



**Great and Little Shelford CE (A) Primary School
Full Governing Board Meeting
2 December 2021, 19.30, via Zoom**

DRAFT MINUTES

Present	In Attendance
Anna Caroe (AC – Chair)	Julia Alderson (JA)
Liz Jenkin (LJ – Vice-Chair)	Laura Humphreys (LH – Clerk)
Stephanie Bachewich (SB)	
Liz Carrothers (LC)	
Frances Dye (FD)	Apologies
Peter Ede (PE)	Maria Lazarus (ML)
Chris Grey (CG - headteacher)	
Christopher Hallebro (CH)	
Gillian Scahill (GS)	
Simon Scott (SS) – Item 6 onwards	
Polly Stanton (PS)	
Simon Talbott (ST)	

1. Welcome

Simon Talbott opened the meeting with a prayer.

2. Apologies for Absence

Apologies were received, and accepted, from Maria Lazarus.

3. Declarations of Interest

There were no declarations of interest.

4. Minutes of the previous meeting

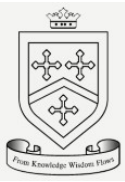
Minutes of the previous meeting (7 October 2021) were approved as an accurate record of the meeting, these will be signed electronically.

5. Matters arising – update on action list

Actions from April 2021 meeting

1. LJ to coordinate Accessibility Plan site visit – LJ reported that she met with the SENDCO recently and have scheduled a visit to school for July. GS and ML will also attend.
Action: LJ to report back in due course. *See Item 10.*
2. AC to discuss process for policy approval with LJ, CG and LH. *In progress and remove from list.*

Actions from July 2021 meeting



3. _____ EB to set date for communications working group meeting with CG. *EB confirmed this meeting will happen after half term. See Item 9.*
4. _____ CG to finalise Equality Objectives – LH provided an update on behalf of CG – *there will be a teacher session in November (refer to HT report). See Item 14.*

Actions from October 2021 meeting

5. Governors to confirm they have read and understood the Code of Conduct to LH – *DONE.*
6. Polly to follow up with ST re Feast card readers. – *DONE.*
7. Governors to send completed pecuniary interests form to LH – *DONE.*
8. Interested Governors to contact AC re Wellbeing Governor role – *DONE.*
9. PE to take forward remit and membership of F&P committee. – *DONE.*
10. Governors interested to be involved in the Governor Development Plan to contact AC – *DONE.*
11. AC to pass potential Foundation Governor names to PS. PS to discuss with SS – *DONE.*
12. All Governors to review website bios and send any updates to LH (LH to collate and send to CG) – *DONE.*
13. All Governors to consider providing photo for noticeboard in school office – AC Flagged this action for those who may be interested. *DONE*
14. Governors interested in forest school/outdoor learning link governor position to contact AC – *pending.*
15. All Governors to confirm to LH that they have read and understood KCSIE Annex A (if not done already) - *DONE.*
16. Action: SB and PS to review Mobile Phone Policy to include smart watches and bring back for approval at future FGB. *See Item 11.*
17. Action: LC to check whether Rainbow/Wacky planning permission has been granted. *See Item 15.*
18. Actions: Governors interested in the PTA role to contact AC. *DONE* (SB has taken on this role)

6. Chair's Business

AC welcomed SS to the meeting.

a) Governor Development Plan

AC reminded Governors that it is essential to collectively plan the Board's development, to document the Board's work and to have evidence of how this part of the school leadership is effective.

The Governors were separated into breakout rooms to discuss 4 of the 5 objectives and to draft text live in the document (Objective B: wellbeing was already drafted):

- Objective A (church identity)
- Objective C (monitoring)
- Objective D (appraisal awareness)
- Objective E (Ofsted)

There was a discussion around the role of Governors in monitoring, including what is expected of Governors and what teaching staff can expect. It was agreed that it would be



useful to define the Governor monitoring role, which is about observing and gathering evidence, not about assessment of staff.

Action – AC to draft definition of Governor Monitoring role

Regarding Ofsted inspection, the timetable for this is unclear but could be autumn 2022, the importance of all Governors knowing the Ofsted process and their responsibilities was highlighted, particularly newer members of the Board.

b) Governor Monitoring activity update

GS updated that she had been into school to observe two history days led by an outside group. There had been excellent engagement by the children and this approach had proved to be a valuable learning experience for the children. A visit report is saved in the google drive.

c) Committee membership

AC updated Governors on some recent changes to the committee membership. The final list is saved in the google drive (governors documents > governor information > 2021-22 general).

It was noted that AC will be the Wellbeing Link Governor, and that ML, who has a professional background in this area, will support.

d) Subject Leadership Report Schedule

Governors noted the subject leadership report schedule and Governors were asked to make contact with their teacher in the relevant time period. The following omissions from the schedule were noted and will be added: music, forest school, EYFS. LJ agreed to be EYFS Governor Link.

Action - SB to update the report schedule including music, forest school and EYFS.

7. Headteacher's Business

AC clarified that it was expected that all Governors had read all the papers prior to the meeting, therefore CG would give a brief verbal update and take any questions.

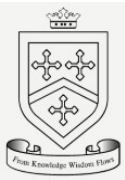
a) Headteacher's Report

CG highlighted the following key points from his report (which had been circulated in advance):

- Some changes in pupil numbers due to leavers/new starters
- Currently zero active Covid cases in the school
- Noted there had been an exclusion since last FGB, the child requires a specialist placement but there is currently no space available locally
- A table on aspirational targets and predicted outcomes for attainment and progress is included in the report
- A summary of the community events and enrichment is also included in the report

b) School Development Plan

CG updated that, despite plans for the life of the school to resume, this term the staff have had to be very reactive (for example relating to Covid cases, staff absences due to covid and non-Covid related, a lot of behavioural support required in school). There has been progress



with the School Development Plan but, necessarily, other immediate pressures have had to take priority.

c) Website compliance

It was noted that the following require review:

- Equality objectives (See Item 14)
- Pupil premium strategy – CG is working with SEND coordinator (Heather Paterson) to finalise the report for the website. CH offered to assist in his role as Pupil Premium Link Governor.
- FGB structure – it was suggested that the committee membership could be provided on the website.

CG updated that a project with the website providers has started with a view to upgrading the website.

Action - CG to oversee website upgrade and compliance

On behalf of all Governors ST thanked CG for his report and all CG's hard work and extended these thanks to the whole staff team.

8. Finance and Premises Committee

a) Minutes from 11.11.21

PE referred Governors to the draft F&P minutes which had been circulated in advance, he updated Governors that the F&P committee will discuss personnel issues but this will be on a case by case basis, and is not currently reflected in the Terms of Reference.

b) F&P Terms of Reference

PE updated that there had been two small technical updates to the Terms of Reference. These were approved.

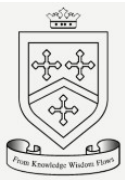
c) Health and Safety Policy

PE summarised that this has been updated, for example correction of names/roles, but that there had been no fundamental change to the Policy. This policy was approved.

Finally, PE updated that the new Buildings Sub-Committee is being led by LC, contact has been made with project management organisations regarding future building works (emergency lighting, remedial works to guttering).

9. Communications working Group

LC updated Governors that Emily Button and LC had recently met with CG. Several points had been discussed, summarised in brief: the new newsletter format is welcomed and much easier to read on mobile devices; meet the teacher class videos had worked well and allowed parents to view in their own time; the virtual parents evening had mixed reviews (although extremely convenient, parents missed seeing their child's physical work) – it was possible that this will be an in-person event in the summer term; use of class email addresses was fine, but CG will check with staff whether a reminder to parents on the use of this email address was required; discussion on whether the threshold for communicating behavioural issues should be lowered in order to nip things in the bud sooner, CG is considering this; finally the communication between parents and office staff is working well.



10. Standing item – safeguarding

a) Single Central Record monitoring report.

LJ reported that she and CG had completed a monitoring check recently. The importance of an accurate SCR was highlighted. LJ reminded Governors that if they are re-appointed as a Governor they need to be re-checked for DBS. LJ is registered with the update service which made this straightforward. Governors are encouraged to register with the DBS update service.

Action – LJ to locate SCR audit tool

11. Standing item – policy update and policies for approval

CG introduced this item and all policies had been circulated in advance.

a) Mobile phone policy

This policy was discussed in detail and was not approved in its current version. The policy needs to refer to smart devices (not just smart watches) and be worded carefully so as not to preclude use of smart devices for the curriculum and certain after school providers (e.g. to play music, collect a register). It was noted that any contractors on site are not bound by the school's code of practice, and that the visitor book will need to be updated to include relevant details about the use of mobile phones/smart devices in school.

Action: CG to review and update mobile phone policy

a) Pay Policy – Governors approved this policy.

b) Appraisal and Capability Policy – Governors approved subject to minor edits: page 2 – NCT >ECT, page 4 – details of appraisal responsibilities to be added.

c) ECT Induction Policy – Governors approved subject to minor edits: paragraph 5.1 (add 'capacity' and 'be').

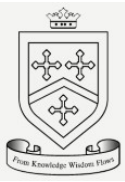
12. Standing item – Governor Professional Development

19. AC updated that there have been a few recent entries in the Governor Professional Development Log (refer annex 1) and that Local Authority training brochures have also been saved in the folder. It was noted that new e-training resources are available. AC also asked governors to log impact statements for any training they had completed in their professional lives that are not directly related to Governance but would still be valuable to the Governor role.

It was noted that the LA are offering training certificates, although noted that the Governor Professional Development Log is the place where training is captured.

Action - LH to investigate LA training certificates

LJ reminded Governors that everyone is expected to attend one governor briefing session and one Governor training course per year.



13. Standing item – teacher and head teacher wellbeing

AC updated that following discussions with CG, SB and JA, teacher and head teacher wellbeing will continue to be a standing item at every FGB and that the second meeting of each term will receive a written report.

JA updated Governors that this had been an incredibly challenging term. The main challenges have been around pupil behaviours (Governors noted that strategies are in place to support pupils with additional needs and that staff have met as a team to agree the best support) and staff absences (Covid and non-Covid related) – both are having an impact on pupil progress and attainment. There are Christmas activities underway as well as other enrichment activities, forest school and JA commented that the staff team is very committed, dedicated and supportive of one another at this busy time of year.

A Governor questioned whether the behavioural issues in some children are related to Covid. CG answered that, yes, when the experiences of children are tracked back there has been a lot of disruption to some year groups in particular, disruption that has now spanned 3 school years.

14. Equality Objectives

CG referred to the equality objectives which had been circulated in advance. Brief and specific actions have now been added to the document and this has been shared with class teachers. CG updated that more specific actions may evolve and that this is a working document.

Action – CG to put Equality Objectives on the school website

15. Rainbow / Wacky Liaison

Governors noted that PS will take the role of Rainbow and Wacky liaison taking over from ST.

a) Minutes from meeting 23.11.21

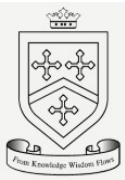
Governors noted the minutes, which had been circulated in advance.

b) Management of the Rainbow/Wacky site

Governors had a discussion about management of the Rainbow/Wacky site as it had been flagged at the liaison meeting that several members of the Wacky committee are stepping down and it is a challenge to recruit new members. Additionally the Rainbow administrator is also stepping down. The Rainbow/Wacky team has been working hard to raise funds to get a permanent building but this is complex due to uncertainty about land ownership.

Governors agreed it is important for the school and the village to have pre-school and after school club facilities and PS suggested it would be worth contacting the Diocese to discuss their possible help. ST agreed to make enquiries with the Parish Council and Parochial Charities to see if either would be able to provide any assistance. One suggestion was for the school to have more involvement, for example to hold the contract with Cambridge Kids Company. CG agreed to look at what this would entail. Another suggestion was the Local Authority Early Years provision who may be able to help.

Regarding planning permission, the last permission was granted in Apr 2021, for 3 years, and it was clearly stated that this will not be extended, thus the building needs to be removed by



April 2024. It won't be possible to extend the temporary provision, and Governors agreed there is a timely imperative to address this problem.

Action - ST to have conversation with colleagues on Parish Council and Parochial charities, and report back to PS.

Action – PS to arrange a meeting in early 2022 to discuss the options (including LA, Diocese, Parish Council and Parochial Charities).

16. PTA

Governors noted that SB is the new PTA representative. SB reported that the recent Playscape Christmas light switch on was expected to raise over £2,000 and that there will be a PTA quiz in February.

17. School Council

LC updated that unfortunately, due to Covid restrictions, the School Council has not met this term, they are hoping to get have one meeting before Christmas. The current membership will be extended a little longer and there will be meetings in January and elections will be held after this.

18. AOB

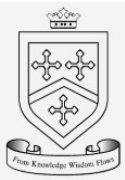
- The Government is going to produce a new Education White Paper in January and it is likely that schools who are not academised will have to become academies.
- Date of next meeting: 27.1.22 (via Zoom)
- Village news (Jan edition) – Chris Hallebro (in hand).

- Simon Talbott’s last meeting – AC thanked ST for his service on the Board, his wealth of experience, incredible wisdom and grace had been hugely valued and will be a great loss to the Board. PE also commented on the support he had received from ST during his own time as Chair. All Governors wished ST all the best for his new role. ST responded that it had been a privilege to work with the team which he had enjoyed and was grateful for the dedication and commitment of the volunteers.

The meeting closed with prayer at 21.35.

Signed as a true record.....Date.....

Chair



ANNEX 1 Governor training and impact – since previous meeting (07.10.21)

Peter Ede	6.10.21	Buildings for VA Schools
<p>New procedures outlined. Each GB should have a designated governor for buildings. Funds are available for works within 2021/22 and 2022/23, subject to schools being able to pay the required 10% share. Available funding for 10% contributions to be advised to the Diocese, along with name of designated governor.</p> <p>Liz Carrothers to take on the designated governor role.</p>		

Liz Jenkin	4.10.21	Autumn Briefing - online
<p>The most significant part of the briefing for me was the SEND presentation which was extremely detailed and outlined the ambitious plans to cope with the escalating numbers of EHCPs needed against the deficit funding. This is having a serious effect in our school, taking the HT away from strategic work and wearing down the staff having to cope with very challenging children, notwithstanding the impact of this on the learning of the children in question.</p> <p>Information was shared about updates to the safeguarding documentation we had received in the summer - have requested further particulars from CP Service which I will then share with FGB. Governors need to be aware of new status of Early Career Teachers (ECTs). I will find out what the school's arrangements are for our ECT and access the model policy. EYFS changes were flagged up - am booked on further training.</p>		

Gillian Scahill	13.10.21	Headteacher's Performance Management
<p>This was an interesting refresher for me but would be very useful for new members of the committee. It gave important dates for submitting new pay scale point increments which we needed to be aware of this year as it had changed because of the Covid challenges.</p> <p>As well as refreshing my knowledge and having discussions with other governors the most useful information I heard was that it was considered best practice to have a rolling committee membership so that there is a new member each year. This may not be practical with our relatively small governing board but may be a point to consider in the future.</p>		

Liz Jenkin	16.11.21	The Reformed Early Years Foundation Stage
<p>This was helpful in giving an overview of the main changes and key documentation, considering the non-statutory supporting guidance and looking at some of the implications for practice, including curriculum and assessment. The rationale for the reforms was:</p> <ul style="list-style-type: none"> To make the 17 Early Learning Goals clearer, more specific and easier for teachers to make accurate judgements To strengthen language and vocabulary development to particularly support disadvantaged children To strengthen literacy and numeracy outcomes to ensure children have a good grasp of these areas of learning in preparation for year 1 		



Ensures the ELGs are based on the latest evidence in childhood development and ensure they reflect the strongest predictors of future attainment.

Key messages were:

Our curriculum needs to acknowledge where children are now and prepare children for the next stage of their development

We shouldn't be racing children on, but instead giving them the time to embed and reflect on their learning

We need to have a good knowledge of child development and be able to use our professional judgement when assessing children

Assessment should prioritise the needs of the child over the needs of the setting and be part of a conversation between practitioners, parents/carers and children

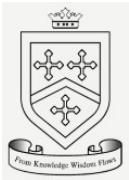
We need to maintain the wider picture of the child, taking into account their experiences at home, in the community and in other settings

Intent, Implementation and Impact were set out. Main 'takeaways' for me were the vital importance of talk, and enabling environments. There are strong connections to my role as the link governor for literacy.

Maria Lazarus	Nov 21	Mental Health First Aid (2 day)
<p>A practical, informative course split over 4 half-day sessions and covering how to offer mental health first aid in any situation. A range of mental health diagnoses were discussed and first aid provision practised based on the ALGEE method:</p> <p>Approach, Assess and Assist Listen non-judgmentally Give information and encouragement Encourage professional support Encourage self help or other support e.g. family, friends</p> <p>Course content can be emotionally challenging, but there was excellent support and understanding to take time away if needed. I appreciated practising the ALGEE algorithm and find it a very useful tool to structure a first approach to people with mental health issues.</p>		

Maria Lazarus	Nov '21	All emotions are OK - 2 session Teams-based training
<p>An interesting course led by a Somerset-based GP and aimed at helping parents and childcare providers better recognise and support children's emotional development. It mainly focused on using The Hand Model as a tool to talk about emotions with children from 5 years upwards. I have since used this model with my children with success! It can also be a very useful tool to identify personal emotional state and that of other adults to facilitate meaningful interactions. This course could be a useful training opportunity for staff.</p>		

Anna Caroe	Nov 21	Maths teaching and learning day (at another school)
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In my role as Y1/2 teacher at another school, I worked with my job-share, the Maths lead and the Head to enquire into the teaching and learning of mathematics within my class. We undertook professional pedagogic dialogue, a book scrutiny, a pupil voice discussion, and I taught two visited lessons. We identified specific gaps in learning and evaluated the rationale for teaching. We then collaborated on a strategic plan to address some of the challenges faced and some of the recovery aspects still outstanding for pupils.