



CALDECOTE PRIMARY SCHOOL

Minutes of the Meeting of the Full Governing Body

Wednesday 23rd February 2022 at 6pm

Due to the Covid-19 pandemic the meeting was held virtually using Zoom.

Governors Present: Pippa Smith (Co-Chair) (PS)
Kate Duncombe (Co-Chair) (KD)
Karen Stanton (Co-Head) (KS)
Rebecca Snelling (Co-Head) (RS)
Cristina Turner (CT)
Janet Taylor (JT)
Emma Hall (EH)
Vicky Miles (VM)
Jay Surti (JS)
Natalie Martin (NM)
Shweta Tripathi (ST)

Apologies: Mary-Ann Claridge (MAC)
Joanna Skiba-Szymanska (JS-S)

Clerk: Katie Tween (KT)

Item	Notes	Action
1	Welcome and Apologies KD as Co-Chair welcomed all to the meeting. Apologies had been received and were accepted from MAC and JS-S. The meeting was quorate.	
2	Declaration of Interests No declarations of interest were made to any items on the agenda.	
3	Action Points, Minutes of last FGB meeting (17.11.21) and Matters Arising. The Chair listed the open actions: <i>PS to re-send and chase the skills audit.</i> Action completed. PS advised all governors that this would be an annual exercise, so the skills audit would be re-circulated in the summer.	

	<p><i>All governors to log on to the governors only section of the website over the next week.</i></p> <p>Action completed: All governors present confirmed that they had successfully accessed the website.</p> <p>JT joined the meeting at 6.05pm.</p> <p><i>Various Training Actions.</i></p> <p>All training actions complete with the exception of the circulation of the link to the e-learning course on governors' roles and responsibilities. PS reported that she was still waiting for the video to be provided so action to remain open and PS to chase Governor Services.</p> <p>The clerk advised that from now on, she would be recording training booked and attended, so governors should email her to ensure the record was kept up to date.</p> <p>The draft minutes had been circulated in advance. The minutes were approved as a true record.</p> <p>Action: Chair to sign minutes and return a copy to school.</p>	<p>PS</p> <p>KD</p>
4	<p>Governing Body Business</p> <p>4.1 PPF Terms of Reference</p> <p>The PPF Terms of Reference had been agreed at the recent PPF committee meeting and had been circulated to the FGB in advance. It was agreed that they should be ratified.</p> <p>4.2 PCS Terms of Reference</p> <p>The PCS Terms of Reference had been agreed at the recent PCS committee meeting and had been circulated to the FGB in advance. It was agreed that they should be ratified.</p> <p>4.3 Standing Orders</p> <p>The Co-Chairs had drafted the Standing Orders based on the LA model orders. The Clerk advised that the minutes should not be published until they had been approved at the following meeting and governors agreed with this suggested change. Subject to this amendment, the Standing Orders were ratified.</p>	
5	<p>Policies</p> <p>Copies of all policies had been circulated in advance.</p>	

	<p>5.1 Monitoring Visit policy</p> <p>It had been noted at the pre-Ofsted check that it would be beneficial to have a monitoring visit policy and this one was based on a model policy.</p> <p>A governor questioned when it would be appropriate to use the policy and the accompanying visit report form and it was clarified that it should be used for all visits as it was important to capture whenever visits were happening, including introductory visits.</p> <p>The policy was ratified.</p> <p>VM joined the meeting at 6.15pm.</p> <p>5.2 Prevent policy</p> <p>This policy had been extensively reviewed and was now based on the School Bus model policy with updated links and references.</p> <p>A governor questioned whether the British Values policy should be included in the list of policies referenced in the Prevent policy. KS explained that the British Values was a statement, rather than a policy.</p> <p>It was noted that the policy referred to one Designated Safeguarding Lead (DSL) but the school had three DSLs so it was agreed that the policy should be amended to reflect that. A governor also noted that some of the highlighting used in the editing process had been left in, so this needed to be removed. Subject to these minor amendments, the policy was ratified.</p> <p>5.3 Complaints policy</p> <p>It was noted that this was the LA's model policy.</p> <p>Governors discussed the need to ensure that the policy was accessible to all parents and carers who may wish to use it, including people who may not read English or may require it in a different format. It was noted that this applied to all policies but was particularly important for the Complaints Policy as it may be directly used and applied by parents and carers. KS explained that it would be provided in a different format on a case by case basis and explained that there was a mechanism in place for parents to be supported by the LA. The LA would be able to supply a copy in a different language for example. The Clerk advised that a parent could be directed to her in the first instance and that she could act as an impartial support to parents where needed including directing them to the LA.</p> <p>Governors also questioned whether there needed to be anything in the policy to reflect covid and how any meetings may be held</p>	
--	--	--

	<p>virtually rather than face to face if needed. The Clerk explained that any national or local government guidance would supercede any individual policies. This was supported by KS and it was agreed that no amendment was needed.</p> <p>Governors then discussed the choice between a face to face and a written hearing for the final stage of the policy. It was agreed that a written evidence hearing was better for both sides.</p> <p>Governors noted that if a complaint was made against the Chair then the policy stated that it would be considered by the Vice-Chair. It was agreed that this would be the other Co-Chair, but that longer term it would be beneficial to have a Vice Chair in place.</p> <p>A governor noted that the policy aligned with the Complaints training that he had recently attended.</p> <p>Following discussion, this policy was ratified.</p>	
6	<p>School Financial Values Standard (SFVS)</p> <p>The SFVS had been circulated in advance. It was noted that the PPF committee had reviewed and updated it but that it now needed to be approved by the FGB. There were no questions or comments and the SFVS was approved.</p>	
7	<p>Website Compliance</p> <p>PS thanked all governors who had reviewed the website and said that based on the reviews so far the website was compliant.</p> <p>Action: All governors yet to complete website review should review based on the DfE list and report back to PS.</p>	All
8	<p>Head Teachers' Report</p> <p>The report had been circulated to all governors in advance of the meeting.</p> <p>Governor Questions, Support and Challenge.</p> <p><i>Q./ The report includes reference to a homophobic incident; are you satisfied that this was an isolated incident?</i> A./ Yes, it had been an isolated incident; there was no pattern of incidents and it had been robustly dealt with.</p> <p><i>Q./ The impact of covid on staffing has clearly been significant, with the report referring to an additional hour per day for staff members. Could you elaborate on this?</i> A./ It seemed to be improving now; there had not yet been any updated guidance from the LA about any changes and what they</p>	

	<p>might mean for schools. In the meantime they continued to mitigate risks for staff with, for example, increased ventilation and hand hygiene. All staff members had been vaccinated. The additional time was largely down to the current need to provide remote learning for children who were isolating, so the hope was that this would change with new guidance and that going forward children would either be at home unwell and therefore not participating in learning, or at school. However, this depended on the guidance.</p> <p><i>Q./ Is the review of bullying still taking place?</i> A./ Yes – SLT carried out termly reviews in different formats including speaking to children, looking at behaviour logs and looking at accident report logs. The aim was to identify any risks or patterns of behaviour and to see if children were feeling safe. This was logged in an internal record as part of SLT monitoring and was useful evidence if a concern was ever raised about bullying.</p> <p>Governors asked for this information to be included in future Head Teacher reports.</p> <p>Action: Head Teacher reports to include the bullying review monitoring information.</p> <p><i>Q./ Is there anything that governors can do to help support staff and improve well-being?</i> A./ Some things were already improving; staff no longer had to wear masks in communal areas and the restrictions on the use of the staff room had been lifted which had made a difference. However, some staff remained anxious so any initiatives from governors such as covering playground duty would be best delayed until the summer term.</p> <p>It was noted that the support given by governors was appreciated and governors were reminded to be mindful of staff time when carrying out governor visits. The staff governor added that the additional support from governors did have a real impact amongst the staff.</p> <p>The governors thanked the Co-Heads and the wider staff for all of their hard work in keeping the school running over such a challenging period.</p>	KS/RS
9	<p>PPF Committee</p> <p>The draft minutes from the most recent PPF meeting had been circulated. There were no further updates and no questions.</p>	
10	<p>PCS Committee</p>	

	<p>The minutes of the October PCS meeting had been circulated but the committee had met earlier in February. The Chair noted that at this meeting the committee had discussed the Raising Achievement Plan, the curriculum and the new early reading scheme. There were no questions.</p>	
11	<p>Raising Achievement Plan (RAP)</p> <p>The RAP had been circulated in advance. RS explained that it was an ambitious plan but that it was going well. She gave the following updates:</p> <p><u>Writing</u> Additional meetings have now happened and the whole school approach has been provisionally agreed. This was a big area, but progress was now being made.</p> <p><u>Art and D&T</u> The audit of resources had been completed and the equipment had been ordered.</p> <p><u>Diversity</u> There had been a staff meeting and all staff had completed an audit across the school. Different events were planned including a Diversity Day with a focus on celebrating different cultures.</p> <p><u>11x11</u> This was being progressed, with displays in classrooms across the school.</p> <p>Governor Questions, Support and Challenge.</p> <p><i>Q./ What is 11x11?</i> A./ This was Caldecote's curriculum; it was unique to Caldecote. All of the details were on the school website and the learning tree, but the concept was that for children in year 6 there would be 11 things that they would learn or do by the time they were 11 (11x11) and for children in year 5 it was 10 things by the time they were 10 (10x10) and so on.</p> <p><i>Q./ Are you seeing any impact of the daily short sessions?</i> A./ Yes. These were short sharp sessions and doing them regularly was having an impact. There had not been SATs for a couple of years but internal assessment data showed an impact. The focus was to make sure that the basics were covered all of the time, for example arithmetic sessions were allowing re-visiting of concepts to make sure they were sticking. The impact was that the children were retaining more of the basics. This was particularly important at the moment as they were still dealing with the covid gap. The key</p>	

	<p>areas where tangible progress could be seen were times tables and spellings.</p> <p>There were no further questions.</p> <p>Action: All governors to book in their RAP monitoring visits.</p>	All
12	<p>Governor Training</p> <p>Governors discussed training that they had attended and shared what had been useful and impactful:</p> <ul style="list-style-type: none"> • KD was doing a New to Chairing course and was finding it very helpful. She had completed two out of the four modules and found the opportunity to share experiences with other new chairs particularly useful. • KD had also completed an EYFS training course and reported that it had been excellent. • JS had attended a Complaints training session and reported that the facilitator had been very familiar with complaints and different possible scenarios. He had also found the breakout sessions to be interesting. The training had been useful when reviewing the school's complaints policy. • ST had completed Induction training and had found it very interesting. She had learned about what was strategic compared to operational and had found it good to interact with other new governors and to share experience. <p>Governors also shared the training that they had booked to attend:</p> <ul style="list-style-type: none"> • EH was booked on Induction training. • JT was booked on Safer Recruitment training. • ST was booked on the termly briefing session and Monitoring the Curriculum. <p>PS advised that they had decided to re-subscribe to the Governor Services training package and encouraged all governors to sign up to any courses that they thought would be interesting or useful. The NGA also had training materials available. The Clerk informed governors that the LA was hosting a Governors Conference on 12th March that she would be attending and that there were also two free spaces available for governors.</p> <p>Action: The Clerk to circulate details of the conference. Any governor wishing to attend should liaise with KT.</p> <p>Action: PS to re-circulate the link to the NGA training modules.</p>	
13	<p>Monitoring Visits</p> <p>It was noted that the majority of monitoring visits were now booked in. Governors were reminded to include a safeguarding question</p>	

	and to follow the agreed process for submitting visit reports. It was noted that visits should remain on zoom for now.	
	Action: All remaining monitoring visits to be booked in.	
14 15	<p>Health and Safety Update</p> <p>Safeguarding Update</p> <p>It was agreed that these two items would be taken together. PS reported that she had visited the school and looked at the Single Central Record (SCR). She explained that she checks it regularly and it was always either totally up to date or in progress; for example if a DBS check had been requested but not yet received then that would be showing as amber. She was satisfied that it was up to date and closely monitored.</p> <p>PS had also done a site walkaround to check that the site was secure and to hear the procedures for making it secure. She had flagged up some minor issues including some weak fencing that, if not monitored and addressed, could end up with a gap. The tape cordoning off the slippery bridge had disappeared and there was also an old bench that should not have been left in the playground. These issues had identified that there was no person employed by the school whose job it was to manage the site. Some of the ongoing maintenance was carried out by parents as a gesture of goodwill to the school, but this may not be sustainable in the longer term as families move on from the school. PS reported that the school was beginning to look a bit sad and explained that as governors they needed to support the school in being better managed and keeping it secure and safe. Governors discussed this in detail, noting that finances were set aside for maintenance and upkeep, but these tended to be for major jobs. The issue at the moment was the minor bits and pieces; the SLT were taking these on but this was not necessarily the best use of the school's money. Governors questioned what other schools locally did and it was thought that most had a Site Manager. Caldecote currently had a Caretaker and the School Business Manager had unofficially taken on some of the other aspects of site management. Governors agreed that it would be reassuring to be employing someone whose job it was to check that the site was safe, secure and well-maintained.</p> <p>Action: Governors asked the Co-Heads to look into options for site management and to report back at the next meeting.</p> <p>KS reported that the school had bought some signs to restrict parking outside the school at drop off and pick up times. There had been lots of positive feedback and it was now much calmer outside the school. However there had also been a couple of complaints</p>	KS/RS

	around the signs being left out for too long, so school staff needed to ensure that the signs were brought in at the right time.	
16	<p>SEND/Pupil Premium Report</p> <p>NM gave an update:</p> <ul style="list-style-type: none"> Numbers of Pupil Premium (PP) children remained stable; currently there were 23 PP children including one Forces child. In Spring 1, NM had conducted monitoring for SEND and PP children and met with teachers. She had identified children who were making slower progress and had had productive discussions with the teachers. This had been a very effective form of monitoring as the 1:1 basis increased accountability and allowed specific actions to be agreed as part of a plan moving forward. The SEND register numbers also remained stable; one child had left and another child had been added. Support from outside agencies including Speech and Language Therapy (SALT) remained largely virtual; there had been one observation visit but everything else had been virtual. It would be better when in person visits were the norm again as they were much more useful especially for SALT. <p>Governor Questions, Support and Challenge.</p> <p><i>Q./ Are the PP/SEND pupils bouncing back differently from lockdown compared to other pupils, or at the same rate?</i></p> <p><i>A./</i> No particular struggles had been identified; some were also on the emotionally vulnerable register but no other additional concerns had been picked up. Their emotional well-being had been monitored closely but in general they were bouncing back as were the rest of the children.</p> <p>KS added that they had had good engagement with SEND and PP children over lockdown and all of that work had paid off. There had been an impact on them but no different to the other children. This enhanced support had also continued with remote learning; there were additional measures in place when PP or SEND children were isolating. Vouchers for supermarkets were also provided to those families as the children would not be coming into school for their meals.</p>	
17	<p>Other Matters Appropriate to the School and Governing Body</p> <p>The Co-Chairs thanked CT for all of her contributions during her term as a governor. It was her last meeting and governors agreed that she would be very much missed.</p>	

	<p>It was noted that the parent governor election information would be sent the following week.</p> <p>KS informed governors that the cost of school meals would be increasing by 10 pence and the cost of Care Clubs would also be increasing from April, though this rise would not apply to PP families who used Care Clubs.</p> <p>There was no further business and the meeting closed at 7.45. The next meeting will be held on 5th May.</p>	
--	---	--

Item	Action	Responsible
3	KD to chase Governor Services for the e-learning video.	KD
3	Chair to sign previous minutes and return a copy to school.	KD
7	All governors yet to complete website review should review based on the DfE list and report back to PS.	All
8	HT reports to include bullying review information.	KS/RS
11	All governors to book in their RAP monitoring visits.	All
14/15	Co-Heads to look into options for site management and to report back at the next meeting.	KS/RS