



VIRTUAL MEETING OF THE FGB ON MAY 11TH 2021 AT 9.30AM

Present: Hilary Priest (HP), Head, Ian Stewart (IS), (Chair), Sam Wilkinson (SW), Mike Waterson (MW), Claire Jones (CJ), Rob Hill (RH), Sam Gothard (SG), Neil Maslen (NM).

In attendance: Debbie Horton (Clerk)

“We are a community with a lifelong passion for learning.”

Minutes

| 1 | Welcome & apologies for absence Joel McIlven and Laura Partridge sent their apologies. They were sanctioned. Rob Hill arrived at 10am. |
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| 2 | Attendance & declaration of interest The clerk noted attendance. There was no declaration of interest. |
| 3 | Minutes of last FGBM 25.3.21 The Part 1 and Part 2 minutes were agreed as a correct record. |
| 4 | Matters arising from last minutes for this meeting <ul style="list-style-type: none"> Benchmarking exercise (report under item 5) To note Chair's action - agreement to term date changes as result of June 3rd bank holiday (Queen's platinum jubilee) Actions following complaints. There were two: To review Seesaw. HP and IS had looked at other providers, such as google classroom, and found advantages and disadvantages. On balance, Seesaw was preferred as it was suited to primary-aged children, staff had received training in it, and the children are familiar with it. IS will write up the findings. To include an opportunity to provide feedback about remote learning in the parent questionnaire. See item 10. ACTION: Seesaw review report. |
| 5 | Reports from Resources Committee meeting on 4.5.21. The Teaching and Learning Committee meeting had been postponed because of the Ofsted inspection and its agenda is incorporated into this meeting. The FGB had received the minutes of the Resources meeting 4.5.21. Benchmarking. The report had been sent with the agenda. Q: NM was surprised that the school came in so low in per pupil funding. Did it include SEN and PP funding? A: Historically the school had received a comparatively low income, partly because of deprivation funding criteria. Next year, the data will look more even, as formula change meant that per pupil funding had risen this year. RH noted that premises costs for the school were lower than other schools, but these would rise as the school building aged. Money had been put into the budget to address this. |
| 6 | School Improvement Plan (SIP). The latest SIP had been circulated with the agenda. The SIP had now emerged from its emergency mode, and reverted to its usual content. HP reported that there is much to do this term. The school had met with a new school adviser who was pro-active, helpful and supportive. She focussed on curriculum and learning, and made helpful suggestions around leadership and middle management structures. Q: SG asked if she had any suggestions around how SEND children access learning. A: That is being worked on at the moment, with the aim of weaving SEND teaching through the curriculum. |

Q: MW asked how the school ensured that the wider curriculum had an impact on **SEND** children.

A: SEND provision is currently being analysed. At the most recent **INSET** day the **SENDco** initiated a **SEND** audit for staff, which is being used to inform practice, **CPD** and staff confidence. There is a good **CPD** plan in the making; for example, dyslexia training within the primary partnership is taking place soon. The school has bought into South West Education, to enhance support for staff generally.

Q: IS asked about governor visits to the school after half-term, to ensure that governors have other sources of evidence to back up what they are being told in meetings.

A: Lots of classroom observations are being done in the school, after a year where none could take place, to ensure that consistency is back on track.

Q: A governor asked about pupil progress assessments.

A: An informal assessment at Easter showed that progress had slowed. In reading, 64% were working at expected levels or above compared to 78% pre-Covid. In writing, 42% compared to 73%, and in Maths 55% compared to 82%. The school's response is to ensure that the non-negotiables are re-established, and consistency in teaching is strengthened.

Q: SG asked about the Head's instinct with regard to the children's emotional health.

A: It had deteriorated, particularly during the 3rd lockdown. It was shown in issues around separation from parents, concentration, friendships, and bullying. **SW** observed that tiredness was a problem, and a lack of routine, during lockdown and currently, during the opening-up process.

Q: NM asked if this was a point-in-time assessment or a prediction.

A: A point-in-time.

Q: NM asked if catch-up premium would be used for writing and other areas of weakness.

A: Yes. There had been interventions with spelling and phonics with the younger children, which were already showing positive impacts. There were **TA** interventions in years 3 and 4, and a focus on writing in years 5 and 6. The strategy was to re-establish, tighter, more work specific pupil units and good quality teaching.

Q: RH asked if there was uniformity in lack of progress across all the year groups

A: Years 1 and 2 were more in the emerging range, whilst Foundation and year 6 were much better. Parents felt more confident about helping young children and year 6 children were more independent in their learning.

Q: RH observed that the Maths data was the most alarming.

A: Teachers did not feel too worried. So long as the key principles in Maths are embedded, progress increases, and this was happening already.

Staffing

Well-being is generally good. The Education Support Service is providing counselling and support to staff and it is being used. Most staff surgeries have been completed. 3 staff members will be on maternity leave, and cover will be provided in-house. 3rd trimester Covid rules, which require social distancing, have meant additional costs. One member of staff is leaving in September, but will not be replaced.

Early Years framework

A new framework comes into operation in September. Staff training is currently underway. It looks promising, though there some concerns that its expectations are not as high as the previous framework, which might possibly affect outcomes in Year 2.

Q: MW asked if the **EYFS** framework should be in the **SIP**.

A: It is included in the **CPD** plan.

HP asked the governors what they thought about increasing bubble sizes after May 17th, so that years 5/6 can mix at playtimes, and years 3 and 4, and years 1, 2 and reception. It would be good for class transitions and emotional health. Advice is that bubbles should be as small as possible.

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| | <p>Governors were supportive of the suggestion and felt that the risk was low, especially as children were mixing outside school and this was set to increase after May 17th. Rather than closing down bubbles, in the event of infection, it could be that close contacts only would have to self-isolate, if mixing was confined to playtimes only. The risk assessment should reflect any changes, and parents should be informed of changes in the newsletter.</p> <p>MW left at 10.30am</p> |
| 7 | <p>Budget The budget is being worked on at the moment, to reflect the financial impact of SEND changes and maternity cover. The new monitor will be ready in a week or so, and the surplus will be reduced as a result of the new figures.</p> |
| 8 | <p>SEND The governors had received the current SEND website report with the agenda.</p> <p>SG, MW and the SENDco had met. SG observed that the position of SENDco was isolated, which could affect thinking about best practice, and welcomed the collaborative work being undertaken in the Primary Partnership, where SENDcos were meeting as a group. She felt that there was work to be done around the narrowing of gaps for SEND children.</p> <p>Q: SG asked how collaboration with parents of SEND children was going? A: There were lots of meetings with parents, in particular Team round Family meetings. A TA had been assigned three afternoons to keeping those meetings on track. The school was doing lots of observations into SEND teaching and learning, and was looking at provision and intervention.</p> <p>IS pointed out that the SEND report on the website needs to be updated with new figures and names.</p> <p>ACTION: SEND report to be updated to show most recent information.</p> |
| 9 | <p>Pupil premium The governors had received the latest website pupil premium report with the agenda. To monitor strategy (to include barriers to learning, allocation of resources, actions, expected outcomes, ways of monitoring, and to note recent changes in guidance).</p> <p>There are 49 pupil premium children and 23 are also SEND. Progress in this cohort has also slowed and a pupil premium audit is required.</p> <p>Q: RH asked how pupil premium children are identified. A: FSM children automatically go on the PP register but there are other routes to PP, for example, those that have been in care or who have been adopted.</p> <p>HP will write a PP report next July to reflect the last year.</p> <p>NM advised that a new government template has now replaced the old one.</p> |
| 10 | <p>Pupil, staff and parent questionnaires These are sent out and analysed every 2 years and are now due.</p> <p>1-3 targeted questions about online learning will be added to the parent questionnaire in response to the complaint action. Otherwise, the questionnaire will be the same as last time, to give a comparison. JM had offered to help with the new questions. IS and JM to action the parent survey, so that it is ready to go out at the beginning of next half-term.</p> <p>Q: CJ asked about the intended outcome of the remote learning questions. A: The intention was to provide learning. Feedback is useful for the future, as online provision may well be needed again.</p> <p>HP suggested asking the parent who provided data analysis of the last surveys if they would do that again.</p> <p>ACTION: IS and JM to prepare parent survey for sending out.</p> |

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| 11 | <p>Safeguarding</p> <p>The school had recently taken part in the Ofsted inspection into sexual abuse in schools. It had gone well and been useful. The school had been able to feedback their experiences, which included finding that where young children are believed and supported by the school if they report sexual abuse, other systems do not believe so readily or without evidence, and this can mean that no action is taken.</p> <p>Actions included updating the Behaviour policy to show examples of appropriate and inappropriate behaviours (done), the sharing of the Brooks traffic light tool with governors (done), and supporting staff confidence in this area (underway).</p> <p>IS felt that governors' knowledge around appropriate and inappropriate behaviours could be strengthened. HP would find some resources for governors.</p> <p>SW left at 10.50am</p> <p>The governors had been informed via email, but the Head re-affirmed, that there had been a permanent exclusion. A Governor's Disciplinary panel had been formed and will meet on May 26th 2021.</p> |
| 12 | <p>Policies</p> <p>The following policies were reviewed and agreed:</p> <ul style="list-style-type: none"> • Whistleblowing • Education of Children in Care. Claire Jones was appointed Children in Care governor • Secondment (2019 version) • Attendance. HP agreed to check that school-based procedures were highlighted in the policy. <p>ACTION: Check school-based procedures in Attendance policy</p> |
| 13 | <p>Governor training</p> <p>The following training has been booked:</p> <ul style="list-style-type: none"> • IS - Ofsted prep training booked 30.6.21 • IS - Better Governor webinar on Exclusion on May 19th 2021. <p>Q: SG asked how the governing body would prepare for Ofsted. A: IS agreed to share learning from the 30th June training. NM agreed to a short presentation to the board before the next FGB meeting. HP suggested that governors read 'Inspecting the curriculum' and the Ofsted Handbook ACTION: Read 'Inspecting the Curriculum' and Ofsted Handbook</p> |
| 14 | <p>Clerk's report</p> <p>The Resources committee recommended that the FGB trial the Governor Hub system, which is now £149pa rather than £400pa. It would mean transferring from the current email based system, to one where all meeting documents, including confidential papers, policies and governance paperwork are deposited in one digital place.</p> <p>It would be necessary for all governors to have access to the network password during meetings in school, if the system were to become completely online. The Head reported that WI-Fi has been improved in school.</p> <p>ACTION: IS to liaise with Sandie Lovell.</p> |
| 15 | <p>Correspondence</p> <p>There was none.</p> |
| 16 | <p>Business brought forward by the Chair</p> <p>There was none.</p> |
| 17 | <p>Date & time of next meeting</p> <p>FGB July 13th 2021</p> <p>After half-term, meetings will be in school, in the studio, where it is possible to socially distance.</p> <p>RH requested a return to the 8.30am and 6pm meeting times. HP can't do 6pm meetings in school, but can attend them via Zoom. IS hoped that if children can be in school earlier, then 8.30am meetings can resume.</p> <p>Timings after half-term TBC.</p> |

The meeting closed at 11am.

Summary of actions

| | To do | By whom | By when |
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| 4 | Seesaw report | IS | By half-term |
| 8 | SEND website reported to be updated to show accurate | Head | By half-term |

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| | information | | |
| 10 | Preparation of parent survey | IS and JM | Beginning of next half-term |
| 12 | Check school-based procedures in Attendance policy | Head | By half-term |
| 13 | Read 'Inspecting the Curriculum' and Ofsted Handbook | All | By end of term |
| 14 | IS to liaise with Sandie Lovell re: Governor Hub | IS | By half-term |