direction',  <b>BLUE</b> for 'holding Headteacher to account for educational performance'  <b>GREEN</b> for 'ensuring financial health, probity and value for money'.</p>	

There being no other business the Chair closed the meeting at 8.45pm