

*'With God there is no limit to what you can do. There is no obstacle you can't overcome.  
Through Him, all things are possible.' Matthew 19.26*

## ST NICHOLAS CE VA PRIMARY SCHOOL FULL GOVERNING BODY MEETING

Tuesday 17 November 2020 at 7.00pm held via Google Meets  
**MINUTES**

<b>Present:</b>	<i>Parent Governors:</i> Catherine Harvey, Hannah Dreager <i>Foundation Governors:</i> Delia Bonner, Stuart Burnett, Simon Counce, Janet Croot, Hilary Doherty, Caroline Fleming (chair), Henry Loweth, Dennis Stamps (ex-officio) <i>Local authority governor:</i> Lucy Parr <i>Headteacher:</i> Rizelle Crouch <i>Staff Governor:</i> Kate Briss
<b>In attendance:</b>	Tracey Norris, HfL Clerk

		<b>Action</b>
1.	<b>Prayer and Chair's Welcome</b> Rev'd Dennis Stamps led the meeting in prayer.  Caroline Fleming welcomed everyone to the meeting and thanked all for joining the meeting remotely.	
2..	<b>Procedural items</b> <ol style="list-style-type: none"> <li>a. Apologies: There were no apologies for absence.</li> <li>b. To declare any conflict of interests: none relevant for this meeting. Long standing conflict: Dennis Stamps – church hall letting to school.</li> <li>c. Any other business: there were no items of other business.</li> <li>d. To approve the minutes of the previous meeting: the minutes of 17 October 2020 would be formally approved at the next meeting together with the actions from today's meeting.</li> <li>e. To consider matters arising from the previous meeting: see 2.d above and also:               <ul style="list-style-type: none"> <li>▪ Regrettably, due to covid restrictions, the governor day in school planned for 4 December had been cancelled. Instead, pupil voice sessions would be arranged via Zoom/MS Teams (see discussion at agenda item x).</li> <li>▪ The Chair thanked all governors for their contributions to the Christmas Hamper to date, the deadline for any outstanding items was Thursday 19 November.</li> <li>▪ Staffing update: office staff interviews had been held yesterday and a successful candidate identified who could start almost immediately. A new cleaner had been appointed and the new supply teacher was settling in well and was also delivering catch-up lessons as well as cover.</li> <li>▪ <b>Action: CF to send flowers and thank you card to school secretary.</b></li> </ul> </li> </ol>	<b>CF</b>
3.	<b>Skills Survey Results</b> The Chair thanked all governors who had completed the survey. As expected, there were smaller pockets of expertise in the finance and personnel areas so succession planning for these committees would be key in the future. The skills survey results had been circulated with the meeting papers. The Chair thanked everyone for	

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	continuing to build skills and expertise in new areas through involvement in new areas and online training.	
4.	<p><b>Policies</b></p> <p>The following policies were circulated in advance of the meeting and were approved:</p> <ol style="list-style-type: none"> <li>Staff Pay policy</li> <li>Staff appraisal policy</li> <li>Remote learning policy</li> <li>Terms of reference: no change to F&amp;P and SEC</li> <li>Terms of reference: changes made to Admissions and Personnel. The Admissions Committee had agreed to approve in-year admissions via email in an effort to speed up the process. This was agreed.</li> <li>Term dates for 2021/22 were noted and would be shared with parents as soon as practical. The additional bank holiday in June 2022 was raised, this would fall in the half term week and not directly impact the school. As usual, RC would allocate 5 INSET days, the occasional day was used for report writing.</li> </ol> <p>The H&amp;S policy required the signature of the Chair of Governors on the front page and this could be scanned on to the document.</p>	
5.	<p><b>Headteacher’s Verbal Update</b></p> <p>RC referred governors to the remote learning policy which had been circulated in advance of the meeting. She explained the expectations of staff and parents in the event that remote learning was required (due to self-isolation, as a result of test and trace or other):</p> <ul style="list-style-type: none"> <li>▪ A summary of the policy would be sent to parents at the same time as google email and passwords were issues. These would be personalised for each child. Individual passwords were essential to ensure the integrity of pupils’ work and reduce the potential for online bullying.</li> <li>▪ To date there had been one or two confirmed cases of covid in each class.</li> <li>▪ Google Classroom would enable the school to share the lesson being delivered live in the classroom to those pupils working from home.</li> <li>▪ The requirements within each tier were clearly laid out: <ul style="list-style-type: none"> <li>○ Tier 2: pupils self-isolating due to health.</li> <li>○ Tier 3: closure of a class/bubble. RC was aware that other local schools had sent classes/year groups home. In this eventuality, all work would be delivered via Google Classroom.</li> <li>○ Tier 4: whole school closure. This was a potential outcome if too many members of staff needed to self-isolate at the same time.</li> </ul> </li> <li>▪ During the last two weeks there had been no staff absences.</li> <li>▪ Staff were trialling Google Classroom, and admin support would be available to help parents (with email log-ins etc).</li> <li>▪ It was likely that updates/amendments would be made to the policy as its application was tested in the coming weeks. RC would keep governors informed of any updates.</li> <li>▪ As noted in agenda item 4 above, the policy was approved.</li> </ul> <p><b>Safeguarding:</b></p> <ul style="list-style-type: none"> <li>▪ SLT had reviewed the school’s covid risk assessment and were now asking parents to wear face masks on the playground.</li> </ul>	

	<ul style="list-style-type: none"> <li>There was one active child protection case at school, RC reported that the support from outside agencies was good.</li> </ul> <p><b>(Lucy Parr joined the meeting)</b></p>	
6.	<p><b>OFSTED Readiness</b></p> <p>The Chair provided some background for new governors and referred to the following documents which had been uploaded to Governor Hub:</p> <ul style="list-style-type: none"> <li>CofG view on school’s strengths and challenges July 2019</li> <li>Ofsted key questions (this had been updated by RC).</li> </ul> <p>The school’s last inspection had taken place in March 2017, since then the framework had changed dramatically. Governors would need to be aware of the areas for improvement identified in the last report and also be aware of the new framework and the focus on curriculum intent. It went without saying how much a good OFSTED grading impacted staff morale and the school’s profile with prospective parents.</p> <p>RC had attended training earlier in the day which had been led by Lizzie Jeanes, who was also an OFSTED Inspector. She was able to offer bespoke training for governors if this was desired. The following was discussed:</p> <ul style="list-style-type: none"> <li>RC would share slides from today’s training with governors.</li> <li>OFSTED inspections were in the process of transitioning from virtual to in-person inspections, although the timeframe for this was moving forward.</li> <li>It was understood that OFSTED would prioritise outstanding schools who have not been reinspected for a number of years.</li> <li>SIAMS inspections were following OFSTED’s lead and were similarly behind schedule.</li> <li>The Inspector would want to examine how well the school’s curriculum intent was impacting pupils. Inspectors would conduct “deep dives” in different curriculum areas and talk to pupils, class teacher and subject leader.</li> <li>The school’s HIP (Hertfordshire Improvement Partner) would be coming in later this term to work with Subject Leaders and prepare them for these conversations.</li> <li>A list of suggested questions was shared, governors could use these as a basis of conversation during their next round of pupil voice: <ul style="list-style-type: none"> <li>What have you learnt today?</li> <li>Have you done this before – did it link back to prior learning?</li> <li>Show me a piece of work you are proud of.</li> <li>What have you been working on?</li> <li>What helps you to learn/complete your work?</li> </ul> </li> <li>It was agreed that governors could conduct pupil voice via Google Meets.</li> <li>Reading pupil voice questions could include: <ul style="list-style-type: none"> <li>Can a child read fluently?</li> <li>Is the text challenging enough?</li> <li>What have they understood about the text?</li> </ul> </li> <li>Questions for subject leaders could include: <ul style="list-style-type: none"> <li>What do you want pupils to know at the end of the unit/key stage?</li> <li>How do you know they have learnt this?</li> <li>What challenge was available for more able pupils?</li> <li>Have you got the right equipment/what are the challenges to</li> </ul> </li> </ul>	

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	<p>delivering the curriculum in this subject?</p> <ul style="list-style-type: none"> <li>○ What CPD has been available for staff (in addition to training, staff should be able to articulate other types of CPD, eg mentoring, moderation, team teaching, pedagogy discussions in staff meetings etc).</li> <li>○ Why is this being taught and why now?</li> </ul> <p><b>Actions Agreed:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Each governor/pair of governors would hold a pupil voice session before the end of term via Google Meets.</b></li> <li>▪ <b>Governors would hold subject leader meetings during the spring term.</b></li> <li>▪ <b>RC would create a Google Document which governors could access and select convenient times/subjects of interest for pupil voice.</b></li> <li>▪ <b>CF would update the governor visit template to include the suggested questions as well as question on wellbeing/safeguarding/ESafety.</b></li> <li>▪ <b>RC to inform subject leaders of pupil voice sessions during next staff meeting.</b></li> </ul> <p>In relation to the Q&amp;A document shared by RC the following was noted:</p> <ul style="list-style-type: none"> <li>▪ Inspector would look at key points from the previous inspection and would use this and initial observations from the school’s website and the pre-conversation with the HT to determine the areas for deep dive.</li> <li>▪ The inspector would expect governors to know what the school’s unique curriculum drivers were, what wider activities supported them.</li> <li>▪ Governors would not be expected to know each SL action plan in minute detail but should be aware of monitoring.</li> </ul> <p><b>(Catherine Harvey joined the meeting)</b></p> <ul style="list-style-type: none"> <li>▪ An Inspector might ask governors to describe how they capture views. They could reference and evidence pupil voice.</li> <li>▪ <b>Q How are governors supporting children re safeguarding?</b> Governors can refer to the OFSTED readiness folder in governor hub – CH had recently attended safeguarding training and would share some good safeguarding questions in this folder.</li> <li>▪ <b>Q What were the school’s strongest curriculum areas?</b> RC was particularly pleased with the French and PSHE provision. The French subject leader demonstrated good subject leadership. The school had invested in resources to update the scheme of work and the feedback from pupils was fantastic.</li> <li>▪ PHSE was also a strong area; the school recently achieved its wellbeing award, RC felt that mindfulness was incorporated into all areas of the curriculum and school day. Staff had recently received training on the use of comic strips to explore feelings.</li> <li>▪ The SDP and SEF documents were reviewed by S&amp;C regularly. Both documents have been realigned to the new inspection framework.</li> </ul> <p><b>Actions agreed:</b></p> <ul style="list-style-type: none"> <li>▪ <b>RC would update the key questions as an aide memoire for governors.</b></li> <li>▪ <b>Governors would contribute to the document by adding quotes from children/subject leaders collected from pupil voice. This would be a working document.</b></li> <li>▪ <b>Governors were invited to update the school’s key strengths and</b></li> </ul>	<p><b>All</b></p> <p><b>RC</b></p> <p><b>CF</b></p> <p><b>CH</b></p> <p><b>RC</b></p> <p><b>All</b></p>
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	<p><b>weaknesses document as and when needed. (Governors could summarise what actions have been taken to address the challenges.)</b></p> <ul style="list-style-type: none"> <li>▪ The following documents would be uploaded to the OFSTED Folder: <ul style="list-style-type: none"> <li>○ SDP</li> <li>○ SEF</li> <li>○ Q&amp;A</li> <li>○ Strengths and weaknesses summary</li> <li>○ One-page summary of the new framework and how the school grades itself against each area.</li> </ul> </li> </ul> <p><b>Action agreed: RC to arrange group training session for governors with Lizzie Jeanes</b></p>	<b>RC</b>
5.	<p><b>SIAMS Readiness</b></p> <p>The SIAMS framework has also changed since the last inspection. In preparation for the school’s next inspection, SLT would need to demonstrate:</p> <ul style="list-style-type: none"> <li>▪ Monitoring of collective worship, exit interview, pupil voice.</li> <li>▪ Whole school assembly now took place each Monday, with class assemblies at various points in the week. Collective worship continued to be delivered albeit in an adapted way during covid.</li> <li>▪ RC had introduced a new school prayer which incorporated the core values.</li> <li>▪ Monitoring of teaching and learning of the RE curriculum: RC would arrange a pupil voice session on this.</li> <li>▪ The Diocese was offering governor training on SIAMs on 8 December and in January and this would provide useful awareness of what was required in terms of evidence gathering from documents, committees and FGB meetings.</li> <li>▪ <b>Action agreed: CF, LP and DS would attend Diocese SIAMS training for governors</b></li> </ul> <p>Governors thanked RC for the documentation already provided. This had been a useful session for all governors.</p>	<b>CF/DS/ LP</b>
7.	<p><b>Closing Prayer</b></p> <p>Rev’d Dennis Stamps led the closing prayer.</p>	
	<p><b>Date of next meetings</b></p> <p>Tuesday 2 February 2021</p> <p>Wednesday 19 May 2021</p> <p>Monday 12 July 2021</p>	