



## FGB MINUTES [FINAL AGREED VERSION]

Spring Term 1: 2021.2022

### MIDDLE STREET SCHOOL – FGB Meeting

**Date:** Thursday 3<sup>rd</sup> February 2022

**Time:** 4.00pm – 6.25pm

**Venue:** Virtual Link via Zoom

#### Present:

<b>Oli Sharpe</b> (OS) *	<b>Co-Chair</b> / Governor	<b>Hannah Jeffries</b> (HJ)	<b>Co-Chair</b> / Governor
<b>Rob Cooper</b> (HT)	HEADTEACHER	<b>Ray Williams</b> (RW)	Co-Opted GOVERNOR
<b>Sally Coleman-Lewis</b> (SCL)	Parent GOVERNOR <b>Vice-Chair</b>	<b>VACANCY</b> (LA GOV)	LA GOVERNOR
<b>Vanessa McGeachin</b> (VM)	Co-Opted GOVERNOR	<b>Rob Shepherd</b> (RS) (From 4.45 pm)	Parent GOVERNOR
<b>Mark Juba</b> (MJ) Governor			

\*Chair of the FGB

In attendance:

CLERK: **Mr. Donal McCarthy**  
Dominic Smart (Item 5)

Judicium Education  
Assistant Headteacher

Item	Welcome & Apologies	By whom
<b>1</b>	The Chair of the meeting, Ollie Sharpe welcomed everyone to the meeting.	
	<b>ADMINISTRATION MATTERS</b>	
<b>2</b>	<b>2.1:</b> Apologies for Absence: <b>Karlyn Layzell</b> <b>2.2:</b> Confirmation of Quorum: <b>Yes</b> (50% of GB) <b>2.3:</b> Requests for any declarations of interest at this meeting: <b>none noted.</b> <b>2.4:</b> The Clerk asked Governors to check their Declarations of Interest and update,	

	if necessary – on Governor Hub.	
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Item	Minutes
<b>3</b>	<p><b>3.1:</b> The draft Minutes of the last full Governing Body Meeting held on <b>9<sup>th</sup> December 2021</b> (previously distributed) - <b><u>AGREED</u></b> as an accurate record. To be digitally signed on Governor Hub.</p> <p><b>Matters Arising:</b></p> <p>1: The Values &amp; Vision item has been brought forward by OS for further work by the Strategic Leadership working group.</p> <p>2: SIP Video from HT – closed and passed to the SIP monitoring group.</p> <p><b>Note:</b> Action Log below was updated</p>

#### 4: Action Log from FGB Meeting held on 9.12.2022

Minute Reference	Item	By Whom	By When
5	The item on Data Presentation be a priority item on the next FGB Agenda in February 2022 for 30 minutes	Clerk / Chair	<b>CLOSED</b>
5	DS to prepare a paper (in advance) of the next FGB meeting setting out a summary of outcome data from the autumn term, for all year groups and all years	DS	<b>CLOSED</b>
5	Produce a paper sharing the post-Covid support strategies, in place, to support pupil progress, in advance of the next FGB meeting.	HT / DS	<b>CLOSED</b>
6	Any questions arising from Governors on school policies to be sent to HT.	GB	<b>CLOSED</b>
6	HT to send all policy documents to Governors (via GH) to cover the Autumn & Spring Terms 2021	HT	<b>CLOSED</b>
7	Safeguarding Governor (HJ) to visit in early Spring 2022 term to discuss the S175 audit and discuss monitoring of safeguarding. (HJ)	HJ	<b>CLOSED</b>
7	Governors to visit the school to monitor SIP by end of January 2022.	GB Members	<b>OPEN</b>

	Education Working Group to discuss – report to next FGB meeting		
8	HT to upload the Finance Audit Report on Governor Hub	HT	<b>CLOSED</b>
8	HT to update HJ & OS on the SBM advert & timeline. SBM (Clare McGrath) appointed – to start 1.3.2022	HT	<b>CLOSED</b>
10	Governor Visit plan for H&S to be distributed.	HT	<b>CLOSED</b>
11	HT to design a role specification for this proposed TLR post including the level of remuneration and from where would it be funded?	HT	<b>CLOSED</b>
11	Date of Strategy Day to be confirmed ASAP – to take place during January 2022	HJ / OS	<b>CLOSED</b>
ROB	GB to produce a Parent Newsletter before the end of term 2	SCL / GB	<b>CLOSED</b>

Item	Data Presentation (Planning & Assessment System)
<b>5</b>	<p>Dominic Smart [DS] presented this item on Balance. The overview had been sent previously to Governors.</p> <ul style="list-style-type: none"> <li>• 'Balance' commenced pre-September 2021 and was introduced to staff in September 2021. We are still in the early stages of implementation.</li> <li>• As it develops it will offer Middle Street School (MSS) great support to curriculum, progression of skills, curriculum coverage, and pupil progress.</li> <li>• It is one system accessed by all staff and offers a 'one-stop' live document that can be used by teachers, subject leaders, and senior leadership.</li> <li>• It offers great support to subject leaders with their monitoring.</li> <li>• Supports long-term, medium planning, and short-term planning. Can be printed and shared with SLT and used alongside book scrutiny.</li> </ul> <p><b>Q: Do teachers have the autonomy to teach what they wish?</b>  <b>A:</b> NO. The national curriculum is covered over 2 years and forms the base for teachers who can then develop their creative curriculum input.</p> <p><b>Q: How does the 0-9 grading correlate to greater depth and those working below?</b>  <b>A:</b> Children are assessed against the published success criteria. Further work is required in 'Balance' for greater depth pupils. Teacher assessment continues as present.</p> <p><b>Q: What age does the recording of data start at?</b>  <b>A:</b> For Years 3-6 they complete the wheels and years 1 / 2 it is a tick system.</p> <p><b>Q: Are teachers replicating comments made in pupil books and on 'Balance'?</b></p>

	<p><b>A:</b> NO – notes can be added to 'Balance' to create a clear narrative that can be used by subject leaders in their monitoring.</p> <p><b>Q: Will 'Balance' create more work for teachers?</b></p> <p><b>A:</b> NO – staff will now 'own' their data.</p> <p><b>Q: Why was 'Balance' chosen?</b></p> <p><b>A:</b> RC stated that MSS had investigated several options and decided on 'Balance' as you could input your curriculum and personalise it to the agreed-to-be-taught curriculum.</p> <p><b>ACTION:</b> It was <b>agreed</b> that the Education Working Group will focus on understanding and analysing the benefits of 'Balance'.</p> <p>Dominic was thanked for his input and his presentation.</p>
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Item	Consent items
<b>6</b>	<p>Notwithstanding a few minor changes (to wording) the following policies were agreed and dated effective from 3.2.2022</p> <ul style="list-style-type: none"> <li>○ Suspension &amp; Permanent Exclusion Guidance</li> <li>○ SEND Policy</li> <li>○ Capability Policy</li> <li>○ Staff Discipline, Conduct &amp; Grievance Policy</li> <li>○ Teachers' Pay Policy 2021/22</li> <li>○ PSHE Policy</li> <li>○ Governors' Allowances (schemes for payment)</li> <li>○ Electronic Payments Policy</li> <li>○ Early Career Teacher Policy</li> <li>○ Protection of Biometric Information of Children in Schools &amp; Colleges</li> <li>○ Children with Health Needs who cannot attend school</li> <li>○ Designated Teacher for Looked after Children</li> </ul> <p><b>ACTION:</b> It was agreed that all the above policies would be correctly named and dated and allocated to the appropriate working group (as agreed by the strategic team) for review and revisions.</p>

Item	Headteacher Report
<b>7</b>	<p>There was no 'dashboard' for this meeting.</p> <ul style="list-style-type: none"> <li>• Pupil numbers are down across the school – all for good reasons.</li> </ul> <p><b>ACTION:</b> Leavers Survey to be done (RC)</p>

	<ul style="list-style-type: none"> <li>• Safeguarding issues continue to increase and are stretching the capacity within the school.</li> <li>• Attendance is improving – with persistent lateness a key focus area.</li> <li>• The school is registered with the DfE for support with attendance &amp; links with the Regional Schools Commissioner's office.</li> </ul> <p><b>Q: Do we know where every child is?</b></p> <p><b>A:</b> Those pupils missing in education when appropriate are reported to the LA. We know about pupils still in India. Parent communication on attendance is good with parents.</p> <p><b>Q: Why is Year 1 attendance lower?</b></p> <p><b>A:</b> Quite a lot of illnesses including chickenpox.</p> <ul style="list-style-type: none"> <li>• SEF – presently we have judged MSS as an RI School under Ofsted grading.</li> <li>• Safeguarding was updated along with details of staff training.</li> </ul> <p><b>7.3: Covid Update</b></p> <p>The data is presently variable with 8 absentees at 3.2.2022. Staff absence, either through illness or isolation, continues to cause great strain within the school, particularly around class cover. <b>To be continually monitored and governors kept up to date.</b></p> <p><b>7.4: TLR Role Specification</b></p> <p>This planned role was initiated by the HT and broadly agreed upon by the FGB and it was noted that it was an FGB priority. Discussion took place and the following was agreed upon:</p> <ul style="list-style-type: none"> <li>• FGB <b>AGREED</b> on the TLR role, in principle.</li> <li>• HT asked for the role to be included in the 2022/23 school budget – <b>AGREED</b></li> <li>• More work is required to ensure there are clearer outputs and the Education Working Group is to work up the role specifications, roles, responsibilities, and reporting protocols. Advert internally.</li> <li>• The start date was confirmed from September 2022.</li> <li>• Update to FGB meeting on progress.</li> </ul>
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Item	Finance
8	<p><b>Q: Could we budget for a Family Support Worker in light of rising safeguarding issues and the pressure on teachers?</b></p> <p><b>A:</b> The HT agreed to plan for additional inclusion within the budget now and would create a proposed specification of a role. The idea of part-funding with neighbouring schools would also be considered. Governors agreed it was a good idea to pursue.</p> <ul style="list-style-type: none"> <li>• At the end of November 2021, the likely deficit was going to be £32k and at the end of December 2021, it had risen to £37k. This difference was partly accounted for through</li> </ul>

	<p>additional absence cover costs, increased maternity cover costs, loss of expected income, and the lettings income is significantly lower than expected.</p> <ul style="list-style-type: none"> <li>• Budget monitoring continues with the Finance Working Group. It is presently in the process of considering the new proposed Draft Budget for 2022/2023.</li> <li>• Finance &amp; Resources Working Group have now had their first meeting.</li> <li>• The issues of lower pupil numbers were discussed and whether it was to be included in the draft budget?</li> <li>• It was hoped that the uplift in core school funding should mitigate the MSS reduction in pupil numbers.</li> </ul> <p><b>ACTION:</b> The Budget Monitoring Group will visit the school by 28.02.2022 to carry out finance monitoring and consider the proposed Draft School Budget for 2022/2023.</p>
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Item	School Improvement Plan (SIP / SEF)
9	<p>RC stated that he was concerned that the School Improvement Plan (SIP) was off-track and, in his opinion was a real risk to Middle Street School. The reasons for being off-track were staff absence, covid, and significantly increased safeguarding issues.</p> <p>RC presented a confidential and far-reaching plan to help address these issues – these would involve altering the internal timetable, pupil playtimes, and the way that staff PPA cover is arranged – he had consulted HR to ensure what he was proposing was in keeping with teachers' conditions of service and 1265 hours.</p> <p>Members of the governing body expressed some concern around the proposals but it was agreed that RC could convene an explanatory staff meeting, adopt a 6-week trial, review successes, and if it works commence a hard consultation with staff. RC reassured governors that there would be no loss of pupil playtime, no loss of pupil eating time and that the benefits would be shared with parents and to explain how it works, the benefits explained with the core message being the rationale – getting school improvement fully embedded at middle Street School.</p> <p>RC was clear that parents needed to understand what the risks are if MSS is unable to successfully implement its School Improvement Plan.</p> <p>RW asked if it was possible to utilise funding from Middle Street School Fund to realise staff rather than re-organise the school day and organisation as proposed by RC.</p> <p><b>ACTION:</b> Any communication with parents to be seen first by Governors before publication.  <b>ACTION:</b> RC to upload his proposed plan to Governor Hub.</p> <p><b>9.2: SIP Monitoring</b> [MJ]  To date, there had been little to monitor.</p>

	<b>ACTION:</b> It was agreed that the monitoring of the School Improvement Plan would be discussed by the Education Working Group on 22 <sup>nd</sup> February.
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Item	Monitoring Reports
<b>10</b>	<p><b>10.1: Safeguarding Monitoring</b> [HJ] – report presented</p> <ul style="list-style-type: none"> <li>• A meeting had now taken place with Katie.</li> <li>• 1/2 termly meetings are now in place.</li> </ul> <p><b>ACTION:</b> The new safeguarding standards are to be included and reported in HT reports (Children in Care and Children Previously in Care).</p> <ul style="list-style-type: none"> <li>• KCSIE 2021 on Governor Hub – governors reminded to 'sign-off' declaration asap.</li> <li>• Stronger link between attendance &amp; safeguarding.</li> <li>• Breakfast &amp; After School clubs – there is access to CP cases as a support to the pupil's MH issues x 4 families. Staff are risk assessed and 2 staff go out when collecting children. Thanks were expressed to staff from governors – making a difference to those children and their families.</li> </ul> <p><b>10.2:</b> Read &amp; Noted  <b>10.3:</b> Read &amp; Noted</p> <p><b>10.4:</b> Finance &amp; Resources Working Group (F&amp;R WG) to meet &amp; MJ had joined the group.</p> <p>The Audit Report has now been read and it is the role of the F&amp;R WG to check the audit action plans and to monitor the progress of same.</p>

Item	School Flat – options
<b>11</b>	<p>A paper had been prepared for governors to consider returning the school flat into a residential dwelling – mainly for the Site Manager. Presently it brings an income of £6k per year. Lots of options have been considered and RC was seeking guidance from the Governors on how best to proceed.</p> <p>A lengthy discussion took place around this issue including discussion on whether the site manager should occupy the flat, the advantages &amp; disadvantages of using the flat as a residential property, maintenance costs to the school, the potential opportunities, liabilities, responsibilities, and the benefits/disbenefits of having a site manager living on site.</p> <p>After discussion the following action was <b>agreed upon</b>:</p> <p><b>ACTION:</b> A Risk &amp; Mitigations paper be prepared by Middle Street School and discussed at the Finance &amp; Resources Working Group. It was also agreed that the new SBM should be involved in this conversation.</p>

Item	Governance / Strategic Development
<b>12</b>	<p><b>12.1:</b> To be discussed at the next FGB Meeting</p> <p><b>12.2:</b> Strategic Awayday Paper &amp; Proposal (Paper attached with these Minutes on GH) OS presented the prepared 'Report on Awayday to establish Governance Structure &amp; Rhythms' which he had prepared following the recently organised governor strategic awayday. This was collectively agreed to have been very useful and productive.</p> <p>It was <b>AGREED</b> by the full FGB that the structure presented represented an excellent piece of work and sets out a very clear 'direction of travel' for the future strategic roles and responsibilities for individual governors, named working groups, and the FGB as an entity.</p> <p><b>ACTION:</b> Governor Strategic Paper adopted and agreed.  <b>ACTION:</b> Terms of Reference for Working Groups to be prepared and circulated by RC.  <b>ACTION:</b> Thanks were expressed to OS and all those who contributed to the working day.</p>

Item	Risk / New Risk
<b>13</b>	<p>Discussion took place around the potential developing risks to Middle Street, in addition to those items presently on the Risk Register. As a result of this FGB meeting, the following areas of concern are to be <b>added</b> to the Risk Register:</p> <ul style="list-style-type: none"> <li>• Pressure on pupil numbers</li> <li>• Safeguarding pressures on school, families, and pupils</li> <li>• Risk around the use of the School Flat</li> <li>• Risk around the School Improvement Plan and the proposed SLT Strategy.</li> </ul> <p><b>ACTION:</b> To record all new risks at each group, committee, or FGB meeting.  <b>ACTION:</b> There should be a termly review of the Risk Register  <b>ACTION:</b> The school strategic leadership group considers the present version of the Risk Register.</p>

Item	STANDING ITEMS	By whom
<b>14</b>	<p><b>14.1:</b> DfE/LA Updates – <b>None noted</b></p> <p><b>14.2:</b> Correspondence – <b>none received</b></p>	

Item	MEETING DATES
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	<p>To confirm the next Middle Street FGB Meeting for the Spring Term 2 (2021-2022) to be held on:</p> <p style="text-align: center;"><b>Thursday 31<sup>st</sup> March 2022 @ 4.00pm</b> (In-Person/ Virtual)</p> <p><b>Future FGB Meetings</b> Thursday 19<sup>th</sup> May 2022 @ 4 pm</p>
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Item	<b>CONFIDENTIAL ITEMS</b>
<b>15</b>	No items are considered confidential.

**AOB:** None noted

**Meeting ended at 6.25 pm**

**ACTIONS FROM THE MEETING ON 3<sup>rd</sup> February 2022**

Minute Reference	Item	By Whom	By When
5	It was <b>agreed</b> that the Education Working Group [EWG] will focus on understanding and analysing the benefits of 'Balance'.	EWG	Next EWG Meeting
6	It was agreed that all the policies, agreed in Item 6, would be correctly named and dated, and allocated to the appropriate working group (as agreed by the strategic team) for review and revisions.	HT & forwarded to the appropriate working group.	ASAP
7	Leavers Survey to be done (RC)	HT	ASAP
7	Staff absence to be continually monitored and governors kept up to date.	HT / GOVS	ASAP
7	Update to FGB meeting on the progress of the TLR post. JD prepared by the start of summer term 2022 with implementation in September 2022.	HT	Next FGB
8	The Budget Monitoring Group will visit the school by 28.02.2022 to carry out finance monitoring and consider the proposed Draft School Budget for 2022/2023.	BMG / HT	ASAP
9	Communication with parents around the changes to support the SIP to be seen first by Governors before publication.	HT / Governors	Before publication
9	RC to upload his proposed plan to Governor Hub.	RC / Governors	ASAP

9	It was agreed that the monitoring of the School Improvement Plan would be discussed by the Education Working Group on 22 <sup>nd</sup> February.	WWG	22.02.2022
10	The new safeguarding standards are to be included in HT reports.	HJ / HT	HT Report
11	A Risk & Mitigations paper be prepared by Middle Street School and discussed at the Finance & Resources Working Group. It was also agreed that the new SBM should be involved in this conversation.	F&R WG	ASAP
12	<b>ACTION:</b> Governor Strategic Paper adopted and agreed. <b>ACTION:</b> Terms of Reference for Working Groups to be prepared and circulated by RC. <b>ACTION:</b> Thanks were expressed to OS and all those who contributed to the working day.	RC	
	<b>ACTION:</b> To record all new risks at each group, committee, or FGB meeting. <b>ACTION:</b> There should be a termly review of the Risk Register <b>ACTION:</b> The school strategic leadership group considers the The present version of the Risk Register.		

**Note:**

**The Report on Awayday to Establish Governance Structure & Rhythms** (January 2022) **has been uploaded to Governor Hub and follows these minutes for ease of access** (version 3 22/2/2022).

# **Report on Awayday to Establish Governance Structure and Rhythms**

Governors of Middle Street Primary School  
January 2022

## **Overview**

On the morning of Friday 21<sup>st</sup> January 2022, a meeting of governors was held at the Brighthelm Centre to discuss and agree upon the way to organise the governance work for Middle Street Primary School. This is a report about the key ideas that were discussed and agreed at that awayday. The recommendation of this report is that the outcomes from this awayday meeting are formally approved by the Full Governing Board at their FGB meeting on 3<sup>rd</sup> February 2022.

The following governors and staff were present at the meeting: Oli Sharpe (Co-Chair), Hannah Jefferies (Co-Chair), Sally Coleman-Lewis (Vice-Chair), Rob Cooper (Headteacher), Karlynn Layzell, Mark Juba, Rob Shepherd and Katie Jones (Deputy Headteacher). Apologies were received from Ray Williams and Vanessa Mcgeachin.

# Proposed Governance Structure

After much discussion before and during the awayday, it was agreed that a set of working groups should be established to help coordinate and discuss at greater depth the monitoring and other work that the governors do. These groups will not be established as formal committees as there was agreement that as a small governing body, with busy members, the governors do not want these new groups to require the same degree of formality and procedural process as is needed by the FGB meetings. Rather these groups will be setup as standing **working groups** with a clear remit defined by a **terms of reference** document and a named **Chair** person whose main role is to do some basic coordination of the group.

These groups will therefore not have delegated responsibility to make significant decisions, but will rather be a forum for governors with greater knowledge and monitoring responsibility for a given work area to discuss issues related to that area in greater depth and to be able to initiate proactive and reactive actions that will enhance the quality of the governors' work. However, all monitoring reports for all areas of work will be presented to FGB for final discussion and for significant decisions to be made. The monitoring reports themselves will contain evidence of the governors' role of monitoring, supporting and presenting suitable challenge to the school. Further, publicly minuted support and challenge will also occur during the discussion of these reports at FGB.

In preparation for the awayday 18 different areas of specific governance work were identified and during the meeting a 19<sup>th</sup> work area was added. These 19 different **work areas** were then organised into four different **working groups**:

- Education
- Safety and Wellbeing
- Finance and Resources
- Strategic Leadership

The full structure of how the 19 work areas are grouped into these four working groups is depicted in the diagram in Appendix I of this report. The table in Appendix V also captures these groupings as well as the list of which governors are responsible for each of the 19 different work areas. The table also has some links to resources describing some best practice for each kind of governance work and, in some cases, some available training for those undertaking this role.

During the meeting it was also established what the standard rhythm of monitoring ought to be for most of these 19 different work areas. This annual rhythm is captured in the rough year planner in Appendix II. From this monitoring rhythm it was then possible to also determine in which of the six annual FGB meetings the monitoring reports for each work area ought to be presented. This is therefore the basis for the basic agenda planner for the six FGBs that can be seen in Appendix III.

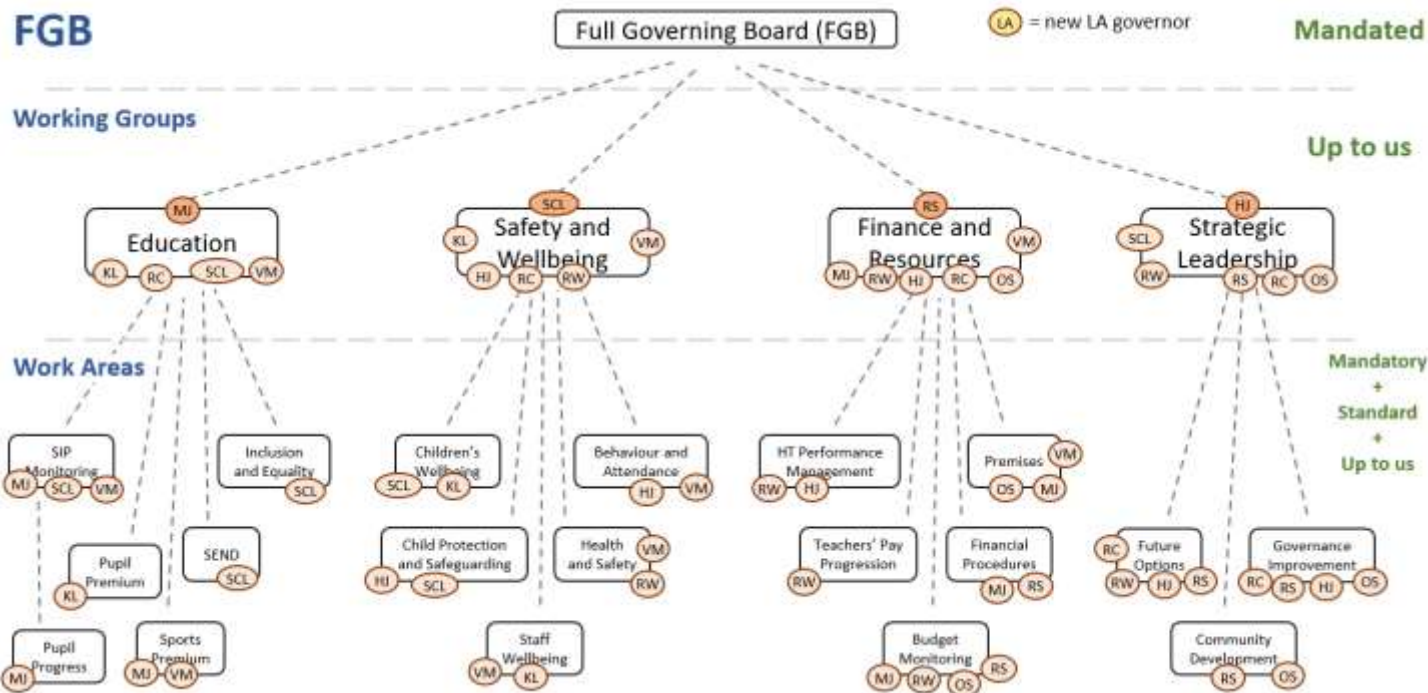
Even though school policies will still be formally approved at FGB (where such approval is needed) the members of each of the working groups will also have an additional responsibility to scrutinise in greater depth the policies that relate to their work areas. The current schedule of policies and which working groups they relate to can be found in Appendix VI.

The outcome of the work during the awayday was therefore agreement among the governors present for the overall structure and rhythms to which the governance work at Middle Street Primary School will be done going forwards.

# Recommendations

The governors at the meeting therefore recommend that the Full Governing Board formally agree the following:

1. That the following four **working groups** should be setup:
  - a. Education
  - b. Safety and Wellbeing
  - c. Finance and Resources
  - d. Strategic Leadership
2. That each of these working groups is established with:
  - a. A formal **terms of reference** (ToR).
  - b. A designated **Chair** to do basic coordination of the group.
  - c. A folder on GovernorHub to store the documents for each group.
3. The **terms of reference** (ToR) for each group will:
  - a. Specify the set of **work areas** covered by each group (see Appendix I and V below)
  - b. Establish the areas (if any) where the group has delegated responsibilities
  - c. Note the list of policies that this working group has additional responsibility to scrutinise.
  - d. Note that monitoring reports and recommendations written by members of the working group will be presented at FGB for final discussion and approval.
  - e. Note that all working groups should undertake their work with reference to the overall School Improvement Plan (SIP), government guidance and available best practice.
  - f. Establish common working practices such as storing documents on GovernorHub; writing bullet point updates to all governors via GovernorHub; and undertaking all substantive online discussions on either email or on GovernorHub (so messaging apps can only be used for the most basic coordination of the group, such as arranging meetings).
4. The responsibility of the Chair of each working group would be to:
  - a. Ensure that meetings of the group occur as appropriate for that group.
  - b. A bullet point update is posted on the GovernorHub noticeboard after such meetings (even if that update is not written and posted by the Chair)
5. The **Education** working group will be responsible for the following work areas:
  - a. SIP Monitoring
  - b. Pupil Progress Monitoring
  - c. Pupil Premium
  - d. Sports Premium
  - e. SEND
  - f. Inclusion and Equality



## APPENDIX II: Rhythms of Meetings MSS Governors –January 2022

### Autumn Term (approximate structure)

September				October				November				December		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
		Pupil Premium	Sports Premium Finance Monitoring	Census		Finance Monitoring		Teacher's Pay	Children's Wellbeing		HT perf Finance Monitoring			Finance Monitoring
					FGB 1								FGB 2	

### Spring Term (approximate structure)

January				February				March				April	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Half term	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13

	Safeguarding audit SIP monitoring Budget monitoring	H&S monitoring	Finance Monitoring				Finance Monitoring	Staff wellbeing	Behaviour and Attendance Budget monitoring	Inclusion and Equality		Submit SFVS Finance Monitoring	Pupil Progress (data) monitoring
				<b>FGB 3</b>			<b>1st Group Meetings</b>					<b>FGB 4</b>	

### Summer Term (approximate structure)

April	May				June					July		
Week 1	Week 2	Week 3	Week 4	Week 5	Half term	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
KS1 Tests Reception numbers Finance Monitoring	KS2 Tests SEND <b>Submit Budget to LA</b>	HT 6 <sup>th</sup> months performance review	SEND	Finance Monitoring			Premises	SIP monitoring	Finance Monitoring			Finance Monitoring
			<b>FGB 5</b>							<b>FGB 6</b>	<b>SEF</b>	

## APPENDIX III: FGB Agenda Year Planner – January 2022

Autumn Term		Spring Term		Summer Term	
<b>FGB 1</b>	<b>FGB 2</b>	<b>FGB 3</b>	<b>FGB 4</b>	<b>FGB 5</b>	<b>FGB 6</b>
Governor Business	Pupil Progress Presentation				
HT Dashboard	HT Report	HT Dashboard	HT Report	HT Dashboard	HT Report
Pupil Premium	HT performance	Safeguarding monitoring	SEND report (SEDNCo)	Pupil progress monitoring	Premises monitoring
Approve SIP for this year	Pay progression	H&S monitoring	Behaviour and Attendance	HT 6 <sup>th</sup> month performance review	SIP monitoring





# APPENDIX IV: Initial Membership of Working Groups

## January 2022

At the awayday and in other conversations it was agreed that the membership of the workings groups would initially be as follows:

1. The members of the **Education** working group will be:
  - a. Mark Juba (Chair)
  - b. Karlynn Layzell
  - c. Sally Coleman-Lewis
  - d. Vanessa Mcgeachin
  - e. Rob Cooper
2. The members of the **Safety and Wellbeing** working group will be:
  - a. Sally Coleman-Lewis (Chair)
  - b. Hannah Jefferies
  - c. Ray Williams
  - d. Karlynn Layzell
  - e. Vanessa Mcgeachin
  - f. Rob Cooper
3. The members of the **Finance and Resources** working group will be:
  - a. Rob Shepherd (Chair)
  - b. Mark Juba
  - c. Ray Williams
  - d. Hannah Jefferies
  - e. Oli Sharpe
  - f. Vanessa Mcgeachin
  - g. Rob Cooper
4. The members of the **Strategic Leadership** working group will be:
  - a. Hannah Jefferies (Chair)
  - b. Sally Coleman-Lewis
  - c. Ray Williams
  - d. Rob Shepherd
  - e. Oli Sharpe
  - f. Rob Cooper

The governors who are taking responsibility for the particular work areas within each of the working groups are shown in the diagram in Appendix I and are listed in Appendix V below.

## APPENDIX V: Work Areas – January 2022

Working Group	Work Area Monitoring + Report / Workgroup + Output	Comments and links to resources	Which governors are doing this work?

Education			
Education	<b>SIP Monitoring</b>	<p>Reports about the progress being made in development and implementation of the SIP.</p> <p>The Key: Curriculum: role of the link governor  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-the-curriculum/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-the-curriculum/</a></p> <p>The Key: Assessment: role of the link governor  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-assessment/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-assessment/</a></p>	<b>Mark Juba Sally Coleman-Lewis Vanessa Mcgeachin</b>
Education	<b>Pupil Progress Monitoring</b>	<p>Monitoring the way that pupil progress is measured and recorded and then how that data is analysed.  The Key: Monitoring pupil progress  <a href="https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pupil-achievement/pupil-progress-and-attainment/monitoring-progress/">https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pupil-achievement/pupil-progress-and-attainment/monitoring-progress/</a></p> <p>The Key: Governors with responsibility for data analysis  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/governors-with-responsibility-for-data-analysis/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/governors-with-responsibility-for-data-analysis/</a></p>	<b>Mark Juba</b>
Education	<b>Pupil Premium</b>	<p>Report to evidence the governors' oversight of the way that the school is spending the pupil premium on children who need additional help.</p> <p><b>DofE: Using pupil premium: guidance for school leaders</b>  <a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p>The Key: Pupil premium: questions to ask  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/pupil-premium-questions-ask/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/pupil-premium-questions-ask/</a></p>	<b>Karlynn Layzell</b>
Education	<b>Sports Premium</b>	<p>Report to evidence the governors' oversight on the way that the sports funding is being used.</p> <p>The Key: Primary PE and sport premium  <a href="https://schoolgovernors.thekeysupport.com/school-staff/school-finance/school-funding/primary-pe-sport-premium/">https://schoolgovernors.thekeysupport.com/school-staff/school-finance/school-funding/primary-pe-sport-premium/</a></p>	<b>Mark Juba Vanessa Mcgeachin</b>
Education	<b>SEND</b>	<p>The Key: SEND: role of the link governor  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/the-role-of-the-send-link-governor/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/the-role-of-the-send-link-governor/</a></p> <p>BEEM training:  Introduction to SEND for governors (3<sup>rd</sup> Feb 6-7pm)  <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=160507">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=160507</a></p>	<b>Sally Coleman-Lewis</b>

		BEEM training: Governors' SEND Forum: The Role of the SEND Link Governor (3 <sup>rd</sup> March 6-7pm) <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158640">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158640</a>	
Education	<b>Inclusion and Equality</b>	The Key: Inclusion/equality: role of the link governor <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-inclusion/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-inclusion/</a>	<b>Sally Coleman-Lewis</b>
<b>Safety and Wellbeing</b>			
Safety and Wellbeing	<b>Children's Wellbeing</b>	<p>A wellbeing link governor with a particular focus on children's wellbeing</p> <p>The Key: Wellbeing link governor: role description <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/wellbeing-link-governor-role-description/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/wellbeing-link-governor-role-description/</a></p> <p>Wellbeing for Education Return: A Mental Health Toolkit for Everyone (elearning) <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=134691">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=134691</a></p> <p>Governor SEND Forum video <a href="https://secure2.sla-online.co.uk/v3/Resources/Page/2396">https://secure2.sla-online.co.uk/v3/Resources/Page/2396</a></p>	<b>Sally Coleman-Lewis Karlynn Layzell</b>
Safety and Wellbeing	<b>Child protection &amp; safeguarding</b>	<p>Reports to evidence the work that the governors are doing to oversee the child protection and safeguarding work done by the school.</p> <p>The Key: Safeguarding: role of the link governor <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/role-and-responsibilities-of-safeguarding-governors/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/role-and-responsibilities-of-safeguarding-governors/</a></p> <p>Child protection training for governors (elearning) <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=133069">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=133069</a></p> <p>The Governance of Safeguarding in 2021 (elearning) <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158044">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158044</a></p>	<b>Hannah Jefferies Sally Coleman-Lewis</b>
Safety and Wellbeing	<b>Staff Wellbeing</b>	<p>A wellbeing link governor with a particular focus on staff wellbeing</p> <p>The Key: Monitoring and supporting staff workload and wellbeing <a href="https://schoolgovernors.thekeysupport.com/school-staff/employment-and-conditions/staff-wellbeing-and-absence/monitoring-staff-wellbeing/">https://schoolgovernors.thekeysupport.com/school-staff/employment-and-conditions/staff-wellbeing-and-absence/monitoring-staff-wellbeing/</a></p> <p>See also resources and training in the children's wellbeing section.</p>	<b>Vanessa Mcgeachin Karlynn Layzell</b>

Safety and Wellbeing	<b>Health and Safety</b>	<p>Reports to evidence the work the governors are doing to oversee H&amp;S issues at the school.</p> <p>The Key: Health and safety: role of the link governor and questions to ask  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-health-and-safety/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-health-and-safety/</a></p> <p>BEEM training: Health &amp; Safety - Risk Assessment (no current date)  <a href="https://secure2.sla-online.co.uk/Training/sTrainingDetailsOnDemand.aspx?id=22266">https://secure2.sla-online.co.uk/Training/sTrainingDetailsOnDemand.aspx?id=22266</a></p>	<b>Ray Williams</b> <b>Vanessa Mcgeachin</b>
Safety and Wellbeing	<b>Behaviour &amp; Attendance</b>	<p>Reports to evidence the work the governors do to oversee the way the school is handling behaviour and attendance at school.</p> <p>The Key: How to evaluate your school's absence and attendance figures  <a href="https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/behaviour-attendance/attendance-absence/how-evaluate-your-school-attendance-figures/">https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/behaviour-attendance/attendance-absence/how-evaluate-your-school-attendance-figures/</a></p> <p>The Key: How to monitor behaviour in your school  <a href="https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/behaviour-attendance/promoting-good-behaviour/how-to-monitor-behaviour-your-school/">https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/behaviour-attendance/promoting-good-behaviour/how-to-monitor-behaviour-your-school/</a></p>	<b>Hannah Jefferies</b> <b>Vanessa Mcgeachin</b>
<b>Finance and Resources</b>			
Finance and Resources	<b>Head teachers' performance management</b>	<p>Report to evidence the work to evaluate the headteacher's performance</p> <p>The Key: Headteacher performance &amp; appraisal  <a href="https://schoolgovernors.thekeysupport.com/school-staff/headteacher-appraisal-pay-wellbeing/headteacher-performance-appraisal/">https://schoolgovernors.thekeysupport.com/school-staff/headteacher-appraisal-pay-wellbeing/headteacher-performance-appraisal/</a></p> <p>BEEM training: Headteacher Appraisal &amp; Objective Setting (elearning)  <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?id=154545">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?id=154545</a></p>	<b>Ray Williams</b> <b>Hannah Jefferies</b> (provisional suggestion that LA governor also takes on this role)
Finance and Resources	<b>Teachers' Pay Progression</b>	<p>Report to evidence the oversight and agreement on the pay progression of teachers.</p> <p>The Key: Your role in teachers' pay progression  <a href="https://schoolgovernors.thekeysupport.com/school-staff/performance-pay-and-progression/staff-pay-progression/your-role-in-teachers-pay-progression/">https://schoolgovernors.thekeysupport.com/school-staff/performance-pay-and-progression/staff-pay-progression/your-role-in-teachers-pay-progression/</a></p>	<b>Ray Williams</b>
Finance and Resources	<b>Budget Monitoring</b>	Reports about progress towards an acceptable budget for next year(s)	<b>Mark Juba</b> <b>Ray Williams</b> <b>Oli Sharpe</b>

		<p>The Key: How to monitor and scrutinise the budget in finance committee meetings  <a href="https://schoolgovernors.thekeysupport.com/school-staff/school-finance/school-budget-expenditure/how-to-monitor-and-scrutinise-the-budget-in-finance-committee-meetings/">https://schoolgovernors.thekeysupport.com/school-staff/school-finance/school-budget-expenditure/how-to-monitor-and-scrutinise-the-budget-in-finance-committee-meetings/</a></p> <p>BEEM training:  School Finance Part 1: The School Budget (elearning)  <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158638">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158638</a></p> <p>BEEM training:  School Finance Part 2: Sound Financial Management, Budget Monitoring and Forecasting (elearning)  <a href="https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158641">https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=158641</a></p>	<b>Rob Shepherd</b>
Finance and Resources	<b>Financial procedures</b>	<p>Reports about oversight that day to day financial procedures are in place and are actually being followed. Also reports about progress towards implementing improvements outlined by the LA Audit report</p> <p>The Key: Finance: role of the link governor  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-finance/">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/link-governor-for-finance/</a></p>	<b>Mark Juba Rob Shepherd</b>
Finance and Resources	<b>Premises</b>	<p>Report about the current premises issues and plans for resolving or improving those issues. Street safety improvements and parking issues could come under this working group.</p> <p>The Key: Governors' role in premises management  <a href="https://schoolgovernors.thekeysupport.com/school-staff/premises-facilities/governors-role-in-premises-management/">https://schoolgovernors.thekeysupport.com/school-staff/premises-facilities/governors-role-in-premises-management/</a></p>	<b>Oli Sharpe Mark Juba Vanessa Mcgeachin</b>

Strategic Leadership			
Strategic Leadership	<b>Future options</b>	<p>Preparing documents / report to help FGB evaluate and decide upon future potential options for the school.</p> <p>The Key: School federation &amp; collaboration  <a href="https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/school-organisation/federation-collaboration/">https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/school-organisation/federation-collaboration/</a></p>	<b>Hannah Jefferies Ray Williams Rob Shepherd Rob Cooper</b>

Strategic Leadership	<b>Community Development</b>	<p>Reports about work being done to encourage a healthy, vibrant parents/carers community around the school and with local business.</p> <p>The Key: Engaging with parents &amp; the community  <a href="https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/parents-and-community/parents-carers/">https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/parents-and-community/parents-carers/</a></p>	<b>Rob Shepherd</b> <b>Oli Sharpe</b>
Strategic Leadership	<b>Governance Improvement</b>	<p>Reports to update the ways that the governors are working – e.g. updates to this document!</p> <p>The Key: Governing board self-evaluation in 3 steps  <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/recruitment-and-competence/governor-skills-and-effectiveness/governing-board-self-evaluation-3-steps/">https://schoolgovernors.thekeysupport.com/the-governing-body/recruitment-and-competence/governor-skills-and-effectiveness/governing-board-self-evaluation-3-steps/</a></p>	<b>Oli Sharpe</b> <b>Hannah Jefferies</b> <b>Rob Shepherd</b> <b>Rob Cooper</b>

## APPENDIX VI: Policies for each Working Group – January 2022

Review Cycle	Policy	Review Cycle	Possible Approval level			Approval Level Agreed	Working group responsible for Intense scrutiny (and approval if level of approval is IND GOV)
			FGB	Ind Gov	HT		
Autumn (1) <b>FGB 1</b>	Register of business interests of headteachers and governors	Live document	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Child protection policy and procedures	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Admission arrangements	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Instrument of government	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Charging and remissions	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Finance and Resources
	Data protection	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Finance and Resources
	Register of pupils' admission to school and attendance	Live document	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Strategic Leadership
	School information published on a website	Live document	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Finance and Resources
	Single central record of recruitment and vetting checks	Live document	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Accessibility plan	3 Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Early years foundation stage (EYFS)	Varies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Education
	Supporting pupils with medical conditions	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Behaviour in schools	1 Year			<input checked="" type="checkbox"/>	HT	Safety and Well Being
	Premises management documents	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Safety and Well Being
Autumns (2) <b>FGB 2</b>	School exclusion	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	GB	Safety and Well Being
	Special educational needs and disability	1 Year	<input checked="" type="checkbox"/>			GB	Education
	Capability of staff	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		GB	Strategic Leadership
	Staff discipline, conduct and grievance (procedures for addressing)	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Teachers' pay	1 Year	<input checked="" type="checkbox"/>			GB	Finance and Resources
	Sex and relationships education	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	IND GOV	Education

	Governors' allowances (schemes for paying)	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	IND GOV	Finance and Resources
Spring (1) <b>FGB 3</b>	Protection of biometric information of children in schools and colleges	1 Year	<input checked="" type="checkbox"/>			GB	Finance and Resources
	Newly qualified teachers (NQTs)	1 Year	<input checked="" type="checkbox"/>			GB	Strategic Leadership
	Children with health needs who cannot attend school	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Designated teacher for looked-after and previously looked-after children	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
Spring (2) <b>FGB 4</b>	Behaviour principles written statement	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Health and safety	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
Summer (1) <b>FGB 5</b>	First aid in schools	1 Year	<input checked="" type="checkbox"/>			GB	Safety and Well Being
	Equality information and objectives (public sector equality duty) statement for publication	4 Years	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	HT	Strategic Leadership
	School complaints	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	IND GOV	Strategic Leadership
Summer (2) <b>FGB 6</b>	Statement of procedures for dealing with allegations of abuse against staff	1 Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	GB	Strategic Leadership