



Minutes of Thirsk Community Primary School Governing Board held Online on Monday 13 July 2020 at 6.15pm

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

Apologies: None

In attendance: Becky Kaufman (BK) (Deputy Head) Sheila White (Clerk)

No 19/20	Item	Action
PART 'A' – Governance		
10.1	<p>Welcome The Chair opened the meeting at 6.15pm and thanked all Governors for attending. A particular welcome was extended to new governor Lisa Garthwaite.</p>	
10.2	<p>Apologies and determine whether absences should be consented to There were no apologies.</p>	
10.3	<p>Remind Governors about Declaration of Interest There were no declarations of interest at this point in the meeting.</p>	
10.4	<p>Notification of any other urgent business None. Governor led nursery provision to be discussed at 10.7</p>	
10.5	<p>Correspondence None</p>	
10.6	<p>Approve the Minutes from 8 June 2020 <u>Approval</u> – The minutes of the Full Governing Board (FGB) meeting held on 8 June 2020, which were circulated to all Governors prior to the meeting, were deemed as a true record, with the following amendment and will be duly APPROVED and SIGNED by the Chair, DD. <u>Amendment</u> The date at the head of the minutes to be corrected to 8 June not May.</p>	
10.7	<p>Matters arising <u>Thanks</u> Governors wished to express their thanks to all staff who have worked through this difficult time. RC will pass this on to staff. <u>9.11</u> The query re the start budget was answered by JB who advised RC after the meeting so RC did not need to contact the senior financial consultant. The budget is as stated, there is no change. <u>Governor led Nursery provision.</u> An update on early years provision had been circulated to governors prior to the meeting and RC invited questions. RC highlighted that the infant class size rules impose a limit of thirty children in the nursery on the proposed staffing levels. Although on current projections this would not cause a problem the potential to take more children would be beneficial. The local authority adviser identified that a 'governor led' nursery would allow more flexibility and is a system successfully used by many schools. The proposal is to explore the adoption of a governor led nursery with a period of consultation in the autumn and, if agreed, the aim of implementing the new system in January 2021. GQ: There seems insufficient information to make an informed decision. Is this the time to revisit the whole decision on a strategic level rather than reacting to the imminent issue? A. The proposal is based on the best outcome for children. The</p>	

Signed:

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	<p>staffing and particular staff involved are experienced and qualified in early years and demonstrably provide an excellent quality service.</p> <p>Governors pooled their knowledge on the how the scheme works. There was agreement that it is difficult to find information. BK previously worked at a school with a governor led nursery and the impact on governor's responsibilities was negligible. It was agreed that the name of the nursery is unfortunate in that it implies more input from Governors and less from educationalists when this is not the case in practice.</p> <p>GQ: What are the implications of not adopting this model? A. 1. If we do nothing as there are twenty-two children in reception it would limit the numbers we could take in nursery to eight. If another child joined reception potentially a nursery child might have to be asked to leave. 2. If there is confidence in attracting more than the currently expected eight children in nursery another teacher could be appointed but there are obvious financial implications to this. 3. If pupil numbers do increase under the suggested model it is possible to add another trained staff member, or of course revert to a different model.</p> <p>It was agreed that</p> <ul style="list-style-type: none"> -there be a consultation period for the governing body up to the end of October 2020 when a decision will be made on whether to progress to a wider consultation with parent and other stakeholders. -Governors are requested to send any questions to BK who will collate the questions and seek answers from Topcliffe school who use this model. Governors to copy all governors in so all are aware. -RC will prepare costings for the different models, including how much a teacher led nursery would be and where is the breakeven point, that is how many children are required to pay for a teacher. -RC will request further information from the school improvement adviser. Governors to send any questions to RC and again copy in other Governors. <p>GQ: What has been done to promote the nursery? A. An open day to promote the nursery was held. Unfortunately, no prospective parents attended, only those already registered, but it was useful for those who attended. Posters are around the community in GPs surgeries, libraries and other community settings but it is recognised that an enhanced social media presence is needed.</p>	<p>Head</p> <p>All Governors</p>
10.8	<p>Governor Training None to report.</p>	
PART 'B' - School Improvement		
10.9	<p>Coronavirus Update- within Head teachers report</p> <p>An update of the coronavirus is included in the first section of the Head teachers report and was circulated to all Governors prior to the meeting. RC invited questions. RC highlighted that the school are working within the guidelines set out by the government as these are published. More guidance was issued last week and the school is working with NYCC to implement an updated risk assessment for the return of all pupils. This information has been shared with Governors and staff. BK is undertaking risk assessments with individual staff who are not yet back at work. Elements of the Risk Assessment will include</p> <ul style="list-style-type: none"> • All pupils will be expected to return to school there maybe one pupil unable to return. All staff are expected to return again there may be one member of staff where this is not possible. • Pupils will be encouraged to maintain social distancing; this is with due consideration that the youngest pupils will find this challenging as may some pupils where there are more complex learning needs. Hence the importance of bubbles. • There will continue to be staggered starts and ends to the school day for different bubbles. As now, parents will be reminded not to congregate early at school gates. • School will be organised in to 8 bubbles, these have been arranged so that 	

	<p>they all have their own entrance and exit to school, their own toilet facilities and their own cloak rooms. They are predominantly class groups with the exception of Year Five where it is a Year group. The bubbles are: an EYFS bubble, a Year1/2 bubble, a Year 2 bubble, two x Year 3/4 bubbles, a Sunshine Bubble, a Year 5 bubble, a Year 6 bubble. Keeping the bubbles separate has been possible by converting the breakfast club room in to a classroom and by the use of the EMS area. This matches the guidance around the organisation of teaching groups.</p> <ul style="list-style-type: none"> • A group of pupils have been identified where there could be significant issues around the return to school, this had led to the development of the Sunshine Room. This is for pupils in Y3/4 who are likely to struggle with the bubble model, these pupils will be supported by Mrs Kennedy, Mrs Kaufman will oversee their learning. • All bubbles will have access to PPE equipment, appropriate bins –with lids. All bubbles will ensure that pupils wash hands regularly namely at the beginning of the school, after breaks and before and after eating. • There will continue to be an isolation room where pupils with suspected symptoms will wait to be collected -this is the meeting room. Furniture has been removed to ensure that everything can be wiped down. • Additional cleaning within bubbles will take place, an enhanced schedule will be implemented with a focus on ‘hot spots’ where there is frequent contact. <p>Overnight stays are not currently advised and so Bewerley Park is not an option for current year 6 pupils. This year’s trip has been rescheduled and depending on circumstances year 6 pupils may be able to attend next year.</p> <p>GQ: Given that the breakfast club is not opening immediately in September what is happening with Pupil Premium (PP) spending? A The breakfast club may open towards the end of September. It is necessary to see how the bubbles model works with a full school before re opening the breakfast club. If the premium is not spent on the breakfast club, then consideration will be given to funding the catch up needs of PP children. Details will be included in the school improvement plan.</p> <p>GQ: Where does liability stand for pupils coming to school via coach? A. There is only one child who potentially may arrive by school transport. Some children may go to other groups after school but not before.</p>	
10.10	<p>Head teachers report including McKie Mastery Update</p> <p>The Head teachers report was circulated to Governors prior to the meeting. RC highlighted main issues around the curriculum and the use of McKie Mastery from September onwards. There were no questions regarding the curriculum.</p> <p><u>McKie Mastery</u></p> <p>RC reported that it was very powerful looking through some of the pupils books from this year as to how much progress pupils had made and the high standards they were achieving. It is important that this is re-established early in the Autumn term. It is a frustration that power groups cannot continue in the same way when working in bubbles. However, the school is determined to use McKie Mastery to underpin all learning and ensure that all pupils make rapid progress on their return to school. RC has been working with Claire McKie about how this approach to teaching will work. Teachers will continue to use the same slides and lesson organisation as before and Claire has made it clear that all teachers are free to contact her for additional support in planning for learning.</p> <p>From September all aspects of CORE POWER will be re-established:</p> <ul style="list-style-type: none"> • Teams- make team names, Tom and Jerry etc. keep teams to pairs side by side • Learning Behaviours: Active Listening, Teach and Support, Job Done, Everyone Engaged, Explain and Elaborate, groups to be ideally pairs. Invest time on pupils return making sure that these are embedded. • Virtual celebration assembly each Friday 	

- Re-establish positive praise –chants ‘what a good job!’
- Ensure that all pupils are answering all questions in sentences –use of sentence stems
- Power teaching skills remain the same: Modelling, Guided Practice, Partner Practice, Independent Application

Maths:

This is going to be the strategy to get Maths successfully implemented:

- Use the Power Maths Slides –uploaded to eSchools weekly.
- Be ambitious-pitch learning to the higher prior attainers
- Start each lesson as normal 10in10 then...
- Following guided practice moving pupils that have understood the concept straight in to partner practice and independent learning.
- Continue with guided further examples for other pupils and take stock. Then partner and independent. Pupils that struggle to grasp the concept will spend longer in Guided Practice.
- Use of legendary examples in independent to make sure that there is plenty of challenge for you higher attainers

Power Steps/ Power Literacy:

Use the Power Literacy/ Step slides

- Highest expectation for all pupils –establish strong routines.
- Where needed incorporate Power Phonics into Power Literacy lessons 20mins refresher
- Choose a Power Literacy text that most children can access.
- Challenge comes though the Depth Learning Objectives, the challenge comes from the depth of the work not the text. Approach will work better with a text that pupils can access.
- Guided, allow those pupils who have grasped the concept to move in to partner practice and independent application.
- Then continue to focus on those that are still developing understanding
- Reading teams to be re-established

GQ: Will reading at home be re-established? A. Yes. The expectation is as previously, everyone, every night.

GQ: There will be a wider range of abilities in the year3 /4 group, how will this work? A. This will be closely monitored to ensure every child continues to be stretched.

RC advised Governors that he wishes to change the data track company used by the school. The current provider is Classroom Monitor and their contract ends in August. The proposed new provider, Classroom Data Company, is more expensive but within budget and provides a far higher level of data which will save teaching staff time. As this is within budget governors queried whether it needs to come to the board but all agreed with the proposal. It will be a three-year contract.

RC highlighted to Governors the child protection cases and safeguarding concerns in school.

Governors had seen the staffing structure for September and there were no questions.

PART ‘C’ – Other

10.11

Policies

The following policies were circulated to all Governors prior to the meeting:

- Complaints Privacy Notice
- Managing Serial and Unreasonable Complaints
- Managing Allegations against those who work or volunteer at school
- Relationships and Sex Education Policy
- Complaints Procedure

With the following amendments

- to include relationship on page 1 of the relationships and sex education policy

Signed:

Date:

	- Julie Doyle's name to be removed and a value inserted on page 6 in the complaints policy All the above policies were approved by governors.	Head
10.12	Governor Vacancies There is still one vacancy.	
10.13	Safeguarding / Child Protection This was discussed at 10.10 above.	
10.14	Agree Schedule of Governing Body work next school year DD and RC to will discuss and email Governors. Anyone with a strong preference please advise DD.	Head Chair
10.15	Confirm Governing Body meeting dates Meetings for the next school year were agree as the second Monday of the month. 14 September 2020 12 October 2020 9 November 2020 14 December 2020 11 January 2021 8 February 2021 8 March 2021 12 April 2021 10 May 2021 14 June 2021 12 July 2021	
10.16	How has this meeting impacted on the welfare and progress of our pupils? <ul style="list-style-type: none"> • Governors reviewed changes to McKie Mastery delivery to conform to the system of bubbles. • Governors considered the learning needs of all children and the setting up of the 'sunshine room' to cater for every child. • Governors agreed to a new data monitoring system. 	
10.17	AOB <u>Catering</u> Governors agreed to renewing the school meals contract via NYCC. The school business manager (SBM) has information on whether the one or three-year contract is preferable and RC will consult with the SBM and make the best decision. <u>Staffing</u> GQ: Parents are asking about one of the teachers who is currently working from home. What can we say? A. The teacher wishes to tell parents herself of the situation but it is understandable that questions are being asked. RC will discuss with the teacher and hopefully agree a form of words to allay any concerns. <u>Ofsted</u> GQ: When will Ofsted inspections begin again? A section 5 and section 8 inspections are due to begin in the spring term. During the autumn term Ofsted will be contacting schools about their plans to encourage pupils back to school and to catch up. So there may be a conversation with Ofsted in the autumn term but no inspection until the spring term.	Head
10.18	Confidential staffing/school updates No matters were discussed.	
	Date of Next Meeting 14 September 2020 at 6.15pm	
Please note: The colour coding above links to the three key roles of governance questioning; RED for 'setting strategic direction', BLUE for 'holding Headteacher to account for educational performance' GREEN for 'ensuring financial health, probity and value for money'.		

There being no other business the Chair closed the meeting at 7.35pm

Signed:

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