

## SPRING TERM 2023

**MINUTES** of the second meeting of the Governors of Chalfont St Giles Village School held at the School on 19 January 2023 at 7.30 pm

<b>PRESENT:</b>	Ann Alderson Alastair Haywood (Headteacher) Gill Brown Lisa Higgin Elaine Hoare Nigel Hobbs Clive Jones	Katherine Mannion Eleanor O'Connor Becky Spencer Jessica Svensson Penny Thomson Russell Turner Donna Westall (Chair)
<b>IN ATTENDANCE:</b>	Gill Brown Felicity Mannick Ann Baines	Associate Member Associate Member Clerk
<b>ABSENT:</b>	Sri Akunuri Bob Albery Matt Carter Patricia English	(no apologies received) (Apologies received and accepted) (Apologies received and accepted) (Apologies received and accepted)

NB. Governors' questions are highlighted in *italics* throughout these minutes.

		<b>ACTION</b>
<b>1</b>	<b>NOTIFICATION OF ANY OTHER BUSINESS</b>	
	The following item was raised as Any Other Business: <ul style="list-style-type: none"><li>• School Travel Plan</li></ul>	
<b>2</b>	<b>DECLARATIONS OF INTEREST</b>	
	There were no declarations of interest in items covered at this meeting.	
<b>3</b>	<b>MINUTES AND MATTERS ARISING</b>	
<b>3.1</b>	<b>MINUTES</b>	
	The Minutes of the meeting held on 22 November 2022, having been circulated, were confirmed as an accurate record. The minutes were signed by the Chair. A signed copy of the Minutes would be made available in school.	<b>Headteacher</b>
<b>3.2</b>	<b>MATTERS ARISING</b>	
<b>3.2.1</b>	<b>Sharing subject action plans with Governors (Minute 5.1 Q12)</b>	<b>Headteacher</b>
	This would be done immediately.	
<b>3.2.2</b>	<b>End of term newsletter (Minute 7.1.7)</b>	

The newsletter had been written and circulated.

#### 4 STRATEGIC MANAGEMENT

##### 4.1 UPDATE FROM THE HEADTEACHER AND GOVERNORS' QUESTIONS

The Headteacher had circulated an interim report, topics of the staff meeting at the start of term, the Junior School Clubs timetable and the IDSR for both Infant and Junior. He gave an update on the following matters and invited questions.

##### 4.1.1 Staff absence data for the Autumn term

	Sickness	Paid leave	Unpaid leave	Total days
Infant	110	17.5	12	139.5
Junior	136	40	14	190

##### ***Were the percentages of unpaid leave available?***

*This was complicated to calculate.*

*Gill Brown joined the meeting*

Governors noted the incidence of long term sickness in the data for both schools. Absence had been predominantly amongst support staff. There had been genuine illness but also family crises and holidays deferred following Covid cancellations. Absence had reduced in December and the situation was calmer this term.

##### 4.1.2 Year 5 teacher

An appointment had now been made to cover the maternity leave in Year 5 and a full time experienced teacher would be able to start after half term. Two weeks' cover between the start of maternity leave and half term would be managed between existing staff. Whilst one teacher would be in the class every morning, the afternoon sessions would, of necessity, be less consistently staffed.

##### ***Would the staff involved in the interim cover situation be accepting of the change?***

*Yes. They knew that the search for a full time teacher was continuing and the plan was to revert to one full time teacher when possible.*

##### ***What would be the basis of the contract for the new teacher?***

*Given that this was a maternity leave cover, the contract would be until July. Governor recognised that the staffing situation might change in coming months.*

##### 4.1.3 Inspection Data Summary report (IDSR)

The IDSR for Infant and Junior schools would be shared on Governor Hub. This report had not been produced since 2019 and should be treated with caution as the data for the intervening years was not comparable. This was the reason why national league tables had not been produced from the IDSR. Governors noted that Ofsted Inspectors were not looking at data but the

Headteacher

IDSR would be available to them.	ACTION
<b>What was the difference between the IDSR and the ASP (Analysing School performance)?</b>	Headteacher
<i>The IDSR was at headline level and the ASP gave breakdown by group and cohort. Next year, if the IDSR was published in time, the Headteacher would provide it for discussion at the second Autumn meeting and would investigate a governor log in to review the ASP data for 2022.</i>	
<b>4.1.4 NEU strike action</b>	
The Headteacher had written to ask staff if they were willing to divulge their intentions about striking. The staff who had responded so far would not strike but they might not all be NEU members and, if they were, would be within their rights not to say until the day before the proposed action. He would explain to parents that he would not know the plans until the last minute. The priority would be to keep the children safe.	Headteacher
Guidance had been provided by the DfE and the NAHT. Bucks would also provide guidance on cover and HR matters.	
<b>Would provision for children of Critical Workers be expected?</b>	
<i>The DfE guidance asked for this but the situation was complex.</i>	
<b>4.1.5 Pupil Premium Strategy</b>	
The latest version had been shared on Governor Hub but to some degree remained a work in progress. The Strategy now covered both schools but the activities varied with age. A review of presentation, perhaps colour coding, would help to make the provision at each school easier to identify. The Pupil Premium Governor had discussed the strategy with Becky Spencer.	
A recent review had shown that the plans were on track:	
<ul style="list-style-type: none"> <li>• A survey of parents had been prepared and would be sent out before half term.</li> <li>• Training continued. Sessions for teachers and support staff on the use of questioning strategies to be more inclusive of disadvantaged children had been helpful. Becky Spencer continued discussions with the Liaison Group about training and networking within the project and had set out what she wanted for the benefit of the school.</li> <li>• School led tutoring would start after half term. Six staff had been trained and there would be no more than three children in a group.</li> </ul>	
<b>Could there be more than three in a tutor group if there were more than three disadvantaged children in a class?</b>	
<i>No but there could be more groups. Groups of children in Years 2, 5 and 6 would be the first as they were closest to transitions.</i>	
<ul style="list-style-type: none"> <li>• Parental engagement - Several sessions were planned to continue the return to normal parental engagement. The survey from the parents evening showed interest in attending with a strong preference for online sessions at 6 pm. The difficulty was that some sessions would be much more effective if delivered face to face. The plan was to cover: Science of Learning, Reading and Writing at both schools and Maths information</li> </ul>	

sessions at the Junior school. Once held, attendance would be analysed to see if Pupil Premium parents had joined.

Discussions on reinstating opportunities for parental engagement had raised earlier ideas of inviting Pupil Premium parents to the weekly achievement assembly whether or not their child was involved. The intention was to introduce those parents to a positive experience of the school. Becky Spencer would arrange a rota and individual invitations. The Pupil Premium parents would also be invited to a Careers Assembly. The intention was to invite parents to come to talk to children about their work and how their education related to it. It might be possible to invite former pupils to do this. Parents were also coming in to do an assembly about their faith.

***What is Recovery Premium?***

*It used to be known as 'Catch Up Premium' for tutoring small groups.*

***The Pupil Premium Strategy is good but the project activity doesn't always come across as strongly as it deserves nor is there detail on the plans to increase parent engagement. Could this be reviewed as well as checking the financials in the document?***

*The project direction hadn't been clear when the Strategy was first drawn up. Those elements would develop over time.*

**4.2 SCHOOL DEVELOPMENT PLAN (SDP)**

Governors noted the top level SDP with the specific foci which they found helpful. This approach would be taken in the following year with five rather than three foci, of which one would be for Governors.

***What is 'No More Marking'?***

*This is an external independent assessment done on a comparative basis. Pieces of work from the school would be placed in order of achievement and compared across 60,000 other pieces of work. The comparison gave a view of where the school's work stood nationally. An analysis was provided with the outcomes.*

***How many pieces of work were required?***

*The system would need to be investigated further. It could perhaps be used twice a year as moderation when it would add to other local moderation. More could be discovered from local schools who had used the system.*

**5 COMMITTEE MINUTES**

**5.1 PERSONNEL COMMITTEE**

Minutes of the Personnel Committee meeting held on 30 November 2022, having been circulated, were noted.

**5.2 PAY REVIEW COMMITTEE**

		<b>ACTION</b>
	Notes of the Curriculum and Standards Committee meeting held on 30 November 2022, having been circulated, were noted.	
<b>5.3</b>	<b>HR RELATED PANELS / COMPLAINTS PANELS / PUPIL DISCIPLINE COMMITTEES</b> These Committees had not needed to meet.	
<b>6</b>	<b>REPORTS</b>	
<b>6.1</b>	<b>REPORT OF THE CHAIR</b>  The Chair had not taken any action under emergency or delegated powers.	
<b>6.1.1</b>	<b>Provisional budget approval</b> Governors delegated approval of the provisional budget for 2023-24 to the Finance Committee. They noted that the deadline was now 7 March and there was no requirement for the three year plan at this stage. The Committee would meet on 26 January but would need to meet again closer to the deadline.	<b>Finance Committee</b>
<b>6.1.2</b>	<b>GB self assessment</b> The Committee Chairs, Headteacher and Sonya Agar had met to complete a self evaluation of the GB which had fallen into abeyance since 2020. The Governor Hub and NGA schemes which had rather different approaches had been used. The notes with actions had been shared on Governor Hub.  Among the actions were an opportunity to develop the induction, where recently appointed Governors could offer helpful comments, and the reintroduction of termly monitoring visits. These useful visits involved a group of Governors in school to talk to children from every Year Group except Nursery about a given topic. At least six Governors would be needed to talk to three children from each class. Possible topics were oracy, safeguarding and the environment. If looking at oracy, it would be helpful to take groups of SEN children, disadvantaged and perhaps children who teachers considered to be quiet in class.  The Chair and Headteacher would discuss options and arrange this.	<b>Chair/ Headteacher</b>
<b>6.2</b>	<b>CURRICULUM GOVERNOR VISITS</b> Reports had been posted on Governor Hub.	
<b>6.2.1</b>	<b>Safeguarding</b> The Safeguarding Governor had met the Headteacher/DSL on 22 November 2022 and shared her report. She drew Governors' attention to the need to complete some form of safeguarding training each year. This could, for example, be a safeguarding update or Prevent. The Headteacher would let Governors know when he was running safeguarding and Prevent sessions. Sessions could also be found on Governor Hub through BEP webinars or Modern Governor on line modules. The Home Office website offered training which meets statutory requirements but local training gave the valuable local perspectives.	

**6.2.2 Literacy**

The Literacy Governor had visited lessons and joined a moderation session which had been valuable.

**6.2.3 EYFS**

Discussions with the EYFS Leader had been informative on progress in the EY action plan. The Governor visited Reception each week to help with reading and other activities.

**6.2.4 Pupil Premium**

The meeting had covered primarily the Pupil Premium project and parental engagement. There was additional guidance on aspects of vulnerability. Becky Spencer would look at issues arising from poverty and discuss this with the other schools in the project and report back.

**6.2.5 RE**

The RE Governor had met the Subject Leads from both schools and visited a Junior lesson. The structure of the lesson and the children's engagement had been notable.

**6.2.6 Music**

The Music Governor had met the Music Lead at the Juniors. There were lessons on instruments and opportunities for singing. Music, however, vied for time in the timetable and it was not possible to have a lesson every week. The approach was to work in half term blocks with other subjects. Governors were alerted to a forthcoming Arts Week.

**6.2.7 Sustainability**

The Sustainability Governor had met the Subject Lead to discuss how to embed sustainability into all aspects of the school: the buildings, the land, the curriculum, supplies and services, and everyone involved in the school. They were in agreement about drafting an environmental/sustainability policy then developing a strategy and an action plan. The audit within the Eco-School programme was a useful starting point and would be helpful in leveraging funding in future. The NGA guidance had also proved helpful. Governors noted that the school would receive a Government grant to contribute towards energy efficiency. It would not be a significant amount but might fund sensors for lighting in classrooms.

**6.2.8 Science**

The Science Governor had met the Science Leads for both schools to follow up on the Primary Science Quality Mark feedback and discuss the action plans for this academic year. Visits to lessons would follow.

**6.2.9 Outdoor learning**

The Outdoor Learning Governor had visited Nursery and Reception that day. The Millennium Garden needed a lot of attention.

**6.2.10 Future visits**

Visits would be arranged on:

- History
- Geography
- French
- PE
- PSHE
- SMSC
- IT
- SEND

## 7 OTHER MATTERS / NEW BUSINESS

### 7.1 ADMISSION ARRANGEMENTS – SEPTEMBER 2024

Governors noted that the LA were not proposing any changes to the co-ordinated admissions scheme, primary or secondary admissions rules or catchment areas for September 2024 and had no comments to make on the proposed changes to PAN in other schools.

### 7.2 ENERGY EFFICIENCY

Governors noted the DfE guidance published to support schools with energy planning. It was agreed that this would be delegated to the Infrastructure Committee for consideration and action.

**Infrastructure  
Committee**

Governors noted that more CO<sub>2</sub> monitors and HEPA filters had been delivered to the school.

***Were CO<sub>2</sub> monitors still used?***

*The monitors were still active. Teachers ensured a reasonable level of fresh air in classrooms.*

### 7.3 DFE PREVENT DUTY SELF-ASSESSMENT TOOL FOR SCHOOLS

Governors noted the self-assessment tool that can help schools understand the impact and effectiveness of efforts to meet the Prevent Duty. It was agreed to delegate this to the Safeguarding Governor and Headteacher for consideration.

**Safeguarding  
Governor /  
Headteacher**

### 7.4 IN-SERVICE TRAINING DATES

Governors noted the date specified by the LA, Friday 1st September 2023, and agreed the following school specific days:

- Monday 4 September 2023
- Monday 30 October 2023
- Monday 15 April 2024
- Monday 3 June 2024

## 10 DATES AND TIMES OF FUTURE MEETINGS

The following dates and times of future meetings were confirmed:

**ACTION**

- Thursday 16 March at 7.30 pm
- Thursday 11 May at 7.30 pm
- Thursday 6 July at 7.30 pm

**11 ANY OTHER BUSINESS**

**School Travel Plan**

This would be discussed at the next meeting.

**Clerk: agenda**

**13 CONDUCT OF MEETING**

Governors confirmed that the meeting was conducted in an open manner and that all governors were invited to participate and contribute to discussions. It was confirmed that all members of the Governing Board would have access to these minutes

The meeting closed at 8.45 pm.

Signed ..... Date .....

CHAIR