



Great and Little Shelford CE (A) Primary School Governing Board

SUBJECT TO RATIFICATION FULL GOVERNING BOARD MEETING

Thursday 27th April 2023 at 7.30pm

ACTION GRID

Item	Action	Deadline	Responsibility
Carried forward from 23rd March 2023:			
6	Update the FGB on the School alarm protocol at the FGB meeting on 29 th June 2023.	As appropriate	CG
9	All governors to complete the NGA Learning Link training course for Equality, Diversity, and Inclusion by the second FGB Meeting of the Summer term on 29 th June 2023.	By 29/06/23	All
Actions from 27th April 2023:			
7	7.1 Update governor appointment dates for PE via Governor Hub. 7.2 Run a Parent Governor election during summer 2 half-term.	July 2023 July 2023	AC CG/AC
8	8.1 To update the Governor Monitoring Report template to include the School Vision and a question to prompt governors to ask about vulnerable groups. 8.2 To provide a top level overview of the curriculum for governors at the next FGB meeting. 8.3 Governors to check they have seen the Subject Leader Report for their link subjects and if possible to prepare a summary of their subject in preparation for Ofsted. 8.4 All evidence of progress against the Governor Development Plan to be collated and included in the impact box.	ASAP June 2023 ASAP ASAP	AC CG All Governors AC
9	To log training on Governor Hub, add to the Word folder and complete the impact statement.	June 2023	All Governors
10	Amend the Supporting Pupils with Medical Needs policy for approval via Governor Hub and ratification at the next FGB meeting.	June 2023	CG
15	To arrange a virtual FGB meeting to review and approve the budget.	ASAP	PE/CG

SUBJECT TO RATIFICATION
FULL GOVERNING BOARD MEETING

Thursday 27th April 2023 at 7.30pm

MINUTES

Present: Amy Beck (AB), Anna Caroe (AC - Chair), Frances Dye (FD), Peter Ede (PE), Chris Grey (CG - Headteacher), Liz Jenkin (LJ - Vice Chair), Clare Mellor (CM), Simon Scott (SS), Polly Stanton (PS), Alice Walker (AW).

Also Present: Ian Sanders (IS - Foundation Governor (Appointment Awaited)), Diane Murdoch (Locum Clerk)

	Item	Action
1.	Welcome The meeting opened with a prayer. The Chair welcomed everyone to the meeting and introductions were made. Two new Foundation Governors, Ian Sanders (IS) and Eleanor Witter (EW) were awaiting formal appointment by the Diocese. IS was attending the meeting today as an observer. The Clerk confirmed that the meeting was quorate.	
2.	Apologies Apologies were received and accepted from Douglas Leckie (DL) and Julie Norris (JN).	
3.	Declarations of Interest None.	
4.	Minutes from the Previous Meeting The Minutes of the Meeting of 23 rd March 2023 were accepted and signed as a true and accurate record.	Agreed
5.	Curriculum Presentation - STEM Governors agreed to take this item after the Headteacher's report.	
6.	Matters Arising <ul style="list-style-type: none">• Item 7 – The start date for DL and AW as Foundation Governors was confirmed as 23rd March 2023.• Item 11 – The table of end-of-year assessment results, predictions and aspirations had been updated with all available data.	

Signed: Alice Walker

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	<ul style="list-style-type: none"> Item 12 – The Governor Monitoring Reports had been shared on Governor Hub. It was agreed that any actions or discussion points arising from Monitoring Visits would be shared with the Chair for inclusion in FGB agendas as appropriate. <p>All other actions were agreed as completed, ongoing or were on the agenda.</p>	
7.	<p>Chair’s Business</p> <p>Peter Ede’s term of office as Co-opted Governor was due to end on 1st August 2023. The Chair proposed that he be re-appointed for a further four-year term with effect from 2nd August 2023. Governors approved the re-appointment of PE.</p> <p>The term of office of Frances Dye as a Parent Governor will end on 1st August 2023. Governors agreed that the election for a new Parent Governor take place during the summer 2 half-term so that the new governor would be in place for September 2023 accepting that this will exclude new Reception parents from the vote.</p>	<p>AC</p> <p>AC/CG</p>
8.	<p>Governor Development Plan</p> <ul style="list-style-type: none"> Target 1: The Student Council had met on Tuesday and discussed how the school helped them flourish. Pupils had cited examples such as supportive staff, ability to report problems to adults, the three challenges in classrooms which meant they could work at the right level for them and the various clubs and activities available. <p>Q: Would pupils say the same thing at a Community School? How is it theologically different at a Church School? Did pupils make a link to theology?</p> <p>A: Pupils were not guided to make that link. The School Council meeting was more about what was flourishing for them at the school now.</p> <p>Q: How are the adults in the school community flourishing and is this linked to Christian values?</p> <p>A: The elements of pastoral support are over and above what is generally found in schools. There is a softer atmosphere in the school due to the strong relationships amongst the school community. This is shown by the level of dedication shown. It is hard to make tangible links to the theologically rooted Christian Vision. We can say that things are happening but cannot say this is because of the theological roots.</p> <p>Governor Comment: This is about recognising that the Vision has come from theologically Christian roots but can enable everyone to flourish. Those who share the faith may connect with the Vision in a different way. A governor summed up the discussion by saying that Christianity is a relational religion/faith which is reflected in the scripture passages on which the vision is based and is in turn seen in the relationships within the school.</p> <p>It was agreed that the Vision should be included in the Governor</p>	<p>AC</p>

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	<p>Monitoring Visit Forms to prompt governors to consider this during visits.</p> <p>Governors noted that the Curriculum & Enrichment section of the school website provide a summary (under Threads) of how the curriculum (relating to SIAMS) was rooted in the School Vision.</p> <ul style="list-style-type: none"> • Target 2: Governors agreed that a lot of progress had been made to build capacity in the board and strengthen governor knowledge of the curriculum and school. Information was now being shared via Governor Hub. <p>It was agreed that it would be helpful for CG to provide a top level overview of the curriculum for governors at the next FGB meeting.</p> <p>Governor Monitoring Visits had been scheduled to tie in with when Subject Leader Reports were ready and the expectation was that all Subject Leaders prepared reports.</p> <p>Governors would check that they had seen the Subject Leader Report for their link subjects and if possible to prepare a short summary of their subject in preparation for Ofsted.</p> <ul style="list-style-type: none"> • Target 3: Prospective teachers were asked how they would ensure vulnerable groups were progressing in Maths and English. A question would be included in the Governor Monitoring Report to prompt governors to ask about vulnerable groups. <p>Q: Is there equal emphasis on stretching and challenging those more able pupils? A: This is something the SENCo is keen to address and review. Subject Leader Reports include the criteria against which attainment and capacity to work at a higher level is judged.</p> <p>All evidence of progress against the Governor Development Plan would be collated and included in the impact box.</p>	<p>CG</p> <p>All</p> <p>AC</p> <p>AC</p>
<p>9.</p>	<p>Governor Professional Development</p> <p>Governors were reminded to complete the Equality and Diversity Learning Link modules and to log training on Governor Hub, add an impact statement to the Word document in the training folder.</p> <p>Q: How does the school approach equality and diversity and deal with unconscious bias? A: By ensuring images and videos used in assemblies and lessons are representative and diverse. Staff had participated in CPD and were assessing materials to ensure they promoted inclusion, diversity, and equality. New PHSE texts had been brought in to classrooms to promote inclusion.</p>	<p>All</p>
<p>10.</p>	<p>Policy Approval</p> <p>Questions regarding the Supporting Pupils with Medical Needs policy had been raised via the Governor Hub Noticeboard. The wording put a greater emphasis on governors to be involved instead of reflecting the monitoring</p>	

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	<p>role governors had. The policy would be edited to reflect this and reposted for approval via Governor Hub and ratification at the next FGB meeting.</p>	<p>CG</p>
<p>11.</p>	<p>Headteacher's Business</p> <p>a) The Headteacher's Report had been circulated via Governor Hub for review prior to the meeting. Governors noted that it was anticipated that Reception would be full in September 2023. The FFT (Fisher Family Trust) attendance report highlighted in green areas where the school was above national average, and in red the areas where it was lower than national.</p> <p>There had been one suspension of a pupil for half a day following an incident on the playground. Suspension remained a last resort for the school and would always be for the shortest time possible. A mitigation meeting had been held with the parents and pupil and the Local Authority made aware.</p> <p>The DSL (Designated Safeguarding Lead) had completed two parts of the My Concern training and would train staff. This system would be launched in school on 15th June 2023. Training sessions would also be provided for governors.</p> <p>Q: Does Rainbow have a separate DSL? A: On 1st April 2023, Rainbow came under the management of the school. All the existing policies and procedures would remain in place and be updated over time.</p> <p>The attainment summary showed high predictions for Year 1 Phonics.</p> <p>Q: KS2 Writing GD (Greater Depth) is lower in comparison to Reading GD. What strategies are in place to address this? A: Reading is assessed by three texts in a booklet and externally marked. Writing is a teacher assessment carried out over a period of time and usually started around January each year. Writing requires a greater application of a wider range of skills than Reading (which uses skills pupils have been developing since Reception). To achieve GD in Writing is much more challenging as there are more complex grammatical requirements.</p> <p>Q: Are teachers too hard when assessing Writing? A: We do moderate internally and with cluster schools and have planned to share this activity with other church schools in October 2023 as part of joint work across the cluster. All schools are still seeing the impact of Covid recovery, particularly in Writing and this is a national concern.</p> <p>There had been no GDPR breaches.</p> <p>Q: 50% of staff felt lessons were disrupted by low-level behaviour. Is this worth exploring to understand the context? A: We do have high expectations for behaviour and have not had any significant issues. This refers to 50% of staff who responded to the survey indicated that they felt that low-level behaviour was having a high impact on learning.</p>	

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	<p>Q: What is the impact of disruption on pupil learning? A: It is more about the response to the disruption. A consistent clear response is required.</p> <p>Q: How frequently is this discussed on a whole staff level to ensure the Behaviour Policy is implemented consistently and that staff feel supported? A: Through regular monitoring, staff CPD, TA meetings and whole staff meetings. Behaviour is discussed openly, and staff support each other to deliver a consistent response.</p> <p>b) Progress was being made against targets and an update would be provided later in the summer term. A School Development Focus Evening would be run for all staff and governors to review the 2022/23 School Development Plan and consider the priorities for 2023/24. This would help inform the SEF (School Evaluation Form).</p> <p>Item 5: Curriculum Presentation – STEM</p> <p>The report was available for review on Governor Hub. STEM comprised Computing, DT, Maths and Science. The team were prioritising assessment and sharing monitoring. The next steps for the STEM team had been identified and they were working effectively together towards a common goal.</p> <p>Q: Where is engineering in the curriculum? A: Mainly in DT with some elements in Science.</p> <p>Q: Are there any plans for collaboration with the cluster? A: Yes, the three non-academy church schools in the cluster want to work together. Consideration was being given to the introduction of Peer Reviews for benchmarking. The arrangement was in the process of being formalised.</p>	
12.	<p>Governor Monitoring Reports and/or Visits to the School</p> <p>Governor Monitoring Reports had been circulated via Governor Hub and read by governors. All governor questions arising from the SEND Monitoring Report had been put to the SENCo and the responses were now on Governor Hub for review.</p> <p>Governors were reminded to book in Monitoring Visits as per the schedule.</p>	
13.	<p>Safeguarding</p> <p>A Safeguarding Link meeting had been held. The Single Central Record was checked, and all safeguarding actions were progressing.</p> <p>Governors were reminded that it was not good practice to record their DBS number on Governor Hub.</p>	
14.	<p>Wellbeing</p> <p>This was deferred to the next FGB meeting. A Wellbeing monitoring meeting was scheduled for tomorrow.</p>	
15.	<p>Finance, Premises and Personnel</p>	

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	<p>Governors noted the huge amount of work which had gone into preparing the budget.</p> <p>The challenge with the SEND funding request was that if this were funded, the money would have to come out of funds which had already been allocated to another part of the budget.</p> <p>CG provided an update on Teaching Assistant (TA) contracts. TAs generally started work at 9:00am, or 8:45am for those with a 1:1 role or employed in Reception. It had been proposed to standardise the TA start time at 8:45am, however some TAs could only start at 9:00am due to their own childcare arrangements. This could lead to some disparity across year groups with some classes having a general TA from 8:45am and some from 9:00am. Currently the fairest system was to pay TAs for contact time. The more contentious issue was lunchtime as some TAs were paid at a 1:1 rate and lunch staff were paid at a lower rate. The school cannot sustainably afford to pay all lunch staff at the same rate as this would cost an additional £3.5K per year, so the current system of paying staff for the role they are undertaking (either MDS or TA) will remain. However, governors will keep this under review.”</p> <p>Governor Comment: TAs have built relationships with the children and will still continue to work in that TA role at lunchtime.</p> <p>Q: Do the TAs know of this decision? A: The issue was reviewed at Pay Committee to be brought to this FGB. Following the meeting today, TAs can be advised.</p> <p>Governors were advised that Rainbow may need to use their reserves to support their budget this year. Staffing would need to be reviewed as there were more permanent staff hours than would be required for September 2023 as there would be fewer children in Rainbow then.</p> <p>The main school budget had an in-year deficit of -£39.8K which taking into account last year’s carry forward of £33.2K, left a -£6.6K deficit. The budget had not been finalised and some further adjustments would be made. It was agreed to hold a virtual FGB meeting to review and approve the budget.</p>	<p>Agreed</p> <p>PE/CG</p>
<p>16. Pay Review</p>	<p>The Pay Committee had met and agreed with the Headteacher’s recommendations regarding the TLR for the EYFS Lead.</p> <p><i>CG left the meeting.</i></p> <p>The Pay Committee had reviewed pay for the Headteacher and Deputy Headteacher as they had both reached the upper limit of their defined pay ranges. It had been agreed to accept the Pay Review Committee’s proposal to adjust the Headteacher’s pay range to reflect the change in responsibilities due to Rainbow. This range was still below the maximum range applicable to a school of this size. The committee had further agreed that there was no justification for changing the Deputy Headteacher’s pay range.</p> <p>Q: Where would the money come from to fund this pay increase and how can we find money in the budget for this but not to pay the TAs at the same higher rate at lunchtime? A: The budget cannot be used as a reason not to progress careers. The Headteacher’s role is changing and developing and there has been a huge</p>	

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	<p>amount of additional work in taking on Rainbow. The Headteacher also has a vision for collaborating with other schools which will benefit this school and the community.</p> <p>Governors approved the recommendations of the Pay Committee.</p> <p><i>CG re-joined the meeting.</i></p>	Agreed
17.	<p>Lettings</p> <p>This was deferred to the next FGB meeting.</p>	
18.	<p>Rainbow/Wacky</p> <p>Governors agreed that this item would remain as a standing item on the agenda to receive updates on progress.</p>	
19.	<p>Parent Teacher Association (PTA)</p> <p>There were no updates to receive.</p>	
20.	<p>School Council</p> <p>This was covered at item 8.</p>	
21.	<p>Any Other Business</p> <p>This had been addressed at item 7.</p>	
	<p>Date of the next meeting</p> <p>Thursday 29th June at 7.30pm.</p>	

The meeting closed at 9:46pm.

Signed: *Alaose*

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