

AUTUMN TERM 2025

MINUTES of the meeting of the Governors of Chalfont St Giles Village School held at the school on 2 October 2025 at 7 pm

PRESENT:	Sri Akunuri Ann Alderson Kym Connolly Olivier Eymery Patricia English Alastair Haywood (Headteacher) Elaine Hoare	Nigel Hobbs Clive Jones Katherine Mannion Hemal Pandya Penny Thomson Russell Turner Donna Westall (Chair)
IN ATTENDANCE:	Javita Malhotra Ann Baines	Associate Member Clerk
ABSENT:	Laura Bell Lisa Higgin Barbara O'Farrell Becky Spencer Gill Brown	(apologies received and accepted) (apologies received and accepted) (apologies received and accepted) (apologies received and accepted)

	ACTION
1 GOVERNOR APPOINTMENTS	
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 2026.	
<u>Donna Westall in the Chair</u>	
1.2 ELECTION OF VICE- CHAIR	
In line with the procedures agreed by the Governing Board, Clive Jones 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 2026.	
1.3 GOVERNOR APPOINTMENTS	
Governor appointments had been discussed and agreed at the July meeting.	
1.4 CO-OPTED GOVERNOR VACANCY	
Governors had agreed that Donna Westall would be appointed as LA Governor when Eleanor O'Connor left the GB, subject to confirmation from the LA. The LA had been contacted about this and the relevant LA Officer had confirmed by e mail that she had received verbal approval from	

Governance Group for the recommendation. Governors took this as approval.

A vacancy for a Co-opted Governor resulted. Following interview and discussion, Governors appointed Kym Connolly as Co-opted Governor for a period of four years subject to the required checks. She would join the Curriculum and Standards Committee. Javita Malhotra had also expressed interest and, after interview and discussion of her skills and expertise, was appointed as Associate Member for four years subject to the required checks. She was appointed to the Personnel and Communications Committees.

2 NOTIFICATION OF ANY OTHER BUSINESS

The following item was raised as other business:

- Sustainability Lead

3 DECLARATIONS OF INTEREST

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

Governors were asked to complete the annual declaration of business interests on Governor Hub which would be published on the website as required.

All Governors

4 MINUTES AND MATTERS ARISING

4.1 MINUTES

The Minutes of the meeting held on 3 July 2025, having been circulated, were confirmed as an accurate record. The minutes were signed by the Chair and handed to the Headteacher to be available in the school.

4.2 MATTERS ARISING

4.2.1 Communications Committee to review the Retention Policy (Minute 6.4)

The review of the Policy would be signed off formally at the Committee meeting. It was in order and the Finance and HR Assistant was working on ensuring its correct implementation

4.2.2 Committee Chairs would contribute items to Governors' newsletter (Minute 7.1)

This had been done

5 ANNUAL REVIEWS

5.1 STANDING ORDERS

Governors reviewed and adopted their Standing Orders which included the following:

<ul style="list-style-type: none"> • Delegation of functions to the Chair and Headteacher • Governors’ Allowances Scheme • Collaboration agreement with Iver Village Junior School. Collaboration is useful in providing a greater pool of Governors on which to draw should the HR related or Pupil Discipline Committees be required to meet. • Appointment of a Clerk – Ann Baines was appointed as Clerk • Review of arrangements for virtual attendance at meetings. Governors agreed the Virtual Attendance Policy. 	ACTION
<p>The Clerk would contact the Iver Village Junior School Clerk about the collaboration and arrange for these to be published on Governor Hub.</p>	Clerk
<p>5.2 COMMITTEE TERMS OF REFERENCE</p>	
<p>The Committees would review their terms of reference and recommend them to the GB.</p>	Committees / Clerk: agenda
<p><i>Where does oversight of the AI Policy sit?</i> <i>As AI was used only by staff currently, Governors agreed that the policy oversight would be with the Personnel Committee. Should pupils start to use AI, there would be further consideration. They noted that the LA filtering and monitoring system excluded AI from use in the school. It was possible for staff to override this.</i></p>	
<p>5.3 COMMITTEE MEMBERSHIP</p>	
<p>Appointments to Committees had been agreed in the July GB meeting. Kym Connolly would join Curriculum and Standards Committee and Javita Malhotra the Personnel and Communications Committees.</p>	
<p>5.4 GOVERNORS’ CHARTER AND CODE OF CONDUCT</p>	
<p>Governors adopted the Governor Charter and Code of Conduct with changes only to the date. This document was a mixture of what Governors were expected to do (Charter) and how they would do it (Code of Conduct) but had some repetition. The Code of Conduct aspect was from the NGA Code and the Clerk would forward this when a review was done.</p>	Clerk
<p>6 STRATEGIC MANAGEMENT</p>	
<p>6.1 Update from the Headteacher</p>	
<p>Governors noted the report of the Headteacher and related documents which had been circulated in advance. Answers to questions sent by the Chair had been circulated ahead of the meeting and led to further questions and discussion. They were incorporated in the minutes.</p>	
<p>Q1 <i>What are the staff absence figures?</i> <i>Staff absences were:</i></p>	

September 2022	17.5 (8 sickness, 6 unpaid leave, 3.5 paid leave) 14 (3 sickness, 7 unpaid leave, 4 paid leave)
September 2023	4 days sickness, 1 day special paid leave (infants) 4 days sickness, 3.5 days special paid leave (juniors)
September 2024	No data
September 2025	6 (4 sickness, 2 authorised) 11 (8 sickness, 2 compassionate, 1 medical) – one staff member 5 days

These figures are just for September and would be added into future reports.

Q2 Could this comparison be given in a percentage?

The absence needs to be viewed as fte rather than number of staff. The comparison can be calculated.

Q3 Could we get some historical data added to the report for the pupil and staff absences, eg last year's figures? I'd like to see the trend and if we are getting better, worse or no difference.

These are the figures for September.

- *Infants September 2023 – 97.4%*
- *Infants September 2024 – 96.4%*
- *Infants September 2025 – 93.1%*

This year's data is significantly skewed by Reception – 89% to date, 8 off in one class on one day this week – cold, flu, covid? going through the class, one child off for 7 days due to illness.

- *Juniors September 2023 – 96.9%*
- *Juniors September 2024 – 95.9%*
- *Juniors September 2025 – 96.4%*

Q4 On pupil attendance, could you advise how many pupils have dropped below the attendance threshold for specific intervention, and what that attendance threshold is? Eg 90%?

Currently, there are a large number below 90% (20% of pupils). This is because each school day currently is 5% of overall individual attendance. For this reason, it is too early to make interventions with parents as it only equates to two days illness. The first check point for letters/meetings will be after half term.

Q5 Was there any impact from communicating the absence figures to parents?

No. A report would be sent to parents at half term saying how many days had been missed.

An EEF report has shown attendance improved by sending parents whose children were significantly absent a text each half term saying how many days had been missed. Reports were generated automatically on some systems so it might not take additional staff time.

Q6 Pupil Premium: I note and support your comments on aligning the PP offering to the allowable budget. As a ratio, is the school's number of PP increasing?

The proportion is broadly staying level.

- *2025/26 10.5%*

- 2024/25 11.2%
- 2023/25 10.3%

Q7 *Staff morale: I would appreciate a feel for how staff morale is, in consideration of the staffing changes this year driven by the budget constraints. Have there been any unanticipated consequences or adjustments required? Has there been any parent feedback on the changes?*

We haven't had to make any adjustments as of yet. The main squeeze comes when staff are absent, and other people (namely LSAs bearing the brunt of it), have to step into teaching or 1:1 roles. This then takes away from their work as an LSA and the interventions they run. There is an understanding of the situation and I think an acceptance that this is the situation we are in, and people have been very willing to step in and do extra where needed. The Inset session was useful but not uplifting. Staff found it helpful to know where funding comes from and where it goes.

Q8 *How do the low pupil numbers impact the funding?*

The impact from the pupil numbers in the Census taken today will be on the budget from next April. Funding for Infant School Meals is based on the average of numbers taking meals on October and January Census days in Reception and KS1. There were a lot of absences today which could mean a loss of £20 every day the usual number of children have meals.

Q9 *What was the feedback from parents on funding?*

There were 23 on the call who were generally supportive and keen to help. Twelve would form a working group to support by finding other revenue streams and promoting the school to a wider audience. Both PTA Chairs would be invited.

Headteacher

Q10 *Curriculum Action Plans: Can you devise status of setting and agreeing the curriculum action plans/focus areas?*

Staff will review last years and complete new ones by half term. I will then add them to Governor Hub.

Q11 *Pupil Outcomes: There is an 8% reduction in EYFS, a 20% GDS reduction in KS1 Reading and 11% GDS reduction in KS2 maths. I know there have been positive movements in a number of the EXP areas. Could you provide some context around the changes reported, if they are within acceptable change margins and any activities that have driven both the ups and downs?*

EFYS: This is cohort specific. There were 9 children on the SEN register, which is almost unheard of in EYFS. This is equivalent to 15% of the year group.

KS1: The previous year had a high top end, with a large number of high achievers. This year's cohort is not as strong, and the ability profile is a little more squashed. However, I did calculate the figures with the wrong number of children (!) and used 60 instead of 52. The renewed figures are below.

Reading 79% EXP+, 30% GDS (2024 – 76% EXP+, 45% GDS)

Writing: 72% EXP+, 22% GDS (2024 – 71% EXP+, 14% GDS)

Maths: 82% EXP+, 28% GDS (2024 – 78% EXP+, 24% GDS)

Q12 Website: could you please provide an update on the launch of the new website? Can I help at all? What was the feedback like?

I am working through the changes suggested by the testers and aiming for half term completion. The feedback was mainly on layout and how it displayed on different devices. Some Governor information was required on the website. The Chair would have editor rights to keep this up to date.

Q13 Do you have the resources to support the SEN pupils now in Year 1?

One has an EHCP, which has funding, two others are in the process of getting EHCPs then the others need support. The time taken from the start of the process to have the Educational Psychologist's decision on an EHCP could now be up to two years. Private Educational Psychologists would not be accepted. The school's priority for SEND children in Years 5 and 6 was to have an EHCP in place before transition to secondary.

Q15 Could you include in your report how many children with SEND are supported but not funded?

Some SEN children had support that was not 1:1 or full time but it can be set out in the report next time. With an EHCP, the school was expected to provide funding of 13.5 hours from the Budget and then was given top up for the rest but the LA contribution did not cover the cost. In total, a full time LSA would cost around £24,000.

Governors noted that the LA was consulting on taking 0.5% of School Block funding into High Needs Block funding in 2026-27. Schools would not be affected equally as a minimum funding guarantee was in place. There was no guarantee that schools would receive any HNBF as a result. Bucks, as many other LAs, was in deficit in funding SEND but this deficit was subject to a statutory override. There was a national review of SEND but finance aspects would be subject to national finances.

Q16 Are you cutting some Club provision which PP pupils use?

This was not an easy decision. Homework Club and Breakfast Club all depend on staff who give their time for free. However, some PP pupils have EHCPs with 1:1 support and need that support to attend a Club. An LSA providing 1:1 support would be paid. Despite best efforts, the Clubs could not be made to work. The PP income, which funded trips, Clubs, Music, uniform and so on, was costing £20,000 more than the PP income.

Q17 SLT members are timetabled to teach this year due to the deficit budget. How do you deal with this?

Days outside the classroom were more pressured and tasks have to be compartmentalised. The Headteacher had more to deal with on days when the Deputy Headteachers were in class. It was a different way of working and had positives from teaching. The strength and experience of the teaching team meant that they needed less support.

Q18 What is happening with the new Ofsted Framework? What are the general views? Was the consultation still in place?

The Big Listen and consultation had ended, although concerns raised about

the previous regime had not been addressed. The framework had more areas so more would be assessed in the same length of visit. There would be five grades within each area and schools would have to meet all criteria to achieve a grade – a secure fit rather than the previous best fit.

Q19 ***When would the school be in window and how often would schools be inspected?***

Assuming four years between inspections, the Infants would be due in February 2027 and the Juniors in May 2029.

6.2 **Self Evaluation Form (SEF)**

Governors noted the SEF which had been updated with pupil outcomes and the Parent survey. It had not yet been changed to reflect the new Ofsted framework.

6.3 **School Development Plan (SDP)**

The Headteacher had circulated the SDP for 2025-26. Questions had been asked in advance. The responses were circulated and are included here.

Q1 ***I know some of the items will be covered in your HT report, but it would be good to get a status column/update against the actions. Even if it is at the top level, rather than the individual specific actions, and then updated as the year progresses.***

There is a more complete update to the SDP progress in the HT report for the second half of the term, which is of greater scope. There are written updates to the SDP actions as well as RAG rated SDP documents provided at the end of each term to show progress.

Q2 ***What is a Code G absence?***

G is Family Holiday. Requests to authorise absence for holidays had already been received. Parents who had requested authorisation of five days had been warned that further absence would lead to referral to the LA for a fine. The warning made it clear that the LA placed the fines and the school was expected to make referrals. The school did not receive any money from this process.

Q3 ***For objectives 1 & 3 are there specific % increases or targets you would suggest for the success criteria?***

We can put a figure on this to try and raise to above 80% children reaching the expected standard for each year group.

It is harder for objective 3 as writing is not assessed in the same way in the foundation subjects (other than English, Maths and Science). The focus is on them showing the same level of writing, and the same standards of punctuation, presentation and content as they do in English lessons.

Q4 ***For objective 4 (Insight): A lot of the success measures are around training and familiarisation. I'm wondering if there is an educational based outcome that could be included to focus on what we are investing time into it and what we hope to improve by using it***

The outcome is to do with us being able to track individuals, groups and cohorts more easily which will in turn allow us to target provision better at these groups as well as look for patterns across these groups in a much easier way. This data will then feed into our plans for CPD and future development plans around raising outcomes. Insight provides data more accessibly and staff are more able to delve into it.

Q5 Objective 5 (teachers' development). With the changes in staffing structures this year, do you see any challenges in delivering this objective?

No, we should be OK to carry this on. Sarah Pierpoint and I have some capacity to cover sessions as do LSAs. Teachers may not be going to see whole lessons of other teachers, but small sections on a more regular basis which would be easier to cover with LSA support. We are planning two lesson visits each, the first being on the same site which will be easier to organise. The visits will be more tightly matched with needs.

Q6 Objective 6 (EDI): I think Governors could have a role in this. Maybe a question to the Equality Governor about how we can support/lead by example. Also, similar comment on the success criteria, I would like to see something specific to quantify the improvement. It can be simple like a staff/pupil survey result with a % of yes we agree answers.

I can repeat last year's survey again at the end of this year and see what improvement we have in the specific questions.

Q7 Pupil outcomes – where is your focus?

We work across the board but focus on one area at once. Maths outcomes had improved. Whilst Writing was a little weaker, the other subjects were broadly level.

Q8 Increased staff and governor participation in joint activities and meetings was included in the SDP. How should this be approached?

Governors were welcome to be involved in scheduled meetings on SDP priorities which mostly recurred each term. The Spring timetable of meetings would be published by the end of Autumn term to allow Governors to plan attendance. Joint working groups with staff were also a possibility and the forthcoming changes to RSE would be appropriate, given parental interest in the changes. RSE was part of a PSHE scheme which the school purchased and would be reviewed.

Q9 Objective 7: A simple action which I feel could help is a "who's who" sheet, with pictures, so people can put a name to a face. Ideally I'd love to see this on the website, but I do understand some people's views on pictures.

I'll see if I can find pictures of everyone!

6.4 Sports Premium Strategy 2025-26

This was now an on line report that covered the previous year and did not require a plan for the current year. Governors noted that the Sports Premium funding would be used in the same way as before, primarily on the Sports Partnership which offered opportunities to all Year Groups. A copy

had been posted on Governor Hub and would be placed on the website with the intentions for the current year.

6.5 Pupil Premium Strategy 2025-26

The Pupil Premium Strategy for 2025-26 had been shared on Governor Hub and was the start of a new three year cycle. Few changes had been made. Governors approved the Strategy.

7 COMMITTEE MINUTES

7.1 COMMUNICATIONS COMMITTEE

The Communications Committee had not met this term but findings from the June Parent Survey had been shared on Governor Hub and in the end of year Governor newsletter. The questions mirrored Parent View to enable comparison.

The responses from 79 parents, split almost evenly between schools, were similar to the previous year. Responses were very positive in almost all areas, showing satisfaction with feeling safe or being happy and doing well at school. The aggregated satisfaction response to 'the school has high expectations of my child' was 79% and some comments mentioned children not being pushed enough. The school still had some communication challenges identified in the satisfaction rating for letting parents know how my child is doing and in comments, for example, about being unable to access teachers other than drop off and pick up. Governors noted that comments were from individuals.

How did SLT feel about the comment that children were not stretched or pushed enough?

The school aimed to have a certain balance between the academic and pastoral care which parents did not always understand. The approach was high challenge and low threat. It was not always perceived by parents to be effective but the data showed that more pupils achieved GD than many other schools. On an individual level, dialogue was important and parents should not have any surprise information at Parents Evening.

The issue seemed to be around children who were in the middle ground. Could information be given more often?

The target sheet was provided for Parents Evening. Insight might be able to provide something similar more often without additional work for staff but it might not provide anything different from the information given at Parent Evening. Children mature at different rates and starting points differ so teachers were open to having individual conversations by e mail if not possible at pick up.

8 REPORTS

8.1 REPORT OF THE CHAIR

	ACTION
The Chair had taken no actions under delegated powers.	
8.2 REPORT OF THE SAFEGUARDING GOVERNOR	
The Safeguarding Governor had met the Headteacher and would circulate her report.	Safeguarding Governor
8.2.1 Keeping Children Safe in Education 2025	
Governors were asked to read the revised guidance and confirm on Governor Hub. Part 2 related particularly to governance.	All Governors
8.2.2 Safeguarding training	
The advice was to repeat training on safeguarding responsibilities every two years. Governors were asked to add training other than by BEP or GovernorHub/The Key to their training record on Governor Hub.	All Governors
8.2.3 Annual Safeguarding Return	
This return reviewed safeguarding activity in the school over the previous year. It had been completed, discussed with the Safeguarding Governors and posted on Governor Hub.	
8.2.4 Child Protection Policy	
Governors adopted the updated Child Protection Policy which would be published on the school website.	
8.2.5 Staff wellbeing	
A survey would be done this term and repeated at the end of the year as a comparator.	Headteacher
8.3 REPORT OF THE SEND GOVERNOR	
The report of the SEND Governor's visit in July had been posted on Governor Hub. The EHCP situation was discussed and had been covered earlier in the meeting. Other topics covered were expanding assessment within Insight around behaviour as well as interventions and enabling pupils to work with different SSAs in preparation for secondary school.	
The Local Offer was on the website and the Annual Report would be added.	
<i>What was the progress on an SEN Parent Focus Group?</i>	
<i>The SEN questionnaire would include an invitation to be involved in the focus group. Nominated parents would then be able to gather and share information and questions.</i>	
8.4 DEVELOPMENT GOVERNOR	
Governors were reminded that training by Bucks Education Partnership (BEP) was freely available as part of the package purchased by the school. Governor Hub also provided free on line modules. Both could be found on Governor Hub.	

8.5 OTHER GOVERNOR REPORTS

Governors noted the reports on the following:

- Science (Year 1)
- Literacy (Junior) – plans for 2025-26
- PE (Junior)- circuits and netball.
- EYFS – changes to the indoor and outdoor environment. The number of children remained a concern.

8.6 Governor Visits 2025-26

The Pupil Progress data for 2024-25 had been discussed.

Visits were planned on:

- Art and DT
- Literacy
- Maths

The Autumn monitoring visit would be on Maths and the Spring visit would be on Literacy.

9 OTHER MATTERS

9.1 ADMISSION ARRANGEMENTS – SEPTEMBER 2027

Governors agreed that they did not wish to comment on any aspects of the Local Authority's proposed Admission Policy and arrangements. They did not request any changes to the current arrangements and did not wish to comment on the current rules or request a change to the admission number.

9.2. DFE BRIEFING: GIVING EVERY CHILD THE BEST START IN LIFE – JULY 2025

Governors noted the Government's strategy to support all children particularly those from disadvantaged backgrounds or with additional needs for improving child development and meeting the ambition that 75% of five year-olds in England have a good level of development by 2028.

9.3 DFE RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION GUIDANCE

Governors noted the updated guidance published by the DfE in July 2025, and the need to adapt the curriculum to reflect the updated requirements. There was a statutory duty for Governors to ensure that the RSHE provision was suitable for the needs of the school, pupils and the wider community before September 2026. The current scheme would be considered in the light of the changes.

9.4 DFE EARLY YEARS FOUNDATION STAGE

Governors noted the updated guidance on the Early Years Foundation Stage (EYFS) statutory framework with additional expectations from September

Headteacher

<p>2025. The school appeared to meet the updated requirements but this would be checked in detail.</p>	<p>ACTION Headteacher</p>
<p>9.5 PROCUREMENT ADVICE FOR GOVERNING BOARDS (NEW GUIDANCE)</p>	
<p>Governors noted the new guidance from DfE with information for Governors to check if their school is carrying out procurement compliantly and achieving value for money from non-pay spend. It would be brought to the attention of the School Business Manager.</p>	<p>Headteacher</p>
<p>9.6 MARTYN’S LAW / THE PROTECT DUTY</p>	
<p>Governors noted the duties to be placed on schools in preparation for acts of deliberate violence. The Terrorism (Protection of Premises) Act 2025, popularly known as Martyn’s Law, places duties on schools to be prepared in case of acts of deliberate violence. Final statutory guidance has yet to be published and this would be helpful in establishing the precise expectations.</p>	
<p>9.7 OFSTED FRAMEWORK INTRODUCTION</p>	
<p>Governors had discussed the new framework earlier in the meeting.</p>	
<p>9.8 HOW OFSTED WILL INSPECT SCHOOLS’ USE OF AI</p>	
<p>Governors noted the guidance on what Ofsted, as part of an inspection, might look at to consider how a school’s use of AI tools was impacting outcomes for pupils.</p>	
<p>9.9 TERM DATES AND IN-SERVICE TRAINING DATES</p>	
<p>Governors noted the in-service training date suggested for Maintained Schools by the LA for 2026-27 and approved the following additional four school specific dates:</p> <ul style="list-style-type: none"> • Tuesday 1st Sept (LA set) • Wednesday 2nd Sept 2026 • Monday 2nd November 2026 • Monday 4th January 2027 • Monday 7th June 2027 	
<p>9.10 STATUTORY INFORMATION ON SCHOOL WEBSITES</p>	<p>Headteacher Comms Cttee</p>
<p>The Headteacher would check that all statutory information was available when the new website was launched. The Communications Committee would also check using the audit tool.</p>	
<p>9.11 SUGGESTED NEW POLICY FORMAT</p>	
<p>Governors welcomed the new template for policies and other documents which was in line with the new website.</p>	

10 DATES AND TIMES OF FUTURE MEETINGS

The dates and times of meetings in 2025-26 were confirmed as:

- Thursday 27 November 2025 at 7 pm
- Thursday 22 January 2026 at 7 pm
- Thursday 19 March 2026 at 7 pm
- Thursday 7 May 2026 at 7 pm
- Thursday 2 July 2026 at 7 pm

11 ANY OTHER BUSINESS

Sustainability Lead

Governors welcomed the role of the Sustainability Lead.

12 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 pm.

Signed Date

CHAIR