

**MINUTES**

**BOARD:** LOCAL GOVERNING BOARD

**SCHOOL:** BARROW HEDGES

**DATE:** MONDAY 23<sup>rd</sup> NOVEMBER 2020

**TIME:** 19:00-21:00

**VENUE:** Virtual - Microsoft Teams

<b>ATTENDED:</b>	Neil Webster (NW)	Vice Chair
	Louise Wood (LW)	Headteacher
	Gillian De Marco (GDM)	Staff Governor
	Natalie Edgson (NE)	Parent Governor
	Jacqueline Harriott (JH)	Co-opted Governor
	Richard Lacey (RL)	Parent Governor
	Nidhi Misri (NM)	Co-opted Governor
	Sharon Roberts (SR)	CEO
<b>ATTENDING:</b>	Kate Baum	Clerk
	Michelle Rondeau (MR)	Observer
	Karen Coleman (KC)	SBM
	Lisa Tilleray (LT)	Trust Admissions Officer
	Andrew Ivison	Link Trustee

The Code of Conduct for Governors requires governors to be honest and open with regard to conflicts of interest (either real or perceived). Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked \* are those in which a majority of Governors may have an interest because of some shared attribute.

Item	
1	<p><b>Welcome and Apologies:</b> Those present were welcomed by the Chair for the meeting, Neil Webster. All attendees introduced themselves for the benefit of Andrew Ivison, attending as link trustee.</p>
2	<p><b>Procedural items:</b></p> <p><b>2.1 Apologies for absence</b> There were no apologies</p> <p><b>2.2 Confirmation of Quorum</b> The meeting was confirmed as being quorate.</p> <p><b>2.3 Declarations of interest</b> No pecuniary or personal interests were advised for any agenda item for this meeting. <b>ACTION: All 5 declarations: Declarations of Interest, KCSIE, Data protection, Code of conduct, data protection and DBS to be confirmed, electronically on Governor Hub ASAP</b> <b>2) NGA word document Skill audit to be completed and sent to Clerk By: All</b></p>
3	<p><b>Any other business</b> No items were raised for AOB</p>
4	<p><b>Minutes:</b> The minutes of the previous meeting on 5<sup>th</sup> October were approved and signed.</p>
5	<p><b>Matters Arising from the Minutes:</b></p> <p><b>ACTION: Identify a Health and Safety Governor in light of GDM stepping down. By: ALL</b></p>
6	<p><b>Correspondence</b> No correspondence had been received</p>
7	<p><b>Admissions report and Policy</b> The Trust Admissions Officer, in attendance, invited questions in relation to her report. No questions were raised. It was noted that Reception is full, there are a few in year places, however most have been filled. There are 96 pupils in Year 3 and 94 in Year 4. Nursery places have been capped at 30.</p> <p>The policy which was shared had changes highlighted in red <b>RESOLUTION:</b> It was resolved that in Nursery there would be 20 AM only and 20 PM only places and 12 fulltime places, ie 52 places.</p> <p><b>ACTION: Number of children attending 30 hours to be considered. By: LW and LT</b></p>
8	<p><b>Headteacher's Report</b> The headteacher highlighted key points from her report and invited questions.</p> <p><u>Pupil Numbers</u> It was noted that there may be discrepancies between the HT report and that of the admissions officer due to movement between writing of reports. There is more movement than usual, mainly abroad due to COVID. SR noted that there is a surplus of places across the borough.</p> <p><u>Attendance</u> Up to 13<sup>th</sup> November attendance was at 97.5% which shows confidence in the safety measures in place and a sign that children want to be in school. National figure is 88.3% and Local 93.8%.</p> <p><b>Q: (NW) How does this compare across the Trust A: (SR) BH is in top 2</b></p>

### Punctuality

Parents who have two or more children are dropping off at the later of the two drop off times so as not to have to wait. This means that some of year 6 are persistently late. However, despite this traveller children's attendance is good despite late arrival. It was also noted that parents hanging around could also create other unwanted issues.

### COVID

Since the last meeting there has been an increased impact from COVID, in particular in staffing. Some parents are being quite challenging, being anxious about the amount their child has missed due to school closure. It is important to note how wearing this is on the staff. A small minority of parents can be rude and not do what is being asked of them.

### Staff Absence

There have been 18 days TA absence and 39 days Teacher absence associated with COVID. Covering absences is challenging. Having the HLTAs who were recruited has helped to save costs.

**Q: (NW)** Has government provided any funding for COVID related self-isolation? **A: (LW)** No **(SR)** Having regular meetings with ESFA and although currently costs come from school budget, there is a hope that something will be done.

An issue that is not reflected in the report is the impact absence of staff is having on the implementation of everyday interventions. Staff who would usually deliver group interventions are having to cover sessions for children with EHCPs.

### Staff

**Q: (NM)** How is staff morale? **A: (LW)** People have days where they are buoyant and others where people feel low as they are stretched and needing to cover others. For SLT and admin, morale is **mostly adversely** affected by parents.

**ACTION: Staff to be informed of how valued and appreciated they are by Governors emailing HT. By: ALL**

### Safeguarding

See safeguarding report

**Q: (GDM)** Is there a trust wide procedure for dealing with biting which creates an open wound? **A:(SR)** This needs to be raised with David Bennett

Discussion took place with regards to concerns in relation to the height of the picket fence by Harbury Road and the fence by the car park both of which are low. It has been requested by parents that the car park gate be kept closed until the fence has been raised as there are concerns that intruders will enter. It was explained that replacing of fences has been delayed due to the need to get three quotes following the COVID closure and time lapsing since the first quotes were obtained. However, the car park can be shut, and the playground is always supervised.

**ACTION: Car park gate to be locked. By: LW**

### Blended Learning

There are two aspects to blended learning; Cases of individuals having to self-isolate and cases where a bubble has to close. The school is prepared for both. The single case isolation aspect is to be reviewed now that we have experienced a few more cases of children accessing this.

### Professional Development for Staff

**Q: (NE)** Is directed time a new aspect? **A:(LW)** No but we usually document this separately. We thought it would be good to show this on the PDM schedule so that all staff are aware of time dedicated for Senior Leadership support for Year Group Leaders.

	<p><u>Health and Safety and Premises</u> It was noted that the reports from the premises manager are very detailed and this reflects the positive impact of the appointment that was made. The manager and his assistant are carrying out a number of tasks which previously would have had to be contracted out, thus there is a financial benefit too.</p> <p><u>Trips</u> <b>Q: (RL)</b> When will parents know if trips are going ahead, in particular Year 6 as parents need to plan for costs? <b>A: (LW)</b> The letter has been delayed as the school want to do something for Year 6 but do not know what will be possible.</p> <p><u>FADE – Review and Evaluation</u> FADE reports which reflect leaders' monitoring were explained. NE noted her appreciation of how previous feedback in relation to phonics and spellings has been taken on board.</p>
9	<p><b>School Improvement Plan</b> It was explained that whilst the plan runs from 1<sup>st</sup> September, it was actually started in the Summer due to school closure. It follows the same previous format and there is a glossary at the back. The objectives are linked to the Trust Strategic Objectives and this was helpful at INSET day for staff. Some objectives have remained from the previous plan, some are new e.g. teaching of spelling, and some have been added due to school closure. All sections are linked to OFSTED areas. Usually at this time of year the school would be reviewing the plan, however, this has been delayed due to closure and COVID.</p> <p>The success criteria have been reviewed by the HT and SLT and at INSET day. All trust schools will be creating a child friendly version, via school council and displays. This will also meet the objectives for children to be taking an active part in the development of the school.</p> <p><u>Priority 2</u> The academic targets and success criteria were pointed out and how they related to the March data and the September baseline. Information on disadvantaged pupils is further explained in the Pupil Premium Strategy appendix 2.</p> <p>With the exception of areas that have a key area in the SIP e.g. school council, each subject/project leader has their own plan following on from this top- level document.</p>
10	<p><b>Catch Up funding Strategy Plan – Paper 3</b> The £50K paid over three payments is for catch up needed due to COVID closure. The Pupil Premium strategy has been used as a template for this plan. The HT explained again how children were allocated a baseline A-D as described in the previous LGB. The catch-up funding focuses on the 'D' children. It was also explained how staff use is maximised and how funding is also maximised.</p> <p><b>Q: (NW)</b> How is the 50K calculated? <b>A: (SR)</b> £80/pupil <b>Q: (GDM)</b> Can existing costs be covered by this? <b>A:(LW)</b> Yes, in part because we may not have been able to continue with some things had it not been for the catch-up funding (e.g. the deployment of a teacher to year 6 one morning per week). <b>Q: (NW)</b> How do you anticipate this will be phased? <b>A: (LW)</b> It is likely that most of the funding will be allocated in the first two thirds of the year. <b>Q: (NE)</b> How will the impact be measured? <b>A: (LW)</b> A question level analysis is used to show whether children are on track to be where they are expected to be, for some, it may be their attitude to learning that is being supported and this would be measured through emotional literacy support programmes and related assessment measures. <b>Q: (NE)</b> Will these still go ahead despite absence? <b>A:(LW)</b> It is more likely as different members of staff can take groups, however it is very difficult to predict. <b>(MR)</b> Evaluation of</p>

	<p>groups will be ½ termly and also tutoring is in place. As a result, there have already been examples of tutoring moving to online when a teacher was absent.</p> <p><b>Pupil Premium (PP) Strategy – Paper 4</b>  This has been developed alongside the Catch- up funding strategy. The plan is similar to the previous plan but more rigorous in identifying children who need to be making better progress. The deep dive analysis in the appendix enabled much professional dialogue. The proportion of PP children with SEN were looked at and compared to the National gap. This enabled the school to really hone- in on specific children. This exercise is going to be shared with the other trust schools as a model.</p>
11	<p><b>Sports funding Strategy Plan – Paper 5</b>  This needs to be returned to frequently, because of the ongoing changes to restrictions. The school has been looking at the Sports Funding which needs to be spent by the end of March. There is a desire to capitalise on specialist sports teacher modelling for new NQTs and last years NQTs who missed delivering some aspects of PE.</p> <p><b>Q: (JH)</b> How do you decide which activities to spend on? <b>A: (JH)</b> We do not always do the same things each year but do repeat the ones that have been tried and tested. It is important to build on the model of coaching for staff so that they are empowered to deliver PE lessons confidently and competently rather than a specialist who teaches a lesson and leaves. Choice of activities is based on staff and pupil surveys and external audits e.g. achievement marks which the school is working towards.</p> <p><b>Q: (JH)</b> Is the remaining funding earmarked? <b>A: (LW)</b> Some of the funding is being kept for swimming as Year 4 will need to catchup. Also, there may be NQTs who need additional support. What was carried forward from last year needs to be spent by March and the rest needs to be spent by the end of the year, although this may be extended due to COVID closure.</p> <p>Both NE and GDM commented on how positive it has been to have male coaches supporting at lunchtimes.</p>
12	<p><b>Public Sector Equality Duty – Paper 6</b>  Although this can be reviewed every three years, it is easier to tie it in to the SIP annually. The figures in the tables are in relation to the last census. The report has not changed much. Things which have not been able to take place due to COVID have not been removed. The 6 equality objectives are directly related to the SIP.</p> <p><b>RESOLUTION:</b> The LGB agreed the Public Sector Equality Duty Paper.</p> <p><b>ACTION: Public Sector Equality Duty to be published on website. By: LW</b></p>
13	<p><b>Reception Baseline 2020</b>  HT explained how the reception baseline had raised questions regarding the impact of COVID on reception children. Far fewer children struggled with separation and children settled in well. (Also, many more children in Nursery were toilet trained). Children need more support in turn taking and also waiting for an adult's attention when they want it. Phonics is better than previous years but mark making is less good. Overall. the baseline for prime areas is lower than usual (PSED/CLL and writing lower). The target for GLD is 76%-83% form 58% and this is reflected in the SIP.</p> <p><b>Q: (JH)</b> Is progress to parents reported quantitatively or qualitatively and is there an EYs Governor? <b>A: (LW)</b> Tapestry is used to report to parents. Usually there is a maths and a literacy Governor who look at EYS in those areas. However, COVID has stopped those visits.</p>
14	<p><b>Safeguarding</b>  It was noted that JH, MR and LW had discussed the compliance review which is a key document.</p> <p>JH shared her Governors report and the following actions were noted:</p> <p><b>ACTION: 1) Safeguarding to be a standard item on each LGB agenda. By: NW/NM/Clerk</b></p>

	<p><b>2) KCSIE 2020 document to be read by governors. By: ALL</b></p> <p><b>3) Issues, such as fencing to be raised with safeguarding governor. By: ALL</b></p>
15	<p><b>SEF</b></p> <p>Due to COVID the school is not as far along with the SEF as would have hoped. SLT need to review the leadership and management section. It has been deemed as GOOD and not OUTSTANDING as new governors need to be recruited also there is no deputy in post. Changes are depicted in red.</p> <p>Other areas that still need work is Early Years. There have been difficulties with staffing due to Covid and therefore this section of the SEF will be reviewed before the end of term.</p> <p>In the Quality of Education section, the data from 2019 has been left as that is the last set of statutory data.</p> <p><b>ACTION: Dates to be set for early January for Governors to meet to review the SIP, SEF and write the Leadership and Management Section. By: LW</b></p>
11	<p><b>AOB</b></p> <p><u>Trust Scheme of Delegation</u> This was noted pending ratification by the Trust Board on 7<sup>th</sup> December. NW did question why the paper was being noted rather than consulted on.</p> <p><b>Q: (GDM)</b> As there is a duty to consult on Health and Safety, how will the trust consult, on a local level with staff? <b>A: (SR)</b> DB, Trust operations manager, constructs the Trust Level policy and there will be some elements which will be personalised by LGBs.</p> <p>Thanks were expressed by Chair, HT and SR on behalf of the Trust, to RL and GDM and NE for the work they had done in their role as Governors on the LGB. Their presence had been felt and impact noticed.</p>
	<p><b>Meeting Dates</b></p> <p>It was agreed that the next meeting will be on Monday 15<sup>th</sup> March 2020 at 7.00pm.</p>
	<p><b>The meeting was adjourned by the Chair at 9.04pm</b></p>

## Matters arising from the minutes of the Barrow Hedges LGB

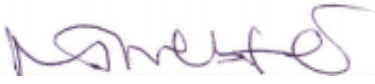
held on 5<sup>th</sup> October 2020

Item	Action	Actionee	Status
2.2	Appointments of Vice Chairs and committee reps to be updated on Governor Hub.	Clerk	Closed Listed under new committee names
2.2	Ascertain how many parent governors will need to be elected and run elections accordingly	Clerk LW, NW	Elections for two parent governors to be conducted
2.2	To consider the roles of co-opted governors and their roles in the Trust	NW, SR	ongoing
2.2	Election of staff governor to take place	LW	CLOSED
2.4	Code of conduct and declaration of interest forms for 2020-21 to be accessed on Governor hub, signed and uploaded to Governor Hub or emailed to Clerk.	ALL	See action in minutes

2.4	Skill audit to be completed and collated.	All and Clerk	See action in minutes
4	Minutes Part a in item 16 to reflect the confidential Part b minutes	LW	CLOSED
8	Governors to continue to track groups of children and compare to the national so as not to mask groups of children who may be falling behind	ALL	Ongoing
11	Trust meeting dates to be circulated.	Clerk	Closed (not circulated as reps will not be attending)

**Outstanding items:**

Item	Responsible	Status
To consider the roles of co-opted governors and their roles in the Trust	NW, SR	ongoing
Governors to continue to track groups of children and compare to the national so as not to mask groups of children who may be falling behind	ALL	Ongoing

<b>SIGNED BY:</b>	
<b>DATED:</b>	18 <sup>th</sup> March 2021

