

**Great and Little Shelford CE (A) Primary School**  
**Full Governing Board Meeting**  
**28 January 2021, 19.30**

**DRAFT MINUTES**

<b>Present</b>	<b>In Attendance</b>
Anna Caroe (AC – Chair)	Laura Humphreys (LH – Clerk)
Liz Jenkin (LJ – vice-Chair)	
Stephanie Bachewich (SB)	Andrew Read (Items 1-3)
Emily Button (EB)	
Liz Carrothers (LC)	Phil Middleton (Observer)
Frances Dye (FD)	Kasia Piwnicka (Observer)
Peter Ede (PE)	
Chris Grey (CG - headteacher)	
Christopher Hallebro (CH)	
Maria Lazarus (ML)	
Gillian Scahill (GS)	
Simon Scott (SS)	
Polly Stanton (PS)	
Simon Talbott (ST)	

**1. Welcome**

Simon Talbott opened the meeting with a prayer.

**2. Apologies for absence, introductions, declarations of interest**

AC welcomed Governors to the meeting which was held via videoconference, due to the coronavirus pandemic.

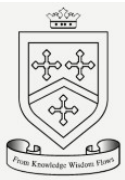
AC introduced Phil Middleton and Kasia Piwnicka, who are participants on the NGA 'Developing Chairs' course with AC and will observe each others FGB meetings as part of the course. AC confirmed that confidentiality is a central value to the course.

There were no apologies and no declarations of interest.

**3. Andrew Read (Director of Education of Diocese of Ely)**

AC introduced Andrew Read (AR) who thanked the Shelford School team and Governors, on behalf of Bishop Stephen, Alex Hughes and the Diocesan Board of Education, for all their hard work during the pandemic.

During questions, AR confirmed that the Diocese and LA have a strong relationship and are aligned in their thinking, particularly in order to prevent mixed messaging, which had been the cause of some anxiety for schools and parents. AR has been involved in central Government meetings in which he has passed on feedback from schools. Some of the late communications from Government had caused frustrations for all and it was agreed that schools needed to be protected from external factors wherever possible.



In terms of wellbeing support offered by the Diocese, there are two forms of support (i) private and direct support and (ii) wellbeing programmes.

AR commented that it is important that children are treated fairly in assessments (e.g. year 6) and the Diocese has an oversight role in this.

Governors queried whether there could be a pragmatic approach to Governor DBS checks which have elapsed, AR commented that this was unlikely as it will be important to have centralised process across the country.

AR indicated that there may be future cuts to school budgets due to a current LA deficit in SEND, and requested that CG keep him up to date with any financial issues for the school. CG commented that budgets are extremely tight every year and that any further cuts would result in a fundamental change to the way the school operates.

AR repeated his gratitude to CG, the school team and the Governors. Governors thanked AR for his attendance and update.

*AR left the meeting.*

#### **4. Minutes of the previous meeting**

Minutes of the previous meeting (26 November 2020) were approved as an accurate record of the meeting, these will be signed electronically.

#### **5. Matters arising – update on action list**

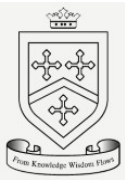
##### Actions from November 2020 meeting

##### Carried forward:

- All to read and sign Code of Conduct and return to LH. Update: LH to follow up one outstanding signature. DONE.
- AC to repeat the survey later in the New Year. Update: keep on list for 2021. DONE.
- CG to determine if there is a set week/fortnight that can be pre-arranged for monitoring. Update: AC and CG have discussed and agreed a set week would be a heavy workload for those staff that led more than one subject. It was agreed to hold a staff/governor link meeting in the summer term – remove from action list.
- FD to follow up policy discussion with CG and Clare Ward. Update: to be discussed. Update: this has been discussed – remove from action list.

##### New actions:

1. Action: Governor Effectiveness Audit - All to review the '20 questions' document for discussion at the next FGB. See Item 9.
2. Action: AC to circulate The Key article on the Vice Chair role – DONE.
3. Action: Any member wishing to help with review of induction materials to contact AC – DONE.
4. Action: CG to include information about SSSF/PTA use of funds in newsletter. DONE.
5. Action: AC to arrange consultation on new admissions criteria and submit to the Diocese for adjudication. See item 6.
6. Action: CG to share communications routes with school community. DONE.
7. Action: LJ, FD and CG to review Equality Objectives. **Update: to be on agenda for March FGB.**
8. Action: LH to circulate link to training log. DONE.



9. Action: CG to draft letter for ST re DBS. Update: CG had discussed this with Jonathan Lewis – there is no indication of any change, it is likely that Governors will have to repeat the DBS.

## 6. Chair's Business

### a) Governor Development Plan (GDP)

AC highlighted that she has made some minor updates to the GDP. ML reminded Governors that she is assembling a wellbeing menu for staff (this has been added to the GDP).

### b) Governor Monitoring Log

AC proposed that Link Governors should not ask staff for Subject Action Plans in the current circumstances. It was discussed that Governors are free to contact staff and link leaders with messages of support and encouragement, but should be clear that a reply is not required. Governors must keep demands on staff to a minimum.

CG commented that the Curriculum Overview is available on the school website.

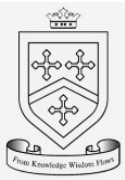
It was noted that Governors are able to access remote learning content and collective worship on the school website. This reflects the offer over the past few weeks, which has been constantly developing and each sample only reflects a specific moment in time.

If Governors would like to formally monitor remote provision (by writing something on the monitoring grid) there is important guidance to note: it should be a class with which the Governor has no relatives, it will not cause work for staff, Governors will not ask to join live sessions, due to the extra pressure this exerts on staff; and Governors should focus on strategic aspects (the following list was circulated by AC after the meeting):

- Is there evidence that the broad and balanced curriculum continues? (i.e. are a range of subjects covered on this week's home learning?)
- Do the instructions on offer seem to support the activities and teaching points?
- Are there additional options for pupils e.g. pre-recorded videos or live zoom sessions to support?
- How does the remote provision support the school vision?
- How is it helping our pupils learn and /or thrive?
- How manageable does this seem for the staff – workload/wellbeing?
- What are the safeguarding implications?
- How are SEND/PP/vulnerable pupils supported?

### c) Admissions criteria

The Supplementary Information Form (SIF) was finalised after consultation, it was subsequently approved by the Diocese and is now with the LA and on the school website.



## 7. Headteacher's Business

### a) Headteacher's Report

CG summarised his report, which had been circulated in advance. In particular he highlighted:

- There have been 52 applications (28 first choice, 1 unranked) for admission in September 2021 – this is lower than usual and there are only 5 siblings. A PAN of 30 is expected.
- Attendance is very similar to usual and persistent absence is reducing.
- Mr Paduano has returned from sick leave. One support member is on long term sick and is hoping to return in February. There are 2 individual risk assessments for staff at the moment (one is not currently on site)
- There was a fixed term exclusion, this was a last resort and was due to physical abuse of 2 members of staff. Currently this pupil is attending on a part time basis.
- LJ, CG and Nick Cuff participated in a Safeguarding audit from the LA – there were minor actions to take forward and a full report is expected soon.
- Attainment and progress – last year there were strong predicted results. Staff will continue to monitor assessment closely both now and when school re-opens.
- There has been an RE book scrutiny and 3 lesson study windows in the autumn term (years 2, 5, 6).
- Home learning monitoring has taken place but generally monitoring is on pause, in the interests of staff wellbeing.
- Home learning offer – there has been quite a lot of activity behind the scenes, the number of pupils attending school has been shared with the parent body and an extended home learning offering has been shared with parents today.
- The vast majority of pupils with ECHPs are in school.
- LCVAP – CG has followed up with Diocese but the outcome is currently unknown. Also still waiting specialist quotes around heat pump boiler for the swimming pool.

A Governor requested an overview of the home learning offer and CG described that there is a different structure for each class as requirements differ, for example fewer live lessons for Reception children. Some classes have daily face to face sessions with teachers. The school has focussed on pastoral care, but feedback from parents is that many families are able to support this aspect at home and would like a more academic focus. The school is aiming to accommodate this but not at the expense of the social, pastoral and wellbeing elements which are important for integration back to school when it re-opens.

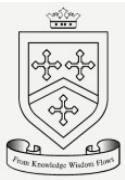
### b) School development plan

CG highlighted his report, which was circulated in advance. Where objectives have been achieved this is highlighted in green on the circulated document. CG walked Governors through the document and highlighted the following:

*Target 1: Enhance and adapt the measures that promote the uniquely strong community of the school, grounded in its vision and Church of England status.*

Collective worship – 4 days per week this is pre-recorded, Friday Celebration Worship is live via Zoom. There are also some pre-recorded sessions from local church leaders. The RE leader work scrutiny has been completed.

*Target 2: Continue to enhance the school's approach to mental health and wellbeing for all.*



The update to the Behaviour Policy has been delayed due to STEPS training being cancelled.

*Target 3: Restore and recover, adapting the working of the school to ensure continued excellence.*

Due to the current partial closure this target may need to be re-set when the school re-opens.

*Target 4: Use research approaches established in the past two years to improve continuously*  
Y2 Phonics Screening conducted as expected. 93% of the Y2 cohort met the expected standard.

*Target 5: Develop leadership skills of all staff.*

Subject leaders for computing and DT, music and RE – were interviewed by LA advisor – and all showed good knowledge

c) Spring CPD and Monitoring Schedule

CG referred to the document which had been circulated in advance, and it was noted that most of the monitoring is on pause. CG is trying to keep the CPD running as normal but adapting to an online approach.

d) Website Compliance

CG referred to the Compliance Tracker which had been circulated. Although Admissions is listed as 'needs review' this is now on the website i.e. compliant. The Behaviour Policy is pending review and this is work in progress. It was noted that this is the head teacher's responsibility (not Governors') thus CG and staff will review and sign off.

e) Monthly budget report (Dec)

This was circulated for information only. CG confirmed that income for next year would be increased by £38k, although likely this would be taken up by pay awards and pensions.

A Governor highlighted that at the Governance briefing it was mentioned that the Covid catch up funding report should be on the school website and CG confirmed he will do this.

**Action: CG to add Covid catch up funding report to school website.**

## **8. Standing item - Teacher and Headteacher wellbeing**

AC referred Governors to the results of the recent staff survey and then allocated to breakout groups to discuss the following questions:

- What are our main concerns about staff wellbeing, stress levels, workload, mental health?
- What are our thoughts on Covid-19 safety?
- What do we identify as the headlines from the survey responses?
- Is there any strategic action to take? How can we best support staff?
- We are invested in the health of the whole school community too. What about parents?

Governors fed back to the whole group and expressed concern for staff wellbeing under current national climate and the challenges of remote and in-person teaching. It was agreed that overall there are many wellbeing strategies already in place through strong supportive culture and good working relationships at the school. This was confirmed by CG and SB.



## 9. Governor Effectiveness Audit

LJ referred Governors to the first section of the '20 questions document' and Governors were separated into breakout groups to discuss the following:

- Is the size, composition and committee structure of our governing board conducive to effective working?
- How do we make use of good practice from across the country?
- Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?
- Does the chair carry out an annual review of each governor's contribution to the board's performance?

In feedback the following was discussed:

- The existing size, composition and committee structure works well, especially as small groups can be set up 'as required'.
- The Board is making good use of good practice across the county.
- Regarding succession planning, it was agreed that a hard and fast rule on terms is not required and that the Board benefits from a balance of with different lengths of experience. Succession planning for the Chair had recently worked very well.
- It was agreed that a formal annual review of Governors' contribution was not required.

## 10. Communications working group

EB updated on behalf of the Communications Working Group, she thanked CG and the school staff for all the home learning provision, and the increase in pre-recorded, live classes and live celebration assembly. The opportunity for parents to feedback on the home learning tools (MS Teams, Google drive) had been appreciated.

## 11. Standing item – safeguarding

LJ reported that there had been a recent addendum to the policy (see Item 12).

## 12. Standing item – policy update and policies for approval

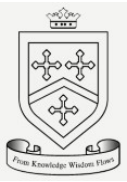
CG referred to the policies which had been circulate in advance, the following policies were approved:

- a) Attendance
- b) Intimate Care
- c) Statement of Procedures for Dealing with Allegations of Abuse against Adults
- d) Supporting Pupils with Medical Conditions
- e) Safeguarding Policy Addendum

## 13. Standing item – Governor Professional Development

ML requested that Governors continue to update the training directory and to share slides from any LA courses. Governor training and impact since the last FGB meeting can be found at Annex 1.

## 14. Rainbow / Wacky



ST referred to minutes which had been circulated in advance. There were no questions. LC reported that she had checked on planning permission status however there is no update.

**15. PTA**

EB summarised the current plans: virtual quiz via Zoom, Easter raffle/hampers, sponsored Readathon. EB also reported that the PTA are keen to support anything that would help raise staff morale/wellbeing.

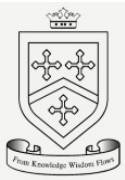
**16. School Council**

LC reported that there has been one meeting since the last FGB, this was the final meeting for the previous Councillors. Elections will take place when school re-opens.

**17. AOB**

The meeting closed with a blessing at 21.40.

Signed as a true record.....Date.....  
Chair



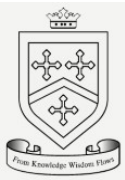
**ANNEX 1 Governor training and impact – since previous meeting (26.11.20)**

<b>Maria Lazarus</b>	<b>14/01/21</b>	<b>Mindfulness: tips for a boost!</b>
<p>Session organised by Vanessa Cross for Jazz Dance parents/carers. Run by Cheryl of the Radical Health Company (<a href="http://www.theradicalhealthco.co.uk">www.theradicalhealthco.co.uk</a>) offering several ideas for simple mindful activities.</p> <ol style="list-style-type: none"> <li>1. 10 minute stretch</li> <li>2. Consider - what is mindfulness? “Mindfulness is the opposite of being on autopilot. It helps you make considered decisions, reduces stress and increases resilience.”</li> <li>3. Introduce yourself with name, a passion and a strength</li> <li>4. 54321 technique - Become aware of 5 sounds, 4 things you can feel, 3 smells, 2 tastes, 1 thing you see</li> <li>5. Self-directed neuroplasticity - consider the brain as a piece of paper, folded lots of times. The creases are neural pathways - the way you think - easy to fold in the same places again. If you fold the paper again but in a different way, over and over, you generate new, stronger creases that become the easier way to refold. ie you can change your thought pattern from a negative to a positive one with small, repeated efforts.</li> <li>6. List 3 positives of your day at the end of each day</li> <li>7. Let feelings come and go - dips are normal and you can't force yourself not to feel them</li> <li>8. Breathe out for longer than you breathe in e.g. in for 5 seconds, out for 7 seconds</li> </ol>		

<b>Anna Caroe</b>	<b>14 Jan 2021</b>	<b>Diverse Governance - session 3 - webcast</b> <a href="https://www.diverseeducators.co.uk/governance/">https://www.diverseeducators.co.uk/governance/</a>
<p>A challenging and very inspiring panel discussion around diversity and inclusion issues in governance. The speakers were very open and gracious even as they recounted ways they had experienced racism or exclusion in their lives.</p> <p>There was a suggestion of agreeing to suspend political correctness to be able to discuss issues around race and minority groups so that we can work towards genuine diversity and inclusion.</p> <p>A helpful set of definitions were: Diversity is a fact, Inclusivity is a behaviour, and Belonging is a feeling. There was a strong focus on making people, and their sense of belonging the priority. This is obviously not the end or conclusion of a discussion, but a valuable continuation of the conversation.</p>		

<b>Maria Lazarus</b>	<b>19/01/21</b>	<b>LA Gov training - Developing and Monitoring the Primary Curriculum</b>
<p>An overview of curriculum development and how GBs must ensure we ask the right questions to assess the intent, implementation and impact of our curriculum. Special focus on scrutiny of the school vision and measures for remote monitoring, the latter of which is expected to be added as an OFSTED review area shortly. Also on ensuring that catch up funding is spent on the areas identified for it and that there is transparency for parents regarding this.</p> <p>Further questions - have we narrowed our curriculum due to lockdown? How are vulnerable children being supported? How is engagement with learning being assessed? How is</p>		





school following up with those not engaging? How is GB ensuring wellbeing provision for staff and effect?

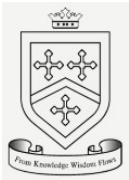
DfE guidance for Jan 2021 lockdown is very similar to the March 2020 lockdown, except that now there is a daily time expectation for work set - 3 hours for KS1, 4 hours for KS2. DfE has mandated that all schools must have their own remote learning policy on their website by 25th January 2021.

<b>Anna Caroe</b>	<b>20.1.21</b>	<b>Spring term briefing</b>
Updates on remote learning, general updates, presentation from Jonathan Lewis, networking.		
Good to stay up to date, but concerned about the way this session seemed to focus on equipping governors to judge the remote learning offer rather than equipping them to ask questions to hold school leaders to account for it. There was lots of evidence of governors speaking up for the hard work of staff, but the delivered message was rather too heavy on the 'challenge' and monitor side than the 'support' side.		

<b>Liz Jenkin</b>	<b>18.01.21</b>	<b>Spring Term Briefing</b>
Governance updates and presentations on remote learning, including OFSTED requirements. (Powerpoints included with FGB paperwork). I found it really helpful to see things from a wider perspective, e.g. comparing data from South Cambridgeshire and other areas of the county. It was stressed that there is no one right way to do things, and each school must act on its own local knowledge. Of necessity, the briefing focused very heavily on the pandemic and I found it reassuring to see what a comprehensive remote learning offer we have in place at Shelford. Many governors were also parents and it was salutary listening to experiences from their perspective.		

<b>Gillian Scahill</b>	<b>180121</b>	<b>Spring Term Briefing</b>
I would echo the other comments but also I felt that we are blessed with all our staff and with my fellow governors who are committed to supporting the Head and everyone in the school. I felt that Jonathan Lewis@ presentation was far more positive.		

<b>Maria Lazarus</b>	<b>260121</b>	<b>Spring Term Briefing</b>
As above. You can join the daily Covid email from Jonathan Lewis by emailing him. Watch out for a letter from LA soon on internet access provision via BT vouchers etc.		
Message of thanks to Gobs plus encouragement to keep being supportive to staff. Wellbeing suggestion from breakout room discussions with a primary head was to ensure each staff member had a regular half day for themselves to use in the most suitable way for their needs, e.g. wellbeing activity, work prep etc. Also staff virtual quizzes to keep in more social contact.		



<b>GillianScahill</b>	<b>270121</b>	<b>A Governor's role in Health &amp; Safety</b>
<p>A very long but worthwhile meeting/presentation. There was a huge amount of detailed information much of which will not be able to be acted upon until these present restrictions are over. It gave some checklists and helpful advice which will help when a site visit is possible. It was interesting that Staff Wellbeing is seen as an important part of this role but that it should not be the responsibility of one governor.</p>		