

Wendron C of E Primary School
Local Governing Body meeting
Monday 23rd November 2020 from 7.00pm

Due to Covid 19, this meeting was held using Google Meet

1. <u>ATTENDING :</u> In Attendance Canon D Miller (Chair), Mr P Hunkin (Head), Mr C Biddick (Vice-Chair), Mrs K Taberer, Rev C Schmaus, Mrs G Spratt and Rev R Arana-Perez Mrs S Bennetts (Clerk)		
2. <u>APOLOGIES :</u> Apologies were received from Mrs A Veneear.		
	<u>ACTION</u>	
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	Canon Miller welcomed the new governors and opened the meeting with a prayer. There were no pecuniary interests to declare on any of the agenda items. The clerk to chase outstanding forms.	SBe
4.	<u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u>	
	The minutes of the meeting of 05/10/2020 were agreed as a true record and will be signed by DMi when he next visits the school. Governor responsibilities were discussed and it was agreed that GSp would take responsibility for English and EYFS. RAr would take responsibility on a temporary basis for Pupil Premium, Vulnerable Pupils, Welfare/Well-Being and SEND. The clerk to chase any outstanding declarations from governors confirming they have read and understood KCSIE part two. All staff have received safeguarding training. Network meetings continue to take place on-line as are DSL, and Headteachers' meetings.	SBe
5.	<u>FEEDBACK FROM THE TRUST BOARD</u>	
	There were no matters raised with the trust board at the last meeting.	
6.	<u>FEEDBACK FROM THE FORUM – suspended during closure period</u>	
	Forums have been suspended for the time being.	

7.	<u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u>	
	KTa will reach the end of her term of office on 30 th November and the appointment process has been started.	
8.	<u>HEADTEACHER'S REPORT including the support being given to parents and carers to help them educate children at home.</u>	
	<p>Whole school attendance is relatively good at 95.3% with a target of 96% at year end. There is very little unauthorised absence.</p> <p>One child has long term absence and the school is seeking and taking advice around supporting her return.</p> <p>One TA has sadly resigned her position and another continues to be on long-term absence.</p> <p>'Catch-up' funding is being used to pay for two qualified teachers to deliver intervention support programmes. The school receives £80 per pupil and schools can determine the best way to use this funding. Schools are accountable for spending and are obliged to publish details on their website. This funding is not aimed at SEN children but those who have fallen behind so that they can make accelerated progress to achieve the level they should be at. It is known that there is greater impact when qualified teachers deliver intervention.</p> <p>Mrs Roberts will receive her child sexual exploitation safeguarding training on-line.</p> <p>Performance management of teaching staff has been completed. Mrs Roberts will lead the appraisal meetings of non-teaching staff which need to be completed by the February half term.</p> <p>Data is showing that the children have made good levels of attainment and if the SATs had taken place, they would have shown an improvement.</p> <p>It is now a legal obligation for the school to provide immediate remote learning for pupils unable to attend school due to coronavirus. It has been suggested that the work set should take a minimum of four hours to complete and should be a continuation of the learning in the classroom.</p> <p><u>Q. Are you aware of any families who have difficulties accessing remote learning?</u></p> <p>A. If any are experiencing difficulties, the school will provide hard copies of the work.</p> <p>The school will continue to make welfare calls and continue to keep in touch with vulnerable families.</p> <p><u>Q. How much extra workload is caused by the provision of parallel learning and is this an undue burden on teaching staff? Can the trust assist with this?</u></p> <p>A. It is a government requirement that this is done. The trust have supported schools by developing the Google platform which allows families to access work. Staff can also provide feedback through this route. There is a different way of working and it does take thought. There is also the expectation of live contact with families.</p> <p><u>Q. Does the school have a high percentage of children unable to access remote learning?</u></p> <p>A. Not higher than other local schools. There are a number who cannot access the learning this way but they have been identified and will be given paper copies. We are unable to provide any hardware. Some parents have said that for various reasons, they are unable to support their children working at home.</p> <p>Behaviour remains good and it is evident that the current practice of children sitting in rows is beneficial to the behaviour of some children.</p> <p>The school is planning to celebrate Christmas but there can be no involvement of parents.</p> <p>There have been a number of outside agencies visiting the school but protocols have been followed. Most meetings have been taking place on-line.</p>	

9.	SAFEGUARDING GOVERNOR'S REPORT [STRUCTURED QUESTIONS] [TERMLY]		
<p>DMi has met with PHu and carried out monitoring of safeguarding within the school. PHu informed the governors that the Designated Safeguarding Leads termly meetings are taking place. The latest report has been forwarded to governors. Points highlighted at the last meeting include the need for the Single Central Record to be checked half termly, records of signatures confirming staff have read and understood the KCSIE document and the trust Safeguarding Policy to be kept and discussion of Serious Case Reviews at staff meetings.</p> <p>DMi and SBe have attended Single Central Record training.</p>			
Safeguarding:		Responses:	
<ul style="list-style-type: none"> • When was your Single Central Record last checked? By who? What were the outcomes/actions arising? • When was your most recent Trust Designated Safeguarding Officer visit? What was the focus on the visit? What was the outcome/action arising? • What action has been taken on the council's feedback on the S157? • What reassurances can you give that the actions have been robust? • How many new cases typically are you encountering each month/term? What is the school's capacity to deal with these? 		<p>This was checked by DMi on 19th November 2020. The document needs to be transferred to the new template which will then include the date the original DBS certificate was seen by the secretary.</p> <p>This took place on 19th November 2020. The report which outlines the actions has been circulated to governors.</p> <p>Targets have been received, one of which is the improvement of the school's green credentials. The school has an active nominated governor who has already undertaken a number of monitoring visits and attended SCR training.</p> <p>Paired DSL visits take place regularly and any concerns are highlighted and actioned.</p> <p>New cases are referred to MARU. There have not been any referrals this term</p>	
How will Equality and Diversity be covered in this aspect?		As and when identified.	
<p>PHu informed the governors that all staff and governors should have an awareness of Prevent.</p> <p>ACTION: PHu to arrange online PREVENT training through the Child Protection Company.</p> <p>Phu also informed the governors of the importance of ensuring staff and children are aware of e-</p>			
			PHu

	safety, particularly during remote learning. The policy needs to be read and put into practice.											
10.	<u>HEALTH AND SAFETY UPDATE including any issues arising from how the building is currently being used and remote working of staff.</u>											
	<p>CBi informed the meeting that he regularly receives the updated risk assessments from PHu. There have not been any major issues. Staff are notified of any changes to the guidance. The risk assessments are also sent to the trustees.</p> <p>Compliance testing is restricted and any maintenance is restricted to outside work. There are no lettings and clubs and parents evenings took place with a telephone conversation. Guidance is being received from the trust, the DfE, Public Health England, the LA and the unions. Governors were advised to speak to CBi or PHu if they have any concerns.</p>											
11.	<u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u>											
	<table border="1"> <thead> <tr> <th>Communication:</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Have all governors received the monthly CEO newsletter and weekly Trust Bulletin? What feedback have you had on the school's communication – are stakeholders happy with the website, weekly newsletter, text alerts etc? </td> <td> <p>These are not being produced at the moment.</p> <p>The school has recently introduced Class Dojo. This is an improvement on current practice. Staff have the ability to contact all or selected parents who have the ability to respond directly. The software also allows video clips, photos and homework to be posted. GSp informed the meeting that she has signed up to Class dojo and it seems simple to use and she feels is a good way of communicating with parents.</p> </td> </tr> <tr> <td> <ul style="list-style-type: none"> How do you make provision for parents whose children are not good at ensuring their parents receive the information? </td> <td> <p>The weekly newsletter is posted on the school website which also means that hyperlinks can be used. It is hoped that all parents will sign up to Class Dojo. We are not sending paper copies of the newsletter home at the moment but the information can be found on the school website.</p> </td> </tr> <tr> <td> <ul style="list-style-type: none"> How are you ensuring equity for all parties? </td> <td> <p>Information on the website and Class dojo can be translated.</p> </td> </tr> <tr> <td> <ul style="list-style-type: none"> Are there any particular needs in our community in respect of communication flow and how are you dealing with these [e.g deaf parents; English as a second </td> <td> <p>There are currently no such needs but they will be addressed on a needs basis.</p> </td> </tr> </tbody> </table>	Communication:	Responses	<ul style="list-style-type: none"> Have all governors received the monthly CEO newsletter and weekly Trust Bulletin? What feedback have you had on the school's communication – are stakeholders happy with the website, weekly newsletter, text alerts etc? 	<p>These are not being produced at the moment.</p> <p>The school has recently introduced Class Dojo. This is an improvement on current practice. Staff have the ability to contact all or selected parents who have the ability to respond directly. The software also allows video clips, photos and homework to be posted. GSp informed the meeting that she has signed up to Class dojo and it seems simple to use and she feels is a good way of communicating with parents.</p>	<ul style="list-style-type: none"> How do you make provision for parents whose children are not good at ensuring their parents receive the information? 	<p>The weekly newsletter is posted on the school website which also means that hyperlinks can be used. It is hoped that all parents will sign up to Class Dojo. We are not sending paper copies of the newsletter home at the moment but the information can be found on the school website.</p>	<ul style="list-style-type: none"> How are you ensuring equity for all parties? 	<p>Information on the website and Class dojo can be translated.</p>	<ul style="list-style-type: none"> Are there any particular needs in our community in respect of communication flow and how are you dealing with these [e.g deaf parents; English as a second 	<p>There are currently no such needs but they will be addressed on a needs basis.</p>	
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	language]	
	How will Equality and Diversity be covered in this aspect?	As and when required.
	Behaviour, Attendance & Well Being	Responses
	<ul style="list-style-type: none"> How is staff well-being at the current time? Where are the pressure points for them and are there strategies in place to help manage this? How is this reflected in staff absence? Is there anything more that could be done to support the whole staff team more effectively? 	<p>KTa is the member of staff responsible for well-being. We are experiencing exceptional times which are proving more difficult for some. Having separate bubbles has meant that we have not been able to deploy staff as normal. The staff are very supportive of each other.</p>
12.	<u>FEEDBACK ON GOVERNOR MONITORING VISITS – suspended during closure period</u>	
	DMI has carried out some monitoring visits and the reports have been posted on the Google drive.	
13.	<u>Monitoring the well-being and welfare of pupils, staff and stakeholders</u>	
	This item has been covered.	
14.	<u>Monitoring how the school is continuing to provide care for children who are vulnerable, children with EHCP plans, children of key workers and associated risks of these</u>	
15.	<u>Recovery Planning Report (although this might form part of Head’s Report if not a separate item)</u>	
16.	<u>Focus Items and Updates</u>	
	<p>Ofsted HMI, Ofsted and the HSE have been carrying out inspections having conversations about how the schools are supporting the children. It is likely that that normal Ofsted inspections will resume in January 2021.</p>	
17.	<u>Impact and Effectiveness of Local Governing Body Since Last Meeting.</u>	
	<p>CBi continues to monitor the risk assessment. DMi has carried out safeguarding monitoring visits.</p>	
18	<u>Urgent Matters for Discussion</u>	

	There were no urgent matters for discussion	
19	<u>Matters to be Raised with the Trust Board</u>	
	While understanding that the governors have little financial responsibility, and that spending is managed by the central team, they feel it would be useful to know on a more routine and regular basis the financial position of the school. Is it possible to have more regular and therefore up to date financial information?	
20	<u>Dates of Future Meetings</u>	
	The next LGB will be held on 1 st February 2021 at 7.00pm	

Chair's Signature _____ Date _____