



## **Full Governing Body**

### **Meeting Minutes**

**11<sup>th</sup> February 2021**

**4-6.00pm- Zoom Meeting**

**Present:** Rob Cooper (RC), Sally Coleman (SC), Catherine Fehilly (CF), Hannah Jefferies (HJ - Co Chair), Mark Juba (MJ), Vanessa McGeachin (VM), Rob Shepherd (RS), Ray Williams (RW), Karlyn Layzell (KL).

Presentation by Katie Jones (KJ)

**Apologies:** None received

**Minutes:** Oli Sharpe (acting as Clerk to the Governors)

**Quorum:** 9 governors – the meeting was quorate

<b>SENDCO (KJ)</b>	<b>SENDCO to report back at the end of the summer terms about rechecking the SEND assessments of reception year.</b>
<b>OS</b>	<b>Send around governor responsibilities and form.</b>
<b>RC</b>	<b>Send out date for meeting for the budget monitoring group</b>
<b>RW</b>	<b>Report to next FGB on what the dashboard says.</b>
<b>RW</b>	<b>Action: RW to send final version to get signature to go to LA</b>
<b>RW</b>	<b>Annual self audit checklist and RW to monitor that.</b>

The meeting started at 4:02pm.

Item	
1.	<b><u>Apologies</u></b>
1.1	None received.
2.	<b><u>Declaration of Interest in an Agenda Item</u></b>
2.1	OS, RW, MJ & HJ are trustees of the Middle Street School Fund charity No other interests declared.
3.	<b><u>Consent agenda item</u></b>
	Minutes for 10 <sup>th</sup> December 2020 signed off

	<p>Scheme of Delegation – not quite signed off as Resources Committee needs to be removed and replaced with something else.</p>
4.	<p><b><u>Matters arising</u></b></p> <p>All actions and matters arising were completed.</p> <p>(RC) Noted that the council proposal for an extra day off for staff to acknowledge their hard work during Covid period is separate from the extra day off given by the governors.</p>
Agenda item 9.	<p><b><u>SEND report given by KJ (taken out of order)</u></b></p> <p>KJ presented a report of SEND issues, including a breakdown of SEND across each year group.</p> <p>HJ: Is the blank for reception to do with Covid?</p> <p>KJ: Yes, but we did look at them in Sept this year.</p> <p>RS: Why are there blank spaces for some table entries?</p> <p>KJ: Just means no children in that category.</p> <p>RS (??): If we are above average with SEN but below with plans is that because we're not pushing hard enough for plans?</p> <p>KJ: Possibly, but there is quite a lot of support that we can put in place before reaching the £6000 support we should have in place before a plan can be applied for.</p> <p>KL: There are some families that don't wish to pursue a formal diagnosis and plan.</p> <p>HJ: Is there more that could be done to get plans?</p> <p>KJ: It's hard to show that we're spending to the amount – plans are successful when it's clear that they need additional support beyond, and that can be quite hard, especially when we can do a lot to support many of these children. Also hard to do this without reports from external services that support the requirement for getting a plan.</p> <p>MJ: Does the number of SEN children typically remain constant, or typically increase or decrease?</p> <p>KT: Typically it remains constant, because special needs are usually something that will stay with them through school and</p>

	<p>as an adult. The only one that does sometimes go away is some form of communication need, like forming the sounds correctly, that they grow out of.</p> <p>RS: When you have external agency support does that come into the £6000 cost?</p> <p>KJ: The services are free to us, either from NHS or from Education because of service agreement. And nor does teacher time come out of that. What you can cost is *TA additional time and learning mentors. Can't claim for resources or SENDCO time.</p> <p>SJ: What is the quality of liaison with the external support services. Does it work well or take up extra time?</p> <p>KJ: Only experience of B&amp;H. Generally OK. It's good when there is one specialist that works over a period of time so you get familiar. School doesn't often call to specialists to come in, it often works the other way around that the specialists contact school when they need to come in. Literacy support comes in once a fortnight.</p> <p>OS: Just to state that the reception year data looks like an anomaly that should be re-checked.</p> <p>KJ: Cognition issues might not have been picked up. KJ did ask specialist Speech and language to look at their assessments. Also they haven't yet done the Jump Ahead assessments.</p> <p>HJ: It would be good to have a follow up on this when would be best?</p> <p>KJ: Probably in the summer term. KJ doesn't want to misidentify special needs when actually the kids are just a bit behind because of the oddities of Covid.</p> <p><b>RC: Let's take that as an action for SENDCO to report back at the end of the summer terms.</b></p>
5.	<p><b><u>Update on school during Covid-19 lockdown</u></b></p> <p>Updated Risk assessment has been shared with staff. Individual risk assessments have been completed as appropriate for people who need them for specific reasons.</p> <p>There have been no specific concerns have been raised about the safety of the working environment. The Section 44 letter</p>

	<p>on file from the start of term was in relation to a full opening of school while the infection rates were so high in January and the situation has changed since then.</p> <p>Have been running school as if it is open even though most pupils are learning remotely.</p> <p>Zoom calls have 2 members of staff with a set of behaviour rules that have been communicated to all parents and children on the Zooms.</p> <p>Bubbles have their own staff rooms and space for lesson preparations.</p> <p>Provision for vulnerable children discussed with co-chairs. External support being used for SEN. Internal welfare and pastoral systems working as near as possible to * normal. Putting in place individual support as needed. Very bespoke for individual family's situations. Class teachers are the ones in touch with the families.</p> <p>CF: How is it going with extra laptops? How is that going?</p> <p>RC: We did a survey of families' IT needs. Been able to provide IT support for those who needed it. Kept newer Chromebooks inhouse. Lending out some of the older laptops.</p> <p>CF: The Daily Mail have offered to provide extra laptops for those who need it. Has RC seen this?</p> <p>RC: Will take a look at that. Have looked at BBC one. There is also some local Laines fundraising for laptops for children.</p> <p>RC: DFE said additional offer will be coming.</p> <p>RS: The other issue is connectivity. Is that OK at the moment?</p> <p>RC: We've contacted people who didn't submit any Class DoJo tasks to find the barriers preventing them from being able to access the learning. Most people have WiFi, and most people have connections to the internet. Some people have had difficulties connecting school laptops.</p> <p>RC: No-one is using no connectivity as a barrier to not doing work.</p> <p>RS: Does the Section 44 letter pose any barriers to a full opening up?</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>RC: Have talked about this in SLT. The concerns in January were around opening up with high levels of the virus, so we're thinking through what are the things we could do now that will help reduce the anxieties and risks about coming into school. Will wait until government says its latest information on 22<sup>nd</sup> February.</p> <p>HJ: Is it [<i>the possibility of staff not being comfortable with all children returning to on-site learning</i>] realistically about what the NEU position takes?</p> <p>CF: Section 44 is not just limited to schools.</p> <p>RC: Hopefully we can take steps earlier, rather than wait until a crunch point at the time close to opening up. A lot of the changes put in place were acknowledged as beneficial. It was a lot to do with the rates of the virus.</p> <p>KL: It's also a lot to do with everyone's individual circumstances, not just union advice.</p> <p>VM: Not sure what other people are saying. Personally happy to be able to wear a mask, unlike during the other lockdown.</p> <p><u>RC Report continued:</u></p> <p>Wellbeing now focused very much on individual circumstances. Wellbeing team's work has had to be paused.</p> <p>It's not possible to phone everyone once a week, but doing as much as possible.</p> <p>Difficult to keep contact with families that are reluctant to come into school.</p> <p>Lots of individual mentoring.</p> <p>Staff wellbeing – is a bit up and down. People are finding it hard, but there is resilience in the team and they are strong.</p> <p>Moving learning online was complicated and was done virtually overnight, with a lot of innovation.</p> <p>HJ: This lockdown much greater expectation to be running 'online'.</p> <p>RC: It's unbelievable that staff have been able to turn this around. Thinking about how to bring in staff who are coming back from maternity leave.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>RC: We do meet the minimum requirements of school work set by DFE, but we do more than that as well. Pupils are completing the same work in school and same feedback in school. So it's the same provision for both in school and at home. Constantly evolving what we're doing, for example at the moment we are trying to push to improve hand writing.</p> <p>RC: Parents love the individual videos from staff and liking the Zoom calls. Some would like a timetable, some not, Some more zoom, some less. What is best is the contact with the school teacher. Biggest difficulty is motivating * the kids to do their learning.</p> <p>Trying to keep the curriculum as broad and balanced as possible. Haven't made any major changes to the curriculum. Thinking about how to switch back into in-school with continuity of the curriculum.</p> <p>Teachers are aware of the progress that each pupil is making so can make some level of judgement about pupil progress, but hard to fully assess.</p>
<p>12.</p> <p>12 a)</p>	<p><b><u>Monitoring responsibilities:</u></b></p> <p><b><u>RW: Attendance monitoring report.</u></b></p> <p>During last 12 months gone from "you must send to school" through to you're encouraged not to go to school. When things return to normal, RW will begin to see how attendance is going. In particular RW will focus on disadvantaged attendance.</p> <p>RS: How do the broad numbers compare to national average?</p> <p>RW: Not sure about last term. Until covid we were a fraction of a % behind nation and a bit more behind B&amp;H.</p> <p>HJ: It was below national average enough that Ofsted paid attention to it.</p> <p>RW: Trend was upwards and enough to show progress.</p> <p>RC: After last lockdown people wanted their kids in school. They've been in school just 13 weeks in the whole year – hopefully that will encourage families to get their kids back into school.</p> <p>MJ: Should we be trying to make more of an effort to get more of the SEN or vulnerable children into school?</p>

12 b)	<p>RC: After half term, yes, absolutely. The numbers are increasing within each of those cohorts. The 5 and 6 year groups will be splitting after half term. This is partly because the need is increasing over time. And yes, we should do more to get these vulnerable children in.</p> <p>SC: Is that the standard form for monitoring reports and what is the reporting frequency?</p> <p>OS: Governors to work out rhythm for each monitoring responsibility.</p> <p><b>OS: Action: Send around governor responsibilities and form.</b></p> <p><b><u>CF: Staff wellbeing</u></b></p> <p>Very impressed with amount of work staff are doing to keep connected. For example a sweepstake and weekend hamper. Good to keep up morale. A bake-off with Jane G over Zoom, learn how to bake a cake.</p> <p>RC: Doing Baked Alaska after half term</p> <p>CF: Staff enjoyed the ability to adapt what they are doing within their own bubbles. But it is also very tiring for staff. In a school environment there is lots of pressure and parents wanting feedback. Need to recognise the extra work and pressure on the staff.</p> <p>KL: Almost feeling like staff are on call 24 hrs a day. Often get work coming through late at night. Feels like have to respond to that before next day. There is no clear cut off time any more.</p> <p>SJ: Clearly struck what times things are being put onto Class Dojo. Did wonder if that is being monitored to get people to stop being a teacher.</p> <p>RC: We've shared top tips. The problem is that the staff are absolutely fantastic and have set their own expectations so high and want the videos to be fab and the kids to have a great learning experience. But we need to build in the flexibility for the staff to take their own choice. Gold standard is impossible. Staff need to know that bronze is OK now.</p> <p>OS: Changing habits and routines is itself tiring.</p>
-------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>MJ: How do staff feel about also having to be counsellors * to the families?</p> <p>KL: It's part of the job anyway, but its much easier to do at school, and harder to do it via message. But it is also part of our role.</p> <p>Getting the overall feedback was really positive for the staff. We often just get the nitty gritty comments about this or that not working. It was a massive lift just before half term to hear the specifics from the feedback.</p> <p>CF: Good to hear, because during the wellbeing meeting staff had asked to get greater feedback.</p> <p>Are you going to do a survey of families again?</p> <p>RC If we're going back on 8<sup>th</sup> March probably no, but if it goes on longer then yes.</p> <p>HJ: Pearson do a "thank the teacher" sort of thing, maybe encourage through newsletter parents to thank the teacher.</p> <p>VM: Talking to the parents at the gate they are delighted in the provision being provided at the school. Teachers have said hardest thing is providing emotional support to the families and that is exhausting. Everyone is tired.</p> <p>VM: Don't want people to think there is too much work.</p> <p>RC: Have some children finding it very difficult and having some very difficult times. It does then fall on the teachers and they care, and it is right that we are trying to help.</p> <p>HJ: People's limits aren't articulated until they're breached</p> <p>CJ: Should be doing personal actions plan on "what do you need?" How would someone know if you're struggling? Are there any signs that people should look out for. The council are doing this, it's another tool.</p> <p>RC: They went out this week.</p> <p>RS: Wanted to add to the praise for what the teachers have done during this lockdown. And the WhatsApp groups have noticed that tasks are being set at 11pm.</p> <p>HJ: Is this something we should be doing more about?</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>RC: We could put rules in place, but some staff want to do things late and night, others would prefer early in the morning. Flexibility is probably best.</p> <p>KL: Teachers want to work hard, collectively everyone is working hard. Teaching is one of those jobs where you are always thinking you could do that better, even pre covid. That's what teachers are like.</p> <p>RC: We should maybe just be proud of what the teachers are doing.</p> <p>SC: Totally agree with HJ. Is this extra effort being monitored because how sustainable is this?</p> <p>SC: Was really good to be in the staff wellbeing meeting. It's great that RC was able to pull out the comment and share with the staff as that was clearly what the staff were asking for and it was clearly uplifting to see that.</p>
7.	<p><b><u>RC: Staff update and budget update</u></b></p> <p>Budget being shared with LA to check no major omissions or errors and then to discuss with governors.</p> <p><b>Action: RC to send out date for meeting for the budget monitoring group.</b></p>
8.	<p><b><u>SFVS (School's Financial Value Standard)</u></b></p> <p>RW: Mostly the same as last year. But a few changes described by RW</p> <p>There is a dashboard that indicates things that we need to look at and there are one or two areas that we need to look at. And the budget monitoring group ought to look at those.</p> <p><b>RW: Action: Report to next FGB on what the dashboard says.</b></p> <p>RS: Concerned that response to Q13 re: senior business manager and balances would be a red flag.</p> <p>RW: Yes it is a red flag, but we are looking at having a deficit as we have done for the last few years.</p> <p>RS: Is there a different way to phrase it so say that we have confidence that we can manage this.</p>

	<p>RW: Yes, there are specific ways that the questions need to be answered.</p> <p>HJ: Could this be seen as not applicable.</p> <p>RC: Has there been a previous plan for deficits reduction.</p> <p>OS: Yes, we had a three year plan to get down to no licensed deficit. And we were meeting that, until Covid came along.</p> <p>RW: Reality is that we are going to be in deficit.</p> <p>SC: How was this answered previously, as this has not raised concerns before.</p> <p>RW: Wording is the same as before.</p> <p>MJ: Actually Q13 is about a plan for spending a surplus.</p> <p><b>Action: RW to send final version to get signature to go to LA.</b></p>
11.	<p><b><u>Health and Safety</u></b></p> <p>RW doesn't have anything specific to report and has relied upon RC to report to us anything worth noting.</p> <p>RC: Reviewed the site to review H&amp;S issues and put together an action plan for things to improve. Lots of small jobs. Sol * being working hard to make those changes.</p> <p>In terms of big H&amp;S things haven't been any.</p> <p>Risk management checklist and annual H&amp;S audit – maybe that should be targeted for the FGB at the end of the year.</p> <p><b>Action: Annual self audit checklist and RW to monitor that.</b></p>
10.	<p><b><u>Report from School Partnership Advisor (SPA)</u></b></p> <p>RC: Really positive, impressed with what we're doing in the school.</p> <p>HJ: Asked RC about his wellbeing</p> <p>RC: I'm living the dream. It was a year ago that you rang to say I had the job. Feel like I've landed on my feet. Staff are really great. My wellbeing is terrific at the moment.</p>
12.	<p><b><u>Correspondence received by Chair</u></b></p>

	None.
13.	<b><u>A.O.B</u></b>

Meeting closed at 6.16pm.

**Date of Next Meeting 18<sup>th</sup> March 2021**

Signed: .....

Date: .....

Chair of Governors

