

**STANFORD INFANT SCHOOL**  
**Full Governing Body meeting – held online**  
 24<sup>th</sup> November 2020 6.00pm

**Present:** Catherine Bradley & Holly Lomasney - Co-Chairs, Madeleine Denyer – Head Teacher, Emma Remnant, Elizabeth Lyle, Lucy Kane, Mark Topham, Anna Haselhurst, Naomi Schubert, Stuart Clark, Catrin Pinheiro-Torres, Tess Gill

**Quorate:** 12/12

**In attendance:** Anna Johnson (Clerk)

<b>1.</b>	<p>The Chairs welcomed Governors to the meeting. There were no apologies or declarations of pecuniary interest in the meeting</p> <ul style="list-style-type: none"> <li>• Anna Haselhurst, Parent Governor appointed on 9<sup>th</sup> October 2020 was welcomed to the board.</li> <li>• Stuart Clark announced his resignation – governors thanked him for his valuable contribution to the work of the board.</li> <li>• The Head confirmed that nominations for another Parent Governor had been circulated home, with the closing date of 27<sup>th</sup> November. If there is more than one nomination, a vote will be held until 11<sup>th</sup> Dec.</li> </ul>
<b>2.</b>	<p><b>a) Head Teacher Full Report</b></p> <p>The Head announced that following recent interviews a Music Teacher and 0.6FTE Reception Teacher had successfully been appointed. Both will start in January 2021. After three rounds of recruitment to the two vacant INA roles, the school had been unsuccessful in recruiting, entailing further advertisement of the positions. One appointee had withdrawn their acceptance. This history supported the school's assessment that mainstream schooling was extremely challenging for the specific child needing this support.</p> <p><i>Q. Has the school explored advertising in other places?</i>  A. The school did trial using a supply agency but this had not worked during Covid restrictions when the agency worker was not obliged to attend school. The school then made the decision to stop this service. The school has also tried emailing SENCOs in the city to see if they knew of any INAs with spare capacity. Special Schools had also been contacted but they only offered 'bank staff' and the children required a long-term appointment. The Head explained that there was no capacity amongst staff with relevant training within the school.</p> <p>The Deputy Head noted that the school was applying for an Educational Health Care plan for a new child in Year 1 who has significant needs and is not accessing the learning environment.</p> <p><i>Q. Is it possible to use some of the Catch-up premium to provide extra staff to help with high needs children?</i>  A. This funding has been allocated in consultation with staff to provide cover to allow peer coaching /conferencing to happen which is more closely directed at the aims of the funding.</p>

The Head noted that the school does not have staff capacity to cover in the event of absence. She confirmed that so far this term two teachers had had to isolate having been contacted by Test and Trace.

Governors commented that the school wanted to be able to provide for children with high needs but in a context where it is not possible to employ suitable INAs, this becomes very challenging and puts unfair pressure on staff.

The Head and Deputy had met with Jess Evans, SEN Casework Manager from the LA, along with the parents of a child with significant, complex needs, and she had agreed that this child should continue to attend school part time while the school had no specialist support for them.

The SEND Code of Practice required Local Authorities to place children at any school parents request even if professionals judged special education provision most appropriate.

### Phonics

The Head confirmed that Year 2 would be taking the phonics check test later in the term. Staff had agreed that it could be used as a screening tool to confirm that any learning gaps due to Covid absence had been covered. In the spring term, the curriculum would return to spelling, grammar and punctuation.

### Attendance

Following the Quality of Education meeting the Head had checked that Covid related absence should not be included in general data and the revised data showed very good attendance in the current term.

*Q. Have racist incidents always been included in data recorded?*

A. Yes, this is a requirement and staff have been trained to use a 'challenging language' script. It is probable that no incidents have been recorded before now due to the lack of diversity on the staff team, which has recently changed.

*Q. What are the reasons behind persistent absence data?*

A. This data relates to two children, one who has had two episodes of ill health and then self isolated prior to an operation and another who was also absent for self isolation and an operation.

*Q. Where did the 6 children who have left the school go?*

A. 4 of them moved out of the city to other areas of the country, 1 went to Private School, and the other moved to their first choice school, as it was in walking distance.

*Q. What is happening with Sports Premium plans and spending?*

A. The PE Lead is finalising this year's plans; Real PE legacy training is going ahead online as planned and it is hoped that the school will participate in some intersports events later in the academic year.

### Health & Safety

The Head responded to the Health & Safety Executive's spot check questions distributed at Governor monitoring training:

- The Head assessed the school as good at controlling the risks and confirmed that procedures for responding to a parent, child or member of staff testing positive for

Covid was clear in the flowcharts attached to the school's Covid risk assessment. If a situation arose where it was unclear what the correct response was the Public Health England helpline was very helpful.

- The Head confirmed that the current Risk Assessment was posted on the School's Website.
- Staff had been consulted with regard to the risk assessment, unions were represented by the union representative and the Head had cross-checked the NEU Checklist.
- Two metre distancing was managed as far as possible although some room sizes made this difficult to achieve. Staff Meetings took place in the Hall to allow adequate distance and windows were opened for ventilation.
- The Head confirmed that the cleaning system had changed slightly with the manager of the company coming in the evening when staff were absent and the Premises Officer took care of 'touch points'.

The board was without a Health and Safety link Governor recommended by the LA. Appointment should be made before the next meeting and further questions put to the Head and reported back to the board. **Action**

### **b) Approve School Development & Improvement Plan (SDIP)**

The Head explained that the writing target had been removed from the plan following discussion with staff. It was agreed that it was unfair to retain this as children had not had sufficient opportunity to work on writing skills during lockdown.

The full, detailed plan would be circulated shortly.

Governors **approved** the plan and agreed to fill in monitoring table. **Action**

### **c) Data Update**

An Inset Day had included discussion with all teachers about every child in their class focussing on wellbeing and learning.

#### Reception

Baseline data for Reception had identified lower than usual attainment in: listening and attention, moving and holding, shapes and measures, numbers and writing. This was likely to be a result of children missing the whole summer term at nursery. Data was expected to show lower attainment in reading than writing for Reception children and this was because reading had higher thresholds with writing which only required simple mark making.

It was anticipated that Autumn 2 data would show an improved picture following filling of learning gaps during the term. Reception has a wide range of need and providing interventions is more challenging as small focussed groups that would normally be used, cannot take place due children needing to remain in bubbles.

#### Year 1 & 2

Progress has been measured from the Spring 2 data to Autumn data; attainment of 4 steps of progress would usually be expected.

Year 2 data shows: Reading 3.7, Writing 3.8 and Maths 3.6 and a combined score of 3.7. This is encouraging and suggests there is not too much to make up. Covid absence had a greater impact on Year 1; however, all data shows 3+ steps.

	<p>The usual pattern of age related expectation data dipping in the Spring Term is expected to reveal the impact of Covid more starkly.</p> <p><b>d) PAN Consultation</b></p> <p>There had been very good attendance of more than 100 parents at the school's consultation meeting. Chair to follow up with a letter before the consultation closing date of 27<sup>th</sup> November. <b>Action</b></p> <p><b>e) Support Staff Breaks Consultation</b></p> <p>The report had been circulated to affected staff, unions and Governors. The school was waiting for confirmation from the union official before closing the consultation. It was agreed that an extraordinary FGB would need to be held.</p>
3.	<p><b>a) Accuracy of Minutes and matters arising</b></p> <p>The minutes were <b>agreed</b> as accurate.</p> <p>The Chairs had been in touch with the new Chairs at the Junior School but were still to meet with them.</p> <p>Governors were expected to meet with their working groups or staff links and report at the next meeting according to finalised SDIP.</p> <p>Amendments were made to Governor monitoring roles as reflected in attached appendix.</p>
4.	<p><b>Policy Updates:</b></p> <ul style="list-style-type: none"> <li>• <b>Pay Policy – LA Model</b> Mark Topham reported that the Finance Committee recommended the policy for adoption and it was approved.</li> <li>• <b>Schools Financial Value Standard</b> The dashboard data had been received and Mark Topham had completed draft responses to the checklist section. It would be presented for approval at the next full board meeting.</li> <li>• <b>Attendance &amp; Punctuality Policy</b> New policy to ensure it is in-line with relevant LA and National requirements, alongside current school-specific policies and procedures. A Covid addendum was also included, which covers the requirements and recommendations in the DfE's addendum to its school attendance guidance for the 20/21 academic year. Approved.</li> <li>• <b>SEND Information Report – Statutory</b> Governors received the SEND Report and approved it for publication on the School Website.</li> </ul> <p>The Head confirmed that the Disadvantaged 3 Year Strategy would be ready for the next meeting.</p>
5.	<p><b>Safeguarding - Standing Item</b></p> <p>Governors received Emma Remnants' Safeguarding Report and Tess confirmed that she had met via Zoom with Emma Designated Safeguarding Lead (DSL). Following a Local Authority recommendation, Tess had attended DSL training, which had included extensive forms for completion.</p>

	<p>The Single Central Record was being checked by Emma during Covid restrictions.</p> <p>The school had some concerns about lack of social distancing for children outside school and a message had been sent home. The excellent attendance figures were reassuring in relation to safeguarding. Tess had discussed areas of risk associated with having high needs child at school without adequate level of support.</p> <p><b>GDPR - Standing Item</b></p> <p>The Head reported that she had contacted a supply agency about inclusion of unnecessary personal data in information about an INA who had previously worked at the school.</p> <p><b>Training – Standing Item</b></p> <p>The Clerk would continue to send lists of training. An online Governance Conference was being held on 3<sup>rd</sup> December: <i>Keeping our Heads: The Role Governors can play in Headteacher wellbeing.</i></p> <p><b>Website Audit – new DfE requirements</b></p> <p>Elizabeth Lyle had completed an audit earlier in the year. However, the DfE had since published new requirements, as follows:</p> <ul style="list-style-type: none"> <li>- The school would be required to report on last year’s pupil premium at the end of the financial year (instead of academic) as long as there is coverage of the whole period since Sept’19.</li> <li>- The school should continue to publish assessment results; however, making it clear that they are from the 18/19 academic year.</li> <li>- The school is required to publish how it spends and assesses the impact of the coronavirus catch-up premium.</li> <li>- Published approach to the curriculum should also include how the school is complying with its duties in the Equalities Act 2010 and SEN/D Regulations 2014 about making the curriculum accessible for pupils with SEN/D.</li> </ul> <p><b>Quality of Education Committee - Standing Item</b></p> <p>Minutes had been circulated. It was largely ‘business as usual’; however, as already discussed Year 1 had more gaps to fill following school closure. Interventions have to be delivered in class bubbles rather than according to level of need which is not so efficient.</p> <p><b>Finance &amp; Staffing Committee - Standing Item</b></p> <p>A significant deficit was currently predicted largely due to loss of income from Breakfast Club and Lettings and this shortfall was expected to continue in following years. The lower income would be exacerbated by the lower roll number at the time of the school census. The deficit would be reduced by a return from Free School Meals and hopefully by the second tranche of Covid expenses government funding.</p>
6.	<p><b>Formal Events Coming Up – Standing Item</b></p> <p>The Head reported that recent zoom meetings with Prospective Parents’ had gone well and a virtual tour of the school was available on the School Website. A recording of the Parents’ Meeting would also be published.</p>

	<p><u>Christmas</u> Children would prepare songs for a 'Christmas around the World' school production, which would be shown to children and sent home to parents and carers. Children would have a hot Christmas Meal, a virtual visit from Santa and parties in their classrooms.</p> <p><u>School Streets</u> Governors enquired about revisiting the School Streets scheme with parents/carers. The Head has received a letter from the Head of Transports and Engineering at the LA, to inform schools that the programme was introduced as part of an emergency transport measure in response to Covid-19. Since September, they have successfully supported closures outside nine of the city's schools using Emergency Traffic Regulation Orders, managed by council staff and supported by volunteers. However, funding constraints on the council make the continued implementation of the programme unsustainable in its current form. They are therefore pausing all support for road closures and as a result cannot offer support for a School Streets programme at the school.</p> <p><b>Action:</b> Head to evaluate the experience and carry out a review to decide how the School Streets Scheme could be successfully delivered over the long term on a more sustainable footing.</p>
7.	Next meeting: 26 <sup>th</sup> January 2021

#### Action log overleaf

ACTION LOG				
	Date of Meeting	Action	Owner	Due Date
1.	24.11.20	Governors to look at updated SDIP and use tracker and their groups from last year to decide their focus areas for this year.	All	ASAP
2.	24.11.20	Appointment of H&S link should be made before the next meeting and further questions put to the Head and reported back to the board.		01.01.20
3.	24.11.20	Chair to follow up with a letter before the consultation closing date.	HL	27.11.20
4.	24.11.20	Head to evaluate and review the School Streets Scheme.	Head	Jan' 21

## Appendix 1

### Stanford Infants Governing Board Roles 2020-21

<b>Role/Monitoring Area</b>	<b>Membership</b>
<b>Chair/s</b>	Catherine Bradley & Holly Lomasney
<b>Vice Chair/s</b>	Mark Topham
<b>Quality of Education Committee</b>	Catherine Bradley, <i>Chair</i> Holly Lomasney Elizabeth Lyle Lucy Kane Catherine Pinheiro-Torres Madeleine Denyer Emma Remnant
<b>Finance &amp; Staffing Committee</b>	Mark Topham, <i>Chair</i> Naomi Schubert Tess Gill Madeleine Denyer Hannah Parker (Bursar)
<b>Leadership and Management Working Group</b>	Holly Lomasney - <i>Lead</i> Catherine Bradley Mark Topham Lucy Kane Madeleine Denyer
<b>Personal Development, Behaviour &amp; Attitudes Working Group</b>	Tess Gill Anna Haselhurst Naomi Schubert
<b>Safeguarding Link Governor</b>	Tess Gill
<b>Health &amp; Safety Link Governor</b>	<i>Vacancy</i>
<b>SEND Governor</b>	Anna Haselhurst