

Great and Little Shelford CE (A) Primary School
Full Governing Board Meeting
28 April 2022, 19.30

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

1. Welcome

AC welcomed Governors and staff members, Kirsty Clarke and Amy Beck to the meeting.

2. Apologies for Absence

Apologies were received, and accepted, from JA, CH and LC and SS.

3. Declarations of Interest

There were no declarations of interest. CG updated Governors that he has taken on a role as a co-opted Governor at Foxton Primary School, he will update his pecuniary interests form.

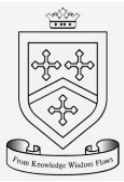
4. Updates from subject leaders

Forest School lead (Kirsty Clarke) and Phonics lead (Amy Beck) attended the meeting to provide Governors with an update on approaches to teaching their respective subjects.

Forest school

KC summarised the background to the Forest School approach and the six guiding principles. She described the physical and mental health benefits of Forest School and the ways in which Forest School is implemented within Shelford School. All year groups have Forest School sessions, whatever the weather, this usually takes place in the meadow area of the school grounds but sometimes further afield for example the community orchard. Safety rules are included as part of the introduction to the session and there are small achievable tasks, but the emphasis is on social, physical, intellectual, communications, emotional and spiritual development.

In discussion KC commented that development of Forest School would be through enhancing the existing provision for example with more tools and equipment; more outdoor learning in general would be beneficial. It was noted that a higher adult to pupil ratio would be required if more tool work was to take place and PS suggested that KC approached



Sawston Village College to see if year 10 pupils would be able to assist. KC updated that all staff have had access to Level 1 Forest School training (which is online) and that KC's expertise is disseminated through informal dialogue and chatting. KC commented that staff had seen different behaviours and dynamics in children outside compared to in the classroom and that some of the outdoor approaches can be applied in the classroom.

Phonics

AB updated Governors that in July 2021 the Government had published 'The reading framework: teaching the foundations of literacy' and that she had been reviewing the phonics provision and strategy in school, in discussion with CG, JA and EYFS teachers. There were many positives identified as part of the review (phonics screening checks and reading attainment is good) but areas for improvement were around access to training for staff. In looking for a new phonics programme, it was important for the programme to fit in with the good strategies and practices already employed at the school and the resources that were already available (thanks to recent PTA investment in books). The Little Wandle programme was selected. It provides weekly planning for reception and year 1, assessment guidance, books, flash cards, online training tools and more. This programme has been adopted since February 2022 and early indications are that the children are adapting quickly and are enjoying group reading lessons in particular. There is some time commitment required for teachers to learn the new approaches but all staff are trained and TAs can run group reading sessions as well as teachers. In reception class children take home 3 books each week in an 'I Read / You Read / We Read' approach.

In discussion AB confirmed that there will still be a reading assessment at the end of year 1 which will show whether children are ready to move on to other books beyond the reading scheme. It was suggested that a session could be delivered to parents to demonstrate the phonics approaches.

5. Minutes of the previous meeting

Minutes of the previous meeting (10 March 2022) were approved.

6. Matters arising – update on action list

Actions from March 2022 meeting

AC to review and update Monitoring at Shelford document – DONE.

AC and CG to review Leaders' summary of accountability document – PENDING.

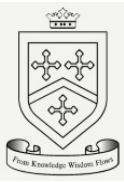
PS and GS to coordinate with CG re behaviour monitoring role – PENDING (aiming for Summer 2 but not date set yet).

AC and LH to follow up on replacement Clerk – the search for a new clerk is still going despite several community advertisements. AC agreed to look at the wording around honorarium and to see whether the budget could be increased.

AC to feedback at next FGB on staff/pupil time for reflection following wellbeing activities. PENDING.

PS and working group to move forward with plans for the school to take over the running of the pre-school, and associated fundraising for the new building. See Item 16.

PS and CG to follow up on Ken Starling remembrance gift. DONE.



7. Chair's Business

a) Governor Development Plan

AC referred to the document which had been circulated in advance. It was discussed that several governors have recently attended Ofsted training and there should be a separate meeting in the autumn term to discuss learnings from this training.

Action: AC/LH to arrange meeting for all Governors in autumn term to discuss learnings from Ofsted training

Regarding the Governor Development Plan, AC will update this document with input from other Governors for annual review at the July FGB. It was suggested that this update could take place during the planned staff/Governors networking and strategy event (14th June)

Action: AC to finalise GDP for review at July FGB

8. Headteacher's Business

a) Headteacher's Report

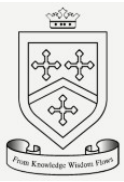
CG highlighted the following key points from his report (which had been circulated in advance):

- Total number of pupils is currently 202.
- The school is oversubscribed for reception entry in 2022, with several pending appeals.
- Staff changes – SENDCo left at end of last term, the new SENDCo will start mid-May, year 4 teacher has left and new year 4 teacher will start mid-May (current team are covering the 2 day gap).
- Attendance is a little lower than a normal year but above the Cambridgeshire and national average.
- There has been one referral to social care since the last FGB.
- Attainment and progress – CG highlighted that social development has been prioritised in year 1 and that phonics attainments may be lower than predicted.
- The data panel has met and discussed autumn and spring data.
- The enrichment and community events, which are increasing in number, were noted.

Governors thanked CG for his detailed report and update. A Governor queried the year 2 phonics data – CG clarified that 90% of the cohort had met expected levels. Regarding the level of pupil absence, CG confirmed that there are 8 children with recurring absence which is being monitored. Governors queried whether the phonics result in year 2 was an impact of Covid lockdown and home schooling. CG commented that this was possible although it may be related to particular needs in this year group, he noted that other schools in the cluster are seeing different Covid impacts and in different years.

b) School Development Plan

CG referred Governors to the School Development Plan which had been circulated in advance with colour coded updates on progress. CG gave an overview of progress.



Regarding Target 1 (Live out the school's Anglican vision through partnership within and beyond the school) – The school is continuing to develop collective worship: church leaders are now able to come into school and equality objectives are being developed.

Regarding Target 2 (Continue to enhance the school's approach to mental health and wellbeing for all) – CG is planning a teachers evening event at Kettle's Yard in Cambridge. An action plan is being developed to use the CSoC funding for wellbeing days.

Regarding Target 3 (Restore and recover – for all stakeholders, including ensuring pupils make excellent progress personally, socially and academically) – CG highlighted that the staff team are working to restore the full curriculum, including involving the parent body.

Regarding Target 4 (Use and implement research and collaboration to promoting learning behaviours) – The school has launched a competition around characteristics of an effective learner.

Regarding Target 5 (Develop leadership skills of all staff) – CG is restoring the peer learning walks and there will also be training on self-reflection and how to provide feedback.

c) CPD & Monitoring Schedule – summer term - CG referred Governors to the schedule which had been circulated in advance.

d) Summary of Curriculum Development – CG updated that during 2020 teachers had developed the 'Shelford Threads and Neurons' Curriculum: there are 6 half termly threads that are foci for the whole school. These were developed based on the targets that staff set for learners during the curriculum development. The next stage in curriculum development is to map the 'Neurons' which will map the links between previous, current and future learning.

e) Behaviour Policy – CG updated Governors that minor language edits had been made to the Positive Behaviour and Anti Bullying policy, this was provided to Governors for information (Governor approval is not required). The policy is available on the school website.

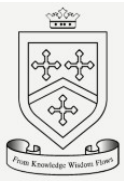
A Governor asked for clarification on how neurodiverse children fit within the policy. CG confirmed that adaptations are made for SEND pupils, for example the behaviour ladder is tailored to specific behaviours and expectations for individual pupils. It was noted that rewards are also pupil-specific, that is, tailored to what is excellent for the particular child. The new positive choice awards (given in classrooms) reward consistent good behaviour as well as showing improvement in behaviour.

A Governor queried how the policy is shared with parents and it was agreed that a reminder to existing parents would be useful. CG agreed to include this in the weekly newsletter.

Action: CG to include reference to Positive Behaviour and Anti Bullying policy in the newsletter

9. Finance and Premises

a) Draft minutes meeting 24.3.22



PE referred to the minutes, which had been circulated in advance. He noted that the committee is now considering personnel issues, although the committee name has not formally changed. PE highlighted that the final repayment on the 10 year SSSF loan is about to be paid, PE will be writing a letter of thanks to the lenders.

b) 2022-23 draft budget for approval

PE referred to the draft budget which had been circulated in advance. He highlighted that the budget will have an in-year deficit of £7.6k with a carry forward for 2023-24 of £21.8k. Expected increased energy costs from September (electricity 80% increase, gas 70% increase) have had a significant impact on the budget. There is less SEND funding as 4 children with EHCPs will have left by the end of the academic year although there is a reduction in TA hours as a result from September. All budget lines are pared to the minimum for basic needs. In the past, the generosity of the PTA and SSSF contributions have enabled extra resources to be purchased for which we are very grateful.

PE proposed that Governors accept the proposed budget. AC seconded this. The budget was approved.

Action: CG to feedback to Clare Ward that the budget is approved and can be submitted.

Governors expressed their thanks to Clare Ward for her work on the budget.

10. Monitoring visits

AC referred to the monitoring visit reports which had been circulated in advance. Governors commented it was nice to be able to go back into school after more than two years. The visit reports were noted (Collective worship, Maths, RE).

11. Standing Item – communications working group

There were no updates as the group has not met since the last FGB.

12. Standing item – safeguarding

LJ raised a suggestion to add a column to the SCR to indicate when the Safeguarding governor has monitored the SCR. LH updated that most Governors have confirmed they have watched the Safeguarding video created by CG and that she will follow up with any outstanding.

Action: CG to add column to SCR.

Action: LH to remind Governors to confirm they have watched the Safeguarding video

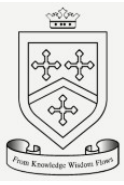
13. Standing item – policy update and policies for approval

None this meeting.

14. Standing item – Governor Professional Development

LJ provided feedback on the recent Governor Conference and highlighted that the presentations from the 3 speakers were available in the meeting folder on the google drive.

AC reminded Governors to complete the Training Log.



Refer to Annex 1 for training update and impact since last FGB.

15. Standing item – teacher and head teacher wellbeing

AC summarised that there was nothing further to add beyond the update received as part of the School Development Plan update in Item 8b. There will be a more substantial update at the next FGB.

16. Rainbow / Wacky Liaison

a) Liaison meeting minutes 15.3.22

PS updated that communication between Wacky, Rainbow and the school is working well, the recent Liaison meeting minutes had been circulated in advance and there were no comments.

b) Working party minutes 30.3.22

PS updated that Alison Morris (Early Years Business & Governance Adviser) had attended the meeting and that the LA is keen to maintain preschool provision in the area. Alison Morris provided detailed advice on how the school can become responsible for Rainbow pre-school. There will be due diligence process, lead by PE, momentum will be maintained and this process will be thorough. The approximate timeframe is to complete the handover in January 2023.

c) Site visit by LA Capital projects representative (12.4.22)

Wacky, Rainbow and Governor representatives recently attended the site visit with the LA capital projects representative and two consultants. One significant question was whether the new building could be on new site e.g. behind the reception building, which would enable the current building to stay open during the build and in due course the old site would become part of the playground. Options are being discussed. The timeframe for a new build has not been confirmed and a number of other pre-school building projects will be started before this one. It was noted that Rainbow would become a CofE preschool and it is important to be transparent about this.

17. PTA

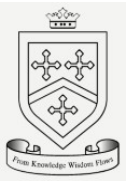
SB summarised that the recent tea towel sale and Readathon had raised £600 and £700, respectively. A PTA bike sale is planned for June and early discussions are taking place regarding a mini summer fair and camp out. Governors thanked the PTA for their hard work, commenting that there was a particular buzz around the tea towels in the school community.

18. School Council

CG updated that the School Council continues to meet, current activities are around promoting characteristics of effective learning and creating a display to promote the school rules.

19. AOB

- Date of next meeting – this will now take place on Thu 30th June (previously 7th July)



- A governor queried whether a governor attendance at SATS is required? CG to check with the senior leader conducting monitoring of the administration to see if this would be needed.
- Village news (June edition) – LC (in hand)

The meeting closed at 21.40

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

Chair



ANNEX 1 Governor training and impact – since previous meeting (January 2022)

A Caroe	25.3.22	Handling Allegations Against Headteachers
<p>Comments. <i>Very clear session on protocols for handling allegations against a headteacher. Reflection on threshold for harm and what constitutes an allegation. Informed of contact details for Local Authority Designated Officer (LADO). Reminded of safeguarding culture and importance of regularly revisiting code of conduct with staff. As the workload for an allegation of this sort would be dealt with by the CoG, this was an important piece of training to undertake, although I hope to never need it!</i></p>		

Liz Jenkin	22.3.22	Effective Monitoring for Governors
<p>Comments. This course made a lot of points that would bear further discussion than could happen here or as a quick FGB item, so would suggest a longer agenda item in the autumn. Some interesting ideas used around terminology: SEF? We don't really see it except at Ofsted. We have a Governor Development Plan but not necessary. Website crucial, governors' visibility important Tailor monitoring to SDP's priorities, and just visit those. Emphasis on financial accountability which I personally hadn't focused on much when visiting. Full handouts on Google Drive.</p>		

Liz Jenkin	26.04.22	Getting Ready for OFSTED
<p>Notes from session - refer to handouts on Google Drive</p> <p>Inspectors will understand that we have had no external data since 2019.</p> <p>If they don't ask about monitoring safeguarding and home learning during pandemic, then say so.</p> <p>Demonstrate how the school has been proactive in getting attendance back up to pre-pandemic levels.</p> <p>Inspection starts at 8:00 as soon as inspectors are on the premises.</p> <p>Will have looked at previous inspection, WEBSITE!!! - vital. Policies on there and updated, Pupil Premium data etc. Ethos, vision must be clear, church connections. Have we addressed what last OFSTED said? Will have looked at Parent View, media.</p> <p>During initial phone call will confirm timing of approx. 90 mins phone call with head. This will determine briefing / Deep Dives.</p> <p>Will ask for range of documentation to be uploaded, and decide who they would like to interview. Others may join HT on call.</p> <p>Explain impact of e.g. bereavement, long term staff absence etc.</p> <p>Governor Hub has comprehensive website checklist. How easy is it to navigate?</p>		



SCR one of the first things to be looked at.
Additional column stating date and Safeguarding Governor's initials.

Joint lesson observations and discussion, also assessing e.g. subject lead's leadership.

Lessons no longer judged.

As many people as possible to come to feedback meeting and take notes. Report 2- 4 weeks after.

Governor there to welcome could be positive?

Know what the last report said.

Inspection Data Summary Report (IDSR) highlights areas head and governors can look at. Ask head if we can see it.

Bold font is what OFSTED will look at, re. E.g. persistent absence, reading progress etc. Grey font not a cause for concern.

Promote Parent View to give opportunity to address rumblings before OFSTED.

Most important thing is the quality of education - what is taught, when, why, how have results been achieved and what pupils think.

'Why this, why now and what is the result?'

Curriculum should be on website.

Curriculum considerations slides (19 — 24) useful for FGB.

Pupil Premium must be informed by EEF.

If governor likely to be available at short notice, have physical folder ready.

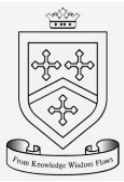
Need to know about performance management.

Keep asking - where is the evidence?

Useful Top Tips - would be good to dedicate an FGB meeting to being ready to answer the 20 Qs.

Do the "To Do" List!

Liz Carothers	17/03/22	School Property Maintenance & Estate Management
Comments. Useful LA update on school property maintenance. Looked at property compliance, asset registers, building monitoring (Health and safety walkrounds important, photos as evidence of deterioration), obtaining certifications from statutory maintenance contractors, and long		



discussion on employing competent contractors and checking references. Asbestos registers were also discussed as well as issues with RAAC roofing and tree management. A very useful update session.

Following this training I had a discussion with Clare Ward to check that we are adhering to all this latest advice.

Anna Caroe	Date 27.4.22	Getting OFSTED ready
lots of info about ofsted inspections and leadership, including 20 questions governors may be asked. this will all be followed up next term in a specific meeting.		