

**Great and Little Shelford CE (A) Primary School**  
**Full Governing Board Meeting**  
**11 March 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)	
Emily Button (EB)	
Liz Carrothers (LC)	
Frances Dye (FD)	
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**

There were no apologies.

**3. Declarations of Interest**

There were no declarations of interest.

**4. Minutes of the previous meeting**

Minutes of the previous meeting (28 January 2020) were approved as an accurate record of the meeting, these will be signed electronically.

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

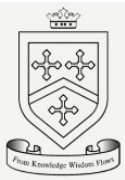
- LJ, FD and CG to review Equality Objectives. See item 9.
- CG to add Covid catch up funding report to school website. DONE.

**6. Chair's Business**

a) Governor Development Plan (GDP)

AC referred to the Governor Development Plan which had been circulated. AC updated that pupil perceptions on Collective Worship had been collected and that she is currently determining the best way to feed this back to the FGB.

b) Governor Monitoring Log



Governors discussed that it is important to monitor the school, whilst at the same time not cause additional stress and work for staff. Overall it was agreed that after Easter Subject Leaders should provide a report and that conversations between Link Governors and Subject Leads should take place, possibly involving an onsite visit if allowed, and that this timescale was reasonable. CG reported that staff are aware that they will need to provide a report after Easter.

CG confirmed that, under recent Government guidance, volunteers are allowed in school however currently this is limited to music tuition, triathlon club and dance clubs. Next term Governor volunteers may be able to attend. It was discussed that, although DBS have expired, they may not be required depending on the frequency, duration, purpose of the visit and as long as volunteers are not working 1:1 with children.

c) Roles for 2021-22

AC updated the Board on succession planning. She confirmed that LJ and GS will step down from their roles as Vice Chair and Chair of Finance and Premises (F&P) Committee, respectively, at the end of this year. ML and FD have agreed stand for election as the co-Vice Chairs next year. PE has agreed to stand for election as Chair of F&P however a Vice Chair for F&P is also recommended, if anyone is interested in the role they should speak to GS or PE.

## 7. Headteacher's Business

a) Headteacher's Report

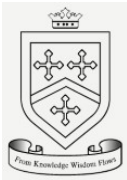
CG summarised his report which had been circulated in advance. He highlighted the following points in particular:

- There were 29 first choice for reception intake in Sep 2021.
- Current class structure remains the same.
- Staff sickness levels were noted including that some time off had been needed for vaccination side effects. It was very pleasing to note that one staff member who had been on long term sick leave is now undertaking a phased return.
- There have been no exclusions since the last meeting.
- Safeguarding team and information remain the same.
- CG had received a letter from Rosemarie Sadler (Head of Service for School Improvement) acknowledging the exceptional phonics results attained recently – Year 2 results from December 2020 were in the top 10 of Cambridgeshire Local Authority maintained Primary schools and in the top 20 of all schools in Cambridgeshire.
- Curriculum and monitoring – there has recently been a safeguarding audit with the Local Authority, the Single Central Record has been monitored, pupil monitoring of collective worship has taken place and monitoring learning behaviour of pupils has taken place today.
- Premises and building work – replacement of the swimming pool boiler is a priority. This may be funded through LCVAP but other options for funding are under consideration e.g. Sports Premium.

b) School development plan

CG referred Governors to the School Development Plan, which had been circulated in advance, and explained that the Senior Leadership Team are working to get back on track with completing as much as they reasonably can.

c) Website Compliance



CG referred to the Compliance Tracker which had been circulated. He highlighted that the Accessibility Plan will need to be reviewed in June and that this will be a priority after Easter. It was agreed that LJ, ML, GS and Heather Paterson (SENDCo) will carry out a site visit after Easter.

**Action: LJ to coordinate Accessibility Plan site visit**

d) Term dates 2021-22

CG referred Governors to the term dates and explained that these follow the LA term dates, with the addition of 5 PD days. Governors approved the dates.

e) Update on re-opening

CG and SB reported that overall it was wonderful to have the school fully open this week. CG and Nick Cuff had carried out monitoring today and all indications are that children have adapted well to the return.

## 8. Governor Effectiveness Audit

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

**Strategy: does the school have a clear vision and strategic priorities?**

- Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?
- Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?
- How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?

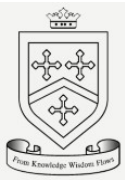
**Engagement: are we properly engaged with our school community, the wider school sector and the outside world?**

- How well do we listen to, understand and respond to our pupils, parents and staff?
- How do we make regular reports on the work of the governing board to our parents and local community?
- What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

In feedback the following points were raised:

Strategy

- Overall happy with the school's vision.
- Regarding achievements of children who have left – this is not done at the moment but it may be worth considering seeking feedback from secondary schools.
- Although the Board has been monitoring the vision and strategy it does not have specific Key Performance Indicators, it was noted that the SIAMS schedule has reference to KPIs.
- Strategic planning does drive the FGB business and agenda.
- We have a 3 year vision, but next step is to formalise some aspirational targets. Wording will be key (not too narrow or fixed).



- AC raised that she would like to develop a document outlining a 3-5 year Strategic Plan and will put together a small Working Group to take this forward. CG, LC, FD, ML and ST confirmed their interest to be involved with this.

**Action: AC to set up meeting of Strategic Plan Working Group (AC, CG, LC, FD, ML and ST)**

#### Engagement

- Although communication has been challenging during 2020, the Communication Working Group carried out a survey which will provide a useful baseline.
- There are groups of parents that don't engage with the school and these may be the ones that could most benefit from engagement.
- Communication with the local community and parents is strong e.g. village news articles and school newsletter.
- Communication with pupils had been less over the last year due to the pandemic and Governors not being able to visit school.
- There is a standing item on the school at Parish Council meetings, although there is not currently a formal report to the Parish Council.
- Regarding collaboration with other schools, there has been more engagement with non-local people than ever before since COVID; cluster school contact is helpful. It was agreed that Governors could possibly be doing more in this area, e.g. working with a Governing Board in a different area / different types of school.
- It was noted that the virtual LA training and use of breakout rooms had been good for networking.
- Regarding collaboration with other sectors, there were plenty of examples, for example outreach support with schools within the Diocese, collaborations with the Faculty of Education, AC's involvement with the NGA, international links e.g. International Schools Award, STEM visitor assemblies, PTA interactions with local businesses from many sectors.

It was commented that it would be good for the FGB to reflect on what improvements to communication had come about through the pandemic and which of these should continue.

#### **9. Equality Objectives**

LJ updated that a group consisting of herself, FD, PS, CG and Heather Paterson has been formed and will meet to look at the relevant policies and take this forward. SEND and pupil premium will be foci.

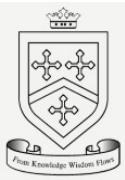
**Action: LJ/FD to arrange meeting of sub group to discuss Equality Objectives**

#### **10. Communications working group**

EB updated on behalf of the Communications Working Group. The group agreed that there were effective communication methods utilised between school and parent body during partial school closure and since the return this week.

This week the school had sent around email for parents to book for virtual Parent-Teacher Consultations (using School Cloud), this system was easy to book appointments and received positively by the parent community.

#### **11. Standing item – safeguarding**



LJ reported that CG and Nick Cuff have monitored the Single Central Record for this term and identified some minor tweaks. LJ credited Dianne O'Bryan for all her hard work to update the system.

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

CG updated that the Site Security Policy will go to the F&P Committee before returning to FGB.

AC updated on discussions regarding the development of a scheme of delegation which would set out which policies must be read by all Governors and which can be delegated to a small group of Governors (according to individuals' interests and expertise) who could make a recommendation to the FGB. It was noted that most of the many school policies do not require formal sign off by the FGB.

***Action: AC to discuss process for policy approval with LJ, CG and LH***

### **13. Standing item – Governor Professional Development**

Governors noted that AC, LC, ML and GS had recently attended a training session on Link Governor Monitoring and that slides had been shared with Governors. The course and resources were particularly useful for preparing for a visit for example, how to structure a visit, types of questions to ask, how to feedback to the FGB.

LJ, ML, PS and ST had attended the recent Governor Conference and shared the relevant slides.

All Governor training and impact since the last FGB meeting has been recorded and can be found at Annex 1.

LJ commented that it was really encouraging to see how much training Governors have done this year and reminded Governors that it is hoped that everyone could attend at least one briefing and one course each year.

### **14. Standing Item – Teacher and Head Teacher wellbeing**

CG commented that overall teacher wellbeing seems positive. He noted that he is encouraging flexible working where possible, e.g. staff doing Planning, Preparation and Assessment from home. SB commented that staff are happy that school is open fully and welcome the return to face to face teaching.

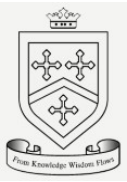
ST raised that the FGB should start to think about how to recognise staff at the end of the year.

### **15. Rainbow / Wacky Liaison**

ST referred to minutes which had been circulated in advance. It was noted that the Liaison Committee will now meet twice per term (instead of once). There were no questions.

### **16. PTA**

EB updated that the PTA has approved extra funding for history, DT and Geography budgets and that SB is asking staff about subject areas for next year that the PTA could help to raise funds for.



Amazon Smile contributions increased last month from usual £12 to £33. The Amazon Wishlist for books for the school is ongoing.

The PTA are planning a Sponsored Readathon for the children to take part in over Easter holidays. There will be a virtual PTA quiz in April for the school community to encourage reconnection.

**17. School Council**

LC reported that elections for new School Councillors will take place before Easter and the children will start these roles after Easter and continue them until December 2021. It was noted that the School Council has not met since December 2019 and it is a priority to get this up and running again.

**18. AOB**

- Alison West retirement – AW was the previous but one head teacher of Shelford School, has since held a role at the LA and will retire this summer. PS and LJ agreed to follow up with how to best thank AW for her involvement and support of the school over many years.

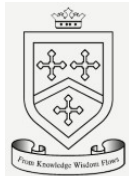
**Action: PS and LJ to follow up on retirement gift for Alison West**

- LJ reminded Governors that a small group meet to pray for the school, a Zoom link can be found in the school newsletter.
- Date of next meeting – Thursday 29<sup>th</sup> April

The meeting closed with prayer at 21.20.

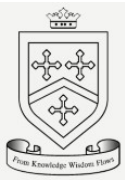
Signed as a true record.....Date.....

Chair



**ANNEX 1 Governor training and impact – since previous meeting (28.01.21)**

<b>Maria Lazarus</b>	<b>10/02/21</b>	<b>An introduction to the foundations of effective influencing</b>
<p>A presentation hosted by the Project Management Institute and delivered by Jeremy Cassell, based around his C3 (C cubed) model of influencing. This was a training session highlighted in a schools-related newsletter recently. Slides are <a href="#">here</a>.</p> <p>This covered some basic principles of effective influencing - confidence, credibility and connection. Many of the techniques suggested to support these principles were things the audience would have likely heard before, but it was helpful to have them reinforced collectively and prompt reflection on areas for personal development. Listening and being open to different opinions were highlighted as key skills (and ones that I thought were particularly strong in our board).</p>		
<b>Polly Stanton</b>	<b>18.01.21</b>	<b>Spring Term Briefing</b>
<p>Useful update for fulfilling governor duties in the current situation.</p>		
<b>Liz Jenkin</b>	<b>11.02.21</b>	<b>Decolonising the Curriculum</b>
<p>A webinar from the Chartered School of Teaching - a mix of presentation and thought-provoking discussion. More questions than answers, so very much the beginning of a process. General recognition that our curriculum is Eurocentric. Few BAME pupils study history post 16; research shows that they do not see themselves represented, except as underdogs. Even within Britain, history is largely about 'stale, male, pale' Southern politicians. It focuses on events, the rich and famous, top down celebratory 'Our Island Story' beloved of Micahel Gove and Nick Gibb, who were influenced by ED Hirsch's 'knowledge curriculum'. This begs the question, what knowledge, and whose? The impact of diversity courses on white privilege and 'colour blindness' is very limited. Teachers need to ask not just <i>how</i> to teach history, but <i>why</i>.</p>		
<b>Maria Lazarus</b>	<b>22/02/21</b>	<b>Schools Funding, Budgeting &amp; Financial Monitoring</b>
<p>LA Governor Training session providing a helpful overview of the implications of the new funding formula for our budgets over the next 2-3 years.</p>		
<b>Maria Lazarus</b>	<b>25/02/21</b>	<b>Schools Financial Value Standard training</b>
<p>LA session led by Holly Crofts. Very useful overview of what to use as evidence when completing the SFVS. Deadline for SFVS submission extended to 28th May 2021 (usually March). Lots of breakout rooms to discuss each set of questions and experiences in different schools.</p>		
<b>Gillian Scahill</b>	<b>250221</b>	<b>Schools Financial Value Standard training</b>
<p>See above. List of evidence to use was useful although it is also available when completing the form online.</p>		
<b>Anna Caroe</b>	<b>Feb 2021</b>	<b>Psychological First Aid: supporting children and young people</b>
<p>Public Health England online course over 3 sessions. Outlining strategies to identify children and young people who may have been psychologically affected by crisis or trauma. <b>Not</b> a course on how to treat or meet those needs, but to identify, listen and help link people up to agencies and professionals who can help. Very valuable for anyone working or living with children at the current time. Has given me confidence to trust in the core</p>		



value we place on wellbeing, a safe environment and trusting relationships. These things will help children feel secure and safe to return to school-based learning.

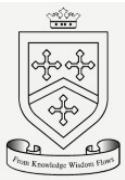
<b>Maria Lazarus</b>	<b>6/3/21</b>	<b>Annual Governance Conference</b>
<p>This conference had a strong focus on wellbeing, which I appreciated given our GB discussions recently. The importance of Mental Health First Aid was highlighted, and the ability to be trained in this. The idea of ‘happy schools’ was also examined, with senior leaders recognised as having a key role in creating a culture of trust and autonomy within their schools to support a happy workplace.</p> <p>In my breakout room we discussed ways that GBs have successfully been supporting the wellbeing of their SLT and staff, some/all of which may be helpful for our GB too e.g. paying for a wellbeing service for all staff to freely access (the GB can see anonymised data of how well accessed the resource is and which areas are accessed the most e.g. financial worries), being a listening ear for staff if they request it and ensuring there are regular low level opportunities in school to ask staff how they are getting on and what they need e.g. daily group Teams chats. We didn’t manage to cover how GBs do/could ensure that all staff were actually getting the support they needed, but acknowledged how important it was to question this.</p> <p>The other themes were disadvantaged children (mostly focused on secondary data, but highlighting that, at the current rate of progress, it would take 500 years for disadvantaged children to close the gap with other children) and Ofsted’s plans for inspections in the wake of lockdowns. The presentations for these should be available to share soon. (Simon T shared these via email 9/3/21)</p>		

<b>Maria Lazarus</b>	<b>10/03/21</b>	<b>Link Governor and Monitoring Visits</b>
<p>Slides available on shared drive.</p> <p>Good overview of how to prepare for and conduct a link monitoring visit. The presentation includes useful questions to consider for subject leader, SLT, pupils and class teachers. There are also top tips on how to write a constructive and impactful report of your monitoring for the GB.</p>		

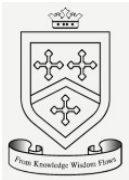
<b>Liz Jenkin</b>	<b>23/02/21</b>	<b>Baptist Union Safeguarding Interim Training</b>
<p>Useful to learn about Covid specific issues, e.g. communicating with young people via social media. Interesting also to discuss spiritual abuse, a category that is specific to faith contexts, as opposed to educational ones.</p>		

<b>Liz Jenkin</b>	<b>06.03/21</b>	<b>Annual Governance Conference</b>
<p>Very useful reminder of the work of the Education Endowment Foundation. Ideas on definition of Pupil Premium and use of funding were quite different in places from the usual narrative. It was recommended that 50% of the funding should be spent on enhancing Quality First Teaching. (However, as this will benefit all children, it would not necessarily ‘Narrow the Gap’, which was widening even before the pandemic.) It was stressed that individual schools are best placed to define disadvantage, and that we should not refer to ‘PP / SEND’ children - labels are for bears, not children. (Picture of Paddington Bear, with label attached.)</p> <p>Reassuring presentation on current status of OFSTED inspections. It was stressed that we define which children are vulnerable, not OFSTED. Inspectors are not interested in what governors <i>do</i>, so much as the purpose, rationale, and impact of their work; we were cautioned against over monitoring - rather, we should do less, better.</p> <p>Re. staff wellbeing, it was essential to find out what would actually help staff, and not just provide e.g. weekly mindfulness sessions / ‘custard creams on Fridays’ if that was not helpful. It was important too for leaders to check that once staff have been released from a task, e.g. detailed marking, they actually stop doing it.</p> <p>Wellbeing of parents was touched upon - by and large they do not read letters, so other methods of engagement are needed.</p>		





The final session was on the importance of good clerking.		
<b>Liz Carrothers</b>	<b>22/02/21</b>	<b>Schools Funding, Budgeting &amp; Financial Monitoring</b>
Schools funding and budget training session proved by LA, including financial planning for schools, budget monitoring and audit requirements. Useful overview of financial management and funding streams and helpful introduction for those on F&P.		
<b>Liz Carrothers</b>	<b>10/3/21</b>	<b>Link Governor and Monitoring Visits</b>
2.5hr summary of role and responsibilities of link Governor and overview of preparing for a monitoring visit, along with report writing, linking to SDP and impact statements. Handouts on the shared drive, helpful if preparing for a visit. Very useful training course for newly appointed Governors or refresher for more experienced members.		
<b>Liz Jenkin</b>	<b>11/03/21</b>	<b>University of Cambridge Unconscious Bias and Equality and Diversity</b>
Online modules providing helpful insights into appointing staff, supporting leaders dealing with personnel issues and acknowledging that we all make assumptions about people.		
<b>Anna Caroe</b>	<b>10/3/21</b>	<b>Link Governor and Monitoring Visits</b>
The impact of this course was that I have increased knowledge of how to plan and report on a monitoring visit. I have been reassured that the way we arrange and utilise our link governors is appropriate and that the subject reports the school produces supports conversations around pupil progress, attainment, subject aspirations and the impact of the curriculum.		
<b>Anna Caroe</b>	<b>2020/21</b>	<b>NGA Developing Chairs course</b>
<p>A year-long course covering all aspects of Chairing and leading a Board. Online meetings, independent video training sessions, 360 reviews, action plans and impact statements.</p> <p>I specifically developed:</p> <ul style="list-style-type: none"> <li>My knowledge and understanding of financial matters,</li> <li>my skills in leading change and developing leadership within the Board</li> <li>professional relationships with other Chairs</li> </ul> <p>It resulted in:</p> <ul style="list-style-type: none"> <li>Secure understanding of budget setting and financial oversight</li> <li>Succession plans for 2021/22 Vice Chair and committee chairs made through collaborative leadership processes and dialogue with Board members.</li> <li>A network of people I can approach for advice and support</li> <li>Development of induction processes to involve new governors very quickly, and provision of documents which outline the work of the Board clearly mean that people can become active in using their skills for the Board quickly and that the groups and committees are clear about their purpose and remit.</li> </ul> <p>The impact for the pupils is</p> <ul style="list-style-type: none"> <li>The effective use of the skills within the Board</li> <li>Ensuring challenge and development are always welcome</li> <li>Sharing of good practice, support and advice sharing among schools</li> <li>Appropriate challenge and support to the school to enable all children to feel safe to learn and achieve their potential within the school community through and after the Covid crisis</li> </ul>		



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Polly Stanton	6/03/2021	LA Governors' Conference
<p>Comments.</p> <p>One or two "pearls":</p> <p><b>1 The impact of 'disadvantage' on learners</b></p> <p>Socioeconomic disadvantage may mean that pupils:</p> <p>Do not have the background knowledge to make connections with learning.</p> <p>Do not have the self regulation skills to plan, monitor and evaluate their work.</p> <p>Have lower levels of oral language.</p> <p>Have a more limited vocabulary, or difficulties with language comprehension.</p> <p>Have a negative perception of themselves as learners.</p> <p>Experience lower expectations through labelling.</p> <p><b>2 Emphasis by Ofsted on governors understanding the school's curriculum</b></p>		