

AUTUMN TERM 2022

MINUTES of the second meeting of the Governors of Chalfont St Giles Village School held at the School on 22 November 2022 at 7.30 pm

PRESENT:	Bob Albery Ann Alderson Alastair Haywood (Headteacher) Lisa Higgin Elaine Hoare Nigel Hobbs Clive Jones	Katherine Mannion Eleanor O'Connor Becky Spencer Jessica Svensson Penny Thomson Russell Turner Donna Westall (Chair)
IN ATTENDANCE:	Sonya Agar Ann Baines	Associate Member Clerk
ABSENT:	Sri Akunuri Matt Carter Patricia English Gill Brown	(Apologies received and accepted) (Apologies received and accepted) (Apologies received and accepted) (Apologies received and accepted)

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

		ACTION
1	NOTIFICATION OF ANY OTHER BUSINESS	
	It was agreed that the following item would be discussed under Any Other Business <ul style="list-style-type: none">• Governor photos on the noticeboard	
2	DECLARATIONS OF INTEREST	
	There were no declarations of interest in items covered at this meeting.	
3	WELCOME TO NEW GOVERNOR	
	Clive Jones was welcomed to the Governing Board as Parent Governor. He was appointed to the Communications Committee. Curriculum roles were currently assigned but Governors were asked to consider any roles they would prefer to hand over to someone else.	All Governors
4	MINUTES AND MATTERS ARISING	
4.1	MINUTES	
	The Minutes of the meeting held on 6 October 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.	Headteacher

4.2 MATTERS ARISING

4.2.1 Declarations and Confirmations (minutes 4, 6.3, 9.2.1)

Most Governors had completed these. Governors who had joined recently would do this as part of induction.

4.2.2 Collaborations (minute 6.1)

Iver Junior School GB had agreed to continue the collaboration with the school.

4.2.3 Prevent and Safeguarding training (minute 9.2.1)

Some Governors had completed safeguarding training and others were encouraged to do so. The Headteacher was holding a Safeguarding training session on 1 December at 1.45. Governors were welcome to attend. He would also do a Prevent session in January. Bucks Council recommendation was for Governors to attend a face to face Prevent session and update through the Home Office on line module in following years.

4.2.4 Curriculum visits (minute 9.5)

The process for arranging visits was now clear.

4.2.5 Nursery admissions (minute 10.1)

Governors understood the expectation to consult on any changes to the Admissions Policy as other settings could be affected. The advice had been to consult in line with Admissions Arrangements for Reception, which would start the consultation two years in advance of entry. This was not considered to be practical. Consultation would take place before the main point of admission.

4.2.6 Attendance, Search, Suspensions policies (10.2, 10.4, 10.5)

The policies had been checked for compliance with recent DfE guidance.

5 STRATEGIC MANAGEMENT

5.1 REPORT OF THE HEADTEACHER AND GOVERNORS' QUESTIONS

The Report of the Headteacher, having been circulated, was received by Governors. He answered the following questions which had been sent in advance.

Questions

Q1 *There are 13 SEN children in Year 5 yet no EHCPs. What are the types of SEN in this group? Are any applications for EHCPs in progress prior to their Yr6/transition year?*

One EHCP application had been accepted for assessment and another would be submitted in the Spring. The types of SEN in Year 5 were set out below. These children did not need 1:1 support through an EHCP but did need SEN support. They had not been making the expected level of progress so interventions were in place to help them do so.

Communication and Interaction 2 (1ASD)

Cognition and Learning	7 (1 dyslexia)
SEMH	3 (ADHD, Tourettes)
Sensory and Physical	1

- Q2 Staff changes - will Mrs McCauley's role in the office be replaced?**
Yes – the advert is out now and interviews will be held next week.
- Q3 SDP - please elaborate on what you mean by use of Technical Language in the planned class observation by the SLT.**
This is to do with using appropriate language relevant to the topic - so accurate language for Maths and English, topic language for history and science for example.
- Q4 Was the visit by Rachel Turkington useful? What, if anything, is EYFS planning to do differently as a result?**
Our new EYFS Adviser's visit had not been a full headline visit. She was new in post and in had been invited to get to know the school. She had done a short report which had been shared with Governors. She had made two recommendations which were covered in the following questions.
- Q5 What is 'ShREC' – one of the EYFS Adviser's recommendations?**
It stood for 'Share, Respond, Expand, Communicate'. The intention was to improve the quality of interaction with young children in terms of the communication with them and so address the gaps in Reading and communications skills that resulted from the pandemic. The adult would start by sharing what the child was doing rather than questioning then respond and expand by modelling what the child said into more complex sentences. Maintaining two way conversation and developing vocabulary would result. It was important that staff knew what the aim was and avoided the question approach. Implementation had started this week. Training about holding quality interactions had already been completed during the team meeting.
- Q6 What is meant by a "top level curriculum"?**
This approach came from the work of Julien Grenier, who Bucks have worked with. Some nurseries and EYFS have added eight practical goals for all children achieve outside the curriculum. Teachers would then work backwards to teach these skills throughout the year. These might be things like ride a bike, learn to sew using a running stitch or follow a recipe. The Adviser is suggesting considering something like that in our setting or researching it. The approach, however, has implications for the rest of the school curriculum as an activity done in EYFS would most probably be covered in the curriculum for a later Year. It would certainly be considered but might involve areas outside the school curriculum so that it wasn't necessary to rewrite the curriculum.
- Q7 Would the Pupil Premium (PP) Lead be able to briefly update us about her disadvantage project?**
Bucks had a wide gap in outcomes between Disadvantaged pupils and others and the LA had engaged Marc Rowland, an expert on Disadvantage in schools, to work with Liaison Groups across the county in projects on PP and

Disadvantage. Some £4,000 was available for each project which would be used for training. The PP Lead explained that Marc Rowland had been into school to review progress on the action plan through time in class and interventions. His feedback had been positive about every class and particularly about the vocabulary and oracy inputs being offered. Motivating staff to engage parents and raise aspirations would be a key area of the plan. The training from Marc Rowland's associates would cover both schools in a consistent way but appropriate for each age group. The plan for the Liaison Group was to start observing good practice in each other's schools.

Q8 Would Marc Rowland return to the school?

His first review day had been in the Junior School, although he had not been able to view the wider provision for Disadvantaged children. He would return and more training opportunities would be provided. He had commented that the school was amongst the best in the country for this provision.

Q9 It's unusual to have any fixed term suspensions at the Infants. Could more information be given? Are any further measures being taken?

See Part 2 Confidential Minutes

Q10 Does Mr Walker's resignation affect Little Walkers?

No. He is reducing his role on a day to day basis for a time but is remaining in overall charge.

Q11 Did Roz Burch have any interesting comments to make following her visit?

Roz Burch had been appointed as the linked School Improvement Advisor from Buckinghamshire. As she had not been to the school site before, she visited for an informal tour of the school on Friday 18th November. There was no report from the visit but she appreciated the school and discussed Ofsted expectations around curriculum.

Q12 Would it be possible to share the subject leaders' development plans on GHub?

The action plans would be uploaded to provide the information without causing extra work. The end of year reports would link with these.

Headteacher

Q13 How were the 11+ results this year? Are there many appeals?

46 children out of 60 sat the test and 13 children qualified. The proportion was at the usual level. Six appeals had been completed.

Q14 What were the destinations for those who did not sit the test?

The school reminded parents that there was no obligation for children to sit the test and it could cause anxiety. The children went to other secondary schools.

Q15 The number of SEN children increased in the later Year Groups. Why was this?

It was difficult to identify SEN before Year 2 or 3. The number was particularly high in Years 5 and 6.

5.2 SCHOOL DEVELOPMENT PLAN (SDP) AND SELF-EVALUATION FORM (SEF)

Governors noted the progress in the SDP. The SDP had been shared with Roz Burch in her visit. Her view was that it included much that was monitoring rather than new areas for whole school development. This was to some degree a symptom of the hand over but it would now be focused and the ongoing work would be in the Subject Action Plans. The three areas for development focus this year would be Writing, EYFS and Leadership and management. The revised SDP would be brought the next meeting.

**Headteacher
Clerk: agenda**

Is the SDP achievable?

It was a significant amount of work. Devolving some aspects to the Subject Plans would allow more focus on the key areas. There would be a little more flexibility in the Subject Plans.

6 GOVERNING BOARD MEMBERSHIP

The Chair reported that Jeremy Ryman was no longer an Associate Member and had sent a letter appreciating his involvement. The search for a Governor from the community continued. Governors were encouraged to keep this in mind.

7 COMMITTEE MINUTES

7.1 COMMUNICATIONS COMMITTEE

Minutes of the Communications Committee meeting held on 8 November 2022, having been circulated, were noted. The Committee Chair gave the following points.

7.1.1 The Parent and Pupil surveys - The points of action from the last survey had been addressed in the July newsletter. The school was re-engaging with parents this term and was back to pre-Covid levels if not greater.

7.1.2 Parent evenings - these had been part face to face and part remote but this term there was no choice and all meetings were face to face. Attendance had been quite good and non attenders would be followed up. Governors had attended and found parents positive. They did a mini survey about how parents would prefer to engage with the school. For those who intended to or definitely intended to attend events, questions were asked about timing, face to face or remote and barriers, such as childcare. The full analysis would be useful.

7.1.3 PE Plan and Sports provision – a number of parents had raised a desire for more sports clubs and competitive sport opportunities. A lot more activity had started this term and teams were playing competitively again.

7.1.4 GDPR – the Committee discussed the lack of a formal method of reporting on performance. A meeting had been arranged to discuss this with the IT providers. The original checklist on compliance had not been changed and should be updated. The possibility of testing the security of the system

	ACTION
<p>would be raised.</p>	
<p>7.1.5 Website audit – this was complete and all was correct.</p>	
<p>7.1.6 The school Twitter account – it was being used effectively, particularly at the Infants.</p>	
<p>7.1.7 Newsletter - the Chair and Headteacher would discuss the end of term newsletter.</p>	<p>Chair / Headteacher</p>
<p>7.2 CURRICULUM & STANDARDS COMMITTEE</p>	
<p>Minutes of the Curriculum and Standards Committee meeting held on 9 November 2022, having been circulated, were noted. The Committee Chair reported the following points.</p>	
<p>7.2.1 PE – the PE Lead gave a presentation on PE and the planning that had led to the transition from real PE to the new system to develop children, Complete PE. Richard Ballard, a qualified personal trainer, delivered training to the MDS at the Infant school for the 10 mins “exercise” after lunch but the MDS found it difficult to deliver it given the other demands on them. Lunchtime and after school activities had started again on both sites. Sports Premium was funding involvement in tournaments with other schools.</p>	
<p>7.2.2 Policies – the following policies were reviewed and agreed. Young Carers, which refers to pupils who may be carers. Confiscation and searching, which matches the DfE guidelines and includes mobile phones, which should be left at the office. Whilst the Policy and guidance it was based on included strip searching, the school would not intend to do this and, should it ever prove necessary, could envisage no occasion when parents could not be present. Exclusions – although this was mentioned in the Behaviour Policy, a separate Exclusions Policy had been prepared and was agreed. Supporting children with medical needs - reviewed and agreed. Phonics Bugs – confusion between two policies had been resolved and the correct Policy was agreed and on Governor Hub. PSHE – reviewed and agreed. Collective worship – reviewed and agreed. Remote Learning Policy – the Covid focus was removed but the policy had relevance, for example, for snow days or prolonged absence, depending on circumstances. ECT Policy – referred to Personnel Committee.</p>	
<p>7.2.3 Next meeting - James Holmes would give a presentation on Science at the next meeting.</p>	
<p>7.3 FINANCE COMMITTEE</p>	
<p>Minutes of the Finance Committee meeting held on 19 October 2022, having been circulated, were noted. The Committee Chair drew attention to the following points.</p>	

7.3.1 Budget 2022-23 – monitoring showed a small surplus at the Infants and Juniors. Governors appreciated the tight financial management in the school. The pressure on the budget from energy costs was discussed. Three of the four contracts were locked in until next year. The remaining contract had expired and would increase by £3,000 for the half year. The costs had been included in the budget. The Government had announced additional funding for next year which would lead to increased income. The situation further ahead was uncertain and would be reviewed at the next meeting.

7.3.2 Financial delegations – the terms of reference were reviewed. As inflation was high, financial delegations were reviewed but were not increased. The energy contracts were the only contracts likely to be above Committee level and it was right for them to be considered by FGB. The GB adopted the terms of reference.

7.3.3 Nursery charging policy – this would be reviewed at the next meeting.

The Headteacher gave an update on Support Staff pay. The NJC agreement of a 10% pay increase had been covered in national media but Buckinghamshire was not part of the group and would hold separate negotiations to start in April 2023. The LA had not stepped in to manage expectations of Support Staff and this had fallen to Headteachers. The NJC uplift could amount to around £90 per month. Other increases for Support Staff would come through the Living Wage uplift and an increase in holiday pay following a Supreme Court ruling.

Are other nearby counties part of the NJC deal?

It appeared so. Recruitment could be affected if the Bucks offer is lower.

Governors were concerned by the handling of the Support Staff salary situation and the implications for individuals. They noted that there was no additional funding this year.

7.4 INFRASTRUCTURE COMMITTEE

Minutes of the Infrastructure Committee meeting held on 20 September 2022 had been received at the last meeting. The Committee Chair gave an update from a meeting held since with the LA's Maintenance and Projects Manager, who was familiar with the schools through earlier inspection of the flat roof. He visited both sites, listed the issues and clarified which items were the school's responsibility and which the LA's. The issues identified, some major, were:

7.4.1 Infant school

Security. The site was not secure and damage had been done to the roofs by those who entered the site. As the school was in the conservation area, additional security options were limited. An electric gate was considered for the playground but having to respond to a bell would disturb the office staff.

How did people gain entry to the site?

It was possible to climb over the 1.8m fence.

Roof and fascias. Some areas were beginning to rot. The LA would send a contractor to look at it.

Cupola – this needed to be painted.

Hall lighting – this was a concern to the LA Manager who would bring an electrician to give an estimate.

Cottage – a serious damp problem. The LA Manager would get an estimate for external damp-proofing.

Boiler – one boiler was not working. A spare part was needed but it was not clear whether one would be available given the age of the boiler.

7.4.2 Junior School

Classroom and hall windows – some double glazing had blown. Film had been applied to the windows in five classrooms because the glass was not H&S compliant. The film had become opaque to such a degree that lights were required in Summer but it could not be removed. An estimate to replace the windows would arrive shortly. Together with the work to the heating, this could be over £80,000 per classroom but would be the responsibility of the LA. The backlog of priority repairs across the county's schools was significant.

Tarmac – the tarmac that has been replaced was now breaking up because it had been laid on top of the concrete slabs. This was now a trip hazard and the LA Manager was recalling the contractor.

Flat roof – the leaking flat roof would be replaced in the Summer.

Year 4 classroom floor – this was being replaced at the school's expense.

Boilers – the possibility that a heat pump of some type would be a suitable alternative was discussed with the LA Manager. He thought it would not be suitable but more economical boilers were available.

There had been some progress at the meeting and Governors thanked the Chair for raising the matter with the LA.

The Committee Chair would soon meet Julie Lloyd-Evans to discuss sustainability in the curriculum as well as infrastructure. Grants could be available once plans had been made.

7.5 PAY AND PERSONNEL REVIEW COMMITTEE

The Committee would meet shortly. The agenda would cover statutory policies, such as the Pay Policy for teachers. Safeguarding and wellbeing would also be covered. The Pay Review Committee would meet after the Committee to consider the pay recommendations coming from teachers' performance management.

7.6 PERFORMANCE MANAGEMENT GOVERNORS

The Performance Management Governors had met the Headteacher with Jen Gamble, the external advisor, and set targets for the year.

7.7 HR RELATED PANELS / COMPLAINTS PANELS / PUPIL DISCIPLINE COMMITTEES

These Committees had not needed to meet.

8 REPORTS

8.1 REPORT OF THE CHAIR

The Chair had not taken any action under emergency or delegated powers.

Governor self evaluation – the Chairs of Committees would meet to complete a self evaluation to consider what could or should be improved in the operation of the GB. The NGA version would be used.

Governor lanyards were available. Governors should send a photo to Helen Draper.

8.2 REPORT OF THE DEVELOPMENT GOVERNOR

The newer Governors were doing induction courses and all Governors were recommended to use the webinar and on line module opportunities. They were reminded of the need for Prevent and Safeguarding training

8.3/4 REPORT OF THE SAFEGUARDING AND WELLBEING GOVERNOR

The report of the Safeguarding Governor had been posted on Governor Hub and was noted by Governors. She thanked the Headteacher for a useful meeting. The report also covered wellbeing.

8.5 REPORT OF THE EQUALITY GOVERNOR

A date was being arranged to meet.

8.6 REPORT OF THE SEND GOVERNOR

A date was being arranged to meet the SENCo.

8.7 CURRICULUM GOVERNOR VISITS

Governors noted the following visit reports:

- Numeracy in Infant and Junior Schools
- English, Reading and Writing. The English Governor had been invited to attend a Writing team meeting.
- RE in the Infant School and a meeting with the new RE Lead would follow after the hand over.

The following visits would be arranged:

- Pupil Premium
- Early Years

Governors had observed the confident members of the School Council greeting parents at the Open Days.

8.8 SCHOOL TRAVEL PLAN

A meeting would be arranged with the LA accredited officer for School Travel Plans, Emma James.

9 INSET / TERM DATES FOR 2023-24

Governors noted the day set by the LA, Friday 1 September 2023. It was likely that Monday 4 September 2023 would be an inset day but this and three further dates would be discussed with staff before the next meeting.

10 DATES AND TIMES OF FUTURE MEETINGS

The following dates and times of future meetings were confirmed:

- Thursday 19 January at 7.30 pm
- 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

Governor photos on the noticeboard

There was insufficient space to display all the photos and many that remained were out of date. Governors agreed that only the photograph of the Chair would be displayed.

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 9.25 pm.

Signed Date

CHAIR

PART 2

Confidential MINUTES of the meeting of the Governors of Chalfont St Giles Village School held at the School on 22 November 2022 at 7.30 pm.

5.1 Report of the Headteacher

ACTION

Q9 *It's unusual to have any fixed term suspensions at the Infants. Could more information be given? How long were they for and were they both the same child? What support is provided? Are any further measures being taken?*

Both suspensions, one day and one half day, were for same child. The reasons were physical aggression against a child and staff and offensive language. The child has an EHCP with full time 1:1 support. The measures taken were extensive reasonable adjustments made due to the SEN. These included a timetable in 20 minute blocks, lots of time out of classroom, pastoral support, altered adjustments and expectations of work. The Specialist Support Service (STS) has reviewed the situation and could not suggest ways that the school could offer better support. On these occasions, however, a line had been crossed. In making the decision to suspend, it was necessary to consider whether the behaviour was a result of the Special Educational Needs or it was due to a heightened state.

Was there anything in the Statement of Needs that anticipated that those behaviours were due to the disability?

The EHCP lists aggression and offensive language as symptoms of the disability. The days were arranged to enable regulation of the child's anxiety but, at times, it was not sufficient.

Is the setting appropriate in that the child is able to thrive?

In effect, the school was managing the child's behaviour. In this school, it was not possible to reduce the sensory input sufficiently to give the child capacity to learn. Naturally, staff were committed to doing what was best for the child.

How was the school's relationship with the parents?

It varied. There had been some good conversations and STS was also in touch with them.

Staff were clearly upset by the situation and the LA set out a duty to protect them. Governors appreciated how difficult it was for them and the family.

Regulations allowed parents to ask for the GB to consider a suspension but, below a total of five days suspension in a term, the suspension could not be overturned by a GB panel. If the total rose above five days, a Governor panel would decide whether to overturn the Headteacher's decision to suspend in the circumstances.

Signed Date

CHAIR