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| **LOCAL GOVERNING BODY OF ZETLAND PRIMARY SCHOOL** | |
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| **MINUTES OF A VIRTUAL MEETING HELD ON MONDAY 16 NOVEMBER 2020** | |
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| **Governors Present:** | |
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| **Trust Appointed Governors:** | Mr J Douglas (Vice-Chair), Mrs S Leng (Chair), Mrs B McGlasson,  Mrs M Mamoulides, and Mr P Robinson |
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| **Parent Governor:** | Mrs A Dixon |
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| **Head Teacher:** | Mr S English |
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| **Staff Governors:** | Mrs M Fellows and Mr P Richardson (Deputy Head Teacher) |
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| **Clerk:** | Miss Joanne Shaw  Redcar and Cleveland Governance Support Service |
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| **Also Present:** | Mrs T Barnes, Zetland Primary School |
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| *The meeting was held virtually and started at 4:00pm. Of the 13 governors in post at the time of the meeting, 9 were present and the required quorum was met at all times during the meeting.* | |

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|  | **APOLOGIES AND CONSENT TO ABSENCE** |
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| 1.1 | An apology had been received in advance from Ms A Sands. Mrs K Daniels and Mrs M Hill were also not in attendance at the meeting, although no apologies had been received. |
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| 1.2 | RESOLVED to consent the absence of the above-named governors. |
|  | **ACTION: Clerk** |
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|  | **ANY OTHER BUSINESS** |
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|  | No items were declared for consideration under Any Other Business. |
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|  | **DECLARATION OF INTEREST AND ANY DECLARATION OF GIFTS.** |
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| 3.1 | Governors were given an opportunity to declare any interest in a specific matter to be discussed at the present meeting, as well as the acceptance of any gifts, hospitality, awards, prizes or any other benefit which might be seen to compromise the personal judgement or integrity of an individual. |
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| 3.2 | No such declarations of interest were made by governors on this occasion. |
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|  | *At this point in the meeting governors agreed for agenda item 11 to be discussed prior to item 4.* |
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| **11.** | **SCHOOL BUSINESS MANAGER’S REPORT** |
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| 11.1 | **Purpose** |
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|  | The Trust Finance and Business Manager had prepared a number of finance documents to provide governors with an insight into the finance and administration of the school. Included in the papers for governors’ consideration were the following documents;   * School Business Manager’s Report * Management Accounts |
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| 11.2 | **Discussion/Challenge** |
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| 11.2.1 | The School Business Manager advised that all finances were “on-track” with staffing expenses balancing with staff budget. Governors **queried** if additional COVID-19 costs had impacted on school finances. The School Business Manager highlighted that they had received notification that existing expense claims would be paid; however there remained a level of uncertainty on whether the school would be fully reimbursed. The Head Teacher provided an example of the complex restrictions the Government had placed on school expense claims. He explained that any expenses linked to the absence of clinically vulnerable staff members who were not showing symptoms of Covid-19, would not be reimbursed. For example, supply teaching costs. Consequently, schools would be at risk of having to pay two salaries for one role. |
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| 11.2.2 | It was reported that several staff members with teenage children had been required to self-isolate. To cover staff absence, the school had chosen to increase working hours rather than employing supply staff. This decision was made as the school felt rotating supply staff would introduce unnecessary risks associated with COVID-19. At the time of the meeting, two Lunch Supervisors were absent with a long-term sickness condition. To alleviate pressures on lunch staff, the school had recruited three additional staff members on casual contracts. It was highlighted that the school did not have an issue with bubble closures – only one bubble had closed – but were faced with challenges due to staff being required to self-isolate. The School Business Manager advised that the management accounts would be monitored monthly to analyse outturn funds which were presently covering staff absence costs. It was noted that most staff absence was COVID-19 related, including two staff members who had received shielding letters. The Head Teacher informed governors that he continued to seek guidance on working conditions for pregnant colleagues. The Head Teacher raised concerns that if guidance suggested that those who were pregnant should work from home, additional costs for classroom supply staff would be incurred. |
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| 11.2.3 | The School Business Manager notified governors that the school’s Christmas fund would not be spent in the usual manner. Instead, the school would spend approximately £1.30 per child for a small Christmas gift each. Governors **welcomed** this initiative and **commented** that it would be a good way to boost children’s morale. The Head Teacher suggested that governors, review the meeting papers for this agenda item and forward any further questions on items not covered in the meeting. |
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| 11.3 | **Outcomes** |
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|  | Governors noted the School Business Manager’s Report |
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| **4.** | **MINUTES AND MATTERS ARISING** |
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| 4.1 | **Purpose** |
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|  | Minutes of the local governing body meetings held on 16 September 2020 had been circulated in advance of the meeting, to be approved and signed as a true record. Governors also had an opportunity to question progress with any matter discussed at the above meetings, which would not arise during the course of the present meeting. |
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| 4.2 | **Discussion/Challenge** |
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|  | Matters Arising from Item 3.5.1 – Governor Thank You Card |
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| 4.2.1 | It was confirmed that two cards had been sent to Mr D Thompson to thank him for being a governor. One card was sent from staff and one from the local governing body. |
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|  | Matters Arising from Item 6.3 – Food Parcels |
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| 4.2.2 | The Head Teacher advised that Mellor’s catering had agreed to deliver a main meal food box to every child required to self-isolate. |
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|  | Matters Arising from Item 7.2.14 – Remote IT Access Survey for Parents |
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| 4.2.3 | Governors **asked** for an update on the results of the IT survey sent to parents. The Head Teacher advised that the parent survey and questionnaire documents had been included in the meeting papers for governors to review. The survey had been sent to parents. Between 16-20 responses had been captured per class/bubble. Data suggested that most households had internet access, although some families had to share a device or were limited to using a smart phone. The survey highlighted that parents wanted more access to textbooks as they found them to be a more valuable resource for children. As a result, the school had purchased textbooks and workbooks for up to and including Key Stage 1 pupils. |
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| 4.2.4 | Governors were advised that upskilling staff in remote learning applications and systems continued to be a priority for the school. For example, using SeeSaw online. Staff governors highlighted that they had begun to use the tools and supported those parents with tablets etc. to access the online resources. It was reported that the school had distributed most of the IT equipment they had received from the Government for pupils. The remaining resources would be distributed at date following the meeting. Mrs M Fellows advised that the EYFS department had made phone calls to parents, set up an Early Words Together course, and distributed weekly activity packs. These packs were also uploaded to SeeSaw. Parents who were able to access SeeSaw had suggested that they found the site easy to use and enjoyed being able to upload photos of their children’s work. |
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| 4.3 | **Outcomes** |
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|  | RESOLVED that the minutes of the previous meeting be approved and signed by the Chair at a later date. |
|  | **ACTION: Chair** |
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|  | *At this point in the meeting, it was agreed by governors that Mr P Richardson would provide an update on agenda item 16 due to the meeting discussion naturally evolving to cover the school’s IT approach to remote learning.* |
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| **16.** | **IT IMPROVEMENT STRATEGY** |
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| 16.1 | **Purpose** |
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|  | Mr Richardson advised that he had been involved in a school bubble closure and therefor had the opportunity to pilot the remote learning process with Year 6 pupils. In the points below, he provides an overview of the experience. |
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| 16.2 | **Discussion/Challenge** |
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| 16.2.1 | The school had been notified that a bubble closure was necessary over a weekend which had provided time for the school to prepare. The first action the school took was to notify parents via phone call. The school used Marvellous Me to send daily task messages and the bubble TA made daily phone calls. Pupils were able to access work on SeeSaw which had been positively recognised by staff, pupils and parents. Mr Richardson highlighted that the online tool was useful for maintaining contact with pupils and for reviewing work. Approximately 20-30 pupils had fully engaged with this way of learning and had produced a good level of work. Mr Richardson contacted each pupil through the online platform to thank pupils for doing the work. If necessary, he was able to send work back to pupils with feedback to further support their learning and development. For those pupils who did not engage with this way of learning, the school contacted their parents to find out why and to learn how they could better support the pupil. Mr Richardson told governors that he and his pupils had trialled Microsoft Teams as an option for face to face contact during bubble closures and as a tool for live lessons. However, their experiences found that Microsoft Teams had not met their requirements. Instead, they had found it more beneficial to pre-record lessons, upload them to SeeSaw, and then for pupils to contact the teacher through the platform of through the daily calls they received. |
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| 16.2.2 | The Head Teacher highlighted that the speed of upskilling continued to be good with staff, pupils and parents. To support IT vulnerable families, the school had continued to deliver paper-based packs to homes. Both the Head Teacher and Mr Richardson expressed that they felt remote learning did not deliver the same experience as classroom learning, however the school had tried to create an environment that encompassed it as much as possible. |
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| 16.2.3 | Mr Richardson advised that parents had been asked to feedback on their experiences of remote learning. The consensus was using SeeSaw had been a positive experience for them and their children. Parents had provided support to children and made a lot of effort to ensure their children could access the work. Mr Richardson cautioned however, that the school would need to be aware of engagement levels once the novelty of this new activity begins to wane. Mrs B McGlasson **contributed** that compared the first national lockdown, the way the school had handled remote learning was far superior. She **praised** the efforts of staff to maintain contact and advised that having the extra contact from school had been beneficial. Mrs McGlasson highlighted the ease to which the online platforms could be downloaded and used with an example of her son independently setting up SeeSaw on his tablet and completing his homework. She also suggested that the remote learning process supported families to maintain a level of structure to their children’s day and reduced concerns on whether parents were doing enough teaching at home. Mr English agreed with this point and highlighted that all pupils in Zetland Primary had a strong desire to learn and had developed strong bonds with their teachers. Because, the remote learning pilot went well in Year 6, the school felt confident that the IT equipment, once returned, could be used if another bubble closed. The Head Teacher advised that information on this matter was also included in the Head Teacher’s Report. Governors **thanked** staff for their feedback and **confirmed** the plans seemed very comprehensive. |
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| 16.3 | **Outcomes** |
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|  | Governors noted the IT Improvement Strategy (Remote Learning Plan). |
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| **5.** | **KPI’S/HEAD TEACER’S REPORT** |
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| 5.1 | **Purpose** |
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|  | Governors were provided with the Head Teacher’s report which set out information relating to school contextual data, attendance, safeguarding and Coronavirus, staffing matters, pupil wellbeing, attainment, curriculum development, stakeholder communication, premises, trust contribution and analysis against Key Performance Indicators (KPIs). |
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| 5.2 | **Discussion/Challenge** |
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| 5.2.1 | The Head Teacher continued with the theme of remote learning and advised governors that through evaluation, they found SeeSaw had most of the facilities required to teach all year groups and was good value for money, at £4.40 per pupil. The school would continue to provide pupils with notepads to write, however, the online platform would be the main tool for distributing information. To support children’s reading, the school also planned to purchase an online tool called Purple Mash. To share best practices within IT the school had planned twilight staff training sessions for EYFS, Year 1, and Years 3-4. By the end of term, the Head Teacher advised that Microsoft Teams would be embedded into classroom learning and pupils would receive training on SeeSaw. The Head Teacher shared his concerns that delivering remote learning more widely i.e. if more bubbles began to close, would be challenging. However, he suggested the school would continue to take a blended approach to learning if this became a reality. Mrs McGlasson **shared** that her preference would be to focus on accessing online platforms rather than paper-based remote learning for parents who had internet access as it was better for the environment. The Head Teacher agreed with Mrs McGlasson, however he advised that the school did not want any pupils and/or families to “slip through the net” if they didn’t have internet access. Therefore, the school would continue to provide paper-based learning and phone calls for all pupils. |
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| 5.2.3 | Governors **asked** how the school would carry out assessments and whether the SATs would take place. The Head Teacher presumed that SATs would go ahead and suggested that pupils would achieve good grades due to ongoing teaching to catch pupils up. However, he advised the focus in the school was presently on engagement not assessments. He also commented that although some year groups had lost knowledge, the rate of engagement was great. Mr Richardson advised that informal assessments were taking place such as when workbooks were marked, however he felt that it was not a suitable time to complete more formal assessments. The Head Teacher agreed with this point and added that it was more difficult to assess handwriting etc. when work was submitted online. Governors **queried** the level of feedback parents had given to children on the quality of their work. Mrs McGlasson replied to that her son had sought parental feedback on his work and that she had talked through basic improvements, changes etc. In terms of IT equipment within the school, the Head Teacher advised that 30 iPads were used across the school each day with the goal of preparing children for remote learning. |
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| 5.2.4 | The Head Teacher advised that the school had access to £15700 for catch-up activities. It was explained to governors that part of the funding would be used to access a tutor from the National Tutoring Scheme. The tutor would provide 15 hours of tutoring per child, over a 4-day week and would be based in the IT suite. The tutor would provide support initially for Year 3 pupils and then looked after children. Funding would also be used to trial an online reading platform for Year 5 and 6 pupils to improve vocabulary development and reading speed. The Head Teacher assured governors that this platform would not replace physical reading and would not impact on developing a love of books in children. The platform would, however, highlight if pupils were falling behind in their reading skills. Dependant on the outcome of the trial, the Head Teacher proposed they would purchase a three-year license for the platform which would include a home license for remote learning. The total cost to the school would be £6000. |
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| 5.2.5 | The Head Teacher highlighted that there was very little catch-up activity required for Year 4 and that the school were happy with the progress they continued make. Year 2 would continue to receive additional support through existing staff members. Year 1 would continue to receive extra reading and phonics sessions. These sessions would take place over a three-week period, pupils would be split into groups of four and staff member Mrs Thomas would act as a lunch time tutor to teach the sessions. Within EYFS, funding had been used to increase the TAs working hours and to purchase phonics books and iPads. The school had purchased Power Maths books for Year 3 pupils, unfortunately, the delivery they received was incorrect. The Head Teacher stated all staff had seen the catch-up plans and contributed to it. The plan would also be adapted over time to align with pupil needs. Returning to the online reading platform, the Head Teacher advised that a teacher at Errington had recommended the tool as she had seen good results from it. |
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| 5.3 | **Outcomes** |
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|  | Governors noted the Head Teacher’s report and supplementary information. |
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| **6.** | **INTERNAL/EXTERNAL REVIEWS/REPORTS** |
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| 6.1 | **Purpose** |
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|  | Governors had been provided with a number of external reviews and reports to help with evaluation of performance, compliance and risk management within the school. On this occasion governors were provided with a responsible officer (RO) report from the trust auditors Anderson Barrowcliff and a report from an internal trust safeguarding review. |
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| 6.2 | **Discussion/Challenge** |
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|  | There were no arising actions on the RO report. It was reported that the Performance Management Report showed a lot of progress up to March 2020 and throughout the COVID-19 period to date. |
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| 6.3 | **Outcomes** |
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|  | Governors noted the reports. |
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| **7.** | **SELF-EVALUATION FORM** |
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| 7.1 | **Purpose** |
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|  | A copy of the Zetland Primary School Self-Evaluation Framework (SEF) September 2020 had been circulated to governors in advance of the meeting for approval. |
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| 7.2 | **Discussion/Challenge** |
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|  | The Head Teacher suggested the SEF had not changed since the previous academic year with the exception of a few minor amendments to reflect COVID-19. The Head Teacher updated governors that both the SEF and School Improvement Plan (SIP) focused on three performance management priorities; quality of teaching and developing cultural capital, curriculum development, and developing capacity to deliver remote learning. The Head Teacher commented that both documents provided good context on the schools plans and that all themes within the documents had some cross over with the three established priorities. |
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| 7.3 | **Outcomes** |
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|  | Governors noted the SEF. |
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| **8.** | **SCHOOL IMPROVEMENT PRIORITIES** |
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|  | It was agreed that this item had been discussed under agenda item 7. |
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| **9.** | **GOVERNOR FEEDBACK** |
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| 9.1 | **Purpose** |
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|  | Governors were invited to provide feedback on any virtual monitoring activities. Copies of the Zetland Primary School committee structure had also been circulated for the governing body to review. |
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| 9.2 | **Discussion/Challenge** |
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| 9.2.1 | The Chair **asked** if the governor training record had been developed and sent out. The Clerk advised that it had not due to not being able to register training on Frontline SLA during the pandemic. The Chair also **questioned** whether the membership of the governing board was compliant due to Mr D Thompson resigning in September 2020. The Clerk advised that the board was still compliant and that the vacancy would be addressed soon. Governors **queried** how link governors could fulfil their roles during the social distancing restrictions brought on by COVID-19. The Head Teacher replied that no other multi-academy trust (MAT) had permitted governors to observe in classrooms. However, he suggested that it would be useful if link governors could spend time observing virtual classes or activities. The Head Teacher proposed that governors could attend a Christmas feedback meeting with pupils or spend time with the pupil tutor to ask questions and gain insight into children’s development. |
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| 9.2.2 | Safeguarding link governor, Mrs McGlasson **advised** that an interview had taken place prior to lockdown that had informed her of the latest updates and supported the completion of a safeguarding audit. The Chair of governors and Head Teacher advised the Clerk that the school did not allocate set governors for its committees but did follow IATs requirements for each committee. Governors **agreed** they were happy with the committee structure. |
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| 9.3 | **Outcomes** |
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|  | Consult with SLT on possible link governor activity during COVID-19 restrictions. |
|  | **ACTION:** **The Head Teacher** |
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| **10.** | **MENTAL HEALTH AND WELLBEING** |
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| 10.1 | **Purpose** |
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|  | To assist the local governing body in supporting and promoting positive mental health and wellbeing, the Clerk had circulated the Governor’s Guide to Managing Teacher Workload and Wellbeing, which had been produced by the National Governance Association (NGA). |
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| 10.2 | **Discussion/Challenge** |
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|  | The Chair informed governors that she had attended training on Mental Health and Wellbeing (MHWB) which had been interesting, however, she felt disappointed that the session focused solely Middlesbrough data. The Chair suggested governors contact her if they wanted to find out more about the MHWB training |
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| 10.3 | **Outcomes** |
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|  | Governors to consider how MHWB could be incorporated into the local governing body. |
|  | **ACTION: All** |
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| **12.** | **Financial Monitoring 2020/21** |
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|  | This item was discussed as part of the School Business Manager’s report at Item 11. |
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| **13.** | **PUPIL PREMIUM REPORT AND STRATEGY** |
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| 13.1 | **Discussion/Challenge** |
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|  | The Head Teacher advised that the Pupil Premium Report and Strategy had been uploaded to the website. The catch-up plan would also be uploaded as soon as possible. The school had attempted to maintain the plan’s previous format as much as possible, however, it had been adapted in parts to fit the present school environment. The Head Teacher commented that the School Business Manager and IATs CEO had reviewed the plan and suggested it was too long. However, the Head Teacher believed that the length of the document was necessary to provide a detailed plan. |
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| 13.2 | **Outcomes** |
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|  | Governors noted the Pupil Premium Report and Strategy. |
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| **14.** | **SPORTS PREMIUM REPORT AND STRATEGY** |
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| 14.1 | **Discussion/Challenge** |
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|  | It was reported that the above report and strategy were incomplete at the time of the meeting. This was due to the final development meeting not due to take place until week commencing 16 November 2020. The Head Teacher advised that the school intended to buy into the School Sports Partnership as it was a recommended resource but would need to finalise funding options. Governors would be sent an email once the strategy was completed. |
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|  | Governors returned discussions to the Pupil Premium Strategy and commented that - due to the high level of funding the school would receive - they agreed with the Head Teacher on the length of the document because it should “explain clearly” where funding would be spent. The Head Teacher thanked governors for their feedback. |
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| 14.2 | **Outcomes** |
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|  | Send governors the completed Sports Premium Report and Strategy. |
|  | **ACTION: Head Teacher** |
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| **15.** | **CATCH UP PREMIUM STRATEGY** |
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|  | It was agreed that this item had been discussed under agenda item 5. |
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| **17.** | **PERFORMANCE MANAGEMENT/PAY ARRANGEMENTS** |
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| 17.1 | **Discussion/Challenge** |
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|  | The Head Teacher confirmed that all staff members had completed their performance management reviews. All staff targets were aligned, although, the actions to achieve them differed across each phase. It was also noted that further training was being researched for a member of the school’s administration support staff. |
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| **18.** | **MEMBERSHIP UPDATE** |
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|  | It was agreed that this item had been discussed under agenda item 9. |
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| **19.** | GOVERNOR TRAINING |
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|  | It was agreed that this item had been discussed under agenda item 9. |
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| **20.** | **GOVERNOR PRIVACY NOTICE** |
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| 20.1 | **Purpose** |
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|  | An updated privacy notice was circulated in advance of the meeting to inform governors and trustees of how the trust handled their personal information. |
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| 20.2 | **Outcomes** |
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|  | Governors noted the updated privacy notice |
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|  | *Mrs A Dixon left the meeting at 5:34pm* |
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| **21.** | **IRONSTONE ACADEMY TRUST UPDATE** |
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| 21.1 | **Purpose** |
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| 21.1.1 | Minutes from the most recent meeting of the board of trustees has been circulated for information purposes. |
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| 21.1.2 | Additionally, copies of the proposed Trust Improvement Priorities and proposed Trust Framework for School Monitoring and Improvement had been circulated to outline the trust’s approach to school improvement. |
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| 21.2 | **Discussion/Challenge** |
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|  | The Head Teacher advised governors that, meetings would continue to take place amongst Trust teachers leading on topics such as Maths, Literacy, IT, and SEN to share best practices. One such change, from this way of working was the removal of target setting. The Head Teacher suggested that a review on Trust work would potentially take place in Spring 2021. He also advised that he had continued to participate in Trust wide COVID-19 and Head Teacher meetings to link trust matters with the school. Mrs M Fellows highlighted that the EYFS meeting had been very beneficial. She explained that teachers had been sent questions prior to the meeting and spent the time reflecting on responses. Mrs Fellows further contributed that during discussions in the EYFS meeting, there were a lot of similarities across all six schools. Mr Richardson added that the Maths meetings had covered computing and remote learning challenges and best practices. He commented that practitioners had also shared their experiences of bubble closures which had been “very valuable.” |
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| 21.3 | **Outcomes** |
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|  | Governors noted the minutes and supplementary information |
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| **22.** | ZETLAND PRIMARY SCHOOL POLICY REVIEW |
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| 22.1 | **Purpose** |
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| 22.1.1 | In accordance with the agreed policy review schedule, policy documents were reviewed regularly and as and when changes in statutory requirements were introduced. The following policy documents had been approved by the Board of Trustees in the spring and summer terms and were presented to governors for information;   * IAT Health and Safety Policy * IAT Send Policy |
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| 22.1.2 | Additionally, several other school policies that had been updated to reflect new guidance on Keeping Children Safe in Education and COVID-19 were presented for governors’ approval. |
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| 22.2 | **Discussion/Challenge** |
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| 22.2.1 | The Head Teacher informed governors that all policies identified on the agenda on had been uploaded on the school website for them to access and read. |
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| 22.3 | **Outcomes** |
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| 22.3.1 | RESOLVED The governing body adopted the above-named trust polices for immediate implementation within school |
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| 22.3.2 | RESOLVED The governing body approved all school policies highlighted on the agenda for immediate implementation within school |
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| **23.** | **CHAIR’S CORRESPONDENCE/REPORT** |
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|  | There was no formal report from the Chair on this occasion |
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| **24.** | **ANY OTHER BUSINESS** |
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| 24.1 | Governors asked for more information on classroom cleaning. The Head Teacher advised that Mr Loxmore had rearranged the Caretaker’s stock cupboard, updated COSHH data and had been working in isolation to avoid bubble closures. Teachers were required to leave school premises no later than 5pm to allow cleaners enough time to complete all tasks. |
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| 24.2 | The Head Teacher advised that the school would need to consider replacing its climbing frame next year. |
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| 24.3 | It was reported that the behaviour policy had been updated to show that pupils could be excluded if they did not abide by COVID-19 social distancing measures because they would be putting others at risk. |
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| 24.4 | The Head Teacher praised the cleaning team for their hard work in a physically demanding role and highlighted to governors that the school continued to supply a good level of PPE and that all school staff had pitched in to help relieve some of the demands on the cleaning team. Mrs Fellows also commented that the team were “doing a fantastic job”, that teaching staff cleared desks before leaving and that the EYFS team had their own cleaning supplies which they used at least once every day. |
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| 24.5 | The Head Teacher commented that school attendance had been 94.6% before the Year 6 bubble closure. In terms of attendance, he shared concerns that he was unsure of what would happen in the school if the Government rolled out mass testing across all 60 Local Authorities in the North East. He further shared that more testing would result in more bubble closures. Although, these absences would not affect attendance figures if classed as an enforced absence. Governors **asked** if the school were keeping a record of the absent pupils. The Head Teacher advised that staff continued to complete attendance checks as normal which included the investigation of persistent absence. |
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| **25.** | **APPROVAL OF DOCUMENTS FOR INSPECTION** |
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|  | RESOLVED that the agenda and supporting documents of the present meeting be made available for public inspection with the exception of any document deemed confidential. |
|  | **ACTION: Clerk** |
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| **26.** | **IDENTIFICATION OF MATTERS FOR TRUSTEES** |
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| 26.1 | There were no additional matters identified for trustee’s consideration. |
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| 26.2 | At this point in the meeting, the Chair praised parents for following the social distancing rules and suggested that their actions had contributed to the school’s successes. The Vice-Chair also praised the school on the hard work staff had made to develop pupil confidence. The Head Teacher thanked governors and highlighted that staff morale and support was “exceptional” and that it continued to be “awe inspiring to see people going above and beyond.” The Chair asked for all comments to be passed on to staff. |
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| 26.3 | The Chair reminded governors to contact her to learn more about the MHWB training she had attended and asked the Clerk to add MHWB on to every agenda. |
|  | **ACTION: Clerk** |
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| **27.** | **DATE AND TIME OF FUTURE MEETINGS** |
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|  | Governors were reminded that the next meeting was scheduled to take place at 4:00pm on Tuesday 2 March 2021. |
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|  | **Meeting closed at 5:55pm** |

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| These minutes have been approved by the local governing body as a true record of proceedings:  **Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |