



Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 25 January 2021 at 6.30pm through virtual governance arrangements

	Present:	Nicola Furlonger (Chair) Emma Burns Alison D'Alton (ADA) (SBM) Abby Jeffrey (AJ) Vanessa Lines (VL) Andrew Pembroke Louisa Rowlands (LR) Emma Sangster (ES) Jo Winker (JW) (Vice Chair)	
	In attendance	Carly Birkett (Acting Headteacher) (AHT) (Items 1-9) Lesley Hardwick (Clerk) Amanda Flaherty (AFL) (ADHT & SENCO) (Item 1 only)	Action
1,	<p>PRESENTATION: MAINTAINING MENTAL HEALTH AND WELLBEING</p> <p>Acting DHT Amanda Flaherty delivered a presentation on actions that the School was taking to maintain the mental health and wellbeing of pupils, staff and parents during the pandemic and current school closure – presentation slides filed with the meeting papers on Sharepoint https://sussexroadkentsch.sharepoint.com/:p:/g/Governors%20Sharepoint%20Site/ESh39D0Ev9VOuS9fgn-S0BQWXmHnh9j-AK0legdK50vQ?e=2BxAj5</p> <p>The ADHT began by quoting from Priority One the 2020/21 Strategic Plan – Closing the Gap – Covid 19 response – and the four actions of: Identifying and addressing any mental health and wellbeing issues of staff/pupils and parents; Using the allocated Catch-up funding effectively based on the needs of the school; Use of targeted social and emotional support; and Maintaining positive relationships with parents. She then confirmed the provision available for pupils in school, providing details of the work of the Mental Health Leads (the SEN Teachers and TA support), and Pastoral Support team (the School Counsellor and SEMH Learning Mentor) and outlined the SEMH provision covering the Curriculum and Assessment and Intervention. The ADHT explained that SEMH provision within the Core curriculum for all pupils was key and was delivered through PSHE, where children were encouraged to engage and open up about their feelings. She commented that some children were not prepared to do this yet and believed that it might take more than a year for some to talk about the impact of lockdown and school closure on their mental health. With regard to Assessment and Intervention, the ADHT explained that the majority of assessments were informal, through ongoing dialogue, information-gathering and information from outside agencies, such as Social Services and the Police. She commented that staff were often aware of children's SEMH issues before receiving a notification from an outside agency and she referred to a slide which provided details of issues covered during recent SEMH interventions and content used during these sessions.</p> <p>The ADHT turned to actions taken to support staff wellbeing. She explained that the School had two staff Mental Health Leads, identified through appraisal with appropriate appraisal targets, who had attended Mental Health First Aid at Work courses. She confirmed that the SLT was aware of staff workload, and the impact of the pandemic on it, and had taken action to try to address this and to limit stress, such as reducing the number of meetings staff were expected to attend. There was also informal dialogue with</p>		

staff and appropriate resources, from The Education People, The LA and the Education Support Hub were signposted to staff. The ADHT added that the Mental Health Leads mainly had an enabling role, to help staff recognise that they needed support and to provide information on where they could get this. She added that two staff meeting sessions focussing on Mental Health and Wellbeing had been held so far this year, covering the items that she had mentioned and facilitating colleague support with reference to the Mental Health First Aid '3 Ls' of Look, Listen and Link.

The ADHT referred to the Well Being for Education Return Covid 19 Programme, funded by the Government and delivered locally through TEP. Two sessions had been held for school staff and governors. The next steps in the programme were to identify ongoing support and to run a Steering Group, which had identified Supervision for staff as the most important support system to embed in school. She commented that Supervision did not take place in the education sector in the same way as in other professions and advised that it therapeutic supervision would be the appropriate type of supervision for non-mental health professionals. She advised that she would be completing a course in supervision techniques and would disseminate these to staff in a 'train the trainer' approach.

The ADHT referred to the work of the Anna Freud Centre, which had previously been given Government funding and which had developed a framework of support which incorporated five elements: Leading Change; Working Together; Understanding Need; Promoting Wellbeing and Supporting Staff. She added that the Centre produced resources which were resource-based, practical, accessible, sustainable over time and context-led.

With regard to support for parents, the ADHT advised that staff were supporting parents through informal dialogue, mostly through phone calls. She remarked that this was an area where Supervision for staff would be beneficial, as these were sometimes difficult conversations. She also advised that SLT members made safeguarding calls to parents where there were concerns about the child or the family and commented that the key was to build a trusting relationship, using the '3Ls' she had spoken about earlier. She noted that, although a referral might be made to an outside agency for professional support, these agencies were all struggling to keep up with demand and were only offering online support, which was not beneficial to many parents.

The Chair thanked the ADHT for her presentation and commented that it was useful for Governors to know what was happening in School and how this aspect of the Strategic Plan was being delivered to meet the needs of all stakeholders. **A Governor asked whether the different strands of provision that the ADHT had discussed would be combined into a Mental Health and Wellbeing Strategy.** The ADHT confirmed that the five Strands of the Anna Freud Centre programme encapsulated the School's strategy, but was not sure that preparing a formal strategy or policy would be beneficial.

A Governor asked how the impact of the Learning Mentors' work would be assessed. The ADHT advised that this would mainly be through feedback from the class teacher and also from parents. The SEND Governor confirmed that he would follow this particular issue up at a SEND monitoring visit.

A Governor noted that a huge amount of responsibility seemed to rest with the AHT, ADHT and other senior leaders to embed the staff wellbeing actions, through modelling, being 'upbeat' in the staff room and taking on staff's worries and anxieties. She asked whether they were receiving sufficient support themselves, and whether they were taking sufficient care of their own mental health. The ADHT explained that supervision would be part of this process, explaining that it would be peer

	<p>to peer supervision, although she added that leaders spoke to each other about these issues regularly and had in effect formed an internal ‘supervision group’.</p> <p>On the subject of creating a Mental Health and Wellbeing Policy, a Governor remarked that the School had a long-standing culture of nurture and of supporting wellbeing, which would not necessarily translate into a Policy, and suggested that the main issue was to ensure that the practices outlined by the ADHT were embedded; she commented, however, that these needed to be shared and communicated amongst stakeholders. She remarked that it was clear that the various stakeholder groups were supported in different and bespoke ways. Governors noted that the vision, ethos and culture of the school had been clear in all elements of the provision that the ADHT had discussed in her presentation. A Governor noted that the School needed to make sure it was not in a position where all the expertise was vested in one member of staff and would therefore be lost if they were to leave. The ADHT confirmed that the School had guarded against this eventuality by identifying and training several members of staff.</p> <p>The Chair noted that Mental Health and Wellbeing were a key focus of the Strategic Plan and that ADHT had given Governors a useful insight, elements of which would be followed up through monitoring visits. She invited the ADHT to remain for the rest of the meeting.</p>	
2.	<p>APOLOGIES FOR ABSENCE</p> <p>The Chair welcomed everyone to the meeting and introduced the new Parent Governor, Emma Burns. Apologies for absence from Michael Webber were received and accepted.</p>	
3.	<p>DECLARATION OF BUSINESS INTERESTS</p> <p>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.</p>	
4.	<p>MINUTES OF LAST MEETING AND MATTERS ARISING</p> <p>Minutes of FGB meeting held on 8 December 2020 <u>The minutes of the meeting held on 8 December 2020 were approved as an accurate record (to be signed by the Chair of Governors at a future date).</u></p> <p>Action Points</p> <p>Governors reviewed progress against relevant outstanding actions:</p> <ul style="list-style-type: none"> • <u>PPG Provision and Spend</u> – <i>It was agreed that reporting and monitoring of PPG provision and deferred should be deferred.</i> The AHT confirmed that the 2020/21 PPG Statement would be completed by the April 2021 deadline. <i>It was agreed that this should be an item for the March FGB meeting.</i> • <u>Notes from Pay Panel</u> – The Chair confirmed that summary information regarding the cost of 2020 pay increases had been added to the ‘status’ column of the Action Log within the minutes. She confirmed that the total cost of £103,568 had been accounted for within the budget. • <u>Curriculum Intent</u> - The AHT reported that the planned staff session to prepare the Curriculum Intent document had had to be cancelled. <i>She confirmed that the draft document would be available for review by Governors at the March FGB meeting.</i> • <u>PE/Sports Premium</u> – The AHT confirmed that schools would be able to carry forward unspent Sports Premium funding from 2020/21 into the next financial year. <i>It was agreed that the issues that had been raised and discussed at the last meeting would be taken forward as part of a monitoring visit when appropriate.</i> 	<p>CB/LH for agenda</p> <p>CB/LH for agenda</p> <p>JW/VL</p>

	<ul style="list-style-type: none"> • <u>Link to new Prevent Training – <i>The Training & Development Governor advised that she had not yet completed this action.</i></u> <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>	LR
5.	<p>MEMBERSHIP</p> <p>Staff and Parent Governor Elections The Chair confirmed that the Staff and Parent election processes had now been completed.</p> <p>Co-opted Governor Vacancies The Clerk advised that she had extended the advert on Inspiring Governance for a further three months. The Chair reported that she was following up a number of governor prospects, as highlighted in the accompanying recruitment paper, and that a number of Governors had agreed to approach contacts who might be interested in joining the Board. She also drew Governors' attention to the application form circulated with the meeting papers, from a prospective Governor who had responded to the Inspiring Governance advert. She advised that the candidate, Olly Swann, had previously been a Sussex Road parent (his youngest child having left the School in September 2020). He was a management consultant in a company providing consultancy services to the public sector, and his area of expertise was in children's' services. He was also the coach of a local junior football team. The Chair reported on her telephone conversation with Mr Swann, in which he had demonstrated a keen interest in supporting the school and considerable knowledge of the education sector and SEND in particular. She confirmed and that he understood the time commitment involved in a governor role, and that he had confirmed with his employer that this would not be an issue, although she suggested that he would probably only take on one monitoring role if appointed. She remarked that Mr Swann had presented a very positive application and that his skills matched those needed on the Board, as set out in the recruitment paper. She added that she had not yet taken up references for him, but would do so if he was appointed. Governors considered this application. A Governor questioned whether, as a recent parent, Mr Swann would be completely 'independent'. The Chair noted that this would need to be balanced against the skills that Mr Swann would bring to the Board. A Governor remarked that this was an excellent application, and supported Mr Swann's application. She noted that he had had a good relationship with the School during his time as a parent and felt that he would be a valued addition to the Board. Another Governor agreed, pointing out that as Mr Swann no longer had a child at the School he would have no 'vested interest' and noted that the Board needed a pool of 'independent' governors. He remarked that his application form was an indication of the type of governor that Mr Swann would be. A Governor noted that Mr Swann had considered and rejected other Governing Boards and commented that this indicated his desire to join the Sussex Road Board specifically and the positive way in which he viewed the School.</p> <p><u>Following the above discussion, Governors approved the appointment of Oliver Swann as a Co-opted Governor for a four-year term of office from 25 January 2021, subject to the receipt of satisfactory references.</u></p> <p><i>The Chair confirmed that she would contact Mr Swann to inform him of the Board's decision and would take up the references he had supplied in his application. She advised that, as part of his induction to the Board, she would like to arrange for a short meeting with the AHT to discuss the School's priorities for the year and a second meeting with herself and the Vie Chair to explore the governor role,</i></p>	NF CB

	<p>particularly in respect of interaction with the leadership team and what it meant to be strategic.</p> <p>The Chair reported that she was following up a further candidate who had registered with Inspiring Governance, who was a teacher and housemaster at Tonbridge School, and who had advised that he would be speaking to his Headmaster to ensure that he would be able to give the necessary time to a school governor role at Sussex Road. She confirmed that, if appropriate, she would bring this potential Governor's application to the next FGB meeting.</p>	<p>NF/JW</p> <p>NF</p>
<p>6.</p>	<p>STRATEGIC PLAN/AHT'S REPORT</p> <p>Headteacher's Report</p> <p>The Chair advised that the AHT's report had been adapted due to the current circumstances and addressed the issues recommended within the NGA's advice on governance within the pandemic. She confirmed that questions from Governors in advance of the meeting had been circulated on Sharepoint. The AHT addressed the questions raised:</p> <ul style="list-style-type: none"> • <u>Remote Learning</u> <ul style="list-style-type: none"> ○ Are the new laptops being funded/provided through the Govt help scheme or coming out of school budget? For the laptops, is there any positive evidence already received to show they are being used effectively and aiding learning/closing the gaps? How can we capture this? <p>The HT advised that a further 32 laptops had been purchased by the School, with 20 having being supplied by the DfE. She added that the SBM had now been able to source dongles to be distributed to families who did not have an internet connection at home. A Governor asked if this would provide a laptop to all families that needed them. The AHT explained that priority had been given to PPG children, followed by SEND pupils and that laptops would then be distributed to families whose current equipment was insufficient for their needs – for example, where there were a number of siblings in a family. It was agreed that the way in which the school could measure whether the laptops were being used effectively would be explored further at a future monitoring visit.</p> ○ How do TA's fit into the strategy for the remote learning period? Can we get an understanding of how children are being supported by the TA's now most children are out of school? <p>The HT advised that 33% of pupils were in school, with 147 on the register. She confirmed that staff had been divided into two teams, coming into school on a rota basis, with one teacher and one TA in each 'bubble'. She explained that this provided greater flexibility for cover if one member of staff needed to deal with an emergency or take a break, and for teachers to leave the bubble to deliver their live lessons. Other TAs were in school to deliver interventions and make phone calls to parents. The AHT commented that there was a lot going on in school and that staff were very busy.</p> ○ How are the impact of the changes to lockdown learning being/going to be measured? Including the impact on the children's learning and the gaps identified and discussed at FGB 2. <p>The AHT reported that the daily live lesson had made a significant positive change to engagement, which was currently running at 92%-93%. She remarked that these sessions were helping to build positive relationships and that the children and teachers enjoyed seeing each other. She added that feedback was also helping to increase engagement. The AHT advised that the SLT had discussed how the impact of the changes would be assessed, as the</p> 	<p>Mon govs</p>

quality of work produced at home varied and it was not possible to identify the amount of input parents might have had into what children had produced. She advised that teachers were exploring quizzes and apps that might be used and added that some Year 6 children were completing short assessments at the beginning of their live sessions. However, she advised that learning gaps could only be accurately measured once children returned to school, confirming that baseline assessments would be held at that point.

- **What are the expectations for teachers in terms of providing 'live' or links to recorded teaching videos? Quantity? Curriculum coverage? How can/will the effectiveness of these be measured?**

The AHT confirmed that each class would have a live session with their class teacher each day, and that the remaining teaching would be delivered through a mixture of recorded lessons and online resources. The Staff Governor explained that her class were set differentiated work, and that she was setting her Year 1 class White Rose Maths videos, updated through Tapestry. The AHT advised that Oak Academy resources were being used for older children. She noted that EEF research suggested that there was no one best way of delivering remote learning, but she believed that the current arrangements were working well. She advised that she would be running another parent survey during the current week to seek their views on the new arrangements and to explore what was going well and what needed to be further refined. She would share this with governors. The AHT added that teachers continued to deliver the Term 3 curriculum.

- **For feedback, is there any guidance for teachers/parents on what this should consist of? The expectations are clear in terms of quantity to be provided, but what about the content of this feedback? (e.g. is a short 'well done message' sufficient, or is more content/development feedback expected?) [Could be followed up by monitoring group seeking examples of this]**

The AHT advised that, although she would not want to discourage parents from uploading their children's work, the volume of work and expectation of feedback had been overwhelming in some cases and that, all work would be looked at, she was now asking teachers to identify one piece of work that all children would be expected to complete and upload and to which the teacher would provide detailed feedback. She confirmed that teachers would also feed back in the live lessons, for example using high quality questioning. She believed that parents would understand and appreciate that teachers needed to maintain a work/life balance and she stressed that she would not expect staff to respond to emails and uploaded work outside school hours. **In this connection a Governor noted that there had been comments on the Year 2 WhatsApp group that feedback had been posted by a teacher at 4.00am and was concerned that a teacher might be working at that time.** The AHT advised that this might be due to the timing of Tapestry updates, but would remind teachers of the expectations on feedback; she commented that it was important that parents understood what teachers were trying to manage. **A Governor commented that the messages from individual teachers did not always reflect what the AHT had outlined, with some teachers asking for all work to be uploaded.** The AHT confirmed that she would follow this up at a staff meeting to ensure that there was a consistent approach.

A Governor noted that Writing had been identified within the data as an area that had dipped during the previous lockdown and asked what the School would do to avoid this happening during the current school closure. The AHT advised that she was working with Writing consultants, to explore what could be done through remote learning. She confirmed that the piece of set work requested by teachers was likely to be a Writing task.

- Disadvantaged Families

What is the school doing to check progress and engagement where parents are not uploading work to Tapestry?

Families that the school knows struggled last time - any idea if measures taken this time and the phone calls are having an impact? ie. is engagement improving?

The AHT advised that the SLT had discussed what it could do for the most disadvantaged and vulnerable families and had offered places in school where children were not engaging with remote learning. She reported that as a result, some were now sending their children into school and she noted that the distribution of the laptops had also helped, as children who had not engaged previously were joining the live sessions. She remarked that the fact that the children knew that teachers were checking on how they were was setting them up for the day. The AHT also confirmed that calls home from teachers were continuing where necessary and that this was helping to break down barriers and build relationships. She added that if families were still not engaging after a third day, a safeguarding call would take place first from the teacher and then from a DSL if the teacher was unable to contact the family; if necessary, this would be escalated to a home visit. She noted that there was no point providing a laptop if children were not using them to engage with remote learning.

A Governor questioned the proportion of vulnerable children coming into school. The HT confirmed that the School had gone beyond the DfE guidance in respect of the vulnerable/disadvantaged children coming into school, and that the 144 children referred to in her report included 24 who met the DfE criteria.

Progress against the 2020/21 Strategic Plan/Recovery Plan

A Governor had noted that the Deep Learners priority was highlighted green and questioned the evidence for this. The HT confirmed that all the benchmarking criteria for Term 2 had been met, apart from the attendance of PPG children, which was difficult to achieve. A Governor noted that the AHT had added the Term 2 data for Year 2 and Year 6 to her report, including achievement against attainment targets. The AHT pointed out that data in the report needed to be treated with caution. She confirmed that these were aspirational targets, which would not be changed. She advised that when pupils had returned to school and new assessments had been carried out, she would again produce data to indicate the proportion who were not on track to meet the Strategic Plan targets. **A Governor noted that it was important for Governors to be aware of the targets to be able to review the extent of any gaps by the end of the year.**

Changes to the Risk Assessment as a result of Covid-19 Guidance

A Governor had asked how the Lateral Flow Tests being used for staff were being used and whether there were any issues arising out of this such as resourcing or staff concerns. The AHT confirmed that the Risk Assessment had been updated to cover the Lateral Flow tests to include an addendum setting out procedures for staff to follow. She confirmed that testing would be voluntary. She explained that staff would take the tests home and complete them themselves, and, although there were currently some resourcing issues, it had been confirmed that staff would be able to take a batch of tests home with them. She confirmed that if a member of staff tested positive, their bubble would need to self-isolate, although there were currently mixed messages about this from the DfE and Public Health England, which the LA was currently seeking to clarify. The AHT confirmed that the capacity of each bubble would be increasing from 15 to 18 to manage the numbers of children coming into school.

Results of Parent Survey

The Chair commented that the responses to the survey were overwhelmingly positive and that the three-year trends were consistent. She noted that the only area where

	<p>positive responses were lower related to the way in which the School dealt with concerns, although she suggested that this might be because a 'not applicable' option had been added to the responses this year. The Training and Development Governor, who had collated and analysed the survey, agreed and commented that, as fewer parents had responded this year, as it had not been possible to circulate the questionnaires in the usual way, the percentages could be skewed by one or two parents' responses. She also pointed out that, as the responses had been so positive in the past, there was little scope for further improvement.</p> <p>The AHT responded to questions raised in advance of the meeting:</p> <ul style="list-style-type: none"> • A lot of parents would like a longer consultation / What can be done to address the large amount of comments about teacher feedback/consultation evenings? The AHT acknowledged that there were currently fewer opportunities for parents to have direct contact with teachers, noting that books were not being sent home either, although she hoped that rolling out Tapestry across the School would help to resolve this. She commented that the online individual consultations with parents were set up to cut off after 10 minutes and pointed out that it was therefore vital that parents logged in on time to make the best use of their 10-minutes 'slot'. She added that the School was also exploring how books could be sent home safely. A Governor noted that the online consultations were not set up for split families and asked whether the School could set up wider 'family' sessions. The AHT agreed to look into this option. • Various comments came up on those at both the lower and higher ends of ability. How are both areas being developed and challenged in the work set remotely? The Staff Governor confirmed that children were being set differentiated work and the AHT advised that the aim was for lessons to cover the Core offer and to then offer opportunities for deep learners and scaffolding for those at the lower end of the ability range. It was agreed that this issue would be picked up through Governor monitoring. • Quite a few parents comment on PE/Sport or forest school and lack of opportunity. What can be done to address this? The AHT commented that, although it had not been possible to make the progress the SLT would have wished due to the pandemic, improving outdoor learning, forest school provision and sporting facilities/opportunities remained a Strategic priority. • A parent comment on their child being asked to read after completing work, particularly maths was something that the QTLA reported when talking to children last Feb, which is a little concerning. It was noted that this issue had been raised at the previous FGB meeting and had been raised at a Pupil Voice session. A Governor agreed to pick this point up with the AHT offline, as she was aware of additional contextual information. <p>The Training & Development Governor agreed to prepare a summary of the Survey results for publication on the School website.</p>	<p>Mon Govs</p> <p>LR</p> <p>LR</p>
7.	<p>WELLBEING AND SAFEGUARDING</p> <p>Safeguarding The Chair referred to the report from the Safeguarding Governor that had been circulated with the meeting papers, and to the Action Plan and the toolkit that had informed it, which had been uploaded to the Sharepoint Information Bank. She also noted that no incidents of note had been raised at the Safeguarding monitoring visit, and that the Safeguarding Governor had been satisfied with the action that the School was taking to follow up on</p>	

	<p>any safeguarding concerns, for example where families were not engaging with remote learning and/or if the School was uncertain of their whereabouts. In this connection the AHT confirmed that staff would carry out a home visit if it had not been possible to contact a family through repeated phone calls.</p> <p>The Chair noted that the Safeguarding Governor had made the point that Governors needed to consider safeguarding as part of their monitoring as this was all Governors' responsibility. She advised that she had discussed the Safeguarding Governor's monitoring report with him before the meeting and that he had explained how the Action Plan had been developed, through the Safeguarding Toolkit, review of policies, the Safeguarding training at the beginning of the year, and his own first-hand observation of how CPOMS was used within the School.</p>	
8.	<p>FINANCE AND RESOURCES</p> <p>Nine Month Financial Monitoring</p> <p>The Chair confirmed that the documentation sent with the meeting papers included notes from the Finance Monitoring visit, the SCM's notes, which had been discussed in detail at that monitoring visit, the nine month financial monitoring statement and the Budget Control Mechanism (BCM) Limit Calculator Form (both of which had now been submitted to the LA).</p> <p>Governors noted that the projected Revenue rollover was now £105,535, a positive variance of £23 against the current budget amount and a significant positive variance against the original submitted budget figure of £70,027. The projected Capital rollover was £0. The Chair explained that these figures took account of expenditure that had not taken place because of school closures and where it had not been possible to arrange for work to be done during the pandemic. She added that the Monitoring Group had been comfortable with the projected rollover and supported the action taken by the SBM to ensure that the School had the capacity to meet its needs once children returned to school.</p> <p>The SBM outlined three virements referred to within the SBM's notes:</p> <ul style="list-style-type: none"> • An increase in the Supply teaching budget of £13,000 • A reduction of £5,000 in the Staff Development budget, reflecting the move to online CPD courses during lockdown and the inability to deliver some planned training. The HT advised that this included the Early Excellence training which had not been able to take place and added that the School had now subscribed to the National College training programme. • An increase in the Learning Resources (Not ICT) budget of £12,053. <p>The SBM advised that she wished to increase the school's credit card limit from £3,000 to £5,000 overall and from £1,000 to £3,000 for individual purchases, reflecting the fact that she was increasingly having to purchase resources and equipment by credit card rather than raising an order and being invoiced. A Governor asked how these limits compared to other schools. The SBM confirmed that she believed that other schools had higher limits.</p> <p><u>Governors agreed the change in the credit card limit and the consequent amendment to the relevant Appendix within the Finance Policy.</u></p> <p>Governors discussed two other issues that had been discussed at the Finance Monitoring meeting:</p> <ul style="list-style-type: none"> • <u>Work to the lower playground/play equipment</u> – The SBM reminded Governors that the budget had made provision for work to the lower playground to extend the Forest School/Outdoor Learning provision. She advised that she had been unable to secure three quotes for the work, although she was still pursuing a third 	

	<p>contractor . However, she confirmed that the two quotes that had been returned were broadly similar (details circulated with the meeting papers), although there were still some outstanding queries. The SBM confirmed that she was anxious to commit the expenditure for this project by the end of the financial year, to avoid increasing the rollover above the BCM Limit, and she added that the play equipment had in fact now been removed from the lower playground, having been assessed as being unsafe in December.</p> <p><u>Governors agreed that, in the circumstances, the project should be commissioned on the basis of the two quotes already received.</u></p> <p><i>It was also agreed that, to enable the expenditure to be committed by the year end, once the outstanding queries on the two quotes had been resolved the SBM should circulate details and a recommendation to all Governors and that the Chair would then approve the expenditure by Chair's Action, with the decision being brought back to the next meeting to be ratified. A Governor asked the SBM to include a comparison with the cost of similar equipment on the market in the absence of a third quote.</i></p> <p>A Governor asked whether the SBM would be asking for approval for all work within this project to be approved. The SBM advised that at this point she would only be seeking approval for the play equipment and base, as the remaining works would require further planning and potentially planning permission. She confirmed that the cost of this initial work would be above the delegated limits within the Finance Policy. She also noted that, given the nature of the site, the work within the second stage of the project would be bespoke to the school.</p> <ul style="list-style-type: none"> • Catering - Governors noted that concerns had been raised about the quality of the food that was currently being supplied by the contract caterers. It had been suggested that Nourish could be in breach of contract, in failing to supply the quantity and quality of food specified and that the School could therefore withdraw from the contract and seek a new supplier. The SBM commented on an issue within the contract that could make this difficult (details reported within the Confidential minutes). The HT confirmed that the quantity and quality of the meals being supplied by Nourish were both being monitored. The SBM added that the situation had improved at the beginning of the year when the school was open to all students but had deteriorated again since the beginning of January. She noted that the School's own kitchen was currently not being used and that food was being brought in from other local schools, with the offer from one of these schools being particularly poor. She added that the School was now supplementing the meals being provided by Nourish, particularly for older children. <p>A Governor asked whether the caterer supplied other local schools. The SBM confirmed that it did. The AHT added that she was aware that school meals were an area of concern for many local schools during school closure, and that many HTs had expressed dissatisfaction with what was currently being provided. A Governor commented that he was aware of other schools in a similar situation. The SBM remarked that the caterers worked to tight margins, predicated on the number of meals that would be supplied when schools were fully open and were therefore finding the lockdowns difficult to manage.</p> <p>A Governor asked whether the Local Authority had any influence in this matter if the meals being supplied did not comply with the Food Standards for schools. The SBM commented that it was currently difficult to make contact with LA's staff but agreed to collect evidence regarding the quality of the lunches being provided and forward this on. It was also agreed that the poor quality of food and the potential breach of contract should be investigated and, if necessary, raised with the caterer.</p>	<p>ADA/ NF</p> <p>ADA</p> <p>ADA/ CB</p>
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	<p>Virements and Write Offs There above virements were approved; there were no write offs requiring approval.</p> <p>BCM Limit Calculator Form Governors noted that the projected rollover of £105,535 was considerably within the BCM Limit of £237,950.28.</p> <p>Review of draft 2021 SFVS The Clerk reminded Governors that the 2021 SFVS would need to be approved at the next FGB meeting (before the deadline of 31/3/20). The SBM pointed out that this document was in effect the GB's review of the School's financial management and internal controls and that Governors therefore needed to be involved in drafting it, based on evidence supplied by the School. A Governor commented that it was important that sufficient time was taken to ensure that the document submitted for approval was comprehensive and accurate. <i>It was therefore confirmed that AP and the Finance Monitoring pair would work with the SBM to complete the return and circulate a draft for comment/review by all Governors in advance of the next FGB meeting.</i></p> <p>Contracts, tenders and expenditure above delegated limits This agenda item had already been discussed.</p> <p>Pupil Premium Grant Expenditure It had been agreed earlier in the meeting that this item should be deferred.</p> <p>Premises/Maintenance update The SBM reported that she had now secured a contractor to carry out routine maintenance work.</p> <p>Health and Safety Monitoring The SBM confirmed that a health and safety monitoring visit would be needed during Term 4. She advised that some repair work would be needed to an area of the playground that presented a potential trip hazard, but confirmed that she had no urgent health and safety issues to report.</p>	AP/NF/ MW
9.	<p>POLICIES</p> <p>Pay Policy A Governor noted that Sections 18.1 and 18.2 needed to confirm whether the whole GB or a Governor Panel would be responsible for a Headteacher appointment process. The Clerk advised that the normal practice was for the GB to appoint a governor panel with delegated authority to take the process forward, including discussions regarding the appropriate pay scale and salary and any consultation with the LA, and that the GB would then need to meet at the end of the process to ratify the Panel's recommendation. It was agreed that the Policy would be amended accordingly. <u>The Pay Policy was agreed subject to the amendment above.</u></p> <p>Child Protection Policy Addendum The SBM confirmed that the Policy had been updated to take account of the current school closure. A Governor questioned whether all Governors should have access to CPOMS so that they could report any concerns themselves, or whether they should pass concerns onto a DSL. The HT confirmed that Governors should have access and agreed to re-send the log on details sent out previously. <u>The Child Protection Policy Addendum was approved.</u></p>	CB

	<p>Online Safety Policy A Governor commented that the Policy referred to parents' responsibility to contribute to policy development and asked whether there should be an equivalent responsibility to contribute to engagement. The AHT remarked that her understanding was that parents were responsible for educating their children on and developing arrangements for online safety at home, but agreed to review the wording of this section. The SBM agreed that the intention was that parents should help model good practice and support the school in promoting good practice. She commented that the Policy had been brought forward for review before it was due as a result of the lockdown and the move to remote learning and did not believe that it was intended to consult with parents on the review and development of this policy. <u>The Online Safety Policy was approved.</u></p>	
10.	<p>GOVERNANCE</p> <p>Action Plan from External Governance Review The Chair referred to the draft Action Plan circulated with the meeting papers which had been drafted following discussion between herself, the Vice Chair and AHT, and particularly to the proposals for Governor monitoring. She reminded Governors that advice from the Area Governance Officer who had carried out review was that monitoring needed to be effective and not be too much of a burden for school staff.</p> <p>The Vice Chair outlined the proposed plan for the remainder of the academic year. She explained that the proposal was to replace the current monitoring teams with teams focussing on the key areas of: remote/blended learning, wellbeing, safeguarding, finance and H&S. The Remote Learning team would carry out broader Quality of Education monitoring, focussing on the curriculum and remote learning, taking a holistic view and encompassing the provision for SEND and PPG pupils. She added that it had been felt that Parent Governors/Governors who were parents were best place to monitor remote learning as they had first-hand experience of the provision. It was suggested that for the Term 4 monitoring, the wider group of governors (potentially with input from the AHT) should have a discussion about what would be covered and how this would be done, as not all monitoring would need to be carried out through a visit, that a number of monitoring visits/activities would be undertaken and that a feedback meeting with all parties should be arranged at the end of the monitoring, with all Governors having input into the drafting of the monitoring report. The Vice Chair added that it was hoped that in a normal year it would be possible to build in a Governance Day, although that might not be possible in 2020/21 and confirmed that Governors should aim to carry out three monitoring visits a year. The Chair added that there were a range of resources that could inform monitoring, such as Curriculum Plans, Plans for remote learning and feedback from live lessons. A Governor suggested that much of the questioning that normally took place in face to face meetings could be dealt with remotely.</p> <p>A Governor asked if the 'statutory' monitoring responsibilities would remain. The Chair confirmed that the GB must retain these roles, although monitoring may be done as part of a broader group. The Clerk added that the delegated roles covered more than just monitoring, with the delegated governors being a point of contact and having knowledge that could be shared with the FGB. A Governor noted that monitoring remote learning would also cover the current provision in school, as all children followed the same schedule.</p> <p>With regard to the wider scope of the Action Plan, the Chair suggested that a review of the Constitution and governance structure should be deferred until later in the year or until the new financial year. The Clerk noted that good practice for Boards to review their arrangements at the end of an academic year, so that any changes could be approved at</p>	

	<p>the Admin meeting at the beginning of the new academic year and take effect from that point. <u>The Action Plan and the Monitoring Plan for the remainder of 2020/21 were approved.</u></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 The Chair advised that she, AP and ES had attended the Wellbeing presentation arranged by TE, with many of the issues reflect in the ADHT's presentation. AP confirmed that he had also attended Governor Services' Complaints Training. The Chair noted that the District Governor Briefing would take place shortly. <i>The Clerk asked the two new Governors to book onto the TEP Governor Induction training.</i></p> <p>TEP Monthly Governor briefing Governors reviewed the January bulletin. <i>The Clerk pointed out that the bulletin included information about new requirements in respect of what schools needed to publish online and suggested that it would be useful if Governors reviewed the information available on the website. The AHT advised that the website provider had carried out an audit of the website and had confirmed that everything was in place. She agreed to send a copy of the report produced by the website provider for Governors' information.</i></p>	<p>AJ/EB</p> <p>NF</p> <p>CB</p>
11.	<p>CHAIR'S ACTION AND CORRESPONDENCE 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.</p>	
12.	<p>ANY OTHER URGENT BUSINESS There was no other urgent business.</p>	
13.	<p>CONFIDENTIALITY. It was agreed that part of the discussion about the school's caterers (item 6) should be reported in the Confidential minutes as it referred to the contractual arrangements between the company and the school.</p>	
14.	<p>DATE OF NEXT MEETING The date of the next meeting was confirmed as 18 March 2021 (to be held virtually)</p>	
15.	<p>IMPACT OF THE MEETING Governors noted that the GB was now better informed about wellbeing provision within school and were confident about what was in place. They agreed that the provision was in line with the ethos of the school. The Board had also agreed a strategy for governor monitoring for the remainder of the year, and a Governor commented that these new arrangements should reduce the workload and impact of monitoring for the Leadership Team and other staff. Another Governor noted that the changes would align monitoring to the Strategic Plan priorities.</p> <p>The meeting closed at 9.11pm</p>	

Signed.(Chair).....Date

ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Action By	Status
8.12.20	5	Results of the next data drop to be presented to T4 meeting	Term 4 FGB	CB	
8.12.20 25.1.21	5 4	A report on PPG spend to be brought to the next meeting	18.1.21	CB	Deferred to T4 meeting
8.12.20 25.1.21	5 4	The draft curriculum content document to be shared with governors	18.1.21?	CB	To be submitted to T4 meeting
8.12.20 25.1.21	5 4	The HT to investigate issues raised by the PE Funding monitoring governors	18.1.21	CB	For a future monitoring visit
8.12.20 25.1.21	7 8	Quotes for work to the playground to be brought to the next meeting	18.1.21	ADA	Quote to be approved by Chair's action and ratified at T4 meeting
8.12.20 25.1.21	9 4	A link to updated Prevent training to be sent to governors	End T2	LR	Remains outstanding
25.1.21	5	The Chair to contact Olly Swann (OS) to confirm the FGB's decision and take up references	31.1.21	NF	Completed
25.1.21	5	Induction sessions for OS to be arranged with the DHT and Chair/Vice Chair	End T3	CB NF/JW	In progress
25.1.21	5	A further application for a Co-opted Governor post to be brought to the T4 meeting if appropriate	18.3.21	NF	No new applications
25.1.21	6	Differentiation in remote lessons to be discussed as part of governor monitoring	End T4	Mon Govs	Completed
25.1.21	6	The comment in the survey regarding reading after completing work to be discussed outside the meeting	31.1.21	LR/CB	Completed
25.1.21	6	A summary of the parent survey results to be prepared for the website	End T3	LR	Remains outstanding
25.1.21	8	Quotes for the playground equipment and base and information about the cost of similar equipment to be circulated, approved by Chair's action and brought back to the next meeting	End T3	ADA/ NF	Completed
25.1.21	8	Evidence of the poor quality of school lunches to be collected and forwarded on to the LA.	End T3	ADA/ CB	Completed
25.1.21	8	The potential breach of the catering contract to be raised with Nourish	End T3	ADA	Completed
25.1.21	8	The SFVS to be drafted and shared for comment before being brought to the FGB for approval	18.3.21	NF/MW AP All	Deferred to T5 meeting
25.1.21	9	Log on details for CPOMS to be recirculated.	31.1.21	CB	Completed

25.1.21	10	New governors to book onto Induction training	End T3	AJ/EB	In progress
25.1.21	10	The website to be checked to ensure new requirements are being met	End T3	NF?	Completed
25.1.21	10	The report from the website provider to be shared with governors	31.1.21	CB	Completed

APPROVED