



Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 8 December 2020 at 6.30pm through virtual governance arrangements

	Present:	Nicola Furlonger (Chair) Abby Jeffrey (AJ) Vanessa Lines (VL) Louisa Rowlands (LR) Emma Sangster (ES) Michael Webber (MW) Jo Winker (JW) (Vice Chair)	
	In attendance	Carly Birkett (Acting Headteacher) (AHT) (Items 1-9) Lesley Hardwick (Clerk)	Action
1.	APOLOGIES FOR ABSENCE	The Chair welcomed everyone to the meeting. Apologies for absence from Alison D'Alton and Andrew Pembroke were received and accepted.	
2.	DECLARATION OF BUSINESS INTERESTS	No declarations of interest were received in respect of any item on the Agenda. The Chair reminded Governors to declare any interests that might arise as the result of discussions at the meeting.	
3.	MINUTES OF LAST MEETING AND MATTERS ARISING	<p>Minutes of FGB meeting held on 22 October 2020 A Governor commented that the Confidential element of the discussion about the SEND Monitoring Report had related to the potential for identifying the child mentioned in the discussion and not the redeployment of the TA who had worked with the child. The Clerk commented that the first part of the discussion had been included to provide context but agreed to include those comments in the non-confidential minutes as well as the Confidential minutes.</p> <p><u>The minutes of the meeting held on 22 October 2020 were approved as an accurate record (to be signed by the Chair of Governors at a future date).</u></p> <p>Action Points Governors reviewed progress against relevant outstanding actions:</p> <ul style="list-style-type: none"> • <u>Notes from Pay Panel</u> – The Chair noted that these notes had not been circulated but also pointed out that it had been confirmed at the Governance Review that the FGB should only be advised of the overall financial impact of the decisions relating to staff pay. A Governor noted that this information had been discussed as part of the most recent financial monitoring. <i>The Vice Chair (Chair of the Pay Committee) agreed to speak to the SBM to confirm this information and to circulate it to the FGB.</i> • <u>Governor Video</u> - The AHT confirmed that the video had been well received by staff. The Chair thanked ES for co-ordinating this piece of work. <p>It was confirmed that all other actions had been completed or were covered under other agenda items.</p> <p>Other Matters Arising There were no other matters arising from the minutes.</p>	JW

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4.	<p>MEMBERSHIP</p> <p>Staff and Parent Governor Elections The Chair confirmed that the Staff Election process had been completed. She congratulated the successful candidate, Abby Jeffrey and welcomed her to her first meeting as the new Staff Governor. She advised that the Parent Election process was continuing, with the deadline for nominations being 18/12/20 and advised that a ballot would be run in January if needed. The Chair confirmed that an information session had taken place as part of the staff election and that a session for parents would be held on 16/12/20, with the AHT, herself and Governors Andrew Pembroke and Vanessa Lines. In response to a question, she reported that one expression of interest had been received so far.</p> <p>Co-opted Governor Vacancies The Chair reported that the Clerk had received one expression of interest from a potential governor, from the advert placed on Inspiring Governance, and that a message had been left through that site for the other potential candidates she had identified previously. It was agreed that this item would be picked up again at the January FGB meeting.</p>	NF/LH
5.	<p>STRATEGIC PLAN/AHT'S REPORT</p> <p>Strategic Plan/Recovery Plan</p> <p>Strategic Priority One: Closing the gap: Covid 19 Response Governors reviewed the data included the report and responded to a number of questions raised in advance of the meeting:</p> <ul style="list-style-type: none"> • School Data - A Governor asked how the data circulated with the meeting papers had been arrived at and how it would be used as part of the School's catch-up strategy. The AHT explained that targets had been set for all children to reach by the end of the year (for example to be working at age-related Expectations or at Greater Depth), based on outcomes from EYFS (for KS1) or KS1 (for KS2), and that the data related to the percentage in each year group who were currently not on track to reach those targets. She confirmed that the School had not changed the baseline data or the end of year expectations. The HT advised that the assessment system used by the School included three milestones each year and that progress was tracked against these milestones at each of the three assessment points, with interventions put in place if children were not on track to reach them. The HT reported that Writing had been identified as the area where gaps were most significant, particularly in Years 5/6 and 1/2. She suggested that this might be because parents did not generally have the skills needed to teach upper KS2 writing skills or help children develop early writing skills at home, as these were both very difficult areas to teach. She commented that it was clear that children had lost stamina in Writing and that currently between 25% and 35% of children were not on track to reach their year-end targets, compared to the 5% to 10% that might be expected at this stage in the academic year. She added that, for some children, it might take more than one academic year to close the gap. The AHT referred to the list of planned interventions, some of which would be run by the Catch-Up teacher. She pointed out that the data for vulnerable groups was skewed by the fact that there were small numbers of children in each group in each year group, so each child represented a higher percentage of the total. She also explained that children with SEND were set targets that reflected the level at which they were working (for example a Year 6 child might have a target to reach Year 2 age-related expectations). <p>A Governor noted that Year 2 was currently below target across all subjects and asked why this was, compared to other year groups. She also advised that the differences in the data reflected the variations between each year group. A Governor expressed some concern that the data for PPG children was weak in</p>	

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some year groups. The AHT explained that the data compared the progress being made by PPG children against the targets for their year group as a whole. **A Governor asked whether the data had been broken down by gender.** The AHT confirmed that the school would be examining the data by group (including AEL, ethnicity, Summer-born etc) but had felt that providing too much data would be confusing. **A Governor commented that there might be differences in the ways in which boys and girls had responded to the lockdown in terms of working at home and suggested that there might also have been greater impact for AEL children if parents did not speak English.** The AHT advised that Tapestry would be rolled out across the school if children were working at home, as this had been very effective in lower year groups. She also confirmed that the School set clear expectations in regard to engagement and completion of work and would call home to follow up if work was not submitted.

A Governor noted that the data also indicted that some children had responded well to the lockdown and had shown enhanced progress. The AHT advised that she and the DHT/SENCO had met with teachers and discussed the level that each child was working at and that targets would have been increased if children were now working at a higher level. She pointed out that the year-end targets were always challenging. **A Governor asked whether targets would be amended at a later stage if it was felt that they were no longer realistic.** The AHT commented that this would depend on a number of variables that it was currently difficult to predict, such as the number of bubble closures and the amount of time in school that had been missed. She also pointed out that, due to the number of teachers currently self-isolating, TAs had had to be moved into different classes or taken off specific interventions, which could also have an impact on progress,

A Governor noted that the data had previously referred to the percentage of each year group expected to meet or exceed age-related expectations but seemed to have moved away from that to a more individual approach. The AHT advised that the School had always set individual targets, and that the data that she had produced for Governors was based on this, identifying the percentage of children who were not on track to meet those targets. She felt that it was more useful for governors to see the year group information as this illustrated the School's expectations and gave a whole-school picture. She added that the School never set a target that was below Expected and that targets would therefore always be aspirational. **A Governor noted that the school and governors needed to be realistic and that outcomes would very much depend on what happened during the remainder of the year.** *It was agreed that the AHT would produce the end of year targets to show the attainment targets for Years 2 and Year 6 for governors to review at the next FGB meeting.*

A Governor asked if there was a correlation between lost learning behaviours and engagement. The AHT confirmed that it was clear that children's learning had been affected by low parental engagement and/or mental health, commenting that the School was still struggling to secure support from outside agencies and explaining that support from Early Help was now limited to two phone calls and Educational Psychologists were not meeting with children face to face. She confirmed that the School was doing everything possible to engage with parents or signpost them to other agencies, but that there had been an impact on children's learning. The AHT reported that 30 parents had attended the recent workshop run by the School. **In response to a question, she advised that the School was particularly concerned about five or six hard to reach families, who did not engage and would carry out a home visit to check if children were not in school.** **A Governor commented that it was difficult for the School to do anything where parents would not engage. She also noted the comments in the School Improvement Advisor's Note of Visit regarding engagement with outside agencies.** The AHT explained that these comments arose from a

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discussion about action that she had taken and concerns that she had raised with the LA's Safeguarding Officer, and that the SIA had reassured her that she had done everything possible to support the families.

A Governor asked whether the Kent Test results for Year 6 had been impacted by lockdown or had been in line with expectations. The AHT advised that children across the County had struggled with the Maths paper, due to lack of pace, but she felt that the parents of the children who had sat the test would have kept them learning and practicing during lockdown.

The AHT confirmed that another data drop would be held at the end of Term 3 and would be shared with the FGB at its Term 4 meeting. A Governor asked whether the School was able to supply information on the percentage of children who were disengaged and/or who had lost learning behaviours. The AHT highlighted this information in the Covid Catch-up Strategy and commented that, although Year 2 had not performed well in respect of the percentage on track to meet targets, the cohort in fact displayed the right behaviours, which was positive. She remarked that considering learning behaviours helped staff understand the approach that needed to be taken with different year groups.

- **Funded Covid Catch-Up Plan** – Governors reviewed the funded Catch-Up Strategy. The AHT explained that the school was using the EEF three stage model ((i) teaching and whole-school strategies, (ii) targeted approaches and (iii) wider strategies).
 - (i) **Teaching and whole school strategies** – The AHT advised that a proportion of the Catch-Up Funding would be spent on CPD, to ensure there was quality first teaching across the school. In addition, all teachers had received additional release time from class to have more time for planning the enquiry for the following term.
 - (ii) **Targeted approaches** – The AHT confirmed that targeted support would be in place to focus on areas of lost learning. Year 6 children would be given small group tutoring run by teachers after school, in addition to morning and afternoon interventions across the school.
 - (iii) **Wider strategies** – The AHT advised that the School Counsellor's hours had been increased. She also confirmed that the School would supplement the Catch-Up funding from its own funds (to be discussed under Item x)

A Governor asked how long the funded interventions would be in place. The AHT confirmed that the programme would be in place for at least the remainder of the academic year. She confirmed that once the data had been fully analysed, targeted interventions would be put in place to respond to children's individual needs, and that these would continue as long as they were needed.

The HT advised that the target set for the impact of the funding would be that 75% of children were on track by the end of the year. **In response to a question, she clarified that this target was 75% of those children who were currently not on track, rather than 75% of each year group, as the funding was specifically intended to close the gaps that had opened up during lockdown.**

A Governor commented that this was a very helpful document and noted the School's proposal to provide an additional £10,000 from the 2020/21 Budget.

A Governor questioned if this would be sufficient. One of the Finance Monitoring governors confirmed that there was sufficient capacity within the 2020/21 Budget to vire £10,000. The AHT advised that she would be discussing the potential for continuing additional support for catch up interventions into 2021/22 with the SBM. She advised that the School had appointed one catch-up teacher, was considering a Catch-Up teacher on a part time contract (0.6 FTE) for the remainder of the academic year and was also considering appointing an additional teacher at an approximate cost of £20,000 with on-costs. She noted that the Covid Catch-Up funding would be paid, in three instalments, to cover the period to the end of July.

A Governor asked how the Catch-Up funding sat alongside the Pupil Premium spend and strategy. The AHT commented that it was difficult to separate the two,

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	<p>as PPG children who were not on track would be entitled to receive interventions using the Covid funding. She confirmed that the PPG spend would need to be reviewed before the end of the year, as some planned spending would not have taken place due lockdown and restrictions on trips and activities. She agreed to bring a further report on PPG spend back to the next meeting.</p> <p>Governors considered the proposal to supplement the catch-up funding from the School's budget. The Finance Monitoring governors confirmed that these proposals had been discussed in detail at the recent finance monitoring visit and that the proposal was to vire £10,413 from the Building Maintenance and Improvement Budget, which was showing a surplus because it had not been possible to carry out some of the work that had originally been planned.</p> <p><u>Governors approved the virement of £10,413 to make up the shortfall identified in the Catch Up plan. They also agreed, in principle, to provide further funding relating to the employment of a further Catch Up teacher for the remainder of the academic year, from the 2021/22 budget (to be brought back to the next meeting for formal approval)</u></p> <p>[Michael Webber left the meeting, which remained quorate]</p> <p>In response to a question the AHT confirmed that the Catch Up teacher had initially been employed until the end of the academic year, and that her continued employment after that time would depend on whether children were back on track and on whether further funding would be available.</p> <p>A Governor asked how SEND children would be supported to catch up. The AHT confirmed that, in the same way as other interventions, this would be done through a mix of 1:1 and small group work.</p> <p>Governors discussed whether progress against the Catch-Up Plan, and its impact, should be monitored by a separate monitoring pair, or by the full Governing Board. It was noted that this was one of the School's Strategic Priorities and agreed that, as such, progress and impact should be reported to the FGB. The AHT agreed to RAG-rate the data to indicate progress.</p> <ul style="list-style-type: none"> • <u>Pre-meeting questions on Strategic Priority 1 – A Governor had asked if Maths was the only CPD priority area for quality first teaching and if it was being used to model teaching in other subjects.</u> The AHT explained that the last Inset day had focussed on Maths CPD because the School had moved to the White Rose Maths scheme, which required a different way of teaching and a different approach to the subject, which needed to be embedded. The Early Excellence scheme was still being used to develop continuous provision across KS1 and staff had received training on the power of reading in line with the curriculum and curriculum intent. The AHT also confirmed that the skills that had been taught in the CPD session were transferrable, for example with regard to questioning and deeper thinking. A Governor asked if there would be any additional CPD in Writing. The AHT advised that core texts were being used in Reading and Writing and confirmed that the English Leader was enrolled on a course that would run for the whole year, and would disseminate the learning from this across the school. In this connection, the HT confirmed that there would be a new English Lead from January. <p>Another Governor had asked whether the school was still using the MyMaths app for homework. The AHT confirmed that the app was still being used to supplement what has been taught in class.</p> <p>Strategic Priority Two: Deep Learners</p> <p>The AHT responded to questions raised before the meeting.</p> <ul style="list-style-type: none"> • <u>Curriculum Content – A Governor had asked how the Curriculum Intent materials would be shared with parents and pupils.</u> The AHT advised that she was currently pulling all the information together into a single document that set out the actions that the school was taking and the reasons and research behind them. She hoped that this would be available in January and confirmed that the document would be shared with governors before it was published. A 	<p>ADA/ CB</p> <p>CB</p> <p>CB</p>
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Governor commented that the teachers had put a great deal of work into the curriculum during the previous academic year and asked if there would be an opportunity for them to take a break from curriculum development. The AHT recognised that the school had been on a journey, commenting on the work that had been done to reduce and refine the skills from the Cornerstones programme used previously to fit within the new curriculum and confirmed that this work was underway and the revised skills were in place. However, she pointed out that there would always be curriculum development as needs / interests of cohorts will change and the curriculum would need to reflect that.

- **Curriculum Intent - A Governor asked whether the two Governors who had carried out the monitoring visit could describe the curriculum intent at Sussex Road.** One of the monitoring Governors confirmed that she did not believe this was entirely possible currently, as they had so far focussed on monitoring curriculum development. She confirmed, however, that there had been a lot of discussion about Inquiry and questioning. The other monitoring Governor reported that the monitoring pair had spoken to three teachers and had gathered a sense of the Intent, and that teachers had spoken about bringing a sense of awe and wonder and the idea of mastery. She believed that the Intent was there, but needed to be pulled together, although teachers knew what they wanted to achieve. The other monitoring Governor added that teachers had a sense of the school's vision and a passion to deliver it and believed that it should be easy to pull everything together. A Governor noted that it was clear that the school's values motivated staff and met Ofsted's expectations in relation to personal development. The AHT added that there was an emotional element to this as well, in that staff were passionate about the children, and about what they were teaching and made the topics that they were teaching relatable, which helped the children remember what they had been taught and gave lessons a sense of purpose
- **EYFS - A Governor had asked why there had been nothing in the curriculum slides regarding EYFS and asked whether there should be some information about how the curriculum in EYFS laid foundations for Year 1.** The AHT advised that she was still working with EYFS leaders to prepare information about the EYFS curriculum.

Strategic Priority Three: Outdoor Learning

The AHT responded to questions raised in advance of the meeting:

- **A Governor had asked how the impact of outdoor learning would be measured and whether feedback from pupils would be included as part of the measure of impact.** The AHT pointed out that this would be an ongoing project over the next two years, and that the Opal Programme had not been progressed significantly over the autumn term. The AHT also advised that there was EEF research which included measurement of impact, what success might look like and how it might impact on attainment. She commented that the priority covered more than outdoor learning per se and would also impact positively on learning behaviours and on self-confidence. **A Governor noted that, although these were difficult impacts to measure quantitatively, they could more to a measurable impact on attainment. She also asked if pupil feedback could be used to evidence the impact of outdoor learning on wellbeing. Another Governor asked if the school used existing resources, such as the Leuvens Scale to measure wellbeing.** The AHT advised that the Leuvens scale was used in work with individual children to assess engagement and emotional wellbeing but the format and frequency of the tests meant that they were not suited to be used more widely. She added that the SENCO was exploring options to monitor wellbeing effectively.
- **A Governor had noted that the PE leader wanted to embed PE as part of the curriculum but asked whether this was the overall aim of this strategic priority. She asked how the school would know when success had been achieved and how success would be measured, asking if children would just be given a**

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rating for PE overall, or whether assessment would be broken down further. A Governor commented that there were particular activities that would have specific outcomes such as learning about the environment, enrichment and engaging children. The AHT added that Outdoor Learning encapsulated more than PE and Forest School and added that the use of the Opal Programme would embed outdoor activities in the wider sense.

A Governor commented that there was a great deal in the Strategic Plan about wellbeing and asked how these all linked together. The Chair noted that the SENCO was developing strategies for wellbeing and suggested that this topic could be revisited in the new year. **The AHT advised that the SENCO would be pleased to present her proposals to Governors at the next meeting. This proposal was agreed.**

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The AHT noted that less progress had been made in this section of the Strategic Plan than she would have liked. The Chair noted that Covid restrictions and the need to find a new contractor meant that it had been difficult to make progress.

The Chair asked if there were any areas of focus for Governors from the recent Curriculum monitoring visit. One of the monitoring governors noted that the visit had covered curriculum development which had already been discussed, outcomes and intent. She remarked that the presentations – from the Maths and PE leads – that had been shared at the monitoring meeting had been really useful and that the Governors had both felt that things were progressing well, particularly in the delivery of the maths curriculum. The other monitoring Governor confirmed that the visit had also covered the use of PE funding and support within the school for Outdoor Activities (OAA), as referred to within the monitoring report. **She commented that the Governors had felt that the anticipated outcomes for OAA were not clear on the PE Plan and that, although the AHT had confirmed that there were plans to deliver them, the Governors had felt that these needed to be more focussed.** She noted that a large number of extra-curricular activities included in the Plan, but that these might not be taken up by all children. **A Governor noted that there was a general aim to drive PE forward, but questioned whether there were more specific aims, for example to take part in more competitive sports. One of the monitoring Governors commented that the PE Leader had reported that certain skills were still lacking. The Governors had also talked about plans to increase the range of clubs, make greater use of the MUGA and create greater opportunities for competition, but had been concerned as to whether there was a continuity of approach and a clear vision.** The AHT pointed out that it was difficult this year because so many actions were on hold due to Covid but agreed that this was something that needed to be looked at in the future. **One of the monitoring Governors noted that before lockdown the monitoring pair had discussed developing competitive teams and creating greater opportunities for children to join in, including clubs run by external agencies, and asked if the School still wanted to push this competitive aspect of PE. A Governor commented that this was linked to the development of deep learners and mastery across the curriculum, and that children needed to develop basic skills in order to be able to perform or compete. One of the monitoring Governors pointed out that they were currently getting mixed messages, whereas previously they had been confident about what was being done. Another Governor pointed out that a great amount of PE funding monies had been spent previously and that governors had been satisfied that staff had been upskilled and that the quality of provision had improved, but that comments made at the most recent monitoring visit had suggested that this was not the case.** The AHT commented that the current restrictions made it difficult for leaders to get around the school to see for themselves what was going on, and that this might have led to some confusion. **She agreed to investigate this issue further.**

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Headteachers Report.

The HT responded to a **number of questions raised in advance of the meeting:**

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	<ul style="list-style-type: none"> • Staffing Structure – A Governor had asked if the HT could produce an updated staffing structure for the next meeting. The HT agreed to do this. • Schools Partnership Visit – A Governor had questioned the focus of this visit. The AHT confirmed that the focus would be on Maths mastery and on how SEND children and those working at greater depth could be challenged. • School Improvement Advisor’s note of visit – The AHT noted that this had been a positive visit and that the SIA had been pleased with what she had seen. She advised that the SIA would be coming back for a pre-Ofsted review and that she would ask her to work with subject leaders to prepare them to talk to Ofsted as part of this visit. <p>Changes to the Risk Assessment The AHT advised that the school had now started to offer hot meals, although it had taken 2.5 hours for service to be completed and confirmed that the Risk Assessment had been updated accordingly.</p> <p>Parent Survey The Chair confirmed that the deadline for return of responses had now passed and that 140 responses had been received. She had not yet had an opportunity to review the responses in detail but at first glance they appeared to be positive, with 99% of respondents confirming that their children were happy at school and 97% saying that they felt safe. She had also noted that the total number of respondents who had submitted a negative response was extremely limited. She confirmed that she would prepare a full analysis for the next meeting.</p>	<p>CB</p> <p>NF</p>
6.	<p>WELLBEING AND SAFEGUARDING</p> <p>Wellbeing Governors noted that the SENCO would provide an update on wellbeing at the next meeting. The AHT pointed out that she had also provided an update on staff wellbeing within her report and that although there were some anxieties about the current situation, strategies were in place to deal with them.</p> <p>Safeguarding [This item had been covered after agenda item 3] The Safeguarding Governor advised that it had been some time since there had been a physical review of the SCR. It had not been possible to do so as it would require attendance at the school. He also noted that the standard safeguarding self-evaluation pro-forma should be updated. The last review utilised the KCC “return to school” safeguarding toolkit which he had reviewed previously. He noted that it had been suggested by the AGO at the Governance review meeting that governors should not check the SCR themselves but should satisfy themselves that the HT had done so. However, the legal onus was on the FGB to ensure the register existed and was up to date. It would be reviewed early in any Ofsted inspection and governors would need to evidence to Ofsted that steps had been taken to ensure the school’s records were up to date. He advised that the NSPCC produced a comprehensive and helpful safeguarding toolkit and confirmed that he would send this to the AHT and follow up on any questions arising from this process. He also commented that governors had not read through the detail of the SCR at previous visits but had instead questioned the SBM and asked to identify where there were any gaps in the records.</p>	<p>CB</p> <p>MW</p>
7.	<p>FINANCE AND RESOURCES</p> <p>Feedback on Six Month Financial Report The Chair confirmed that the LA’s feedback had been discussed at the recent financial monitoring visit, and that, as reported in the monitoring visit report, the LA had raised a</p>	

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	<p>query about budget calculations within the additional grant funding budget code and had pointed out that the school was forecasting an in-year deficit budget. Governors had noted that the grant position would be clarified in the nine-month monitoring statement and that the in-year deficit had been identified at the time the budget was set. The Chair agreed to send the Clerk a copy of the LA's feedback spreadsheet for uploading to Sharepoint.</p> <p>Budget Monitoring The Chair reported that the November monitoring report had been discussed the Finance Monitoring visit. Governors had noted that there had been significant movement within the budget and there had been some discussion about how the financial position might change during the remainder of the year. Governors noted that the projected outturn at the end of October had been approximately £150,000, compared with the approved budget estimate of £77,500. It was noted that this was closer to the Budget Control Mechanism (BCM) limit, but this was a temporary, moving position that would become clearer when the nine-month position was available. The Chair reported that much of the discussion at the monitoring meeting had been about supplementing the Covid Catch Up funding by moving monies from other areas of the budget.</p> <p>Virements and Write Offs The Virement of £10,413 to support the Covid-19 Catch Up Plan had been agreed under agenda item 5. The Clerk asked for further information for the minutes regarding the budget code that the monies would be vired from and where they would be moved to. There were no further virements or write offs requiring approval.</p> <p>Contracts, tenders and expenditure above delegated limits The AHT confirmed that there were currently no contracts, tenders or expenditure requiring FGB approval, although she advised that the SBM was currently obtaining quotes for the repair of the playground and would bring details to the next meeting for approval.</p> <p>Premises/Maintenance update The AHT reported that the boilers in the Millennium Block had been repaired and that a leak from the flat roof had been mended.</p> <p>Health and Safety Monitoring Governors noted that the SBM had previously circulated a copy of the LA's Health and Safety Audit report for information and that currently it was not possible for the Health & Safety Governor to carry out a site inspection.</p>	<p>NF</p> <p>CB/ ADA</p> <p>ADA</p>
8.	<p>POLICIES</p> <p>Pay Policy Governors noted that this Policy was not yet available for approval and would be brought to the next meeting.</p> <p>RSE Policy The AHT advised that this Policy had now been through staff and parent consultation. <u>The RSE Policy was approved.</u></p> <p>SEND Policy One of the SEND Monitoring Governors confirmed that she had reviewed the revised Policy previously and that there were only minimal changes <u>The SEND Policy was approved</u></p> <p>Appraisal Policy <u>The Appraisal Policy was approved.</u></p>	<p>ADA</p>

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	<p>Equality and Accessibility Policy The Chair pointed out that the SBM had combined two previously separate policies into one document. <u>The Equality and Accessibility Policy was approved.</u></p>	
9.	<p>GOVERNANCE</p> <p>Outcome of External Governance Review The Chair confirmed that the AGO's notes and recommendations had been received at the beginning of the week and had been circulated, with the notes taken by the Clerk, but that she had felt that Governors needed more time to review them before discussing the outcome of the Review. <i>She confirmed that she would work with the Vice Chair to prepare an action plan based on the AGO's recommendations for the next FGB meeting, and asked Governors to email her with any comments or suggestions.</i> A Governor commented that the Review meeting had been helpful and had provided some useful suggestions to improve governance. It was also felt that it had been useful to have an opportunity to reflect on the GB's performance outside a normal FGB meeting.</p> <p>2020/21 Monitoring Plan The Chair referred to the plan circulated with the meeting papers, but suggested that this should be amended to take account of the suggestion made at the Review meeting that monitoring should focus on SP Priorities</p> <p>Governor Monitoring Reports not dealt with elsewhere It was confirmed that all monitoring reports had been dealt with under other agenda items.</p> <p>Training attended since the previous meeting</p> <ul style="list-style-type: none"> • Financial Monitoring – a Governor confirmed that she had attended training on financial monitoring, but had felt that it would have been more appropriate for less experienced governors. • Prevent Training – The Training & Development Governor reported that Governor Michael Webber had recently completed online Prevent Training and had noted that the content of the course had changed significantly to the course he had completed previously. The Clerk suggested that all Governors should re-take their Prevent training as it was good practice to keep this training up to date. <i>The Training & Development Governor agreed to circulate a link to the training.</i> <p>TEP Monthly Governor briefing The Chair noted that the November briefing had included links to guidance on online safety, good estate management practice and noted that it had now been confirmed that Ofsted would not run a full inspection programme until the summer term, focussing in the meantime on 'light touch' visits to RI or Inadequate schools, or on those where safeguarding concerns had been raised. The AHT added that the DfE had now advised that there would be no KS1 SATS or GPS tests at KS2, and that the Year 4 times tables check would be optional. She confirmed that data would still be sent to the LA, although there would be no published League Tables. She also confirmed that the School would still report to parents on progress and that parents would receive a teacher-assessed grade. The Clerk noted that the Bulletin also suggested that schools should review their preparations for the end of the Brexit transition period.</p> <p>Exception report on GovernorHub declarations The Clerk <i>confirmed that she would contact Governors who had not yet completed the declarations on GovernorHub or the online Code of Conduct declaration individually outside the meeting.</i></p>	<p>NF/JW</p> <p>LR</p> <p>LH</p>

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10.	<p>CHAIR'S ACTION AND CORRESPONDENCE</p> <p>The Chair confirmed that she had not taken any Chair's Actions since the last meeting and had not received or entered into any correspondence that she had not previously shared with governors by email. She reported that the Headteacher's Performance Management Panel had met for a mid-year review of the AHT's objectives for the current academic year.</p>	
11.	<p>ANY OTHER URGENT BUSINESS</p> <p>FGB Meeting Papers</p> <p>A Governor commented on the number of papers produced for the FGB meeting and remarked on the delay in uploading some of the papers to Sharepoint, which made it difficult for Governors to prepare for the meeting. She suggested that the GB should decide on a paper by paper basis whether late papers should be accepted or carried forward to the next meeting. The Chair noted that there was a tight turn round time for Finance Monitoring papers, due to financial reporting deadlines.</p> <p>There was no other urgent business.</p>	
12.	<p>CONFIDENTIALITY.</p> <p>Governors considered whether part of the discussions relating to the SIA's Note of Visit and of the PE monitoring (under Item 5) should be reported in the Confidential minutes. The Clerk confirmed that she would aim to draft the minutes in a way that avoided the need for any of these discussions to be confidential.</p>	
13.	<p>DATE OF NEXT MEETING</p> <p>The date of the next meeting was confirmed as Monday 18 January 2021 (to be held virtually)</p>	
14.	<p>IMPACT OF THE MEETING</p> <p>Governors noted that the GB was now better informed about the impact of lockdown on progress and on the action that the school was taking to close the gaps and on the use of the Catch-Up funding. There had also been a useful discussion arising from reports of monitoring visits.</p> <p>The Chair thanked Governors for attending the meeting and wished them a Happy Christmas. The meeting closed at 8.50pm</p>	

Signed.(Chair).....Date

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ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Responsibility	Status
17.3.20 22.10.20	9 3	PPG provision and spend to be discussed as part of L&M Monitoring	End T6	NF	To be taken forward to T2 monitoring
15.9.20 22.10.20 8.12.20	7 3 5, 6	The Chair and AHT to discuss the SENCO/DHT's attendance at some future FGB meetings	End T1	NF/CB	On-going – SENCO to present to T3 meeting
22.10.20 8.12.20	4 4	Information sessions to be arranged for potential staff and parent governors	8.12.20	VL/AP	Parent governor session still to take place
22.10.20 8.12.20	5 8	Advice to be taken from SPS and a revised Pay Policy to be brought to T2 meeting	8.12.20	ADA	To be brought to T3 meeting
22.10.20 8.12.20	10 3	Notes from the Pay Panel meeting to be drafted for the next meeting	8.12.20	JW	Total cost of awards confirmed : Teachers Pay rises - in the original budget – Total £75,113.12 Support rises in the budget £26,335.28 additional support rises over the basic level £2,119.82 (from a pot set aside in the budget for this eventuality) Support staff pay rises in total £28,455.10. Total for all staff £103,568.22
8.12.20	4	Coopted vacancies to be discussed at the next meeting	18.1.21	NF	On agenda
8.12.20	5	Detailed data for years 2 and 6 to be produced for the next FGB meeting	18.1.21	CB	On agenda
8.12.20	5	Results of the next data drop to be presented to T4 meeting	Term 4 FGB	CB	
8.12.20	5	A report on PPG spend to be brought to the next meeting	18.1.21	CB	Deferred to T4 meeting
8.12.20	5	A request for a further virement to supplement the Catch Up funding to be brought back to the next meeting if affordable	18.1.21	CB/ADA	Not required
8.12.20	5	The data report to be RAG rated to illustrate progress	Term 4 FGB	CB	Completed
8.12.20	5	The draft curriculum content document to be shared with governors	18.1.21?	CB	Deferred to T4 meeting

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8.12.20	5	The HT to investigate issues raised by the PE Funding monitoring governors	18.1.21	CB	Deferred
8.12.20	5	A full analysis of the parent survey to be prepared for the next meeting	18.1.21	NF	On agenda
8.12.20	6	The NSPCC safeguarding questionnaire to be sent to the AHT and discussed	End T3	MW	Completed
8.12.20	7	The LA Feedback report to be uploaded to Sharepoint	End T2	NF/LH	Completed
8.12.20	7	Further details regarding the virement to support the Covid Catch Up plan to be sent to the Clerk	End T2	NF/ADA	Completed
8.12.20	7	Quotes for work to the playground to be brought to the next meeting	18.1.21	ADA	On agenda
8.12.20	9	An Action Plan from the External Review to be prepared for the next meeting. Governors to pass on comments/suggestions	18.1.21	NF/JW/CB All	On agenda
8.12.20	9	A link to updated Prevent training to be sent to governors	End T2	LR	Still to be completed
8.12.20	9	Governors who have not completed GovernorHub declarations or the Code of Conduct form to be contacted	End T2	LH	In progress

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