

## Hartington CE Primary School – Board of Governors

### Minutes of a meeting held on Wednesday 17<sup>th</sup> March 2021 – 4:30pm via Microsoft Teams

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

Associate Members Present: GD (Associate)

Apologies-: LB MBE (Foundation), SB (Local Authority- Resigned).

Minutes taken by JF - Clerk to Governors,

Minute No	Details	Action
<b>Procedural Matters</b>		
	<b>Prayers and Apologies for Absence</b> AI welcomed everyone to the virtual meeting and presented a prayer for guidance.	
<b>1-17/3/2021</b>	<b>(1a) Declarations of interest in any items on this Agenda:</b> None	
<b>2-17-3-2021</b> <b>(2-A)</b>	<b>Amendments and acceptance of Minutes:</b> <b>Minutes of the meeting 27<sup>th</sup> January 2021</b> - These were circulated prior to the meeting. They were accepted and proposed as a true record by DH and seconded by AI. There were no amendments.	
<b>(2-B)</b>	<b>Matters Arising not on the Agenda:</b> It is with regret SB has resigned as LA governor. A letter of resignation was received on 15-3-21. SB has already informed the LA. TB is to find out the process for appointing a new LA governor and if a candidate has to be approved by the LA? AI is to write a letter of thanks to SB for her service to the governors over the past few years. Also a gift is to be purchased.	TB AI
<b>(2-C)</b>	<b>Action List:</b> This was forwarded prior to the meeting. 1-16/09/20 – AI requested for the set of declaration/skills audit documents to be resent to her. 3B-16/09/20 – Source Governor training – TP joined another school for GDPR training on 10-3-21, KW is awaiting a convenient date, LB & DH attended virtual SIAMS training. 4C-16/09/20 – Advertising the EYFS play area is to be postponed until the better weather. 8-4/12/20 – Online Safety Training – AI informed the governors that no remote trainings are being undertaken at present by Derby University. 9-4/12/20 – Disaster Recovery Plan – This document is in the process of being completed.	JF      JF/TB
	2c-27-1-21 - Zoom meeting re EYFS area and Action Plan – LB not present to update 4c-27-1-21 – The Anxiety training that TB undertook will be cascaded to staff following the completion of the ELSA training 25-3-21) that is being undertaken at the present time.	TB
<b>3-17-3-2021</b> <b>3-A</b>	<b>Finance/Budget for academic year 2021/22</b> The finance committee undertook a meeting on the 3-3-21 to discuss the 4 year projected budget. TB read out the minutes from the meeting to the FGB. The report was proposed by TP and seconded by JD as a true record of the meeting. It was agreed that a copy of the report be emailed to the rest of the members (Copy on file). TB is to contact the head teacher from Castleton again re Flexi learning as she was off sick when TB contacted her on the 4-3-21. This type of learning is a possible way of generating finance into the school, as it boosts pupil numbers. Parents who want to home school pupils, access school on a flexible basis for specific subjects. This is thought to appeal to many parents who since Covid may want this part- time	JF TB

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	<p>schooling as it offers flexibility. Both Castleton and Hollinsclough Primary School have adopted the flexi learning process which has boosted their numbers considerably having a direct impact on their budget.</p> <p>The budget for academic year 2021/22 was sent to the finance committee, following a budget setting meeting with Abbie Taylor the Patch Officer on 9-3-21. The report states that the budget in 2022/23 will only be £8,122 in the red, rather than the £28,752 that the spring term 2/3 had predicted.</p> <p>JD thanked TB for all the hard work involved with setting the budget and reducing the 2022/23 overspend by £20,000. TB stated that hopefully extra funding from GRIPS and EHCP would help reduce the over spend further. JD stated that the over spend for 2023/24 was still a cause for concern and would require careful monitoring. No further questions were raised regarding the budget and it was agreed to accept the budget for 2021/22. Annex 1 &amp; 5 were agreed by the finance committee at the meeting and it was proposed by TP and seconded by JD. JF is to complete the Annex 1 and once signed by the Chair of Governors it will be return to the Patch Officer along with Annex 5.</p> <p><b>3B</b> TB stated that staffing would remain the same head teacher + 1. LJ - 0.4 contract &amp; 0.2 supply, CMcG – 0.4 supply + 1 TA – full time and 2 part time TA’s.</p> <p>TB asked for the governors to consider whether LJ’s 0.2 hours supply could be contracted, as this was discussed in the autumn governor meeting. AI stated that she felt the current budget did not allow for this. TP asked if we risked the possibility of losing LJ if we didn’t offer her the full 0.6 on contract. TB replied that this may be a possibility, but thought that this would only affect the 0.2 supply hours. TP asked when LJ’s contract was reviewed. TB replied that LJ was contracted till July 2021, when an adjustment form would be completed to extend it for another year. TB stated that supply hours are paid on a higher rate to cover the holidays when they are not eligible for pay, but ensuring that the amount of pay is balanced out throughout the year. TP enquired how much notice LJ would be required to give if she left. AI stated a term. TP suggested that if this situation arose we could counter offer her the extended contract of 0.6 hours (0.4 contracted + 0.2 supply). TB stated that due to the current projected budget there was a strong possibility that staff hours would need to be reassessed. Supply hours are easier to reduce or increase making them more flexible than changing a member of staff’s contracted hours. Terminating Derby County Community Trust (DCCT) facilitators has helped reduce costs due to LJ undertaking this role. TB reminded the governing body that there has only been a full-time staff member in class 2 since September 2020 due to the lower rate of pay required for the current teaching staff. KW asked who would teach class 2 if hours were dropped and would an apprentice/student be useful? TB stated that it would be covered by other staff or when other curriculum subjects were being delivered ie: Music, Swimming etc. She also stated that a student only brought £500 into the budget but the work involved of mentoring them was colossal. However, under the current circumstances regarding the Covid pandemic, TB didn’t feel it was safe welcoming a student from a major city into our small rural school every day during the next academic year. AI felt that the school should be getting more money for this partnership between ourselves and a University and would look into the payments, as she had some personal contacts with different universities. JD also raised a concern, that if the school had a poor student it would create further work for school staff. AI stated that you can refuse to continue their placement if this happens. GD stated that if the budget couldn’t afford it then we had no option but to cut staffing hours. TP added that the school needs to have flexibility when staffing the school which reflects the changing budget. At the end of the discussion TB asked the governors to make a decision about LJ’s 0.2 supply hours remaining as supply or becoming part of her contract. The FGB agreed that LJ’s 0.2 supply hours remain on supply and that they be reviewed in September 2021. AI is to write a letter to LJ to inform her of the</p>	<p>JF</p> <p>AI</p>
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<b>3C</b> <b>Early Help Offer &amp; Catch Up Funding</b>	<p>governor’s decision.</p> <p>The Catch Up Funding Premium Strategy document has been completed and was sent out to governors prior to the meeting. This is a working document that the DfE states its requirement of being placed on the school web site to ensure full transparency is maintained.</p> <p>The document was proposed by JD and seconded by GD. JF will upload to the web site.</p>	<p>JF</p>
<b>4-17-3-2021</b> <b>4A</b> <b>Curriculum Learning Platform –</b>  <b>4B</b>	<p>The learning platform has been successful for the majority of pupils undertaking home learning. The issues raised by parents which promote barriers to learning include the following: poor internet connection, insufficient data and lack of devices in larger families with secondary pupils, and parents using the internet themselves due to working from home. Initially the school was only allocated 1 device from the DfE, which was deployed to a family, then the week before schools came back, we were allocated a second device (which remained in school due to all school re-opening). It was reported that one family didn’t access the platform during the lock down, but they had made it very clear through emails and the completion of a school questionnaire around home learning, that they had no intention of using the platform and would teach their children themselves. Initially they also refused paper copies of work. However, they did access the platform just before the February half term, and requested some paper copies of lessons. Contact with the family was maintained throughout the lockdown, but very little home learning appeared to be undertaken due to difficulty with internet, data and limited access to devices. This family was allocated the DfE device and additional data was applied for and approved. Another family failed to activate the platform from home, but this was due to the children attending school during this time. LJ initially volunteered to take responsibility for the learning platform, but after the first week she found it too time consuming to maintain the planning and uploading of lessons. Therefore, JF and TB undertook class one, MT – EYFS who mainly had paper copies and LJ/CMcG class 2. Since January class one had initially 10 then 12 pupils learning from school and the remainder from home whilst class 2 initially had 2 then 3 pupils learning from school and the remainder from home. All children followed their class’s curriculum.</p> <p>TB said it would be good practice to devise a follow up questionnaire regarding the schools provision of the learning platform This to be compiled and sent out to parents and pupils to ascertain their thoughts and feelings about the work and its accessibility. Following the previous survey, sent to parents prior to the lockdown regarding devices etc it was thought that this format could be revamped and used. TB asked KW &amp; AI if they would look at this as they had created the first questionnaire. KW asked if an electronic copy could be sent across to her. AI completed this request during the meeting. AI suggested that we create a survey that could be completed on line via ‘Survey Monkey’ for parents but it was decided based on previous responses from parents that a paper copy would be the better option. TB asked if governors should also complete a follow up survey regarding how well they felt they had been kept informed about matters during the pandemic, home learning, school closure and documentation. TP asked if ‘Survey Monkey’ was GDPR safe. AI was to look into which of these survey sights was GDPR safe and a trial would be undertaken using the governing body regarding the follow up survey.</p>	<p>KW &amp; AI</p> <p>AI</p>
<b>5- 17-3-2021</b> <b>(5A)</b>	<p><b>PE &amp; SSPF</b></p> <p>A report on the PE &amp; SSPF was compiled by LB and forwarded to governors prior to the meeting (Copy on file). Also the Impact document for any carry forward funding</p>	

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	<p>from the academic year 2019/20. This was to be spent between September 2020 and March 2021 and reported on. This amount was £2000. The document has been completed and is due to be uploaded to the school web site before the deadline of 31<sup>st</sup> March 2021. The document was proposed by AI and seconded by TB. JF will upload the document onto the web site.</p>	JF
6-17-3-2021 6A	<p><b>SEND</b> TB completed a SEND report (copy on file) which highlighted all the SEND issues, multi- agency meetings and GRIPS applications. This was emailed to governors prior to the meeting. No questions were raised.</p>	
7-17-3-2021	<p><b>Policies</b> Policies have been sent out to the FGB over the period between 27<sup>th</sup> January and 17<sup>th</sup> March for approval. This included: *Covid 19 RA V8 + V8 revised notes; *Covid 19 RA – testing for Primary staff; *Data Protection Impact Assessment (DPIA) Covid 19 Lateral Flow Testing; *DCC – Covid 19 testing of staff Q &amp; A; *Covid 19 Lateral Flow Testing of staff in primary schools Privacy Statement; *Coronavirus Risk Assessment V8 + additional statement re face coverings page 44. All policies were approved via email during that time and re-affirmed during the FGB meeting. All policies are to be uploaded to the web site ASAP by JF.</p>	JF
8- 17-3-2021	<p><b>SIAMS</b> LB &amp; DH attended a Zoom training regarding SIAMS inspections on 25-2-21. A report was compiled and sent to governors prior to the meeting (copy on file). DH was happy to answer questions as LB was absent. TB asked about strand 6 and the statement about not asking children to put their hands together, close their eyes and say Amen at the end of a prayer. TB stated that she would talk to the pupils about this recommendation but that some of the very young children in her class love coming to the front of the group to say ‘Hands together, Eyes closed’ and TB said she would leave it as a choice for the pupils to make themselves regarding saying ‘Amen’ which is already the policy within the school. Schools will be inspected on <b>“How effective is the schools DISTINCTIVE CHRISTIAN VISION, established &amp; promoted by leadership at all levels in enabling children/adults to FLOURISH</b></p> <ul style="list-style-type: none"> <li>● <b>Wisdom, Knowledge, Skills-</b> distinctively Christian- relationship with the Natural world</li> <li>● <b>Characteristic Education-</b> Hope, Aspiration &amp; Courageous Advocacy based in the life, death, resurrection of Jesus,</li> <li>● <b>Community and Living Together-</b> love and compassion.</li> <li>● <b>Dignity and Respect-</b></li> </ul> <p>It was felt that the first three Spiritual Developments, below would be easy to evidence, but that the fourth strand would be difficult.</p> <ul style="list-style-type: none"> <li>● Inner Dimension</li> <li>● Environmental Dimension</li> <li>● Social and Moral Dimension</li> <li>● Transcendental Dimension</li> </ul> <p>It was suggested (final statement in report) that the ‘What we have achieved’ be linked to the vision at the start in the prayer. TB said that she would question LB regarding this statement to clarify what was actually meant.</p> <p>No further questions were raised.</p>	TB

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<p>9-17-3-2021</p> <p><b>9-A</b></p> <p><b>9-B</b></p>	<p><b>Premises</b></p> <p>An update on the flood was sent out prior to the meeting (report on file). JD thanked TB for the information and for keeping the governors informed during the process.</p> <p>TB informed the governors that the drains under the small playground, leading from the toilets had been blocked. This was the second time in less than 6 weeks. It has been determined that this is due to two of the class 2, girls toilets not flushing very well, therefore not enough water is going down into the drains. The caretaker has requested that they are flushed more often and he has agreed to look at them during the Easter break to see if he can repair them. Fundamentally the drainage system is old. TP suggested a camera be put down them to check their condition. TB informed the governors that this had been undertaken during the previous year and no damage to the system was found. The drains are narrow and have a natural bend which does impede the flow. A diary is to be kept to monitor their condition.</p>	<p>JF</p>
<p>10-17-3-21</p>	<p><b>Specific Skills and Finance Skills – Self Evaluation Audit Skills</b></p> <p>The specific skills and Financial skills self-evaluation results have been collated and the results forwarded to all governors (copy on file). The results were based on 10 governors. The results will be used to help decide what skills are required of the new LA governor.</p>	
<p>11-17-3-21</p>	<p><b>Correspondence</b></p> <p>A list of all the correspondence since January 2021 and March 2021 were read out to the governors. (All letters on file).</p> <p>JF to forward a copy of the correspondence to all governors.</p> <p>JF informed the governors that an email had been received from Ruth Lane (Finance Officer) regarding the SFVS. It was initially stated that this document didn't require completing for March 31<sup>st</sup> 2021 and submitting to the LA but that it was still good practice to complete the standard and discuss with the governor. However the new DfE guidance states that all schools are to complete the SFVS and submit to the LA by 28<sup>th</sup> May 2021.</p> <p>JF read out the letter of resignation from SB.</p>	<p>JF</p>
<p>10-17-3-2021</p>	<p><b>What have we achieved tonight that will make a difference?</b></p> <ul style="list-style-type: none"> <li>• Due to careful budgeting with the finances of the school the over spend for the financial year 2022/23 has been reduced by £20,000.</li> <li>• The preliminary reports sent prior to the meeting allow the meetings to be streamlined and more productive based upon the issues highlighted within the reports.</li> </ul>	

Meeting closed: 6:00pm

Next meeting: Wednesday 19th May 2021 – 4:30m

Signed .....

Date .....

Chair of Governors - Alison Ivins