

**HEMINGFORD GREY PRIMARY SCHOOL  
GOVERNING BODY**  
**Draft Minutes of the Full Governing Body Meeting**  
**Held via Teams on Tuesday 13<sup>th</sup> July 2021 at 6.30pm**

| <b>Attendees</b>  |                        |
|---|------------------------|
| Helen Peat (HP, Chair of Governors and Chair of this meeting) | Diane Moore (DM)       |
| Kirsten Marriott (KM, Headteacher)                            | Jenny Jones (JJ)       |
| Raylene Armstrong (RA)  | Ruth Burrows (RBu)     |
| Grace Matthews (GM)   | Vanessa Allen (VA)     |
| Clare Birkin (CB)   | Helen Hollebbon (HH)   |
| Hannah Gill (HG)  | Kathryn Miller (Clerk) |

**1. Welcome, Apologies and Declarations of Interest**

*Welcome and apologies:* HP welcomed everyone to the meeting. Apologies were received from DJ, RBr, KJ and DW.

*Governors absent:* None.

*Declarations of interest:* None.

**2. Approve minutes of the last meeting and note progress on matters arising**

- a) Acceptable Use Policy (AUP) – ONGOING: it is currently being reviewed, KM and RBr have a date for meeting soon to discuss this. **COMPLETED: KM has provided the appendix to be added to the AUP.**
- b) LA Governor Vacancy - GB agreed to recommend our agreement to the LA for recruiting her as a new LA Governor. HP will provide our response to the LA and then we will wait to receive further instruction. **COMPLETED:** Our response was returned. Earlier today we received confirmation from the LA of their recommendation for a new LA governor. This item will be added to the next Full GB agenda for final approval. **COMPLETED.**
- c) GB Use of Teams - Guidance on using Teams was circulated to all governors prior to the meeting. The plan is to move across to using Teams for future virtual meetings and document storage. KM requested all governors follow the guidance to set themselves up on Teams and to contact KM directly if they have any problems in doing so. **COMPLETED:** Some governors have been unable to access the GB teams group. ICT have been contacted and KM will follow up with this to ensure all governors are added to this group. **COMPLETED: all governors have been added to the Team. All papers for this meeting were added to Teams for the first time, some governors experienced issues accessing them but were able to.**
- d) Feedback monitoring/remote meetings with school staff - An outcome from the governor induction monitoring was a suggestion for a separate governor induction channel to be set up on Teams, to provide a direct focus on specific information to help build their knowledge and understanding. **ONGOING:** The process for moving over to Teams has now begun and will ensure the suggestion is undertaken as part of this. **COMPLETED: An Induction channel has now been created. The quick primer for new governors has been added to Teams as well as a new governor checklist. We will also build our own acronym list on there too and will continue to add any other useful documents.**
- e) It was highlighted that there may still be one vacancy for a Parent Governor on the GB. Clerk to look into this and if so, we will need to recruit for this at the start of the Summer term. **COMPLETED:** Clerk confirmed there is one parent governor vacancy remaining from a previous governor's resignation. HP advised we also now have a 2<sup>nd</sup> vacancy following Rick Howell's resignation. **COMPLETED: Two new parent governors have now joined the GB.**

- f) It was suggested that the Wellbeing governor sub group will meet this half term to discuss these ideas further (following discussion around developing a new model to provide direction of funding in this area). It was agreed that we need to look at upskilling our current teaching staff to provide support with this on a long term basis. **COMPLETED: KM advised that one of the new strategic priorities for next year is nurture, which the GB will focus on in future meetings.**
- g) **Question:** There seems to be an error regarding FTE senior leaders which should probably just refer to the Head and Deputy? Response: VA confirmed she will be checking this with Jo Guest. **Question:** Are the energy costs shown on the SFVS calculated after the playgroup portion has been taken off?  
Response: VA to check this with Jo Guest.  
**COMPLETED: The error has been rectified to refer only to the Head and Deputy. VA received confirmation from Jo Guest that all the costs are with the playgroup portion taken off.**
- h) Governors agreed to approve the SFVS in principle, and the final version will be circulated to all and signed by HP. **COMPLETED.**
- i) KM delivered information to the governors relating to Safeguarding, specifically focusing on policies, procedures and systems in place at our school. KM confirmed she will circulate a booklet to all governors which all staff also receive when they first join the school. **COMPLETED: KM has shared this information on Teams which is now filed under 'Induction' for governors' reference.**
- j) KM advised we urgently need to fill the Safeguarding Link Governor vacancy, following Rick Howell's resignation. KM explained what is required of this role and offered an opportunity for a governor to try it initially for this term. CB agreed to do this. HP will try to arrange peer support for her, KM will contact her regarding dates to meet, and the Clerk will send details of relevant training. **COMPLETED: CB confirmed she has completed governor Safeguarding training and has had an initial meeting with KM. These meetings will continue to take place every half term. KM has provided her with useful information to provide her with a focus in her new role.**
- k) DJ provided a link to a video on the school website which has been produced by DJ and Michelle Parker for parents and carers. Governors were strongly advised to watch this following the meeting and the link will also be circulated afterwards to all governors. **COMPLETED.**
- l) New LA governor appointment - HP confirmed she will now contact her to confirm this decision and invite her to our next meeting. Clerk to contact the school office to initiate the induction process and the DBS check. **COMPLETED.**
- m) Preschool - KM asked for two governors to meet with her this week to review the proposed charges so this can be included in the budget. It was agreed that VA and RA will do this on Friday. **COMPLETED.**
- n) Pre-school charity for its existing assets - KM requested a governor to sit as a trustee on this charity. HH agreed to do this, KM will provide her with the relevant forms to sign.  
**COMPLETED: KM confirmed that HH is happy to continue as a trustee, even after she steps down from the GB at the end of this term, as it is not necessary for the trustee to be a governor.**

***The minutes from the last meeting were agreed and will be signed at the earliest opportunity.***

### **3. Receive and question Headteacher report including any safeguarding updates**

**Question:** Understandably, there has been a significant increase in the number of families being referred for early support, which will have increased the work load for the school. Are you able to manage this? Are families being referred receiving timely support from third parties?

Sign.....Date.....

Response: Michelle Parker (MP) used to have float hours that were budgeted for and could be used if needed. The extra budgeted hours for MP were contracted from April 2021, which was in response to need. In the SDP for 2021-23, there is an action around provision of Pastoral Care and addressing initial need through nurture provision. This will be implemented in a school action plan and monitored by a link governor. External services are stretched and whilst CHUMs is ceasing provision, the Emotional Health and Wellbeing Team are good and intervene in a timely manner in most cases. As with all services, the challenge is often thresholds, which is why evidence is key.

**Question:** On exclusions- Is this multiple occasions for one child or multiple children? Could we add in a row to say total number of pupils with an occasion of exclusion to make this easier to see at a glance? What support is being provided to those who have been excluded on occasions?

Response: Good question to clarify - to identify the number of pupils means it is easy to identify pupil(s) which would lead to operational knowledge. The information does however inform you that the school excludes, so in a strategic role, it is good to refer to the Positive Behaviour Policy – Appendix 2. Exclusions.

Only the Head teacher can exclude a pupil for either a fixed period or permanently. Exclusions will only be issued in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Procedures will follow current statutory guidance provided by the DfE: <https://www.gov.uk/government/publications/school-exclusion>.

So, in essence for the Governing Body, you need to know if the school are fulfilling our statutory duty, which you know because of the policy and termly reporting of exclusion data. In regards to provision of support to prevent further exclusions, an overview is given at the SEND/Inclusion annual visit between our Inclusion lead and the link governor, for which a report is produced.

**Question:** Is the process for exclusions and providing this ongoing support sufficiently covered in our policies?

Response: Yes there is further detail on this in our Positive Behaviour Policy, which is based on the Local Authority's model policy. The information regarding exclusions provided in the Headteacher's report is only for the GB, but we could also refer Ofsted to these reports as evidence.

**Question:** Are we starting to assess the impact of those families accessing this early support?

Response: It is too early to assess the impact at the moment, and we continue to respond to the needs as best we can. The Headteacher's reports will continue to evidence the breadth of understanding of, and response to, mental health issues across the school.

**Observation:** We recognise that there has been a significant increase in the care and attention required from all staff across the school during the pandemic, to respond to these additional needs.

Response: Following the pandemic, the whole school staff have been upskilling all the time, with new strategies and pastoral support put into place. This area fits into our School Improvement Plan for next academic year.

**Question:** On safeguarding- for concerns does this relate to multiple concerns for one child or is it for unique users? What happens to the concerns which are not passed as safeguarding referrals?

Response: Great to have a question on safeguarding – like with fixed term exclusions, I report only on number of concerns because to identify number of pupils could lead to identification of the pupils themselves.

Designated Safeguarding Lead training ensures we can respond appropriately – we always tell the parent that a concern has been raised and the next steps. With a referral we always seek consent from the parent, unless the child is at risk of significant harm (Section 47). We either have no further action or signpost to another service within Early Help. We have a number of threshold documents to refer to regarding referral to social care – section 17 and section 47 (see KCSIE – Keeping Children Safe In Education, available on school website). All concerns stay on My Concern and the evidence sometimes builds a picture for a later referral. All concerns remain on file and transfer to any future schools the child may attend.

***The following questions were submitted after the deadline prior to the meeting, so not answered at this point, but here for the purpose of the minutes:***

**Question:** Do you have any observations/ impact you have seen as a result of the increase in Children whose families access Early Support via a Team Around the Family (TAF)?

Response: The impact has required us to review provision and identify an objective on the Strategic Development Plan (SDP) next year. The plan is to develop nurture provision to get key children into school and settled, ready for learning.

**Question:** Have you had any feedback from parents on the catch up plans?

Response: None

**Question:** Have you found any of the plans more effective than others?

Response: Too early to say – the next year will be about monitoring the impact. Even with tutoring, it will be whether the children 'know and remember' after the summer.

**Question:** Was there any feedback on preschool charging for 2021/2022?

Response: None

**Question:** Were there any other interesting learnings from the pilot?

Response: Not sure which pilot this refers to but I have responded to 3 below:

1. Multiplication – quick and easy – use of Times Tables Rockstars, a program that we subscribe to is good for preparing the children.
2. Baseline Foundation Stage – requires 1:1 in a quiet room. There is no pass/fail. We don't get results, but a narrative of what the child can do. No requirement to share the narrative with parents, unless they request it.
3. Early Years Foundation Stage (EYFS) curriculum – The assessment categories are very broad with no exceeding (meaning GD - Greater Depth) statements. All year, children work within age 3-4 or within age 4-5. At the end they achieve the Early Learning Goals (ELG) or are working towards it. This year, we have 44% achieving Good Level of Development (GLD).

***Other questions – operational or for clarification:***

**Question:** Parent/carer engagement – first paragraph does not finish. What should this say?

Response: Completed on report in Teams.

**Question:** Admissions – I don't understand these numbers. According to the table there have been 16 children joining the school and 5 who have left, but the overall total has decreased by 2.

Response: Figures were re-sent after Hayley Coulter (Office Manager) noticed the error in initial information given for the report. This has now been updated on the report.

**Question:** In SDRP it mentions that some EHCP requests were made in the autumn/spring and that these were successful in the summer, however the HT report lists 3 children with EHCPs in the autumn, spring and summer terms – has there been an increase or not?

Response: They were successful for Y6 pupils starting secondary, so funding and support will arrive with them for secondary school.

**Question:** With the in school provision for catch up tutoring, how does that work in practice? Are children taken out of other sessions in class, and if so, how do you determine what they would miss in class (e.g. if they need support in maths, are they taken at a time when they would normally be doing maths or do they get a "double whammy" of maths)?

Response: The class teachers/phase leaders will determine when the children are out of class for catch up tutoring.

**Question:** How does the funding work? You mentioned that the government contributes 75%, so has this covered the training and are members of staff paid separately for delivering the programme or is the money put back into the budget?

Response: As written in the Headteacher's Report - the 25% is paid from Catch Up Funding. For more information see <https://nationaltutoring.org.uk/>.

**Question:** How does the funding work for the before school sessions - is this under the same provision as the SP tutoring or does the school fund that separately, and, again, are teachers paid a separate hourly rate for delivering these sessions or would it count as part of their role in school?

Response: See Head's report, use of Catch Up Funding – Teachers paid in addition on hourly rate using Catch Up funding.

HP asked governors if there is any more information they would find useful to include in the HT reports. KM explained that CPD has not been included in this report, which usually is. We have not been able to track CPD at the present time due to the current constraints. A comment was made that a simple list of CPD is not particularly meaningful, and KM advised governors that the impact of CPD will be reported on at future meetings, which is also discussed as part of staff performance reviews.

A request was made to provide a detailed explanation of pupil data to further governors' understanding of this. It was confirmed that this will be addressed at Curriculum Committee meetings.

There were no other suggestions of additional information needed in the HT report.

#### **4. Monitor progress on School Development and Recovery Plan (SDRP)**

The SDRP was circulated prior to the meeting. It was decided that we will move on to the next item, as we have had an additional meeting recently to discuss the SDP cycle which is now at the stage of completing the SEF, and we are about to focus on the new SDP for next year.

#### **5. Review of the School Evaluation Form (SEF)**

KM shared the SEF with added information indicating what evidence the GB can provide against specific sections, to show GB understanding, e.g. meeting minutes, monitoring visit reports and staff presentations at Curriculum Committee meetings.

**Question:** Can we also add our annual Governance Statement and the Leadership and Governance Review report to this?

Response: Yes, we will lift key statements from these documents into the SEF.

**Question:** What input would you like from governors?

Response: It would be helpful if governors can add evidence after completing monitoring visits, which will help to identify priorities for future SDPs.

It was agreed that a termly reminder will be added to the FGB meeting planner for the GB to review the information and evidence to be added to the SEF.

**Action: Clerk**

## **6. Approve report from Leadership and Governance Review meeting and discuss and approve the Governing Body Action Plan**

The report was circulated prior to the meeting and governors agreed it is an accurate reflection. HP has drafted the action plan and reviewed the link governor roles we will have going forward, ensuring they fit with the school priorities for next year. HP and KM have allocated link governor roles to specific governors. Governors have been paired together, particularly to enable governors with more experience on the GB to support governors who have more recently joined the GB. HG and RA will consider other ways to engage with the school community over the next academic year.

**Action: HG/RA**

**Question:** How will each link governor have the opportunity to input into the governor monitoring visits?

Response: The SDP will dictate the focus of the visits and will ensure the monitoring is clear and effective in assessing the impact on the children's learning. The SDP will help governors to understand the whole monitoring process by providing transparency of all the different visits and purpose of them.

In relation to SDP priority 4, looking into other ways to increase knowledge of the GB, JJ and the Clerk expressed interest in observing a GB meeting at another local school. KM agreed to look into this.

**Action: KM**

**Question:** In relation to governor recruitment in the future, are we able to be more selective with potential candidates, to ensure we recruit the best people to fit our skill needs?

Response: Regarding parent governors, we can actively encourage people with specific skills and experience to apply, but the election process does not involve the GB making the final decision as to who to recruit. We can, however, be more selective for co-opted governors which has a different recruitment process.

HP and HG confirmed they will be reviewing the constitution of the GB and preparing a paper for the next meeting of the Full GB in the Autumn term.

**Action: HP/HG**

*Governors approved the action plan.*

## **7. Approve Governance Impact Statement**

HP explained this is a new requirement from the LA. The LA has provided a proforma which HP has used to draft it and has sent it to the committee chairs for their input. HP will finalise this and send to the LA. The GB agreed to approve it subject to final changes to be made.

**Action: HP**

## 8. Discuss GB operation next year (membership, chiring, meetings schedule, meeting format, committees, skills audit, self-evaluation)

HP advised that RBr and HH will both be leaving the GB at the end of this term. Governors gave thanks to them both for their contributions to the school during their time in post.

The Clerk is currently drafting the GB meeting schedule for 2021-22 and it will be circulated to all governors as soon as possible.

Governors agreed to revert to meetings taking place at the school from September, as long as restrictions allow, and remote attendance will be permitted where necessary.

Skills Audit – The GB needs to complete this over the summer. HP will add the proforma to Teams for each governor to complete.

**Action: HP/ALL**

A suggestion was made for another proforma to be added to this, for identifying areas of interest for sharing knowledge and information among the GB. It was agreed that RA will draft this.

**Action: RA**

**Question:** Will the link governor roles change each year or will they now remain the same for the foreseeable future?

Response: The broader areas will remain but the governors allocated to each role will be reviewed regularly.

HP and KM have decided that there is no need to complete a GB self-evaluation at this point as the Leadership and Governance review has already been undertaken this year.

KM advised that the National Leaders of Governance offers a range of support to governors including coaching and training.

## 9. Link governor feedback, termly briefings and governor visits

### a) **Feedback from training attended**

GM attended an online schools and academy show which she found very useful. Different sessions were available to watch and included one which focused on wellbeing.

VA attended virtual SEND training provided by the LA. She felt that, for this particular training, it did not work so well as a virtual offering and would have been more successful in person.

### b) **Feedback from monitoring visits/meetings with school staff**

DM has now completed the following monitoring visits and provided overall feedback on her experience of this:

- *Pre-school Induction*
- *Key Stage Two Literacy*
- *Key Stage One Reading*

The quality of the teaching and learning is extremely impressive and we are providing a well-balanced curriculum. The phonics lead is very knowledgeable and has effective plans in place.

The lesson observations were very inspiring, on some occasions with no TA support and mixed ability groups, and still with evidence of all the children working at a very high level for their age.

DM would like to observe a less experienced teacher on another occasion, to find out what support they have in their role.

The new monitoring form is now being used and we need to ensure actions identified from previous visits have been addressed. It was agreed that KM will add a response to the actions

before the report is shared with the GB. It was acknowledged that in some cases the action will have been completed at this point but some will need to be addressed over a longer period of time.

**c) Feedback from Curriculum Committee**

JJ provided an overview of key areas addressed at the meetings over the past year, including governor visits, staff presentations, information sharing about British Values and how this links to the Prevent Duty, and the school working towards achieving a Wellbeing Award.

**d) Feedback from Resources Committee**

VA provided an overview of key areas addressed at the meetings over the past year, including SFVS, Spending and Virement, arranging for Jo Guest (Finance Administrator) to provide further input by attending a meeting next year, actions from the Conditions Survey Report, planned maintenance schedule, governor induction, information sharing about the new Early Career Teachers/Early Career Framework, policy reviews, and Safeguarding by monitoring the Single Central Register and Safer Recruitment.

**10. Review impact of the meeting**

- Providing clarity for the future focus of the GB by confirming the new Link Governor roles.
- Reflecting on improvements for the GB to move forward and improve its strategic focus.
- It is expected that the energy and dynamics which has now been generated within the GB will improve further once we start meeting back in person again and are able to physically be in school more.

HP gave thanks to KM and all the staff for their exceptional work this past year under particularly challenging circumstances.

**11. AOB**

- End of year governor newsletter – RA has drafted the newsletter which has been shared on Teams. RA asked for any final information or feedback to be sent to her by the end of this week and it will then be circulated next week.
- Governors asked of KM and DJ's wellbeing as we are reaching the end of this term after an exceptionally challenging couple of weeks.
- Clerk gave a reminder to sign the e-card for staff – check governor email for invite to do so by the end of the week. VA confirmed she has arranged for staff gifts to be delivered to school at the beginning of next week and will contact governors regarding financial contributions.
- KM advised that, due to the additional bank holiday for the Platinum Jubilee celebrations next year falling within our existing half term, the DfE has advised us to allocate the additional holiday elsewhere. The decision has been made to take this day at the end of the Summer term 2022.

**Meeting closed: 8.35pm.**



## Full GB Meeting 13.07.2021

### Action Summary Sheet

|   | <b>Action</b>  | <b>By whom</b> |
|---|--|----------------|
| a | It was agreed that a termly reminder will be added to the FGB meeting planner for the GB to review the information and evidence to be added to the SEF.  | Clerk          |
| b | HG and RA will consider other ways to engage with the school community over the next academic year.  | HG/RA          |
| c | In relation to SDP priority 4, looking into other ways to increase knowledge of the GB, JJ and the Clerk expressed interest in observing a GB meeting at another local school. KM agreed to look into this.  | KM             |
| d | HP and HG confirmed they will be reviewing the constitution of the GB and preparing a paper for the next meeting of the Full GB in the Autumn term.  | HP/HG          |
| e | <b>Approve Governance Impact Statement</b><br>HP explained this is a new requirement from the LA. The LA has provided a proforma which HP has used to draft it and has sent it to the committee chairs for their input. HP will finalise this and send to the LA. The GB agreed to approve it subject to final changes to be made. | HP             |
| f | Skills Audit – The GB needs to complete this over the summer. HP will add the proforma to Teams for each governor to complete.   | HP/ALL         |
| g | A suggestion was made for another proforma to be added to this, for identifying areas of interest for sharing knowledge and information among the GB. It was agreed that RA will draft this.   | RA             |