

**Hemingford Grey Primary School  
Governing Body  
Minutes of the Full Governing Body Meeting  
Held in person at Hemingford Grey Primary School on Tuesday 14<sup>th</sup> November 2023 at  
6.30pm**

**Present:** Vanessa Allen (Chair, VA)  
Kirsten Marriott (Head, KM)  
Danielle Gaynor (Soon to be Co-Head, DG)  
Danielle Jermy (DJ)  
Helen Peat (HP)  
Amelia Beeley (AB)  
Danielle Lewell (DL)  
James Reid (JR)  
Carlie Huddleston (Clerk)

**Apologies:** Danielle Saunders (DS)  
Kristi Johnson (KJ)  
Jasmin Ash (JA)

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 DG to her first meeting. Governors accepted apologies from DS, KJ and JA. Meeting was Quorate.		
2.	<b>Declarations of interest</b> None		
3.	<b>Any other business – None</b>		
4.	<b>Approval of meeting minutes</b> <b>4.1:</b> The minutes of the meeting held on 17 <sup>th</sup> October 2023 - <b>Approved</b> <b>4.2:</b> The confidential minutes of the meeting held on 17 <sup>th</sup> October 2023 - <b>Approved</b> <b>4.3:</b> <i>Finance options need further discussion in the new year. Meeting to be scheduled.</i>  Actions from the previous meeting and progress are recorded at the end of the minutes.	VA	Spring term 2024
5.	<b>Staff presentation by Danielle Gaynor – Reading</b> DG had last given a presentation on reading to governors in 2020 when there was no clear scheme for reading or phonics and		

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	<p>reliance on the Oxford Reading tree. There was also an unclear approach for teaching and assessment across the school. There have been lots of changes since with clear schemes in place across the school for both reading and phonics.</p> <p>Reading ability affects everyday learning and improves progress in all other areas. Reading is a priority on the current strategic development plan and has also been included in all staff appraisal targets.</p> <p>The school was already using the Fisher Family Trust (FFT) phonics scheme when it became a requirement to have an approved phonics scheme in all schools. FFT is now linked to reading as well as phonics and used alongside reciprocal reading. Ideally the phonics scheme is completed by the end of year 1. Access to phonics used to stop at the end of year 2 regardless of the child's progress, this has been changed to supporting children until they are confident. The next step planned is to introduce the phonics scheme into Pre School.</p> <p>Children that are not at their age-related expectation use a tool to identify gaps in their knowledge and are then given small group sessions. Assessment across the school is both formative (everyday observations) and summative (testing).</p> <p>There has been implementation of reading during the school day and not just lessons:</p> <ul style="list-style-type: none"> <li>• Daily time in the book corner.</li> <li>• Class novels – Staff reading books at a level above the children's ability. A great way to give them access to books they cannot manage on their own.</li> <li>• Encouraging parents to read books at home that are more advanced.</li> </ul> <p>Danielle is also working on the next steps with the Local Authority and the Primary Advisor.</p> <p>Question: How do you support the children that are not reading at home?</p> <p>Answer: We have different approaches at school with volunteers that come in to listen to the children reading, reading activities during lessons, reading buddies with older children coming to read to the younger children. There are also smaller groups for those struggling.</p> <p>DG's presentation has been saved into to the 'Skills and Training' Teams channel.</p>		
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6.	<p><b>Pupil premium strategy statement</b></p> <p>Governors reviewed the statement, and it was highlighted that it is now the last year of the three-year plan.</p> <p>Question: At the end of the three years will there be a review to check aims have been met?</p> <p>Answer: Yes, the aims will be reviewed, and a new plan created.</p> <p>Question: Do numbers of pupils stay roughly the same? Have fluctuations in numbers and school budgets had an impact?</p> <p>Answer: The stats are from January 2022 pupil numbers. Post pandemic numbers are high nationally as it's been challenging times for many families. A lot of the strategies are beneficial for all children, so they are implemented across the whole school. Approximately 25% of the funding is targeted at specific children.</p>		
7.	<p><b>PE and sport premium spending and impact report 2022/23</b></p> <p>Governors reviewed the statement, and it was noted that the timescales are different from the NGA to the Headteachers.</p> <p>Question: Why is there such a focus on swimming?</p> <p>Answer: We can teach swimming in any year, assessing it by year 6. We use the sports premium funding to cover swimming in each year group. Swimming is important in the context of our local physical environment and safeguarding context.</p> <p>Question: How do you know which children have learnt privately, and whether progress is because of private lessons?</p> <p>Answer: When they first go in year 1 there are a large number that can't swim. By the end of the sessions, they gain so much confidence and water safety which is very important with how much water there is in the local area.</p> <p>Question: AK-tivities seem to be very sports focused, does that help towards the impact?</p> <p>Answer: It's not curriculum time so we can't count it, but we wanted a provider that shared our values as a 'Well School'.</p>		
8.	<p><b>SEN information report</b></p> <p>Governors reviewed and approved the report.</p>		
9.	<p><b>School Self Evaluation Form (SEF)</b></p>		

Signed.....  ..... Date.....12-12-2023.....


	<p>The SEF was reviewed, and it was noted that it was a live document that was regularly updated. It was suggested by our Primary Advisor that Pupil Voice was added as an Ofsted inspection will contain a section on ‘what it is like to be a child at this school’.</p> <p>Question raised in advance of the meeting: How does our 95.2% attendance compare to expectations/other schools?</p> <p>Answer: This question wasn’t answered in the meeting but will be forwarded to the Headteacher for answering in advance of the next GB meeting.</p>	KM	12/12/23
10.	<p><b>Report from Salary Committee</b></p> <p>HP the committee chair reported that the committee had meet and reviewed the recommendations and they had all been approved.</p>		
11.	<p><b>Headteacher HR update on staffing matters and work-life balance</b></p> <p>There is now a teacher on maternity, the recruitment for maternity cover was unsuccessful, however a long-term supply teacher has taken on the role.</p> <p>Question: What is the difference between a long-term supply and a maternity cover?</p> <p>Answer: We do not have the associated costs such as sick pay or appraisals and they do not have to attend staff meetings. This teacher is happy to do the extras though and has been a long-term supply teacher before, so we are happy to invest in him and he in us. We approached different agencies to find the best candidate for the role.</p> <p>Question: Is it more expensive?</p> <p>Answer: There is a higher cost because it is a day rate however we are saving on HR costs such as sick leave, holiday pay and pension. There has been a teaching assistant (TA) resignation, and a new TA has started. There is an existing vacancy for a 1:1 TA in Foundation Stage. Recruitment didn’t happen at the time as we were utilising preschool staff while numbers were low. They are needed back in preschool in the spring.</p> <p>Staff member on long term sick has returned and the phased return of another staff member is going well.</p>		

Signed.....  .....Date.....12-12-2023.....

	<p>The advert for a teacher in Year 1 closes tomorrow and so far, there are no applications. There is a shortage of teachers nationally along with it being a short-term contract with a midyear start will be making it less popular.</p> <p>DL shared experience from her workplace, schools are trying to offer other benefits to staff that don't affect tight budgets such as discount schemes. KM asked if other schools consider using unqualified teachers. DL is going to enquire further.</p> <p>Question: What is an unqualified teacher?</p> <p>Answer: Someone who is great in the classroom but hasn't done the formal qualifications. They are on different rates of pay to qualified teachers. It is an option we are considering for Year 1 to utilise staff across school. Its less disruptive for the children to have a member of staff they already know.</p> <p>Question: How can the Governing body be better informed on how staff are feeling?</p> <p>Answer: Mental wellbeing is embedded in the culture of the school. Staff have self-serve meetings to offer support when they need it. More formal communication can make staff feel like they have to say something even if they are fine. Governors can chat to staff on monitoring visits about well-being.</p> <p>Question: Can we make staff aware in advance, so it does not feel too personal?</p> <p>Answer: The agenda for the 30<sup>th</sup> November monitoring day has been shared with staff so just explain why Governors are asking. Focus on what systems are already in place and if staff feel they are working.</p> <p>Question: Do you have social events outside of school?</p> <p>Answer: There are groups of staff that do socialise outside of school. We have an end of year and Christmas lunches in the staff room. Well-being for staff is very different, some like to do their PPA time at home, for others it is knowing they can take time to attend their own children's school events.</p>		
12.	<p><b>Policies – For Approval</b>  12.1 - PSHE - <b>Approved</b>  12.2 - Admissions - <b>Approved</b></p> <p><i>Clerk will update policy schedule, Teams and school website.</i></p>		


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13.	<p><b>Governing Body Self Evaluation</b></p> <p>Governors to complete the Self-Evaluation form with their responses. The form currently has all Governors on one form, and it was felt this should be carried out individually to not be influenced by other answers. Once the results have been collated, it was suggested the GB focus on taking action on red areas, making best use of time.</p> <p><i>Governors to input their responses on to the Self Evaluation. VA will circulate individual forms.</i></p>	All	12/12/23
14.	<p><b>Plan for stakeholder engagement 2023/24</b></p> <p>Governors reviewed the plan, agreeing that the plan needed to include engaging with prospective parents/carers. DJ informed Governors that coffee mornings would be restarting next term which are the highest attended event.</p> <p><i>Question: How was consulting on the behaviour policy carried out?</i></p> <p><i>Answer: There will be staff training on the policy and a forum for parents once staff have had their training. Feedback will be gathered from parents whose children have used the policy.</i></p> <p><i>Question: Is it worth having a stakeholder section in the heads report?</i></p> <p><i>Answer: I look to add something each time and have added a parent/career engagement box.</i></p> <p><i>DJ to create a list of existing stakeholder engagement</i></p>	DJ	12/12/2
15.	<p><b>Governing monitoring visits -</b></p> <p>15.1 - Visits undertaken: JA EYFS visit. JR report on Teams from H&amp;S visit, will be covered in December meeting.</p> <p>15.2 - Planned visits: Governor monitoring day 30<sup>th</sup> Nov 2023, agenda has been circulated. Pupil Progress meetings taking place in December, Governors assigned, all start at 3.30pm.</p>		
16.	<b>Governor training booked / undertaken –</b>		

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	<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>	All	05/01/24
17.	<b>Evaluation of governance impact</b>  Reading presentation to understand the schools reading approach to support the development plan. Staff well-being and culture approach and link to teaching. Developing a plan for stakeholder engagement. Opportunity for DG to observe a meeting and understand how the strategic focus. Great to have 3 members of the Senior leadership team at the meeting, building the relationship with the Governors.		
18.	<b>Next meeting – 12<sup>th</sup> December 2023</b>		
	<b>Meeting Closed 8.46pm</b>		

	<b>Actions from previous meeting</b>	<b>Who</b>	<b>Progress</b>
<b>A</b>	Draft newsletter with summary of Governors and outline of the role.	<b>Clerk</b>	<a href="#">Governor newsletter November 2023.pptx</a>  Complete and ready to send
<b>B</b>	Self Evaluation will be investigated on the NGA	<b>Clerk/VA</b>	On agenda
<b>C</b>	KM to check with Michelle Parker that the report is the current one.	<b>KM</b>	Complete with title change and FGB approval date in header.
<b>D</b>	VA to finalise stakeholder plan.	<b>VA</b>	On Agenda
<b>E</b>	All Governors to attend the monitoring day on 30 <sup>th</sup> November.	<b>All</b>	
<b>F</b>	Raise complaint with LA in support of JG	<b>VA</b>	<b>From:</b> Finance at Hemingford Grey Primary < <a href="mailto:Finance@hemingfordgrey.cambs.sch.uk">Finance@hemingfordgrey.cambs.sch.uk</a> > <b>Sent:</b> Tuesday, November 7, 2023 3:50 PM <b>To:</b> Wade Martin < <a href="mailto:Martin.Wade@cambridgeshire.gov.uk">Martin.Wade@cambridgeshire.gov.uk</a> > <b>Cc:</b> Allen Vanessa < <a href="mailto:VAllen@hemingfordgrey.cambs.sch.uk">VAllen@hemingfordgrey.cambs.sch.uk</a> >; Head at Hemingford Grey Primary < <a href="mailto:Head@hemingfordgrey.cambs.sch.uk">Head@hemingfordgrey.cambs.sch.uk</a> >; 'Ray Byford' < <a href="mailto:Ray.Byford@cambridgeshire.gov.uk">Ray.Byford@cambridgeshire.gov.uk</a> >

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			<p>Subject: Schools Budgeting Software complaint letter</p> <p>Hello Martin</p> <p>Please find attached a letter from our Chair of Governors for your attention.</p> <p>Kind regards</p> <p><i>Jo Guest</i></p> <p>Finance Manager</p> <p><a href="#">Letter</a></p> <p>Response circulated to Governors 13/11/23</p>
<b>G</b>	KM/JG report back on pay award	<b>KM/JG</b>	Complete *
<b>H</b>	<i>5 Confidential actions</i>	<b>All</b>	

	<b>Actions going forward</b>	<b>Who</b>	<b>Progress</b>
<b>A</b>	Draft newsletter with summary of Governors and outline of the role.	<b>Clerk</b>	<p><a href="#">Governor newsletter November 2023.pptx</a></p> <p>Email to school office</p>
<b>B</b>	All Governors to attend the monitoring day on 30 <sup>th</sup> November.	<b>All</b>	
<b>C</b>	<i>5 Confidential actions</i>	<b>All</b>	
<b>D</b>	<i>Finance options need further discussion in the new year. Meeting needs to be scheduled.</i>	<b>VA</b>	
<b>E</b>	<i>Governors to input their responses on to the Self Evaluation. VA will circulate individual forms.</i>	<b>All</b>	
<b>F</b>	<i>DJ to create a list of existing stakeholder engagement</i>	<b>DJ</b>	
<b>G</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>	
<b>H</b>	<i>Question raised in advance of the meeting: How does our 95.2%</i>	<b>KM</b>	

Signed..... *V. of Alison* ..... Date.....12-12-2023.....



	attendance compare to expectations/other schools?		
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Signed..... *V. J. Allen* ..... Date.....12-12-2023.....