

## Hartington CE Primary School – Board of Governors

**Minutes of a meeting held on Wednesday 27<sup>th</sup> May 2021 –4:30pm in school**

Governors Present: AI (Chair + Parent), TP (Vice Chair), TB (Head Teacher), JF (Staff + Clerk), JD (Foundation), LB MBE (Foundation left 6:30pm) and KW (Parent arrived 5:07).

Associate Members Present: None

Apologies:- DH (Co-Opted), GD (Associate)

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 meeting and presented a prayer for guidance.	
<b>1-27/5/2021</b>	<b>(1a) Declarations of interest in any items on this Agenda:</b>  None	
<b>2-27/5/21</b>	<b>Amendments and acceptance of Minutes:</b> <b>(2-A)</b> <b>Minutes of the meeting 17th March 2021</b> - These were circulated prior to the meeting. They were accepted and proposed as a true record by AI and seconded by JD. There were no amendments. <b>(2-B)</b> <b>Matters Arising not on the Agenda:</b> A thank you card was circulated for governors to sign before a bunch of flowers and letter from the governors was delivered to SB who retired.	LB
	<b>(2-C)</b> <b>Action List:</b> This was forwarded prior to the meeting. 8-4/12/20 – Online Safety Training – AI is to contact and see if anyone would be available to deliver, sometime after June 21 <sup>st</sup> . Either for summer term 2 or Autumn term 1. School have also been contacted by Linda Ricketts re the NSPCC course delivery, which will be on 1 <sup>st</sup> /2 <sup>nd</sup> July. Assemblies and workshops are available to help with staff delivering the programme. 2c-27/1/21 – Meeting re Action Plan for EYFS area – This has not taken place, but plans are moving ahead with the development of the lower playground into a Quiet Garden area. The design, planning and delivery stages are in unison with class 2. Also ideas are being put together with the help from Lucy Annat for the mural which will run along the back wall of the small playground. Once these are completed the area will look a lot different and reflect the Ethos of the school. 9-4/12/20 – Disaster Recovery Plan – This document is in the process of being completed, but due to the GDPR policies being issued to school for completion in unison with the SFVS which was required for the 28 <sup>th</sup> May the DRP has had to be deferred. 4c-27-1-21 – The Anxiety training that TB undertook plus the ELSA training have not been cascaded yet due to time table issues and staff not being available. 2B-17/3/21 – LA Governor process – JF is to forward to governors 4B-17/3/21 – Home Learning Questionnaire – A short questionnaire was sent out to the parents of children who remained at home during spring term 1. A full complement (6) were returned and the results collated (copy on file). TB reported that it had been difficult to engage one family who had made it very clear (written evidence on file) from the start of the pandemic that they would not be engaging in school activities and that they would follow their own curriculum when educating from home. TB also added that it is hard to engage parents if they are unwilling to work with the school regarding home learning. However the school continued to support this family by applying for and issuing an additional laptop plus data from the DfE. Paper packs of work were made available but not collected and if collected not completed. Information regarding the content of the learning platform continued to	AI TB TB/JF TB JF

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	<p>be sent out daily. Contact was maintained with this family but due to the lack of engagement with school work in any format TB proposed that she would undertake a home school visit, whilst maintaining government guidelines. This family then began, towards the end of the lock down, to access a few generic platform activities and individual lessons. At present this family hasn't attended parent consultations due to another commitment, so an additional date is to be arranged. This is planned for the final term and will include discussions regarding progress and attainment both academically and emotionally since their return to school following this period of absence from school. Another family that remained at home had paper packs delivered every Tuesday by JF when she also collected completed work. They accessed the platform for interactive work and catch up meeting with other pupils and class teacher. One child returned to school slightly earlier due to Health issues following a consultation with parents.</p> <p>The twice yearly whole school parent questionnaire has also been sent out for completion, prior to the parent consultations. Approximately 70%, have been returned. A further reminder will be sent to parents and if no more replies are received by 18<sup>th</sup> June then the current questionnaires will be analysed and results cascaded to governors and parents. Parent Governors are to speak to parents, while waiting to collect the children in the evenings after school, regarding their interaction with school and completion of paperwork to promote a stronger working relationship between parents and the governing body of the school. The completion of 'Parent View' prior to Ofsted was also discussed and JF is to send out a reminder to parents asking them to go on and complete.</p> <p>TP asked if the PTA was still operational. TB &amp; AI both replied that they had been informed by the Chair of PTA that it was not. JF stated that as treasurer she was unaware of this decision. JF was to speak to Anna Wardle (Chairperson) regarding this matter and the possibility of writing a letter to all parents with the potential for re starting the PTA in September. Due to pupils leaving school at the end of this academic year, the chair person and another main supporter of the PTA will no longer be in a position to re-run for office. JF stated that due to Covid, meetings or fund raising hadn't taken place but the school has not requested any funding. .</p> <p>4B- 17-3-21 – Monkey Survey – It was felt that these were not GDPR safe. KW is to send the link to another system that the health service use (and is felt secure) as a possible source to create your own questionnaires.</p> <p>8-17/3/21 – Question re SIAMS report from LB/DH training – Due to time constraints this action has been removed.</p>	JF AI & KW JF JF KW
	<b>It was agreed that the next two agenda items would be discussed at the end of the meeting.</b>	
<b>3-27/5/2021</b>	<b>Head Teachers report – Verbal</b>	
<b>4-27/5/2021</b>	<b>Finance/Budget year 2021/22</b>	
<b>5-27/5/2021 (5-A)</b>	<b>Curriculum</b> <b>Numeracy, Literacy and EYFS reports (Copies on file)</b> <p>These were circulated prior to the meeting to inform governors of the progress being achieved on the partial curriculum that is being taught since the return from lock down. No questions were raised. TB reported that one of the key focus in 2021/22 academic year will be numeracy, based on whole school assessment of pupil progress and attainment. She felt that reading (due to Accelerated Reader) and writing were doing well. Y5/6 pupils undertook mock SAT's tests following their request and all pupils achieved expected or above expected levels in reading, SPAG and numeracy. Teacher assessment of writing also produced the same results. Y2 pupils are all</p>	

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	<p>working within expected levels. It was felt that the introduction of the Nurture Programme, Positive Support and ELSA has helped our pupils grow in confidence and has had a huge impact on their emotional and mental health and well-being, which in turn has support their engagement with the curriculum.</p> <p>AI stated that her child had thoroughly enjoyed the Nurture Group sessions.</p> <p>KW said her child had cried because the sessions had now been completed.</p> <p>TB reported that the introduction of drafting written work on white boards and being able to edit/correct their work has had a huge impact on writing ie: sustained writing, content and inclusion of SPAG (Spelling, Punctuation and Grammar). Key skills (times tables, doubles, number bonds, spellings etc are practiced every morning on their I-pads and this allows pupils to set their own targets. The re-introduction of sticker charts and prizes has also helped to build confidence and self-esteem. It is felt that all the pupils are applying their knowledge and making various degrees of progress.</p> <p>The Nurture Facilitator (Sarah Assanti) reported how caring and considerate the children were with each other and how she and Julie had enjoyed their time in the school. TB is to ask her to write a report to that effect. Boxall Profiles were completed at the start of the programme and will be completed again now the sessions have completed. This is to identify the impact the programme has had on individual pupils. Part of the Ofsted inspection will be looking at what we have done for our pupils during and since the Covid pandemic and their return to school. The Senior Link Advisor has contacted the school on numerous occasions throughout the pandemic and stated that the authorities were very much aware of what the school had done during the lock down's. The Link Advisor - Paul Hunter - has also spoken to this advisor in positive terms regarding the school and use of catch up funding to support our pupils wellbeing and academic progress.</p> <p><b>(5-b)</b></p> <p>RE (Collective Worship) report was sent out prior to the meeting, no questions were raised (Copy on file). TB, MT &amp; CMcG are in the process of writing the SIAMS documentation. Unfortunately, following numerous SIAMS trainings that staff have attended it is felt by all that the expectations within the document to present to inspectors keeps altering, making it difficult to compile</p> <p>At the present time MT &amp; TB deliver RE in class 1 and CMcG in class 2. CMcG has a degree in RE and its theology. KW reported that her child came home talking about the content of the RE lesson for the first time since CMcG has begun teaching the subject. MT &amp; TB undertake the Collective Worships across the school using the 'Roots and Fruits' books 1 &amp; 2 as recommended by the Diocese.</p> <p>The Mural that is planned for the small playground is to reflect the schools 'Vision' and is to be a little bit like 'Where's Wally', every time you look at it you will see something different. It will depict the schools past, present, future making links to how the school fits into the local and wider communities. CMcG is also to support this project through making links with the Understanding Christianity Frieze depicting Christianity within the world.</p> <p>Another key area of development in the SIP for 2021/22 will be IT.</p>	TB
6-27/5/2021	<b>SEND</b> Report was sent out prior to the meeting, no questions were raised (Copy on file).	
7-27/5/2021	<b>PE &amp; SSPF</b> A report on the PE & SSPF was compiled by LB and forwarded to governors prior to the meeting (Copy on file).	
8-27/5/2021	<b>Policies</b> Policies have been sent out to the FGB over the period between 22nd April and 27 <sup>th</sup> May for approval. This included: *Extremism & Radicalisation; *Peer on Peer abuse; * Private Fostering; *Admissions; * Acceptable use of ICT; *Force Restraint; Recruitment	

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<p>&amp; Selection; *Policy &amp; Protocol for remote communication.</p> <p>GDPR policies: *Bring your own device/Use your own device; * Data Protection framework; * Data Protection policy for schools including Annexes 1; * IT Security and Acceptable use; *Off site working procedure; *Remote learning; *Social Media; *Special Category Data policy; *Pupil Privacy Notice; * Workforce Privacy Notice; *Governors Privacy Notice; and *Retention Schedule Policy.</p> <p>* Private Fostering 2021: * Separated Parents: * Attendance; and * Access &amp; Inclusion; * Collective Worship Policy.</p> <p>Policy queries: <b>Questions in Red</b>, Replies in Blue</p> <p><b>Peer -on Peer abuse questions</b> - Have cut and pasted below – how do the governors do this?</p> <p>The governing body should undertake an audit activity to help assess the effectiveness of the school and its processes in tackling all forms of peer on peer abuse.</p> <p>Talking to the school council. Be familiar with the school policy, Audit of safe and areas considered vulnerable ‘Hot Spots’ eg: Toilets/cloakroom. What do the school do to alleviate Hot Spots eg: Staff monitoring, Buddy system. Activities undertaken regarding bullying and how it links to Collective Worship and E-Safety. Identification of lead Health &amp; Safety Governor (perhaps you Liz as you are the governor who is in school the most as PE governor)</p> <p><b>Recruitment and selection Policy</b></p> <p>Once it has been determined to recruit to a vacant post, a panel will be set up in accordance with the Governing Body’s policy. (<i>Insert here your own decision, following Governing Body consideration of School Staffing Regulations 2003</i>). <b>What does this mean?</b></p> <p><b>DH asked the same question</b></p> <p><i>Based on the below (Copied and pasted from Schools Staffing Regulations 2009 and the information on page 4 ie: bullet points at the top of the page, we have to determine what process we are going to follow when we recruit.</i></p> <p><b>Safer recruitment training</b></p> <p>9. With effect from 1st January 2010, the governing body must ensure that—</p> <ul style="list-style-type: none"> <li>(a) any person who interviews an applicant for any post under these Regulations has completed the safer recruitment training; or</li> <li>(b) in the case where— <ul style="list-style-type: none"> <li>(i) a selection panel is appointed for that purpose under regulation 15 or 26; or</li> <li>(ii) the governing body delegates the appointment of a member of staff to two or more governors or one or more governors and the head teacher under regulation 4(1), at least one member of that panel or group has completed the safer recruitment training.</li> </ul> </li> </ul> <p><b>Amendment of the School Governance (Procedures) (England) Regulations 2003</b></p> <p>10. The School Governance (Procedures) (England) Regulations 2003(b) are amended as follows—</p> <ul style="list-style-type: none"> <li>(a) in regulation 16, for paragraph (1) substitute— “(1) Subject to regulation 17 of these Regulations, regulation 3(2) of the Religious Character of Schools (Designation Procedure) Regulations 1998 (a) and regulation 6 of the Education (School Government) (Terms of Reference) (England) Regulations 2000(b), the governing body may delegate any of its functions to— <ul style="list-style-type: none"> <li>(a) a committee;</li> <li>(b) any governor other than a governor who is the head teacher; or</li> <li>(c) where the function being delegated does not directly concern the head teacher, the head teacher (whether or not he is a governor).”;</li> </ul> </li> <li>(b) in regulation 17, after paragraph (4) insert— “(5) The governing body may not delegate functions relating to powers conferred, and the duties imposed, on governing bodies by or under the School Staffing (England) Regulations 2009(c) save as provided in those Regulations.”.</li> </ul> <p><b>Remote learning</b></p> <p>13.6.3 If a pupil is provided with school-owned equipment, the pupil and their parent will</p>	
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need to sign the [Acceptable Use Agreement] on receipt of the equipment. Do we have a copy of this? Yes

13.12.2 Our governing body is responsible for:- should we have these 3 points – somehow highlighted with governors – how do we check this? sorry

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements including to ensure that the curriculum remains fully accessible and inclusive to all.

Questionnaire to parents and staff.

### Off Site Working Procedure Policy

#### 8.4 Transporting

left in sight-site in vehicles this does not make sense

Extra word (site) noted and deleted

I have commented on all the yellow highlighted link assume that these will be added?

All links will be added once uploaded to the web site

1-Data Protection-link? - P6; P15 – why does it say Taken? In header of column; 'Taken?' should be in header of column one not two.

P18- A3.7 Template- do governors (Chair) need to sign this?- if so when ?-May 19<sup>th</sup> ?

Yes this will eventually require signing but there is a lot of work to be completed with it before then. The Data Protection Impact assessment template is six pages long with lots of questions to be answered. I think I may need DCC's Claire Archibald DPO to help

3- Workforce- P4 – link

see above

10- Governors- P4 – 10.5 link

see above

4- Retention- P8- 4.6 link; Governor Body- refers to all Agendas and minutes which we receive from you electronically being destroyed -does that mean we have to delete?-

See above. With regard to minutes and agendas, these are all sent to your school email so are secure. Any printed copies should be destroyed either by burning or cross shredding. If they are saved from your emails to your computer they should be password protected and deleted once your term of office is completed. This will be added as an addendum to the policy.

P39- Properties- Reference -Church- do you need to get this from PCC? Chris Dullage did mention something about the deeds etc at a PCC meeting? Should foundation governors be helping you with this? Yes please that would be great.

P52 what is a walking bus? A walking school bus is a group of children walking to school with one or more adults.

Is it possible for the "powers that be" to produce an up to date Acronym definition sheet related to GDPR – there are so many and the only place they are defined is in the policy – many of which are 30+ pages so challenging to find - I can ask

#### Regarding Access and Inclusion - disapplication

Never heard of this word – googled and gave the definition below still doesn't make any sense to me- sorry- perhaps explain on Wednesday

(Education) education Brit a provision for exempting schools or individuals from the requirements of the National Curriculum in special circumstances

Disapplication means the removal of a child from an exam assessment or piece of work because they are unable to access it, due to the child's inability to do so. For example this could be due to a recognised condition eg Autism.

#### Policy- Attendance

If a child arrives after 9.20 and has a good reason – e.g. car broke down in, living outside of village assume that common sense kicks in and they do not have unauthorised?

Re Attendance Policy and a child arriving after registration has closed, due to car breaking down etc, then commonsense would kick in and no they would not have an unauthorised absence mark against their name.

All policies were approved via email during the period of time and re-affirmed during

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	the FGB meeting. All policies are to be uploaded to the web site ASAP by JF.	JF
<b>9-27/5/2021</b>	<p><b>SIAMS</b></p> <p>Following SIAMS training undertaken by TB, MT &amp; JF it is thought that the school will be inspected sometime during the autumn term after the 21<sup>st</sup> September 2021 due to only being 'Satisfactory' at the last inspection. Inspections are usually on a 3/5 -year cycle dependent on the grade the school achieves. The school will be inspected through its Christian Values and Vision and how they drive the school forward in all aspects of school life. All stakeholders (Parents, Children, Staff and Governors) should be able to evidence how they know the school and it's Vision. The Christian Distinctiveness should be evident throughout the school, policies, web site etc. They will look at how we choose the charities we support and if they reflect the vision and ethos, also if the children know why we support the chosen charities. The inspectors will look at RE and Collective Worship and how they are integrated into school life and the curriculum throughout the school.</p> <p>Derby Diocese will inform the school of the time scale of the inspection, the inspector and make a request for the documentation required etc. The final grade will be confirmed by an independent panel in London before being issued. This is different to previous inspections where the Diocese of Derby would make to overall grading. The process is now more in line with Ofsted and their format of inspection. It is thought that the Ofsted inspection might also be in autumn 2021 but more likely to be spring 2022 as the school has a grading of good.</p> <p>The SIAMS inspectors will speak to pupils without staff being present and the answers pupils give can be very much dependent on how the inspectors asks the questions and relates to them. Governors need to understand the Vision Statement and how the school makes links with the Bible into the local community/country and world events, through the curriculum, charities and projects chosen to complete and ultimately how we make the Vision come alive.</p> <p>Throughout the school staff model behaviour and the vision statements. This is also modelled through Community lunches, and how they have maintained links with elderly community members during the Covid Pandemic. The key element to its success is the schools Collective Worship programme and its content which include 'Picture News'</p>	
<b>10-27/5/21</b>	<p><b>SIP – to be deferred to July meeting</b></p> <p>TB in process of updating the spring SIP and writing the summer term SIP</p>	TB
<b>11-27/5/21</b>	<p><b>SFVS</b></p> <p>The SFVS was completed and circulated to governors prior to the meeting for approval at the FGB meeting. LB proposed the document and KW seconded it. JF is to forward the document to the LA by the 28<sup>th</sup> May 2021 once signed by the chair of governors.</p>	JF
<b>12-27/5/21</b>	<p><b>Premises</b></p> <p>Report re-premises sent out prior to meeting to update Governors on flood work (copy on file). No questions were raised but they thanked TB for keeping them informed.</p>	
<b>13-27/5/21</b>	<p><b>Correspondence</b></p> <p>A list of all the correspondence since March 2021 and May 2021 was forwarded to governor and read out to the governors. (All letters on file).</p>	
<b>14-27/5/21</b>	<p><b>Web Site</b></p> <p>It was felt that the welcome page on the web site will require a 'face lift' before</p>	

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	SIAMS & Ofsted inspection are undertaken. JF also reported that she was still waiting for some governors to send her information to update their information.	
3-27/5/2021	<p><b>Head Teachers report – Verbal</b></p> <p>TB reported that the curriculum reports etc and what she was about to report in the next section would have been in her Head Teacher Report but she felt it was easier to talk through than write a report.</p>	
4-27/5/2021 (4B)	<p><b>Finance/Budget year 2021/22</b></p> <p><b>Flexi Learning</b></p> <p>TB reported that she had spoken to the head teacher at Castleton regarding Flexi learning and she had said that although it had boosted her attendance figures and saved her school she wouldn't recommend it. She felt that it was mainly due to the location of the school and that Hartington was not ideally placed as we were so close to the Staffordshire border where Hollinsclough Primary School is located, who also undertake flexi learning. The head teacher also stated that she found flexi learning pupils at time destabilised the structure of the school day and had a profound impact on attendance figures.</p> <p>AI felt that parents had also had a reality check since having to home school during the pandemic and that more parents are continuing to work from home, so would find it difficult to support their child's education. Through discussions with parents of full time pupils in schools where flexi learning takes place, it was commented on by them that it was more difficult to engage these parents in other aspects of school life ie: fundraising, external events etc.</p> <p>In the past it had been suggested that we should target the new houses being built in Harpur Hill at Buxton, as the schools around there are already oversubscribed. School newsletters were taken to the show rooms for estate agents to distribute. The school supplying transport may be an option and the logistics (cost, demand, travel time etc) of this need to be investigated.</p> <p><b>'Life Wise'</b></p> <p>This is a PSHE programme that the school is looking into purchasing at a cost of £1699 for the period of six years, paid in two instalments. The programme has lesson plans to support the teaching of the PSHE curriculum plus the delivery of the sex education. Governors were happy to approve the purchasing of the programme in theory but wanted the school to do a little more investigating into the company. Therefore, JF is to check them out on 'Company House'. If everything checks out governors gave their permission to proceed with the purchasing of 'Life Wise'. AI proposed and JD approved. LB said that we could probably support the cost from the SSPF funding. JF is to look into how much is left. It was also queried as to if the PTA could help with the cost. JF didn't see why not and PTA members would need to be asked for their approval.</p> <p>6:30 LB left the meeting due to a conference call.</p>	
(4C)	<p><b>Staffing – A copy of the confidential minutes are available in school for Governors to read.</b></p> <p>A Finance meeting was arranged for Wednesday 9th June to discuss the budget further when all staffing will be reviewed.</p>	<p>?</p> <p>JF</p> <p>JF</p>
	<p><b>What we have achieved tonight that will make a difference</b></p> <ul style="list-style-type: none"> <li>• The redeployment of staffing to make savings on the 2021/22 budget due to a fall in numbers on role.</li> <li>• The purchase of a PSHE, Sex education programme (Life-Wise) to support the delivery and mental health, emotional and social wellbeing of the pupils.</li> </ul>	

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• The possibility of engaging the services of a bus/taxi to transport pupils to school from outside the area.</li></ul> |  |
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- The possibility of engaging the services of a bus/taxi to transport pupils to school from outside the area.

Meeting closed: 7:00pm

Next meeting: Wednesday 14th July 2021 – 4:30m

Signed ..... Date .....

Chair of Governors - Alison Ivins