



St Ebbe's
C of E (Aided) Primary School

Headteacher: Tina Farr

**Minutes of a Virtual Full Governing Body Meeting
held on 19th November 2020 at 5pm**

Present:

- Steve Whitla (SW): Foundation Governor – Chair
- Jenni Williams (JW): Foundation Governor – Vice Chair
- Tina Farr (TF): Headteacher
- Malcolm Cubitt (MC): Parent Governor
- Katie Doorley (KD): Parent Governor
- Stephen Dudley (SD): Foundation Governor
- Joyce Francois: (JF): Foundation Governor
- Tony Lee (TL): Foundation Governor (*joined meeting at c.17.45*)
- Janet Rayment (JR): Foundation Governor
- Jim Sherry (JS): Staff Governor
- Hugh Starkey (HS): Local Authority Governor
- Pete Wilkinson (PW): Foundation Governor

Apologies:

No apologies

In Attendance

- Phil Doubtfire (PD): Acting Clerk
- Jo Horn (JH): Associate Member
- Clare Whyles (CW): Associate Member

MINUTES	ACTION
<p>1. Welcome, Apologies and Prayer, Declaration of any Business Interests and any Urgent Business</p> <p>SW welcomed everyone to the virtual FGB and confirmed attendees were in a secure and confidential environment. There were no declarations of interest. The meeting was quorate. All papers were posted on Teams.</p>	
<p>2. Minutes and matters arising from the FGB meeting held on 17th September 2020</p>	<p>SW to send a note to govs to diarise a</p>

Signed.....Date.....

<p>The previous minutes require amendment since that meeting had approved and signed off the Complaints Policy. Subject to this amendment the minutes of FGB Meeting of 17th September were approved.</p> <p><u>Matters Arising</u></p> <p>SW suggested governors could participate in a session to agree a verbal articulation of the school's vision to complement the visual image.</p> <p>SW confirmed that members of staff could participate in an HT appointment process. Consequently JS should undertake Safer Recruitment Training.</p> <p>SW requested governors who have not already done so add their pictures to their MS365 / Teams profiles. SW has provided some guidance on the use of MS Teams for governors – see Teams tab under the General channel.</p> <p>SW reported that in response to further enquiries regarding flexi-schooling the Curriculum PAT had considered the arguments and concluded that flexi-schooling is not an option that the school can provide.</p> <p>The reasons given for reaching this conclusion were:</p> <ul style="list-style-type: none"> • Curriculum planning is based on 100% attendance. Missing parts of the week interrupts the sequencing of lessons especially in areas such as phonics and the development of mathematical concepts • School ends at 3pm and there are several holidays which allow time to pursue other interests and areas of learning • We have a planned, evidence-based schedule for school improvement which doesn't include dedicating time to plan for flexi-schooling • We are a LA school and they strongly advise against it - we have a duty to adhere to their advice around statutory responsibilities • We are a school which is already very mindful of children's mental health and carefully plan our provision with their wellbeing in mind - for example play-based learning in Year 1, our approach to timetabling the school day, Forest School and our wider curriculum 	<p>Vision Articulation meeting before Christmas</p> <p>JR, with PD, to arrange Safer Recruitment Training</p>
<p>3. HT Report and SILP / SEF update (TF)</p> <p><u>HT Report</u></p> <p>TF provided a commentary on the HT Report. She noted that data was now being analysed fortnightly, rather than four-weekly, and that this has been revelatory. Fortnightly monitor analysis enables for much earlier identification of issues and the ability to impact these more quickly.</p> <p>TF highlighted a behaviour spike around the October half term and noted that the majority of these incidents related to just 6 children. Expert help has been sought for some of these cases and classroom staff are undertaking analysis in order to better understand the issues.</p> <p>It was also explained that teachers are now much clearer about when children need to leave the room because they are disrupting learning. There have been</p>	

no external exclusions so far this year. Internal exclusions are being used effectively to enable classroom learning as well as other strategies where appropriate.

In response to Governor questions TF explained that:

- internal exclusions generally involve being seated outside HT office so they are not isolated and the reason for the exclusion is properly explained.
- behaviour incidents are now being much more consistently and accurately recorded
- better behaviour is being observed in transitions around school
- there are fewer break and lunchtime incidents
- some of these effects may be consequences of Covid arrangements, e.g. smaller groups of children with higher supervision ratios

Governors also enquired whether the “second Covid lockdown was proving more challenging than the first or whether more issues were apparently emanating from home circumstances. TF commented that early parental engagement was generally effective in addressing any such issues.

TF highlighted that there were 327 children on roll on census day in October, 18 fewer than the previous year, the lowest census day total for 5 years.

One beneficial side effect of Covid has been the increased take up by TAs of professional development with many free online course being accessed online from home.

SEF (Self Evaluation Form)

It was explained that although no longer compulsory the SEF remains a useful means of constant self evaluation. It is intended that the SEF should be regularly reviewed by the PATs.

SILP (School Improvement and Learning Plan)

TF thanked SW for toning down the colours in the SILP “swim lanes”. The SILP graphics are being regularly used and updated. The main recent adjustment has been to push back formative assessment training until later in the year in order to reduce strain on staff before Christmas. It was noted the SILP is helpful in spreading training throughout the year rather than front loading as has often been the case.

Remote Learning

CW reported that school had its first significant experience of remote learning when Haro Class had to isolate. Most children had access to Google Classroom from home and school Chromebooks were delivered to those that

<p>didn't on the first morning of isolation. It was noted that keeping in touch with Haro class had been problematic whilst Mr Godby was ill.</p> <p>The Remote Learning Policy has now been completed and includes scenarios to deal with both whole classes and individuals having to isolate. TF thanked KD for her assistance in developing the policy.</p> <p>4. Update on Covid response (TF / JR)</p> <p>It was noted that Covid modifications such as requiring children to sit in rows facing forwards is very frustrating for teachers.</p> <p>JW & SD have both been into school to monitor school Covid arrangements. JW remarked on the consistent application of the school's Infection Control Measures she had observed on her weekly visits.</p> <p>There is a weekly check-in for staff which enables school management to gauge how well staff are coping with the current difficult circumstances.</p> <p>TF reported that we are currently fully staffed with the exception of some of our PPA cover staff.</p> <p>Governors asked whether the number of total number of days lost to children being required to self-isolate could be calculated and reported. TF also highlighted that a lot of time is lost during every school day due to the time taken for activities such hand washing and staggered start and finish times.</p> <p>SW asked that the governors' appreciation should be conveyed to staff for their additional efforts in response to Covid.</p> <p>5. Updates from policy areas:</p> <p><u>Resources (Finance) (TL)</u> TL reported that a Resources Policy has been drafted, the P07 monitor will be reviewed in w/c 23rd Nov but that the budget appears to be largely under control. One capital project has been proposed and others are under consideration.</p> <p><u>Curriculum (HS)</u> HS reported that the Curriculum PAT has not met but has been working on various policies. TF and team have provided material to input into ASPE (Association for the Study of Primary Education)</p> <p><u>Outside Engagement (SW)</u> The Engagement PAT have been discussing marketing and the school's low number of children on roll. Whilst the school enjoys a good reputation in the local community its broader reputation is less certain. SW suggested that the school's website is not really up to scratch. The key reason for the reducing</p>	<p>PD to calculate and monitor student days lost to self isolation</p>
--	---

<p>numbers is that anticipated housing development has not yet been delivered. New housing is expected on Oxpens although the timing and types of housing are not yet known. Governors suggested that contact should be made with both housing developers and local estate agents to both gather information on and ensure that St Ebbes is on their radars.</p> <p><u>Operational Management (JR)</u> The Operations PAT has met and will meet again in December. The Safer Recruitment Policy has been re-written and others are in train. JS has been confirmed as a member of the team. JR has met with Sue Whidborne and the SEND Report has been written.</p>	
<p>6. Update on Reference Guide (TF)</p> <p>The Reference Guide is developing gradually with sections published on Behaviour, Project Based Learning, Maths and Literacy.</p>	
<p>7. Ways of Working: Team Allocations</p> <p>It was noted that there has been some divergence in the ways of working between the PATs and that it may be useful to work towards some convergence so that there is some level consistency such as in the ways that information is stored and shared in Teams.</p> <p>SW requested that any changes to the membership of PATs should be recorded in the spreadsheet in the Policy Area Leads channel.</p>	
<p>8. Governor training: new offering from ODBE</p> <p>JF provided a brief overview of some of the governor training services available and the school's current subscription to ODBE's EiG (Excellence in Governance) programme. JF is keen to understand what training Governors have undertaken as a starting point for planning future training opportunities. As a starting point JR will provide EiG training records. It was suggested that induction training should be arranged for both new governors (SD & JS).</p>	
<p>9. Policy Review</p> <p>Governors approved the following policies:</p> <ul style="list-style-type: none"> • Safeguarding Policy 2020 • Admissions Policy 2021-22 	
<p>10. AOUB</p>	

There was no other urgent business. The meeting closed at 6.32pm	
--	--