

Minutes of Governing Body Meeting, December 7th, 2020, Via Zoom.

Present:	C Gilbey (Chair) Katrina Davies (Vice Chair) R Campbell (Head teacher) B Calvert K Davies (Staff Governor) G Firth N Wiltshire
In Attendance:	A Clarkson Bursar Y Scott Clerk
Apologies:	S Moss C Ditch

All documents for the meeting are tabled in advance digitally onto the Governor Portal. Any additional documents will be added to portal post meeting.

21/11	Receive Apologies for Absence –	
<i>Summary of Discussion</i> (including questions and responses)	<i>Lead – Chair</i> <i>Purpose - Decision</i> Apologies received in advance via email from both governors with questions to raise regarding tabled documents passed on to the CofG The governing body kindly request that the headteacher please forward their condolences to the family of AW at this incredibly difficult time. Agreed by all governors	
Actions Arising / Resolutions 21/11		
To contact family of AW.		Head

21/12	New Declarations of Interest and Interests Relevant to this Meeting	
<i>Summary of Discussion</i> (including questions and responses)	<i>Lead – Chair</i> <i>Purpose – Information</i> Sent via email prior to meeting with Nil returns required – Nil recorded	
Actions Arising Resolutions 21/12		
N/A		NA

21/13	Agree Minutes of Past Meeting and Consider Matters Arising	
<i>Summary of Discussion</i> (including questions and responses)	<p><i>Lead – Chair</i> <i>Purpose – Information</i></p> <p>Requested in advance via email</p> <p>REF 21/01 – CofG to remind all to send apologies in advance to clerk – Complete</p> <p>REF 21/03 – Clerk to upload annual record to website and update DfE - Complete</p>	
Actions Arising / Resolutions 21/13		
Previous minutes a true reflection and accepted as such unanimously.		N/A

21/14	Consider Meeting Focus – School Improvement, Outcomes for pupils and overall effectiveness.	
<i>Summary of Discussion</i> (including questions and responses)	<p><i>Lead – Headteacher</i> <i>Purpose – Information</i></p> <ul style="list-style-type: none"> a) Consider COVID Recovery Plan (CRP) b) SEF Judgements and Evidence c) SIP Key Priorities <p>CRP Overview CRP has been developed around 6 priorities, which cross over and are reflected within the SIP, for example in priority 3, curriculum. Currently we are having a slightly adapted look at this area, due to not only the Ofsted changes but also following the core skills catch up which is required following government guidance. The big push had been towards the foundation subjects, science, mfl etc within our new curriculum strategy.</p> <p>However, the line we are trying to follow is having the teachers lean into the other subjects, which in turn with careful planning will also allow us the catch-up areas for the core skills. We have had feedback from the teachers already, saying that the children are more enthused by this route as they are not as aware that the core subjects are blended in, they are thoroughly engaged and for example are able to complete considerable written work in their investigation into a historical topic. Also, we would argue if children were not enjoying their learning in this new format, behaviour would be adversely impacted, which we have not seen.</p> <p>The more creative cross curricular program is giving more enjoyment and satisfaction to the children. The teachers are even more aware of how to present the learning - enabling the delivery to build on the gaps children may have. Additionally, how the children are learning and interacting within the lesson is more successful and within Covid boundaries this is a super achievement. The teachers are working exceptionally hard and are delivering excellent lessons to children to push forward when much of their original plan and delivery has not been met for the children throughout the Covid lockdown.</p> <p>SEF. 8-point scoring system, with judgements that are the SLTs' best assessment of where the school has come from despite of all the disruption from last year. Governors are asked to scrutinise this and challenge if they feel these are not reflective of monitoring outcomes etc. We have seen a surprising amount of progress, some</p>	

plateaus and one or 2 areas where progress has gone slightly backwards. For example, leadership and management point 3, re engagement, we have reduced to 'secure' in wider areas, due to Covid we are not completing this to the normal levels we would achieve with interaction out with school. Additionally, governor score reduced as we have new governors and vacancies and again lack of interaction and ability to be in school learning etc has heavily impacted where we assess ourselves to be within the SEF.

SEF connects with monitoring and should resonate with what you as governors see on the ground with clear evidence that targets are being achieved. Whether SEF says the school is strong or if it has areas to improve in, this format will hopefully be a great benchmarking tool for you to hold the school to account.

SIP.

Trimmed version of last year's plan, as per previous discussions and agreement within FGBM during the pandemic. Several the rag rating columns had a C as work had started within that area but COVID impacted and stalled progression. Main change is within the action references column with amendments to dates for completion; any targets that had been met have been removed. This has been discussed in great detail previously and as agreed we will run this SIP for 2020-2021.

Question 1

Within the behaviour and attitudes, I note one of the few areas where it has dropped is for attendance but dropping in January, are there reasons re this date as this is not concurrent with COVID dates, also how do you define the Covid absence as different to others?

This was relating to persistent absenteeism, and when we looked this was due to a change during January and therefore the overall scale point needed to drop. Some anomalies in data can be from mobility, as the percentage is worked out over pupils on role including those that have only just arrived but without a full year of data it can skew results. All pupils below 90% attendance are monitored, and reports collated with correspondence being sent to parents.

We cannot really see a great change in this until comparative data is available nationally, nearer the end of the year but felt we had dipped so recorded this as data allowed. I have asked the LA if they can provide their absences for NYCC during Covid, so we have some comparative data in these unusual times but await a response on this. Within the MIS an X code is submitted for most Covid related absences which should allow for comparative data to be logged regarding the difference of 'normal' absence and Covid absence for future benchmarking of the data.

Question 2

What is the morale like for the staff with all the curriculum change and all the additional pressures, including having worked throughout the pandemic? I wonder as a governor if we can reach out and speak to staff regarding how they are coping with their mental wellbeing through such a difficult time?

Coping is the word, I think what we have found so difficult this term is that we still have a lot of the COVID angles to cover, whilst also trying to be 'normal' for the children. It has been exhausting and on the back of the recent terms this is a huge challenge for all staff within school. Also, with the isolation requirements for children of 2 weeks if they have been in contact with a Covid positive case, teachers are

having to provide online targeted learning for those not in school as well as delivering in school provision.

We have, as a SLT, chosen to amend 4 staff meetings that were initially intended to introduce new work streams to try and offer a reduction in new processes to support staff wellbeing. Four members of staff in one week approached SLT regarding the pressures of new work loads and demands on top of an already enhanced provision they are managing. SLT have continued to prioritise workload management and are continually look for other avenues to create a work life balance for staff that supports mental wellbeing.

We aim to gather some staff data via a short confidential survey that should help the governors and SLT support the wider team in develop support required. It is a really fine balance for SLT, as we also have the children in class who have missed a huge level of learning. So, it is a very difficult balance between the best for the children and the best for staff wellbeing. We have had to pause and listen to see where we go next, by managing our priorities and expectations in learning whilst not allowing the children to miss out. But this compounds a job that was already incredibly stressful for teachers

Question 3

We are very fortunate to have dedicated staff, the question I would ask is where paperwork can be cut back to give some space?

We have just cut back our medium-term planning which we originally requested the submission of a full term prior to the start of the term. We have removed this request. The teachers did this last term, and they were clear in feedback to SLT that due to how the children were managing, much of the planning had to be changed meaning wasted prep time, and additional hours needing to be completed to meet real time needs. Now 3 weeks planning is to be uploaded to the portal in advance which reduces workload.

Each member of SLT is also providing teaching time in class, giving the teachers a full day at home to support uninterrupted time to prepare their 3 weeks advanced planning.

GF joined the meeting 1400

We have also offered teacher and TAs overtime, which may seem unusual in the attempt to reduce workload but felt this appropriate to ask as our staff know the needs to fill the gaps. This is on a set rate to run catch up clubs from the COVID catch up funding

Question 4

We are not expecting for there to be a payment for an afterschool club after this period, are we?

No not at all this is very specific, a finite pot of money which is to support COVID related catch up: there was no expectation to do it, it was a total choice and only if they had capacity. This has all been checked through HR and delivered within set guidance. We were passionate that the catch up could be, if at all possible, delivered by a member of staff that is aware of children's needs and where the catch up is required and where it will give most impact, rather than employing tutors unknown to the children or the school.

Actions Arising / Resolutions 21/14	
N/A	N/A
21/14b	Consider Meeting Focus – Resources Focus
Summary of Discussion (including questions and responses)	<p>Lead – Bursar and Headteacher Purpose – Information</p> <p>a) Finance: Half year budget review (revised budget), scrutiny and forward plan, including:</p> <ol style="list-style-type: none"> i. Use of Comparative Statistics ii. Consideration of SFVS completion <p><i>Revised Budget Presentation by Bursar</i></p> <p><i>You have received updated report for current year, and draft revised budget for next 3 years. The monitoring report states where we are in current financial year, with catch up funding up to March for this financial year, all of which is budgeted to go back out, due to exceptional reason for this funding. A little more pupil premium than we expected has been confirmed with more FSM on roll. This has allowed some offset as we have reduced EHCP funding due to mobility. Staff changes are the other area where funding has seen a change, with a reduction in staff costs from previous finance discussions: posts have not been back filled when staff have left. Additionally, changes due to maternity cover being completed by reducing classes from 8 to 7 for 6 months. We are expecting a larger surplus from this financial year than originally projected, just short of £70,000 due to staff changes etc, however in the 3 year plan all the savings we have made are compounded by the lower pupil numbers in October and the possibility that these numbers could remain the same should not be overlooked.</i></p> <p><i>We have projected the numbers forward, but again this is a best-case scenario with previous experience used to caution the budget. We have staffing at our minimum level, and the projection does not consider if we have children arriving that may need significant support. That would not only be a challenge to the budget it would be difficult to meet with current staffing levels.</i></p> <p><i>It is worth reminding ourselves that the children sitting behind this financial plan not only have mobility issues, but probable long-term gaps in learning due to Covid. Therefore, now more than ever, we need to be cautious about further reductions, the pressure has been immense working with the core minimum staff during the current climate, particularly to keep financially stable, and we need to be mindful of this going forward.</i></p> <p><i>On a positive note we have been awarded the MOD grant that Mr Campbell applied for, and this is not included in these figures yet as it has only just been confirmed. To be clear we have met our financial plan through good financial decisions and based on our estimated funding without the grant. We were one of only 19 schools in country to be awarded full funding based on the application submitted which is for £67,000. This submission was very specifically to maintain the staffing levels we have despite the drop-in student numbers, to allow for the mobility of children, this is how the grant was applied for and awarded. Pupil numbers will continue to be closely monitored as will spending; these figures do include inflation and pay awards that are expected. Following announcement on cap on teacher pay and such there may be changes but we cannot add any more variables currently.</i></p>

We have received new information from station that 30 personnel are due to be posted in shortly that may bring families with primary school children and they will be accommodated on site.

Can we review comparative statistics?

Looking at the comparative statistics, comparing our school to those of comparative size, it is very difficult to take a great deal from this as there are multiple differences relating to the school's makeup. Our premises cost appear on the higher side as our capacity is much greater than what we have now, as we are compared with our numbers on role rather than PAN size for school. Again, staffing cost higher, GTA SEN is high, due to higher SEN numbers. The MOD Grant does maintain staffing over the next year, as this is required in accordance with our grant allocation. That said this will need to be continually monitored regarding the longer-term forecast.

Interestingly you look at page 4 of the pupil premium, where we are nearly at 100% for service pupil premium, yet schools with a 20-30% disadvantaged pupil premium applies a much higher input into the budget.

As a bursar nothing stands out that we cannot justify or continue to question. The comparative statistics are a good tool to look at where we compare and if we can improve financially in those areas or indeed justify why our spend is different.

How will this impact SFVS?

These graphs, alongside the national graphs will also join into the SFVS and how governors should monitor the structure of the school and its financial management. All spending within the SFVS on the portal has been logged, which is then given a rating for you to view and complete the questions as to why the school manages its financial income and expenditure in the way it does. This governor document needs to be submitted before the 31st March. I would suggest this be completed as soon as possible with the financial working party of governors meeting with myself or the headteacher for support in this action.

The MOD funding is this reflected in the plan and when will it be available?

No, it is not in the plan, and should be with us by March 2021.

Actions Arising / Resolutions 21/14b

Set up meeting with financial group to address SFVS in January

RC

21/14c

Consider Meeting Focus – Resources Focus

Summary of Discussion (including questions and responses)

Lead – Headteacher
 Purpose - Information
 b) Finance: Half year budget review (revised budget), scrutiny and forward plan, including:
 i. Pupil Premium Reporting
 ii. Oversight of Staff performance management
 iii. Plans for capital projects

No plans for capital projects, inching towards completion of Sensory garden

Staff – 2 members of teaching staff have achieved increments in this annual review. Most staff are at the top of their increment level. Only 1 member of staff applied for

UPS this year, but they were unsuccessful on this occasion; there is every belief they will be successful next year. One increment has been awarded to an NQT this year despite not completing their NQT year prior to the annual review date. Their work trajectory was extremely well advanced and due to their level of work and achievements within this review period, it was felt appropriate that a pay increment be awarded. This was fully supported via HR policy and the period of NQT is now in the completion stages.

It has been hard to complete accurate impact statements for the pupil premium for last year. Obviously prior to March we had impact, but it was inappropriate to add high impact across the board considering the circumstances this year. Additionally, there has been impact in the delivery of pastoral support due to absence during the year and this being addressed across numerous new objectives.

With Service Premium, when we are completing our strategies year on year, it is difficult as they change little. This is supported by the fact that we are now being asked to complete a 3-year strategy, which is an improvement. There is the ability to review within the 3 years, for example where the funding can be re channelled if governors thought that the issues had changed, but normally what we are tackling and how we are managing areas within this service premium will remain similar. Changes to the previous year in the document are mainly regarding the reallocation of pastoral support due to retirement. Staff will pick these areas up within set schedules that have been arranged by SLT. Staff allocated these roles already have much experience in this area. There are pros and cons to not having a specific pastoral staff member: if your only role is pastoral you have more space to fully focus on this role, but absence does then impact the whole school. In sharing this role out more, the CPD will be rolled across different staff enhancing their personal development and will we hope to meet more need. The changes made will be closely monitored by SLT to ensure we are delivering pastoral support at the level required.

Question 1

Regarding the Enrichment fund, £3500, this has not been used during Covid, what will we do with this surplus funding?

All the allocation has obviously not been spent this year, but this will roll over for use still for enhancement. Also, we may find that we have more children/families in need of this in the coming year due to the pandemic.

Disadvantaged Pupil premium Strategy Statement

Reflects the new DfE template, not the same level of detail we have in the past, which is therefore a less usable document to you as governors. We have added more than is required which hopefully links better to the SIP and CRP. It is built around the 3 phases intervention model, developed by EEF: teaching strategies, targeted academic support, wider strategies. We are looking at this at the 3 different levels ensuring work is going on in all these areas. For example, the increased TA hours is not a financial increase it is where we may have reduced EHCP funding and that member of staff will now support more pupils within the year 4 area. In wider strategies, we are trying to reopen the Zone in a different way within the Covid regulations as we feel some of our more vulnerable students are missing being with an adult in a noneducational format. NW is leading on this with a view to see The Zone return in some format in January 2021

NA	NA
----	----

21/15	Health and Safety – Annual Paperwork Audit
<i>Summary of Discussion</i> (including questions and responses)	<p><i>Lead – Headteacher</i> <i>Purpose – Information</i></p> <p>Recent H&S annual paperwork audit completed on 25th November 2020. Awaiting full report which will be uploaded to governor portal on receipt. H&S advisor noted this to be a great audit with only one outstanding item to action, which is to include a lockdown drill walk through alongside the annual training staff complete. This was actioned on the 2nd December 2020.</p> <p>Also, to note the school drains are within the AQUATRINE contract and have been blast cleaned within the last month removing the issue with standing water in the carpark. Thanks, noted to station for their support with this.</p>

Actions Arising / Resolutions 21/15	
NA	NA

21/16	SEND – Update
<i>Summary of Discussion</i> (including questions and responses)	<p><i>Lead – SEND Lead</i> <i>Purpose – Information</i></p> <p>SENCO has prepared an update for governor monitoring which is due and this was shared. Staff are definitely feeling the pressure for those children who have that added level of significant need which is both academic and holistic in how it is being met. The staff are completing exceptional work, during monitoring I have seen a great use of provision and implementation.</p> <p>The biggest figure to be aware of is that we are significantly higher than national data with SEN children on our register. This not only includes academic support, it is the holistic support that is offered to the children, families and wider school team to allow delivery of the best possible provision with a wider impact, which is also inclusive of peers within classes where children have SEND.</p>

Actions Arising / Resolutions 21/16	
Request Clerk send out copy of SEND monitoring document with minutes	Clerk

21/17	Monitoring Reports –	
<i>Summary of Discussion</i> (including questions and responses)	Lead – Chair Purpose – Information Safeguarding Monitoring completed. Any follow up questions please contact CofG and he will talk through the visit one on one.	
Actions Arising / Resolutions 21/17		
Monitoring received.		NA

21/18	Discuss AOB -	
<i>Summary of Discussion</i> (including questions and responses)	Lead – Chair/Clerk Purpose – Information 1) Headteacher Review – has been completed on the 1 st December. LA advisor very thorough prior to meeting, and it has been recommended an increment be applied. 2) Staff Wellbeing – discussed earlier in meeting GF, NW, KD left meeting 1511 3) Is it possible, to change day of meeting to a Wednesday or Thursday PM? Wednesday not possible due to school SLT and staff meeting being on this day. Governors present have already requested time off for the allocated meeting schedule. CofG will discuss. 4) Start process for parent governor position in January, process to be started by school staff in accordance with protocol. 5) Reminder re governor monitoring required to be completed and scheduled with school staff within Covid appropriate guidelines	
Actions Arising / Resolutions 21/18		
Parent Governor paperwork to be sent out in January		RC

21/19	Confirm Date of Next Meeting – Monday 18th January 1330	
<i>Summary of Discussion</i> (including questions and responses)	Via Zoom	
Actions Arising / Resolutions 21/19		
NA		