

Minutes of Governing Board (GB) Meeting 43

Held on Thursday 25th March 2021 Virtually (via Teams)

Present:

Governor Category	Name	Additional Information	End of Term
Ex-officio	Matthew White (MW)	Headteacher	Ex-officio
St Mary's Hampton PCC nominee (7)	Kel (Michele) Razza (KR) Revd. Ben Lovell (BL) Hilary Hart (HH) Andrew Parish (AP) Timothy Stephens (TS)	Vicar, St Mary's Hampton Church; Chair of Governors Chair, Resources Committee	11 March 2022 Ex-officio 1 April 2024 31 March 2022 25 Nov 2024
Parents (2)	Robert Hodges (RH) Benjamin Opoku (BO)	Vice Chair of Governors; Vice Chair, Resources and Personnel & Pastoral Committees	26 Nov 2021 8 Nov 2024
LDBS	Nick Woods (NW)	Vice Chair, Teaching & Learning Committee	24 Feb 2024
Co-opted (Up to 3)	Paul Adams (PA) Sophie Tait (ST) Jennifer Walker (JW)	Chair, Personnel & Pastoral Committee Chair, Teaching & Learning Committee	10 July 2023 10 July 2023 6 Sept 2021
Staff (1)	Alana Rowlandson (AR)	Year 6 Teacher	22 Nov 2024

Also attended: Clare Struthers (CS, Clerk)

Minute	Discussion & Decisions
480	BL welcomed everyone to the meeting at 7.40 pm and followed with prayer.
481	BL said that no apologies for absence had been RECEIVED; Julie Booth (School Business Manager) had been EXCUSED from attending the meeting.
482	Declarations of Interest: BL, TS, AP, RH and ST CONFIRMED that their children attended/would attend wrap around care provided by KOOSA Kids.
483	Previous meeting held on 4th March 2021 Minutes of the previous meeting Decision: All governors present at the March 2021 meeting AGREED, by a show of hands vote, that the minutes were a TRUE and ACCURATE record of that meeting; one governor that had not attended much of the previous meeting ABSTAINED from voting. BL SIGNED the minutes after the meeting.
484	AOB: None raised.
485a	Headteacher's Spring Term Report MW said that, as demonstrated by the lengthier report, the school had been busy in all aspects of its operation this term and said that he was heartened by the board's commitment to developing the strategic approach. MW said that the leadership team were starting to formulate the SDP targets for the next academic year and those that were emerging were:


	<ul style="list-style-type: none"> <i>To develop a wellbeing programme for the whole school community which promotes, supports and maintains good mental health for all</i> <p>MW said that by promoting everyone's wellbeing – children, staff and parents – this would help the children to achieve their very best;</p> <ul style="list-style-type: none"> <i>To develop a school-wide strategy to provide clear and consistent feedback for all children which impacts learning and accelerates progress and attainment</i> <i>To develop a school-wide behaviour policy aimed not just at fostering good outward behaviour and conduct but inspiring lifelong moral, spiritual, social and ethical understanding.</i> <p>as reply to a governor, MW said that the values that emerge from the vision/strategy projected would be central to the school's behaviour policy.</p> <p>A governor said that while the emerging priorities seemed to be worthwhile, it was important that they were flexible in order that the outcome of the vision/strategy project (see minutes 488a-f) could feed into the content as appropriate.</p> <p>MW said that the senior leadership team would develop an action plan from the staff survey feedback and this would be shared with staff.</p>
485b	Governors wished to record their THANKS to the whole staff team for their efforts throughout a very difficult year involving two remote learning periods and said that the focus on the children's wellbeing was greatly appreciated.
485c	<p>A governor asked about the school's approach to identifying the gaps in learning.</p> <p>MW said that as the spring term remote learning had involved much more live interaction between teachers and children and the children had submitted more work on which teachers had given feedback, the teachers were fairly confident in the children's levels of achievement. MW said that the assessments at the beginning of the summer term would formalise the gaps in learning.</p>
485d	<p>A governor asked about the children's aspirational targets.</p> <p>MW said that teachers were working with the aspirational targets in mind, but, so soon after the return to school, it was not possible to report on the impact of remote learning. MW said that intervention groups had started that week for identified children.</p> <p>AR said that it was not yet apparent that the recent lockdown had widened the gaps in learning for the Year 6 children, but said this was in the context of her having delivered daily, live Zoom lessons in English and Maths. AR said that it was positive to note that some children had developed independence through the remote learning experience.</p> <p>A governor THANKED AR for the effective delivery of the live Zoom lessons.</p>
485e	<p>A governor asked about the sustainability of the focus on wellbeing and the intervention strategy bearing in mind the school's extremely tight budget for the next academic year.</p> <p>48MW said that the COVID catch-up grant covered much of the cost of the three-day-a-week intervention programme and was guaranteed to continue for the next academic year. MW said that the school's model of having a qualified teacher to lead the intervention groups was effective, as children were applying their learned skills in their class work. MW stressed the</p>

485f	<p>importance of regular intervention for a positive impact on learning.</p> <p>A governor said that it was therefore important for the board note that the school's intervention model should be prioritised in the 2021-22 budget.</p> <p>A governor said that it was heartening to see the staff survey feedback and asked for clarification on the COVID changes that could realistically be implemented for the longer term.</p> <p>MW said that the considerable time invested in marking did not have a consistent and effective impact on learning and therefore, in the summer term, the school's marking policy would be reviewed. MW said that evidence by the Education Endowment Fund demonstrated that giving children instant, oral feedback was the most effective. MW said that this had been borne out during lockdown, when teachers had been giving verbal feedback to the smaller groups of children in school. MW said that the key was for marking to be 'smarter', as this would be both more meaningful and impactful feedback for the children and would promote a better work-life balance for the staff. MW said that the children's work would continue to be highly valued.</p> <p>MW said that it was not a requirement of the Ofsted framework to give lengthy, written feedback, but for the school to be able to demonstrate that children receive effective feedback.</p> <p>AR said that an example of 'smarter' marking was for the teacher to highlight 'what went well' aspects of the work in one colour and 'even better if' points in a different colour; a powerful way to communicate with the children, but much quicker for the teacher to complete.</p> <p>A governor stressed the importance of explaining the reason for the school changing its marking policy to parents, which should include that verbal feedback would have been given for pieces of work that appear unmarked in the children's books.</p> <p>MW acknowledged this.</p> <p>A governor asked whether by not reviewing every piece of written work, the class teacher could miss an aspect of the children's learning.</p> <p>MW said that marking would be carried out at a manageable level, so that there were degrees of marking. MW said that, for example, a teacher would select the activity to deep mark each week, while for other pieces of work alternative, approaches would be taken, such as verbal feedback and peer marking (for children in the older year groups).</p> <p>A governor said that the proposed change in the school's marking policy mirrored the change of approach to appraisals in the work environment; the focus now was on giving timely feedback from which goals were set.</p> <p>MW reiterated that the purpose of changing the school's marking policy was not to do less marking, but to do more effective marking, as this would have the most positive impact on the children's attainment.</p> <p>In reply to a governor, MW said that the school would base its revised approach on the existing evidence base and experience of other schools.</p>
485g	<p>A governor asked about the impact of the school's current policy of dropping the children at the gate rather than the classroom door.</p> <p>MW said that this had negated the opportunity for 'softer' interactions with parents, but had been beneficial to achieving a more efficient start to the school day.</p> <p>AR said that it enabled teachers to manage the children's entry to the classroom to achieve a calm and structured start to the day. AR said that it would be more manageable for teachers to</p>

485h	engage in conversation with parents at the end of the school day. MW said that the class emails had worked well during the lockdown periods, as this had enabled open communication between parents and teachers, but with the school now fully open, was not manageable.
485i	<p>Safeguarding: BL reminded governors of the importance of having a second safeguarding link governor and AGREED to circulate the requirements of the role to the board for their consideration.</p> <p>ACTION BL: Safeguarding Link – email requirements to governors</p> <p>ALL GOVERNORS: Consider volunteering to be 2nd safeguarding link governor</p> <p>BL THANKED MW for the comprehensive report and everyone for their contribution to the discussion.</p>
	School's Finances
486a	<p>September 2020 to February 2021 Expenditure Report with Supporting Finance Documents</p> <p>Governors had been ADVISED to refer to minutes 572a, b, c & d in the March 2021 Resources minutes for the committee's monitoring of the finance reports.</p> <p>AP said that, as demonstrated in the minutes, the committee had reviewed the expenditure report up to the end of February 2021 at length. AP said that the main point to report was the projected, end of year deficit of £46.5K (forty-six thousand, five hundred pounds), i.e. about £6K (six thousand pounds) more than stated in the expenditure report, as the development fund income, that was for specific projects, should be considered separately rather than as part of the day-to-day expenditure. AP said that the deficit was predominantly due to COVID-related costs, but there were some structural costs, the negative impact of which would become much more apparent in the next year's budget, if no action was taken.</p> <p>BL pointed out that the £46.5K deficit was projected against an £11,256 (eleven thousand, two hundred and fifty-six pounds) saving in staffing costs, which highlighted the future structural challenge.</p> <p>AP said that a balanced budget for this academic year had only been achieved on the basis of achieving £24K (twenty-four thousand pounds) lettings income from the farmers' market. AP said that this revenue stream had not been achieved this year and was not a realistic expectation for the next academic year; therefore, the main area to achieve savings would be through the school's main budget line, staff salaries.</p> <p>Governors THANKED Julie Booth (School Business Manager) for the thorough and transparent financial reporting, which ensured the board was kept aware of the school's financial position.</p> <p>Decision: All Governors APPROVED the September 2020 to February 2021 expenditure report presented to the meeting, by a show of hands vote.</p>
486b	<p>Audit Committee: Appointment of Internal Auditor</p> <p>AP said that one of the requirements of the Academies Financial Handbook was for the school's internal and external auditor to be separate. AP said that following the Resources committee consideration of two proposals (see minute 573a of March 2021 Resources minutes), the recommendation was for Moore Kingston Smith to be appointed.</p>

	Decision: Governors UNANIMOUSLY AGREED, by a show of hands vote, to appoint Moore Kingston Smith as the school's internal auditor for the 2020-21 and 2021-22 academic years.
	Governance
487a	Governors were reminded that the minutes of the spring term meetings for the Personnel & Pastoral and Teaching & Learning committees were available for their reference on Governor Hub.
487b.1	<p>Policies Looked After Children (LAC) In reply to a governor, MW said that currently there were no looked after children at the school.</p> <p>A governor asked whether it was usual practice for the head teacher to be the designated member of staff. MW said that this was dependent upon the size of the school and the relative experience of the staff; MW said that currently, this was manageable.</p> <p>Decision: Governors UNANIMOUSLY AGREED the Looked After Children Policy, by a show of hands vote.</p>
487b.2	<p>2022 Admissions BL said that the policy had been updated:</p> <ul style="list-style-type: none"> • Gander Goose Crescent changed to Gander Green Crescent • Two roads - Glenmill and Garden Court (priority area 2) – had not been listed in the Appendix, but included on the map – the appendix had been updated. <p>Decision: Governors UNANIMOUSLY AGREED the 2022 Admissions Policy, by a show of hands vote.</p>
	Mission - Values – Vision - Strategy
488a	<p>Strategic Development Event – 4th March 2021 Governors AGREED Graham Willett's presentation had stimulated thought-provoking conversation and had provided a useful framework for their discussions.</p> <p>Governors RECOGNISED the importance of involving all stakeholders in the process; a bottom-up process involving children parents, staff, the wider local community and governors would achieve maximum buy-in.</p>
488b	<p>School Example NW briefly explained the approach at a local secondary school. Six statements outlined the way in which the school set out to achieve its three, overarching aims, within which the school's ethos was embedded. NW said that school's aims guided the whole of the decision-making process.</p> <p>NW said that each of the six 'achievement' statements formed a section of the school development plan from which the operational targets for the next three to five years stemmed.</p> <p>NW said that in this way there was a clear link between the school's overall aims, i.e. vision, and the operationalised targets.</p> <p>In reply to a governor, NW said that with a multi-year SDP, each priority was presented in detail</p>

	in year one and with scant detail in subsequent years. NW said to prevent the SDP becoming unnecessarily unwieldy, on the advice and presentation of evidence by the senior leadership team, priorities either were developed/continued for the next academic year or were removed as having been completed.
488c	<p>Broad Timetable</p> <p>After brief discussion, the board AGREED that the aim should be to outline, at least in draft, the school's mission and values by the end of the summer term. Governors recognised that this was a challenging target.</p> <p>BL said that with these foundation elements in place, it would then be possible to work on the vision and it was hoped that for the 2022-23 academic year, the school's strategy and school development plan targets would be determined by this framework.</p> <p>Governors recognised that by encouraging all members of the community to engage in openly in the process would result in the most encompassing framework.</p>
488d	<p>Time to Review the Vision</p> <p>A governor said that as the school was now full and a 'good' outcome had been achieved for the initial Ofsted inspections, the original vision had effectively been achieved.</p> <p>The board AGREED that it was therefore the appropriate time to renew these guiding principles.</p> <p>RH stressed that the process must start with setting the long-term mission for the school – the 'why' – and said that it was important this incorporated as many views as possible from all stakeholders: parents, children, staff, the local community, and the board. RH said that while all stakeholders had a contributing role to the mission and values, staff (with the board) would have a role in guiding the vision and strategy and their involvement would be encouraged.</p> <p>BL said that it was important the voices of a broad range of the school community were listened to at the outset of the process, from which the feedback would be collated and an executive decision made by the board on the school's mission and values for the long-term. BL said that by involving all stakeholders, the values should form the DNA of the school.</p>
488e	<p>Next Step</p> <p>Decision: Governors AGREED that a working group comprising, RH (chair), NW, ST, AR, PA and BO should determine the ways to gather input from all stakeholders.</p> <p>RH said that in summary, the first half of the summer term would be the 'listening' phase for the working party (e.g. an INSET for staff focus groups) and during the second half of the summer term, this input would start to be structured into a mission statement and set of values.</p>
488f	Governors AGREED this had been a fruitful discussion and they were looking forward to receiving feedback from the working party's 'listening' phase.
	Part Two Confidential Items
489a	<p>Operational Matter</p> <p><i>Discussion recorded as a separate minute.</i></p>
	<i>AR left the meeting at 9.21pm</i>
489b	Report by Leadership Appraisal Group

	<i>Discussion recorded as a separate minute.</i>
490	Governors' Meeting Dates – Summer Term: P&P: Thursday 29 April at 4pm FGB: Tuesday 11 May at 7.30pm (formal processes) Resources: Thursday 27 May & Thursday 24 June at 9am T&L: Thursday 8th July at 4pm FGB: Thursday 15th July at 7.30pm
491	BL closed the meeting at 9.26 pm THANKING governors for their contribution to the discussion.
	<p>The board formally ratified these minutes on 11th May 2021.</p> <p>Signed by the Chair </p>