

**HEMINGFORD GREY PRIMARY SCHOOL
GOVERNING BODY**
Final Minutes of the Full Governing Body Meeting
Held via Teams on Tuesday 14th September 2021 at 6.30pm

Attendees	
Kirsten Marriott (Headteacher, KM)	Kristi Johnson KJ)
Helen Peat (HP, Chair of Governors and Chair of this meeting)	Jenny Jones (JJ)
Danielle Jones (DJ)	Darren Walsh (DW)
Grace Matthews (GM)	Hannah Gill (HG)
Vanessa Allen (VA)	Raylene Armstrong (RA)
Clare Birkin (CB)	Diane Moore (DM)
Kathryn Miller (Clerk)	

1. Welcome, Introduction, Apologies and Declarations of Interest

Welcome and apologies: The Clerk welcomed everyone to the meeting. KJ was welcomed to her first governor meeting and introductions were made. No apologies were received.

Governors absent: None.

Declarations of interest: None.

2. Election of Officers

- a) Agree term of office for Chair/co-chairs and Vice Chair**
Governors unanimously agreed to a one-year term of office for both roles.

b)&c) Election of Chair and Vice-Chair

Prior to the meeting, the Clerk received the following nominations:

- HP and DM to Co-chair:
 - We aim to split responsibilities according to the 4 core functions (as defined in the Governor Handbook 2020 - functions 1-3 with the fourth recommended by the National Governors Association):
 - Ensuring clarity of vision, ethos and strategic direction - led by HP
 - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff - led by DM
 - Overseeing the financial performance of the organisation and making sure its money is well spent - led by HP
 - ensuring the voices of school stakeholders are heard - led by DM
- HP to Chair and DM to Vice-Chair if the FGB doesn't wish to have a Co-Chair in the structure
- Chair – HP
- Vice-chair – VA
- Vice-chair – HG

Governors discussed the nominations and votes were taken to agree the elections. The following elections were agreed unanimously:

- ***GB agreed to adopt the Co-chair model***
- ***GB agreed to elect two Co-chairs plus one Vice-chair***
- ***GB agreed to elect HP and DM as Co-chairs and HG as Vice-chair***

3. Annual review of operational documents, approval of meetings calendar and GB membership

- a) Code of Conduct – this document had been circulated to all governors prior to the meeting. **AGREED.** The Clerk will circulate the document to all governors and ask each individual to confirm acceptance of this by return of email.
Action: Clerk/ALL
- b) GB Standing Orders - this document had been circulated to all governors prior to the meeting. Governors discussed the model we will use regarding participation at the meetings. The Local Authority has issued guidance advising individual GBs can decide which model to adopt, however for the time being meetings should take place virtually due to the current circumstances. It was agreed that, once face to face meetings are again allowed to take place, governors will be expected to attend in person. However, exceptions will be made to attend virtually where it is not possible for a governor to attend in person. **AGREED.**
- c) Committee Terms of Reference – The Terms of Reference for the Curriculum and Resources Committees had been reviewed at the end of last term. They were both circulated to all governors prior to this meeting. HP explained she has altered the wording of the overall function of each committee to use the wording recommended in the Cambridgeshire Governor Services model. **AGREED.**
- d) GB Planner for the year for full GB and committees – this document was circulated to all governors prior to the meeting.
Question: Why are the Curriculum Committee meetings scheduled to take place earlier in the day?
Response: This decision was made with consideration to school staff wellbeing; staff members present at these meetings and it means they do not have to extend their working day further in order to attend.
Governors agreed to remove the staff presentation element of the 3rd meeting scheduled for this year, allowing the meeting to focus solely on data analysis. **AGREED.**
- e) GB Delegation Decision Planner - this document had been circulated to all governors prior to the meeting. **AGREED.**
- f) GB Meetings Calendar 2021-22 – this document had been circulated to all governors prior to the meeting for information.
- g) GB contact details – Governors' contact details were circulated prior to the meeting and amendments were notified to the Clerk. It was agreed that the Clerk will move this document onto Teams in the operational documents channel. This will enable all governors to access and update it when necessary.
Action: Clerk
- h) GB Committee Structure – this document was circulated to governors prior to the meeting. It was agreed that KJ will join the Resources Committee and DW will join Curriculum Committee. HP has added governors to statutory committees to replace those who have recently left, based on their skills and experience. **AGREED.**

4. Minutes of the last meeting on 13.07.21 – can be accessed [here](#), and matters arising:

- 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. **COMPLETED.**
- b) HG and RA will consider other ways to engage with the school community over the next academic year. **NOT YET STARTED: HG and RA will work on this during this term.**
Action: 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. **NOT YET STARTED: KM will contact other HTs in our cluster later this**

term.

Action: 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. **COMPLETED: ON AGENDA.**
- e) Annual Governance Statement - HP will finalise this and send to the LA. **COMPLETED: HP HAS SUBMITTED AND NO RESPONSE TO THIS AS YET.**
- f) Skills Audit – The GB needs to complete this over the summer. HP will add the proforma to Teams for each governor to complete. **COMPLETED: ON AGENDA.**
- 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. **NOT YET STARTED: RA WILL BEGIN TO USE THE SKILLS AUDIT RESPONSES AS A BASIS FOR THIS PROFORMA.**

Action: RA

The minutes were agreed and signed.

5. Headteacher's Verbal Report

KM reported a very positive start to this academic year. KM confirmed all our covid related documents remain on the school website. KM explained we unfortunately had a few positive covid cases in school at the end of the summer term, which resulted in staff and pupils in KS1 and LSK2 needing to isolate and access Remote Learning.

Governors had been circulated the Strategic Development Plan and a document showing class sizes and children in the pre-school during the first week. KM received the following questions from governors prior to the meeting which she responded to as follows:

Question: On the Strategic Development Plan (SDP) there are no monitoring visits planned for the Early Years Foundation Stage (EYFS), so I'm assuming there should be some planned?

Response: The monitoring column within the SDP is complete in version SDP4. The section at the top, which I think you are referring to, is the monitoring timetable for governors. HP and KM met and looked at this briefly, but this section is for the governing body to own, so any timings and dates can be decided by the linked governors with the school team they are linked to.

Question: There are no milestones down yet for EYFS?

Response: The milestones on most areas will come from the actions that are agreed with leaders of each action plan.

Question: Last bullet point under EYFS I think the sentence might be incomplete? It says 'resource environment to deliver age appropriate...'

Response: This sentence should end in 'provision'.

Question: There is capacity in every year group, particularly year 2 which will have an impact on the budget for 2022-3. What are the LA projections for numbers in the future?

Response: The LA projection shared in 2019 indicate that our numbers will deplete. So far, our intake has been higher than predicted. To maintain numbers, the school's reputation in the community is key. Leading pre-school supports our position. Working with the community e.g. Ellis Winters, an estate agent working with the school to promote the school to families, is beneficial.

Question: The preschool numbers for the first week indicate quite wide fluctuations in numbers across the days. Is this predicted to continue and do the staffing numbers reflect this?

Response: No, this was a snapshot, which already looks different. It will be a changeable picture and our first comparison point will be Autumn B week 1, which will show an increase. Some sessions are quieter e.g. Friday afternoons because this is when the toddler group in the village runs.

This is an interesting one as the summary is harder to give than in school; school has 30 places per class and are full or not. Pre-school assistant contracts are 2 day fixed and then variable with termly alterations, any hours needed in between to meet ratio will be claimed and altered in the next fixed term contract amendment.

Question: Can some of the objectives be given a quantifiable value (eg % increase) to facilitate monitoring towards a successful outcome?

Response: I would look to add this in the success criteria. Where the success criteria say (% increase) I will tighten these once target setting takes place this half term.

By target setting, for new governors, I will give a brief explanation. Historically, we have data within a platform called FFT, which holds statutory data for EYFS, Y1 Phonics, KS1 SATs, KS2 SATs (Multiplication in Y4 is now statutory). This is the data Ofsted would look at; they are no longer interested in seeing our internal data, but it is still of great value to us – for monitoring purposes and most importantly, in creating a picture of success for each child.

In September, class teachers and phase leaders will use the data (not just numbers – all information) from the end of last year to set targets for pupils in Y1-6. These targets state whether the child is projected to be Below, At or Above Age Related Expectations (ARE) for the year. Even though some may not be there 'now' we would look at what needs to be in place for that child to achieve and what the barriers might be

E.g. Teachers will look at each pupil and for Reading, Writing, and Maths, they record a target for ARE. At a school level, class teachers, phase leaders, subject leads, inclusion lead, Pupil Premium (PP) Champions, and myself, all look at the detail – Pupil Progress and Data meetings ensure that the best provision within our resource is in place to support that child's journey. Governors can attend these (those I have added as they are dictated by school's timetable) but as children are discussed, it would be better that either a non-parent governor or a governor without a child in the phase discussed attended).

They will then collate vulnerable group break downs – e.g. PP – if a low % of PP pupils all require a reading intervention, that is what we target them with. This information we can share, unless it identifies a small group and by default the child(ren). Your monitoring would be looking at this data to know if our provision is benefitting the children as a group – percentage increase.

The same applies for the whole year group, e.g. Curriculum and EYFS named governors can monitor this more carefully. We had 44% of YR achieve Good Level of Development (GLD), which is very low for our school in a typical year, but following covid and a term lost in YR and a term lost in Pre-school, it is to be understood. There are a group of children who teachers have identified as 'nearly' in many areas of learning (the barrier was time learning and exposure to Quality First Teaching (QFT). If we added them in, the data would look more typical – 70 something %. This group is a 'new' group to track as we would 'target' them for ARE by the end of Y1, if our recovery approach is successful (see SDP 1f KS1). In addition there are the children with other barriers – PP/Disadvantaged/SEND/GRT (Gypsy Roma Traveller). We look at these children more carefully and link governors follow up with these responsibilities.

Question: What will be the mechanism for governors to carry out their visits (e.g. named contact points?) What is the timeline regarding advance notice of visits and completion of monitoring documentation? Is this reflected in the governor visit policy or does it need updating?

Response: I will add to the SDP the school link – some are being shuffled by nature of staff leaving and new staff joining, and by staff sharing new ambition in appraisal. They are fairly set now, just a couple to finalise. I think with this in mind, a fresh look at the visit policy would be useful.

Prior to this meeting, KM added a 'Primary Forecast' document to Teams. Governors were asked to refer to this afterwards for their understanding and information.

Action: HP/DM/KM

6. Safeguarding

2020-21 Safeguarding Report and actions requiring follow up

Prior to the meeting the Safeguarding and Child Protection policy and 2020-21 safeguarding audit had been circulated to governors.

KM received the following questions from governors prior to the meeting, and noted on the excellent range of questions asked by governors which helps to keep Safeguarding as a high profile across the school:

Question: Safeguarding report - What frequency should all training be updated as both PREVENT and domestic abuse is from 2019?

Response: Good question – it is one that I have asked. This is the lead training and there is no update, but a lead would be expected to stay current by accessing other CPD. The Safeguarding report gives a snapshot of what is statutory, but not the detail of other training, which would be evidenced in the termly safeguarding section of the Head's report. Again it gives all governors a strategic overview to know the necessary information without getting into the details.

Question: I noticed peer to peer abuse training is not listed in the plan and it doesn't come up in the actions paper. Will you be seeking training for this for all staff?

Response: Keeping Children Safe In Education (KCSIE) and basic safeguarding training would encompass this. There is a list within the document see. Q28. It says, in line with KCSIE, all these types of abuse come within training, but each one doesn't have a specific named lead – just PREVENT, Domestic and Online. DSL/DDSLs would get more regular updates through Child Protection Information Networks (CPIN), emails, and other CPD.

DJ has completed Brook Traffic Light training (sexual abuse training) in June 2021 and will make staff aware of this via staff meetings which always have a Safeguarding agenda item. We will also be continuing with our regular polls to all staff and governors to assess training/information needs. We will be ensuring we receive responses from everyone.

Question: Linked to the previous question, the action paper states that staff will be made aware of peer to peer abuse but how can this be done to a sufficient standard if training has not been provided to the DSL and DDSL?

Response: Please refer to the KCSIE document and see action sheet regarding Child Sexual Abuse and Peer on Peer Abuse.

Question: Can I confirm the GB will get update and key strategic information following the annual, safeguarding audit?

Response: The Safeguarding Governor (CB) and I will meet half termly, so I expect CB will be able to follow up these questions and report back to the GB. The report is repeated annually.

Changes to Keeping Children Safe In Education (KCSIE)

This document is updated annually by the Department for Education and is available online [here](#).

Updated versions of the Safeguarding and Child Protection Policy

The Local Authority has made key changes to this relating to child, criminal and sexual exploitation, as well as additional guidance relating to responding to peer on peer abuse including sexual harassment. Additional guidance has been added on online safety

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

including remote education, and another new section on responding to low level concerns and allegations. **AGREED.**

KM stressed the importance and responsibility of all governors to read this document, which is updated each year. KM has left coloured text in the draft version showing additions from the LA, and other details have been added in by the school. **AGREED.**

KM advised that the focus of the Safeguarding item at the next Full GB meeting should be Live Streaming and Youth Produced Sexual Imagery (sexting) and Trolling.

Action: KM/HP/DM

7. Strategic Development Plan (SDP) 2021-22

The 2021-22 SDP was circulated to all governors prior to this meeting.

KM confirmed she will discuss this document further with new governors DW and KJ when they attend their school induction.

A suggestion was made for the GB to carry out another review of the Governor Visits policy due to recent changes. DM agreed to do this and will report back at the next Full GB meeting.

Action: DM

It was confirmed that our new Link Governors will add information to the SDP throughout the year relating to planned visits, so that other governors are aware.

It was confirmed that HP and DM will add dates to the SDP for monitoring visits.

Action: HP/DM

KM offered for any governors to contact her at any time to arrange a visit, which could be formal or informal.

8. Governing Body size and vacancies

HP advised that Ruth Burrows resigned from the GB over the summer. HP expressed tremendous thanks for all her time and commitment to the school over a particularly long period of time.

A paper produced by HP and HG was circulated prior to the meeting, proposing two options to be discussed, relating to the size and composition of the GB. A suggestion was made for us to consider the responses of the Skills Audit to support with this.

Question: How are we able to recruit for co-opted governors?

Response: There are different ways to do this, previously we have advertised in the parish council newsletters and asked parents to share knowledge of the vacancies locally. We can also use National governor recruitment websites.

Question: Do we know if our governor turnover is higher than the national average?

Response: We know that we have had a higher turnover during the pandemic, particularly parent governors due to various changes in personal circumstances, but otherwise we do also have a number of long standing governors.

Governors agreed to move forward with option 2 which is to further consider reducing the size of the GB. HP and HG will research this further and produce a paper for the next Full GB meeting.

Action: HP/HG

Governors also agreed that, in the meantime, we should proceed with recruiting for one new parent governor to fill the current vacancy.

Action: Clerk

A suggestion was made for us to continue seeking creative ways of attracting new governors and consider how to offer the role in such a way as to ensure it can fit into the other commitments of prospective governors. Our new governor newsletter is one way of raising awareness and promoting the role. It would also be helpful to consider ways to allocate governors to specific link roles within the GB, as the Skills Audit does not support with this process.

9. Governing Body Skills Audit Outcomes

It was agreed to defer this item to the next meeting, and the results will be incorporated into the paper considering reducing the size of the GB.

Action: HP/HG

10. GB Teams Site

HP has now moved all our documents across from the google drive to Teams, and briefly showed governors how the information is organised. Governors to contact HP or Clerk if they are unable to find something, as we may need to look at changing where some documents are located to ensure it is user friendly. Governors to contact the Clerk first before adding any new folders on Teams, to avoid any duplication.

11. Link Governor Feedback, Termly Briefings and Governor Visits

a) Agree attendance at next termly briefing

HP, DM, VA and KM confirmed they will be attending.

b) Feedback from training attended

None attended as yet. Governors are encouraged to look at the training on offer and to book onto any appropriate. It would also be helpful to record any training you are booked onto, as well as recording it once completed, for other governors to be aware of.

Action: ALL

12. Committee Reports / Updates

No information to share yet as meetings scheduled for later this term. JJ advised that the well-being sub group meeting with GM and DJ had to be cancelled last term. It will be rearranged as soon as possible.

13. Review impact of the meeting

Governors agreed that useful discussions had taken place regarding Safeguarding updates, the SDP, and the GB size. The operational documents have also now been approved for this academic year.

14. AOB

- JJ shared a publication with governors which includes an article written by KM: (https://issuu.com/nahtcommunications/docs/naht_iss90_combined_final_new -p44-45)
- KM also published a video recently about Pathway, the link to which was shared on Teams.
- **Question:** Do the school plan to undertake feedback from school stakeholders regarding diversity and employee satisfaction?
Response: We do already conduct regular staff polls relating to this as well as staff voice, which is based on Ofsted priorities. We will look at sharing the outcomes with governors ensuring confidentiality.

Meeting closed: 8.43pm.

Full GB Meeting 14.09.2021

Action Summary Sheet

	Action	By whom
a	Code of Conduct – this document had been circulated to all governors prior to the meeting. AGREED. The Clerk will circulate the document to all governors and ask each individual to confirm acceptance of this by return of email.	Clerk/ALL
b	GB contact details – Governors' contact details were circulated prior to the meeting and amendments were notified to the Clerk. It was agreed that the Clerk will move this document onto Teams in the operational documents channel. This will enable all governors to access and update it when necessary.	Clerk
c	HG and RA will consider other ways to engage with the school community over the next academic year. NOT YET STARTED: HG and RA will work on this during this term.	HG/RA
d	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. NOT YET STARTED: KM will contact other HTs in our cluster later this term.	KM
e	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. NOT YET STARTED: RA WILL BEGIN TO USE THE SKILLS AUDIT RESPONSES AS A BASIS FOR THIS PROFORMA.	RA
f	(HT report item) A suggestion was made that it would be helpful, at a future meeting, to know how many children are in our catchment area and are attending school elsewhere.	HP/DM/KM
g	KM advised that the focus of the Safeguarding item at the next Full GB meeting should be Live Streaming and Youth Produced Sexual Imagery (sexting) and Trolling	HP/DM/KM
h	A suggestion was made for the GB to carry out another review of the Governor Visits policy due to recent changes. DM agreed to do this and will report back at the next Full GB meeting.	DM
i	HP and DM will add dates to the SDP for monitoring visits.	HP/DM
j	GB size and vacancies - Governors agreed to move forward with option 2 which is to further consider reducing the size of the GB. HP and HG will research this further and produce a paper for the next Full GB meeting.	HG/HP
k	Governors also agreed that, in the meantime, we should proceed with recruiting for one new parent governor to fill the current vacancy.	Clerk
l	Governing Body Skills Audit Outcomes - It was agreed to defer this item to the next meeting, and the results will be incorporated into the paper considering reducing the size of the GB.	HG/HP
m	Governors are encouraged to look at the training on offer and to book onto any appropriate. It would also be helpful to record any training you are booked onto, as well as recording it once completed, for other governors to be aware of.	ALL