

**Hemingford Grey Primary School  
Governing Body  
Minutes of the Full Governing Body Meeting  
Held in person at Hemingford Grey Primary School on Tuesday 23<sup>rd</sup> January 2024 at  
6.30pm**

**Present:** Vanessa Allen (Chair, VA)  
Danielle Gaynor (Co-Head, DG)  
Kirsten Marriott (Co-Head, KM)  
Danielle Jermy (DJ)  
Helen Peat (HP)  
Amelia Beeley (AB)  
James Reid (JR)  
Danielle Saunders (DS)  
Kristi Johnson (KJ)  
Jasmin Ash (JA)  
Danielle Lewell (DL)  
Nicola Murchie (NM)  
Jack Field (JF)  
Carlie Huddleston (Clerk)


**Apologies:** None

Clerk took minutes for this meeting


Item No.	Subject	Who	By When
1.	<b>Welcome, apologies and absence</b> The Chair welcomed everyone to the meeting. Governors welcomed JF and NM to their first meeting. Meeting was Quorate.		
2.	<b>Declarations of interest</b> None		
3.	<b>Any other business – None</b>		
12.	<b>Governing Body recruitment -</b> 12.1 - Approve LA Governor nomination – Jack Field welcomed to the board - <b>Approved</b> 12.2 - Parent Governor nomination outcome – Nicola Murchie welcomed to the board		

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4.	<p><b>Approval of meeting minutes</b></p> <p><b>4.1:</b> The minutes of the meeting held on 12<sup>th</sup> December 2023 - <b>Approved</b></p> <p><b>4.2:</b> For approval: The confidential minutes of the meeting held on 12<sup>th</sup> December 2023 - <b>Approved</b></p> <p><b>4.3:</b> Actions from the previous meeting and progress are recorded at the end of the minutes.</p>		
5.	<p><b>Staff presentation – EDIB</b></p> <p>DJ gave a presentation on the school's approach to equality, diversity, inclusion and belonging.</p> <p>Celebrating the diversity of Hemingford Grey Primary school started as a strategic development priority in the 2021-23 StDP. Reading materials across school were reviewed, increasing the diversity and inclusion of people and characters in fiction. Following training on 'No Outsiders' in June 2023, their vision was adopted to provide an 'Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.'</p> <p>The school now needs to go further than celebrating differences and encourage listening and learning. Not everyone has the same start in life. Recognising unconscious bias and that some children may receive a different message at home.</p> <p>The aim is to have confident educators, engaged parents and empowered children.</p> <p>Question to AB: Did you see a shift on the monitoring day?</p> <p>Answer from AB: It is hard to see a shift in culture. I can see the bravery in going from celebrating cultures to embracing challenging conversations and making hard changes.</p> <p>Question: Is there support for children that receive a different message at home? Is training available?</p> <p>Answer: We can offer education to parents and try to engage them to join the journey. We don't underestimate how much the children's learning at school will help create their future opinions once they are old enough to question the world around them. We will not tell them their adults outside school are wrong in their</p>		

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	<p>views as we don't want to build distrust in their home environments.</p> <p>Question: My daughter received an EDIB book for Christmas and recognised it as a book from school that she had enjoyed. She has enjoyed reading it again at home.</p> <p>Answer: The No Outsiders books, in particular, have been a great resource. Children have been engaging well with them and finding them very interesting.</p> <p>Question: How are you going to be keeping EDIB on the agenda?</p> <p>Answer: Open dialogue around experiences of putting the training into practice. The aim is for it to become part of the culture even when the current strategic development plan objectives are met.</p> <p>Question: I thought it was great that the Reception staff encourage parents to share their families' celebrations and bring food and resources in for the class to experience.</p> <p>Answer: This was great for the children's inclusion and feeling of belonging. It helps to make staff and children feel accepted. The 'No Outsiders' books in the classrooms are always accessible. Over the long term it will develop their vocabulary and influence their social interactions.</p> <p>Question: Gender was very high on the uncomfortable conversations part of the presentation. Is there anything that can help address this and make staff more confident on the topic?</p> <p>Answer: This has been identified as an area for development in the staff CPD poll, following EDIB whole staff training in January 2024. It is becoming a bigger topic in primary schools but has mainly been an area in secondary schools. It is currently in the House of Commons for official guidance on parents being included in decisions. DS added that she works in a secondary school where they are seeing higher numbers of children than previously exploring their gender and difficulties for staff in knowing how to best manage the situation.</p> <p>KM added that they get awkward conversations with parents that are not EDIB friendly, and the aim is to give staff the knowledge</p>		
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	<p>and confidence to challenge these views. The school want to be welcoming to all families and are aiming to create opportunities for that.</p> <p>AB will plan a follow up visit in the summer term to observe progress.</p>		
6.	<p><b>Review information demonstrating compliance with the Public Sector Equality Duty</b> (annual review)</p> <p>Governors had reviewed the document ahead of the meeting and accepted compliance.</p>		
7.	<p><b>Safeguarding</b> – awareness raising - KCSIE linked to the curriculum</p> <p>KM gave a safeguarding update. Highlighting a focus on child-on-child abuse (bullying) and protective measures the school takes. Anti-bullying policy, anti-bullying week and the PSHE package. There is a new course coming up to help raise awareness of some safeguarding matters in PSHE lessons. Teaching children about heathy relationships so they can recognise unhealthy relationships they may already be experiencing or may experience in the future.</p>		
8.	<p><b>Autumn term Pupil Progress</b></p> <p>DJ gave governors an overview of the Data from the pupil progress meetings. VA and AB had attended two of the Pupil Progress meetings. Governors will read the monitoring reports written by VA and AB for strategic oversight and help monitoring outcomes. AB informed Governors that it was very beneficial to be staying with the same cohort and following their progress throughout the year.</p> <p>Question: English as a second language (EAL) was not previously very high. There are now increasing numbers of children that are joining the school. How are they being supported?</p> <p>Answer: The steps being put in place not only benefit children who are EAL but the whole class. Not all assessments are in writing and children are assessed throughout the day in different ways. Oracy is used to support other forms of learning. School has an EAL resource and teachers can identify resources suitable for their class.</p>		

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9.	<p><b>Website compliance</b> - with DfE publication requirements</p> <p>9.1 Governor monitoring report (draft shared with KM &amp; DG 15/1/24) - <i>in progress, update at February meeting</i></p> <p>9.2 Confirmation LA admissions arrangements are published on the school website – confirmed</p> <p><i>Feedback on Governor monitoring report (website compliance)</i></p>	KM/DJ /Clerk	
10.	<p><b>Catering tender</b></p> <p>KM updated Governors on the progress on the catering tender.</p> <p>26<sup>th</sup> January – Closing</p> <p>29<sup>th</sup> January – Shortlist</p> <p>5<sup>th</sup> Feb/12<sup>th</sup> Feb – interviews</p> <p>16<sup>th</sup> Feb – Award contract</p>		
11.	<p><b>Policies</b> – for approval:</p> <p>11.1 - SEND (Special Educational Needs and Disability) - <b>Approved</b></p> <p>Question: There is nothing in the Incident Reporting or SEND policy about how they will be monitored and reviewed – should there be?</p> <p>Answer from KM: These are LA policies and the same as we have held in recent years. The LA have just recently created a central portal with all LA template policies, so I will look to see if there are updated versions, once I get the access.</p> <p>11.2 - Incident Reporting - <b>Approved</b></p> <p>11.3 - Governor Visits (for discussion) - <b>Approved</b></p> <p>The monitoring visit planner has been updated to include columns for report completed by Governor(s) and approved by SLT; this will help to track the progress of reports. It was noted that in terms of accessibility, some governors may wish to use the visit report template as a guide rather than it be a mandatory requirement that that template is completed.</p> <p><i>VA to create prompt sheet to use alongside current template. Clerk to review policy spreadsheet/update responsibilities regarding committee or FGB to approve which policy.</i></p> <p><i>Clerk will update policy schedule, Teams and school website.</i></p>	VA Clerk	

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12.	<b>Governing Body recruitment -</b> 12.3 - Potential Associate Governor – KC – <b>Approved with voting rights</b>		
13.	<b>Instrument of Government - Annual review</b>  Governors reviewed the instrument of Governance and decided to not make any changes.  <i>Clerk to investigate if the Headteacher position needs revision following the change to Co-Heads</i>	Clerk	
14.	<b>Governing monitoring visits -</b> 14.1 - Governor monitoring day: 14.1.1 - Early Reading and Phonics (SEND) – KJ and HP (final) 14.1.2 - Well Schools and PE – JR (final) 14.1.3 - EDIB – AB (final) 14.1.4 - Behaviour and Safeguarding – DS and VA (final) 14.2 - Early Years – JA (draft received 23/1/24 and passed to KM for review)  14.3 - Safeguarding & SCR Monitoring Autumn term – DS (final)		
15.	<b>Governor training booked / undertaken</b>  9 <sup>th</sup> March - Annual Governor Conference – Book on GovHub		
16.	<b>GB action plan – in progress</b>		
17.	<b>Evaluation of governance impact</b>  EDIB presentation from DJ brought a focus and further awareness and linked to strategic development plan. Effective and strategic monitoring including a new visit policy. Pupil progress tracking targets, challenge within the targets and gaining improved understanding of the needs of children and how staff are focused on improving children’s outcomes.		
18.	<b>Next meeting – 13<sup>th</sup> February 2024</b>		
	<b>Meeting Closed 9.05pm</b>		

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	<b>Actions from December Meeting</b>	<b>Who</b>	<b>Progress</b>
<b>A</b>	<i>6 Confidential actions</i>	<b>All</b>	Some still outstanding. Please complete by end of Feb. VA to action leadership actions.
<b>B</b>	<i>Finance options need further discussion in the new year. Meeting needs to be scheduled.</i>	<b>VA, KJ, HP</b>	In progress.
<b>C</b>	<i>Governors to input their responses on to the Self Evaluation. VA will circulate individual forms.</i>	<b>All</b>	5 responses rec'd, 4 still to be returned.
<b>D</b>	<i>DJ to create a list of existing stakeholder engagement</i>	<b>DJ</b>	On-going, delegate to school to bring back to FGB in summer term.
<b>E</b>	<i>The school have EDI basic training being provided by the LA on 5<sup>th</sup> January 9.30-11.30 at school – Governor's welcome to attend.</i>	<b>All</b>	Complete
<b>F</b>	<i>Question raised in advance of the meeting: How does our 95.2% attendance compare to expectations/other schools?</i>	<b>KM</b>	<a href="#">Comparative Data on Attendance</a> On agenda
<b>G</b>	<i>DJ to review all visit reports once completed.</i>	<b>DJ/All</b>	Complete

	<b>Actions going forward</b>	<b>Who</b>	<b>Progress</b>
<b>A</b>	<i>6 Confidential actions</i>	<b>All</b>	Some actions still outstanding. Governors to complete EDIB training by end of Feb and update the training log. VA to liaise with Co-Heads to progress the leadership actions.
<b>B</b>	<i>Finance options need further discussion in the new year. Meeting needs to be scheduled.</i>	<b>VA, KJ, HP</b>	In progress. VA, KJ and HP are attending the upcoming finance meeting with the Schools Financial Advisor.

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<b>C</b>	<i>Governors to input their responses on to the Self Evaluation. VA will circulate individual forms.</i>	<b>All</b>	Governors to forward outstanding self-evaluation forms to VA.
<b>D</b>	<i>Feedback on Governor monitoring report (website compliance)</i>	KM/DJ/Clerk	
<b>E</b>	<i>VA to create prompt sheet to use alongside current template.</i>	VA	
<b>F</b>	<i>Clerk to review policy spreadsheet/update responsibilities.</i>	Clerk	
<b>G</b>	<i>Clerk to investigate if the Headteacher position on the Instrument of Government needs revision following the change to Co-Heads</i>	Clerk	

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