



**Minutes of the meeting of the FGB held on 16<sup>th</sup> March 2020  
at Fishergate School at 6pm**

**Present:** Ms J Hudson (Chair), Ms T Clarke (Headteacher), Mr M Snowden, Dr A Pawley, Ms A Last (*until 7pm*), Mr D Allen, Mr B Twist, Mr G Whitmore, Ms F Moxon

**In Attendance:** Ms D Rees (Deputy Headteacher);  
Ms B Kybett (Governance Advisor, CYC - Clerk)

**1. WELCOME, APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST**

The Chair welcomed everyone to the meeting, with a particular welcome to Ms Francesca Moxon, attending her first meeting as a new parent governor. Ms Moxon provided a brief verbal biography and round the table introductions were made.

*(Ms Rees joined the meeting at 6.07pm)*

There were no apologies for absence. Ms C Johnson was absent without consent.

There were no new declarations of interest.

*The meeting moved to Mr Snowden's classroom for the next item.*

**2. SUBJECT LEADER REPORT – MATHS MASTERY (LAUREN MOSS AND MATT SNOWDEN)**

The Chair introduced Mrs Moss and explained that she shared the Maths subject leader role with Mr Snowden.

Mrs Moss reported that there had been a significant improvement in Maths teaching and learning since the mastery approach, based on Asian methods of teaching, had been introduced. Mrs Moss added that Ofsted inspectors understood this style of Maths teaching and were supportive.

Mr Snowden described the “mastery journey so far”, and explained that he and Mrs Moss were part of a Teaching Research Group (TRG) which had been extremely helpful in terms of their professional development. Information from the TRG had been fed back to staff in school, and staff meeting time had been used to model the teaching methods. The school was now embedding the teaching across all year groups.

Governors were shown a YouTube video of Debbie Morgan, a Maths mastery expert, explaining the principles of the approach.

Mrs Moss highlighted that the mastery method of teaching made Maths learning achievable for all pupils. She advised that the school's focus was on improving fluency around number facts, table facts and making connections between these facts. Mr Snowden added that the most significant change in Maths teaching was that teachers could now build on previous learning as it was solidly embedded and new topics could therefore be well developed.

In terms of supporting staff, Mrs Moss explained that the following strategies had been used:

- model lessons for staff
- staff meetings
- paired book looks
- pupil voice
- planning with staff.

With regard to data, Mrs Moss advised that last year's Maths KS1 results were the best ever, with an increase of 12% on the year before of children meeting the expected standard. Mr Snowden agreed that the impact of the mastery programme was now evidenced by the data: results of a mock SATs paper taken by Year 6 children recently had been significantly improved from last year.

A governor congratulated Mrs Moss and Mr Snowden on the implementation of the new approach, which had not been without its risks. He asked if new staff were given full training when they joined the school. Mrs Moss confirmed that they were although the Maths mastery programme was becoming more widely implemented, particularly across primary schools. Ms Rees commented that as school staff worked in teams across phases, new staff were always well supported.

A governor queried whether the school had the resources needed to sustain the programme. Mrs Moss confirmed that the Headteacher had agreed a significant investment in resources.

In response to a governor's question, Mr Snowden confirmed that the programme could, and did, continue at secondary level.

The Headteacher paid tribute to Mrs Moss' and Mr Snowden's work in implementing the Maths mastery approach, highlighting that improvements in teaching and learning in Maths were a result of their outstanding subject leadership. Governors were encouraged to visit school to observe the mastery approach in practice.

Governors thanked Mr Snowden and Mrs Moss for their presentation and the meeting returned to the staff room.

### **3. MINUTES OF THE MEETING HELD ON 27<sup>TH</sup> JANUARY 2020**

Previously distributed.

**Resolved: Governors considered and approved the minutes of the meeting held on 27<sup>th</sup> January 2020 as a true and accurate record of the meeting. The Chair was duly authorised to sign them.**

### **4. ACTION PLAN AND MATTERS ARISING NOT INCLUDED ON THE AGENDA**

With reference to the Action Plan from the meeting of 27<sup>th</sup> January 2020:

Action Point 1: Completed

Action Point 2: Completed

Action Point 3: On agenda.

Action Point 4: Completed. The Headteacher clarified that NQTs had five years to complete their induction period; during this period, they could take on supply work. The Headteacher would need to ensure that NQTs carrying out supply work were still within that five year period.

Action Point 5: Completed. The Headteacher reported that she had contacted the LA but there was no specific policy which covered the impact of the health needs of the parent on the attendance of the child. Parents might be able to access help but still had a responsibility to ensure their child attended school. Any such issues could be escalated to the Local Area Team or the Young Carers service. The Headteacher confirmed that the school already had the measures in place which were suggested by the LA.

Action Point 6: Completed.

**Matters arising:**

There were no matters arising.

**5. HEADTEACHER'S REPORT**

Previously distributed.

Before presenting her report, the Headteacher updated governors on the latest contingency planning for coronavirus. She commented that she had no more information than was already in the public domain but it seemed likely that schools would close. A letter had been sent to parents and planning was in place to use virtual teaching methods, such as Google Classroom, should the school be closed. Parents had been asked to let the school know if they had no internet access or device at home. The Headteacher advised that Vital had given permission for their Chromebooks to be sent home with children who did not have a device at home.

Mr Snowden provided further details on how virtual lessons might be delivered. The Headteacher emphasised that as yet there was no schedule for the delivery of online lessons as planning would only commence once the school closed.

The Headteacher confirmed that all staff employed by the school would continue to be paid although she was investigating if this also applied to the kitchen staff. Vulnerable families would be supported by the safeguarding team who would have a schedule of phone calls to make. There were also plans being developed to support children eligible for Free School Meals. The Headteacher reported that there was one member of staff who was vulnerable in terms of an underlying health condition, but measures had already been put in place to address this.

A governor queried the current absence figures. The Headteacher advised that a number of parents were keeping children at home, which was understandable, but the absence would be recorded as unauthorised if there was no illness in the family. She confirmed that there had been an absence rate of 10% that day.

The Chair asked about any hygiene measures which were in place. The Headteacher explained all children were washing hands frequently and thoroughly, and this was being monitored by staff. Cleaning staff were also paying more attention to areas such as door knobs and handrails. The Headteacher confirmed that all the current

guidelines were being followed. After school clubs and the Easter disco had been cancelled and a decision about parents' evening would be made nearer the time.

A governor asked if particular year groups would be prioritised for online lessons. The Headteacher explained that all teachers would plan for their own class. Mr Snowden added that the focus would be on core subjects, as there were obvious barriers to moving the whole curriculum online.

The Chair asked how children's online learning would be monitored Ms Rees explained that work could still be handed in through a virtual classroom.

There was further discussion on how virtual education might be used if the closure of the school was lengthy.

Governors also discussed if and how FGB meetings might take place in the event of school closure. It was noted that group contact could be made using the new gmail Fishergate accounts. Use of the WhatsApp group was also discussed and governors were requested to send messages only during working hours, unless for emergencies.

*(Anna Last left the meeting at 7pm)*

The Headteacher presented her report. She highlighted first the number on roll, noting that the school was almost full. However, she had been asked to attend a place planning meeting at the LA where there was a possibility the school might be asked to admit more children.

The Headteacher summarised the termly review section, highlighting the amount of staff training which had taken place and its impact, and peer reviews and cluster group meetings which were all adding value. She noted that the School to School Support programme with Naburn Primary was going well: Miss Solanki was using one of her non-working days at Fishergate to support Naburn as the school's SENDCo.

In response to a governor's question, the Headteacher confirmed that staff time spent out of class would be limited if there were sickness absences due to coronavirus.

The Headteacher advised that the new approach to Reading had also impacted on standards. Ms Rees confirmed that children's progress was accelerating and some had made excellent progress. She added that a mastery approach had been taken to English teaching, to mirror that in Maths.

A governor asked if any decision had been made as regards taking ITT students next year, after the Headteacher's comments at the last meeting about workload. Ms Rees responded that the school would take students if the teachers who were trained mentors agreed and if class teachers were willing. She advised that the school took a number of students from different settings and would continue to support these.

The Headteacher returned to her report and provided an update on attendance, giving details of some of the cases, including one family who were being taken to court by the LA.

**Action: the Headteacher agreed to amend the terminology in her report where the absence rate was labelled as attendance.**

The Headteacher noted that the progress and attainment data in the report had been scrutinised by the Progress and Standards working party and related to the end of the autumn term. She also referred to the report from the peer review.

A governor asked if the school was required to address the recommendations from the peer review process. The Headteacher explained that the process was informal and the school did not have to address the recommendations.

Governors received the most recent RAG rated version of the School Development Plan. The Headteacher briefly summarised the actions and the progress to date. She highlighted the parenting course which had been run as part of Priority 2: Behaviour and Attitudes, noting that it had been very successful. The course would be run again in the summer term as Sarah Wilson had secured full funding from a local charity.

Governors thanked the Headteacher for her report.

## **6. POLICY REVIEW**

### **6.1 TEACHER APPRAISAL AND CAPABILITY POLICY**

Previously distributed.

It was noted the policy was adapted from the LA template.

A governor raised the following points:

- In paragraph 4.3, the period October to October could cover 13 months; the Headteacher agreed to change this to 30<sup>th</sup> September to 1<sup>st</sup> October.
- In paragraph 4.7, if the headteacher decided who was to appraise other teachers, would this person have QTS? The Headteacher confirmed that they would and agreed to add the phrase “this person will have QTS”.
- In paragraph 4.14, in the phrase “objectives and performance management discussions will not be based on teacher generated data and predictions” it was agreed to add the word “entirely” after the word “based”.
- In paragraph 4.17, “Objectives may be revised if circumstances change”, it was agreed to add the phrase “in agreement with the teacher”.

**Resolved: Governors considered and approved the Teacher Appraisal and Capability Policy, subject to the amendments agreed above.**

### **6.2 COMPLAINTS PROCEDURE**

Previously distributed.

It was noted the procedure was adapted from the LA template.

There was a brief discussion about the procedure for dealing with complaints. The Headteacher advised that the school was not subject to many complaints and almost all were dealt with before Stage 3. The Chair encouraged governors to attend the relevant training at the LA on 26<sup>th</sup> March.

**Resolved: Governors considered and approved the Complaints Procedure.**

### **6.3 CHARGING AND REMISSIONS POLICY**

Previously distributed.

**Resolved: Governors considered and approved the Charging and Remissions Policy.**

The Chair reported that no working party meetings had taken place since the last FGB meeting. The Headteacher advised that Debbie Waters had started back at work on a phased return. It was noted that the Start budget for 2020/21 would need to be approved before the next scheduled FGB meeting and an extraordinary meeting might be necessary.

## **7. GOVERNOR MATTERS**

### **7.1 VISITS AND ACTIVITIES UPDATE**

There were no reports of any visits or activities.

### **7.2 WORKING PARTY MEMBERSHIP AND LINK GOVERNOR ROLES**

Previously distributed.

Referring to the previously distributed paper, the Chair noted that the FGB currently carried a vacancy for an LA and a co-opted governor. The Chair also highlighted the working parties which were in need of further members, and invited governors to contact her if they were interested in joining one.

The Chair reported that she had attended training and tabled a paper listing key link governor roles. She invited discussion on whether the Governing Body might consider appointing link governors for specific areas, such as SEND or Pupil Premium, instead of, or in addition to, the current phase/class links. There was further discussion on the advantages and disadvantages of specific link governor roles and governors were broadly in agreement that this system could support more effective governance.

***Action: The Chair and the Headteacher would discuss the model link governor roles suggested by the LA training, and adapt them for the school.***

### **7.3 SKILLS AUDIT**

It was noted that the Clerk had sent a partially completed skills audit matrix to the Chair.

***Action: the Clerk to chase all outstanding skills audits.***

## **8. CORRESPONDENCE**

There was nothing to report under this item.

## **9. ANY OTHER BUSINESS**

There was no other business.

## 10. DATE OF NEXT AND FUTURE LGB MEETINGS TO BE HELD AT 6.00PM

- 11<sup>th</sup> May 2020
- 6<sup>th</sup> July 2020

The meeting closed at 8.15pm

Approved \_\_\_\_\_

Ms J Hudson  
Chair

28/04/2020 \_\_\_\_\_

Date

### Action Points from the meeting of the Full Governing Body held on 16<sup>th</sup> March 2020

	<b>Action</b>	<b>Item</b>	<b>Who</b>	<b>When</b>
1	Amend the terminology in HT report where the absence rate was labelled as attendance	5	HT	For next HT report
2	Discuss the model link governor roles suggested by the LA training, and adapt them for the school	7.2	Chair/HT	Before next meeting
3	Chase all outstanding skills audits	7.3	Clerk	ASAP

### ITEMS FOR FUTURE AGENDAS: