



**Meeting of the Full Governing Body
Western Road Community Primary School
Monday 25th January at 6pm on Teams**

MINUTES

Governor members present:	Tom Jeffery (Chair), Hilary Turner (Vice-Chair), Roy Watkinson, Irena Wooler (Head Teacher), Eleanor Murphy, Holly Atkins, Luke Palmer, Antonia Jewels, Stephen Docherty, Rosie Gloster, Janine Bishop (Staff), Sami Howard
Apologies received from:	
Associate Members:	Rea Hamilton
In attendance:	Kerry Bedford (SENco & member of SLT)
Officers present:	Angela Samuels (Bursar), Nicola Gibson (Clerk)

	Agenda Item	Action
1	<p>Apologies for absence</p> <p>TJ welcomed and thanked everyone for joining the meeting. He extended a particularly warm welcome to Janine Bishop who had been elected to be staff governor for this school year.</p> <p>There were no apologies.</p> <p>Declarations of Interests</p> <p>There were no declarations of interests.</p>	
2	<p>Last FGB Minutes dated 23rd November 2020</p> <p>Governors were asked to let NG and TJ have any comments on the minutes of the previous meeting within the next twenty-four hours.</p> <p>Matters arising not included elsewhere on the agenda</p> <p>There were no matters arising.</p>	
3	<p>Receive and question Head Teacher's report, including Risk Assessment, Staff Well-Being, Learning Visits and SEND monitoring meeting</p> <p>The Head Teacher's Report was circulated to governors before the meeting. IW then talked through the main elements of her report. The main points arising were:</p> <p>Current situation re Covid</p> <ul style="list-style-type: none"> • Significant numbers of vulnerable pupils and the children of keyworkers were in school, some 62 at the most recent count • KB and colleagues were contacting parents and supporting them throughout lockdown. • Teachers were checking-in twice a week with pupils working at home. • IW had spoken to the chair of the Parent's Forum. The chair would gather the views of class representatives on current arrangements and would convey those views to IW. 	

	<ul style="list-style-type: none"> • ESCC had recommended that schools should write to parents to explain the arrangements for home learning, setting out what was realistic in terms of teaching and support during the remainder of the lockdown <p>IW then invited any questions and comments. In discussion, the following points were made:</p> <ul style="list-style-type: none"> • JB and RH explained that it would be extremely difficult for the school to provide both live lessons and check-ins without impacting significantly on staff workload and well-being. • It would be important to issue a clear communication to parents about home learning, not least to manage expectations in the current circumstances. • In response to a question about the scope for targeted live learning for pupils with SEND, it was noted that the great majority of SEND pupils were in school most of the week already and were thus having live lessons. For pupils with SEND but who were not in school, LP/SH/SB (working with class teachers and KB) were providing targeted individual lessons. Additional resources and adapted interventions were also being sent home. TJ and SH had recently met KB to discuss the attendance and progress of SEND children and had noted the interventions in place. KB was aware of and was taking further steps to address the challenge of effectively supporting the very small number of SEND children who were not in school and whose parents were not confident in supporting their learning at home. JB added that for lower-achieving pupils, the school was providing more focused feedback through Seesaw and checking that those pupils were not falling behind. It would be important to address any sense of isolation which might be felt by some families. • EM requested clarification about how the school was using Teams, Tapestry and Seesaw; how successfully pupils and parents were interacting with those systems; and whether there could be any benefit in streamlining systems. IW said that, for Reception children, Tapestry was proving to be a very effective way for parents to communicate with the school and for delivering pre-recorded lessons. For years 1 to 6, pupils were now able to upload their work onto Seesaw. Microsoft Teams was being used exclusively for check-ins for groups of 15 pupils for 15 minutes twice a week. Pupils in these group check-ins were invited to share a piece of work and play a group game. EM suggested that, in the longer term, Teams might prove to be the most effective tool for learning, not least as there appeared to be a fundamental shift in education towards digital learning: the school might want to think more strategically about this. In response to AJ's question as to why only 15 pupils at a time could join a check-in, IW explained that it was easier to get more feedback from a smaller group than a whole class. The school would also consider ways to increase the number of weekly check-ins. • Thanking the school for everything that was being done, RG noted that it was also critical to look at the emerging attainment gap and at the social impact of lockdown. If the lockdown were to continue until Easter, it would be essential to take further steps to minimize the fallout for all. RG also asked whether there were any online platforms that could be used for informal communication between pupils currently not in school. IW undertook to look into how Teams could further be used for communication between pupils. • HA asked about attendance levels and whether there was any way to record attendance so that it could be cross-referenced with learning when lockdown ended. IW said that teachers monitored closely involvement in home learning and attendance in check-in groups. In terms of work, the school received a weekly overview on Seesaw of how many pieces of work have been submitted and marked. • TJ thanked Suzy Bennett for her very full report on her interventions with Pupil Premium children. She continued to make an important contribution during lockdown and her work would be equally valuable in supporting catch-up when all children returned to school. 	
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	<ul style="list-style-type: none"> • IW informed governors that the school had received four laptops from the DfE and was waiting for them to be configured. A further two had very kindly been donated by a local charity. Lateral flow tests were being distributed to staff to voluntarily self-test twice a week before coming into work. The revised Risk Assessment was now on the school website and had been shared with staff. The Strategy Group had considered the Risk Assessment which had been approved by the Chair and Vice-Chair. FGB members were invited to offer any further comments within 24 hours. <p>In other business under this item, IW informed governors that the school had been nominated by 40 families as their first choice for 2021 entry. Governors agreed that this excellent news reflected innovative action under difficult conditions in the autumn and was the result of a great team effort.</p> <p>RW informed the FGB that he had updated the Strategy Group on health and safety matters. Beyond the Covid situation, there were no pressing or outstanding issues.</p> <p>TJ requested that IW share her home learning letter to parents with governors prior to distribution. He thanked IW for a report which fully reflected the outstanding work which she and all school staff were doing in the current circumstances.</p>	
4	<p>Safeguarding Report</p> <p>HTurner reported she had met with IW to discuss Safeguarding. Her written report to the meeting demonstrated that all necessary action was being taken in a timely and appropriate manner.</p> <p>That said, there were a number of pupils who were struggling with lockdown, in school and at home. RH had taken over as DSL and was doing 'the most amazing job' especially in holding very difficult conversations with parents. Staff were liaising well with ESCC support services and appropriate action was being taken. It was important, nonetheless, that the FGB should be aware of the pressures which staff faced. TJ strongly endorsed this point, commended the action the school was taking to support pupils in the circumstances and warmly thanked staff.</p>	
5	<p>SIP and SEF: progress and next steps</p> <p>Introducing this item, TJ thanked IW for the work she had put into developing these substantial documents. He then invited IW to comment further.</p> <p>IW explained that she had rag-rated progress on SIP priority actions and cross-referenced those ratings to the SEF. In the SEF she had added commentary on the progress that had been made and the next steps to be taken. The SEF also contained data on children's achievement and progress at the end of Term 2. While the achievement and progress of Year 6 pupils appeared, on the surface, to be limited, these figures reflected the current position and could be expected to improve significantly in the remainder of the school year.</p> <p>In the coming months, each teacher would have at least 90 minutes of curriculum support from the curriculum development adviser, Liz Rae and all staff (and Governors) had been invited to Zones of Regulation training. The school had seen a rise in the number of pupils, and indeed parents, with emotional issues and anxiety.</p> <p>IW thanked all governors who had been involved in learning visits in December and specifically EM who had produced a very helpful report. TJ also thanked staff and said how admirable it was that, within the constraints imposed by the pandemic, they had been able to continue to pursue priorities as set out in the School Improvement Plan. He thanked HA for all the work she had undertaken on Mental Health. A meeting of all those governors whose lead responsibilities touched on mental health issues would be held on 8 February to consider how the school could most effectively address the mental health of staff and pupils.</p> <p>In discussion, the following points were raised:</p> <ul style="list-style-type: none"> • EM commended the school's involvement with the work of the Anna Freud Centre which supported mental health and well-being in schools. 	

	<ul style="list-style-type: none"> • JB suggested that perhaps mental health should be a continuing priority for the school for the long term. • RG suggested that anything governors can do to support mental health would be positive. • IW said that the school was seeking to support both those children whose mental health needs arose before the start of the pandemic and those who had been affected by it. Janet Wilde continued to provide support for children and staff. Fegans would resume their counselling service in Term 3 via Zoom until the end of Term 4. 	
6	<p>Diversity & Equality HA and SH had been working together to further develop this important long-term priority. Whilst they were both passionate about diversity and equality matters, they were also conscious of the limitations of the current circumstances in rolling out changes. They thanked IW and EM for all their invaluable contribution to date. HA stressed that it was an evolving conversation open to all on the governing body and that it was hoped that staff members and parents would be involved too. She explained how the ultimate aim was to be in the position where equality principles were applied in all areas of the curriculum, school life and policies. Questions were then invited from governors.</p> <ul style="list-style-type: none"> • EM asked about the proposed library audit and whether ESCC had offered to assist with this. IW had asked but was still waiting for a response. TJ noted that some grant funders specialised in updating school library stock: in the light of the audit, an application might be appropriate. • EM offered to approach a Head Teacher of a school in London about a possible virtual exchange meeting between their pupils and ours at WR. • LP suggested that WRCPS, in the spirit of diversity, might also want to reach out to schools in other countries. <p>TJ acknowledged these suggestions and urged colleagues to follow up.</p>	
7	<p>Budget Update: TJ opened this item by thanking Angi Samuels for joining the meeting and preparing the budget papers. Whilst AS would be leaving her post as school bursar, TJ acknowledged how much support she had been able to give over the last year and thanked her for this.</p> <p>RW then presented a brief overview of the WR budget position. Broadly speaking, from the data so far received, it appeared that the school was generally in a good financial position. An estimated budget share for the next financial year would be released to the school in the week beginning 8th February.</p> <p>TJ said that the Budget Report put the school in a good position and thanked AS and RW for all their work on it. He then invited any questions & comments from governors.</p> <ul style="list-style-type: none"> • IW reiterated that looking forward, the school might need to use the projected carry-over to cover teaching supply in the event of staff sickness (that could not be covered internally); additional support for a number of pupils in the school; the increased workload of KB; and additional support for a pupil with SEND. The carry-over might thus be whittled away with consequences for the 2021-22 budget • EM suggested that the school might wish to apply to the Lewes Fund for a sum of around £2k. • RW thanked AS for all her work on helping to set the new budget. A draft budget should be lodged with ESCC by 26th March with a final budget deadline of 6th 	

	<p>May. The Schools Financial Value Statement should also be submitted by 31st March.</p> <ul style="list-style-type: none"> TJ said that a draft budget would need to be reviewed by the FGB at the meeting on 15th March. As last year, at that meeting he would seek FGB's agreement that SG should make any final adjustments before the budget was submitted to ESCC. He thanked AS once again for all her work to date on the budget. He also informed governors that he would prepare a first draft bid for external funding for the refurbishment of the space outside the KS1 classrooms. In that regard, it was great news that ESCC had agreed to put the school on the list for capital funding for the provision of new toilets for Reception. All would of course depend on the size of the ESCC capital pot. 	
8	<p>Governance Issues</p> <ul style="list-style-type: none"> Year Group Governors – TJ thanked those colleagues who had signed up as Year Group Governors. IW said that the role was most valuable and asked those Governors to touch base with their Year Group teachers, offering an informal opportunity to chat in confidence. With TM's resignation, there was a vacancy for a Year 2 link Governor: a volunteer would be most welcome. HA reported that the importance of year group governors had been emphasized at recent training on mental health in schools. Pupil Voice – TJ thanked HTurner and EM for their engagement with Year 6 pupils during the recent governor visit. He said that, in a recent ESCC training session on Governor monitoring during lockdown, much had been made of the value of Governor engagement with pupils. The FGB should return to the issue at its next meeting. In the meantime, the mental health governor meeting on 8 February offered an early opportunity to consider how best the Governing Body should communicate with pupils. Action – Pupil Voice on 15th March FGB meeting Action – Pupil Voice on Mental Health meeting <p>EM commented on how rapidly technology was developing and how it could be harnessed as a powerful tool for communication. It would be important to explore how it might be used for Pupil Voice. RH suggested that Seesaw could be used to build on the Pupil Voice discussions with Year 6 pupils. Action – Liaise with Lily Doone to discuss Seesaw as a platform for Pupil Voice</p> <ul style="list-style-type: none"> Governor CPD – A comprehensive record of ESCC training undertaken by governors at WR had been circulated prior to the meeting. TJ stressed how worthwhile the ESCC training programme was and how particularly important it was for all governors to complete the ESCC initial induction as soon as possible after joining the governing body. HTurner reiterated this and asked governors to check their training history. HTurner and TJ said that it would also be useful to review our own WR Governor Induction Pack. Recruitment – The Strategy Group had agreed that recruitment for governor vacancies should be postponed until the summer term given the current circumstances and that, when the time came, advertisements should be placed in an array of locations. 	<p>NG LP</p> <p>RH</p>
9	<p>Health and Safety Oral Update Please see RW's update under Item 3.</p>	

10	<p>Approval of Policies (Attendance, Whistleblowing, Admissions, Freedom of Information Guide, Freedom of Information Publication Scheme)</p> <p>Policies, along with other papers, had been circulated prior to the meeting. TJ said that most were quite short and concise and that policy management was working well. Following the policy protocol, if he had not heard from governors within a week of the present meeting regarding the content of the policies, they would be officially approved.</p> <p>TJ concluded the meeting by warmly thanking all governors for their very active support of the school. He also extended thanks to the SLT and all school staff.</p>	
11	<p>AOB</p> <p>There was no AOB</p>	

Papers to accompany this meeting: Agenda; Attendance Register; Minutes of last FGB meeting; Head Teacher's Report; Risk Assessment; Learning Visit Report; Jan 21 PPG Report; PPG End of Term 2 Data & Intervention; Term 3 Report; Safeguarding Report; SIP; SEF; Diversity Note; Updated Diversity, Equality & Inclusion Resource List; Budget papers; Health and Safety Update; Policies: Whistleblowing; Attendance; FoI Guide and Publication Scheme; Admissions