



Working and learning together for success

SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL

FULL GOVERNING BODY (FGB) MEETING MINUTES

1 JULY 2020 at 5pm

Present:	Robert Rees (Chair)	LA Governor
	Andrew Stockton (HT)	Headteacher Governor
	Sharon Hamblin (SH)	Co-opted Governor
	Lynsey Rose (LR)	Co-opted Governor
	Janet Dulledge (JD)	Foundation Governor
	Richard Mackenzie (RM)	Foundation Governor
	Rebecca Paddock (RP)	Staff Governor
	James Whittingham (JW)	Parent Governor
	Roxanne Lines (RL)	Parent Governor
	Steven West (SW)	Parent Governor
In Attendance:	Kelly Reid (Clerk)	Clerk
	Charlotte Weavers (CW)	Associate Member
Apologies:	Marisa Lamb (ML)	Co-opted Governor
	Sandy Matheson (SM)	Foundation Governor
Quorate:	Yes	

Item		Action
1.	<p>Welcome and Apologies</p> <p>The chair opened the meeting at 5.04pm and welcomed all. Apologies were received and accepted from ML and SM.</p>	
2.	<p>Declarations of pecuniary interest</p> <p>No declarations of interest were made.</p>	
3.	<p>Agree any urgent business</p> <p>There was no urgent business.</p>	
4.	<p>Minutes of the meeting held 11 March 2020</p> <p>The minutes were circulated to governors before the meeting. The minutes of the full governing body (FGB) meeting held on 11 March 2020 were agreed as an accurate record and will be signed by the chair.</p>	

Signed by Chair.....

5.	<p>Matters arising from the minutes 11 March 2020</p> <table border="1"> <thead> <tr> <th data-bbox="228 230 371 264">Item</th> <th data-bbox="371 230 831 264">Action</th> <th data-bbox="831 230 1026 264">Responsibility</th> <th data-bbox="1026 230 1358 264">Completed</th> </tr> </thead> <tbody> <tr> <td data-bbox="228 264 371 383">11.3.20 6</td> <td data-bbox="371 264 831 383">CCC agenda item: subject leader presentations geography / history / PHSE</td> <td data-bbox="831 264 1026 383">Clerk</td> <td data-bbox="1026 264 1358 383">Yes</td> </tr> <tr> <td data-bbox="228 383 371 461">11.3.20 6</td> <td data-bbox="371 383 831 461">Amend CCC TOR to include subject leader presentations.</td> <td data-bbox="831 383 1026 461">Clerk</td> <td data-bbox="1026 383 1358 461">Yes</td> </tr> <tr> <td data-bbox="228 461 371 613">11.3.20 6</td> <td data-bbox="371 461 831 613">Contact CPOMS to see if it is possible to include the number of children that incidents relate to.</td> <td data-bbox="831 461 1026 613">HT</td> <td data-bbox="1026 461 1358 613">Ongoing. The addendum to safeguarding policy is maintained.</td> </tr> <tr> <td data-bbox="228 613 371 692">11.3.20 11</td> <td data-bbox="371 613 831 692">Agenda item: benchmarking</td> <td data-bbox="831 613 1026 692">Clerk</td> <td data-bbox="1026 613 1358 692">Yes, item 16</td> </tr> <tr> <td data-bbox="228 692 371 770">11.3.20 16</td> <td data-bbox="371 692 831 770">FGB Strategy agenda item: GB officers for 2020-21</td> <td data-bbox="831 692 1026 770">Clerk</td> <td data-bbox="1026 692 1358 770">Yes</td> </tr> <tr> <td data-bbox="228 770 371 848">11.3.20 17</td> <td data-bbox="371 770 831 848">FGB Strategy agenda item: Staffing update</td> <td data-bbox="831 770 1026 848">Clerk</td> <td data-bbox="1026 770 1358 848">Yes</td> </tr> </tbody> </table>	Item	Action	Responsibility	Completed	11.3.20 6	CCC agenda item: subject leader presentations geography / history / PHSE	Clerk	Yes	11.3.20 6	Amend CCC TOR to include subject leader presentations.	Clerk	Yes	11.3.20 6	Contact CPOMS to see if it is possible to include the number of children that incidents relate to.	HT	Ongoing. The addendum to safeguarding policy is maintained.	11.3.20 11	Agenda item: benchmarking	Clerk	Yes, item 16	11.3.20 16	FGB Strategy agenda item: GB officers for 2020-21	Clerk	Yes	11.3.20 17	FGB Strategy agenda item: Staffing update	Clerk	Yes	
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6.	<p>Headteacher's report to governors</p> <p>The headteacher's report was circulated to governors before the meeting. Attendance figures were shared and show a reassuring picture. In Year 6, 88 children out of 90 are attending school. In years 3, 4 and 5 there are approximately 30 children per year group attending school regularly. The school has reached maximum capacity for keyworker children provision.</p> <p>Year 4 taster days were held and nearly all eligible children attended. This is indicative of parents' wishes to have children back at school, children were also keen to join in. There was reassurance on how children are feeling with wellbeing good. There will be taster days held for years 3 and 5 this week and next week.</p> <p>The chair commented that the remarkable attendance showed the confidence of parents and children in the school.</p> <p>Q – How have children adapted?</p> <p>A - They were straight back into school routines. There was a great plan with enjoyable learning activities. Lots of time was given for outside social interactions. Relationships are a strength of the school. Teachers continued to be in touch with children both remotely and virtually.</p> <p>The chair requested that governors' thanks and congratulations were passed on to staff for a well-planned and enjoyable day.</p> <p>Monday 13 July will be the last full week of the home learning and Zoom programme. Work will be posted on Google Drive for the last two days of term, with teachers concentrating on planning for next year.</p>																													

In September 2020, all pupils will return for the start of the academic year. More DfE guidance is expected on Thursday on how the school will reintegrate all pupils. Secondary schools are expected to bubble together year groups, the school could manage this for the four year groups if required. The start and end time of the day could be staggered for year groups as could lunchtimes. Possibly, the bubbles could be class groups of 30, needing separate zones, start times and toilets.

Local authority catch-up plans will be implemented. It is expected the DfE funding will be available for catch-up programmes. Schools are not required to open over the summer. This will ensure that teachers will get a summer break and prepare for a full opening in September.

Subject leads have looked at resources required for the local authority catch-up programme. The programme will be incorporated into the planning for autumn and early spring term. There will be gaps to fill but the school is confident that children can be quickly caught up. Priorities may need to be adjusted to allow for more English and maths. There will not be a move away from a balanced curriculum, but it may not have the breadth in the early stages.

September is a critical start to the academic year. The taster days are reassuring for children, who will have had six months away from schooling. The intention is that children feel settled and welcome and that staff are fully prepared for the curriculum that they are going to implement. There are high expectations as the school enters year two of the three-year School Improvement Plan (SIP) to ensure that the school is on track for the challenging goals set.

Q – Further guidance changes are expected over the summer, how can governors ensure that the headteacher gets a break?

A – It is highly likely that we see directives and guidance issued over summer. It is unlikely there will be real clarity for September when we break for the summer term. Communication to headteachers and the senior leadership team will continue over the summer. There have been around 72 pieces of guidance issued to schools, often received at weekends and holidays, and it has been challenging at times. The Brookfield cluster has taken a collaborative approach with guidance to maintain continuity in provision. The headteacher will take a break over the summer and continue to respond to DfE guidance.

Q - Will there be provision for children of keyworkers over the summer?

A – We have been advised that there is no expectation for schools to provide keyworker places over the summer.

Q – How is wellbeing?

A – Moral is good amongst staff. They are committed and flexible. They are excited about the full return in September.

Q – How will the expected Government allocation to support extra tuition be used, do you envisage running after school clubs?

	<p>A – It is not clear at the moment how this programme will run. The one billion pounds allocated to all schools includes secondary schools. Our understanding is that the programme is to provide tutor opportunities for pupils that have fallen behind and will be targeted at disadvantaged children. It may run alongside pupil premium funding. The funds may be used to buy into a national tutoring programme.</p> <p>The school is planning to use the Hampshire Inspection and Advisory Service (HIAS) recovery curriculum for English and maths. The programme is designed to dovetail years together, looking at the previous year objectives and slowly introducing new objectives. For example, in Year 6, the Year 5 objectives would be reviewed before introducing the Year 6 objectives over a 12-week period.</p> <p>The Sex and Relationships Education (SRE) policy can be delayed to January 2021. The policy is in place, but it has been agreed as a cluster to implement the policy in January. The new PHSE programme Jigsaw will be introduced in the autumn term after staff training. SRE has been included for Year 6 after the return to school this term. This was communicated to parents and a virtual meeting set up to share resources. SRE will be taught the week starting 13 July. It will focus on the science element of the curriculum and include the aspects important for the transition to secondary school.</p> <p>Q – How condensed is the SRE curriculum for Year 6, have they missed much of it?</p> <p>A – It is not overly condensed. They will revisit puberty and physical and emotional changes. The national curriculum science life cycle will include conception and child development. We cannot cover relationships in as much depth as would have done and there will not be as much level of discussion with the class teacher as would happen normally. Children will go to secondary school with the knowledge needed for secondary colleagues to fill the relationships gaps.</p> <p>Improvement priorities will remain the same, but performance goals may need to be adjusted. Given the key stage 1 (KS1) attainment, the intention is to continue to work towards performance goals.</p> <p>The school is fully staffed for September with transition plans in place. The headteacher thanked the infant school; both schools have worked together to ensure that transition will be effective and enjoyable for children.</p> <p>There will be two SCITT students joining the school; Chloe Hedges in Year 3 and Gemma Chambers in Year 5. Paige Dane will oversee Chloe in Year 3. Paige worked through the mentor programme last year, but it was cut short due to the closure. She is keen to secure the accreditation.</p> <p>Governors wished to send congratulations to Molly Lancaster and Becky Wigginton for completing their induction year, and to Mrs James for completing the SCITT programme.</p>	
7.	Progress against School Improvement Plan	

	Progress was made towards goals but was impacted by the pandemic closure.	
8.	<p>Committee minutes</p> <p>Committee minutes from the Child and Curriculum Committee and the Personnel, Performance and Pay Committee were circulated to governors before the meeting.</p>	
9.	<p>Budget Review</p> <p>At the end of the summer term, and including the impact of the closure period, the budget is in a secure position. There is contingency to carry forward a significant amount to the new academic year and longer-term improvement spending can be introduced.</p> <p>Of interest is the school funding situation moving forward. This had started to look healthier, but a national public sector streamlining is expected due to the impact of COVID-19.</p> <p>Q – What was the outcome of the cancelled trip to Stone Farm?</p> <p>A – We await the outcome of our insurance claim. We have begun to refund the payment to Year 6 parents. Some parents are happy to meet the excess payment cost of £50, otherwise, the school will meet the cost. There will be a financial implication for the school.</p>	
10.	<p>Special Educational Needs and/or Disabilities (SEND) report</p> <p>RP, the assistant headteacher, gave a verbal update.</p> <p>Children entitled to the pupil premium funding were offered places in the keyworker groups. There are two children attending school in Year 3, nine children attending school in Year 5 and seven children attending school in Year 5. A quarter of children with Special Educational Needs and/or Disabilities (SEND) are attending school in years 3-5. All children bar one with an education health care plan (EHCP) are in school.</p> <p>Q – How many children entitled to pupil premium are not in school?</p> <p>A – Seven in Year 3, three in Year 4 and seven in Year 5. We have regular contact with these children. Families come to school to collect weekly food hampers.</p> <p>All vulnerable children at home have been risk assessed and the school is confident that parents can meet their needs at home. It has been ensured that there is access to resources at home.</p> <p>The children in school have also been risk assessed to ensure that needs are met and to maintain support for staff. There are several children with sensory needs who have been given resources such as a chew toy. Children are supported by an LSA working 1-2-1 with them. Gloves were considered for LSAs but were not felt needed at this time. Interventions have been adapted; occupational therapy is being delivered</p>	

	<p>without physical contact. The full programme of intervention has been suspended as it required children to work with a different adult. The LSA in class is delivering the intervention. Work is sent home for children who are not in school.</p> <p>Children with an EHCP in school have grown in confidence. They are developing their social skills and making friends with new children. There is more opportunity for teacher and LSA time and they are flourishing in the small groups.</p> <p>Transition is being considered carefully for the children with an EHCP. Most will receive a social story to begin links with their new class teacher.</p> <p>There is transition work with Brookfield. The infant school is liaised with for the children joining who have an EHCP. Two children with a combined 60 hours of support will join in September.</p> <p>There will be 280 hours of EHCP time across the school next year. This will be supported with 414 hours of LSA time. This leaves 130 hours of LSA time to support the rest of the school. It is a logistical challenge to support all children in the right way.</p> <p>The emotional literacy support assistant (ELSA) programme continue to run with Mrs Dunford supporting those in school and contacting those at home by telephone.</p> <p>New appointments have been made for September. An additional ELSA will support Mrs Dunford, who is working at capacity. Three LSAs have been appointed to work 1-2-1 to support social, emotional and mental health (SEMH) needs, autism needs and complex cognitive and physical disabilities.</p> <p>Q – Are there training requirements? Will this impact support at the start of the year? A - One appointment has several years' experience as an LSA. One is an ex-nurse who will require training. Looking to the future, we are aware that children will join the school with complex medical needs and this LSA can support these. The third appointment has experience with SEMH youths but not primary aged children so this will be an adaptation of skills. New LSAs will be appointed a mentor from our skilled LSA team.</p> <p>Two EHCP applications have been made during the lockdown period. Both children are in the upper school and require that the EHCPs are in place before they transition to secondary school.</p> <p>A school licence for Clicker 8 has been purchased. Six laptops have also been purchased and will have Clicker 8 installed to support children across the school</p> <p>The chair thanked RP for the report.</p>	
<p>11.</p>	<p>Review attendance and punctuality</p> <p>Figures are reported in the headteacher's report. Numbers are recorded daily for the DfE.</p>	

	<p>There has been full staff attendance for all activities both in school and out of school. Some members of the LSA team are not in school, details are in the headteacher's report.</p>	
12.	<p>Monitor and evaluate behaviour</p> <p>The headteacher advised that children's behaviour and attitude has been superb. There has been no need for intervention for significant behaviour and no requirement to use time out. There has been no need to implement anything other than an occasional friendly reminder about distancing and personal space.</p>	
13.	<p>Review transition arrangements</p> <p>The school is happy with the process put in place given the limitations currently imposed. There will be an opportunity for children to say goodbye to their current teacher and a chance to meet their new teacher. Year 2 children will also visit to meet their new teacher.</p>	
14.	<p>Spiritual, Moral, Social and Cultural Development (SMSC)</p> <p>A previous discussion for governors has been the cultural profile of SMSC in school. Subject leads will be considering where there can be more representation of the wider cultural curriculum.</p>	
15.	<p>Safeguarding</p> <p>The headteacher will arrange to meet ML to carry out the safeguarding audit. A Single Central Record check will also be carried out.</p> <p>Keeping Children Safe in Education 2020 has been released in draft format. There will be a summary of changes when it is fully published. At a primary level, schools should maintain current safeguarding and keep in contact with the families considered more vulnerable.</p> <p>The child protection and safeguarding policies will be revised alongside the Hampshire model policies when Keeping Children Safe in Education 2020 is approved.</p>	HT ML
16.	<p>Benchmarking</p> <p>Governors requested that this item carry forward to the finance and resources committee.</p>	KR
17.	<p>Development and training governor update</p> <p>RL advised that Hampshire Governor Services are currently running training courses as webinars. Governors are encouraged to attend; courses are bookable via GovernorHub.</p>	

	<p>It was agreed that Working as a Team (co-acting styles) would be the Whole Governing Body Training, RL will book this. A skills audit may be useful before this training takes place.</p>	RL
18.	<p>Assess GB impact in school improvement</p> <p>Self-evaluation was requested an agenda item for the November FGB.</p> <p>The headteacher commented that the governing body has supported and guided the school during a period of significant challenge. The feedback from the parent community is that children have been provided for well and this is indicative of the work that the governing body does to hold the school to account.</p>	KR
19.	<p>Governor monitoring plan and monitoring feedback</p> <p>A copy of the summer term monitoring form is available in GovernorHub. The schedule was circulated and discussed at the last meeting. The lockdown has meant that there have been constraints to governor monitoring. The chair and LR covered the year link leads and contacted year leaders. ML has kept in contact over safeguarding. Committee meeting form a large part of monitoring and continued virtually.</p> <p>The chair will carry out a health and safety visit; JW will join this. Governors viewed all risk assessments for the reopening of the school.</p> <p>A review of the governor monitoring form is suggested to ensure that it is fit for purpose.</p>	
20.	<p>Agreed urgent business</p> <p>There was no agreed urgent business.</p>	
21.	<p>Items for the next agenda</p> <p>The next academic year is the opening of the application window for the bulge year. CW requested a discussion on how families are approached and asked for a joint communication with the infant school. This will be an agenda item for September.</p> <p>An update on the response from the local authority on the modular unit was also requested as an agenda item.</p> <p>The headteacher commented that the chair would normally be invited to a celebration assembly, but this cannot take place this year. The headteacher thanked the chair for support during a memorable year.</p>	KR KR
22.	<p>Dates of the next meeting</p>	

	<p>The dates of the next meetings, all at 5pm, are:</p> <ul style="list-style-type: none"> • FGB Strategic – 9 September 2020 • Child and Curriculum Committee – 23 September 2020 • Personnel, Performance and Pay Committee – 14 October 2020 • Finance and Resources Committee – 4 November 2020 • FGB – 25 November 2020 <p>The meeting closed at 6.30 pm.</p>	
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Summary of actions

Agenda Item	Actions Agreed	Responsibility	Completed
11.3.20 6	Contact CPOMS to see if it is possible to include the number of children that incidents relate to.	HT	Ongoing.
1.7.20 15	Arrange safeguarding audit and SCR check	HT / ML	
1.7.20 16	Finance and Resources Committee agenda item: benchmarking.	KR	
1.7.20 17	Book WGBT - Working as a Team (co-acting styles)	RL	
1.7.20 18	November FGB agenda item: self-evaluation	KR	
1.7.20 21	September FGB agenda item: communication to parents about applications for the bulge year additional class.	KR	
1.7.20 21	September FGB agenda item: modular unit for additional class in September 2021	KR	