

SUMMER TERM 2022 – MEETING 2

MINUTES of the meeting of the Governors of Chalfont St Giles Village School
via Zoom on 7 July 2022 at 7.30 pm

PRESENT:	Sri Akunuri Bob Albery Ann Alderson Matt Carter Patricia English Elaine Hoare	Katherine Mannion Elen Peal (Headteacher) Jessica Svensson Russell Turner Donna Westall (Chair)
IN ATTENDANCE:	Sonya Agar Gill Brown Ann Baines	Associate Member Associate Member Clerk
ABSENT:	Dave Cronen Lisa Higgin Nigel Hobbs Becky Murray Eleanor O'Connor Felicity Warner	(Apologies received and accepted) (Apologies received and accepted) (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.

1 NOTIFICATION OF ANY OTHER BUSINESS

The following items would be taken as other business:

- Review of Special Needs Education
- Reading Challenge

2 DECLARATIONS OF INTEREST

There were no declarations of interest in items covered at this meeting.

3 WELCOME TO NEW GOVERNORS

Governors welcomed Russell Turner and Sri Akunuri, the new Co-opted Governors, to their first GB meeting.

4 MINUTES AND MATTERS ARISING

4.1 MINUTES

The Minutes of the meeting held on 12 May 2022, having been circulated, were confirmed as an accurate record. The Clerk would send all confirmed but unsigned minutes to the Chair for signature and retention in the school.

ACTION

Chair / Clerk

4.2 MATTERS ARISING

First Aid policy (Minute 3.2.3)

This policy had been agreed at Curriculum and Standards Committee. Some minor changes might be needed to align with updates to the Health and Safety and Child Protection Policies.

STRATEGIC MANAGEMENT

5 Report of the Headteacher

Governors had read the Headteacher's report and note the contents. They asked the following questions.

Q1 You are providing additional support for Ukrainian children by redeploying staff. What did this mean for the support arranged for other children?

Staff who supported children 1:1 would support Ukrainian children if their 1:1 child was absent. The emphasis of this support was different. A member of support staff who had Russian as a second language had been able to communicate and start on basic skills so that the Ukrainian children could access more and be more independent. One child potentially had additional needs and was being supported by the team in the classroom. A bid for HNBF had been made. The possibility of additional staff to support Ukrainian children if needed next year would be discussed.

Q2 It was now definite that Government funding would be available to support Ukrainian children? How best would it be spent?

A Ukrainian was being interviewed the following day for a vacancy in the school. Having a Ukrainian speaker in the school environment would be helpful and how best to deploy her would be worked out when the level of funding was known. Having someone to provide support for them as they move through the school would be a benefit.

Q3 Some Special Support Assistants had two roles. Was this normal?

Some children might do better if they had two or three SSAs who would share the support. There was a benefit to the staff as the support required by some children could be particularly demanding and alternating enabled the two staff members to stay fresh. The experience was also good to increase the skill set within the SSA group. Staff could also be redeployed as children left and others joined the school.

Q4 Is the changing intake having an impact on behaviour and on parental engagement?

The Ukrainian families were part of the changing intake. Slightly fewer children were joining from Chalfont St Giles and gaps were filled by children from outside the catchment. The change had been happening for a while. Some approaches had been adjusted and the school was aware that some families struggled with attendance due to challenging issues.

Q5 Attendance was improving at both sites but you mentioned the possibility of a fine for one family. What was the process for that? How were attendance problems handled?

The process in the Attendance Policy was followed. Standard letters were sent and staff tried to engage with the families to see what could be done. The school employed the LA Attendance Team to do the work of negotiating a Parent Contract, monitoring it and making the decision whether or not to fine. Imposing a fine was a last resort. There was a clear process to take account of factors such as SEN in these situations.

Q6 Had the SATs results been received? Would they be published at all?

The results had been received and were very pleasing. They were above the vast majority of targets and national floor standards. The results were not being published nationally this year but would be considered by the Data Group.

Q7 When would the data review of the year be done?

The Chair would schedule the review for September after the 11+ tests. Governors noted that Nigel Hobbs would join the group as he was now the PP Governor.

Chair

Q8 Had the Mental Health Lead training been helpful?

Katherine Mannion had found it helpful. It was reassuring and she had felt proud as the good practice was already being done in the school. There were some new ideas and work around Parental Voice was being considered.

Q9 Had the Equalities Objectives been reviewed? Were there new objectives?

The review had been done and agreed in Spring term and the objectives were published. The objectives continued.

Q10 Had the Curriculum Leads been agreed for next year?

Most had been agreed. The list would be published on Governor Hub by the end of term.

Headteacher

Q11 On the key strengths and next steps, you will embed the new PE scheme. What are you trying to put right by using a different scheme?

The current scheme, Real PE, develops core skills and another strand covers particular games. The scheme for Reception and KS1 is repetitive and not sufficiently challenging. The scheme was recommended originally by the School Sports Trust but had not been supported in lockdown.

A range of providers had been considered. The Sports Partnership recommended Complete PE and it seemed that other schools were going through a similar process. The Sports leads had met Complete PE to consider the overview of the whole school. They looked at the balance, links to resources and CPD. It would be covered in September staff meetings.

Q12 Why had Growing Great Learners replaced chimp management?

The children knew chimp management and understood what it meant but did not like the references. The change was reflective of what staff and pupils suggested. The focus on communication, emotional literacy and self-regulation was the same learning.

5.2 School Development Plan/ Self-Evaluation Form (SEF)

What are the next steps in the EY Strategy document?

The action plan had been created. Additions would be made only when the School Plan was finished. The Headteacher would meet Alastair Haywood in August and circulate the School Plan for September so that Governors could see the key areas of focus. The strengths and next steps document was a draft to which items from the SEF would be added.

6 Policies for review:

Some of the policies under consideration would usually be considered in Committee but it was important to have them ready for September.

Lettings – this had been reviewed to ensure that safeguarding was covered as required.

E-Safety and Acceptable Use Policy – this was a reworking of a standard policy and had been checked to ensure that the procedures were correct.

DBS policy and procedure – the process had been refreshed to ensure that it was watertight and to clarify that there would no longer be a requirement for volunteers to pay for repeat checks if they were not suitable for the update service. Access to the update service was clarified.

Behaviour Policy – SLT had reviewed this Policy in the light of questions from the Phases. Some changes were due to the move to CPOMS for recording. Information on processes used to manage behaviour, such as treasure boxes, had been placed in Appendices. These processes would be discussed further in September and a child friendly version would be created, perhaps with some amendments.

Emergency Plan – this had been updated and now covered cybersecurity. There was no other substantive change.

Health and Safety Policy – Infrastructure Committee had looked at this and there was no substantive change. Some roles would be allocated in September and the names changed in the Policy before circulation.

Could role titles be used in the H&S Policy instead?

Where possible, this had been done. For some roles, such as First Aiders, names were required.

Governors approved the above Policies and Procedures, accepting minor amendments where identified.

7 Governor Recruitment

7.1 Co-opted Governors

Governors heard that Melvyn Bleakley was standing down as Governor. He had supported the Infant school and then the Federation for many years. Governors wished him well.

Governors discussed recruitment to the Co-opted Governor place. A note in the local newsletter was a possibility and Governors were asked to spread the information about the vacancy in the village as community involvement would be valuable. The Chair would talk to anyone who was interested in finding out more.

Governors

Governors valued the perspectives of both teaching and support staff on the GB and used a Co-opted Governor place to make this possible. Support staff would be asked about this in September.

8 Governor roles for 2022-23

The following appointments were agreed. Other roles were unchanged.

Vice-Chair	Elaine Hoare
SEND	Matt Carter
Equalities	Russell Turner
Geography	Sri Akunuri
RE	Russell Turner
Music	Russell Turner
Art& DT	Sri Akunuri
French	Donna Westall
Sustainability	Ann Alderson
Performance Management	Sri Akunuri would join Donna Westall and Bob Albery. Training on the schools process was available. Governors were assured that a Parent Governor could take this role.

Sri Akunuri would join the Infrastructure Committee and Russell Turner the Curriculum and Standards Committee. There was a balance of background experience on each Committee.

Should there be visits this term?

It was too late in the term. New Governors should speak to the Chair about the principles of visits. Next year they would meet Curriculum Leads and visit the school. An experienced Governor would accompany them at first if wished.

9 School Trips

A Working Group had been tasked with a review of residential trips at the Junior School. There was a concern that affordability was an issue. In a survey of Junior School parents, 25% said they struggled to afford three residential trips. The cost to the school of paying where parents did not and for accompanying staff came to £8,000 a year for the three trips.

A survey of staff showed that they valued the trips for the benefits to the children but they had an impact on workload as not all staff were able to go on trips so multiple trips fell to others.

The recommendations were to remove the Year 5 residential and continue with the short trip in Year 4 and PGL type residential in Year 6. The Headteacher would ensure that staff talked to Year 5 about the plan for next year. Some deposits had been paid to NFT before lockdown and it might be possible to access some of that money.

Governors understood the benefits of the trips but the school did provide workshops and other short, non residential trips. The impact on some staff was greater than for others. They recognised the financial stress for parents and could not allow the

cost to fall on the School Budget. Another recommendation was to look into the possibility of parents paying into a fund in advance even when the cost of the trip was not known. The Business Manager would draft a letter to parents about the changes and run it past the Chair who had been part of the Working Group.

Governors agreed the change to a short residential trip in Year 4 and a PGL type residential for Year 6.

10 Delegated reports – Committees

10.1 Communications Committee

The minutes of the Communications Committee held on 24 May 2022, having been circulated, were noted.

Parent survey

The survey had opened in early May and closed on 18 May. The findings were interesting and the actions from it would go out to parents in the termly newsletter. The 97 responses covered 122 children. Responses had been duplicated so that there was an entry for each child where one parent gave responses for two children in one line.

The Committee had used the Ofsted Parent View questions so that a comparison could be made with the survey done in the Junior School Ofsted inspection in 2019. There was a degree of nervousness about a direct comparison as the circumstances of the surveys were so different.

Some 96% had agreed that their child was happy at school and 98% that their child felt safe at home. The positive responses were still high but some challenges around communications emerged. Some 16% didn't agree that 'the school makes me aware of what my child is learning' compared to 0% in 2019. 24% of respondents disagreed that 'The school has high expectations for my child' and 20% disagreed that 'The school lets me know how my child is doing'.

There was clearly some change and it was possible that parents' closer involvement with their child's learning during lockdown influenced this change and that the school had not been able to communicate as well as they had done previously after that time with parents only recently being able to come into school. These findings reinforced the action plan in place to re-engage with parents to the previous level and beyond. Parents would need to be willing for this to be achieved.

The findings were mostly unchanged for the Infant School since 2019 but there was an issue at the Junior School, particularly in Year 6, perhaps related to the pressures of 11+ and SATS following Catch Up. Plans were in place to pull back this communications issue. The school was reacting positively and looked to make sure that parents understood how to contact them and what to expect.

Parents had been very close to their children's learning and feedback during lockdown. Was the difficulty that parents had not re-adjusted to 'normal'?

Now that parents were coming back into school again they would be more aware of what their children were doing. Staff were encouraging this.

It had been a worthwhile exercise and the findings and resulting strategies would be fed back to parents in the termly newsletter.

10.2 Curriculum and Standards Committee

The minutes of the Curriculum and Standards Committee held on 15 June 2022, having been circulated, were noted.

A number of policies had been reviewed and approved. They could be found on Governor Hub. Becky Murray had talked to the Committee about the Reading Curriculum. The Committee had found this to be valuable and worthwhile. Another member of staff would be invited to talk to the November meeting.

The meeting had covered the sessions that were run for parents and it might be possible to do more. This would assist re-engagement with parents.

10.3 Finance Committee

The Finance Committee had not met since the last Governing Board meeting

10.4 Infrastructure Committee

The Minutes of the Infrastructure Committee held on 7 July 2022 would be circulated. The Chair explained that a lot of repair issues were outstanding due either to a lack of finance or capacity as the Site Manager had taken on other duties when staff were absent due to Covid.

The flat roof had been repaired but was still leaking. The Infant School playground would be resurfaced in the Summer holidays and a shelter had been built on Shakman's Field.

10.5 Personnel Committee

The Minutes of the Personnel Committee held on 10 June 2022, having been circulated, were noted.

10.6 HR / COMPLAINTS/ PUPIL DISCIPLINE COMMITTEES

These Committees had not needed to meet.

11 REPORTS

11.1 THE CHAIR

The Chair reported from the School Governance Consultative Board where the question of grants for supporting Ukrainian children was raised. The Government

was providing LAs with £3,000 for each child in EY and £6,850 for each primary child. The majority of the funding was expected to be given to the schools.

Sustainability had also been discussed. LA Children's Services would talk to the Head of Property Services to raise the issue and ask what could be done to help maintained schools to become greener.

11.2 DEVELOPMENT GOVERNOR

Governors were reminded of the need to complete safeguarding training. Alastair Haywood would do the training for staff in September and catch up sessions in Spring and Summer.

11.3 SAFEGUARDING GOVERNOR

The Safeguarding Governor would meet the Headteacher to discuss the annual audit on 12 July and would report to Governors. They would also review the changes to KCSiE for September which would include the requirement for Governors to complete safeguarding training in induction and have regular updates. BEP offered a session on safeguarding which had good feedback.

11.4 WELLBEING GOVERNOR

The issues had been covered in the Personnel Committee and the Headteacher's report.

11.5 EQUALITY GOVERNOR

There was no report to the meeting.

11.6 SEND GOVERNOR

There was no report to the meeting.

11.7 CURRICULUM GOVERNOR REPORTS

Early Years – Eleanor O'Connor had completed a visit and had posted the report on Governor Hub.

Writing at both schools - Donna Westall had completed a visit and had posted the report on Governor Hub.

Reading and Phonics at the Infant School - Donna Westall would post a report of her visit.

Science – Ann Alderson had visited a Year 1 lesson on mushrooms and toadstools and would post a report. Governors congratulated the school on gaining the primary Science Quality Mark. They would build on their achievement.

12 ANY OTHER BUSINESS

12.1 Review of Special Needs Education

<p>The Government consultation on the SEND Review would close on 22 July. The Headteacher had responded. A banded funding formula was proposed. The Primary Executive Board had asked the LA about this and would follow up the LA's trial with two secondary schools and only one primary. It was not clear what the impact would be on primary schools. The Headteacher would discuss this with Matt Carter.</p>	<p>ACTION</p> <p>Headteacher</p>
<p>12.2 Reading Challenge The Reading Challenge in the Library would start on Saturday. The Infant School had been informed and Junior School would be told today. A link to the information would be in the weekly e mail to parents.</p>	
<p>13 FUTURE MEETING DATES The Clerk would propose dates and times for meetings in 2022-23.</p>	<p>Clerk</p>
<p>14 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.</p>	

In her last GB meeting with them, Governors assured Elen Peal of their appreciation for everything she had done for the school. She thanked the Governors for the support they gave to the school to be the best it could be.

The meeting closed at 9 pm.

Signed Date
CHAIR