

ASTON CLINTON SCHOOL

MEETING OF THE GOVERNING BOARD AGENDA

Date	Monday 20 th June 2022
Time	7.30pm
Place	Aston Clinton School, Year 6 classroom
Clerk	Emma Lad. Emma.lad@clerks.hertsforlearning.co.uk

Name	Governor Type	Attended
Pete Abdey	Parent governor	Apologies Accepted
Keith Armstrong	Co-opted governor	Attended
Hannah Brunning	Parent Governor	Attended
Katy Coats	Co-opted governor	Attended
Katherine Cole	Staff governor	Attended
Sophie Fanshawe	Co-opted governor	Attended
Carole Green (Chair)	Co-opted governor	Attended
Sean Hayward	Co-opted governor	Apologies Accepted
Emma Lad (Clerk)	Clerk	Attended
Carol Macdonald (HT)	Headteacher	Attended
Christine Moxham	Co-opted governor	Apologies Accepted
Louis Redding	Co-opted governor	Attended
Jenny Stark	Co-opted governor	Attended
Rebecca Taylor	Parent governor	Attended

Governor challenge/questions will be marked in bold and italic

Governor Actions are marked in italic

Meeting started at 7.32pm

	Action
<p>1) Welcome, apologies and consent for absence</p> <ul style="list-style-type: none"> • The meeting was quorate. • The chair welcomed governors to the meeting • Pete Abdey, Sean Hayward and Christine Moxham sent apologies 	
<p>2) Notification of any other business</p> <p>There was no notification of any other business</p>	

	Action
3) Conflict of interest with agenda items There was no conflict of interest with agenda items	
4) Minutes of the 7th March 2022 for approval and matters arising – see appendix A <i>The minutes were approved as an accurate record of the meeting and will be signed by the Chair of governors.</i>	Chair
STRATEGIC MANAGEMENT	
5) Headteacher’s Report <u>Distributed prior to the meeting via Governor Hub: HT report to Governors – June 22</u> <i>G: The number taken on roll seems high, have eight been added?</i> <i>HT: The school total admission number is 406 and it is positive numbers are increasing. Exit interviews show children are not leaving because of any issues with the school. There are a lot joining requesting the school on a EHCP.</i> <i>G: What does that mean for the school?</i> <i>HT: Finance Committee are reviewing the budget for additional staff required . There is a notional amount set for SEN support within the budget share from the LA. If a EHCP states 30 hours support that does not necessarily mean one to one support for the child as parents expect. There is an assumption that the school can pay for the first 13 hours of any additional support from the school budget.</i> <i>Chair: Before extra funding can be applied for, the school has to put in place to support a child and gather evidence to go with the application and so has to fund the initial support which is draining for the school budget and on staff capacity. The school does do very well to meet the needs of all children.</i> <i>G: Will you need to recruit more staff?</i> <i>HT: We have started interviewing for TA’s today and we are hoping that we can employ someone although there is a shortage nationally. We have children who have health care plans which require two members of staff to support.</i> <i>Chair: Finances are healthy at the moment but we try to ensure the funding for SEN pupils support is not taken from the main school budget leading to an impact on the rest of the children receiving a diminished education.</i> <i>G: When do you say that the school can’t cope with the amount of children with SEN on a limited budget?</i> <i>HT: We are planning to start talking to the SEND department at County to try and get more funding. We would not turn a child away unless we really feel we cannot meet their needs.</i> <i>G: Why is the school so popular with families with children with SEND?</i> <i>HT: We have an ARP there are children placed for that and because we have more expertise, children have their needs met and so parents share that with other parents.</i> <i>G: Why do you say there will be 30 children with EHCP’s in September?</i> <i>HT: Through the numbers already in school, those joining in September and the EHCP’s we are applying for. We could have our applications rejected but we make sure that there is enough evidence in place to support the application. Parents can now also apply for an EHCP on their own but we try and make sure it is completed in consultation with us.</i> <i>G: So early years will have a high concentration of SEND children this year?</i> <i>DHT: Yes.</i> <i>G: Is there anything we can do to support the reception teachers?</i>	

HT: We were looking for an experienced teacher and we have been able to find a suitable applicant. She is looking for experience with SEND so the role is going to work well for her. There will be the SENCo supporting as well. The transition process has started with local nurseries so that it is as smooth as possible for these children.

G: It is concerning that the school is still not full. 40 of the children who are coming this September had ACS as their first choice which is positive.

HT: It is still a low birth year. The other schools which are normally over subscribed are not this year.

G: If we are full then would it be better?

HT: It is better for funding as that is based on pupil numbers but it can be an issue for the staff if the class is full with a high number of children who have SEND.

G: There was notable high absence levels for staff last year, do you think this will continue?

HT: Covid absences continued but we also had 2 staff on long term absence. We continue working with staff to provide any support they need.

HT: We are fully staffed for September so are very pleased.

G: The lowest 20% of children receiving additional support, how are they identified?

HT: the HT explained how these were identified via pupil progress meetings and teacher assessments.

The phonics check has shown 86% passing in year 2 and 69% for year 1.

G: What was the pass rate in 2019?

DHT: It was 68% but Little Wandle has had an impact and the children who didn't quite make the standard are very close to it and on the right trajectory.

HT: We have tracked the children closely. The children above year 2 who weren't making rapid progress were analysed for fluency and comprehension. The children have made two years progress on average in 1 year. The lowest score previously was 2 for the phonics test but it was 22 this year. The bottom 20% in maths are making progress. However we are not seeing the progress in writing which we are reviewing.

G: In the performance management section of your report, do staff require support with their targets?

HT: No they are fine.

G: How did parents evening work? What was the feedback from parents regarding the progress of their children?

HT: Some have asked for face to face meetings rather than virtual but we have more working parents join as the online meetings. We will offer more opportunities for parents to come into school for books to be reviewed next year.

G: Did parents feedback how useful their discussions with teachers were?

HT: There was no further feedback either way.

G: in your report under Reading, it says Aston Clinton does not have a library and the school is looking to have a reading hub?

HT: The village does not have a library and so we are considering creating a reading hub in the front foyer. The idea is that the people from the community can then exchange books. We are considering adding a coffee machine so that we are encouraging the community into the school.

G: Are there any safeguarding concerns with this?

	Action
<p>HT: That area is secure from the rest of the school. We have discussed and it is an ongoing discussion. For reading for pleasure we will also plan to contact Tring bookshop and ask them to give us a weekly book review which can be advertised in the library.</p> <p>G: in the paragraph on moderation, it states that staff have been perhaps too cautious in Early Years. Are you reviewing?</p> <p>HT: We prefer staff to be cautious rather than over confident but the review overall was very positive.</p> <p>G: What about moderation in other year groups?</p> <p>HT: I reviewed the DFE guidance and I think the staff are being cautious. We are hoping to see an improvement in the data as the reviews take place. We have to be able to moderate in house consistently before we join external moderation groups. This is an area of development for the staff.</p> <p>G: Have you considered comparative judgement?</p> <p>HT: We have used it previously and staff have used 'no more marking'. However, the results were higher than we would have judged. We completed three terms of comparative judgement and felt that was appropriate. We are now ranking the children and banding within the school.</p> <p>G: Under behaviour and with reference to the three suspensions, you have asked for an external review of paperwork, what does that mean?</p> <p>HT: We have asked the PRU to come in and review our processes, what we had in place for the children, whether the support offered is right to try and avoid suspensions. The PRU confirmed the processes were correct and results have been very positive. They have recommended staff are Step up trained which we have booked.</p> <p>G: Suspensions were extremely rare in the past, why do you think we are seeing more?</p> <p>HT: The issue is that it is harder to get external support to help the school manage such issues when they start and it is only when behaviours escalate can we get an external agency for support. Alternative placements are very hard to arrange as there is little capacity at the Pru.</p> <p>G: It is stark the mono ethnicity of the school, there was an issue with a number of parents not allowing their children to attend the Mosque visit recently, has there been any further feedback?</p> <p>HT: I have reviewed the long term progression map for RE and we are now looking at further trips to different places of worship. We will also be working with another school which is more culturally diverse. We have some prejudice within the community which needs to be challenged.</p> <p>G: You asked the parents formally if they wanted to opt out of that visit, did anyone take you up on it?</p> <p>HT: No.</p> <p>G: Well done for your management and keeping the school operating normally for the children with a full curriculum despite significant staff absence.</p>	
<p>6) School improvement cycle & priorities for 2022/23 plan</p> <p><u>Distributed prior to the meeting via Governor Hub:</u> Output from Governor strategy session 1.4.22 and SIP planning</p> <p>The chair explained the areas highlighted by governors through the strategy session and the committee meetings:</p> <ul style="list-style-type: none"> • Quality of education – <ul style="list-style-type: none"> ○ maths – to see impact of the implementation and work done this 	

- year,
- o Writing – continue to work on improving outcomes
- o Reading – continue to promote a love of reading and actions from this year
- o Disadvantaged children – to diminish the difference
- o Challenge for all especially the top 20%/ Going deeper
- Leadership and management – continuing middle leader development
- Personal development - Community engagement
- Behaviour & Attitudes – continue the work on respecting others referencing Diversity, Equality and Inclusion

HT/ Chair

Governors confirmed they were happy with these priorities and the HT will now start to develop the SIP adding strategic actions, timeframe and detail for review at the next meeting.

Long term strategic aims for the school agreed by the Governing Board

- To be the School of choice for the local community – the school is full or oversubscribed
- School is judged at least GOOD by Ofsted
- The school is developing its own e.g. TAs to teachers to leaders
- The school is outward looking:
 - o Is a reference point for others and shares best practice
 - o looks to move forward and improve all the time
 - o Keeps up to date with current thinking
 - o Has a stable and committed staff team

7) External review of governance report

Distributed prior to the meeting via Governor Hub: ACS Governance and meeting structure review June 2022, ACS governance action plan, ACS NLG ERG report

a) Action plan

The chair has updated the action plan to show the work completed by the FGB.

b) Meetings and committees next year

Governing boards have moved towards more full governing body meetings and a reduction in the committee meetings. It was agreed that Curriculum and Standards Committee will now become a full governing body meeting with a curriculum and standards focus so that a meeting of the FGB would be held each half term

It was agreed that the Finance, premises, health and safety Committee and Personnel, Admissions and Pay review Committee will continue as currently organised as these worked well for all concerned.

Governors agreed that the Full Governing body meetings would move to start at 6pm, but the Chair would check that was suitable for those governors not present. Committees will continue at the same time as this year.

It was proposed that one FGB meeting per term would be held face to face in school and one held virtually.

FGB (Curriculum and standards)	Wed 28/9/2022	Face to face
FGB	Tues 15/11/2022	Virtual
FGB (Curriculum and standards)	Wed 18/1/2022	Face to face
FGB	Wed 08/03/2023	Virtual
FGB (Curriculum and standards)	Wed 26/4/2023	Face to face
FGB	Wed 28/06/2023	Virtual

<p><i>Chair to circulate the dates and times to confirm</i></p> <p>c) <i>Skills audit – confirm/update – Chair to consolidate and send to all governors for review</i></p>	<p>Action Chair</p> <p>Chair</p>
<p>8) Governing Board membership</p> <p><u>Distributed prior to the meeting via Governor Hub:</u> Instrument of government ACS – proposed change June 2022</p> <p>a) Number of governors – reduce from 15 – 13 Governors approved the format changes as listed below for the governing body.</p> <p>The governing board shall now consist of :</p> <ol style="list-style-type: none"> a. 3 parent governors b. One LA governor c. One staff governor d. One headteacher e. 7 co-opted governors instead of 9 <p>5. Total number of governors shall be 13 instead of 15, except that, at any time when the headteacher has given written notice to the clerk to the governors that s/he does not wish to be a governor, the total shall be 12 instead of 14.</p> <p>They agreed to the reduction of co-opted governors from 9 to 7 which reduced the governing body from 15 to 13 governors.</p> <p><i>The Chair will send to the LA to be approved and the clerk will update Governor Hub.</i></p> <p>b) Mrs Stark to change to LA governor The board appointed Jenny Stark as a Local Authority governor with a term of office starting 20/6/22 for four years. <i>The clerk will update Governor Hub.</i></p> <p>c) Mrs Green term of office ends 28.10.22</p> <p>The governing board appointed Carole Green co-opted governor with a term of office starting 20/6/22 for four years. <i>The clerk will update Governor Hub.</i></p> <p>d) Succession planning</p> <p><i>There Chair explained that she had been a governor for many years and the Chair for 5 years. If the GB wished she will continue for one more year in the role on the basis that a governor volunteers to take the vice chair role from September with a view to taking over as Chair at the end of the year. All governors were asked to consider and speak to the Chair if they would like further information</i></p> <p>The governors thanked the Chair for all her continued work and support for the school.</p>	<p>Chair/ Clerk</p> <p>Clerk</p> <p>Clerk</p> <p>All governors</p>
<p>9) Committee reports –</p> <p><u>Distributed prior to the meeting via Governor Hub:</u> ACS C&S minutes 9.6.22 (approved in principle), Finance meeting 11.05.22, 3 year plan May 2022, Ofsted working group (ACS Being Ofsted ready, ACS Governor crib sheet, ACS Ofsted working group 24.5.22, Screenshot 22.04.28 at 10.02.13)</p> <p>a) Finance, Premises, Health and Safety Committee</p>	

	Action
<ul style="list-style-type: none"> The budget was formally approved. The budget is in a healthy condition and the Bursar was thanked for her excellent management of school finances. Governance of climate change – governors were asked if they would to volunteer to form a small working group to look at this from September 2022. 	
b) Curriculum Committee – see minutes	
c) Personal, Admissions and Pay Review Committee <ul style="list-style-type: none"> Levels of staffing and absence continue to be discussed. The school now has a full staff for September 2022, final appointment made that day. The HT fed back that it has been helpful to have a governor on the interview panel. 	
d) Team Ofsted Working Group <ul style="list-style-type: none"> The Working group have reviewed the checklist and developed a crib sheet with key information which would be helpful if Ofsted visit. Both documents are available on Governor Hub. The governors discussed the key information required and the need to continue their visits and reviews and keeping up to date. 	
10) Governors Reports <p>a) Chair</p> <p>i) Any decisions taken under Chairs action - No actions have been taken by the Chair.</p> <p>ii) Staff and governor social event (<i>from matters arising</i>) <i>The Chair recommended governors could attend the inset on the last day of term 19th July 2022. Further details will be sent via Governor Hub.</i></p> <p>b) Governor Visits – reported at committee meetings and reports sent prior to the meeting – Questions from governors captured in the minutes.</p>	Chair
<u>Standing items:</u>	
11) Safeguarding <p><u>Distributed prior to the meeting via Governor Hub:</u> Key findings from Ofsted inspections - safeguarding</p> <ul style="list-style-type: none"> Mrs Coats and Mr Hayward are due to meet to review safeguarding and the annual safeguarding report which has to be submitted in September 2022. Guidance for KCSiE 2022 is available and part two should be read by governors. 	
12) Policy review and approval <p>a) Lettings policy (<i>from matters arising</i>) – carry forward</p>	HT
13) Governor training <p><u>Distributed prior to the meeting via Governor Hub:</u> Training required vs done June 2022, Training ACS 16.6.22</p> <p>a) Confirmation all governors have completed Prevent training – confirmed completed by all governors.</p>	

	Action
<p>b) <i>Governors were asked to update on any training completed on Modern Governor</i></p>	<p>All governors</p>
<p>14) Clerk's update</p> <p>a. <u>Changes to non statutory guidance for schools attendance policy from September 2022</u></p> <p>Be aware of these key points from the Department for Education's (DfE's) latest working together to improve school attendance guidance:</p> <ul style="list-style-type: none"> • This new guidance is non-statutory. It applies from September 2022 and replaces all previous guidance on school attendance (except the existing guidance on parental responsibility measures) • The Secretary of State is committed to this guidance becoming statutory in the future (this will be no sooner than September 2023) • It outlines responsibilities in more detail for schools, boards, local authorities (LAs) and parents • It introduces the new term 'severe absence'. This is where a pupils' attendance is below 50% (see page 17) • Your school is expected to (note that it's likely to be doing these things already!): <ul style="list-style-type: none"> ○ Develop and maintain a whole school culture that promotes the benefits of high attendance. This includes having a designated senior leader with overall responsibility for championing and improving attendance in school (for larger trusts, you may have a dedicated attendance lead to drive attendance improvement across the trust) (see pages 9, 10 and 22) ○ Have a clear school attendance policy, understood by all leaders, staff, pupils and parents (find out more on page 11) ○ Accurately complete admissions and attendance registers, and have effective processes to follow-up absence (see page 12) ○ Regularly analyse attendance and absence data to identify pupils/cohorts than need support (see page 14) ○ Support pupils and parents by working together to understand and address barriers to attendance (see pages 15 to 17) • The guidance also goes into more detail on what legal interventions your school can take against parents after it has exhausted all other avenues (find out more on page 34) <p>b. Article on KCSIE changes so far</p> <p>c. Webinar – Schools white paper – Better governor webinar Click here/ HFL blog Click here</p> <p>Governors discussed the key changes:</p> <ul style="list-style-type: none"> • Schools to be part of a Trust by 2030. The school has been approached by a local MAT but academisation is not a priority for the school at the moment. • Parent pledge • Attendance • 90% attainment for children. 	
<p>15) Any other business</p> <p>None requested at the beginning of the meeting.</p>	
<p>16) Future Dates - see item 7b</p>	

The meeting ended: 9.15pm

Appendix A: Matters arising

Item 6: G: What are the cost implications of the new swimming arrangements?

HT: We are asking for parental contributions.

G: I will follow up with the Parish council to see if there can be a contribution.

Sean Hayward - completed

Item 7: Team Ofsted Working Group

The toolkit for Ofsted is available on Governor Hub.

The Chair explained the process for an inspection and governors likely involvement. The committee will report back further at the next meeting

Clerk (Agenda) – agenda item 9

Item 8: Staff and governors social event (from matters arising) – carry forward

Clerk (Agenda) – agenda item 10

Item 8: Beyond COP26 – the governance of climate change – Finance, Premises, Health and Safety committee and Curriculum & Standards to review [DFE Sustainability and climate change - draft strategy](#)

[The Finance](#), Premises, Health and Safety Committee [will review](#)

Finance, Premises, Health and Safety Committee (Agenda) – agenda item 9

Item 9: There was a concern raised regarding the lettings policy relating to whether hirers for big events on school premises e.g. the village beer festival ensure sublets/concessions have the same level of safeguarding policies etc. in place as the hirer. The school needs to be confident that there is everything in place to ensure the event is safe and that the school policies are followed. The HT has sought external advice. The Finance, Premises, Health and Safety Committee will review this when a response is available to consider the potential risks vs. benefits.

Finance, Premises, Health and Safety Committee agenda – agenda item 9

Item 10: Lettings Policy

Clerk (Agenda) – agenda item 12

Item 11: Prevent training to be completed by governors

Governors were asked to review the training on Modern Governor.

The chair will let governors know if there are any courses to be completed.

All governors/ Chair – agenda item 13