



Minutes of Thirsk Community Primary School Governing Board held Online on Monday 12 2021 at 6.15pm

Present: David Duffey (DD) (Chair), Richard Chandler (RC) (Headteacher), Jason Tazzyman (JT) (Vice Chair), Stuart Mountford (SM), Jenny Buck (JB), Lucy Minican (LM), Gemma Wall (GW) Lisa Garthwaite (LG)

Apologies: None

In attendance: Sheila White (Clerk)

No 20/21	Item	Action
PART 'A' – Governance		
7.1	Welcome The Chair opened the meeting at 6.15pm and thanked all governors for attending.	
7.2	Apologies and determine whether absences should be consented to There were no apologies.	
7.3	Declaration of Interest There were no declarations of interest at this point in the meeting.	
7.4	Notification of any other urgent business None	
7.5	Correspondence None	
7.6	Approve the Minutes from 8 March 2021 <u>Approval</u> – The minutes of the Full Governing Board (FGB) meeting held on 8 March 2021, which were circulated to all governors prior to the meeting, were deemed as a true record and will be duly APPROVED and SIGNED by the Chair, DD. <u>Approval</u> – The minutes of the Confidential Full Governing Board (FGB) meeting held on 8 March 2021, which were circulated to governors prior to the meeting, were deemed as a true record and will be duly APPROVED and SIGNED by the Chair, DD.	
7.7	Matters arising 6.4 A governor has read that Ofsted inspections may begin from 4 May for schools with require improvement (RI). RC reported that there seem to be mixed messages and his understanding is that full inspections will not recommence in schools before September although there are now remote inspections of schools with RI on how they are managing the lockdown and aftermath. There may well have been a further update to this and RC will check. 6.7 The equality policy document has been updated. 6.10 RC sent a response to JB on these two questions and the matter is agreed. 6.16 RC to confirm this has been actioned.	Head
7.8	Governor Training The only governor training has been the meeting between all governors and Mike Smith before Easter.	

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	LM LG and SM agreed to do the safer recruitment training. RC will book three places on the online course.	Head
PART 'B' - Resources/ Improvement		
7.9	<p>Report from SLT autumn data EYFS</p> <p>Unfortunately, at late notice Michelle Burrill was unable to attend this evening. This will be carried forward to the next FGB where all SLT members will attend to answer questions on the Spring term data.</p> <p>Verbal report in SLTs analysis of end of term data</p> <p>The timing since the last meeting and Easter holidays means it is effectively just two school weeks since the last FGB. It was agreed that when next years FGB dates are set they are checked to ensure no FGB occurs on the first day back at school as today. As expected the turnaround for the data has been very tight. Anthony Conlin(AC) sent the data to RC at the end of last week and RC has discussed it with SLT today and has a broad brush assessment of the data along with the raw statistics to share with Governors.</p> <p>SM joined the meeting at this point.</p> <p>RC reported on attainment rather than progress. Last months report was mainly progress but these statistics concern attainment at the end of the second lockdown. RC shared the data on screen. The issue with pupil numbers is now sorted and the figures match throughout. There are some blanks in EYFS to be added in. There are gaps in the data in year 1 due to school closure and in year 3 as the year 2 Sats did not happen. RC illustrated how on the second sheet data it should be remembered that even where there are strong figures for on track for those in the 6- group a lot of progress is needed to reach ARE.</p> <p><u>Maths</u> This is quite a mixed picture. KS1 is very strong. Year 3 pupils have maintained their position despite lockdown but some catch up is still needed. Year 4 and 5 most pupils are maintaining their position but there are some pupils who are below. This is likely a good target for catch up. Year 6 is very strong, 73% already there and 97% on track.</p> <p><u>Reading</u> For all years data indicates great progress and the level of attainment has improved. Reading is crucial across the curriculum. McKie Mastery has a good focus on reading and comprehension and this is coming through in the internal data. Outside of year 4 most pupils are exactly where they need to be. The pupils in the level below column are those where reading 'everyone every night' seems not to be working. The school is prioritising this group to find out why this is, for example are some parents signing the forms when the reading hasn't occurred at home. The school will continue to ensure that reading stretches across the whole curriculum. Another priority is to continue to challenge the more able readers. Year 6s will be tested internally this year even though Sats not happening.</p> <p><u>Writing</u> This is a mixed picture. Writing seems most affected by lockdown. Not least because it is tricky to check this remotely. All years have improved since the return to school. Years 3-5 have lots of pupils who are not where they need to be but years 1,2 and 6 look to have maintained their positions. The emphasis particularly for years 3-5 will change as writing is prioritised.</p> <p>RC will make the raw data available to all governors after the meeting so governors have a good understanding before they meet the subject leads in school.</p> <p>GQ: What does G and T stand for? A. Gifted and talented. GQ: How do you keep their interest? A. On occasion have spoken with the high school for direction. McKie Mastery is helpful in that it allows easy transition between groups so all pupils are challenged.</p>	Head

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	<p>GQ: It seems that the KS1 data in writing reflects that these pupils were mainly in school? A. Yes this is likely to have had a large impact certainly in the first lockdown. It is inevitable that some pupils have more support at home than others.</p> <p>GQ: When can volunteers come back into school? A. The advice has not yet changed. There may be some new guidelines shortly. RC appreciates everyone would like volunteers in as soon as possible and as soon as it is felt appropriate within the guidelines volunteers will be welcomed back.</p> <p>GQ: Can AC produce an analysis of any potential differences between pupils who were in school and those who were not? A. If the data is there which is should be then yes this should be possible. RC will pursue with AC.</p> <p>GQ: Reading is excellent, many congratulations to the staff and pupils. What is the plan for writing? A. There are two main strands:</p> <p>1. Time limited additional writing sessions for this half term. These are necessarily time limited as catch up has to cover all areas. The six sessions will alternate between spelling punctuation and grammar (SPG) and extended writing.</p> <p>2. SLT are currently considering how best to incorporate writing across the whole curriculum in the way for easing. For example in science pupils may be asked to write a set of instructions or precis rather than draw a diagram.</p> <p>GQ: The colours on the second slide don't seem to match with those on the first, giving a perhaps misleading impression? A. Agreed. RC to follow up with AC.</p> <p>In conclusion RC reiterated that the first lockdown had a greater impact. The autumn term saw a strong 'bounce back' which indicates that how maths reading and writing are taught is effective. The impact of the second lockdown is varied. Reading has been impacted the least. KS2 pupils on track to achieve greater depth is lower and this is being investigated. Writing has been impacted the most. This is not surprising and is being addressed as a priority. Maths is a mixed picture with more pupils maintaining their on track positions. Governors are pleased that the figures are looking good. SLT will report to the next FGB. RC requested questions to SLT in advance if possible to ensure staff are able to respond fully.</p>	<p>Head</p> <p>Head</p> <p>All Governors</p>
7.10	<p>Feedback from Link Governors</p> <p>JB reported her meeting with Gemma on reading. The main issue is the need to get volunteers back in school to listen to pupils reading. RC agreed all are keen to see this happen as soon as possible.</p> <p>SM had a teams meeting with Kate Gloag on maths. He used the deep dive questions as suggested. The impact of lockdown appears to be less than expected and maths is looking good at present. SM has uploaded the report of his meeting on to the governors monitoring area. There were some issues with uploading the information and some information from KG did not arrive so in the end the report wasn't shared with KG before being uploaded.</p>	
7.11	<p>Governors roles</p> <p>The last governor role review was in 2018 so an update is timely. Two documents were circulated to all governors prior to the meeting. A draft review of curriculum areas of responsibility and draft timetable of events and meetings in the summer term. The aim is to ensure that the structure of Governors oversight matches more closely with the different curriculum areas. One difficulty is the current lack of governors, with two more governors stepping down at the end of the summer term. It will mean more work for governors in the short term. Unfortunately this is unavoidable. The suggested plan is expected to be in place up to the end of the summer term when hopefully more governors will be recruited. The curriculum subjects will be covered as shown</p> <p>Maths and science SM</p>	

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	<p>Phonics, reading and writing JB</p> <p>EYFS LG</p> <p>Disadvantaged learners SEN and pupil premium LM (JT will work with LM on pupil premium).</p> <p>Geography and history DD</p> <p>Computing DT and PE JT</p> <p>RE and PHSE LG</p> <p>Art and MFL LM</p> <p>The timetable document outlines a structure for governor visits. The aim is to synchronise monitoring within school with governor visits. For example w/b 26/4 there is a deep dive into disadvantaged pupils so the governor with that responsibility should visit in that week. A document highlighting questions to be asked and areas that need to be covered will be produced as a template for governors and sent out by RC. It was highlighted that pupils work must be examined. RC will take advice from Terry Bland (TB) Health and safety advisor at NYCC re visits into school. TBs starting point is that the school needs to function effectively but clearly there are Covid security rules re crossing multiple bubbles that mean some activities will not be possible.</p> <p>All governors agreed to the above as a temporary arrangement. DD will send out a revised sheet with the agreed responsibilities. All governors are asked to check that they are able to undertake visits in the proposed weeks and advise RC of any clashes.</p>	<p>Head</p> <p>Chair All Governors</p>
PART 'C' – Other		
7.12	<p>Premises</p> <p>RC reported that the cladding surrounding the water tower has been replaced. It was all done via NYCC and on time. No work was required by the school in having to get quotes or chase up contractors which is pleasing. TB visited in November for his annual document update and will do the usual walk around in the summer term. Hopefully SM will be able to accompany TB as previously.</p>	
7.13	<p>Policies</p> <p>The following policies were circulated to all governors prior to the meeting:</p> <ul style="list-style-type: none"> • Acceptable use • Archive • Information handling • Records management • TCP information governance framework • TCP information • TCP information security • TCP special category data <p>GQ: How long do documents have to be kept? A. It varies. There is a list of how long each document must be kept.</p> <ul style="list-style-type: none"> • Restrictive physical intervention <p>GQ: Has this ever been used? A. Very infrequently. It is recorded and shared with parents or carers when it happens. Parents or carers must sign the record. This school</p>	

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	<p>year just one low level incident has been recorded. This reduction is due in part to the sunshine room which has had a big effect and in part to some pupils having moved on.</p> <ul style="list-style-type: none"> • Wrap around care <p>All the above policies were approved by governors.</p>	
7.14	<p>Safeguarding / Child Protection</p> <p>RC highlighted to governors the child protection cases and safeguarding concerns at the school. RC advised that all staff have received their mid year refresher training on child protection and safeguarding. This is a refresher to the annual training at the beginning of the year.</p>	
7.15	<p>How has this meeting impacted on the welfare and progress of our pupils?</p> <ul style="list-style-type: none"> • Governors reviewed the spring term data. • Governors reviewed and agreed the structure of the governing body against the curriculum areas. 	
7.16	<p>AOB</p> <p>-Thanks were expressed to LG for her work with the yarn bombers which had resulted in a good piece and picture in the local paper. Thanks were also expressed to the PTA for their immensely popular book drop during the Easter holidays. LM will write to the PTA on behalf of governors.</p> <p>-GQ: Is it possible to get the school sign cleaned and a no smoking sign re attached to its post? These are small things but can contribute to a careworn look that people might erroneously take as reflective of the school itself. A. Yes RC will ensure these are actioned.</p> <p>-GQ: Why does the school finish at 12.30 rather than the usual finish time on the last day of the year? A. This was agreed by governors around eighteen months ago to fit in with the High school and as part of wellbeing for teachers. The overwhelming majority of teachers are at work in school in the afternoon.</p> <p>There are arguments for and against this practice and the issue will come back to the next FGB.</p> <p>-progress with attracting governors was discussed. LG is in touch with governor support as is RC. The person LG was hoping would become a governor is already a governor at another school but all governors are actively pursuing all options and contacts.</p>	Head
7.17	<p>Confidential staffing/school update</p> <p>There were no confidential items to discuss.</p>	
7.18	<p>Date of Next Meeting 10 May 2021 at 6.15pm</p> <p>10 May 2021</p> <p>14 June 2021</p> <p>12 July 2021</p>	
<p>Please note: The colour coding above links to the three key roles of governance questioning;</p> <p>RED for 'setting strategic direction',</p> <p>BLUE for 'holding Headteacher to account for educational performance'</p> <p>GREEN for 'ensuring financial health, probity and value for money'.</p>		

There being no other business the Chair closed the meeting at 8.57pm

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