

AUTUMN TERM 2020

MINUTES of the meeting of the Governors of Chalfont St Giles Village School held at the Via Zoom due to Covid-19 restrictions on 24 September 2020 at 7.30 pm

PRESENT:	Sonya Agar Bob Albery Ann Alderson Nick Brown Melvyn Bleakley Patricia English Lisa Higgin Elaine Hoare	Nigel Hobbs Katherine Mannion Becky Murray Eleanor O'Connor Elen Peal (Headteacher) Sue Salmon Rose Smith Donna Westall (Chair)
IN ATTENDANCE:	Gill Brown Ann Baines	Associate Member Clerk
ABSENT:	Dave Cronen	(apologies received and accepted)

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

The meeting was being held via Zoom. Governors were reminded of the importance of confidentiality when attending meetings remotely and confirmed that they would be in confidential locations for the duration of the meeting.

1 GOVERNOR APPOINTMENTS

Governors agreed that the process for electing the Chair and Vice Chair would remain as contained within their Standing Orders.

1.1 ELECTION OF THE CHAIR

In line with the procedures agreed by the Governing Board, Donna Westall was elected as Chair for a period of office of one year ending, at the latest, on the last day of the Autumn term 2021.

Donna Westall in the Chair

1.2 ELECTION OF VICE- CHAIR

In line with the procedures agreed by the Governing Board, Melvyn Bleakley was elected as Vice Chair for a period of office of one year ending, at the latest, on the last day of the Autumn term 2021.

1.3 OTHER APPOINTMENTS

It was agreed that Governors would be appointed to the following roles for the

ACTION

forthcoming year:

Development Governor:	Donna Westall
SEND Governor:	Melvyn Bleakley
English Governor:	Rose Smith
Maths Governor:	Elaine Hoare
Pupil Premium Governor:	Nick Brown
Safeguarding Governor:	Eleanor O'Connor
Diversity and Community Cohesion Governor:	Melvyn Bleakley
Sports Governor:	Sonya Agar
Early Years Governor:	Rose Smith
Health and Safety Governor:	Ann Alderson
Data Protection Governor:	Bob Albery
PSHE / Pupil Voice Governor:	Lisa Higgin
Creative Curriculum /SMSC Governor:	Bob Albery / Nick Brown
IT Governor:	Dave Cronen
Outdoor Learning Governor:	Gill Brown
Science Governor:	Ann Alderson
Performance Management Governors:	Melvyn Bleakley, Donna Westall, Bob Albery
Trustees of School Trust Fund:	Nigel Hobbs, Elen Peal, Eleanor O'Connor, Donna Westall, Katherine Mannion

Nigel Hobbs joined the meeting

2 CO-OPTED GOVERNOR VACANCY

The GB had one vacancy for a Co-opted Governor. Governors agreed that the current Governors could cover the responsibilities and appreciated the scope to bring in someone with beneficial skills or -to succession plan. The place would be left vacant for the moment.

3 NOTIFICATION OF ANY OTHER BUSINESS

No items were tabled for discussion under Any Other Business

4 DECLARATIONS OF INTEREST

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

Governors agreed to review and update their declarations of interest on Governor Hub. Governors noted the requirement for this information to be published on the school website.

**All Governors
Headteacher**

5 MINUTES AND MATTERS ARISING

5.1 MINUTES

<p>The Minutes of the meeting held on 2 July 2020, having been circulated, were confirmed and signed by the Chair as a correct record. The minutes were retained by the Clerk and would be signed by the Chair at a later date</p>	<p>ACTION</p> <p>Chair / Clerk</p>
<p>5.2 MATTERS ARISING</p>	
<p>5.2.1 GDPR annual check update (Minute 3.2.1) The Turn It On GDPR report had been considered at Communications Committee on 5 March and was available on Governor Hub. The next GDPR report would be taken by the Committee later this term.</p>	
<p>5.2.2 Adoption of Curriculum and Standards Committee policies following comments (Minute 5.2) Governors noted the adoption of the following policies:</p> <ul style="list-style-type: none"> • Behaviour Management Policy (with return to school after lockdown) • Positive Handling Policy • SMSC Policy • Equality and Cohesion Policy 	
<p>6 ANNUAL REVIEWS</p>	
<p>6.1 STANDING ORDERS</p>	
<p>Governors reviewed and adopted their Standing Orders. Which included the following items. The Clerk would arrange for these to be published on Governor Hub.</p>	<p>Clerk</p>
<p>6.1.1 GOVERNORS' ALLOWANCES SCHEME AND RATES PAYABLE</p>	
<p>Governors reviewed their Allowances Scheme and agreed them as per the copy appended to the Standing Orders.</p>	
<p>6.1.2 DELEGATION OF FUNCTIONS TO THE HEADTEACHER AND CHAIR</p>	
<p>Governors reviewed the functions to be delegated to the Headteacher and Chair, and these were agreed as outlined in the Standing Orders.</p>	
<p>6.1.3 REVIEW OF COLLABORATION ARRANGEMENTS</p>	
<p>Governors noted that it was recommended that reciprocal collaborative arrangements should be set up with other schools, to share best practice, expertise, resources and whole Governing Board Training amongst other things. Collaboration was also useful in providing a greater pool of governors on which to draw should the HR Related or Complaints panels be required to meet.</p>	
<p>Governors noted that they already had a collaboration agreement in place with St Mary's Farnham Royal CE and Iver Village Junior School Governing Boards and agreed that they wished to continue with this arrangement for the forthcoming year. The Clerk would contact those Governing Boards.</p>	<p>Clerk</p>

		ACTION
6.1.4	ARRANGEMENTS FOR VIRTUAL ATTENDANCE AT MEETINGS	
	Governors reviewed and approved the Virtual Attendance at Meetings Policy. This would be appended to the Standing Orders and published on Governor Hub.	Clerk
6.1.5	APPOINTMENT OF CLERK	
	Governors agreed to continue the appointment of Ann Baines as the Clerk.	
6.2	COMMITTEE TERMS OF REFERENCE	
	Individual Committees and Working Groups would review their Terms of Reference and present any recommendations for change and approval at the next full Governing Board meeting. The HR related and Pupil Discipline Committee terms of reference were adopted.	Committees
6.3	MEMBERSHIP OF COMMITTEES	
	Governors reviewed and agreed the membership of their Committees. The Committee structure would be available on Governor Hub. This information would form part of the statutory information to be included on school websites. Governors would ensure that Committee meetings were spread through the year in a balanced way.	Clerk
6.4	GOVERNING BOARD CHARTER AND CODE OF CONDUCT	
	Governors noted the school's Governors' Charter and Code of Conduct. They would read it and confirm through Governor Hub that they would abide by it.	All Governors
	The Code of Conduct of would be reviewed annually.	
6.5	OTHER ANNUAL CONFIRMATIONS	
	Governors were asked to read the Governor and Visitor Acceptable Use Policy and E Safety Policy and confirm on Governor Hub that they understood and would abide by the policies.	All Governors
7	STRATEGIC MANAGEMENT	
7.1	REPORT OF THE HEADTEACHER AND GOVERNORS' QUESTIONS	
7.1.1	Risk assessment	
	The risk assessments had been circulated to Governors and the H&S Governor had visited the school before opening to see the plans in place. Her report had been circulated. The Headteacher updated the risk assessment every week or so, informing staff and the H&S Governor of changes which resulted from new guidance or experience. The risk assessment would be posted on Governor Hub only if there were significant changes.	

7.1.2 Return to school plan

The plan had worked well. It had been new for everyone and the system and routines were now established. The Headteacher had done a Learning Walk at the end of the previous week and seen that social distancing was being observed. Arrangements for pick up, drop off and lunch were different but the atmosphere in the school remained the same. The children said they felt safe and were confident. Staff had done an excellent job.

7.1.3 Attendance

Attendance had been lower early in the term with around 24 absent in each school due to a cold which had also affected staff. Where staff had had to take a Covid-19 test, their absence had been covered within bubbles. Absences were now at a lower number as pupils returned but it was possible that chicken pox would affect attendance.

Everyone was being cautious but few parents used the situation as an opportunity to keep children away from school. Staff were aware where this might be the case and the expectation was that all children would return as soon as possible.

7.1.4 Academic and wellbeing needs

Staff had used Learn to Learn to get to know the children and some simple assessments had been done in Nursery and Reception to work out starting points. Structured activities were starting. Pupil Progress meetings had started so that needs could be targeted. Each bubble had its own space for interventions to minimise the time taken for cleaning.

7.1.5 Potential use of Catch Up funding

In the Junior School, there was a three way split of classes three mornings a week to catch up in Maths, Spelling, Phonics and Literacy. Eleanor March and two members of staff were working across bubbles to achieve this. Katherine Mannion and another member of staff were using a three way split in the Infant School to identify who would be targeted for catch up.

The Maths Club would be limited to one Year Group and would be for Year 6 in Junior School. As children settled, a Year 2 Maths Club might be started. The offer was a little constrained but opportunities would be found to provide for other children.

The DfE was also offering access to a National Tutoring Programme which would require schools to pay 25% of the cost. If any children would benefit from 1:1 tuition, a teacher or LSA in the school would provide it. They were well trained and would provide face to face tuition to have a greater impact than with an unknown tutor on line.

Q1 *Had the Catch Up funding been fully earmarked?*

The Infant School should receive around £7,000 and the Junior School around £11,000. There was no equivalent funding for the Nursery. The school would probably spend more than the DfE allocation but it was important that the gaps

were filled quickly.

Q2 Have you established what the gaps are?

Different children had different gaps. Some children had played to their strengths whilst their other learning had stalled. Gaps had been identified and would be prioritised. For example, the current Year 2 would take their Phonics Screening test this term so Phonics gaps would be addressed soon and would be followed by extra Year 1 work on Phonics in Spring term. Other needs, such as Spelling, would be addressed across the board. The planning was not simple.

Q3 Is the LA intervening on Phonics?

PEB wanted to discuss with the LA the pressure and uncertainties around testing. Primary schools faced the dilemma of focusing on Phonics to meet a test timetable or being led by wellbeing in the speed of catch up. Secondary school Headteachers had uncertainties about exams in the Summer. For all, safety and practicalities were crucial at the moment. Aspire had some funding for training staff in wellbeing and it would be considered.

Q4 Can you say that lockdown has caused some children's learning to be behind where it should be?

Yes but the needs were different for each child and their circumstances. The school was well ahead in planning the response and it would be a focus in performance management.

Q5 Were there any wellbeing concerns now that all children were back full time?

The overwhelming majority were pleased to be back and had missed learning within the school routine. There had been a honeymoon period for some and some were struggling a little, missing the reassurance of family around them all the time. The Learning Walk had evidenced a good atmosphere and good questions being asked.

Wellbeing was generally positive. Chris Rock faced demands from the families she had supported over time and from others who now needed support. Once Chris Rock had caught up, the Headteacher had arranged to meet her to discuss her workload and how priorities could be established.

Q6 Some of the catch up outcomes would be soft. How could they be measured?

Chris Rock would use Leuven Scales. Academic results, such as the Phonics Test for Year 2, would be a hard measure but, if children became stressed, they might need to be removed from interventions and outcomes could be adversely affected. The situation to be measured was complex.

Q7 Was the safeguarding workload increased?

A number of new cases had emerged and others had continued. The workload was high and Child Protection conferences on line could last up to three hours. Katherine Mannion and Patricia English had stepped to take cases during during lockdown and were following those through now.

Q8 How long was the Catch Up funding available for? Was other funding available?

It was for this academic year only. Jayne Allison was looking into grants and had made a bid to buy some materials and to support intervention groups. Many schools were exploring these options. There would be a report on this at the next meeting.

Q9 How much have you changed the planning for the term's work for the Year Groups in addition to the interventions?

The key aspects of the plans that weren't covered in the learning provided during lockdown because the means of delivery was not appropriate had been identified. The learning identified had then been highlighted as an addition when the subject would next be addressed. Topics would remain the same.

The whole school was reading the same book 'Here we are' this term. The book focused on wellbeing around Coronavirus. More planning had been required for this but the support materials were good and it was having an impact.

7.1.6 Remote Learning Policy

The policy had been posted on Governor Hub but was a work in progress as more detail would go in for each Year Group. These details, such as live storytelling for Nursery, were being discussed with Year Group teachers. Google Classroom had been introduced over the Summer and would be used in future. Handover from Turn It On was expected soon. The technical work had been a significant load for the Headteacher and office staff. Training had started for staff so that they would be confident about the technical aspects. Parents had now been given the access code and an explanatory video. Non responses would be followed up. Parents would also be surveyed to find out if any lacked a device and internet access.

Q1 What is Google Classroom? Would it be used to give live lessons?

No live lessons were planned. With the new technology, teachers could upload a week's work. They would do a live session of around ten minutes at the start of the day and children would then do the learning that had been set. Children could send questions and the teacher would respond either individually or to all if the problem was a general one. The teacher might meet a small group on line later in the day to sort out problems. Work could be uploaded by the parent or child and the teacher could give feedback.

Q2 If the teacher was talking to a small group, could the children message each other? What was the level of interaction?

The group would be able to see and talk to each other but no child would be able to send a message to another privately.

Q3 During the introductory session, would the teacher be able to see all the pupils?

All that had registered would be in the session but it would not be possible to see all 30 on one screen. The provision for each Year Group would be age appropriate and some interaction with other children could be allowed for older children. It was an opportunity for a teacher to check in but there were limitations.

Q4 Could Google Classroom be used for weekly homework?

Yes. From the following week homework would be set on Google Classroom so everyone would get to know how the system worked. Teachers would develop skills and see opportunities to use Google Classroom. If the school went into lockdown, teachers and children would have experience to base its use on.

Q5 Why did you choose Google Classroom?

A lot of schools had used it and were positive about it. It fitted The home learning that the school had provided before and could be adapted easily so that the switch could be as seamless as possible. Enabling a relatively easy switch was essential, bearing in mind teachers' levels of anxiety and workload.

Q6 How had teachers reacted?

A member of staff gave assurance that teachers could see that Google Classroom supported sessions in a better way than Seesaw, the alternative, did. One teacher in each Year Group was confident and could offer support to others.

Q7 In lockdown the school had worked with families who did not have devices or internet access. What was being done to ensure that others hadn't been missed?

Some had only phones, had taken work in hard copy or had not replied to surveys. These families were being followed up. The Government had supplied some laptops earlier in the year but this possibility would not be available unless a Year Group had to isolate. If there was a wider lockdown, availability would be limited.

7.1.7 Use of virtual tours and other communication about the new school year

Three tours, Nursery, Infant and Junior, were close to being ready and awaited some final feedback. They comprised the slides from the Open Days and photos of the schools and children. They were not the usual type of introduction and tour but went some way to explain the offer and the school's priorities. Questions would be invited and answers posted on the website.

7.2 SCHOOL DEVELOPMENT PLAN (SDP)

The Headteacher had sent the updated School Development Plan to the Chair with priorities highlighted. Whilst a lot of the plan could be achieved, it might have to be prioritised given the difficulties of the period.

Curriculum Leads had been allocated and they were putting together action, training and monitoring and evaluation plans for the year. Monitoring had been adjusted as access to classrooms would be limited. Monitoring reports for the previous year had been prepared and would be uploaded to Governor Hub together with action plans.

Could the period of the SDP be extended?

The SDP was ambitious. The previous SDP had been for three years ending in July 2021. The new SDP included some actions that hadn't been possible last year due to lockdown and school arrangements. It would be feasible to extend

<p><i>the usual three year period to four years with a review in Spring 2022 to consider the aspirations.</i></p>	<p>ACTION</p>
<p>Governors agreed that the SDP would be extended to cover a period of four years. Their priority at the moment was to support leaders in leading and the extension seemed to be appropriate in the circumstances. The SDP was being developed further and would be posted on Governor Hub.</p>	<p>Headteacher</p>
<p>8 REPORTS</p>	
<p>8.1 REPORT OF THE CHAIR</p>	
<p>The Chair had not taken any action under emergency or delegated powers</p>	
<p>8.2 REPORT OF THE SEND GOVERNOR</p>	
<p>The SEND governor reported that the Annual SEND Information Report had been produced and published as required and was available on Governor Hub.</p>	
<p>8.3 REPORT OF THE SAFEGUARDING GOVERNOR</p>	
<p>8.3.1 KCSiE 2020</p>	
<p>Governors noted the need to read and understand their responsibilities under KCSiE 2020. They would complete the confirmation on Governor Hub.</p>	<p>All Governors Clerk</p>
<p>8.3.2 Child Protection Policy</p>	
<p>The Policy had been updated following KCSiE 2020 and had been shared with Governors who adopted it subject to minor amendments.</p>	
<p>8.3.3 Annual Safeguarding Report</p>	
<p>The Safeguarding Governor confirmed that the Annual Safeguarding Report to Governors had been completed and published on Governor Hub. It had been forwarded to ESAS.</p>	
<p>8.3.4 Training</p>	
<p>Training would be available remotely the following week. The timing and means of accessing Prevent training would be reviewed.</p>	
<p>8.4 HEALTH AND SAFETY GOVERNOR REPORT</p>	
<p>The H&S Governor had visited the site and seen the plan for returning to school in practice. Her report had been posted on Governor Hub and was welcomed by Governors.</p>	
<p>8.5 GOVERNOR VISITS</p>	
<p>Governors noted guidance on governor visits as published by the DfE. Committees would meet this term. In addition, Curriculum Governors would consider the subject action plans and reports from the previous year which would be the basis for Governors' questions to the Curriculum Leaders this</p>	<p>All Governors</p>

<p>term. Well focused remote meetings would be possible but should not last more than 30 minutes. English and Maths were the priority subjects for the moment. If a teacher did not respond, Governors should contact the Headteacher who would make arrangements.</p> <p>The situation would be reviewed as visits might be possible in Spring and Summer terms.</p> <p><i>Should an events sheet be produced for Governors?</i> <i>This would be produced as usual to keep Governors informed of activity, although they would not be able to attend.</i></p>	<p>ACTION</p> <p>Sonya Agar</p>
<p>9 POLICY REVIEW</p> <p>Governors had read, reviewed and adopted the following policies:</p> <ul style="list-style-type: none"> • E-Safety Policy • Governor and Visitor Acceptable Use Policy • Whistleblowing Policy 	
<p>10 OTHER MATTERS</p>	
<p>10.1 APPENDIX 1 ADMISSION ARRANGEMENTS – SEPTEMBER 2022</p> <p>Governors did not wish the LA to vary any part of the admission schemes in its new arrangements for 2022. They also agreed to request no changes to the school’s admissions rules or admission numbers for 2022.</p>	
<p>10.2 NURSERY ADMISSIONS POLICY</p> <p>The Nursery Admissions Policy was agreed with no changes.</p>	
<p>10.3 FINANCIAL TRANSPARENCY IN MAINTAINED SCHOOLS</p> <p>Governors noted revised requirements for financial transparency in Maintained Schools which included additional information to be published on the school website. The Finance Committee would note the requirements and act accordingly when necessary.</p>	<p>Finance Cttee</p>
<p>10.4 TERM DATES AND IN-SERVICE TRAINING DATES</p> <p>Governors noted that the in-service training date specified for Maintained Schools by the LA for 2021-2022 would be Wednesday 1st September 2021. Four further dates would be agreed by Governors at a later date.</p>	<p>Headteacher</p>
<p>10.5 STATUTORY INFORMATION ON SCHOOL WEBSITES</p> <p>Bob Albery agreed to audit the website, using the audit tool.</p>	<p>Bob Albery</p>
<p>11 EVENTS TO NOTE</p>	
<p>11.1 BEP GOVERNOR CONFERENCE FRIDAY 9 OCTOBER 2020</p>	

Governors noted that the BEP Governor Conference would take place on Friday 9 October 2020 from 9.30-12.30 via webinar. Sonya Agar would attend.

11.2 BEP CHAIRS STRATEGIC BRIEFING FRIDAY 13 NOVEMBER 2020

Governors noted that the Autumn term briefing would take place on Friday 13 November from 9.30 – 11.30am. Donna Westall would attend.

11.3 LA STRATEGIC BRIEFING

Donna Westall would attend the LA Strategic briefing.

12 DATES AND TIMES OF FUTURE MEETINGS

The following dates and times of future meetings were confirmed:

- Thursday 19 November 2020 at 7.30 pm
- Thursday 21 January 2021 at 7.30 pm
- Thursday 18 March 2021 at 7.30 pm
- Thursday 6 May 2021 at 7.30 pm
- Thursday 1 July 2021 at 7.30 pm

13 ANY OTHER BUSINESS

There was no other business.

The meeting closed at 9.15 pm.

Signed Date
CHAIR