

*'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 16 November 2021 at 7.00pm held at the school
MINUTES

Present: *Parent Governors:* Hannah Draeger, Natalie Pepper
Co-opted governor: Catherine Harvey
Foundation Governors: Delia Bonner, Stuart Burnett, Simon Caunce, Jane Croot, Hilary Doherty, Caroline Fleming (chair), Henry Loweth
Local authority governor: Lucy Parr
Headteacher: Rizelle Crouch
Staff Governor: Kate Birss

Apologies: Dennis Stamps (ex-officio)

In attendance: Tracey Norris, HfL Clerk

	Item	Action
1.	<p>School Council Presentation</p> <p>Sophia and Parker shared a short presentation with governors on the work of the school council during the autumn term:</p> <ul style="list-style-type: none"> ▪ Members of the school council were elected by their peers and then attended weekly meetings. ▪ A school council notice board was used by its members to share information with the rest of the school; what had been discussed or agreed at meetings. ▪ Sophia and Parker had asked other school council members what they enjoyed most about being on the school council, feedback included: <ul style="list-style-type: none"> ○ It was fun; ○ It was good to be part of something that was trying to make the school better; ○ Being looked up to by other members of the school community, having a sense of responsibility; and ○ Organising interesting events eg Eco afternoon. ▪ Activities during the autumn term included: <ul style="list-style-type: none"> ○ Pen re-cycling collections in each class. ○ Sustainable school vouchers have been used to buy a bird house. ○ Eco afternoon with each class doing a different activity either in school or in the wider community, working with partners: <ul style="list-style-type: none"> ▪ Rothamsted Research Centre ▪ Herts and Middlesex Wildlife Trust ▪ Carpenters Nursery ▪ Hornbeam Hedgehog Sanctuary ▪ New School councillors would be elected in January 2022. Q What advice would Sophia and Parker give to the new councillors? A: attend every meeting and get involved. The Eco afternoon had been great fun and there was an article about it in the local newspaper. 	

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2.	<p>Prayer and Chair's Welcome</p> <ul style="list-style-type: none"> ▪ Delia Bonner led the meeting in prayer. ▪ Caroline Fleming welcomed everyone to the meeting and in particular, Natalie Pepper, the newly elected parent governor. Henry Loweth was joining the meeting via Google Meets. ▪ The purpose of the meeting was to provide all governors with an opportunity to reflect on the school's vision and values and how these linked to the school's curriculum intent outside of the constraints of a more formal meeting. 	
3.	<p>Headteacher's Report</p> <p>RC provided the following oral update:</p> <ul style="list-style-type: none"> ▪ The recent open day had been well attended and an extra date had been booked (Saturday 11 December). ▪ The Eco event had been a wonderful afternoon of enrichment opportunities for all classes. This had generated good publicity on the school's Twitter feed and in the local press. ▪ CO2 meters had been installed in all classrooms to monitor the air quality. These had been funded by DfE. ▪ Increasing rates of covid cases in Hertfordshire meant the school remained highly vigilant. This was a potentially challenging time for school leaders; juggling staff absences and managing covid outbreaks. ▪ Safeguarding training had been undertaken by KB: multi-agency training and child sexual exploitation (which included an excellent section on ESafety which KB would share with all staff at a future staff meeting). ▪ KB and the safeguarding governor (CH) would arrange a date for their next meeting. ▪ Single central record (SCR) training had been undertaken by the school secretary. ▪ A member of staff had injured her back whilst at school and would be absent for between 3-5 days. This had been reported to HCC in accordance with school policy. The school would support this member of staff's return to work in every way. 	
4.	<p>Vision and Values</p> <p>RC had summarised the school's vision and values into a strategic overview document which was shared with governors:</p> <ul style="list-style-type: none"> ▪ Vision: <i>Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.</i> ▪ Christian values: <ul style="list-style-type: none"> ○ Hope ○ Kindness ○ Responsibility ○ Perseverance ▪ The vision would be achieved through the: <ul style="list-style-type: none"> ○ Provision of excellent quality teaching and learning; ○ Ensuring every child makes excellent progress academically; ○ Developing well balanced citizens for the future; and ○ Securing and extending links with the Christian community. ▪ The vision and values were the backbone of the school's curriculum intent. ▪ Governors split into groups to share/brainstorm the many examples of the school's vision and values coming to life in the school. 	

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	<ul style="list-style-type: none"> ▪ The Chair would collate these responses into a document for future reference but invited governors to summarise a few at the meeting: <ul style="list-style-type: none"> ○ School councillors: good example of developing well balanced citizens. ○ Pupils were happy and confident to speak to governors. ○ Y5 netball team showed resilience and perseverance in recent run of losses and team members were supportive of new players, arranging training sessions. ○ Y5 ‘friendly faces’ as peer mediators (newly introduced in 2021) ensured pupils were looking out for each other (kindness) and making sure no one was unhappy during break times. 	
5.	<p>Curriculum Overview and SEF Summary</p> <p>RC explained how the school’s curriculum had been created and the nuances that were unique to St Nicholas School:</p> <ul style="list-style-type: none"> ▪ Due to the split classes, the school operated a two-year rolling curriculum programme. Some pupils remained in the same class for two years and it was essential that they did not simply repeat the previous year and that new topics were introduced to support the national curriculum expectations for their particular year group. ▪ The school’s foundation curriculum overview document was shared at the meeting. This broke down what was taught in each year group in each term in each subject. This had been created by all staff working as a group and ensured teachers were aware of prior teaching and that progression in subjects was achieved. ▪ Different curriculum packages had been purchased to support foundation subjects, for example: <ul style="list-style-type: none"> ○ Connected Curriculum (for geography) this provided teachers with access to amazing resources and helped with planning/vocabulary lists/assessment etc. ○ Language Angels (for MFL) this was web based and was accessed through the white board in each classroom. Pupils now had log-ins to access the educational games from home. ▪ Subject leaders had started with the national curriculum end points (ie what should a child be able to do/know at the end of each key stage in each subject) and then backed filled to ensure those skills were taught and embedded in the preceding years. ▪ The Early Years curriculum was slightly different in that staff responded much more to pupils’ interests when determining how a skill was taught. For example, the current reception class were all interested and excited about dinosaurs so this had become an EY topic this term. ▪ Core subjects; maths and english (and science from KS2) were taught in year groups regardless of class. ▪ Where possible, enrichment opportunities were incorporated into the curriculum, for example: <ul style="list-style-type: none"> ○ RE: visit to a mosque and other places of worship ▪ D&T covered food technology, textiles, resistant materials and product design. ▪ Science progression was evident in the increased complexity of topics taught to pupils, eg in KS1 pupils learnt about body parts/names but by Y4 they were learning about digestion and the circulatory system. Learning built on prior knowledge and skills. ▪ Definitions: <ul style="list-style-type: none"> ○ Curriculum intent: what is going to be taught to St Nicholas pupils, in what order and why. 	

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	<ul style="list-style-type: none"> ○ Curriculum implementation: how is the curriculum delivered and taught, monitoring and assessment by subject leaders, identification of areas for development. ○ Curriculum impact: data, outcomes, external validation, pupil voice. ▪ Q What cross curriculum activities took place? There were lots of examples of this. Some topics lent themselves naturally to cross curriculum activities particularly in extended writing. ▪ Q How was this monitored? Subject leaders were responsible for monitoring the implementation and impact of their subject throughout the school and did this through learning walks (popping in to different classes when that subject was being taught), book scrutiny and pupil voice sessions. ▪ Each subject leader had created a SLAP (subject leader action plan) and maintained a subject leader folder in which monitoring evidence was collated throughout the year. ▪ Q How were the curriculum drivers incorporated into the SDP? Each subject leader would reflect on these drivers and identify when these were applied, this would be annotated on the SLAP which was a working document. For example, in DT lessons, pupils would need to work collaboratively and be creative thinkers. ▪ Q How did the subject policies fit in? Governors should make reference to the school’s policy when making a school visit, eg in the maths policy it states that manipulatives should be used – was this evident during a governor visit? Governors could ask pupils about the use of manipulatives in lessons. Was in-class feedback and marking taking place as per the Marking Policy? ▪ A meeting between the link governor and subject leader was beneficial to both parties. Subject leaders would gain more confidence describing and explaining their subject's intent, implementation and impact (good practice for OFSTED deep dive) and governors would get a better understanding of the curriculum provision at the school. ▪ Next steps: <ul style="list-style-type: none"> ○ Link governors to read the latest SLAPs, particularly for their link subjects. ○ Curriculum milestones document to be shared on Governor Hub. ○ Link governors to arrange visit with subject leader. ▪ Link governor roles had been allocated as follows (see Governor Hub > Governing Body Handbook > Governor Roles and Responsibilities 2021-22): <ul style="list-style-type: none"> ○ Early years: Lucy Parr and Caroline Fleming ○ Maths: Jane Croot and Simon Caunce ○ English: Delia Bonner, Hilary Doherty and Natalie Pepper ○ Science: Hannah Draeger and Stuart Burnett ○ MFL: Lucy Parr ○ RE: Dennis Stamp ○ History and geography: Caroline Fleming and Natalie Pepper ○ PSHE and RSE: Catherine Harvey ▪ Action: Governors to have made link visit by 31 January 2022 ▪ Action: LP to attend MFL pupil voice session on 23 November, if available <p>SEF Summary This summary was a useful document (available on Governor Hub) as it set out the school context and its current cohort:</p> <ul style="list-style-type: none"> ▪ Identifying vulnerable groups ▪ Gaps in learning ▪ Impact of covid 	<p>All LP</p>
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	<ul style="list-style-type: none"> ▪ Cohort profile (NB influx of pupils from Hong Kong had increased the number of pupils with EAL). ▪ Where additional support was needed, e.g. emotional support through drawing therapy. ▪ The SEF referenced the areas for development which had been identified at the previous OFSTED Inspection and described how these were being/had been improved/actioned. ▪ If required, the SEC committee could review the progress against the OFSTED areas for development at its next meeting. 	
6.	<p>English Link Visit</p> <p>DB and HDo had conducted an English link visit recently. The visit report had been circulated on governor hub. They described their day:</p> <ul style="list-style-type: none"> ▪ Reading workshop for parents during the morning. ▪ Subject leader visit in the afternoon: they had reviewed the SLAP with the subject leader and talked about the areas for development: <ul style="list-style-type: none"> ○ All schools were now required to adopt an approved phonics scheme from a DfE list of accredited providers. This would be in place in the spring term. ○ A recent OFSTED inspection focus had been on making sure reading books were in line with a pupil’s phonics ability – was the book fully decodable for that pupil. ○ Reading would be an OFSTED deep dive. ○ The subject leader was keen to undertake training on reading assessment and data analysis to further support her impact. ▪ Governors had seen different reading styles in progress during learning walk: reading for pleasure, echo reading, group reading. 	
7.	<p>Governor Visits</p> <ul style="list-style-type: none"> ▪ Governors should be mindful of the amount of time they spent in a classroom during a link visit, 5/10 minutes in each would be sufficient. ▪ Governor visit reports should be sent to the headteacher for review before being circulated on governor hub. ▪ A copy should be sent to HD who maintained a record of governor visits. ▪ The clerk advised that the chair’s role (supporting the HT) should be considered a link role and a termly visit report could be prepared to evidence this. 	
8.	<p>Policies</p> <p>The following policies had been circulated in advance of the meeting and were approved:</p> <ol style="list-style-type: none"> Schedule of financial delegation: subject to clarification re references to EU guidance, this was approved. Governor induction: subject to a typographical error on page 1 being amended, this was approved. Equality policy: approved. It was noted that Appendix 2 detailed the school’s equality action plan and this would be reviewed annually. Particular attention would be paid to the outcomes of vulnerable groups. Staff appraisal policy: approved. Staff pay policy: approved in its current format. A discussion was held on the possibility of capping UPS scales at UPS2, applying the principle that as a small school the salary range of the headteacher was similarly capped. The school was facing significant financial pressures going forward and RC was exploring all possible cost saving options. A lengthy discussion followed on the pros and cons of this proposal and the possible impact on staff morale. Whilst there was general agreement for this proposal, it was not unanimous and it was agreed that this 	

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	decision would be deferred until the February FGB meeting. Action: RC to share modelling of the impact of this proposal on future years’ projections of staffing costs.	RC
9.	Any Other Business: a. Christmas talent show: Governors were invited to attend the talent show which would take place during the day on Monday 20 December. b. Governor day in school: This would be deferred until the summer term. Visits by individual governors would be easier for the school to accommodate under the current circumstances. c. Appraisal overview: DB had hoped to share a summary of the school’s appraisal process with governors, this would be carried forward to the next meeting.	Agenda item
10.	Meeting Dates 2021/22 <ul style="list-style-type: none"> ▪ Tuesday 1 February 2022 at 7pm ▪ Thursday 19 May 2022 at 7pm ▪ Monday 11 July 2022 at 6.45pm: school council/school ambassadors to attend. 	
11.	Closing Prayer Delia Bonner led the closing prayer.	

Actions arising from October meeting: carry forward to next FGB

Item	Action	By Whom
2.e	Governors to complete Prevent Training	SC/SB/DS
3	Advertise the forthcoming open days in the e-bulletin	RC
3	RC to double check attendance data with school office and recirculate and update the HT’s report.	RC
3	CF to draft some text on allocation statistics/falling roll for the website/prospective parents.	CF
3	Hannah Draeger to attend PTA meeting on 18 October to discuss profile at Harpenden Lights On event	HDr
3.a	Share EYFS action plan on Governor Hub	RC
6	RC to reflect on the home/school agreement to see if this could be better publicised/advertised to promote respectful conversations.	RC
6	Arrange communications working party after the November open day.	LP/CF
7	Elect vice-chairs for committees at next round of meetings. Committee chairs to ensure meeting dates were in the Governor Hub calendar.	Committee chairs
7	RC to circulate the Google Doc for governor visits Governors to book visits; Priority areas included: EYFS, Garnet and Topaz class.	RC All
8	RC to recirculate Home/school agreement on e-bulletin.	RC
8	RC to share examples of positive comments from parent questionnaire on ebulletin.	RC
8	Committee chairs to read GDPR policy on retaining records	Committee chairs
9	RC to share governor expectation re opening hours with after school club manager.	RC
9	Review of breakfast club/after school club at next FGB meeting.	FGB
9	Add governor ‘s strategic action plan to next FGB agenda	FGB
9	Governors to bring luxury item to next meeting to create Christmas hamper	Completed