



## Governing Body Agenda

**Meeting:** Full Governing Body  
**Date:** Tuesday 8 December 2020  
**Time:** 6:00 pm  
**Location:** Virtual meeting

### Cononley Primary School: Meeting of the Full Governing Body

**Date and Time:** Tuesday 8 December 2020 (6:00 pm): virtual meeting

**Present:** Mrs Jane Breare (Co-opted Governor)  
 Mrs Harriet Brewer (Parent governor)  
 Mrs Julie Cawood (Co-opted Governor)  
 Mr John Evans (**CHAIR**) (Co-opted Governor)  
 Mrs Jaki Fraser (Staff Governor)  
 Mrs Katie Mason (Parent Governor)  
 Mrs Catherine Pickles (Headteacher)  
 Mrs Rachel Price-Waite (Parent Governor)  
 Ms Sara Travers (Co-opted Governor)  
 Dr Richard Wheelhouse (LA Governor)

**Clerk:** Ms Sarah Williamson (NYCC Clerking Service)

A	Procedural
<b>21/20</b>	<p><b>Welcome</b></p> <p>The Chair welcomed governors to the meeting, in particular Mrs Brewer, newly elected parent governor and Mrs Price-Waite who was re-elected. Introductions were made.</p>
<b>22/20</b>	<p><b>Apologies</b></p> <p>None</p>
<b>23/20</b>	<p><b>Any Other Urgent Business</b></p> <p><b>a) Update on Headteacher's Performance Management Committee meeting (5 November 2020)</b></p> <p><i>[Mrs Fraser and Mrs Pickles stepped out of the meeting at 6.11 pm].</i></p> <p>Mrs Mason, Chair of the Headteacher Performance Management Committee gave a summary of the meeting. The HT more than met the objectives from the previous year in full. Priorities were discussed for this year. These include:</p> <ul style="list-style-type: none"> <li>• Remote learning: accessibility and moving to a single portal.</li> <li>• Address gaps in learning as a result of lockdown and focus on memory retrieval.</li> <li>• Introduce the new EYFS framework and focus on phonics in the light of results of Y2 Phonics screening which was delayed.</li> <li>• Early reading and phonics will be a priority. Governors noted even children coming into Reception this September had a deficiency in reading.</li> </ul>


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	<p>Further discussion of this item is recorded in a separate confidential minute not available for public inspection.</p> <p><i>[Mrs Pickles returned to the meeting at 6.20 pm]</i></p> <p><i>[Mrs Fraser returned to the meeting at 6.21 pm]</i></p>
<b>24/20</b>	<p><b>Confidential Items</b></p> <p>None</p>
<b>25/20</b>	<p><b>Minutes of the previous meeting</b></p> <p>The minutes of the meeting of the Governing Body held on 17 September 2020 were circulated to all governors before the meeting.</p> <p><b>Governors agreed</b> the minutes should be accepted as a true record of that meeting. The Chair will sign a copy for the record at the next available opportunity; this will be filed in school. A pdf version will be posted on the school's website. <b>ACTION Clerk and Headteacher</b></p>
<b>26/20</b>	<p><b>Matters arising from the Minutes of the last meeting</b></p> <p><b>a) (12/20c) Fundraising from local businesses</b></p> <p>Mrs Mason and Mrs Cawood have had an initial discussion and agreed to meet again in the New Year to put together a plan. <b>Governors agreed</b> it is not an appropriate time to fundraise.</p>
<b>27/20</b>	<p><b>Minutes from Committee Meetings held since 17 September 2020</b></p> <p><b>a) Standards &amp; Achievement Committee (3 November 2020)</b></p> <p>Mrs Mason gave a summary of the key areas of discussion:</p> <ul style="list-style-type: none"> <li>• Addressing gaps in learning because of lockdown, including reading fluency.</li> <li>• Additional high-quality resources for reading are supporting reading fluency.</li> <li>• Phonics screening has taken place and phonics support is in place.</li> <li>• Staff have had additional training and additional TA hours are being used for intervention.</li> <li>• The Home Learning policy and how to make it suitable for all was discussed.</li> </ul> <p>The HT added that a Covid Recovery Plan is required, a short version of the SDP. The effectiveness of reading interventions will be reviewed before the end of term. The focus in January will be mathematics.</p> <p><b>b) Resources Committee (24 November 2020)</b></p> <p>The 3 main items for discussion were: budget, staffing and buildings.</p> <p>The budget is in a very healthy position. There is a healthy carry forward and pupil numbers are higher than anticipated.</p> <p>The HT proposes creating an extra class, with a full-time teacher and one fewer split class. This will require modifying the buildings to create additional teaching space (Courtyard room). The HT stated the Bursar has confirmed revenue funds can be transferred to the capital budget but this cannot be reversed.</p>



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	<p>The HT explained it would be very beneficial for all children to extend the courtyard and create a better teaching space, regardless of whether an additional class is formed. It would increase flexibility of teaching spaces and could provide additional toilets and sinks.</p> <p><b>What about the impact on storage?</b> The HT suggested installing built-in cupboards along the back wall of hall, which has been considered previously.</p> <p><b>Would this have an impact on events where all children and parents are present?</b> The HT responded the greatest consideration is the ability to hold indoor PE sessions, which should still be possible. Events in the hall may only be able to accommodate selected parents.</p> <p><b>Is the admissions trajectory a steady rise?</b> Yes, more detail will be known in early January.</p> <p><b>Governors agreed</b> careful consideration is required before reducing the capacity of the school hall.</p> <p>The Chair proposed that alternative provision for storage should be an additional consideration when inviting any architects/builders to provide quotations.</p> <p>The Staff Governor added that if numbers grow governors may also need to consider increasing playground space.</p> <p><b>Governors agreed</b> the HT should obtain quotations for alterations to the Courtyard Room and an extension to the Hall for discussion at the February Resources Committee meeting. <b>ACTION: Headteacher</b></p> <p><b>It was agreed</b> that Mrs Brewer should join the Resources Committee.</p>
<b>B</b>	<b>School Improvement</b>
<b>28/20</b>	<p><b>Headteacher’s Report:</b></p> <p>A copy of the HT’s report was circulated in advance of the meeting. Updates are shown in green.</p> <p><b>a) Staffing and Staff Wellbeing, to include (11/20a) Update on Staff Wellbeing Survey</b></p> <p>A new TA has been appointed to work with Year 4 (am). A governor asked for the staff list to be updated to reflect Mrs Fraser’s current teaching commitment. <b>ACTION: Headteacher</b></p> <p>There was no update on the staff wellbeing survey at this time.</p> <p><b>How are staff coping with additional demands?</b> Staff are working to their limits; they have insufficient time. This should be helped by the appointment of an additional member of staff. The Staff Governor reported the HT has released staff and given extra time when needed.</p> <p><b>Will the new appointment make an immediate impact?</b> Yes. The post covers 5 mornings/week and includes lunchtimes.</p> <p><b>Is there cover for paternity leave?</b> Yes, cover is on standby and supply agency cover is available if necessary.</p>



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	<p><b>b) Pupil numbers</b></p> <p>Have reduced from 154 to 151. There is a new starter in January and 2 children may return. The number of children receiving Free School Meals (FSM) has increased significantly from 4% to 7%; reflecting the current situation.</p> <p><b>c) Attendance</b></p> <p>Any Covid-related absence does not impact attendance. Attendance is even higher now (97.2%). The Covid report is on the website. 10% of possible sessions in Reception to Y6 have been missed. The highest rate has been in Reception (25%) and in those groups sent home to isolate.</p> <p>There has also been an impact on staff absence. 10 members of staff have had Covid-related absence – some a single day, others a full 14 days. This compares well with other schools in the area (see report).</p> <p><b>Is there any persistent absence without reason?</b> No, that would be a safeguarding matter. Attendance is monitored closely and not currently an issue.</p> <p><b>d) Curriculum, curriculum updates and monitoring report(s): Design Technology, English (Reading and Writing) and History</b></p> <p>The initial focus was on social emotional learning, and identifying and addressing gaps in learning.</p> <p>A broader balanced curriculum resumed after the first couple of weeks. Design Technology monitoring has been undertaken. A video has been produced for governors to see. <b>ACTION: Governors</b></p> <p>The HT is monitoring reading at present. The HT has listened to the lowest 20% of readers and the HT and other staff have been observing lessons.</p> <p>The SMSC sections of the website have been updated. Pupil wellbeing and healthy lifestyle information is there. The HT has not had time to review the Fundamental British Values (FBV) information. The number of visits and visitors to the school are restricted at present.</p> <p><b>e) Remote learning provision</b></p> <p>Governors noted the staff have been waiting since September for training on Microsoft Teams training from the LA. The HT is considering moving to Google Classroom in January.</p> <p><b>f) Home-learning Survey Reports</b></p> <p>Home surveys on remote learning were issued each time a class was sent home.</p> <p>Most children have access to devices for learning. Some paper resources were provided for some children and paper resources were provided for maths. The HT report includes what worked well.</p> <p>Areas for improvement identified included: struggling without a printer, not having a dice etc. It is not always possible to send paper resources at short notice. The school understands the challenge of home learning for parents working from. Some parents requested online lessons but provision has to be inclusive and video check-in evening and morning is advised, which the school will pursue.</p> <p><b>Is there a reason the school is implementing Teams?</b> It is the recommended platform of North Yorkshire but it is not proving accessible. The HT is considering Google classroom, which may not require as much training. Governors discussed</p>
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experiences of teaching via other platforms. The HT observed research states that hearing teacher voice and some daily interaction, especially at the beginning and end of day with learning in between is what works best for primary children. This may be possible in situations when the whole bubble is home learning.

Individual class responses are available on the governor section of the website under Term 1 documents. Governors are asked to consider them and identify anything that needs to be followed up in committees in the next 2 terms. ACTION: All governors.

### g) National Curriculum testing

The government have announced that KS1 SATs will cease but teacher assessment remains. SPAG assessment at KS1 and KS2 has gone. There will be no KS2 science reporting this year. League tables will not be published in the same way. ASP data will be an analysis of Y6 for school's purposes.

What is your view of these changes? It is the right thing to do at this time. Children rose to the challenge of SPAG tests, but the tests required practice and teacher time for little return. Teaching can now focus on the application of skills. There was no continuity into the secondary curriculum.

The planned multiplication tables test has been abandoned although the school trialled it. Baseline tests for Reception have been delayed again.

The Phonics check scheduled for June 2020 Y2 children took place at the end of November. 100% of children passed; the school's best result for some time. The HT is pleased the hard work of staff and children paid was rewarded.

Two members of staff put themselves forward for writing moderation. They have passed the test and have been placed in the pool.

The school is an early adopter of the new Early Years curriculum which is being rolled out in a year-long process. The on-entry assessment results are available on the website.

### h) Training

Staff have taken part in full saturation training for English with an external advisor which was inspiring. The techniques learnt for writing across the curriculum will be applied to writing in history, geography and sciences.

### i) Behaviour

The Behaviour and Attitude Report was made available to governors on the website.

**Do the persistent bullying statistics relate to the same child/children?** Yes and relate to the use of homophobic language as a derogatory term. In the previous academic year it related to the use of racist terms. A significant amount of work has been done with these children so they understand the significance of these comments. These matters are also discussed in PSHE and consistently monitored by the school. Governors noted these figures are reported to the LA as they monitor patterns too.

**Will it be another generation before racist bullying is eradicated fully?** Sometimes it is children trying things out; they need teaching explicitly this language is not right.



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	<p>Because of Covid restrictions children are being supervised by their own staff in smaller areas. The number of behaviour incidents that senior staff have had to deal with have reduced.</p> <p><b>j) Parent Survey and Pupil Voice</b></p> <p>The remote learning survey was carried out using mobile devices. Parents responded this was easier. Governors noted it is difficult to obtain responses from parents at the moment. The range of comments were similar to previous years. The question on activities was removed as not relevant at the present time.</p> <p>The HT reported more parents consider their children are being bullied. This may be parental perception around the definition of bullying and whether it meets the criteria of targeted, repeated etc. This is important and needs addressing. The Staff Governor added that children now have better understanding of the definition of bullying.</p> <p>Governors noted the Growing Up in North Yorkshire Survey that was due to take place in March 2020 was delayed until this term. The data will be available in the Spring term.</p> <p><b>Were there a good level of responses to the parent survey?</b> It was carried out electronically but there were fewer responses than the previous year (50). These had been distributed at the parents' evening which elicited a lot of responses.</p> <p><b>k) First Aid Report</b></p> <p>Governors noted this is available on the governor section of the website and was discussed at the Resources Committee. There have been fewer accidents again because of restriction of space etc.</p> <p><b>l) Extra-curricular activities and clubs</b></p> <p>Stepping Stones has recommenced but demand is lower. Bubbles are being kept separate.</p> <p>It is not possible for the usual transition activities with South Craven to take place at present.</p> <p><b>m) Pupil Premium (PP) and Sports Premium (SP)</b></p> <p>The PP report has been updated on the website. Funding has increased because the number of children in receipt of Free School Meals (FSM) has increased. PP funds are spent on specific interventions, catch up and the extra staffing involved. Governors noted it is difficult to spend SP funding at present.</p> <p><b>n) Governor monitoring</b></p> <p>Mrs Breare monitored the procedures of the parent governor elections.</p> <p>Governors noted that the Design subject leader has produced a Design Technology presentation for governors in place of a visit and monitoring report <a href="https://cononley.n-yorks.sch.uk">Design and Technology (cononley.n-yorks.sch.uk)</a></p> <p><b>o) Financial benchmarking data</b></p> <p>Financial benchmarking has to be published on website but looks worse than it is because was based on a different set of pupil figures.</p>
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	<p>Governors asked the following further questions:</p> <p><b>Has behaviour been affected due to Covid?</b> No. Class teachers are working closely with children including at play times and can intervene quickly which is having a significant impact.</p> <p><b>Is this a positive thing?</b> It has helped children settle back into school but has had an impact on available teacher assessment time. It is detrimental to Y4 who are in split classes. Staff are trying to be creative with opportunities for socially distanced play without compromising the bubbles.</p> <p><b>Have any staff asked about vaccinations?</b> The school is following guidance. If there is a positive case everyone in a class bubble must go home as space is not available to socially distance in classrooms. As soon as these guidelines change it may be possible to adjust the risk assessment for the playground and social mixing.</p> <p><b>Are Ofsted inspections still taking place?</b> Visits are continuing but the focus is on provision during Covid. In addition inspectors are sampling 5% of schools and making progress visits to inadequate schools or those requiring improvement. It is unlikely the school will be inspected before Easter 2021.</p> <p><b>How have parents' evenings been organised?</b> Staff organised telephone calls. Parents felt they had more time than usual. Some parents did not like this method as it was not possible to look at children's work.</p> <p><b>Given Covid-related pupil absence, have the children caught up or are their significant gaps in learning?</b> The picture is mixed, some children have gaps in learning. There has been a range of engagement with home learning. The vast majority of children are healthy, happy and secure at home but there are some concerns about learning. It was good that the younger pupils had the opportunity to return to school in the summer term. They are all on the right trajectory now. Some of the bigger gaps are more apparent further up the school.</p> <p><b>How are concerns being shared with parents?</b> Teachers are sharing any concerns on the telephone.</p> <p><b>Is the school's experience similar to that of other schools?</b> Yes.</p>
29/20	<p><b>School Self-evaluation Form (SEF)</b></p> <p>Governors noted the latest version, including progress, is available on the governor section of the school's website.</p>
30/20	<p><b>Safeguarding</b></p> <p><b>a) Issues or incidents</b></p> <p>None</p> <p><b>b) Single Central Register of Appointments (SCR)</b></p> <p>The SCR has been monitored by the HT and School Administrator. It will be checked again following the appointment of a new TA.</p> <p><b>c) Annual Safeguarding Report to Governors</b></p> <p>The annual safeguarding report to governors is available on the website. This details all training and provides information about various aspects of Child Protection (CP) within school. The HT highlighted the number of CP referrals. In Term 3 there were the highest number of Child in Need referrals. This has now</p>



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	<p>reduced to zero. It has been very easy to get hold of social workers during the school closure; it is hoped this accessibility does not diminish. Governors noted there are a very low number of child protection concerns at the school.</p> <p><b>d) Confirmation that all governors have read parts 1 &amp; 2 of KCSiE (2020) update</b>  <a href="https://publishing.service.gov.uk">Keeping children safe in education (publishing.service.gov.uk)</a></p> <p>Governors should send an email to the Clerk confirming they have read KCSiE (2020). <b>ACTION: Governors</b></p> <p>Governors are also required to undertake and refresh at regular intervals the NYSCP Safeguarding Basic Awareness training and should complete Action Counters Terrorism training. The HT will check which governors are up to date and circulate reminders and links as appropriate. <b>ACTION: Headteacher</b></p>
<b>31/20</b>	<p><b>Health and Safety / Premises</b></p> <p><b>a) Issues or incidents</b></p> <p>The H&amp;S Report is available on the website. A fire practice has subsequently taken place. A smoking light fitting resulted in a fire brigade call-out. The children evacuated the building very effectively.</p> <p>A flood of water in the EY classroom has already been resolved by a plumber following the swift response of the caretaker.</p> <p><b>b) Risk Assessment</b></p> <p>This is updated each time there is a change in lockdown restrictions. It includes provision for carrying out fire alarm practises in Covid-19 restrictions (see above).</p> <p><b>c) (12/20d) Refurbishment of toilet facilities</b></p> <p>There is no further update at this time.</p> <p><b>d) (15/20d) Road Safety Project update</b></p> <p>The Chair updated governors on the bid for road safety funding initiated by a neighbour of the school. Currently only matched funding is available for this cross-year project; it is difficult to commit school funding at this time. The HT and Chair decided to revisit this matter post Covid.</p>
<b>32/20</b>	<p><b>School Policies</b></p> <p><b>a) Pay Policy</b></p> <p>Governors noted this policy was reviewed and approved at the November Resources Committee meeting.</p> <p><b>b) Allergens policy</b></p> <p>This is a compulsory standard NYCC policy. The HT has checked that procedures comply with the policy.</p> <p><b>c) Provision of Education for Children with Medical Conditions:</b></p> <p>This was circulated in advance of the meeting. Governors had no comments to make.</p> <p><b>Governors unanimously approved all policies.</b></p>



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C	Other Business		
33/20	<p><b>Governor Training</b></p> <p>a) Mrs Cawood would like to undertake SEND governor training. <b>ACTION: Headteacher and Mrs Cawood</b></p> <p>b) Mrs Breare would like to undertake a course regarding supporting staff wellbeing. <b>ACTION: Headteacher and Mrs Breare.</b></p> <p>c) The NYES training schedule was circulated to governors in the latest LA Governor Support update. Any requests for booking courses should be made to the Headteacher. <b>ACTION: Governors.</b></p>		
34/20	<p><b>Governor Monitoring Visits</b></p> <p>a) <b>Governor visits Schedule 2020/21</b> This item will be revisited when governors are able to visit school again.</p>		
35/20	<p><b>Any Other Urgent Business</b></p> <p>a) The Chair asked the HT to convey to staff the governors' recognition of the excellent job they are doing in the current circumstances. <b>ACTION: Headteacher</b></p> <p>b) Mrs Brewer agreed to become the SEND link governor.</p>		
36/20	<p><b>Consideration of the Impact of the meeting on the children at the school</b></p> <p>Governors:</p> <ul style="list-style-type: none"> <li>• Supported the Resources Committee proposal of developing an additional class and increasing the capacity of the school buildings for the benefit of all pupils</li> <li>• Considered a possible extension to the school hall and the provision of additional storage</li> <li>• Know how the school is supporting children's wellbeing</li> <li>• Considered staff wellbeing and the positive impact of additional staffing</li> <li>• Are aware of how teaching is working to fill gaps</li> <li>• Supported the provision of additional IT hardware</li> <li>• Made funding available for additional reading resources which has had a positive impact on reading and children's phonics outcomes</li> <li>• Know the school is safe and that H&amp;S procedures, such as fire drills, work in practice.</li> </ul>		
37/20	<p><b>Dates of future meetings</b></p> <p><b>Full governing body meetings</b>, starting at 6pm:</p> <ul style="list-style-type: none"> <li>• Tuesday 23 March 2021</li> <li>• Tuesday 13 July 2021</li> </ul> <p><b>Committee meetings</b>, starting at 6pm:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Resources:</b></p> <p>Tuesday 23 February 2021</p> <p>Tuesday 18 May 2021</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Standards &amp; Achievement:</b></p> <p>Tuesday 9 March 2021</p> <p>Tuesday 13 July 2021 (5pm)</p> </td> </tr> </table>	<p><b>Resources:</b></p> <p>Tuesday 23 February 2021</p> <p>Tuesday 18 May 2021</p>	<p><b>Standards &amp; Achievement:</b></p> <p>Tuesday 9 March 2021</p> <p>Tuesday 13 July 2021 (5pm)</p>
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	<p><b>Close</b></p> <p>The Headteacher and Chair thanked governors for their continued support. The meeting closed at 7.54pm</p>
	<p>SIGNED: ..... DATE: .....</p> <p>CHAIR</p>
<b>Clerk</b>	<b>Sarah Williamson</b>