



CHESTNUTS PRIMARY SCHOOL GOVERNING BODY MEETING

Date of Meeting	30 th November 2021
Venue	via Zoom Virtual Platform
Chair	Hugh Merritt (Chair)
Independent Clerk	Neomae Bell (Clerk pro Tempore)

MEMBERSHIP

Type	Membership	Attendance
STAFF	Katie Horwood (Headteacher - HT)* Mavis Scott (MS)*	Attended Attended
LA	Maureen Duncan (MD)*	Attended
CO-OPTED	Vacancy Kaley Foran (V/C) Hannah D'Aguiar (HD)* Hannah Marr (HM)* Clare Matthai (CM)*	N/A - Attended Attended Attended
PARENT	Christian Lund (CL) Kalvi Nadarajha (KN)* Holly Cassidy (HC) Helen Drummond (HD)	Apologies Attended Apologies -
FOUNDATION/TRUST	Hugh Merritt (Chair)* Vacancy	Attended N/A

*denotes attendance - Denotes no response/did not attend (DNA)

Also in Attendance	Attendance
Carole Newton (Deputy Headteacher-DHT)* (Observer)	Attended
Neomae Bell (Clerk pro Tempore)*	Attended

[The meeting commenced at 18:38 hours and the meeting was quorate]

[Part 1 – Open Section]

Agenda Item 1: Welcome and Introduction

Governors were welcomed to the meeting which, due to the current Covid-19 pandemic, had been scheduled through the Zoom virtual platform.

Apologies for absence were **NOTED** and **ACCEPTED** from Holly Cassidy and Christian Lund. It was also **NOTED** that there had been no communication from Helen Drummond or Kaley Foran.

The Chair welcomed the Clerk pro Tempore to the meeting and explained that he remained in discussion with HEP to secure a permanent Clerk.

Agenda Item 2: Declaration of Interests & Completion of Business Interest Forms

Presenting: Clerk/All

Governors were asked to declare the nature and extent of their interest in the transactions to be considered at the meeting or declare that there were no such interests. A Governor must also absent him/herself from any discussions of the FGB in which it was possible that a conflict could arise between his/her duty to act solely in the interests of the School (in accordance with the requirements of The School Governance (Procedures) (England) Regulations 2013).

Eligible Governors present confirmed that they had completed the Declaration of Business Interest form on Governor Hub. There were no new interests declared in relation to the agenda items below.

Agenda Item 3: Minutes of the Last Meeting held on 16th September 2021 (circulated)

Presenting: Chair

The minutes of the previous meeting held on 16th September 2021 were **APPROVED** as a true and accurate reflection of the meeting and would be duly signed in accordance with the latest NGA advice.

Review of action points

Actions from the previous meeting were completed or incorporated into the meeting agenda. Updates were provided as follows:

Agenda Item	16 th September 2021 Actions	Lead	Updates
Item 6d	Reschedule the May 2022 Full Governing Body meeting	Chair	The Chair would ascertain a convenient date and circulate it via GHub.
Item 9bi	Delete the notes from the Safer Recruitment policy.	HT	The HT had received a model SR policy and would amend the school's SR policy accordingly. The policy would be submitted for approval at the next FGB meeting on 03.02.2022.
Item 9bii	Carry out appropriate s12/EDBS etc. security checks for Governors.	HT	This item would be carried out once the PA had returned from sickness absence
	S128 link to be sent to the HT	MD/ HT	Resolved 30.11.2021
Item 7- EHT Report – EY Provision	Read Section A in the KCSIE document. Eligible Governors confirmed that they had read the document and completed the declaration on GHub .	All	As part of the whole school approach, Governors were advised that they should read the KCSIE in full and in particular, Parts One, Two (the management of safeguarding), Three (Safer Recruitment) and Five (Child on Child Sexual Violence /Sexual Harassment) of the document.

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 01 – Safer Recruitment Policy to be amended in line with discussions from the FGB meeting held on 16.09.2021.	HT	03.02.2022
AP 11/21 – 02 – S128 bona fide checks etc. to be undertaken to ensure that Governors were not barred from taking part in the management of the school and the outcome reported back	DHT/ HT	ASAP/ 03.02.2021

Agenda Item 4: Report from Committees (circulated /verbal update) Presenting: Chair of S&C Committee/DHT

Standards & Curriculum Meeting – 28.09.2021

The DHT reported the following salient points:

- The 2021 summer term school data outcomes had been reviewed by the Committee.
- The whole-school dataset showed that the expected significant dip in pupil outcomes had not materialised.
- The majority of year groups were secure within the expected standards (EXS).
- The data drop had provided a solid base for pupils transitioning to their subsequent year group.
- The dataset had also formed the basis of the teacher assessments, which had been conducted in September 2021, to ascertain whether there were further gaps in learning.
- The monitored groups (BAME, Disadvantaged pupils, SEND pupils and pupils with EHCPs) had shown no increase in the gap in learning.

- The school was currently preparing its summative data for the 2021/22 academic year, which would be available on Target Tracker and the DHT would perform the required data analysis.
- The formative assessments had been completed, for which additional training had been provided, to ensure that staff were familiar with the interrogative functions of Target Tracker.
- The school used its Target Tracker resource to identify any gaps in knowledge, in relation to the catch-up programme, as well as, identifying those pupils who were *on track*.
- The Committee had re-reviewed the dataset format presented to ensure that it did not overburden Governors whilst ensuring that it still met the needs of the school. The Committee had agreed that the current format remained relevant and would be adopted going forward.
- The Target Tracker overview had been uploaded to GHub which showed comparative national data. data had been benchmarked against other schools using the Target Tracker resource, as well as, similar schools in the borough.
- The exercise had identified that the school had out-performed many similar schools.
- The school remained concerned that outcomes for its current Year 4 and 5 cohorts were not as positive.

Q&A – KS asked whether there was a method by which the school could determine whether the gap in learning was in direct response to the pandemic, or whether the dip in outcomes was generic in trend?

The data remained subjective, but a data subset showing comparative outcomes for those pupils who had attended the school environment, compared with those pupils who accessed the remote learning could be provided.

The school needed to ascertain whether any of those pupils who were not *on track* had experienced COVID-19 related absences, or whether the EXS had not been met prior to the pandemic. It also needed to determine whether the gap in learning had narrowed, widened or closed.

Additional staff training, in all core subject areas, had been effective in allowing teachers to make secure judgments and ensure that the process was now consistent across the school.

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 03 – Summative data to be presented at the next S&C Committee meeting	Clerk/HT	18.01.2022

Standards & Curriculum Meeting - 16.11.2021

The Chair of the Committee reported the following salient points:

- The main focus had been around T&L.
- The outcomes showed that the teaching of core subjects had become more robust.
- A strong sense of cohesion had developed amongst teaching staff who no longer felt that they were working in isolation which had had a positive impact on standards and staff wellbeing.
- However, Governors needed to remain cognisant of the potential challenges around the delivery of a comprehensive curriculum during the pandemic. As such, the focus would move to delivering the most essential subjects, with greater emphasis on reading.
- The Committee had reviewed curriculum area reports from several subject areas which provided a better overview of the effectiveness of subject delivery.
- The strengths and areas for development, as well as the overall effectiveness of current operational oversight for each subject area, had been discussed. The Committee had agreed that the continual review of curriculum areas would provide effective monitoring and observability would measure how well the curriculum progressed to ensure efficient use of resources.
- There was a need for consistent templates to be used across all subject areas to enable effective quality assurance and provide a seamless approach to all subject areas objectives.
- It had been a useful exercise and reviewing curriculum area reports would become a standing item going forward.
- The Committee had also discussed the educational/financial and socialisation impact of the increase in the number of pupils with SEND on roll. There were currently sixty (60) pupils on the SEND register, eighteen (18) pupils with EHCPs, many of whom needed therapeutic input, as well as, access to the autism team which continued to work with Year 5 and Year 6 pupils.
- The school had limited resources which meant that interventions, such as, S&L therapy could only be provided for those pupils with approved EHCPs, despite other pupils presenting with behaviours consistent

with SEND. Governors needed to be cognisant of the negative implications for pupils without EHCPs in terms of outcomes etc.

- The Committee had acknowledged that the increase in EHCP applications had increased the workload of the SEND Dept. and the delay in securing EHCP funding had been due to the LA's restructure and failure to provide consistency of response. The Committee remained confident that the SEND provision continued to meet pupils' needs.

Q&A – KN asked whether there was an expectation that the additional workload in relation to the EHCP process would improve following the LA restructure or whether the situation unsustainable? The situation had begun to improve with the implementation of a three (3) team structure, headed by a Team Leader, each of which had a generic caseload. The LA caseworkers had begun to make contact with schools and the school had recently had an additional EHCP application approved. The Educational Psychologist (EP) had assessed three (3) further pupils.

Q&A – KN also sought confirmation that the situation did not require Governor intervention at this time? No, the situation was progressing and would continue to be monitored.

- Concern had been raised regarding the recent staffing issues which had impacted T&L, but the Committee had been confident that adequate strategies had been put in place to ensure that pupils continued to receive a broad and balanced curriculum. The Committee also agreed that standards would be maintained.
- The autumn term had been very challenging for both staff and SLT to move the school forward in line with its vision/ethos.
- The school would review its list of extra-curricular activities and consider reducing the provision available to offset those activities that were no longer cost-effective, due to the level of buy-in from parents. The invoice process had not been enacted due to sickness absence which had a temporary negative impact on the 2021/22 budget.
- BAME had been discussed at length; in particular BAME attainment in relation to the curriculum. The Committee had also discussed the gap in learning between disadvantaged pupils and non-disadvantaged pupils which would become a standing item, going forward.
- The new data format allowed Governors to drill down into the datasets for a specific focus.
- The Committee had acknowledged that, although the school had adopted the HEP curriculum, the curriculum needed to capture more elements of diversity. The school was currently filling the gap.
- It also agreed that the BAME curriculum needed to be more intersectional to provide a pathway towards inclusive education.
- The school was reviewing the process by which it set its targets to make certain that targets resonated across the school and were not duplicated, which would ensure that areas for development were not being revisited at the expense of others.
- The Committee had agreed that the school's safeguarding processes were sufficiently robust, but information from external agencies had not been received in a timely manner, nor was it suitably robust. Governors needed to be cognisant of the challenges posed in ensuring that the school remained conversant with new issuances of safeguarding practice/process, which also appeared to be a borough-wide issue.

Q&A – The Chair sought confirmation as to whether the LA audit had been undertaken? The LA audit report had been received, but it was a vast document that was required to be reviewed over the course of the year. Its recommendations would be reviewed by the S&C Committee with areas of development for both the FGB and the school as a whole.

The HT had also participated in an audit in her capacity as the Primary HT representative on the HSCP in which she supported DSLs in their casework and work with Ofsted.

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 04 – LA audit to be added to the S&C Committee agenda	Clerk/HT	18.01.2022

Finance & Personnel Committee held on 25th November 2021

This item was discussed under the confidential section (please refer to the confidential minutes).

Agenda Item 5: Headteacher's Reports (Not Circulated prior to the meeting)

Presenting: HT

The HT reported the following salient points:

Personnel Update and Staff Attendance Headlines/Issues

- At end-October half-term the school had fourteen (14) staff members absent from work with COVID-19 related sickness absence, which coincided with other staff sickness absences, culminating in a significant negative impact on staff wellbeing and morale.
- Governors needed to be aware of the challenges posed by high levels of sickness absence on school improvement, especially whilst SLT continued to contend with daily crises.
- The level of COVID-19 cases had dropped amongst staff, but had risen amongst pupils.
- However, the school environment had benefitted from a more stable atmosphere since October half-term.
- The SBM had returned to work following sickness absence, but would be returning on a phased return.

School Assessments

- Summative assessments would take place shortly which would provide an accurate depiction of current attainment levels.

Building Projects

- The site manager had taken a 3-week absence from work, but a suitable replacement had not been sourced, which meant that the completion date for the current building works to regenerate the building fabric etc. had been pushed back further.
- Scheduled works would take place overnight for approx. three (3) weeks to ensure that the new completion date did not slip.
- The completion of the new heating installation had also been delayed, but it was anticipated that the heating issue within the Junior school would be resolved by Christmas.
- The heating installation for the Infant school would be expected to be completed by March 2022.
- The school had temporary heating solutions in place fuelled by a generator.
- New casement windows had been installed which were in keeping with the St Ann's Conservation Area.
- The asbestos had been removed sufficiently to allow the boilers to be repaired.

Agenda Item 6: Safeguarding Update (Standing item) (including E-Safety and COVID-19)

Presenting: Headteacher

Discussion/ Challenge

The Headteacher reported the following information:

Contextual information:

- Safeguarding had been discussed at the S&C Committee meetings (refer to Item 4: Reports from Committees above).
- There had been an increase in the number referrals made to Early Help (support for families).
- There had been two (2) more serious referrals – one (1) made by the school and one (1) received by the school, but the school's safeguarding procedures had been effective.
- The school had implemented Early Help, Team Around the Child and Child in Need meetings.

Behaviour

Q&A - Governors queried whether there had been any behavioural issues since pupils had returned to school? In general, behaviour had been good, but there had been one (1) exclusion made for a Year 6 pupil who had been receiving support from the Primary Outreach Team. The potential risk of permanent exclusion on transitioning to secondary was high, but the school was currently working with the Primary Outreach Team to determine the most appropriate secondary school. The pupil's EHCP application had been approved.

The number of Year 4 and 5 pupils out-numbered the available seating during lunch recess which made it challenging to control the level of noise at times. Additional seating was required, but resources were not available.

The majority of bubbles had been maintained during both the lunch recess and playtimes, due to a small outbreak of COVID-19 cases amongst pupils in one (1) class. The spread had been contained due to the additional measures.

C-19 Risk Assessments (Circulated prior to the meeting)

- The rate in positive COVID-19 tests within the primary school sector had increased to approx. 700/100,000.
- The new risk assessment contained the additional measures suggested by Public Health Haringey, such as, a daily LFT requirement for people in close contact with a confirmed case of COVID-19, followed by a PCR test etc.
- COVID-19 had become a very divisive issue amongst staff, as well as, the parent community.

Q&A - The Chair queried whether the increase in the number of pupils contracting COVID-19 was as a result of the virus transmitting within the class or within the community? The communicability element of the virus flourished within both environments. Eleven (11) pupils had tested positive within the Year 5 cohort and one Year 2 class had recently participated in a group sleep-over, after which several pupils contracted COVID-19.

Q&A - CM asked whether there were any aspects that Governors could do to support the implementation of the new measures? No, the HT remained up to date with the latest Government guidance. Every positive case had been reported to Public Health Haringey. The school and its SLT were taking all reasonable measures to ensure its pupils were safe; it had retained a FTE cleaner, limited the number of gatherings in an attempt to stop the spread of the virus and as such, had not held an in-person assembly in 2021/22, lunchtimes remained on a staggered schedule, only 1 Year Group was permitted in the playground at any one time and had restricted visitors to the school etc.

Q&A – KN asked whether teachers and staff were confident in approaching parents and holding those difficult conversations in relation to the pandemic measures in place and enforcing the rules? It would be difficult for any teacher/staff member to understand what to do in any given COVID-19 situation whilst guidance remained fluid. SLT were confident in enforcing the rules, but not necessarily staff. The latest DfE guidance permitted Nativity plays to go ahead, but ultimately it remained a decision for the school. The recent in-person activities had been low risk, but that risk would increase exponentially with the bigger audience a Nativity play would undoubtedly attract.

KN commented that the school needed to have clearer guidance around the issue of visitors to the school. All visitors, including outside contractors, were required to wear face masks. There was no mandate that insisted on staff wearing masks.

MD commented that current guidance was conflicting. Schools had very little legal standing in ascertaining whether staff had been vaccinated or took LFTs daily. The school guidance should bar entry to visitors who refused to wear masks, but with the current dichotomy prevailing amongst staff, it remained a contentious issue to insist on prescribed rules without a mandate. The school needed its staff to be mindful of potential implications of their decision to participate or not to participate in the vaccination programme and to abide by any restrictions imposed. It was evident that the HT continued to adhere to Government guidelines, and moreover, had exceeded those restrictions by putting additional measures in place.

If the school permitted individual interpretations of Government guidance it would cause further issues and erring on the side of caution would be an appropriate way forward. There was a need to determine how the DfE guidance translated to the school and Governors needed to be confident that the school met its requirements around this area.

Q&A - The Chair asked whether there had been many in-school events scheduled? The HT remained non-committal with parents. However, the following activities had been planned:

Activity	Date	Update
The EY Nativity play	TBC	recorded with a screening for families which if it doesn't take place can be viewed at home
A cello concert	29.11.2021	without an intended audience, but some families attended unannounced
A trumpet and clarinet concert	01.12.2021	to which one (1) adult per family had been invited.
KS1 Nativity plays	15-16.12.2021	need to be confirmed if film it or do it live not certain
Christmas carols in the park	15.12.2021	families invited as it was outdoor
The Winter Fair	15.12.2021	PSA had been supported with COVID-19 security/regulations

Q&A - KN sought clarification as to whether pupils who were isolating had access to the curriculum? Yes, teachers uploaded a comparable English, Maths and one (1) other lesson to Google Classroom, but only on a daily basis, because many pupils, who were in the school environment, used to complete an entire week's tasks at home. Teachers were provided with a list of pupils who were on COVID-19 related sickness absence, but where pupils were ill, they were not expected to complete work tasks.

A parent had verbally complained to the HT that a teacher had failed to upload lessons to Google Classroom on time. There had been a power cut on 22nd November 2021, which meant lessons could not be uploaded until the power had been reconnected. Moreover, teachers were also teaching in the classroom environment and there was a need to manage parents' expectations.

Agenda Item 7: School Development Action Plan 2020/21 (Circulated prior to the meeting)

Presenting: HT

Discussion/ Challenge

The Chair reminded Governors that the five (5) priorities had been discussed at sub-Committee level and had been approved at the last FGB meeting, held on 16th September 2021.

The HT had met with Subject Leads to review their respective action plans in line with the 3is – *Intent, Implementation, impact* – the outcome of which had been fed into the SDP action plan to ensure consistency and remove duplication.

The HT provided a brief overview of the steps undertaken to bring about the desired outcomes:

To continue to develop the curriculum, ensuring that all subject areas were coherently sequenced to ensure progression of knowledge in learning and that subject specific teaching was secure.

- The school had adopted the HEP curriculum which required curriculum plans to be reviewed. The updated plans had been uploaded to the website and curriculum pages were also being developed for the website.
- CPD had taken place in each of the subject areas and the schedule was being planned for next term.
- The new Subject Leads would focus on the *intent* and *implementation* for each of their respective subject areas and the school would review the monitoring and evaluation processes.
- The HT felt that the school was more secure in the delivery of several of its core subjects, due to effective training and embedded pedagogical strategies.
- It was anticipated that the school would implement a team-based curriculum model from January 2022, to ensure that teachers were interconnected and worked more collaboratively. The leadership element would be shared across each team.

Q&A - HM asked whether there were any subjects about which the HT had concerns? It was a challenge to find a suitable lead for PE with appropriate experience in leading less-experienced staff as part of a tide-curriculum.

The Chair commented that the curriculum plans could provide the basis for conversations between Link Governors and Subject Leads.

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 05 – Upload useful Link Governor resources to GHUB	Chair	ASAP

To improve outcomes across the school in Mathematics

- Maths would continue to be a main focus. There was a need for evidential material to reflect the level of resources input into the Maths curriculum.
- The strengths and areas for development would be identified through the implementation of lesson observations which would commence in January 2022.
- The Maths Subject Lead had led CPD on the use of resources in Maths. A monitoring regime needed to be embedded to evaluate the effectiveness of the CPD and to support staff to develop the initiative further.
- A resource audit needed to be undertaken to ensure consistency in the resources used for maths, but it remained dependent on finances.
- Twelve (12) families had attended the maths workshops. The school had also delivered an online safety workshop for families, which had significantly increased parental engagement. The evening workshop format would be replicated for core subjects.
- The implementation of some interventions had been limited due to staffing issues. In the interim, the focus would remain on the quality of teaching in the classroom environment.
- LSAs would receive additional CPD to ensure that the school's vision for maths was embedded.

Q&A – HM asked whether the HT had concerns pertaining to any class or Year Group in terms of attainment? It was evident from the dataset that disadvantaged pupils were further behind than non-disadvantaged pupils in almost all core subject areas. The current Year 2 pupils had exhibited a lack of knowledge on basic numbering systems due to disrupted learning in Reception and Year 1.

Q&A - The Chair sought confirmation as to when the school had changed its maths curriculum and whether the new programme was effective in improving attainment and pupil outcomes? The school had changed its Maths programme in September 2020 from Maths-No Problem! to Power Maths mastery programme which offered additional challenge and resources that appealed to pupils. In-person training had been rescheduled due to the pandemic, but online training did not provide an optimum platform to secure increased levels of engagement. The Maths Lead had delivered training sessions on the new programme, but

additional training was required to embed the programme within the curriculum area, to improve teachers' subject knowledge and knowledge of effective pedagogy, as part of CPD.

To improve outcomes across the school in Reading

- The school had introduced a new reading planning format with a whole text focus to replace the extract focus which had changed the way reading was delivered.
- From discussions with pupils it was clear that the new method had been effective in securing fulfilment.
- An integrated approach to the reading and writing curricula was currently being developed which would also improve scheduling.
- Jane Blakey, School Improvement Consultant, had reviewed the reading curriculum and how it was implemented at the school which had been a beneficial exercise.
- The book bandings system to grade books by level of difficulty had been postponed until January 2022 when the library was due to be decanted. It would provide an opportunity to audit the entire library collection with the help of the community.

Reading and Maths

- There was a requirement for schools to identify the bottom twenty (20%) of learners in each cohort and to have effective strategies in place that would bring about rapid progression to ensure as many pupils reached EXS by Year 6. Although, this had become an Ofsted focus, the school had identified that many of those pupils within the bottom 20% category had been in the bottom 20% prior to the pandemic.

Interventions

- Staff absences had meant that not all interventions could be put in place for Year 2 pupils, but booster classes were being delivered on a daily basis to support progress in reading and phonics.
- The school had bought into a validated complete systematic synthetic phonics programme (SSP) - *Little Wandle Letters and Sounds* which was due to be implemented in March 2022. The programme adopted a similar approach to the school's own which had historically secured between 85-90% pass rate in phonics.
- The school would purchase the reading books alongside the programme to ensure that the Year 3 and Year 4 pupils in the bottom 20%, who could not read, had access to books that matched their phonics ability, in order to support them in becoming more confident readers.
- A similar approach to interventions was taking place for Year 3 pupils.
- Interventions had yet to be put in place for Year 4 pupils which would be addressed shortly.
- The Read Write Inc Fresh Start literacy programme was used to support KS2 pupils who were below the EXS, EAL pupils, pupils who had not *cracked the code* of reading and/or needed an alternative method of learning. This had been an Ofsted requirement from the school's last inspection.

To narrow the gap between specific groups in the school (BAME, disadvantaged/Non disadvantaged)

The HT reported that following salient points:

Barriers to Learning

- Narrowing the gap between the monitored groups and non-disadvantaged pupils would be the most challenging target to meet, especially where some pupils had benefitted from familial support to aid learning during the pandemic, whilst others experienced poor stability.
- The school needed to review its duty of care for those families.
- Many disadvantaged pupils had poor attendance, many of whom had been withdrawn from the school each time new COVID-19 cases arose. The school was working very closely with those families to improve attendance.
- BAME and disadvantaged pupils were the focus of pupil progress and moderation meetings.
- Booster groups were being delivered where possible.
- The school would use its school-led tutoring grant and COVID-19 catch-up funding to provide additional support for those pupils. From January 2022, 1:1 support sessions would be delivered by internal teaching staff and HLTAs.
- The school would continue to identify barriers to learning and put in place interventions to address those issues.

External provision to enrich learning received at the school

- The school met the cost of private music lessons and distance learning from Rock Steady Music School and membership of the Haringey & Hackney Pirates charity to develop literacy and confidence in reading.
- BAME pupils attended the NIA academy online school which had been successful.
- The school had provided laptops and IT peripherals, including an Internet provider to enable participation.

Enrichment - Subsidised trips were not currently taking place.

Leadership and Management

- To recover from the COVID-19 pandemic a range of areas had been discussed above. The action plan had been broken down into termly actions, milestones, resource implications and the lead person.

Q&A - HM queried whether a blank box represented a nil cost to the school and if so, could a zero cost be entered into the relevant column?

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 06 – The Action Plan to be updated to reflect applicable zero costs	HT	ASAP

Q&A – HM asked whether the HT could explain her outstanding concerns pertaining to the COVID-19 recovery plan and why the outcomes may not be achieved in their entirety? It remained unclear as to whether all issues relating to COVID-19 recovery plan had been captured under the Leadership and Management section as it was an unfolding picture. The action plan provided sufficient flexibility to capture unexpected issues.

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 07 – A rag-rated version of the Action Plan to be presented on a termly basis	HT	03.02.2021

Agenda Item 8: GB Effectiveness

This item would be deferred until the next FGB meeting on 3rd February 2022.

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 08 – An online questionnaire to be developed and circulated to the membership	Chair	ASAP
AP 11/21 – 09 – The results of the Governance questionnaire to be placed on the next agenda	Clerk	03.02.2022

Agenda Item 9: Chair's Action/Urgent Business taken since the compilation of the agenda and AOB Presenting: Chair

There were no Chair's actions or urgent business taken since the last meeting or since the compilation of the agenda.

The Chair acknowledged that the term of office for Kalvi Nadarajha as a Parent Governor would cease as at 13th December 2021 and intimated that she would not be standing for re-election.

The Chair thanked Kalvi Nadarajha, on behalf of the FGB, for her continued support through a challenging period and her contribution since 2017 had been very much appreciated.

30 th November 2021 Actions	Lead	Timescale
AP 11/21 – 10 – Enact the Parent Governor election process to ensure a replacement was sourced by the next FGB meeting	HT	ASAP
AP 11/21 – 11 – Recruit a Co-Opted Governor	Chair	ASAP

Agenda Item 10: Date of Next Meeting

There next meeting of the Full Governing Body would potentially be held on Thursday 3rd February 2022, with venue to be confirmed.

Agenda Item 11: Confidential Items – Staff and Observers to Withdraw

[Staff and observers withdrew from the meeting at 19:52 hours] Please refer to the confidential minutes.

[The meeting concluded at 20:09 hours]

Summary of Actions

Agenda Item	16 th September 2021 Carried Forward Actions	Lead	Timescale
Item 6d	Reschedule the May 2022 Full Governing Body meeting	Chair	ASAP
Item 9bi	Delete the notes from the Safer Recruitment policy	HT	03.02.2022
Item 9bii	Carry out appropriate s12/EDBS etc. security checks for Governors	HT	ASAP

Agenda Item	30 th November 2021 Actions	Lead	Timescale
Item 3: Minutes of the last meeting 16.09.2021 Review of Action Points	AP 11/21 – 01 – Safer Recruitment Policy to be amended in line with discussions from the FGB meeting held on 16.09.2021	HT	03.02.2022
	AP 11/21 – 02 – S128 bona fide checks etc. to be undertaken to ensure that Governors were not barred from taking part in the management of the school and the outcome reported back	DHT/ HT	ASAP/ 03.02.2021

Item 4: Reports from Committees – S&C Committee	AP 11/21 – 03 – Summative data to be presented at the next S&C Committee meeting	Clerk/ HT	18.01.2022
	AP 11/21 – 04 – LA audit to be added to the S&C Committee agenda	Clerk/ HT	18.01.2022
Item 7: SDP Action Plan	AP 11/21 – 05 – Upload useful Link Governor resources to GHub	Chair	ASAP
	AP 11/21 – 06 – The Action Plan to be updated to reflect applicable zero costs	HT	ASAP
	AP 11/21 – 07 – A rag rated version of the Action Plan to be presented on a termly basis	HT	03.02.2021
Item 8: Governance Effectiveness	AP 11/21 – 08 – An online questionnaire to be developed and circulated to the membership	Chair	ASAP
	AP 11/21 – 09 – The results of the Governance questionnaire to be placed on the next agenda	Clerk	03.02.2022
Item 9: Chair's Action or AOB	AP 11/21 – 10 – Enact the Parent Governor election process to ensure a replacement was sourced by the next FGB meeting	HT	ASAP
	AP 11/21 – 11 – Recruit a Co-Opted Governor	Chair	ASAP

APPROVAL OF MINUTES BY CHAIR OF THE FULL GOVERNING BODY

I, Chair of Chestnuts FGB, approve these minutes as an accurate representation of the meeting.

Chair's signature:  Date: 11/22

Hugh Merritt
Chair