

# Oswald Road School

## Governing Body Meeting Minutes

<b>Quorum: 5 (met at this meeting)</b>	<b>Approved as a true and accurate record.</b>
<b>Chair: Richard Price</b>	<b>Name.....</b>
<b>Date of meeting: 22 March 2021</b>	<b>Date.....</b>
<b>Venue: via Zoom Video Conference</b>	<b>Chair of Committee / Governing Body</b>

### Attendees

<b>Name</b>	<b>Governor Designation</b>	<b>Term of Office End Date</b>	<b>Present – P Apologies – Ap Absent - A</b>
Richard Price (RP)	Co-Opted (Chair)	30/03/22	P
Scott Davenport	Co-Opted	17/06/22	P
Eve Holt (EH)	Local Authority	25/03/23	P
Deborah Howard	Staff (HT)	N/A	P
Ellie Linton	Staff	21/09/24	P
Peter Martin (PM)	Associate Member	22/09/23	P
Ellen Martinez (EM)	Parent	18/12/24	P
Yogita Patel (YP)	Co-Opted	21/09/24	P
Ellie Russell (ER)	Co-Opted	30/03/22	P
Tom Sumner (TS)	Co-Opted	22/09/23	P
Zainab Suleman (ZS)	Parent	18/12/24	P
Ali Ayub (AA)	Co-Opted	04/01/24	Ap
Georgia Dey	Co-Opted	22/09/23	A

<b>Also Present</b>	<b>Role</b>
Richard Farrow	Assistant Headteacher / Lead Year 1 – Year 4.
Gerard McCoy	Clerk - AGM Clerking and Administration Service

### Agenda Items

<b>Item 1</b>	<b>Apologies, Introductions and Welcome</b>
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The Governing Body noted that apologies for non-attendance were submitted by Ali Ayub. In addition, there were no apologies submitted by Georgia Dey.

There were no issues raised and the Governing Body agreed to accept the submitted apologies.

The Chair and Governing Body welcomed the two newly elected Parent Governors.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept submitted apologies.</li> </ul>	Governing Body	

<b>Item 2</b>	<b>Declaration of Pecuniary Interests</b>
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There were no declarations of pecuniary interests in relation to any of the items on the current agenda.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>

<b>Item 3</b>	<b>Minutes of the Previous Meeting and Matters Arising (30.11.20)</b>
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The Chair presented the minutes in relation to the previous meeting which had been circulated in advance. In the process of reviewing the document there were no amendments / corrections identified.

Governors approved the document as a true record of the meeting and a signed copy of the document was retained on record.

Matters Arising.

Pupils Starters / Leavers Data – see Item 5.

Circulate Feedback from Parents’ Evening

Attendance Policy

SIP Area Leads to Contact Link Governors

There were no additional matters arising to address that were not on the current agenda.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – minutes of previous meeting (30.11.20) as true record.</li> </ul>	Governing Body	

<b>Item 4</b>	<b>Headteacher’s Report</b>
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The Headteacher confirmed that Richard Farrow (RF) who had worked with the school for three years would present a report to outline the school’s plans in relation to the catch-up curriculum as a response to the pandemic. Governors noted that the process rested ultimately with the senior leadership team (SLT), but it was considered essential to consider the input / views of Governors.

The Headteacher explained that the proposed approach had already been reviewed by the SLT and the school had also consulted with Liam Trippier (LT) – a respected school improvement professional, a former Ofsted inspector and a former governor with the school. In addition, the process had been evaluated by the school's educational psychologist. The proposed approach would also be shared with the school's Quality Assurance partner, so it was likely further challenge and adaptations to the proposed approach would follow.

RF provided a PowerPoint presentation, entitled 'Proposed Pandemic Response Plan 2021-2022'. The outcomes from the Autumn Term assessments were highlighted with an indication of pupils working below expectation and those working towards the age-related expectation (ARE). It was appreciated that the concern for the school was the number of pupils working at 'well below' ARE, which in educational terms was seen as approximately two years below ARE. The second group 'working towards' ARE covered a wide range of pupils from those who were still significantly below the ARE to those marginally below the ARE. RF also confirmed that the standardised tests carried out by the school supported the assessment outcomes.

Governors noted that the data was similar across reading, writing and maths, however data in writing was flagging with more concerns.

RF confirmed that the plan aligned with the expectations associated with forthcoming Ofsted inspection criteria. The inspections carried out on other schools in January 2021 were focused on the actions taken during the Autumn Term to address the gaps in pupils' learning. It was recognised that the current Year 3 and Year 4 classes were especially impacted and these would be the year groups at Year 6 when the next Ofsted inspection was due.

Q. Was the main issue the drop in data?

A. No – this was beyond the control of the school. However, as the school was aware of the issue it was essential to have a coherent plan to address the issue.

RF emphasised that the pupils required a significant programme of support with greater impact – it was not sufficient to provide basic boosters and interventions.

RF outlined the current approach adopted by the school – the extra staffing capacity in the form of teaching assistant (TA) staff was focused the Year 1 and Year 3 cohort at present. These groups were identified as having the greatest need and these specific staff have a good record of positive impact. The process allowed for staff sickness absences which had a negative impact on pupils due to a lack of consistency. It was also noted the proposed approach was the academic response only – the wider response had previously been shared.

Q. Would the staff also manage those pupils who were maintaining attainment?

A. Yes – the appropriate application of TA staff would ensure the teachers could also challenge those pupils who were performing well.

Governors noted the briefing note which outlined the school's proposal to establish what was essentially a Key Stage 2 (KS2) post Covid-19 catch-up teaching and learning model. The model would be applied to all children across Year 2, Year 3 and Year 4. The pupils would remain in their designated classes except for guided

reading, writing and maths support. The class would contain two groups that were broadly similar (many of which who needed accelerated learning due to missed learning) and a third group that required accelerated progress linked to missed learning and gaps; the pupils in the third group would be those working below the ARE, well below ARE and some SEND children.

RF highlighted the changes in the SEND pupils – the current level of SEND was higher than the national. It was also highlighted that these changes had extended the demand for SEND support beyond the capacity of the SEND team and that the best approach was to ensure that SEND and vulnerable pupils received the maximum amount of quality first teaching to support their progress and attainment.

Governors appreciated that the expected outcome would be an improvement in all data as the teachers could differentiate for the broadly similar groups and the extra staffing would focus on the third group in each year group. It was discussed that there was a decline in children working at a level of Greater Depth too and this approach was hoped to impact on all children.

Q. Would the groups be reassessed?

A. Yes – on a half-termly basis by the SLT.

Q. Why was Year 1 not included in the programme?

A. There was a similar programme already established for Year 1, but the format may be extended to Year 5 and Year 6 going forward. The current Year 5 and Year 6 required a different approach based on analysis of their data.

RF suggested that the approach would move the school closer to parents – the greater awareness of parents would be utilised to ensure parents were involved. This would build on the situation established during the quarantine periods and the increased levels of communication / sharing of information. The approach would benefit from the adoption of SeeSaw which the school and families were now very comfortable with as a tool.

Q. Would the children be moved across year groups to ensure a better blend of abilities?

A. Yes – to an extent, although pupils would be in their designated classes throughout the afternoon. SLT had considered if the children would make further accelerated progress if they were streamed throughout the day, but this was not seen as a moral approach to addressing the situation.

RF confirmed the key benefits were that the long-term learning would be more effective; too often short-term boosters / interventions had short-term impact. In addition, the focus was for work to be carried out within the classroom environment which would create greater consistency and stability after the disruptions associated with the pandemic.

Q. Was Adrian Guy involved and was there any learning from other schools?

A. Not yet, but the school would work with him on the programme. There was no discussion with other schools, but other schools were adopting similar approaches based on feedback from other professionals. DH confirmed she would speak with cluster schools to look at their approaches and consider alongside this proposal.

Q. Was there a danger of spreading the virus outside of a year group with the streaming approach?

A. This was seen as a lesser concern currently as the school was working in year group bubbles. This would need considering if school were ever in a position to change this.

Q. What was the timeline for rolling out the programme?

A. It would start the week prior to the half-term break. This would allow for consultation with Governors, parents and staff.

The Headteacher confirmed that there would be a parental Zoom session and a specific trial group of parents for ongoing feedback.

Governors considered the inclusion of Reception in the programme and recognised that there were specific aspects of the Reception provision which meant it was better to focus on the older year groups initially – although it could be developed later to include Reception. It was noted the Educational Psychologist had thought introducing the model into Reception may be beneficial.

Q. Was the approach too experimental rather than 'tried and tested'?

A. The approach was 'tried and tested' on a smaller scale, for example smaller groups with teacher at similar level. The school felt that although there was likely to be some disruption the approach would enable the school to focus the work of teachers to ensure quality first teaching.

Q. How would success be measured?

A. Mainly through the data which would be supported by the standardised scores. However, there would also be an element of the feedback from pupils, staff and parents. There would also be pastoral and behaviour team data.

Q. What was going to be the focus for Year 5 especially as the group progresses into Year 6?

A. Year 6 was already well supported by an existing strong team, with a strong TA element supporting the SEND need in that year group. Year 5 was supported by a more conventional intervention approach with a focus on writing as the main concern. There was specific intervention support established for this subject area (Deputy Head's teaching element was focused here). As the Year 5 progress to Year 6 it was expected that the conventional approach would be maintained. However, the approach may be amended but this would be driven by the data.

The Headteacher confirmed that in terms of wellbeing this was well supported by the pastoral / SEND teams and feedback would be analysed to determine if there were any areas of concern. In addition, the school would be conscious of the staff feedback / consultation. It would be a matter of the school deciding which teacher was allocated to which group - the right teacher for the specific group was essential to provide the greatest impact. It was appreciated that this may represent a challenge.

Q. Were there any additional resources and / or financial implications?

A. The current draft of the model does not require extra resources, but the school would review the current expenditure plans for the catch-up funding and if necessary, reallocate some of this funding. In addition, if there was scope for extra staffing this may be sought to ensure as much impact as possible.

Governors thanked RF for his presentation.

There were no further points raised or noted in discussion and Governors approved the proposed approach.

The Headteacher presented the main aspects of the report which had been circulated to Governors prior to the meeting and the following issues were raised / discussed.

**Pupils on Roll.**

Governors noted that the number of pupils on the school roll had dipped to 646 which was quite low for the school and it was appreciated that the changes were highlighted for the different year groups.

The Headteacher confirmed that two pupils had left the school recently– the families had moved out of the local area. There were eight new pupils across the school. The Headteacher noted the context across the pandemic in terms of children leaving / starting school.

**School Context.**

The Headteacher presented a summary of the school context which confirmed the split between the boys' cohort and the girls' cohort was fairly even, the English as an additional language (EAL) cohort was broadly in-line with the national average and although the percentage of pupils requiring SEND support was similar to the national average, the percentage of pupils with an education health care plan was 2.5% compared to a national average of 1.8%.

Governors also noted the context across the different year groups.

**Staffing Update.**

The Headteacher provided a summary of the changes in staffing in comparison to the previous Headteacher's report and the allocation of staffing across the school.

Q. The staffing situation appeared quite stable?

A. Yes – the staffing team was stable although this also reflected the wider situation nationally and was again an aspect of the quarantine impact.

Governors noted that one teacher in Reception was on sickness absence and a Year 2 teacher was still shielding – the school had sourced an agency supply teacher to fill the temporary vacancy. In addition, the Communications manager was also shielding as this individual was due to start maternity leave – this individual continued to work from home currently.

Q. Would the school recruit a temporary replacement / maternity cover for this role?

A. Yes – although the scope of the role would differ. Many aspects of the existing role required in-depth knowledge of the school and families / community. The extra

aspect of the substantive role would be carried out by the SLT and the school office. The temporary replacement would have a specific communications and marketing focus.

#### School Improvement Plan (SIP).

Governors noted the different areas aligned with the SIP and the staff designated to lead for each area. In addition, Governors noted the current activities / actions completed and in progress.

The newly elected Governors were made aware of the different aspects of the SIP and confirmed that they would volunteer for one of the link roles.

#### Continuing Professional Development (CPD).

Governors noted the range of CPD which continued despite the challenges presented by Covid-19. This included Seesaw ambassador training, Early Years Foundation Stage (EYFS) training aligned to the new curriculum, engagement model training and the establishment of a mental health first-aider role.

#### Compliments.

Governors noted the range and extent of the compliments and positive feedback from parents and families. It was especially appreciated that parents recognised the effectiveness of school communications.

#### Concerns.

Governors noted there were no concerns / formal complaints that need to be addressed. However, the school continued to track and monitor various themes / patterns of concern raised by parents. These included: home learning (parents wanting live lessons); the allocation of places during the partial opening of the school; the decision not to open fully the Nursery during the quarantine; children being sent home with symptoms and parents challenging this decision. Another point had been raised about the pastoral live sessions / the timing for the children who accessed schools on some days and not others and the fact the camera had to just be on the teacher and impact of this.

#### Monitoring Activities.

The Headteacher advised that monitoring was ongoing, but was based on a 'low-key' approach to reduce the pressure on teaching staff. The school had expectations, and these were being met. It was determined any deep dive approach would be for specific subjects and approached carefully. The Headteacher confirmed that she still completed her usual walk-round exercises which were supported by the senior leadership team (SLT). The school had completed a series of subject monitoring activities for history, science, geography and design and technology. These involved workbook reviews, reviews of SeeSaw activities, pupil questions related to subject knowledge and more general pupil voice exercises.

#### Attendance.

The Headteacher provided a summary of the present protocols for recording attendance / absences. It was appreciated that any absence related to Covid-19 was recorded as an 'X' in the school register – this meant the absence did not disadvantage the relevant pupils. However, it was recognised that the process provided a 'skewed' version of the data.

Governors noted that attendance for the first two days of the full return was 98.1% which demonstrated clearly the commitment of pupils and families to the school.

Q. What was the most current attendance data?

A. 97.5% - this did not take into account those designated with an 'X'.

Q. There were pupils / families overseas?

A. Yes – and the school was following guidance from MCC. These pupils were not being taken off-role as quickly as usual / pre-pandemic although this would change after the Easter break.

Q. How many children did this represent?

A. Five children.

It was also noted that children who were invited in to key worker school but did not attend, had to be marked as a 'C' which did impact on attendance figures.

Behaviour Report.

Governors noted there were no additional matters to raise in relation to behavior. It was appreciated there were no concerns from the school's perspective.

Q. Were there any behavioural issues raised from the home environment?

A. The data reflected school behaviour and parents could schedule a meeting with members of the learning support team. The school would offer options for support / working with the family.

Appraisal Procedures.

Governors noted there were no additional matters to raise in relation to appraisal procedures.

Q. Did the school adjust the setting of objectives to reflect the impact of the pandemic?

A. Yes – the objectives related to data and the audit were removed. In addition, there was some flexibility to allow for further quarantine restrictions.

Pupil Premium Grant (PPG) strategy.

The Headteacher presented a revised PPG strategy document. It was appreciated the document had been presented to and approved by the Resources Committee previously. However, it was considered that some expenditure required re-targeting to families in need – families in need of clothing / paying lunch money debt. In addition, there was extra support for Year 3 to reduce the class sizes.

Governors recognised the benefits associated with these changes and ratified the document.

Leadership and Management.

Governors noted and reviewed the leadership and management aspect of the report. It was appreciated that the main leadership activities related to the dealing with the impact of the pandemic.



**Assistant Headteacher (AHT) Role.**

The Headteacher explained that there was a current AHT role maintained on a temporary basis as a trial. However, the school had recognised the value of the role and wished to advertise this role on a permanent basis. The current postholder had demonstrated their effectiveness and impact across the school and could apply for the post. It was accepted that this was not a change to the current structure.

The Headteacher provided a summary of the school's current structure, explaining the different responsibilities related to the respective roles. It was recognised that it was typical for a school of this size to have AHT posts for phase leaders with a focus on specific phase leadership duties. In addition, the approach demonstrated potential progression for the staff team. The model was supported by the teaching / contact time applied to the members of the SLT.

There were no further queries related to the above proposal and this was approved by Governors.

There were no further issues and Governors agreed to accept the Headteacher's report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"><li>• Approved – proposed approach to catch-up curriculum.</li></ul>	Governing Body	
<ul style="list-style-type: none"><li>• Ratified – revised / updated PPG strategy document.</li></ul>	Governing Body	
<ul style="list-style-type: none"><li>• Approved – AHT role transferred from temporary to permanent.</li></ul>	Governing Body	
<ul style="list-style-type: none"><li>• Agreed – accept Headteacher's report into record of meeting.</li></ul>	Governing Body	

<b>Item 5</b>	<b>Covid-19 Update</b>
<p>The Headteacher presented an oral report in relation to the Covid-19 pandemic and the impact on various aspects of the school. During the discussions, the following points were raised by Governors.</p> <p>Governors noted that the following documents were circulated off-meeting to ensure the Governing Body was up to date with developments despite the quarantine restrictions. This included weekly update e-mails and especially a Covid-19 Update circulated on 5 January 2021. In addition, the school provided Governors with a draft plan for the partial re-opening of the school, in January 2021 and a plan for the full re-opening of the school in March 2021. Included with the plans it was appreciated the school had provided appropriate and updated school risk assessments for January and March 2021. Governors also noted the risk assessments were accompanied by supporting documents – Personal Protective Equipment (PPE) Consistency Guidance for staff in January and March 2021, and the Cleaning Plan in March 2021.</p> <p>Governors noted that the documents had been amended between the quarantine period which ended in September 2020 and the return of quarantine regulations in</p>	

January 2021. There were minor adjustments to the documents that reflected changes in practice.

Q. Was the new process for extra cleaning working well across the school?  
 A. Yes – this was working well especially the additional cleaner employed directly by the school via external agency. There had been some challenges with the cleaning contractors, but following changes in supervision and their management the service had improved greatly.

Ellie Linton (EL) confirmed that the major change was the introduction of lateral-flow tests (LFT) which were completed twice weekly by staff. The initial expectation was for a significant impact on staff availability, but this did not happen.

Governors noted that the ongoing communication was valuable for parents / families.

Q. Were there many staff not taking part?  
 A. Approximately 33% of staff did not take part in the LFT scheme.

There were no issues raised with the above documents and Governors agreed to accept them into the record of the meeting.

There were no issues raised in relation to the school risk assessments and Governors approved these documents in retrospect.

There were no additional points raised or noted in discussion and Governors agreed to accept the Covid-19 update report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept Covid-19 update report supporting documents into record of meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Approved – in retrospect school risk assessments circulated off-meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Agreed – accept Covid-19 update report into record of meeting.</li> </ul>	Governing Body	

<b>Item 6</b>	<b>Committee Reports</b>
	<p>Teaching and Learning Committee – 01.02.21            Scott Davenport (SD) Chair of the T&amp;L Committee presented a report and the accompanying minutes which had been circulated to Governors prior to the meeting and the following points were noted.</p> <p>Governors noted that the Committee had considered a curriculum update provided by the Headteacher and Kat Rowe an AHT. The update confirmed the school continued to deliver the curriculum for pupils onsite and those who remained at home. The school had utilised SeeSaw and interactive Zoom pastoral sessions to provide video lessons and support the home education of those pupils not directly attending the school. It was appreciated the school had been supported with the issue of laptops funded through a central government initiative and had benefitted disadvantaged pupils.</p>

Governors recognised that the Committee had queried the extent of pupil engagement – especially those pupils who were home educating. The AHT had explained that the Department for Education (DfE) guidance / expectation was teachers would respond to children’s work on a weekly basis, but the staff were doing this throughout the day.

SD highlighted that the Committee had noted the obvious disparity in data between different groups and it was appreciated that the school had identified this issue. The AHT confirmed that the main gap related to vulnerable pupils; many of this cohort now accessed on site / school-based provision. In addition, it was confirmed that these pupils were targeted by the school to ensure attendance.

Governors recognised that the Committee had considered the target group analysis completed by the report presented by the Headteacher. The Headteacher had confirmed the teaching plans already addressed the large proportion who were low attainers and accounted for the next group who were struggling to reach ‘expected’. It was noted that there was an extra challenge related to the gaps in learning because of the ongoing temporary bubble closures and the quarantine closures. The Headteacher had provided the Year 2 cohort as an example - the main issue was large groups of children at the ‘working towards’ range. Earlier in the year, targets had been set - 70%, 66%, 72% (59%) with the national average: 75%, 69%, 76%. The target demonstrated +3%, +7%, +6% from the December data.

Governors noted the Committee had reviewed the school risk assessments and considered the ongoing impact on staff.

Governors noted the Committee had reviewed and approved the Teaching and Learning Policy. There were no further issues raised by the Governing Body and the document was ratified.

There were no further points raised or noted in discussion and Governors agreed to accept the report and minutes from the T&L Committee into the record of the meeting.

#### Resources Committee – 25.01.21

As Ali Ayub (AA), Chair of the Resources Committee was not present, Richard Price (RP), Chair of Governors, presented the report and minutes of the most recent meeting – 25 January 2021. Governors noted that the minutes had been circulated prior to the meeting and the following issues were considered and discussed.

Governors noted the Committee had reviewed and approved the Period 9 budget monitoring report. It was recognised there were some variances in expenditure and revenue, although these were determined as not significant and the budget was considered to be on-track with a projected surplus of £195,902 at closedown.

There were no issues raised in relation to the Period 9 budget monitoring and this was ratified by the Governing Body.

Governors recognised the Committee had reviewed the school's projected budget position going forward and there were no issues raised in relation to this aspect of the report. It was noted that school maintained a surplus year-on-year.

RP highlighted the major cost areas had been designated as building maintenance, the roof, which was an ongoing issue, and cleaning due to the pandemic. The Committee had appreciated there were several issues related to the school's boilers – with a new boiler installed for Nursery at a cost of approximately £7,000 and a series of repairs to the boilers for the main school costing approximately £10,000. However, the school had made provision to address these areas.

RP confirmed the Committee had reviewed the updated PPG report in relation to the income and expenditure to support disadvantaged pupils across the school. In the report the Headteacher had highlighted areas where the school had not been able to complete the planned expenditure of PPG funding because of the pandemic and the associated quarantine restrictions. This included: trips / visits which equated to £2,000; music lessons worth £1,000; and subsidised school clubs worth £3,800.

Q. What was the plan to address the underspend and ensure it benefitted the disadvantaged pupils?

A. The funding would be reallocated to two specific areas: the first was a 'crisis contingency fund' for families of disadvantaged children; and the second was focused on the reduction in class sizes in Year 3 for reading, writing and maths, and Year 6 for maths.

There were no issues raised with the revised PPG expenditure and this was approved by Governors.

PR highlighted the Committee's review of the Covid-19 related documentation as discussed in Item 5 above – these matters were considered under health and safety by the Committee.

Governors noted that the Committee had reviewed and approved the Nursery Admissions Policy. Governors raised no additional points in respect of the document and it was ratified.

Governors noted that the matters discussed in relation to the General Data Protection Regulations (GDPR) would be addressed under Item 10 – see below.

Q. What was the current situation in relation to the Owl Club and rental payments?

A. There was no additional information beyond the points considered by the Committee.

The Headteacher confirmed that she would follow-up on this issue and report back at the next Resources Committee meeting (17.05.21).

There were no further points noted in discussion and Governors agreed to accept the Resources Committee minutes and report into the record of the meeting

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Ratified – Teaching and Learning Policy.</li> </ul>	Governing Body	

<ul style="list-style-type: none"> <li>• Agreed – accept T&amp;L Committee minutes (01.02.21) and report into record of meeting.</li> </ul>	Governing Body	April 2021
<ul style="list-style-type: none"> <li>• Ratified – Period 9 budget monitoring.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - revised PPG expenditure.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Ratified – Nursery Admissions Policy.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Action – follow up progress related to Owl Club discussions; report to Resources Committee.</li> </ul>	HT	
<ul style="list-style-type: none"> <li>• Agreed – accept Resources Committee minutes (25.01.21) and report into record of meeting.</li> </ul>	Governing Body	

<b>Item 7</b>	<b>2021-2022 Budget Preparation</b>	
<p>The Chair confirmed that the matters related to this item had been addressed under Item 6 – see above. The Resources Committee had reviewed the 3–5 year budget plan which included the initial draft of the 2021-2022 budget.</p> <p>There were no further points raised in relation to the proposed 2021-2022 budget and the 3–5 year budget plan and it was agreed these would be accepted into the record of the meeting.</p>		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Agreed – accept 2021-2022 proposed budget and 3–5 year budget plan into record of meeting.</li> </ul>	Governing Body	

<b>Item 8</b>	<b>Behaviour and Safety of Pupils / Safeguarding</b>	
<p>The Headteacher presented an oral report in relation to the behaviour, safety and safeguarding of pupils and the following points were noted in discussion by Governors. It was recognised that many of the matters related to this item had been addressed in the Headteacher’s report above – see Item 4.</p> <p>Governors agreed to accept the behaviour and safety of pupils / safeguarding report into the record of the meeting.</p> <p>Keeping Children Safe in Education (KCSIE). The Clerk highlighted the revised and updated statutory guidance (KCSIE) reissued by the DfE in January 2021. Governors noted that the changes related to staff recruitment which aligned with the United Kingdom (UK) leaving the European Union (EU). Governors also recognised that the school would update its policies to reflect these changes.</p> <p>Governors agreed to accept the updated KCSIE statutory guidance into the record of the meeting.</p>		

Pastoral and Safeguarding Report – Autumn Term.

The Headteacher presented the pastoral and safeguarding report for the Autumn Term which had been circulated previously off-meeting and with the documents for the current meeting. It was appreciated that the safeguarding and pastoral team continued to manage the ongoing challenges in these areas which had been exacerbated by the pandemic and quarantine restrictions.

There were no additional points raised or noted in discussion and Governors agreed to accept the behaviour and safety of pupils / safeguarding report into the record of the meeting.

There were no additional points raised or noted in discussion and Governors agreed to accept the behaviour and safety of pupils / safeguarding report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept behaviour and safety / safeguarding report into record of meeting.</li> </ul>	Governing Body	April 2021
<ul style="list-style-type: none"> <li>Agreed – accept updated KCSIE statutory guidance into record of meeting.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>Action – update recruitment policies to align with KCSIE guidance.</li> </ul>	HT	
<ul style="list-style-type: none"> <li>Agreed – accept Autumn Term pastoral and safeguarding report into record of meeting.</li> </ul>	Governing Body	

<b>Item 9</b>	<b>Policies and Documents for Review and Approval / Ratification</b>
	<p>The Chair presented a series of policies / documents for review and approval – these documents had been circulated to Governors prior to the meeting and the following points were noted.</p> <p><b>Bid Handling Policy.</b> The Headteacher confirmed that the proposal was to remove this document – to be removed from the school’s policy list. The school considered that the document had been relevant previously, but changes in practice now meant it was obsolete.</p> <p>There were no issues raised in relation to the proposal and this was approved by Governors.</p> <p><b>Disciplinary and Dismissal Policy.</b> The Headteacher confirmed the document had been updated to better reflect current practices and statutory guidance / requirements. The document was based on a model provided by the school’s human resources (HR) contractor (One Education) and was tailored to meet the specifics of the school.</p> <p>There were no issues raised and Governors approved the Policy.</p> <p><b>Green Procurement Policy.</b></p>

Governors noted that the document had been reviewed by the School Business Manager (SBM) and there were no changes from the previous draft.

There were no issues raised by Governors and the document was approved.

Live Sessions Code of Conduct.

The Headteacher confirmed the document had been reviewed and updated to reflect current practices. The document now took into account the pandemic.

There were no issues raised by Governors and the document was approved.

Lunchtime Guidance.

The Headteacher confirmed the document had been reviewed and updated to reflect current practices. The document now took into account the pandemic.

There were no issues raised by Governors and the document was approved.

Nursery Admissions Policy.

Governors noted that this document had been addressed above – see item 6.

Policy for Dealing with Persistent & Vexatious Complaints.

Governors noted that the context of the school had changed since the document had originated. During the discussions, the document was approved and Governors agreed that the relevance of the document would be considered when the Complaints Policy was next reviewed.

Restructure and Redundancy Policy.

The Headteacher confirmed the document had been updated to better reflect current practices and statutory guidance / requirements. The document was based on a model provided by the school's HR contractor and was tailored to meet the specifics of the school.

There were no issues raised and Governors approved the Policy.

Safeguarding Policy – Addendum February 2021.

The Headteacher confirmed the document had been updated to better reflect current practices, statutory guidance / requirements and the pandemic. The document was based on a model provided by MCC and was tailored to meet the specifics of the school.

There were no issues raised and Governors approved the Policy.

Smoke Free Policy.

The Headteacher confirmed the document had been updated to better reflect current practices and statutory guidance / requirements.

There were no issues raised and the document was approved by Governors.

Stress Management Policy.

The Headteacher confirmed the document had been updated to better reflect current practices and statutory guidance / requirements.

There were no issues raised and the document was approved by Governors.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Approved – removal of Bid Handling Policy from school’s policy list.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – Disciplinary and Dismissal Policy.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Green Procurement Policy.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – Live Sessions Code of Conduct.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – Lunchtime Guidance.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – Policy for Dealing with Persistent &amp; Vexatious Complaints with above proviso.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Restructure and Redundancy Policy.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Safeguarding Policy Addendum February 2021.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved – Smoke Free Policy.</li> </ul>	Governing Body	
<ul style="list-style-type: none"> <li>• Approved - Stress Management Policy.</li> </ul>	Governing Body	

<b>Item 10</b>	<b>GDPR Report</b>
	<p>The Headteacher confirmed that as per the Resources Committee minutes the school had recently completed a review of GDPR related practices, procedures and documentation which had resulted in an action plan to address those matters identified as in need of amendment / change.</p> <p>Governors noted the SBM had established an overview and action plan which had been circulated to the Committee and prior to the current meeting.</p> <p>The Headteacher confirmed that the meeting with Tom Sumner (TS) the Governor linked to GDPR matters had been completed. The action points identified had been included in the overview and were in the process of being completed – mainly this had identified policies that required updating and these would be addressed by the Resources Committee going forward.</p> <p>TS confirmed that in the process the GDPR review it was confirmed there had been no data breaches, subject access request (SAR) or freedom of information (FOI) requests.</p>



There were no additional points raised or noted in discussion and Governors agreed to accept the GDPR report into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept GDPR report into record of meeting.</li> </ul>	Governing Body	

<b>Item 11</b>	<b>Governor Visits</b>
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Governors noted that there were limited opportunities for visits in person to the school site and these were best kept to a minimum to ease any additional pressure on the school / school staff.

However, the SEND governor visit completed by Ellie Russell (ER) prior to her resignation had been circulated for Governors’ information. It was appreciated that the management of the SEND cohort had been a challenge during the pandemic and ongoing quarantine restrictions, but the process had been well managed by the school.

Governors noted the health and safety (H&S) visit completed by AA, the SBM, EL and the Headteacher.

Governors also noted the GDPR visit as discussed in Item 10 – see above.

Governors appreciated the opportunities to visit the school and hoped that this would increase in the coming months. However, in the meantime Governors noted they would continue linking with the SIP leads via e-mail and maintain a monitoring role virtually.

There were no additional points raised and Governors agreed to accept the Governor visits reports into the record of the meeting.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Agreed – accept Governor visits reports into record of meeting.</li> </ul>	Governing Body	

<b>Item 12</b>	<b>Governing Body Succession Planning</b>
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Action Plan Update.  
The Chair confirmed that the review of the action plan contained one issue that had not been fully addressed – this related to succession planning. It was confirmed that the Chair would resign as a Governor before the start of the new academic year and that individuals interested in the role could declare an interest prior to the next scheduled meeting.

Governors discussed the different models available which included a joint role / shared responsibility during an academic year. It was appreciated that the Governing Body was well placed currently as RP would provide support and Eve Holt (EH) also had experience in the role with another local school.

RP and the Headteacher provided a summary of the roles and responsibilities of a chair of governors – this related to the realities of the role as experienced by both individuals.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Action – consider volunteering as Chair of Governors.</li> </ul>	Each Governor	March 2021

<b>Item 13</b>	<b>AOB</b>
	<p>School Calendar 2021-2022</p> <p>The Headteacher presented the proposed 2021-2022 school calendar including the scheduled in-service training (INSET) days for staff. It was appreciated that the calendar was based on the MCC model with INSET days determined to support staff training and ensure limited impact on pupil attendance.</p> <p>There were no issues raised in relation to the 2021-2022 school calendar and the document was approved by Governors.</p> <p>Parents' Evening Feedback.</p> <p>EL presented an oral report related to feedback from the most recent parents' evening – this was the first time the school had carried out the process via telephone.</p> <p>Governors noted many parents preferred this approach – the responses were positive. The session had worked well and the timing for individuals was more accurate – sessions rarely 'ran-over' time which parents and teachers favoured. It was recognised that there was a benefit from the online booking system. The main benefit for parents was managing childcare during the parents' evening.</p> <p>Q. Were there any negative aspects? A. It was impossible for parents to view pupil workbooks.</p> <p>EL confirmed the school was investigating options to overcome the constraints of the telephone-based parents evening. This included utilising the SeeSaw app, but this limited the approach to the older children.</p> <p>Q. Could the school use Zoom? A. It represented a logistical nightmare – although this was offered in exceptional circumstances.</p> <p>School Streets.</p> <p>EM explained that she had been contacted by parents in relation to the management of the local streets adjacent to the school – and other schools in the local area. This included cleaner streets and street safety. It was recognised that the school had provided effective communication – especially related to managing car parking in the area.</p> <p>EL confirmed that events had been planned for November 2020, but this had been impacted by a series of bubble closures at that time. However, a new provisional date was in place and the school was coordinating with staff support. It was expected that this was going to be May 2021.</p> <p>EM confirmed that she could provide additional support and there were also other parents who would be available / had expressed an interest. In addition, it was noted</p>

that MCC had appointed two individuals as part of a related project who would be available to provide extra support / capacity.

The Chair confirmed there was no further business for discussion and the meeting was closed.

<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>

<b>Item</b>	<b>Date of Next Meeting</b>	
<b>14</b>		
Governors noted the next meeting was scheduled for Monday 28 June 2021 at 6.15pm.		
<b>Resolutions / Agreed Actions</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"><li>Noted – time and date of next scheduled meeting.</li></ul>	Governing Body	