



# Minutes – Full Governing Body

**Date:** 25<sup>th</sup> March 2021

**Time:** 7.00 – 8.15pm

**Location:** Virtual Meeting

*Due to the ongoing Covid situation this meeting was held virtually via zoom and all governors were able to participate fully in the meeting.*

**Present:**

Andrew Goldsworthy (Headteacher)	Rachel Holmes
Rebecca Haskins	Revd Christopher Durrant
Frances Lawrence	Clare Cholerton
Elizabeth Brett	Nicholas Parmley
Simon Murfitt (Chair)	Emily Moorhouse
Peter Sharp (Vice Chair)	

Fiona Greenwood (Clerk)

**Absent:** Catherine Hackett

Documents for meeting all in folder on google drive

	Item	Action
1	<p><b>Welcome by the Chair &amp; Apologies</b></p> <p>The chair welcomed everyone to the meeting. PD has now stepped down as a governor and Chair will pass on thanks to him from the governing body for all his hard work.</p>	
2	<p><b>Correspondence and request for AOB</b></p> <p>No correspondence.</p>	
3	<p><b>Declarations of Pecuniary interest</b></p>	

	None	
4	<p><b>Minutes of previous meeting 28<sup>th</sup> January 2021</b></p> <p>Minutes of the previous meeting minutes were reviewed and agreed as correct.</p> <p>Actions arising:</p> <p>Complaints policy – changes made need to be updated on policy</p> <p>Online accreditation – Safeguarding online accreditation and CC and NP looked at it. Concluded it would be an operational decision and if HT feels it is beneficial then governors would support. But felt slightly unnecessary for the cost.</p> <p>HT: it does give access to a lot of resources for teachers, parents and governors. Will look at it again.</p> <p>Q – What was cost?</p> <p>A – Several hundred pounds.</p> <p>Q – Does HT feel the resources are worth it or not available through other avenues?</p> <p>A – Possibly as all in one place.</p> <p>Draft letter to parents from Chair. Looked at examples and it is in draft. Will get to HT this week. Will need to change some language as so late.</p>	
5	<p><b>Headteacher’s Verbal Report</b></p> <p>The 8<sup>th</sup> March saw the full reopening of schools in England. During the partial closure period the school was open every day for the children of key/critical workers and those who were considered vulnerable. The number of children in school was generally between 35 and 45 each day. They were taught in their own classes so that bubble separation could be maintained. Lessons in class were led by Learning Support Assistants for much of the week who made use of the home learning materials generated by the class teachers during this period. All class teachers also spent some afternoons in school to work with their class and support the Learning Support Assistants. The professionalism of the Learning Support staff during this period was displayed by their willingness to take on this role and deliver a high level of support for the children in school. This allowed the teaching staff to focus on the delivery of high-quality home learning resources and support.</p> <p>The risk assessment for the full reopening of school continues to be reviewed and updated regularly and the appendix 12 of the safeguarding policy has been updated.</p> <p><a href="https://drive.google.com/file/d/1c3ByfpR_ArbHDvkoYg9ijvDEiAQOfkZ8/view?usp=sharing">https://drive.google.com/file/d/1c3ByfpR_ArbHDvkoYg9ijvDEiAQOfkZ8/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bAWgauzlx8JJPfLS1nCmpe6Uj2xkZVH2/view?usp=sharing">https://drive.google.com/file/d/1bAWgauzlx8JJPfLS1nCmpe6Uj2xkZVH2/view?usp=sharing</a></p> <p>Since March 20<sup>th</sup> 2020, the pandemic has brought about periods of school closure for the majority of the children. From 20<sup>th</sup> March 2020 until 8<sup>th</sup> March 2021 from a potential 180 days of in school, curriculum learning time, the majority of children will have missed out on 116 days.</p> <p>This will potentially have had an impact on:</p> <ul style="list-style-type: none"> <li>• Their progress across the curriculum. The school’s provision for home learning improved greatly over the year. Teachers developed the skill necessary to deliver live and recorded lessons and provide resources to assist parents to deliver the learning at</li> </ul>	

home. Many parents have dedicated themselves to ensuring their children have engaged with the learning and work has been uploaded for teachers to assess and use to plan next steps. Some parents have, understandably, had to work from home and have been unable to give their children the full support they sometimes required. Limited devices at home was an issue for some families in the home and although the school was able to provide laptops to all household who requested them, slow internet speeds in the area have been an issue for some families.

- Their physical wellbeing- on top of missed PE lessons our children spend approximately 1.5 hours a day outside on the playground. Some children have had regular exercise at home, and we are lucky to live somewhere where county walks are easily accessible. This will not have been the case for all children and a decline in physical fitness and stamina may have occurred.
- Children’s mental health may have suffered because of being separated from their friends for long periods, the pressures of online learning, the anxiety caused by the pandemic, tensions within the family or the possible tragic loss of a family member.

If we assume a child will spend 7 years at primary school and 5 years in secondary education, we are looking at a different picture with regard to our planned response to this situation. A child will have lost 116 days out of a possible 1280 days of primary school education or 116 days out of a possible 2160 days of combined primary and secondary education.



The potential impact of lost learning time begins to look less urgent when viewed as a part of their final school experience. Use of the term “catch-up curriculum” seems to suggest that there is an urgency to fill in all the gaps in knowledge and skills caused by 116 days of lost school time. As staff begin working with their classes, they will identify areas which some children will need additional support with for them to catch up with their peers and for children to achieve the end of year expectations for their year group. There may be children who were, for many different reasons, behind other children in their year group before the pandemic and are now further behind and it would be appropriate to direct resources towards closing this gap. Teachers will adjust their planning over the coming months and beyond the end of this academic year to meet the needs of the children.

Curriculum planning will be about sufficiency. Some aspects of a year groups curriculum lie at the heart of sufficiency. We need to be clear about what aspects represent the minimum skills and knowledge that children will need to access the next year group’s curriculum in September. The elements identified in a sufficiency

curriculum will be used to inform strategic planning of the curriculum, interventions and differentiated support. Assessments made will be recorded in our Target tracker tool which will also highlight to the next teacher where there are omissions in what has been covered.

**The recovery of the children's physical and mental wellbeing is our immediate priority.** The rebuilding of a child's self-confidence, self-regulation skills, emotional literacy, happiness, enthusiasm, perseverance and physical stamina needs to be prioritised in school to repair the damage done, allow them to recover and be capable of becoming effective, lifelong learners. High on our priority list has been the reintroduction of Forest School sessions for all year groups plus additional outdoor activity and learning.

#### Move from SIMs

Like most schools in Hampshire, we use SIMS to manage pupil data. As a system, staff involved in its use have always found it "clunky" and outdated. The help desk can be slow to respond to queries and the regular updates require unreasonable amounts of admin staff time to complete. Having investigated some options, it has been decided to move over to a system called Arbor. Arbor was set up and continues to be run by a team of ex-headteachers and people who have worked in education. They have created a product which is intuitive to use and allows staff to access the information we require quickly. It will also allow us over the coming months to replace the various solutions used for communicating with parents, allowing parents to pay for trips and dinner money etc with systems built into Arbor. This will not only make information transfer simpler, but it is also a cheaper solution than SIMS. Several schools locally have already made the move to Arbor and others are now considering doing so. The school IT support, DRIFT, have now begun working with Arbor and will be able to provide us with ongoing training and support.

#### **Admissions** - Year R Sept 2021

Currently there is 12 applications for a place in Year R in September that have put Cheriton as their 1<sup>st</sup> choice.

Local schools are reporting low numbers with some needing to consider reorganisation of class structures and staffing due to the budgetary implications of this.

Since the HT previous report in January there has been one child join the school in Yr R. Total number on role is 96.

#### **Attendance**

Attendance since beginning of academic year 2020-2021 (3<sup>rd</sup> Sept 2020 to 19<sup>th</sup> March 2021) Attendance: 97%

Authorised absences: 2.9%

Unauthorised absences: 0.1%

Attendance since full reopening on 8/3/21: 98.3%

Authorised Absences: 1.7%

Unauthorised Absences: 0%

Everyone came back on first day and had 100% attendance.

Safeguarding – no incidents.

Number of pupils on the SEN register: 17 pupils, one of whom has an Education Healthcare Plan with 22.5 hour a week of 1:1 support in class.

Number of LAC: 1

Number of PLAC: 3

### **School Performance**

The following National Standardised Assessments will not be taking place this year:

- EYFS moderation
- Year 1 Phonics Screening Check
- Year 2 KS1 SATs assessments
- Year 4 multiplication Table Check
- Year 6 KS2 SATs assessments

The school will be using NFER tests to make summative assessments for maths, reading, grammar and punctuation for years 3,4 and 5.

Years 2 and 6 will make use of test papers from previous years to support teacher assessments. Year 1 children will be tested on their phonics knowledge using a previous year's test. This data will be for internal use only and will not be shared with the DFE or Local Authority.

### **SEND Children**

Teachers made special provision for children on the SEND register during the school closure period. Many were regularly in school during this period whilst those at home received tailored resources and additional contact with class teachers.

Since the full reopening of school, the progress and attainment of these children has been under review and the cycle of target setting and use of interventions will begin fully at the beginning of the Summer term.

### **Health and Safety**

Following the completion of the H & S audit with Pete Sharp:

Emergency gas shut off valve – access cleared

Step near boiler room- nose of step painted to improve visibility

Quotes being obtained to fit power sockets in class 2 and 3 to remove the need for extension leads to run class computers

Side gate to rear playground has had need slight adjustments to enable it to lock correctly first aid kits have been restocked and out of date bandages removed

The new requirement to carry out a risk assessment on access to flat roofs has been completed. Main action point to remove plant trough with a trellis attached away from Class 1's flat roof to prevent easy access by unauthorised persons, has been carried out.

### **Staff training**

Whole staff- Sensory Integration.

There is a child with heightened sensory sensitivity. Parents work with organisation who were able to offer training. There has been two after school sessions and one more planned.

	<p>We are recognising that more children are exhibiting behaviours related to sensory processing issues. This is partly due to children with these conditions joining the school but also a greater awareness of this by staff. An occupational therapist working with one of these children has been engaged to deliver a 3 hour training for staff (2 hours completed, final session next week). The training has been delivered via Zoom.</p> <p>AG and HP- Designated Safeguarding Lead, refresher training. Delivered via online training module. HP- Designated Teacher training</p> <p>- Understanding Mental Health in Children and Young Adults- 12 week online course leading to TQUK level 2 qualification</p> <p>DF- Psychological First Aid. To support her role as Emotional Literacy Support Assistant</p> <p>EW- Mental Health Awareness Level 1</p> <p>Q – How is staff morale? There is a lot of changes.  A – Staff are tired but glad not to be doing remote learning. There is a positivity and determination in school. Staff governor: morale is good and all happy to be back.</p> <p>Q – Arbor system mentioned – how widespread is it – Hampshire or beyond?  A – National but know of three of four other schools locally moving.</p> <p>Q – Will data be transferred to other schools easily?  A – Yes will use CTF files as SIMS.</p> <p>Q – Admissions for September 2021 at 12. Is there a reason?  A – Low for all local schools. Low birth year.</p> <p>Q – What is click rate on Year R tour video?  A – Disappointingly low.</p> <p>Q – For H&amp;S governor: does HT comments cover the visit and do you agree with?  A – Yes it covers it.</p>	
6	<p><b>Committee Reports</b></p> <p>Learning</p> <p>Meeting was three days after school reopened, so some meeting was retrospective and some looking forward.</p> <p>In terms of pupil progress HT provided data on pupil engagement during lockdown. Papers in meeting folder. Link governors to have another meeting before end of term to carry on work started last term.</p> <p>Discussed policies and SEND policy needs FGB policy. Minimal changes and checked complaints section against complaints policy to ensure correct wording used. <b>Approved.</b></p> <p>LB proposed  RH seconded</p> <p>RHSE policy due to be online in summer term but still deciding which section goes into which class and also looking at resources. HT will report to next meeting with progress.</p> <p>Year R new starter booklet may need updating since parents have not all been able to visit school as they would have previously.</p> <p>Agreed to put monitoring of SIP on hold to give teachers chance.</p> <p>Easter eggs have been bought for children and could be given out at same time as letter to parents. Checked with office to make sure dietary children will be included.</p> <p>Resources</p> <p>Will pass three policies to learning as more appropriate.</p> <p>Benchmarking data was looked at and in line with historical trends.</p>	

	<p>SFVS deadline usually end of March but delayed. Almost complete and will be circulated and then looked at during next committee. It is a checklist on expenditure and school characteristics. Also questions on governance role.</p> <p>Budget – expenditure may be lower than expected. Roughly on trend.</p> <p>Policies agreed</p> <p>Q- Teacher laptop update?</p> <p>A – HT raised the teacher laptops getting to end of use and working from home was challenging. Quotes received and the were replaced two or three months ago.</p> <p>Q – How many were bought?</p> <p>A – Seven to take recommendation to have a spare to swap in.</p>	
7	<p><b>Schools Financial Value Services</b></p> <p>Covered and not ready to be approved.</p>	
8	<p><b>Policies</b></p> <p>Approved at committee.</p>	
9	<p><b>School Improvement Plan</b></p> <p>Priority on how to spend the catch-up fund for best impact where it is needed.</p> <p>The embedding of grammar of teaching and modelling of writing will be worked on.</p> <p>Subject leaders developing skills to support staff on sufficiency and what this will look like.</p> <p>Since not been moderated have the HIAS input still.</p> <p>CPOMS system was being introduced and this has still been done.</p> <p>Need to consider if priorities from earlier this year are still as relevant.</p> <p><i>[CD left meeting at 1955]</i></p>	
10	<p><b>Safeguarding</b></p> <p>There is now a designated safeguarding age on website under key information. It has all the documents and policies in one place. The e-safety information from covid pages will be migrated across so this useful information not used. Governors asked to all have a look and feedback any comments or improvement suggestions.</p>	
11	<p><b>Governor Visits and Training</b></p> <p>Action points from governor body training</p> <p>Sessions was agreed as useful, and the examples given were helpful. The presenter was accomplished and involved governors. The slides are available so governors that missed it can look at slides.</p> <p>Declining self esteem in 10-15 year olds so the more aware to this the better.</p> <p>Thanks to FL for organising.</p>	
12	<p><b>Stakeholders</b></p> <p>There has been discussion with friends about what events can be out on with short notice when allowed. Not necessary about fundraising but community events.</p> <p>The squash court launch has been discussed again. The trees that overhang it do cause issues but they are being but being cut down over Easter.</p>	

	<p>Q- There a good relationship between staff and parents – as covid brought people together so post covid would be good to keep this going. Would a questionnaire to parents about what is learned from home learning be beneficial?</p> <p>A – Good idea.</p> <p>Q – Are school getting questions about the catch-up funding?</p> <p>A – No. Wellbeing seems to be focus for parents.</p>	
13	<p><b>Impact</b></p> <p>Holding to account – H&amp;S and audit and also HT report, safeguarding.</p>	
14	<p><b>Any other business</b></p> <p>Q – From audit retaining wall behind mesh is this resolved?</p> <p>A – The issue is the ivy grows over and issue to neighbour. Not resolved.</p> <p>Q – The roof – have Hampshire came out?</p> <p>A – Yes.</p> <p>At next FGB could the impact of bus be discussed.</p> <p>Q – Are staff being covid tested?</p> <p>A – Yes all are choosing to participate in the testing.</p>	
	<p><b>Meeting concluded at 2015 and was quorate at all times.</b></p>	

Item	Action	Assignee