



## FULL GOVERNING BODY 2020-21

Minutes			
<b>Date/Time:</b>	<b>23 September 2020 18:30</b>	<b>Location:</b>	<b>Google Meet</b>

Governors (Y if in attendance). Ch indicates Chair			
LA nominated	Y	Patrick Neave	PN
Parent elected	Y	Jennifer Cropley	JC
		Vacancy	
Acting Head Teacher	Y	Nell Webb	NW
Staff		Vacancy	
Co-opted	Y	Stephen Hyams (Ch)	SH
	Y	Denise Long	DL
	Y	Peter King	PK
	Y	James Bick	JB
		Vacancy	

In attendance		
Sophie McGeoch	SM	Consulting Head
Sam Leir	SL	Consulting Head
Casey Alves	CA	Clerk

1.		<b>Introductions</b>	
	i	<p><u>Welcome, apologies for absence and governor changes</u> SH welcomed all attendees and introduced CA to the Board. All governors were present for the meeting.</p> <p>The Board noted the departure as governors since the previous meeting of Roxanne Matorian-Pour and the resignations of Shraddha Kaul, Faisal Bachlani, Larissa Sutton, Ann-Marie Jordan and Morag Shrafeddin.</p>	
	ii	<p><u>Declarations of interest</u> There were no declarations of interest.</p>	
	iii	<p><u>Election of Chair and Vice Chair</u> SH has expressed a wish to continue as Chair for the next academic year. PK nominated, seconded by JC.</p> <p>DL has expressed a wish to continue as Vice Chair. PK nominated and JC seconded. <b>Note:</b> DL will perform as interim Vice Chair pending the recruitment of a governor intending to take the role of Chair in the future.</p>	
2.		<b>Minutes of meeting on 16<sup>th</sup> July and matters arising</b>	
		It was unanimously agreed that the minutes of the meeting which took place on 16 July 2020 be approved and signed.	

3.	<b>Terms of Reference</b>	
	<p><b>i. FFC Committee</b> SH recapped on the rationale for disbanding the FFC committee as discussed individually with governors – to reduce the number of meetings for the Head Teacher and noting that FFC’s main remit of engagement and communications is largely operational and the strategic aspects can be covered under FGB. He proposed that personal development, behaviour and welfare revert to C&amp;A, and safeguarding and governance fall to FGB.</p> <p>JC raised concerns about ensuring that engagement and communications would stay on the radar if these were to sit with FGB. SH noted the topic is specifically mentioned in the Terms of Reference for FGB and proposed that it is a standing agenda item. In addition, JC agreed to be the link governor on this matter. On this basis, the disbanding of FFC <i>was agreed</i>.</p> <p><b>ii. Terms of Reference</b> SH noted that the Terms of Reference mention safeguarding under F&amp;R, which needs amending to FGB. He also commented that the list of policies has been removed to a separate schedule to be maintained by CA. Subject to the one amendment, the Terms of Reference <i>were approved</i>.</p> <p><b>iii. Chair and Vice Chair of the committees</b> DL wishes to continue as Chair of C&amp;A. SH nominated and PN seconded. A Vice Chair will be appointed in due course.</p> <p>JC wishes to continue as Chair of F&amp;R. SH nominated, seconded by DL. It was agreed that PN will act as Vice Chair.</p>	
4.	<b>Head Teacher school opening update</b>	
	<p>NW provided an update on school developments this term.</p> <p><b>i. Attendance</b></p> <ul style="list-style-type: none"> <li>• There is an overall attendance of 91%, including all vulnerable children.</li> <li>• There are currently 159 children on roll, which should be 160 by 2 October.</li> <li>• 7 children have left this term for various reasons, but with positive comments about the school.</li> <li>• 6 children have joined across years 2 - 6. Reception is not full at the moment.</li> <li>• The school is in touch with families of non-returning children.</li> </ul> <p><b>ii. Staff</b></p> <ul style="list-style-type: none"> <li>• All staff members have returned for the new academic year.</li> <li>• There is currently an advert circulating for a part-time Emotional Literacy Support Assistant, and for a full-time Learning Support Assistant.</li> </ul> <p><b>iii. Covid-19</b></p> <ul style="list-style-type: none"> <li>• The school has implemented staggered drop-off and pick-up times and are using separate entrances and exits for different year groups. This appears to be working well. The school are in constant discussions with staff about ways Covid-19 arrangements can be improved.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Many parents say that they are keen for after school clubs to start again. The school is looking into the feasibility of this but has no intentions as of yet.</li> <li>• Concern has been raised over the cleaning schedule of the school. Fit for Sports children are to use their own class toilets to ensure they remain in a bubble; but PFI wants everyone to use the same toilet for cleaning purposes. This has caused some conflict. Further, the school is not currently having to pay for enhanced cleaning, but after October the PFI are planning to start charging £14 an hour.</li> <li>• Prospective families are still being give tours of the school in a Covid-19 safe manner.</li> </ul> <p><b>iv. Curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Teachers are aware of gaps in attainment. There are recovery curriculum activities for children to discuss any concerns that they have in light of the current circumstances.</li> <li>▪ Teaching observations are still ongoing despite Covid-19; this is especially pertinent to monitor the new staff. The school feels that it is important to start the performance management cycle immediately. Joint Headship observations are planned before half-term with a focus on maths.</li> <li>▪ The ‘Meet the teacher’ meeting is scheduled to go ahead.</li> <li>▪ The school is reviewing how to run the November parents’ evening. This is likely to be remote and parents will be communicated with once a decision has been made.</li> <li>▪ The school is hoping to look at how a blended learning policy would work and have some implementation by half term. There are concerns about the feasibility of this, particularly if multiple children in a household are sharing one laptop.</li> </ul> <p>DL asked whether children at home self-isolating are getting education support. NW said that they are not currently, as the children have not been away longer than 3 or 4 days. If a child was away for a longer period, the school would look at preparing a learning pack to support them.</p>	
<b>5.</b>	<b>Safeguarding update</b>	
	<p>SM provided a safeguarding update.</p> <p><b>i. General</b></p> <ul style="list-style-type: none"> <li>• All teaching and support staff have been trained to level 2. Everyone has received a copy of the updated Keeping Children Safe in Education (referred to as ‘new KCSP 2020’ in the safeguarding policy) and signed that they have read it. Safeguarding notification responsibilities have been explained to the new teachers.</li> <li>• The two DSLs have been trained to level 3.</li> <li>• There will be a quiz to teachers to see how much they remember from the safeguarding training.</li> <li>• CPOMS, an electronic recording system for all safeguarding matters, is now in place and being used by all staff.</li> <li>• The website is being updated so that it shows the latest safeguarding information and policies, and further website work is planned</li> <li>• There will also be a safeguarding initiative to look at the culture of safeguarding and to survey pupils to find out what they know about safeguarding.</li> </ul> <p><b>ii. Updates to the policy</b></p> <ul style="list-style-type: none"> <li>• A small paragraph on Covid guidance has been added.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Copies of all policies and documents under the umbrella of safeguarding are provided to all staff.</li> <li>• New, additional (non-statutory) duties of the DSL are to promote educational outcomes and to share with teachers and leadership staff matters regarding children welfare protection and safeguarding issues.</li> <li>• If an allegation is made against a supply staff member, it is the responsibility of the school to report this and be party to investigations; not the supply staff agency.</li> </ul> <p><b>iii. Terminology changes</b></p> <ul style="list-style-type: none"> <li>• Mental health has been added to the definition of safeguarding</li> <li>• Domestic abuse has also been redefined slightly. The child is recognised as a victim of domestic violence, not a bystander. This is considered as a serious safeguarding issue for the children.</li> <li>• ‘Operation and compass’ has been introduced; which provides for a police alert to the school if there has been a call out to one of their families overnight or over the weekend, informing them of which family has been affected.</li> <li>• Child criminal exploitation and county lines have been separated for clarity.</li> <li>• Honour based violence is renamed to honour based to encompass all forms of abuse, not just physical as is connoted by ‘violence’.</li> <li>• Upskirting is now under sexual abuse.</li> <li>• AfC has developed a protocol around school weapons.</li> </ul> <p>DL explained that she, PK and PN had provided comments on the updated safeguarding policy, and these had been incorporated. SH has also provided comments. The policy has been loaded to the school website and now needs approving by FGB. Based on these developments, the safeguarding policy <i>was approved</i>.</p> <p>SH noted there is some inconsistency in what safeguarding training is required of governors. SM said that best practice would be for all governors to be at level 2; and link governors with a responsibility of safeguarding should be at level 3. SH noted that AfC’s model Code of Conduct indicates a lower level of training (a later agenda item). JB, PN, and JC are also scheduled to undergo safeguarding children training shortly.</p>	
<b>6.</b>	<b>SDP priorities</b>	
	<p>SL and SM introduced the 4 key SDP priorities identified by the Headship team.</p> <p><b>SDP1: Improving progress and attainment in maths</b></p> <p><b>SDP2: Improving progress and attainment in reading</b></p> <p><b>SDP3. The quality of education and assessment across the school is good or better</b></p> <p><b>SDP4. An increasing school roll, with good pupil attendance and excellent parent/school communications.</b></p> <p>This is an 18-month plus plan, so not all will be achieved this academic year.</p>	

In addition, each subject has its own action plan, and so even if a subject isn't mentioned in the SDP it is still being monitored.

SM explained that the curriculum is being considered horizontally (how subjects integrate with each other), and vertically (how subjects integrate through the school years).

DL raised several points:

- It is important to have clear, measurable, achievable and ambitious targets with a clear plan as to how to achieve them
- Teachers must understand their role for their class and across the school
- Children should be clear on their targets and be engaged in achieving them
- A parent survey last year expressed that there is inconsistency in academic targets for children – we should share these targets clearly with the parents. Parents want to know what areas their children are struggling with and also how they can help their children achieve the targets.
- Targets should not only include academics but also children's confidence in the subjects.
- Could there be an anonymous forum so that parents can ask questions to help their children, where they may need support on certain subjects to help their children but are not confident to ask openly?
- Pupil voice is important.

JC also raised several points:

- Having SDP priorities that are specific and measurable is really important. We should be asking ourselves - do we want to achieve the local average? The national average? Achieve by a certain percentage? This needs to be clear.
- Also, setting clear but expectations so that the children know what is expected of them.
- Ensure adequate support for high achieving children.

PK offered some suggestions:

- To introduce more technology to support learning;
- To integrate maths and reading with other subjects to generate more interest.

PN asked what would happen in an Ofsted inspection if not all SDP priorities had been fully implemented. SL replied that Ofsted can be reassured that plans are in place.

SH noted that the new assessment system will need to be in place before targets can be set and monitored. SL explained that this must come after the curriculum has been implemented and evaluated, and that it will be difficult to implement measurable targets this year given the circumstances, and so a band-based aim (such as between 50% and 70%) would be more effective. Targets would normally be set in September, but this year it is likely to be November, with a progress report in February. Targets will need to reflect the months lost by Covid-19.

JC questioned the impact of using software driven packages rather than bespoke assessment. SL explained that software led packages allow you to

		<p>have the benefit of national data so that a school can do comparison across all schools that use the software.</p> <p>DL noted the importance of monitoring the wellbeing and workload of staff.</p> <p>SH asked how the curriculum is to be tailored specifically to the school, as required. SL said this was in hand and will be explained in due course.</p> <p>SH noted that the SDP priorities as drafted are broad, especially SDP3 and SDP4, and that C-SMART objectives will be needed. He also asked for clarification on SDP3, which was clarified as being mainly focussed on teaching and learning (the Implementation part of Quality of Education).</p> <p>JC noted there had been no time to discuss SDP4.</p> <p>SM requested that a link governor be appointed to each SDP priority to facilitate further discussion between the school and governors. All other governors should then feed their comments via the link governors.</p> <p>The link governors, as agreed by the board, are as follows:</p> <ul style="list-style-type: none"> <li>• SDP1: JB</li> <li>• SDP2: PN</li> <li>• SDP3: DL</li> <li>• SDP4: JC</li> </ul>	<b>ALL</b>
<b>7.</b>		<b>Other governor business</b>	
	i	<p><u>Reduction in number of governors from 14 to 12</u> SH noted this has been discussed individually with governors, following a recommendation from AfC. A reduced number of governors will make recruitment less onerous and should make for a more streamlined governance. The change <i>was agreed</i>.</p> <p>CA to contact AfC to have Instrument of Government amended to reflect the change in the number of governors.</p>	<b>CA</b>
	ii	<p><u>Code of Conduct</u> SH explained that the updated AfC model Code of Conduct has been included in the meeting papers and suggested it is adopted with appropriate tailoring. SH had a few queries, such as whether the reference to being a good employer is needed and reviewing the comments on safeguarding training. <i>It was agreed</i> that SH clarify these points and CA will then circulate the Code of Conduct for each governor to confirm by return email that they will adhere to it. New governors will also need to sign up to it.</p>	<b>SH/ CA</b>
	iii	<p><u>Register of business and pecuniary interests</u> CA will circulate this for each governor to return for the records, and for the information to be noted on the school website.</p>	<b>CA</b>
	iv	<p><u>Skills audit</u> SH noted that the skills audit carried out recently indicates good coverage across most areas. Relative areas of weakness are in links to local business, understanding SEND and the Ofsted inspection processes. Governors are encouraged to reflect on their training requirements having regard for personal development needs and those of the whole Board.</p>	
	v	<p><u>Governor recruitment</u> SH noted that the skills audit can help inform the skills required from new governors. He agreed to develop an advert with CA, for circulation to</p>	<b>SH / CA</b>

	governors for comment, following which CA will post the advert on Inspiring Governance and Governors for Schools.	
	NW confirmed there has been interest for both staff and parent governors and anticipates they will be in place by the November FGB. JC suggested NW issue an email highlighting the parent governor recruitment; NW will look into this.	
<b>10.</b>	<b>Any other business</b>	
	SH explained that the school has agreed to subscribe to GovernorHub, an electronic document filing and messaging system used by many schools, and which can be accessed through AfC at a reduced annual cost of £150. CA briefly recapped on its functionality and it was agreed that CA will set up a meeting for 7 October 2020 to demonstrate GovernorHub, by which time she will have transferred everything from the Governors' secure area on the school website.  DL wanted to thank all school staff for the hard work in successfully reopening the school this term; her thanks were echoed by the other governors.	<b>CA</b>
<b>Details of next meeting:</b>		
<b>Date/Time:</b>	<b>25<sup>th</sup> November 2020 18.30</b>	<b>Location:</b> Google Meet

**The meeting closed at 20.04**

**Signed:** .....

**Date:** .....