

Hartington CE Primary School – Board of Governors

Minutes of a meeting held on Friday 4th December 2020 – 4:00pm in School

Governors Present: AI (Chair + Parent), TB (Head Teacher), JF (Staff + Clerk), JD (Foundation), DH (Co-Opted) and LB MBE (Foundation)

Associate Members Present: GD (Associate)

Apologies-: SB (Local Authority), TP (Co-Opted) and KW (Parent)

Minutes taken by JF - Clerk to Governors,

Minute No	Details	Action
Procedural Matters		
	<p>Prayers and Apologies for Absence AI welcomed everyone to this socially distanced meeting and presented the prayer for guidance. She also gave a special welcome to GD who has just joined the FGB</p>	
1-4/12/20	<p>(1a) Declarations of interest in any items on this Agenda: None</p> <p>(1b) Nominations and acceptance of Vice Chair: On the 21st November LB tendered her resignation for the post of Co-Chair (email forwarded to FGB) AI gave a vote of thanks to LB for all the hard work and dedication she had given to the post, which was echoed by the FGB. Therefore AI will become Chair of Governors and it opens up the position of Vice Chair. Emails of interest regarding this post were received from TP & LB prior to the meeting. LB then requested that she would like to withdraw her nomination and leave the path open for TP as no one else wished to be considered. Following discussion within the meeting, (as TP was unable to attend); LB proposed his nomination of Vice Chair and TB seconded it. JF will write to TP to inform him of his position.</p>	JF
2-4/12/20	<p>Amendments and acceptance of Minutes:</p> <p>(2-A) Minutes of the meeting 16th September 2020 - These were circulated prior to the Focused Meeting in October and re circulated prior to this meeting. They were accepted and proposed as a true record by JD and seconded by TB. There were no amendments.</p> <p>Minutes of the Focused Meeting 21st October 2020 - These were circulated prior to the meeting. They were accepted and proposed as a true record by JD and seconded by DH. There were no amendments.</p> <p>(2-B) Matters Arising not on the Agenda: An email was received on the 3/12/2020 from the Standards & Testing Agency notifying the changes to the 2021 National Curriculum Assessments (NCA). All KS1 tests, KS2 SPAG (Spelling, Punctuation and Grammar) and the requirement for teacher's assessment judgements for science at KS1 & KS2 have been removed. The statutory introduction of the Multiplication tables check for Y4 has also been delayed but planned for 2022 (schools may choose to take part on an optional basis for the 2021 test, but this has been declined due to the size of the cohort). The following statutory assessments will continue in 2021: Phonic screening for Y1 pupils (and Y2 pupils who did not achieve the expected standard previously), KS2 English reading test and mathematics tests will continue, but the requirement to make and report teacher assessment judgements for science at KS1/KS2 will be removed. Statutory assessments in KS1/KS2 through teacher assessment will continue. The full email of information can be found on file. Following a head teacher briefing TB has been made aware that a document to itemize how the Early Help Offer money and Catch Up funding, (that was allocated due to the Covid 19 pandemic) has been spent and the impact made on the pupils (Intent, implementation, Impact). This document should then be uploaded onto the school web site. TB has spoken to the Senior Link Advisor - Gayle Shiels to request</p>	TB

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(2-C)	<p>confirmation that the school’s plan to allocate the funding was within the parameters stated by the government. The Early Help Offer funding has supported the continuation of the programme delivered through the Nurture Team in unison with TB and MT who undertook the relevant training during the previous year. All teaching and support staff have been trained in the delivery of the Positive Support Programme. A SENTA (Special Educational Teaching Assistant) has been allocated to support 4 pupils within this programme using part of the Catch Up funding. Based upon pupil assessments regarding their mental, social and emotional wellbeing it has been identified that it would be beneficial for staff to undertake Anxiety Training to support anxious children. This is offered through the Educational Psychology Service a date is to be determined but will be part of staff CPD. Cost will be covered through the Catch Up funding.</p> <p>Action List: 1-16/09/20 – Completion of Governor forms: AI is still to complete. DH thinks she has emailed hers and is to check. JF to forward documents to GD. 2-16/09/20 – Contact Governor support – LB completed. 3B-16/09/20 – Source Governor training – GDPR training for staff & governors arranged. JF to source further CPD. Most training undertaken virtually. 4B-16/10/20 - EHCP & GRIPS Funding – 1 GRIPS form is to be assessed and re-applied for. A new GRIPS form is to be submitted for a pupil who is significantly behind. The pupil with an EHCP will be reviewed during the present academic year and all recommendations considered. Reports will be written for the EHCP & GRIPS pupils for Multi-Agency meetings in January. 4C-16/09/20 - Re advertising on Village Web site – It was felt that the videoing of the EYFS would not show it at its best at this time of year due to everything being wet and damp. Photographs of items within the EYFS area and the reflection bench could be placed on the website to enhance the EYFS page to encourage potential parents. 9-16/09/20 - advertising school ethos & vision to potential parents – Governor newsletter was completed and distributed to households, estate agents and placed on the school and village web sites.</p>	JF
3-4/12/20	<p>Head teachers report: This comprehensive report was circulated prior to the meeting. Please see below questions raised:</p> <p>(Yellow highlighting – query, Red – question, Blue – answer)</p> <p>Minutes of Sept 16th meeting: The line here in red is from Page 3 which was an action but not listed – do we still want to do this?</p> <p style="color: red;">It was agreed that all important information sent through email would request a receipt going forward. A ‘Please read, accept and comment’ would be added Apologies Liz I have missed it off the Action list - This 'read, accept and comment is only required for reports, policies and things that require approval, I did ask governors to forward any questions etc that they had regarding the email and attachments.</p> <p>Typo –</p> <p>P3 line not laine - Noted/changed - Should read 'time line can't ...' not 'time laine can'</p> <p>Page 8 PCC, Parish Council – PC - Noted/changed</p> <p>Page 9 Community Group– Parish Council Noted/changed</p> <p>Page 1-The lunch play time cover is also covered by Mrs Donnelley and one other member of staff on a rota. CPD training is to be offered to TD as part of her appraisal - is this paid for by PESSF? No this is paid for through the Mid Day supervisor budget -</p>	

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CPD training (if there was a cost may be set off against the SSPF)

Pg 1 - Please note MT is being paid at the HLTA level of pay for mornings only. Why is this? It was agreed that MT would be paid so many hours as a HLTA and the rest as a TA (different rates of pay)

Pg 2 - L Jones – Contracted hours for 0.4, Supply 0.2 It was agreed to pay LJ 0.4 contracted and 0.2 on supply until TB was happy that it was working and she could cope with the extra 0.2. This was to reviewed at the end of autumn term 2 - See September minutes

Pg 2 - C. McGuinness – Supply hours of 0.4 is there a time line on this – does it rely on re-advertising sorry I can't remember the financial implications of this At present we agreed that CMcG would be paid 0.4 supply for the time being to give both her and the school the opportunity to see if the partnership was beneficial to all parties. See September minutes

Pg 3 - A donation of £200 has been applied for by LB and approved, this was from the David Chapman - Local Project Fund. Do we need to clarify that this was paid into PTA account to be used towards the costs as this Local Project Fund can not be paid directly into school account Noted - This could be referenced, but a cheque for the £200 has already been paid to the school from the PTA and noted accordingly in the accounts.

Pg 3 - A copy of the minutes can be found in the School Council file. How can we access this when we can't come into school – could it be available at the meeting? - are governors allowed to know who has been elected? Previous minutes are on the web site and once the current meetings have been typed they will also be uploaded. Governors can be made aware of who has been elected but not over an email. A School Council notice board is in the process of being put up in class 2.

Pg 4 - The school will continue to develop the outdoor area regarding the willow weaving sessions with Sally Wheal which will remain linked to the AAA Project. -later Page 6 you say AAA has been concluded which I am not aware of – we still have money left I think which should be used for this See below re AAA concluded. Yes money is still available from the AAA grant.

Pg 4 - both taught discreetly what does this mean?. The subject is taught following the National Curriculum guidelines but links are made to the topic where ever possible.

Pg 5 - David Lydford I have been in touch with him for HYPAC – as soon as outsiders can come into school he will – would be good to do a provisional date say March? Which can always be delayed- what do you think – if you gave me some dates happy to do some contacting Obviously it is fine for you to book David Lydford for HYPAC unfortunately the unit of work he had been booked to support the deliver of is not on our programme this year.

Pg 6 - Collective Worship team who comprises the team? The Collective Worship team comprises of the 4 class two children because they are the only ones who have undertaken the relevant training. This is in the process of being reviewed.

Pg 6 - byshire Schools Sports Partnership delivered through the secondary school Anthony Gel. Janice Price Partnership manager I went with the SSP Rural Derbyshire on the understanding it was linked to Anthony Gel school but you inform us that Janice Price is the Partnership Manager not Anthony Gel, please explain. I have spoken to LJ regarding this and she is equally confused.

Pg 6 - AAA concluded I was not aware – I have plans ready for when we resume please – I always thought this was a sustainable project not just a one off. May be I haven't quite worded this correctly. 'The Pilot Project has been completed' We are aware that we have talked about plans for its continuation but this is under our direction

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	<p>not the Youth Sports Trust.</p> <p>Pg 7 - A governor questionnaire was created by LB, TB & JF, - I thought the collated returns which highlighted governor gaps were to be used to produce an action plan- sorry if I have got this wrong The collated returns are to be used to help complete the SIAMS toolkit along with the parents/children's responses when we get them. They are also supposed to be used to create an action plan for the governing body to identify gaps, governor needs, so it can be included into the SIAMS tool kit.</p> <p>Pg 8 - ? TB is to re visit this matter with LB, please let me know when realise it is not a priority at this time This is a priority as this work is linked to the Courageous Advocacy section of the SIAMS tool kit. We just need to know what the village in Uganda would most like us to raise funds for?</p> <p>Pg 9 - Monday 4th January – School closed, 2 x 3hrs Twilight sessions of Paediatric First Aid face to face training undertaken and completed. Not sure this is correct is this date an inset? – is there more First aid? This is an Inset Day and as staff have undertaken 2 x 3 hour sessions doing Paediatric First Aid, face to face training (9/10th November) they will not be in school on this day.</p>	
<p>4-4-12/20</p>	<p>Finance/Budget</p> <p>At present we have two pupils who require full time one to one support. One is in receipt of GRIPS (Graduated Response for Individual Pupils) funding of £8,600 which runs from January 2020 to December 2020 for the development of communication and language, social and emotional development. This funding only allows support from a TA for 3hrs per day. The additional cost comes directly from the school budget. Due to the complexity and additional needs of other pupils within the class the school has had to allocate additional hours to support two Y1 pupils who have returned to school lacking in confidence, displaying anxiety and an unwillingness to work without an adult to support them. Therefore, this has contributed to an over spend of TA hours during the autumn term. The other pupil has an EHCP (Education Health Care Plan) and has an entitlement of a level 4 fully funded EHCP providing £9,425, running from September 2020 to July 2021. The EHCP & GRIPS funding are both supplemented with an additional £6,000 per pupil. This is the standard amount all schools are expected to provide for every SEND pupil on their register. One TA works three full days and JF the other two to support the child with an EHCP. At present the other additional TA is working extra hours to support individual pupils who require extra provision. This is also allowing JF extra time in the office due to the massive work load involved with Covid, which is in addition to the already overburdened duties of a school business officer. In addition, TB continues to teach full time due to government guidelines and pupil need, so is unable to receive non-contact office time. TB undertakes her office duties after school with JF (this is to be reviewed at Christmas). The Local Authority have already been made aware that TB is the only full time teaching head teacher in the county via the school link advisor. The structure of class 1 until Christmas is as follows: EYFS x4 + 2 staff (HLTA + SENTA) in class 1, Y1 x2, Y2 x3, Y3 x4 and Y4x1 + 2 staff (TB + TA). Due to the additional needs of pupils being taught in the Hall, TB requires support to be able to deliver a quality first, differentiated teaching curriculum based on pupil need (Educational, social, mental, emotional wellbeing) Class 2 consists of Y6 x3 and Y5 x1, if the lower juniors were to be taught in class 2 this would total 12 pupils with very different abilities. Therefore, Y3/4 remain in the hall with TB. All pupils' progress and mental wellbeing is monitored, reflected on and adjustments made weekly to ensure best practice is delivered. Due to the extra support that is being placed in the classroom. The 'Catch up Funding' that is being rolled out to schools, by the Government (£80 per pupil), is being used to fund extra TA hours to deliver specific programmes to individual pupils</p>	

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	<p>(this information will be placed on the school web site and presented to governors once TB has received the information from her enquiries regarding how the money can be used).</p> <p>AI asked: ‘What will happen after Christmas?’ TB stated that 2 pupils will still require 1-1 support to keep them on track. Also another child will require extra support due to being two years behind and a GRIPS application is to be made. TB suggested that a specific meeting be arranged to discuss the budget/finance/curriculum support in the spring term.</p> <p>The GRIPS funding will be reapplied for in January after assessing the pupil’s progress. The content of the EHCP will be re assessed towards the end of the academic year and the targets reviewed according to the pupil’s progress and attainment and needs. Both pupils have Multi Agency meetings arranged via ‘Teams’ in January 2021.</p>	TB
<p>5- 4/12/20</p> <p>(5A)</p> <p>(5-B)</p>	<p>Diocese /SIAMS</p> <p>Class 2 teacher LJ has expressed an interest in becoming the RE Co-ordinator. The other class 2 teacher CMcG was actively involved in writing the previous RE Syllabus in conjunction with Alison Brown and has offered her support with the SIAMS Tool kit.</p> <p>LJ & TB undertook training for the KS1 & KS2 respectfully regarding the development of Leadership & Character through Social Action. This was delivered by The Archbishop of York, Youth Trust. Following this the school has signed up for the award which will help train the whole school to be Collective Worship Leaders taking a stronger role in determining the content of the worships. This in turn will create the opportunity for the children to deepen their understanding of how Christian Values and the teaching of Jesus not only link to their personal lives but also to the local and wider communities. TB has asked that once the training commences, and school can allow visitors back into the school, that the Foundation Governors could support this initiative and report back to the FGB. Sarah Lacey was due to work with the school, prior to Covid, regarding the development of the children’s understanding of the different denominations within Christianity. DH whose father-in-law is a Methodist minister has offered her support. JD also has a friend who is a Methodist and could be asked if they would be willing to support this target.</p> <p>Unfortunately, due to the Covid pandemic, at present the school is only allowing staff members into the school unless it is for emergency maintenance (this is arranged for out of hours whenever possible). Meetings with agencies are arranged via a virtual platform. The only external practitioner, who attends school is from the Support Service for Special Educational Needs (SSEN) who supports the pupil with the EHCP I twice a week. The LA insist that all schools allow these specific pupils access to this agency practitioner to ensure full inclusion is met and all Covid restrictions are adhered to.</p> <p>Carbon Footprint: An email was received on 19-11-2020 from the Diocese regarding the huge issue of Climate Change and the Church of England’s target of being carbon neutral by 2030 and clearly Church School building are a significant part of this endeavour. A request was made by the church for this to be an Agenda item and for a copy of the ‘Display Energy Certificate’ to be forwarded to the Diocese. This has raised the issue that the school does not have a DEC and property services were contacted. Following numerous emails, it transpires that the school has never had a DEC and therefore the school is non-compliant (all emails on file). For a DEC to be completed the school requires a flow meter fitted to the boiler to monitor oil consumption for a year. Therefore, a PO number has been raised (HART 35) for this work to be undertaken ASAP. At present we are unsure of what the cost will be, but this work has to be undertaken in order to make the school compliant going forward. A request was made to see if the DEC could be completed from oil invoices raised over 12 months but this was deemed not possible due to the lack of detail within this information held in school.</p>	DH/JD

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6-4/12/20	<p>PE & SSPF A report was compiled by LB and forwarded to the FGB prior to the meeting. No questions were raised.</p>	
<p>7-4/12/20 (7-A)</p> <p>(7-B)</p> <p>(7-C)</p>	<p>Curriculum EYFS baseline: EYFS pupils are normally assessed within six weeks of starting school. Hartington applied in the early part of the summer term to take part in the next stage of the pilot project for the new EYFS assessment due to be rolled out in 2021. According to the guidance provided from the LA all school who were selected to take part in this project would be contacted prior to the summer holiday and their place confirmed. No email/letter was received. Therefore, during the September meeting TB informed Governors that she hadn't heard anything regarding the assessment so presumed we hadn't been accepted for the second stage and it being due to the size of the school. This was the reason given to reject our application to take part in the first stage of the project in the previous academic year 2018/2019. TB & MT undertook mandatory training on how to deliver the EYFS baseline assessment during the academic year 2019/2020. The first we knew about being accepted as a pilot school was when the assessment pack arrived. The school had not been accepted to become an 'Early Adopter School' (schools adhering to the new EYFS guidelines and assessments scheduled to be adopted in September 2021). However, we were asked to deliver the new baseline assessment but remain following the current EYFS guidelines and assessments. MT and TB undertook additional required training regarding the delivery of the on line assessments in literacy and numeracy. The results were automatically uploaded to the National Foundation for Educational Research (NFER) and an acknowledgement was received. Two pupils undertook these assessments. The information is held and used to monitor pupil's progress by the NFER. The school does not receive the outcome of individual pupil performance within the assessments.</p> <p>Y2 Phonic Screening Test - The present Y2 pupils undertook the deferred Y1 phonic screening test in December. Three pupils sat the test and all achieved 37 marks or above. (One pupil got full marks - 40). The pass mark for this test is 32+. Parents have not yet been informed of this achievement, but will be before the end of the autumn term. These results do not require reporting to the DfE but the LA will be notified. The three year 2 pupils have excellent grapheme/phoneme understanding and recall. The phonic screening test includes lots of nonsense words which tests this knowledge.</p> <p>Learning Platform – The Learning Platform has been set up and will be used if the school should have to go into lock down, or pupils have to self-isolate. Staff have undertaken training on how to upload lessons, web sites, work sheets and undertaken interactive lessons. At the present time the content of these interactive lessons has yet to be determined but is due to be discussed before the end of the term. However, LJ has already started identifying possible lessons to be uploaded onto the platform. She has agreed to be project leader and support other members of the team with this work. It has been previously agreed that it would be better for a standalone topic to be undertaken in the event of a lock down. Paper copies will also be made available as not all families will have access to a device at home, they may have poor internet connection, more than one sibling, parents working from home etc. AI & KW are to compile an audit, which is to be undertaken by parents to ascertain their access to IT devices and their opinions and suggestions on home learning. AI also asked if the PTA could finance additional IPADS for pupils to be used at home rather than use the school devices. TB replied that IPADS were expensive items of equipment for pupils to have at home and she was concerned if pupils were allowed to take the school ipads home who would cover the cost if they got damaged or broken. LB asked if Hartington Charities Fund could help? The use of school IPADS at home raised the question of Safeguarding, U-tube clips having links to in appropriate material, Pop up's etc and</p>	<p>TB</p> <p>AI/KW</p>

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	<p>their own designated place.</p> <p>It is hoped to educate the pupils on how these two subjects link into school, local and wider communities.</p> <p>Due to LJ running her own company which delivers PE and after school clubs + holiday provision, she has experience devising and creating web sites so has expressed an interest in supporting JF with the school web site in the new year. This is to provide support to alleviate JF's work load.</p>	
11-4/12/20	<p>Correspondence:</p> <p>A list of all the correspondence since September 2020 was read out to the governors. (All letters on file). JF has started printing of copies of emails sent to the FGB as proof of information sent.</p>	
12-4/12/20	<p>What have we achieved tonight that will make a difference?</p> <ul style="list-style-type: none"> • The outcome of the Phonics results so early in the school year, following lockdown so demonstrating the positive impact the schools current phonic scheme has had on the children. • The continuation and development of previous training undertaken for young leaders in Collective Worship throughout the school. • The identification of alternative sources to promote the development of children's understanding and knowledge regarding the different denominations in Christianity. 	
	<p>One of the schools Christian Values is Service. During this term the school has written postcards to members of the community who are on their own or who regularly attended the Community Lunches. This was to let them know that the school hadn't forgotten them at this turbulent time. As we will be unable to hold the traditional Community Christmas Lunch, this year, the school is planning a little surprise for the local residents. An online Nativity performance is being rehearsed for parents/carers to access during the Christmas break.</p>	

Meeting closed: 6:00pm

Next meeting: Wednesday 27th January 2021 – 4:30m

Signed Date

Chair of Governors - Alison Ivins