

MINUTES

BOARD: LOCAL GOVERNING BOARD

SCHOOL: BARROW HEDGES

DATE: MONDAY 15th MARCH 2021

TIME: 19:00-21:00

VENUE: Virtual - Microsoft Teams

ATTENDED:

Neil Webster (NW)	Co-Vice Chair
Nidhi Misri (NM)	Co-Vice Chair
Louise Wood (LW)	Headteacher
Karen Coleman (KC)	Co-opted Staff Member
Michelle Rondeau (MR)	Staff Member
Andrea Todd (AT)	Parent Member
Jacqueline Harriott (JH)	Co-opted Member
Mellissa Williams (MW)	Parent Member
Sharon Roberts (SR)	CEO

ATTENDING:

Kate Baum	Clerk
Andrew Ivison (AI)	Link Trustee
Kate Duncan (KD)	DHT Observer

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. When considering these items, Governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties as governors and to act in the public interest.

Item	
1	<p>Welcome and Apologies: Those present were welcomed by the Chair for the meeting, Neil Webster. All attendees introduced themselves for the benefit of the new parent Local Committee Members, MW and AT.</p>
2	<p>Procedural items: 2.1 Apologies for absence There were no apologies. 2.2 Confirmation of Quorum The meeting was confirmed as being quorate. 2.3 Declarations of interest No pecuniary or personal interests were advised for any agenda item for this meeting.</p>
3	<p>Any other business Training was raised as an item for AOB.</p>
4	<p>Minutes: The minutes of the previous meeting on 23rd November were approved and signed.</p>
5	<p>Matters Arising from the Minutes: NW shared that he has been in discussion with a few prospective co-opted Local Committee Members, and he will share their details when possible.</p>
6	<p>Correspondence The following correspondence had been received: 1) A note regarding Paper 15 Cirrus Trust Board & Committee Structures. 2) Strike action reported in the HT report. 3) A parental complaint to which NW had responded. There has been no acknowledgement from the parent. This related to the parent not being happy that his son was not allocated a place in a bubble this term.</p>
7	<p>Headteacher's Report – Paper 2 The headteacher highlighted key points from her report and invited questions.</p> <p><u>School Opening</u> Q: (NM) How did the roll-out of laptops from the DfE go? A: (LW) The laptops arrived relatively quickly, and the school has as many as is needed. PPG children have been prioritised and then those families with no laptop at all or where siblings are having to share. Parents have been very grateful. NW expressed his gratitude to the school, for not only for all the work involved in the partial closure, but doing it well.</p> <p><u>CPD</u> LW pointed out how the staff, in particular TAs, are proactive in seeking out training opportunities. There are opportunities for TAs and all staff to share the professional development they have completed. Q: (SR) Have any of the staff wanted specific CPD as a result of the pandemic? A: (LW) Training has focused on supporting children's behaviour, for example, Zones of Regulation and Trauma training have been given. PDMs continue, on Teams. There was a discussion about the benefits working together at a senior leadership and Trust level. LW expressed her belief that there is a real sense of joined up thinking across the Trust. Subject Leaders from across the Trust met during the week commencing 22nd February. This way of working is a real positive shift. The CEO pointed out that LW leads the PPG group across the Trust. There are other networks such as inclusion, safeguarding and assessment such that there is support across the Trust and schools are no longer operating in silos.</p>

	<p><u>Leavers and Starters</u></p> <p>There has been an increase in mobility, and this has been happening in the last few years. It has been challenging for teachers to have new pupils join this term, working remotely. One pupil moved to another Trust school.</p> <p><u>School Improvement</u></p> <p>Q: (NW) What is meant by a highly successful review? A: (SR) The review conducted was comprehensive. SLT were able to answer every probing question asked of them. SLT knew what they are doing to mitigate and are open to suggestions of areas that needed to be worked on. Remote learning is being tracked, monitored and quality assured. They are clear how to adjust the curriculum and address gaps through a catch-up curriculum. The SIP priorities have been adjusted to reflect the essentials needed to move children forward whilst at the same time taking staff with.</p> <p>The CEO is fully confident that the school knows where it is and what is needed to be done to move forward against the priorities and, in light of COVID.</p> <p>Q: (NW) Was this like a mini-OFSTED? A:(SR) No, as the review was not conducted against OFSTED criteria. A full review will be conducted by an external reviewer in person after Easter.</p> <p><u>Strike Action</u></p> <p>LW reported the strike did not have the intended impact, however, there is some discussion that a proposed five further days of strike which were cancelled may take place, at-a- later date. A complaint has been made to the NEU by the Trust. SR confirmed that she would update Trustees on this issue in her CEO's report.</p> <p><u>Teacher Appraisal</u></p> <p>Targets for teachers have been adjusted following discussion and agreement by Headteachers/Heads of School across the Trust. It was pointed out that the teacher appraisal shows flexibility in approach in- light -of the pandemic.</p> <p><u>FADE monitoring report – Paper 2 Appendix to Headteacher's Report</u></p> <p>The reports were shared and explained. Subject Leaders have had clear guidance following their action plans. A key focus throughout is differentiation for lower attainers.</p>
8	<p>School Improvement Plan – Paper 3</p> <p>LW confirmed that the SIP had been explained to new governors during their induction meeting.</p> <p>Each priority has been colour coded as green if it is a current priority and yellow if it is a lesser priority for the leadership team, whilst remaining a priority for the individual middle leader with that responsibility. The items coded in yellow are either to reduce pressure on staff and will be moved to the Autumn term or because the target has already been met, for example, engaging with new technologies for blended learning. The prioritisation is also linked to the absolute essentials that need to be addressed. SLT have evaluated each priority of the SIP, recording overall strengths and areas to further improve/investigate.</p> <p>Q: (AI) Are the priorities similar or the same across the Trust? A: (SR) Priorities are different in schools, however each school addresses the overarching Trust priorities, where relevant, for example PPG.</p>
9	<p>Safeguarding – Paper 4</p> <p>MR explained how the new format for reporting is consistent across the Trust. JH, LW and MR had met to discuss the report. JH shared her visit report (Paper 5). The safeguarding</p>

	<p>page for on the website had been discussed and JH witnessed how accessible it is for parents.</p> <p>Q: (JH) Has prevent training been conducted? A: (MR) All staff have completed Prevent training but also had an update on Prevent and E-Safety from MR at a recent PDM.</p> <p>Q: (JH) How can the vulnerable children's monitoring activity be maintained? A: (MH) This vulnerable children monitoring spreadsheet was used during lock-down; the monitoring still takes place but as children are back in school, we have reverted - back to our in-school recording, reporting and monitoring systems. The focus for next month will be the compliance document. SR explained how the Education Committee has monitored safeguarding reports from the LCs and has reported how thorough the reports are and that the LCs are fulfilling their duties. JH pointed out that she would like to meet more frequently with the school and will be doing so half-termly.</p>
10	<p>Pupil Premium – Paper 6</p> <p>The red font on the paper is the December 2020 update. Tutoring has not been able to take place due to partial closure. The April 2021 update (dark blue) will set out new areas to address.</p> <p>Q: (NW) Will there be an underspend? A: (LW) No but the money may be spent slightly differently to the original plan e.g. trips will be spent on the curriculum, mental health and barriers to learning.</p> <p><u>Papers 7 (PPG) and remote learning</u></p> <p>The reports were compiled using OFSTED inspection questions. Both these papers demonstrate that the school has a thorough understanding of how SEN and PP pupils have been supported in remote learning.</p> <p>Q: (AT) How will the laptops be used? A: (LW) They will be used for homework. Years 5 and 6, however will be receiving Trust laptops. Of the 22 laptops given out 19 have been returned. We are going to be re-distributing these.</p> <p>Q: (AI) Have all laptops been received? A: (LW) The BH laptops had gone to RM and WPA as they were in greater need so BH has laptops in Year 6 and not Year 5 yet.</p> <p>Q: (AI) Was there any data in the reports that was surprising? A: (LW) For PPG and remote learning, the document was more of a tool to monitor remote learning on an ongoing basis. This led to actions to increase engagement, for example, changes to when children came in to school. The monitoring also enabled differentiation of work for children, changes to provision for example, recording a different teaching video or setting up different Team. The school also were able to assess the parents' capacity to support their children.</p>
11	<p>Special Educational Needs</p> <p>Paper 8 – this is the SEND version of paper 7. Questions were formed in the same way. The exercise validated the team's work. It helped identify which children to have in school, EHCP children were invited and ensured that those who were clinically vulnerable had their needs met even if not in school. This also dovetailed with the FADE reports.</p> <p><u>SEND recovery action plan – Paper 9</u></p> <p>This was received by the committee in October 2020. The purple shows the Spring term updates and what is being done to welcome children back.</p>
12	<p>Remote Education – Paper 10</p> <p>The plan had to be published on the website by 25th January. It is underpinned by the Trust's Remote Education Policy. LC members have been copied into all parent correspondence and so have been kept informed.</p> <p>Q: (NW) Are these the same in all schools? A: (LW) They may differ in terms of the tools used and timings. The plans have been developed together with other schools. Whilst schools have now returned, the document is still valid as a child may need to isolate.</p> <p>Parental Survey – Paper 11</p>

	<p>There were positive comments and constructive criticism. Some wanted live lessons, this was not a surprise, however the school had justified its rationale for not having them. Some results are similar to when we survey parents and some feel there is too much/too little homework.</p> <p>Q: (AT) Was the survey anonymous? Are you able to identify which children showed signs of stress during the period of home learning? A: (LW) It is possible to trace them back to specific children, however, feedback on how children were coping was also given to teachers via phone-calls home so we were able to address any issues and support families. For example, adjustments such as differentiation were made. Some pupils were invited into school, but this was limited due to the limited numbers allowed in to school.</p> <p>Q: (NW) Was there anything that stuck out for a particular year group? A:(LW) Not really, the greatest link was really in relation to parental capacity to support their child. Discussion took place about whether some reports could be summarised.</p>
13	<p>Data Analysis <u>Reception data – Paper 12</u> The report layout was explained, and no questions were asked.</p> <p><u>Mid-Year Data Yr1 – Yr6 – Paper 13</u> LW drew attention to the following points:</p> <ul style="list-style-type: none"> • The notes and action log in the document. • The weight of PPG pupils when there are few in number. • Phonics screening target had been exceeded in Year 2. • Overall strengths and areas to improve/investigate. <p>It was explained that the main area that needs to be delved into is Year 1. This is a cohort who have missed the Early Years curriculum and so have been particularly affected by lockdown. In year 6 the focus is to ensure that the children are ready for the next stage of their education.</p> <p>LW explained that as PPG Lead, network meetings have started. There is a concern across the Trust of the low numbers of children eligible for PPG working at greater depth. This was also a concern a year ago. Because PPG numbers are low at BH, it will be difficult to have a gap in line with the national average i.e. 8% and is likely therefore to be higher.</p> <p>Q:(NW) How does this compare to other Trust schools? A: (SR) It isn't appropriate to make a comparison with other Trust schools' data and in any case, it is difficult to compare attainment and progress due to the different demographics across the schools. It is known that PPG children with no other barriers do not achieve working at greater depth. This is a Trust wide priority.</p>
14	<p>Sports Funding – Paper 14 This paper was noted. This report was submitted in mid-February by Kelly Wallis, who is on sick leave and will return after Easter. Questions will follow for Kelly to respond to.</p> <p>ACTION: Questions to be raised from sports funding paper 14 to be responded to after Easter. By: ALL</p> <p>Q: (AI) Does the funding have to be spent or can it be carried forward? A: (SR) Previous year's funding was carried forward to March 2020 due to the pandemic. However, this year's, could be clawed back. <i>(Post meeting note: DfE announcement on 16th March that the 31st March 2021 deadline for spending the primary PE and sport premium funding that was carried forward from 2019/20 academic year has been extended so that it now must be spent by the end of the 20/21 academic year.)</i></p>
15	<p>Items to be raised to and from the Trust Board <u>Cirrus Trust Board and Committee Structure – Paper 15</u> The paper was noted. SR explained the structure and lines of reporting. A chairs forum will be added. It was explained that as part of the FNtl, the CEO's reports and the minutes of the Finance, Audit and Risk Committee are shared with the Members of the Trust. The scheme of delegation also sets out the roles of the committees and the delegation of roles.</p>
16	<p>Health and Safety</p>

	<p>The link Health and Safety LC member will attend the working group twice per year with the Trust Operations Officer, and other LC committee Health and Safety members.</p> <p>Health and Safety Member – Melissa Williams SEND member – Andrea Todd.</p> <p>LW explained that the committee had moved from having subject link members to having foci in the SIP which means that focussed visits can be conducted by any LC member and means that all LC members have an opportunity to see a variety of work in the school linked to children and their learning and not just the area which they are linked to.</p> <p><u>Health and Safety Report – Paper 16</u></p> <p>The committee were informed that in future the report will not come to the committee in this format. LW shared that there are now new Premises Manager and a Premises Assistant in place. They are doing a great job, being proactive and making improvements. Reports show that all is in hand. It was noted that the red items have been completed.</p>
17	<p>Admissions – Paper 17 The admissions update was noted.</p>
	<p>AOB The Clerk pointed out the need to complete all Judicium training and to ensure that each LC member records their training in their profiles on Governor Hub. Also, code of conduct must be reconfirmed following the change in wording to Local Committees.</p> <p>ACTION: Committee members to ensure training is completed and recorded in profiles on Governor Hub. By: ALL</p> <p>ACTION: Committee members to reconfirm code of conduct declaration on Governor Hub. By: ALL</p>
	<p>Meeting Dates It was agreed that the next meeting will be on Tuesday 29th June at 4pm.</p>
	<p>The meeting was adjourned by the Chair at 9.04pm</p>

Matters arising from the minutes of the Barrow Hedges LGB

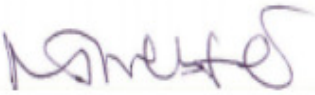
held on 23rd November 2020

Item	Action	Actionee	Status
2.2 From 5 th Oct	To consider the roles of co-opted governors and their roles in the Trust	NW, SR	Co-opted governors cannot be parents from the school
8 From 5 th Oct	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
2.3	All 5 declarations: Declarations of Interest, KCSIE, Data protection, Code of conduct and DBS to be confirmed, electronically on Governor Hub ASAP	ALL	All except newest governors need to sign LC Code of Conduct.
2.3	NGA word document Skill audit to be completed and sent to Clerk	ALL	CLOSED

5	Identify a Health and Safety Governor in light of GDM stepping down	ALL	Item 11 on this agenda
7	Number of children attending 30 hours to be considered	LW and LT	In HT report for this meeting
8	Car park gate to be locked	LW	CLOSED
8	Staff to be informed of how valued and appreciated they are by Governors emailing HT	ALL	CLOSED
11	Public Sector Equality Duty to be published on website	LW	CLOSED
14	Safeguarding to be a standard item on each LGB agenda.	NW/NM/CLERK	On this agenda and going forward
14	KCSIE 2020 document to be read by governors and declarations to be confirmed on Governor Hub	ALL	CLOSED
14	Issues, such as fencing to be raised with safeguarding governor	LW	CLOSED

Outstanding items:

Item	Responsible	Status

SIGNED BY:	
DATED:	15th June 2021

