



# Chesterton Primary School

Green End Road  
Cambridge  
CB4 1RW  
admin@chestertonprimary.org



## Minutes – Chesterton Primary School Local Governing Body virtual meeting Tuesday 14<sup>th</sup> December 2021 at 6pm

### Present

Annabel Charles  
Philip Dowell  
David Hilton (Acting Chair)  
Sue Hunt  
Richard Martin (Interim Head Teacher)  
Ian Murray  
Gwilym Purchase  
Sarah Rawlinson  
Alexandra Singer  
Andrew Smith

### Apologies

Andy Atkins

### In attendance:

Marcos Ioannou – joined 6.03pm (Interim Deputy Head)  
Harriet Young (Clerk)

No	Item	Action
1.	<p><b>Welcome &amp; Apologies</b></p> <p>The meeting started at 6.01pm and was Chaired by David Hilton. Governors were welcomed to the meeting, in particular the new governors (SR and AS).</p> <p>Apologies were received and accepted from one governor (AA).</p> <p>The Chair thanked everyone for attending and particularly everyone in the school for their service to the school over the term. The Chair also informed Governors it would be The Clerk's last meeting and he thanked her for dedication.</p> <p>He made it clear that Governors were welcome to ask questions.</p>	
2.	<p><b>Declaration of Interests</b></p> <p>2.1 There were no declarations made with regard to pecuniary or other interests relating to matters on the agenda.</p>	
3.	<p><b>Minutes of the previous meeting, dated 4<sup>th</sup> October 2021</b></p> <p>3.1. The minutes from the previous meeting were agreed, subject to a minor edit relating to an action in item 1 being removed which was thought to be ambiguous.</p> <p>3.2. The list of actions from the previous meeting were reviewed. (Numbering refers to the numbers in previous meeting(s).</p> <p><b>1 - Style of agenda adapted – completed, but on-going</b></p> <p>3.1- July minutes had been finalised, signed and stored in school.</p> <p>5.1 – Meeting held, <b>but After-School Writing/Journalist Club not started yet.</b> Other updates related to writing/literacy were then shared eg the generous book donation from a member of the local community.</p> <p>9.2 – (July numbering) Vacancies for Parent Governors been successfully filled. Gratitude was once more expressed to new volunteers.</p>	<p><b>NEW CLERK</b></p> <p><b>RM to start Club in due course.</b></p>



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	<p>9.2 – (July numbering) It was acknowledged that the website was a large project. In summary, the Head thought that the website was now being used productively – promoting current events/opportunities eg Teaching Assistant Apprenticeship – and that it was also better serving the parental and wider community through enhanced communication.</p> <p>Teaching staff have successfully taken ownership of their respective class pages – putting up such information as sample timetables - whilst other areas of the website have also been improved e.g. English material related to phonics, or explanations regarding pupil premium. The Head also reported he had updated the pages relating to Governors, drawing Governors attention to his recent zoom meeting with the Locum CamClerk (known to most present Governors) to discuss further improvements to that section of the webpages.</p> <p>Governors were thanked for drawing the Head’s attention to this area.</p> <p>3.2 - In relation to publicity for the school, space had been negotiated in the local Community’s quarterly newsletter, <i>Chesterton News</i>, whilst copy from the website was now readily available to be reused in other media channels. <b>The Chair informed Governors the marketing company, Athene were, booked to visit the school in the New Year and interview staff as part of the Trust’s (new) promotional brochure.</b> (The Chair reminded Governors this activity presented an opportunity for sharing and re-using copy.) <b>Action: Trust and Staff</b></p> <p><b>4.2 – Signed declarations were preferred, thus Governors were reminded of the importance of returning their signed and scanned declarations to the Clerk by the end of December.</b> <b>Action: Governors to return signed declarations.</b></p> <p>4.3 (iii &amp; iv) -Governor role and responsibilities – this matter would be covered later in the main agenda. 4.3 (vi) Trust &amp; Academies document had been sourced and shared. 4.3 (vii) GovernorHub – Governors were reminded about the role and function of the on-line governance platform, Governor Hub. Governors and the Clerk were thanked for activating their logins and for adapting their modus operandi to the use the system.</p> <p>6 - The Link with Chesterton Community School had been established through an on-line meeting. 6.2 - The Safeguarding Network has been established led by a member of ALT’s central team. 6.2 – The Chair referred to the intense and rapidly evolving situation with Covid-19, the impact on families and staff, the on-going high communication requirements and the amount of time being devoted to the pandemic response. 6.2 – The Chair explained there were two aspects to safeguarding provision: the practice of what took place in schools and the protocol and systems of safeguarding. Safeguarding audits examined the latter, often grading findings using the simple, effective traffic-light system. Within the system analysis was an assessment of safeguarding as presented through (amongst others): recruitment; training; the accuracy of the School Central Record (SCR); the recording, dissemination and storage of information on MyConcern (an on-line system used by many schools across the County onto which concerns are logged by teaching and other staff); the website and the Trust’s own systems for monitoring</p>	<p><b>TRUST, DH, RM (&amp; STAFF)</b></p> <p><b>MOST GOVS – this is a key responsibility.</b></p> <p><b>ALL GOVS now active on GH; thanks.</b></p>
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	<p>safeguarding provision. The website aspect of Safeguarding had been addressed; <b>the other elements would be presented to the LGB at the next meeting.</b> <b>Action: Safeguarding on the agenda for January.</b></p> <p>7.1 – The Chair explained the National College was a training resource for many people within education, including Chesterton staff and governors. <b>Action: The Head reminded governors of the importance of completing their on-line Safeguarding training. It is a requirement of all governors that they have read Keeping Children Safe in Education (2021) and that they have completed their safeguarding training.</b> Fulfilment of these responsibilities is logged on the School’s Central Register which is normally audited each term and available to Ofsted. <b>Action: The Head re-iterated his offer of help should there be any questions re Safeguarding or using MyConcern.</b></p> <p>9.0 - Behaviour policy had been tweaked and is available on-line.</p> <p>10.1 - The Chair stated <b>it was vital these Governor Link roles were allocated, thereby permitting a school visiting programme to be established</b> (a visiting programme being the keystone of governor monitoring activities). <b>Action: Governors to consider and volunteer for Link Responsibilities and then to agree to monitoring visit programme.</b> Gratitude was expressed to two governors who had already carried out a monitoring visit to evaluate the areas of Attendance &amp; Behaviour and Safeguarding.</p> <p>The Chair emphasised the importance of training, highlighting the development opportunities available through the County’s Governor Training Programme and also through the National College (membership provided for through the Trust). He highlighted the capacity for training programmes to be tailored to governors’ particular requirements.</p> <p><b>Challenge: A governor challenged the Chair – How would this training be accessed? The Chair replied either he or The Head should be emailed.</b></p>	<p><b>DH, RM, IM – on-going responsibility; new Clerk – agenda item</b></p> <p><b>ALL GOVS – this is of paramount importance</b></p> <p><b>ALL GOVS as necessary</b></p> <p><b>ALL GOVS as necessary. DH &amp; RM lead, New Clerk to place on agenda.</b></p>
<p>4.</p>	<p><b>Local Governing Body Business</b></p> <p>4.1. The Chair put forward and the Vice-Chair seconded the appointment of the prospective parent governors. The Chair then stated his delight at being able to confirm their appointment and welcome them to the LGB.</p> <p>4.2. <b>Another Governor had their period in Office formally renewed:</b> the individual confirmed they were happy to stand again and their re-appointment was put forward by the Chair and seconded by the Head.</p> <p>The Chair reported that the individual responsible for Governance at the Active Learning Trust – The Head of Corporate Services - had confirmed they were amenable to the Governor’s Term in Office continuing with no break in service. The Chair therefore stated the Governor’s current period of Office should therefore be recorded as starting on 1.11.21 and ending on 31.10.24</p> <p>The Clerk requested confirmation of this advice in writing “for the minutes”; the Chair confirmed that the individual would be in contact to provide documentary evidence. <b>Action: Trust to provide evidence.</b></p>	<p><b>TRUST; Clerk has already approached individual in the Trust.</b></p>



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<p>The Head informed Governors that using the school’s DFE login, Governors’ entries on Get Information on Schools website (GIAS) were all up-to-date, whilst GovernorHub entries were also being updated. Thanks to the Clerk’s contribution to this process, especially in relation to Data Protection and consistency were given and acknowledged. <b>The Head reminded individuals to look at and amend their own GovernorHub entries, advising governors to place minimum personal information on the site.</b> <b>Action: Governors to check GovernorHub.</b></p> <p><b>The School website would be soon updated</b> with the October minutes (which had been approved in principle), as well as governor attendance, declarations of interest and information relating to the new parent governors. <b>Action: Website update.</b></p> <p>4.3. Discussion took place regarding the roles and responsibilities within the LGB. The Chair explained that governors did not need to be experts in a particular area to take on a role. It was a governor’s role to be aware of current headline issues, to meet with staff, to act as a buddy, to raise questions, to aid staff’s self-analysis and thus provide general accountability. He underlined the Trust’s wish to support governors.</p> <p>4.4. Bearing in mind the experiences of established governors - one of whom outlined what a Link visit entailed – and the wishes of new governors, rather than allocating roles in the meeting it was decided it would be fairer if potentially all roles were re-allocated. Aside from responsibility for the curriculum and quality of education would remain with the Chair, the Head agreed to circulate a document allowing governors to express their first and second role preferences.</p> <p>(It was <b>agreed</b> the role of SEND (Special Education Needs and Disabilities) Link Governor would be separated from Pupil Premium and Vulnerable Pupil Support owing to the role’s significance as outlined by the Head.) <b>The objective is to ensure roles are finalised at the next LGB in January 2022 and that visit dates are established.</b> <b>Action (repeated): Allocate responsibilities and determine schedule.</b></p> <p>4.5. Panel membership for panels (such as exclusions and complaints) had also been brought forward on the agenda. The Chair explained that within the Trust normally panels were set up as and when required. The Clerk explained that in other Trusts a similar system was used but that general principles were set out before the LGB and agreed.</p> <p><b>Challenge: A governor here reinforced this point, raising the challenge that it was important panel members were impartial.</b></p> <p>4.6. <b>It was agreed the individual responsible for Governance within the Trust would share panel criteria; this information could then be shared with the LGB</b> <b>Action: Clerk to follow up and Trust to share criteria.</b></p>	<p><b>GOVS, if not done. Clerk completed data entry, so ready for successor.</b></p> <p><b>RM – noting some update work already completed</b></p> <p><b>Repeated call to action.</b></p> <p><b>TRUST: CLERK has already approached individual – response awaited. New Clerk follow-up.</b></p>
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<p>5.</p>	<p><b>Governor Training</b></p> <p>5.1. The Chair reported induction of new governors had already begun with a recent meeting, <b>with a further meeting scheduled for late January.</b> <b>Action: Continue induction.</b></p> <p>5.2. The Chair again brought governors attention to the National College on-line training, membership which the Trust financed. The Head showcased the website, highlighting courses especially designed for governors, whilst it was explained staff also used this site for their Continuing Professional Development (CPD). The capacity to hold training records and award certificates were a key strength of the site, but <b>governors were encouraged to critique the service as part of their accountability responsibilities.</b> For the benefit of new governors <b>mandatory Safeguarding training programme</b> was outlined – extended training every 3 years, refresher, update training annually.</p> <p><b>Action: Head to set up accounts for new governors</b></p> <p>5.3. SEN Training on 18.3.2022 March repromoted. 5.4. Chair repeated request for <b>governors to consider their training requirements and share their thoughts with LGB.</b> <b>Action: Assess training needs</b></p>	<p><b>DH, RM &amp; TRUST organise, AS &amp; SR to attend</b></p> <p><b>ALL GOVS</b></p> <p><b>Repeated call to action – Safeguarding training</b></p> <p><b>RM - completed</b></p> <p><b>ALL GOVS</b></p>
<p>6.</p>	<p><b>Chair's Update</b></p> <p>Chair reported on attendance at East Counties Chair's Conference, which he attended in various capacities. <b>He promised to share his presentation with LGB via GH.</b> <b>Action: Place presentation on GH.</b></p> <p>Conference attendees had shared news and learnt how The ALT was developing. They had found out about work on the curriculum, learning and assessment in primary and secondary settings as well as within specialist school. There had also been an opportunity to work with Ofsted, as certain Inspectors were available to talk to Heads and Subject Leads.</p> <p>Governors learnt how ALT does not require schools to teach a centralised curriculum, instead permitting each school to "grow" their own curriculum based upon principles of research and knowledge of how pupils learn. CPD is a key priority within the Trust, not just for teachers but for all staff within the Trust. <b>Challenge: a governor asked how teachers were accessing the Trust's networks and if Year Group networks existed.</b> The Chair replied constant access was encouraged.</p> <p>Another strength of the Trust the Chair reported was its teacher development programme. Governors were reminded that the government had changed the structure of teacher training, renaming it from Newly Qualified Teacher Status (NQT) to ECT (Early Career Teacher) – this terminology emphasises the duration of support and training required by teachers in the early years and also provides government funding to permit ECT release time. The teacher training programme run by the Trust also helps nurture educationalists already employed as teaching assistants. For more senior teachers, CPD was also available through national professional teacher qualifications, with Ofsted approved benchmarking assessments.</p>	<p><b>DH</b></p>



7.	<p><b>Head's Report</b></p> <p>Brief report on term to-date including:</p> <ol style="list-style-type: none"> <li>7.1. Deputy Head/SENDCo to speak on SEND &amp; Vulnerable children after the Head's verbal report. (See below.)</li> <li>7.2. Head highlighted the key points in his written report. (See below).</li> <li>7.3. HR &amp; Maintenance covered within report. (See below).</li> <li>7.4. Health &amp; Safety, including Covid 19 (C-19). (See below).</li> </ol> <p>Summary of Head's report and ensuing discussion:</p> <ul style="list-style-type: none"> <li>• Relatively few Covid 19 cases; delighted with support of Community in relation to co-operation with school measures/requests; however, C-19 created staffing issues, requiring TAs to be re-allocated and obviously been very time-consuming, teachers have, in particular, had their workload increased as lessons have needed to be made available on-line for pupils self-isolating;</li> <li>• Strong, invaluable group of volunteers (including college students) whose hours total the equivalent of one FT member of staff;</li> <li>• Parents' Evening positive process.</li> </ul> <p><b>Challenge: Chair questioned whether the on-line system was likely to be retained post pandemic.</b></p> <p>Head replied this was likely, although it was acknowledged a key drawback of on-line parent consultations was parental difficulties accessing their children's books;</p> <p><b>Challenge: Governors voiced the opinion that during the pandemic, regrettably there was insufficient access to school.</b></p> <p>Conversation on this topic ensued, with all agreeing the current situation was undesirable, especially for families in Early Years Foundation Stage (EYFS) and Key Stage (KS) 1 whom had had few opportunities to visit the school, aside from a coffee morning back in September. Chair commented that good parental relationships were a key strength of primary schools.</p> <p><b>Action: Head promised to discuss increased parental access with staff.</b></p> <ul style="list-style-type: none"> <li>• Behaviour predominately good; five pupils within an Individual Education Plan (IEP) for whom behaviour and other policies require adaptation; Year 6 boys been supported by the employment of a higher level TA via an agency;</li> <li>• SEND provision and support has vastly improved thanks to the SENDCo, SENDCo has identified more pupils in need of assistance and has organised input from the Educational Psychologist (EP) and Specialist Teaching Team (STT).</li> <li>• Curriculum has been enhanced by visitors returning to schools eg BMX Biker, Mike Mullen, spearheading the concepts of "growth mindset"; assemblies, Royal Institute of Science guest speakers and charity event days;</li> <li>• CPD has focussed on Talk for Writing, also English, Maths and History Subject Leaders cascading their expertise as well as SEN interventions such as Circle of Friends and Curiosity Programme.</li> </ul> <p>The Head welcome questions regarding his report, but there were none at that stage.</p> <p>Chair supplemented information re C-19, outlining the regular communications from the Trust, Department for Education (DfE) and the Local Authority (LA) re C-19. [LA 3 times per week.] (Chair once more praised the LA for its clear advice during the pandemic, especially in relation to support available within other parts of the country.)</p> <p>The Head drew governors' attention to papers associated with his report.</p>	<p><b>RM &amp; MI to discuss with colleagues</b></p>
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- 7.1.1. (See below).
- 7.1.2. To maintain transparency, the Head shared the school’s formal responses to requests from LA that Chesterton would be named as a receiving school in two pupils’ Education & Health Care Plans (EHCPs). The Head explained how this response had been composed in consultation with the Chair and that clearly a rapid response had been required. (Pupils’ named had been redacted from responses, thus anonymity was retained.)
- 7.1.3. Communication from Concerned Parents of Cambridge relating to pandemic matters, especially vaccination, addressed to staff and governors had been shared as a paper prior to the meeting. The Head explained that a similar document had been received by many schools in the immediate vicinity. This knowledge reassured Governors.

SENDCo updated Governors on SEND & Vulnerable pupil matters. 31 pupils fell within this bracket which is again divided into three tiers; 10 pupils were at the highest level of need, six have EHCPs – five with funding for 1:1 support; though not necessarily for a full school day; two pupils have EHCPs supporting their behavioural needs; 14 pupils have speech and language needs whilst seven pupils were at the lowest tier of support – namely they were being monitored closely owing to difficulties in literacy and numeracy.

The SENDCo explained his role required him to share information with teaching staff and to work with them to set and regularly monitor targets aligned to pupil needs and SEN documentation. He is also required to manage associated documentation and systems. Info shared with teaching staff and paperwork tracker maintained. He reported that he had streamlined the school’s SEND systems and had improved links with external agencies Specialist Teaching Team (STT), Educational Psychologists (EPs), Speech & Language Therapists (S&L), Early Help (EH) Team from the LA Social Care Team. However, external agencies could only be involved if permission has been sought from parents. The agencies had been involved with six pupils, whilst the S&LT had seen four pupils. Family workers had been allocated to seven pupils through the EH team. The SENDCo had attended various Team About the Family (TAF) meetings for pupils requiring support in and out of school. The school was also collaborating with privately funded EPs regarding two pupils. The school also organises various interventions, delivered by Higher Level TAs (HLTAs) relating to reading, phonics, maths and social skills. The SENDCo highlighted interventions such as Colour Semantics to improve grammar, guided reading programmes, Barrington & Stokes reading dyslexia friendly reading schemes. Finally, he referred to the CPD staff members had been offered to support pupils with autism/social skills challenges – namely Curiosity Training and Circle of Friends.

Questions were invited.  
Praise was given to the SENDCo for the changes, including cultural changes he was sensitively introducing. A governor also commented that it should always be recalled that Chesterton has a comparatively high number of pupils benefiting from free school meals (considered to be an economic indicator of disadvantage).

In relation to other Health & Safety (H & S) matters the Head referred to the path near the Scout hut which was a potential trip hazard, requiring work, especially as it was used on a daily basis for accessing the school.

**Action: Head to continue working with maintenance regarding remedial works.**

**RM**



	Head confirmed there were no other H & S matters to be reported.	
8.	<p><b>Data Dive</b></p> <p><b>Pupil Performance</b> The Head explained he had revamped the presentation of the school’s data to facilitate performance comparison between different cohorts eg girls/boys/categories of pupils, eg those with SEN. Colour had also been used to enable rapid comprehension of the data, with “red” indicating pupil percentages in the lowest performing cohort.</p> <p>Governors had had access to the school data as a separate paper prior to the meeting. He then talked governors through the data, explain the concepts of not yet, at risk of falling below, as expected, above expected and significantly above.</p> <p><b>Challenge: Governors queried how some of the data seemed to add up to beyond 100%.</b> The Head explained that in some categories the percentage figure shown in the document included those pupils who also fell within other categories (eg performing at required level total includes a subset of pupils, who are also recorded separately as a group, performing above expected level). The Head also explained some information came from different systems and depending upon when systems were updated this could produce information which had not yet been “reconciled”.</p> <p>The Head explained the object was clearly to have as many pupils as possible performing at the expected standard. Currently this stood at 59.3%. Regrettably a significant percentage of pupils were performing below the expected level – obviously there were clear reasons for this in light of the recent impact of the pandemic, whilst governors were already aware of the structure being put in place to help improve performance. In relation to potentially disadvantaged cohorts – more pupils with Pupil Premium (PP) were assessed as being below the expected level, whilst by definition weaker cognitive abilities were not necessarily a consequence of SEN/disabilities - performance was frequently below that of peers. This performance variation was a key reason for having a Link Governor and associated member of staff responsible for monitoring and championing the outcomes of pupils within these cohorts. (75% of pupils with PP were currently attaining at below the expected standard, while in EYFS the lockdown had had a significant impact, particularly for pupils for whom English was not a first language. In relation to girls versus boys, common trends showed up in pupil data – namely that girls out-performed boys. (It should also be noted the school has an excessively high proportion of boys.)</p> <p><b>Challenge: a governor wanted to know why this gender imbalance existed considering general birth statistics for Cambridge.</b> The Head stated it was not possible to explain this, but the Clerk confirmed in one of her former schools this imbalance was also present.</p> <p>Gratitude was expressed to the Trust which was supporting the mentoring of staff with curriculum documents.</p> <p>Gap analysis using the programme Pixl has also been used to highlight where support in reading is required, this could be word level support, phonic knowledge, vocabulary development or skills such as inference. As a result of this analysis additional phonics work was being introduced in Year 3. As highlighted earlier different interventions are being implemented across the school in English/Maths.</p> <p>The Chair interjected that such Recovery Requirements and ensuing actions could be seen across the Trust, with a focus on pupils most at risk. Central to this work was a focus on Quality First Teaching (QFT). [This concept highlights the role of effective teaching as defined</p>	



	<p>by research eg differentiation, captivating content, repetition, questioning and structured learning.]</p> <p>The Head highlighted the importance of not just delivering a rigorous curriculum, but also a full, broad, curriculum.</p> <p><b>Challenge: a governor queried this approach, saying reading is fundamental and a core skill.</b> The Chair agreed with the centrality of reading explaining that schools have a duty to also create well rounded citizens, with skills in various areas. Reading thus is treated as a core subject but as reading is fundamental to learning it can be enhanced through offering a broad curriculum. A key question the Chair thought governors should ask is, “Are you happy with the progress pupils within the school are making?”</p> <p>The Chair confirmed that staff were happy with pupil progress despite the continued need for catch-up following lockdowns. The Chair also believed that Chesterton has a strong teaching team, good TAs and committed volunteers, the majority of pupils were relishing their learning opportunities. The challenge now for staff was to go back and identify and then act upon the gaps in learning resulting from various lockdowns. The Chair thanked the governor for raising the question.</p> <p><b>Action: Chair and Head to meet to discuss reformatting data so the cumulative nature some of the sets of cohort data are more clear.</b></p> <p>Attention was also drawn to the high percentage of pupils with English as an Additional Language (EAL) within the school.</p>	<p><b>DH &amp; RM</b></p>
<p>9.</p>	<p><b>Safeguarding</b></p> <p>The Head reported that there were 35 cases recorded on (the local government endorsed Safeguarding on-line platform) MyConcern. He was keen to point out that this does not mean that they were all serious concerns; staff are encouraged to record all matters onto MyConcern. The Head explained that depending upon the nature of the concern advice was taken from external agencies, resulting in a certain number of cases being referred on.</p>	
<p>10.</p>	<p><b>School Development Plan [SDP]</b></p> <p>The Chair explained the Senior Leadership Team (SLT) at Chesterton had started working with him to answer a set of questions based upon school self-evaluation criteria from Ofsted.</p> <p>The Chair showed the SDP plan to governors. The SLT were required to cite evidence to address key questions, while potential reasons for the school’s current performance need to be considered. Additionally, the role of the SDP is to identify and address key gaps both within a school’s educational provision and its broader structure.</p> <p><b>Challenge: A governor outlined a concern relating to adequate provision for Gifted &amp; Able students. The governor felt that this cohort of pupils required particular consideration and development, all the more so as attention was currently focusing on pupils with Covid 19, pupils with special educational needs and vulnerable pupils. Moreover, the governor considered it important that the school’s programme for these pupils was promoted, as this might encourage parents to apply to send their children to Chesterton. It was also important that these pupils’ performances were appropriately tracked to ensure they were making rapid progress.</b></p>	



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	<p>The Head reassured the governor that the school believed in providing quality provision for all its pupils. The Chair also pointed out that central government provides particular funding streams to support disadvantaged groups, therefore it was important spending for these groups of pupils could be identified and the impact of these additional resources tracked.</p> <p><b>Challenge: Another governor concurred; it was vital to have high aspirations and to present a challenging curriculum. Pupils need to be open to big ideas, to regularly meet challenging and subject specific, technical, vocabulary as well as being encouraged to carry out more independent learning.</b></p>	
11.	<p><b>Self-Evaluation Form [SEF]</b></p> <p><b>Action: Head and Chair to meet to consider the whole school and evaluate what is happening.</b></p>	DH & RM
12.	<p><b>Review of Policies</b></p> <p>12.1. School Policies – there were no new school policies to approve 12.2. ALT Policies relating to Severe Weather and Health &amp; Safety were reviewed and noted by the LGB.</p> <p><b>Challenge: a governor queried the inconsistency in wording relating to the use of all channels for notifying families at all points in the process.</b> The Head confirmed all formal channels were used at all points, subject to this amendment the policy was agreed. (WhatsApp groups were defined as an informal channel, often set up by parents.)</p> <p><b>Action: Head to tweak Severe Weather policy re use of text messaging as a channel.</b></p>	RM
13.	<p><b>Active Learning Trust Matters</b></p> <p>The Chair again refereed to the ALT Chairs' Meeting as previously cited. No other Trust matters were reported in the meeting.</p> <p><b>Owing to an administrative error, please bring forward onto the January agenda, the letter from the Trust relating to staff re Sick Pay for the LGB to note. (Paper already circulated.)</b></p>	DH, RM & New Clerk
14.	<p><b>Governor Monitoring</b></p> <p>14.1. A Link Monitoring written report had been presented prior to the meeting relating to Attendance &amp; Behaviour. The governor then explained that behaviour in Year 6 had already been considered in the meeting. It was acknowledged school resources – dictated by pupil numbers - impact upon the Year 6 staff team and Year 6 children. Nevertheless, a key concern remained that pupils were not yet "secondary ready".</p> <p>The Chair then explained that pupil behaviour management was a key priority within the Trust. To this end the Trust employed an individual whose remit including supporting pupil behaviour and disseminating best practice.</p> <p>14.2. Another governor presented their Link Monitoring report re Safeguarding verbally. This individual had visited the school on 19.10.21. Work had begun on establishing a new safeguarding process and this work would continue next term.</p> <p>14.3. It was agreed the Link Monitoring Schedule would be finalised in the next meeting when all governors had had a chance to consider and share with the Head which areas of school life they would most like to oversee.</p>	



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	<b>Action: Finalise Link Monitoring schedule in January meeting.</b>	<b>Repeated call to action for ALL GOVS, RM &amp; New Clerk.</b>
15.	<p><b>Any Other Business</b></p> <p>15.1. A governor requested staff and pupil well-being be placed on the next agenda, with a particular focus on staff-wellbeing. <b>Action: Additional agenda item – well-being.</b></p> <p>A governor registered their appreciation of the hard work and dedication of the Head and his entire team that term, especially bearing in mind the continuing difficult situation within schools. The Chair whole-heartedly endorsed this praise.</p> <p>The Head and Chair again thanked the Clerk for her dedication and tenacity in relation to governance matters and Governor Hub.</p> <p>15.2. The Chair confirmed the date of next meeting – <b>Tuesday, 25<sup>th</sup> January 2022.</b></p> <p>The meeting closed at 8.16pm.</p>	<b>RM, DH &amp; New Clerk.</b>

**Actions from the LGB meeting, dated 14<sup>th</sup> December 2021, are available in the separate actions document – as circulated on 22.12.21**

**Forthcoming LGB Meetings for the Academic Year 2021-2022 (all to start at 6pm)**

Tuesday 25<sup>th</sup> January 2022

Tuesday 29<sup>th</sup> March 2022

Tuesday 24<sup>th</sup> May 2022

Tuesday 19<sup>th</sup> July 2022