

**St Bartholomew's Church of England First School  
Governing Body  
Minutes of GB5 Meeting held via zoom on 09/07/2020 at 9.15am**

Present: Cheryl Govier, Gemma Coward, Steve Briggs, Emma Harwood, Rachael Howe, Lucy Ramwell, Tsonka Hristova

Absent:

Also Present: Sonia Yorke (Clerk)

Chair thanked all for attending this virtual meeting today.

Meeting opened with a Prayer and quote for the day.

Agenda Item	Detail	Action
1	<p><b>Apologies for Absence.</b> No apologies all present.</p>	
2.	<p><b>Declarations of interest</b> No new declarations declared</p>	
3.	<p><b>Minutes of meeting held 30/04/2020 including Matters Arising and Extraordinary meetings 15/05/2020 and 01/06/2020</b></p> <p>All minutes agreed chair to sign</p> <p><b>Matters Arising</b></p> <ul style="list-style-type: none"> <li>• Chair has emailed staff on behalf of board during this pandemic and will do a letter to all staff for the end of term</li> <li>• Chair has agreed communication to parents from Board and Headteacher.</li> </ul>	CG
4.	<p><b>Head Teacher Report</b></p> <p><b>COVID Update</b> Chair stated that the GB role is strategic not operational agree key principles for September opening. GC role as school leader is to implement procedures.</p> <p>GC informed the board that full guidance on the preparation to welcome all pupils back to school from September 2020 is available and school now looking at processes and procedures. All pupils expected to return unless advised not to by medical experts.</p> <p>All staff have access to updated guidance, information also shared via virtual staff meeting. In addition GC has sent staff questionnaire regarding September opening and requested any concerns to be shared with SLT to enable RA to be carried out. All staff expected to return in September.</p> <p><b>Key Principles to agree:</b> Preventative measures -</p>	

- Our school systems of cleaning/hygiene and our reactions to potential cases have been praised by PHE therefore we know they are working – In September school will maintain current cleaning regime including the Steri 7 system and a deep clean is scheduled last 2 weeks of holiday.
- Management of bubbles– guidance does not give specifics but indicates year groups of classes. Due to budget constraints school agreed 6.5 class structure from September 2020. KS2 has 3 classes am and 2 pm – therefore KS2 becomes a whole bubble. Wren class will accommodate 30 reception children and Robin will accommodate 6 reception children and yr 1's therefore Wren and Robin will also become one bubble – agreed due to logistics of school by LA.
- Streamlined staff movements to work across one bubble as an additional protective measure
- Maintain consistency amongst bubbles where possible but add additional preventative measure if required for staff to access bubbles to support pupils with needs. A risk assessment will be carried out for these staff to ensure they stay 2m from children and staff, wherever possible
- Lunch time reduced to half hour for pupils and staff to allow for staggered breaks and eating in the dining hall– TA's who have a hour lunch break will not be included -to pay the extra half hour will impact further on budget and school does not have funds to support this. This has been challenging to organise.
- Staggered times introduced for staff to use staff room and woodpecker classroom for meal breaks to support social distancing. Allocation of work spaces has been done for non-contact time such as PPA and leadership
- Children will sit in rows, face front of class and use own equipment etc. School can share equipment but must follow cleaning guidelines.

Governor asked if a half hour lunch meets employment law? – yes checked with HR staff entitled to a 20 min break after 6 hours and checked proposal with union advice from NASUWT online.

Are all Governors in agreement of the above principles – Yes all agreed

### **Head teachers Report**

#### **Overall Effectiveness:**

In terms of transition data coming in from Pre-schools, is this expected to be of the same quality / usefulness as we normally receive or will there be limitations in view of difficulties over last 3 / 4 months?

From what I have seen so far each setting has given us data up to where the children were before they left in March. Most settings have been good at telling EYFS leader the areas that will need to be a focus as they did not get the chance to focus on it before school (mainly number and phonics recognition). Both the SENDco and EYFS leader have had several meetings with families of children joining us to ensure children with SEND or a specific need begin their transition early. We have continued to receive the same transition data, albeit virtually. The school continue to

be proactive and so had begun our transition plans early, as usual.  
Is the data that we have sent on to MB been as detailed and comprehensive as previous years? Is any deficiency going to disadvantage the children moving up?  
The data passed onto Maiden Beech is more detailed and comprehensive than in any previous year and includes attainment data from the child's education since EYFS. Three separate transition meetings were held virtually between St Bartholomew's and Maiden Beech for transition, one for general pupil discussion, one for SEND children and another for Safeguarding.  
Is additional input expected from St Barts staff during the summer holidays?  
The government have stated that schools are not required to open for vulnerable children or key workers over the summer break. Every effort has been made to prepare school for September so that staff can have an uninterrupted break. However, there are some on-going pieces of work that have to be covered during this period: admission appeals, SEND casework (we have 4 open cases), Safeguarding inbox monitoring. To decrease the impact as much as possible it has been agreed:

- The SENDco will check the email box on a Monday only for LA communications
- The DSL inbox will be monitored by the DSL team
- We don't have any information on admissions yet

SB what about GC likelihood of holiday break - yes will try to have proper break not sure what will come up but intention is there – term ends spend time doing some day to day catch up.

Are there any details available presently regarding the baseline data (all children accurate tracking) that is planned to be gathered by September 20? EYFS baseline assessment delayed to 2021. School will use own EYFS baseline assessment scheduled to be in place by 01/10/20. Remainder of school will also have a baseline assessment on return to school in September with a focus on phonics, reading, writing and maths as well as social and emotional health and wellbeing to enable us to track progress. School has started this process for children already back in school.

Staff shared in the questionnaire that yoga and mindfulness activities before going to class have proven positive toward learning sessions. Has this been just during the COVID-19 period and if yes, is this going to become a standard practice when all children return to school in September?

This was in place all of last year as part of our change in reviewing the curriculum. When we return in September a 100% of our children in EYFS and KS1 will do a yoga club in their bubble in the second half of lunch time and KS2 will do socially distanced sports. This meets our focus of increasing exercise and resilience.

**The Quality of Education:**

What is the approx. percentage of children whose parents have not engaged during the partial school closure period?

100% of KS2 children have engaged with Home Learning during partial school

closure, however the percentage of those submitting regular work has decreased as time has moved on. Approximately 85% of children were submitting work regularly at the beginning of June and this has now decreased to around 70%. However, it should be noted that when asked, parents of these children state that they are completing other learning tasks, including practical learning. For example, one Y4 child has recently been helping his parents reopen their shop and was put in sole charge of the stocktake, using his Greater Depth maths skills.

Have disadvantaged children who have not been able to engage with the school during the partial closure been identified and highlighted in terms of needing additional support come September?

In the transition meeting with Maiden Beech, the children who have not engaged with learning (both disadvantaged and not) have been identified. The children with SEND and those in receipt of PP have all been checked in with and those who were struggling have been given places in school. SEND meetings have happened for children and their new teachers and plans put in place

Will there be any plans to focus on mental health & well-being for all children on return to school?

Recovery curriculum will be in place for afternoons and base line assessments will be carried out in September to identify those who need nurture and ELSA, children who returned in June did not need recovery curriculum, school will gauge if this is necessary next term.

#### **Quality of Provision in Early Years:**

Are there any particular lessons learnt from the 'blended learning' approach that could be successfully integrated in future school development plans?

Yes! We have held many successful virtual school entry planning meetings which saves time, money and also space at school! I think we could consider the use of virtual meetings as we move forward. Whilst I have enjoyed recording the new parents meetings etc I do feel that if and when we can these particular events need to continue to be face to face as it's a real opportunity to get to know our parents face to face. Having said that however, parents have been really positive about what we have done so far "it was perfect, I could get the children to bed and then sit down and listen to the meeting rather than having to worry about getting a baby sitter!".

Virtual Home visits were fantastic. 11 families booked face to face virtual home visits on teams. Significant travel time was saved as well as time trying to find where people lived! I still felt that I got the opportunity to see the children in their homes with their families which has definitely helped to build those relationships.

Could we have more details please on the plan of improving the phonics knowledge identified as lowered amongst the lowest attending children during the COVID-19 lockdown?

What percentage of children are the lowest attending children?

From the current children that are in Reception we have already highlighted an adapted timetable in order to be responsive to the children's needs such as; the children will need to be base lined when they come back to school in the first couple

of days. The children will then have an intensive phonics of phase 2/3 in the first week. We will then teach two phonics lessons a day, one which will focus on phase 2/3 and then we will teach phase 4 alongside this. This means that children will have a regular slot to focus on filling the gaps and secure their learning whilst teaching a new phonic phase which will keep the children moving with their learning.

Children who are identified as having a difficulty can then be picked up during an intervention. I anticipate, that throughout the year we will continue learning 2 phonic lessons a day which will mean we will have to revisit lessons and teaching new phonics lessons.

The phonics planning has also completely changed and is being planned with only phase 5c left to complete. The new planning ethos has also been taken from the English Hub sessions before COVID-19. Staff have also been using these sessions during lock down to send out to the reception and KS1 children. This will also mean the children will understand the format of the lessons as they will all follow the same format, whilst also using revisit, review, teach, practise and apply.

This will also support the children when we get our match funding for the reading books which will be in line with Government guidelines of being fully decodable. The guided reading has also been planned and resourced up to the end turquoise which also follows the same format from reception to KS1. This means that this will have an impact on the children due to the lessons always having the same expectation giving us continuity.

The reading and guided reading audit should take place in the Autumn term as the English Hub were unable to do this over the phone so it could be in place for September 2020

#### **Leadership and Management:**

Has the SLT identified any particular areas of concern about the development of specific or specific areas of the curriculum created during the partial closure?

Yes, the PP report highlights that Yr 1 phonics, reading and writing are key areas of concern and well as Year 2 writing

The lower attaining Yr 2 group (next year) will be a focus of the EP in a problem solving circle. This worked well last year and is where the precision teaching which had such impact came from

Reception - There is a particular weakness within phonics writing in Reception as only 50% in the spring term were on track to achieve a good level of development. This means that rigorous planning needs to be implemented for this cohort around phonics and writing.

Reception Action - Phonics, writing will need to be a key focus

Year 1 - weakness in reading as only 78% Secure and 40% Greater Depth which means that we have 23% that are currently below. In writing 76% were on track to be

secure and 23% Greater Depth which mean 25% are currently working below.

Year 1 Action - Reading to meet secure and writing to be secure will need to become a focus.

Year 2 -In reading 78% secure and 40% Greater Depth which means 14% are currently Working below. In writing 17% currently working below and Greater Depth writing as 29%.

Year 2 action - to raise reading and a focus on writing with children below – to secure and greater depth.

Year 3- in reading 38% greater depth and 16% below. In writing 81% secure and in greater depth 22% which means that 19% of children are currently working below.

Year 3 action - to raise reading and writing.

How have the key-worker children and the ‘vulnerable’ children faired during their time in school over the last 3 / 4 months? Has the level of attention received made a discernible difference?

It has helped children to be in school. For one child moving between level 2 and 3, they have learnt very little but in terms of social and emotional support being in school has helped and they have been kept safe in school. For the others, it has impacted on their attainment, especially because their teachers have checked in on the standard of their work produced. SEND able to continue with support. Positive feedback from parents.

During lockdown we had the DDSL available to deal with safeguarding, to enable the DSL some more time for the already highly demanding managing and Headship role. Looking forward to September and anticipating a further increase in workload for both of these roles, how can we best manage this so that the DSL is not overloaded with both roles, assuming the DDSL will need to be back in the classroom?

A really great question with no easy answer! There has been another peak in safeguarding over last 2 weeks. All teachers will be back in class. However, DDSLs do have half a day’s release each week with the expectation that they support managing the Safeguarding in their department so this should support the workload in this area. No other process in place so continues to be a challenge.

The school had looked at a plan for the SENDco to recover from maternity leave an potentially cover some of the Safeguarding role in her 3<sup>rd</sup> day. However, the budget looks like it may now allow this.

Have staff used and found useful the strategies put in place to support their well-being I.e. Carefirst & Mindline?

I have not had specific feedback, however, the results of the staff questionnaire suggest that staff are happy and feel well supported. School will have in place more wellbeing opportunities from Sept.

How can we address the (4 out of 61) disagreements from the parental survey on tackling the effective dealing with bullying?

Really disappointed by some comments, SLT carried out investigations around these comments as not named but unable to identify – any allegation of bullying dealt with in line with policy – these appear to be allegations not shared with school at the time.

The comment received that Governors' children and some other children being treated differently – again cannot identify where this has come from, SLT has checked our awards etc. for a pattern, again nothing stands out and school not received any prior complaints . Pupil reports sent home last week with a further form/questionnaire to provide opportunity for comments or concerns to be fed back but nothing received to support these claims to date.

However, everyone who returned the questionnaire thinks their child feels safe, so the feedback does not match up.

Governors agreed that overall parents say children feel safe –emotions are heightened at moment – focus on positive, negative feedback is concerning but does not add up.

Some feedback could be historic

#### **Behaviour and Attitudes:**

For the one or two parents/carer respondents to the survey who did not respond positively identify any particular concerns that need consideration?

It is always going to be difficult to please everyone in these circumstances. As you can see from the comments, the overwhelming majority feel the balance has been right in terms of emotional and core subject learning. Those that don't, have not used the resources given as all parents were given links to further core subject learning right at the start of partial closure and then a resource for all subject areas was made available from the start of the summer term. It is a case of not reading the information sent and not using the available avenue to contact the class teacher (all made available at the start of partial closure). However, our welfare check which started 5 weeks ago, asked parents if they have any issues or need any support, has been hugely helpful and would have been useful from the very start. Now we have Microsoft Forms, this will be easier.

We risk assessed at the start of closure and have been contacting those families throughout, as parents made us aware of issues during closure, using the emails and phone calls we then added those who needed help to the list. We do not have the capacity to phone every family. It takes a DSL the whole week to contact the families on the list. If we did not hear from a family via some medium we contacted

	<p>the family. GC very proud of what we offered in challenging circumstances.</p> <p>Based upon the subject leaders reports on gaps related to learning, is it possible please to know the focus or areas that are planned to be addressed as off September?</p> <p>Question covered above.</p> <p>GC added that all staff have contributed to planning for the start of next term – book audit in preparation for new reading resources – the focus is on moving forward.</p> <p><b>Area Review</b></p> <ul style="list-style-type: none"> <li>• Area review – information from LA imminent</li> <li>• Hinton continuing with process to convert to primary</li> <li>• Area Review will take a lot of HT and Board time in the Autumn term, however we are assured that the review process in on hold for the summer term, this is very welcomed by all Head teachers in the group. Thanks to Chair who has supported this action.</li> </ul>	
5.	<p><b>Finance</b></p> <p><b>Month 3 Report</b></p> <p>Has there been any significant increase in our funding for ‘high needs’ pupils over the past 3 to 6 months?</p> <p>We will get an additional £2,444 for a new EYFS starter. We already knew we were getting £1548 for a child we have been having transition meetings for since Sept 19 Prior to SEN on maternity EHCP ready and maternity SEND driving forward they are being assessed at present EP’s positive but awaiting results, outcome due Sept</p> <p>The Financial Report Dashboard - Overall Summary – shows that our expected outturn will be a surplus / carry forward of approx. £56k as compared to £86k last year. Are we right to assume that we might therefore use up our surplus / carry forward within the next two years if we continue to run at deficit?</p> <p>Yes, this was one of the reasons that we moved to the 6.5 class structure to support the budget. This is why it has been essential to protect the carry forward over the last few years to maintain the 7<sup>th</sup> class for as long as possible. We are only funded for 6 classes. Impacted over this period of time.</p> <p>Are we expecting any new funding from The Government that will ‘cushion’ our position, or is any additional funding ring-fenced in some way?</p> <p>We are expecting some ‘catch-up funding’ but have had no detail and looking at the overall amount we are not expecting it to be very much at all. The SBM will be making a claim for COVID expenses but, again, we are not very hopeful despite being promised reimbursement. In line with our school values and in consultation with the Chair we have honoured the Wrap Around Care provision salaries. These are not contracted roles and without the staff to run this provision the school would struggle to maintain this essential service and could potentially loose children. This will not be reimbursed. HR did guide us towards this decision. No funding for summer holidays. Stops September mindful of budget but all back in school. Sanitiser etc. costs will go up</p> <p>Governors agreed it would be disappointing in terms of the Government response if we did not receive any catch-up funding. There is £15 billion assigned for PPE</p>	



maybe this could extend to schools? Schools need proper provision, but continue to use their already stretched revenue budgets.

## **SFVS**

### **Update on Action Plan from 2019/20 audit**

Q3 ACTION -A finance report will now be submitted at each Board meeting to ensure the new SFVS requirement for boards to receive 6 finance reports per year is met.

Time scale – **On going Action – Month 3 presented GB5**

Q6 ACTION - consideration now being given to extend budget presentation to incorporate an additional year. **School Area Review impacted for this year**

Timescale - Budget Presentation 2020/21

Q20 Action - school to investigate and introduce the DfE comparison check in seeking Best Value for the school

Timescale - August 2020 – **Outstanding Action**

Q23 Action - As advised at finance training - Board to answer 5 SFVS questions per Board meeting throughout the year

Timescale - **Agreed to introduce this from GB1 2020/21**

Q24 Action - SBM to share Business Interests Register with administration staff with a responsibility for financial day to day operations (ie: ordering) to assist with this monitoring process

Timescale - August 2020 and ongoing – **Completed action July 2020**

### **Sport and PE Funding Report**

Final reports 2019/20 and proposed report for 2020/21 circulated prior to meeting.

CPD - GC informed members that last year school used training budget funds for PE Lead to attend training on preparing the PE Grant report. PE Lead produced 2020/21 PE report with some liaison with HT and SBM.

Both reports agreed by Board.

### **PP Funding Report**

**Final PP Reports for 2019/2020 and Proposed 2020/21 circulated prior to meeting.**

Are we expecting a total budget for next year 2020/21 to be approx. £63k or will the PP grant be different?

**We are not expecting the grant to be changed in any way. Sometimes there is an in-year amendment due to fluctuation in PP numbers.**

Has the money spent on funding access to breakfast club achieved the desired effect, in improving attendance and ensuring focus during the school day?

**Yes, for one particular family (2 children) the support made a massive difference to attendance and the ability for the children to settle into the school day confidently**

GC has contacted LA Data Protection officer as the PP report contains identifying information. Data Officer confirmed it was appropriate for Board to see this level of detail as part of Governors role but some information will be redacted from the report prior to going on school website.

	<p><b>CFR Report</b> The CFR report was completed by senior finance officer, report was submitted to the LA for approval, and has now been uploaded to DofE website.</p>	
6.	<p><b>Subject Lead Reports</b></p> <p><b>All reports circulated prior to meeting. Questions on each report as follows:</b></p> <p><b>EYFS Phase Lead Report</b></p> <p>Are there particular difficulties in making contact with pre-school children and their parents this year? We have had two families that still have not returned the forms etc. Pre-school have now got involved, at our request, and are helping us to make contact. Engagement on Facebook has increased and families are enjoying the activities placed online.</p> <p>Is it possible to make one to one introductions before the end of this term? No, given that the guidance states we can only welcome visitors in if urgent. However, the virtual home visits were absolutely fantastic to begin building these relationships.</p> <p>We have one high needs child (EHCP) who we are hoping to pop into the outdoor area one day after school to transition his resources from pre-school to 'big' school.</p> <p>What sort of response have you had from new EYFS parents regarding the transition work that has taken place? Is there anything more that could be done to reassure and support "new" parents? I think we are doing a great job so far we have:</p> <ul style="list-style-type: none"> <li>• Set up EYFS page for communication.</li> <li>• Held school entry planning meetings for children with SEND.</li> <li>• Recorded new parents meeting and put on Facebook.</li> <li>• Recorded stories and games for the children to interact with.</li> <li>• Involved the new families with science week and created science packs for them all to enjoy.</li> <li>• Held virtual home visits.</li> <li>• Recorded a video teacher introduction.</li> <li>• In the process of sending 'golden tickets' to each child and then a personalised hand written letter in the summer holidays.</li> <li>• Met parents and children at the school gates when they collected their school starter packs.</li> </ul> <p>We have not had many responses or questions and have provided the families with the opportunity to do this.</p> <p><b>KS1 Phase Lead Report</b></p> <p>Do we think that the required level of engagement in learning by parents / carers during the partial closure period / home learning will pay dividends next year and beyond in terms of greater confidence to engage and added appreciation of role of teaching staff? From the questionnaire responses and vulnerable families, to which we have made</p>	

contact with weekly, along with every teacher making sure to check in with families that we teach will have a positive outcome for our school. Although this has been negative unpresented time, I feel that the parents have been able to explicitly see the care and support that as a school is embedded within our values and are truly thankful for our help. This has enabled us as a school and a community to come in closer together. I have also noticed that the school community through pick up, drop off and Facebook posts are also demonstrating as a more empathic parent community.

Can we deliver KS1 curriculum with additional work relating to 'incorporating gaps' within our existing staff resources?

This is a hard question to answer as we have not had all of the children back.

However, from the children that are currently back in school mini Koala's, Koala's, Reception and Year 1. We should be able to cover this through teaching extra sessions of phonics and explicitly teaching handwriting, number formation and writing. We will also be able to use programmes such as phonic tracker which will be used by the whole school to track common exception words and in Reception and KS1 phonics. This means that it will be able to assess in rigorous monitoring alongside pinpointing difficulties for children. This will then enable us to have a more tailored intervention approach. We will need to amend our timetable and curriculum to be responsive, in order to support the weaknesses, the children have such as extra phonics, handwriting or writing sessions.

### **KS2 Phase Lead**

The clear progress made and identified in 'key highlights' is great. But is it possible to assess whether pupils have 'fallen back' in progress made earlier in the year during the partial closure period?

One of the key tasks planned for the beginning of Autumn Term will be a Baseline Assessment for each year group. This will provide us with not only a clear indication of any potential regression but also inform our medium and long term planning.

How does Letter join improve handwriting and presentation?

Letter join focuses on correct joining of letters and also sizing. The software uses a "Word Animator" which demonstrates the joins and this provides consistency across classes. Correct joining is key to letter sizing and position online.

What impact does an individualised timetable have on children who are below ARE? Is this time consuming for teachers to produce? How is wellbeing and work life balance maintained?

An individualised timetable ensures that the needs of the individual child are being more successfully met. For example, a high needs child in Y4 who is significantly below ARE has historically struggled to maintain focus for long periods of time. His individualised timetable gives him tasks in shorter bursts with less intensive activities in between. This has resulted in far greater concentration and more accelerated progress. Individualised timetables are produced quickly and efficiently by class teachers during their PPA time and is part of differentiation and Quality First Teaching.

### **SEND Report**

What support is planned for the child who's EHCP was denied? Is any support available/financially sustainable?

The parents are being supported by SENDIAS to appeal the decision. The letter from the Chair of Governors to challenge the decision has led to a meeting between school, parents and LA to discuss next steps.

It is not sustainable to continue to fund 2:1 support. However, we have allocated 2

TAs to the class, but there are other high needs children in the class. The concerns continue. A workstation has been created and clear handover has happened with the new teacher.

What impact will there be on children from the reduction in the amount of ELSA provision each week?

The direct ELSA work has reduced to three days, however the ELSA is in class and will be supporting children two days a week. During the first two weeks of term, we will be identifying children who need further support

GC added that the maternity cover SENDco has used their time very productively this term, she has supported pupils and families and all resources have been prepared for children with SEND so teachers will not have to do this next year, another positive within challenging situation.

### **PE Lead Report**

Is the fact that KS2 pupils have missed specific pre-requisite sports skills solely down to Covid 19 restrictions or are there other reasons?

KS2 children have missed developing their skills in specific sports - cricket, rounders, tennis and athletics. This is purely because of Covid-19 restrictions as they were due to be visited in the summer term.

Do we have the staff resources in place to deliver the Real PE Scheme next academic year?

All teaching members of staff have had training in the delivery of Real PE. This has been disseminated to the PE HLTA by the PE Lead. We are still due to receive another session of Real PE CPD which the PE Lead will book once it is safe to have.

All teachers will be aware that their class must receive two hours of PE a week (KS2) or one hour 45 minutes of PE (KS1 & EYFS). If this cannot be met by the main PE HLTA, then class teacher must teach the remaining time required. This will ensure we keep our Gold standard

Is there anything else we can encourage families to do at home that could promote the missing key skills in the younger cohorts?

The school Facebook page and newsletters will be used to refer parents to the additional PE activities on our school website as well as additional resources. PE Lead has put out a lot of ideas during this time - noticed reduction in stamina in physical fitness therefore fed into SDP incorporating lunchtime activities next term.

Governor asked if school will encourage parents to engage more with PE during the holidays to prepare children for more fitness sessions next term? Acknowledged that lots of adults walking more but maybe pupils not had same opportunities for daily activities.

Governor added that there are lots of opportunities to try PE without specialist equipment – ie frying pan and rolled up socks instead of racket and ball.

GC will look at some promotion before the end of term

Will money spent on swimming instruction and memberships carry over into the next academic year or will they be reimbursed?

It will be credited to the next set of swimming sessions. We are still waiting to contact the pool when they reopen to rebook

### **School Council and PCSHE and Sex and Relationships**

How did the children receive feedback on the impact of their efforts associated with 'Online Safety week' in terms of how their lesson plans were used and appreciated?  
Online safety week happened later than usual this year due to other commitments. There were 2 online safety workshops delivered in the second half of the spring term, children were given the opportunity to discuss Online safety questions/issues and any misconceptions were addressed within the workshop. Children showed a good understanding for online safety rules and procedures within these discussions.

A week was dedicated to online safety within the planning during lock down. I provided stories and various activities for each year group so that teachers could include them in their planning. Children were delivered activities based on an online safety story for each group. Teachers were asked to set tasks on purple mash which would have been marked and misconceptions addressed via the purple mash feedback procedure, during the week. Work emailed to teachers via the class email account would have been answered on a 1-1 basis via a reply email.

I was informed of any online safety concerns throughout the school closure and further support for the families and children was provided through online safety activities and information sheets.

Will the new framework for Relationships & Sex education be fully embedded for September?

Teachers have been following the new framework since January this year. Our planning is based on the question model and this has been continued during lock down within the year groups planning. This should ensure the new framework is well embedded from September.

### **Music Lead Report**

What has been the take up of instrument tuition – how many pupils have started to learn how to play the clarinet?

Every child in KS2 has had clarinet lessons this year as part of their music teaching.

How do we obtain enough ukuleles for an ensemble to be created?

The instruments are provided by Somerset Music as part of their music teaching provision.

Will there be any reimbursement for the lost clarinet lessons and is there a plan in place for the new Year 3s to learn an instrument?

I have requested information regarding reimbursement from Somerset Music but have not yet heard back from them. From Autumn Term, all KS2 children will be learning to play the ukulele.

### **Science History and Geography Lead Report**

How will you ensure that the children build on their knowledge year on year?

The curriculum is built on the skills. The Science leader had worked very closely with

	<p>the Primary Science Trust to ensure that the school are teaching the age-related skills. Floor books are used to capture this learning and science starters ensure this. In History and Geography the SDP funded leadership time was used to create a new rolling programme which consists of topics that are meaningful for our school community (link into SDP e.g. developing diversity awareness) and develops skills from KS1 to KS2. Remembrance is learnt in KS1 and then WW1 in KS2. This is fully planned for KS1 and the foundation stage leader will be planning this for KS2 as part of their team</p> <p>Has the success of science club at EYFS fed into ideas for further clubs that could be developed and targeted at younger cohorts, perhaps to target particular issues or weaknesses?</p> <p>When we are in a position for clubs to start again, EYFS will definitely be targeted again. KS1 were always offered this and we try not to overload EYFS early in the year. The focus of clubs has not been a priority at this present time. Look at SDP focus to support decisions.</p> <p>Discussion on parent feedback - Parent Governors reported that in general parents are being more sympathetic and positive on groups chats – friends in other schools have commented that our pupils and parents have received a lot of support during this pandemic. School needs to focus on positive feedback.</p> <p>AGM for FSA scheduled for September – board to be mindful– due to personal circumstance school have not seen funds in school yet which could cause an issue.</p> <p>Governor complimented GC on the number of silver linings she has found out of the pandemic – GC stated there is lots to learn from this time but staff have used time very effectively to resource and continue to drive the SDP forward and in the long term this will help with work life balance.</p> <p>Every member of staff has worked so hard during this time and the priorities in the SDP continue to have been worked on alongside the remote learning and in school teaching provision.</p>	
7.	<p><b>Prospectus Update</b></p> <p>Previous action was for Governors to have a look and adapt – all complete. Prospectus now on school website and sent to all new EYFS parents.</p> <p>Prospectus approved by all members.</p>	
8.	<p><b>Questionnaire</b></p> <p><b>Staff questionnaire</b> - overwhelmingly positive and GC should be proud of how she has led staff over last few years, and through this pandemic, well-done. GC added that it shows what a great team we have. EH added that as a new member of staff everyone is so well supportive and helpful and lots of early morning emails from GC.</p> <p><b>Parent Questionnaire</b> – lots to be encouraged by and need to recognise</p>	

	<p>overwhelming support for the school – but cannot ignore negatives.</p> <p>Recognition of governors – there are still some parents who are unsure of board members – it was suggested a short video by each member could be circulated, TBC - CG has supplied video for new EYFS families.</p> <p>Staff perspective – Team forms - excellent format for communication to staff.</p>	
9.	<p><b>GB Succession Planning</b>  <b>Election of Chair and V Chair:</b></p> <p>Members asked to express interest today for vote at GB1 2020/21</p> <ul style="list-style-type: none"> <li>• CG expressed her interest to continue her role as Chair if approved and voted in by all. Board thanked CG for her continued hard work and dedication to the school and Board of Governors.</li> <li>• SB expressed interest to continue as Vice Chair next year. Board thanked SB for his continued support.</li> </ul> <p><b>Governor Recruitment –</b>  Currently One Ex Officio vacancy – update skills remit for this role once skills audit complete.</p> <p><b>Governor Responsibilities</b>  Head Teachers Performance Management – CG, SB, TH  H &amp; S – TH  Safeguarding and E Safety – EH  SEND – RH  Christian Distinctiveness – CG  EYFS – TH supported by CG  KS1 – SB  KS2 – RH  SFVS – SB  Visits and Training – LR  Pupil Premium and PE – Key Stage Governors  Recruitment – EH  NQT – LR</p> <p>It was noted that the Area Review would take a lot of CG time next year. CG to arrange zoom meeting with KS link governors and LR to agree structure for visits.</p> <p>SY to investigate summer holiday training opportunities via GS.</p> <p><b>Standing Orders</b></p> <p>Amend orders to allow for the election of Chair and Vice Chair to take place at the last meeting of the year.</p>	<p>SY</p> <p>SY</p>

	<p>All other actions within the draft standing orders agreed as previous year.</p> <p>SY to Action</p> <p><b>Terms of Reference</b> All agreed.</p> <p><b>Agree and Sign Code of Conduct</b> Code of Conduct agreed – to sign GB1 if members back in school.</p> <p><b>Agree Pay Committee</b> All members excluding staff members shall make up the Pay Committee</p> <p><b>Delegation of School Trips</b> It was agreed by all present to delegate the responsibility of School trips and residential trips for the academic year 2020/21 to the school.</p> <p><b>GB Dates and times 2020/21</b></p> <ul style="list-style-type: none"> <li>- Thursday</li> <li>- Alternate morning and early evening</li> <li>- Dates to be agreed when finance deadlines and data drop dates confirmed</li> </ul>	
10.	<p><b>H &amp; S</b></p> <ul style="list-style-type: none"> <li>- COVID H&amp;S actions all carried out</li> <li>- SB confirmed all H &amp; S actions up to date prior to COVID pandemic.</li> <li>- Routine maintenance checks have been carried out as programmed</li> <li>- Summer work identified in HT report</li> </ul> <p>H&amp;S workload has impacted on SBM workload. The SBM has been key support to school during the Covid situation and thanks was given for the excellent strategic work that has been carried out under very challenging circumstances. The board all recognised this and thanked the SBM.</p> <p>All staff trained up to clean and all have been willing to carry out any duty as required during this situation.</p>	
11.	<p><b>Safeguarding and Online Safety</b></p> <ul style="list-style-type: none"> <li>- EH reported that all safeguarding is up together in school, one slight incident reported in HT report – processes followed</li> <li>- EH emphasised that Safeguarding is a huge time-consuming role – school does exceptional and thorough job – welfare checks and questionnaire are excellent.</li> <li>- EH, GC and DDSL attended area safeguarding virtual meeting this week – all up to date</li> </ul> <p>How can DSL be supported?</p>	



	<p>GC – one potential plan – budget allowing – when SENDCo returns from maternity leave could cover teaching day and then SENDCo take on some of this role as lots of crossover with safeguard and SEND.</p> <p>DDSL have or are booked to attend virtual training which will last one year not 2 as interim training.</p>	
12.	<p><b>Christian Distinctiveness</b></p> <ul style="list-style-type: none"> <li>- SIAMS inspections delayed to 2021 – discussed that this has been confirmed in government guidance</li> <li>- Be prepared 2021 look at agenda in autumn term</li> <li>- School is well prepared</li> <li>- There has been lovely work on CD in school, this has been recognised by the Diocese and it has been requested that this work is used around the County - huge compliments to JC.</li> </ul>	
13.	<p><b>Policies</b></p> <p>SEND - Agreed  Sex and relationship – had consultation with parents – all agreed  Equality – Agreed  Maternity and Paternity Leave Policy – agreed  Leave of Absence provision - agreed</p>	
14.	<p><b>Chairs and Clerks Briefing Updates</b></p> <p>Virtual meetings attended by CG and information circulated. GS have been very proactive and AA has been exceptional with her support and answering emails etc. Could we write to recognise this service – CG to send letter</p> <p>SY to circulate clerks info from clerks virtual briefing</p>	<p>CG</p> <p>SY</p>
15.	<p><b>Training</b></p> <p>Skills audit submitted and collated for next term and training to be identified  Governors have Access to key – recommend webinar as very useful  Issues with access to key for - RH /LR/TH  Action SY to investigate</p> <p>Final Quote to share from CG–  Real heroes don't wear capes they teach and work in schools, thanks to GC for everything that has been done during this pandemic. You have put in an amazing amount of hours now rest and have a breather.  Also thanks to SY for all her work as clerk.</p> <p>GC - Support for our board have been amazing and helpful and moved us in the right directions our governor team is so strong with a good balance of challenge and support, thank you all for this year.</p>	<p>SY</p>

	CG Thanked all governors for support this year. Governors offered to be available if required during the summer holidays.	
16.	<b>Feedback from this meeting</b> Very effective and well managed meeting, particularly with the heavy agenda	
17.	<b>Date, Time and Venue of next meeting</b> TBC	
18.	<b>Next Meeting Focus - TBC</b>	

Meeting Closed at 11.28