



**Meeting of the Full Governing Body
Western Road Community Primary School
Monday 5th October 2020 at 6pm in the School Hall**

MINUTES

Governor members present:	Tom Jeffery (Chair), Hilary Turner (Vice-Chair), Roy Watkinson, Irena Wooler (Head Teacher), Eleanor Murphy, Holly Atkins, Lou Adams, Luke Palmer, Sami Howard, Toby Meanwell, Antonia Jewels
Apologies received from:	Stephen Docherty, Ruth O'Keeffe, Rosie Gloster
Associate Members:	Rea Hamilton
Officers present:	Angela Samuels (Bursar), Nicola Gibson (Clerk)

	Agenda Item	Action
1	<p>The chair commenced the first FGB meeting of the new academic year by reading out the UNESCO letter of thanks to teachers around the world for their efforts during the pandemic. This solicited applause from governors.</p> <p>Apologies for Absence Apologies were received from RoK, SD & RG, & accepted.</p> <p>Declaration of Interests No interests were declared.</p>	
2	<p>Election of Chair and Vice Chair for the new academic year Nominations had been put forward by LP and RW for TJ and HTurner as Chair and Vice Chair respectively. These had previously been seconded by EM. Both Tom and Hilary left the room whilst the governing body unanimously voted them in again. Upon returning to the hall, TJ thanked colleagues for their continuing confidence in both Hilary and himself and acknowledged that neither himself nor HTurner could perform their roles without the enormous support of the FGB.</p> <p>Governors present also completed their annual Declaration of Business Interests forms.</p>	
3	<p>Last FGB dated 13th July 2020</p> <p>Acceptance of Minutes Minutes were duly accepted by the board and signed by the Chair.</p> <p>Matters arising not included elsewhere on the agenda There were no matters arising.</p> <p>TJ stated that if no comments were received by him & HTurner by 12th October in relation to the policies that were circulated prior to the meeting, the said policies would be formally approved.</p>	

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4	<p>Short Presentation on SEND TJ welcomed teacher and SENCo, Kerry Bedford, to deliver a short presentation to governors on SEND (Special Education Needs and Disability) at Western Road.</p> <p>Key points from the report are as follows:</p> <ul style="list-style-type: none"> • There were 9 pupils on SEND support across the school • Quality first classroom teaching was a high priority across the school. Interventions took place in class where possible and also outside of core learning time. Interventions were led by teachers, teaching assistants and the PPG (Pupil Premium Grant) lead • Attendance was tracked termly and so far was looking positive • Pupil Premium – the aim of PP was to raise achievement among disadvantaged children. The attainment and progress of this group were tracked termly. The PPG lead, Suzy Bennett, worked with individuals and small groups. • Identification of Additional Needs focusing on Closing the Gap post lockdown - A significant number of vulnerable pupils attended school during lockdown who were SEND/PPG or both. Teachers were also supporting pupils' mental health with tailored PSHE and circle time sessions. • Other Information – KB had begun the SENCo qualification at Chichester University, supported by the school • Val Bradshaw would be undertaking any urgent Dyslexia screening tests • There was an additional teaching assistant in EYFS to increase the support of new pupils. This was having a knock-on effect in Years 3 & 4 where one TA was being shared. • KB & VB were enrolled on a SEND coaching course where delegates worked on individual school action plans and supported each other in achieving targets • The Nurture Grant secured by Val Bradshaw would be used for developing well-being within the school and inform the developing PSHE curriculum. Some of the grant would also be used to access Lego therapy training to support pupils with communication needs • An educational psychologist would be coming into school in Term 2 to observe habitual behaviours in Year 5 and offer further advice and strategies. There was also the possibility of her running 'Solution Circle' training for teaching assistants. <p>TJ thanked KB for her presentation and acknowledged that governors would need to keep a close eye on SEND and PP groups. He then invited questions from governors.</p> <ul style="list-style-type: none"> • Would the online training on PHSE focus on Mental health and well-being? KB reported that she had looked into different training options. ESCC, for example, run webinars for Head Teachers and PHSE leads. This is now available on CZone. 	
5	<p>Receive & Question Head Teacher's Report IW presented her report to governors which is summarised below:</p> <p>Pupils on Roll & Attendance – There were currently 208 pupils on roll. Staggered entry and exit times were in use. Parents had been given PHE</p>	

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	<p>(Public Health England) information re the distinction between coughs/colds, COVID and some stomach bugs.</p> <p>Quality of Education, including SEND & Pupil Premium – There was now a revised curriculum in place across the school with a range of new topics. All teaching staff had identified gaps/needs for additional support in their classes for SB/KB to work through and plan interventions. This would be ongoing.</p> <p>Suzy Bennett was working with PPG pupils on Wednesdays & some on Tuesdays using part of the catch-up and PPG funding.</p> <p>Term 1 learning and class routines had been shared with parents. An online video call system, 'School Cloud' would be used for virtual Parents' Evenings. INSET training was on Power Maths and provided by LA with subsequent use of resources now in place. LA had also met with the ESCC Maths Consultant who, LA stated, was impressed with the school's Maths Action Plan.</p> <p>IW was currently conducting lesson observations with staff prior to Performance Management meetings which would take place before the end of Term 1.</p> <p>The School Improvement Partner visited the school on 14th September (please see Item 6).</p> <p>All staff were working in school. Following an initial separation of KS1 & KS2 staffrooms, staff had fed back that would prefer to socially distance in the same staffroom.</p> <p>Each school day began with daily briefings to which all were welcome. Staff meetings took place for an hour on Wednesdays to allow staff to leave the site as quickly as possible after school as per Government guidelines.</p> <p>INSET Day 1 gave time to staff to set up classrooms & resources & do team building. Day 2 focused on PowerMaths & also the Staff Handbook & systems, rotas and Safeguarding.</p> <p>There had been two days of teacher sickness, both of which were covered for internally.</p> <p>Staff meeting time had been given to the use of Microsoft Teams training for Lockdown contingency planning.</p> <p>KB had commenced her SENCo training at the University of Chichester.</p> <p>RH completed Designated Safeguarding Lead training on 5th October.</p> <p>'Amazing Me' inclusion training by ESCC (East Sussex County Council) and additional curriculum input would take place on 6th November.</p> <p>Lin Phillips from County would also work with subject leaders on 10th & 11th October.</p> <p>Safeguarding, Parents & Children The school now used CPOMS/forms to record behaviour & concerns.</p>	
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	<p>There had been an increased use of phone calls & emails to communicate with parents throughout the pandemic. Staff were also at the school gate for each class to receive messages as needed.</p> <p>There were 2 parent volunteers in Years 1 & 4. Play Therapist, Janet Wilde was also working with 3 families in addition to 2 individual pupils. 2 pupils had Early Help Keyworkers.</p> <p>IW met with HA on 30th Sept to discuss behaviour & attitudes & alterations to the school's Behaviour Policy. HA would carry out Pupil Voice on 7th October across the school. Zones of Regulation training was planned for the February INSET.</p> <p>Budget The school was awaiting reimbursement from the DfE (Department for Education) for COVID expenditure.</p> <p>Four University of Sussex third year BA students would be joining the school on 5th October for 2 weeks prior to their longer placements starting in January. Students would be in EYFS (Early Years Foundation Stage), Years 2, 3 & 6 where class teachers would be mentors.</p> <p>Estates Car Park – RW reported that before signing a contract with Southover, there remained some legal queries. These had now been directed to a lawyer at County. IW & RW were still in discussions with Southover and unfortunately this would mean that the issue continued for a while longer until resolved. Action: set up meeting with Noel and Joe, IW and RW.</p> <p>Asbestos was removed from the school premises over the summer holidays. New toilets had been fitted and a new EYFS outdoor area and resources installed.</p> <p>Staff were currently using disabled toilets as the upstairs toilets were being used by Years 5 & 6 to ease congestion with toilets downstairs.</p> <p>IW had met with TJ, SH & AJ to discuss grants and a potential list of priority investments. IW would cost that list before the next meeting of the working group.</p> <p>Health & Safety A fire drill practice took place on 28th September when we managed to evacuate the whole school in 4 minutes. There was a follow-up with staff to ensure external fire exit doors were closed prior to going to the meeting point.</p> <p>IW met with Kim Hicks, ESCC Health & Safety Consultant who was satisfied that areas from the previous audit had been completed. The next audit would take place in July 2021.</p> <p>Partnership, including LCLP (Lewes Cooperative Learning Partnership) The LCLP met on 22nd September.</p> <p>The EIP (Education Improvement Partnership) continued to meet weekly. The current focus included MathsMastery, joint remote learning policy, joint attendance policy and Year 1 PAN (Published Admissions Numbers).</p>	IW/RW
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	<p>The EYFS Hub was in place and a maths hub would be set up by the Maths Consultant.</p> <p>TJ reported that the LCLP had met on 22 September. Jo O'Donoghue had reported that the mental health project, provided by Fegans and jointly funded by the EIP and LCLP, as agreed at the LCLP meeting in July, was making good progress. Counselling would be available to three pupils in each EIP school in Term 2. The LCLP had also urged the EIP to consider what further priorities might benefit from such joint funding and benefit pupils across Lewes: the LCLP could then consider such proposals at the February 2021 meeting. In the meantime, the LCLP Chair had written to all Lewes Head Teachers commending their commitment and cooperation during the Covid pandemic and assuring them of continued LCLP support.</p> <p>The Catch-Up Curriculum was also shared.</p> <p>Approval of the Risk Assessment The Risk Assessment was subject to continuous updating in the light of changing Government and ESCC guidance. The school was currently on Version 6. Key points were that classes were kept as individual bubbles and efforts were made to communicate with parents as much as possible. On the whole, parents had been incredibly supportive. The NGA (National Governors Association) had recommended that risk assessments were published on the school website.</p> <p>Approval of the Contingency Plan IW explained that this would hinge on the use of Microsoft Teams which would permit live lessons to be viewed from home. Both Seesaw and Tapestry moreover were already up and running. Overall, there had been good feedback from governors on the plan.</p> <p>ESCC (East Sussex County Council) had asked TJ to vouch that both the Contingency Plan and Risk Assessment had the approval of the FGB. Accordingly, in the light of the foregoing discussion and in response to a formal question from the Chair, the FGB gave its approval to the versions of the Risk Assessment and the Contingency Plan before the meeting, recognising that the SLT would keep both documents under constant review, consulting Governors as appropriate. TJ would keep ESCC up-to-date with Governor endorsement of both documents.</p>	
6	<p>Agree priorities for Self-Evaluation Summary and SIP (School Improvement Plan) IW reported that the School Evaluation form had been signed off by Education Consultant, Simon Chandler, on 14th September. He was wholly satisfied that the evaluation was an accurate reflection of Western Road. The mentor to IW on her NPQH (National Professional Qualification for Headship) training had also seen and commended the SEF, which had directly informed the SIP (School Improvement Plan).</p> <p>The SIP identified priorities for the coming academic year and set out, in considerable detail, the supporting actions which the school would take. As such, it was a vital document, not least in helping the FGB monitor the School's progress. The Chair urged all colleagues to familiarise themselves with the summary of priorities and encouraged Governors with particular responsibilities to look closely at the detailed supporting actions, which could, for example, be the focus of governor visits in the months ahead.</p>	

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	The FGB formally approved both the SEF and the SIP.	
7	<p>Priority: Behaviour & Attendance</p> <p>Notes from a recent meeting between IW & HA on behaviour & attendance at the school had been circulated to governors ahead of the meeting.</p> <p>HA reported that the main thing to note was that the school had been using a system of rainbows instead of faces as a way of monitoring and improving behaviour. IW felt that the old system had not provided pupils with the tools with which to manage their feelings and progress to different sets of behaviour. 'Zones of Regulation', clear vocabulary and picture sets were also being used to help children identify their emotional state and give school staff the opportunity to help them. This had proved much more constructive and helped build resilience in pupils. It was hoped that the 'Zones of Regulation' system would be rolled out across the school.</p> <p>HA reported that KB would deliver INSET training for all staff in February. HA would be coming into school to talk to pupils about the merit system and the new arrangements for lunchtimes. Currently pupils had 30 minutes for lunch and 30 for outside play which was the only practical solution for now.</p> <p>TJ acknowledged that staff at the school had worked very hard with the Recovery Curriculum, so much so, that Lockdown and the return to school had had very little impact on behaviour. He thanked HA for her 'really valuable and interesting report'. He acknowledged that the new behaviour arrangements appeared to give more agency to children and generate helpful conversations. . He reported that TM would be joining forces with HA to support behaviour and attendance.</p> <p>TJ then invited questions and comments from governors.</p> <p>HTurner had recently visited the school and noted how there had been very little reference to lockdown, or worry related to it, by pupils.</p> <p>SH asked about the relationship between SEND and behaviour and attendance and whether the school had any individual behaviour support plans in place. IW confirmed that the school did indeed use such plans. IW added that mental health support from the Fegans Charity would provide support for 3 pupils for 18 weeks from Term Two. This should also help identify children who were not in receipt of Pupil Premium nor SEND.</p> <p>LP asked if there were still a place for the practice of 'Time Out'? IW confirmed that there would always be a place for this within a behaviour framework.</p>	
8	<p>Budget update to include approval of the Scheme of Delegation</p> <p>RW had circulated a budget summary prior to the meeting. Key points were as follows:</p> <ul style="list-style-type: none"> • Essentially the budget was extremely tight but not quite as difficult as RW had feared there might be • In terms of premises costs, the school was still awaiting confirmation that additional cleaning costs would be covered now • RW had had a discussion with ESCC about getting the school's utility bills under better control. If we were able to get new meters installed, that would incentivise greater energy efficiency • In time, the intention was to get rid of one of our photocopiers to help cut back on costs 	

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	<ul style="list-style-type: none"> Bursar AS was continuing to keep the pressure on PGL for the return of deposits for the Year 6 cancelled holiday we would need to justify how COVID catch-up cash worth £80 per pupil was spent e.g. utilising the funds to employ Suzy Bennett to do additional work with individual pupils Some of the playground equipment required maintenance AS and RW would meet to monitor the 2020-21 budget and develop the budget for 2021-22. They would then bring both to Governors in January. Any changes to Services to Schools would need to be made imminently Action – RW and IW to meet to discuss . <p>Scheme of Delegation The Scheme of Delegation required approval of the FGB at the beginning of each academic year. RW had circulated the document prior to the meeting with the recommendation that only very minor changes be made to the existing scheme. Governors unanimously approved the changes.</p> <p>There would be a number of actions in relation to the SFVS (School Financial Value Standard) which IW and RW would meet to discuss. Action: Take forward actions from the SFVS</p> <p>Diversification of Funding TJ said that it would become all the more pressing to seek to diversify sources of marginal funding given constraints on the generosity of FoWR (Friends of Western Road) who, TJ acknowledged, had been incredibly enterprising. Due to COVID so many of the school's annual events would now become very difficult to organise. In order to address diversification of funding, AJ, SH, IW and TJ had met to start thinking about alternative sources of funding. Such funding could be used for example for priority needs like refurbishing the playground, installing more toilets and washing facilities, revamping the library and gallery spaces, improving disabled access etc. The group would establish a working party to attach costs to the various projects requiring funding & report back to the FGB in November. If governors had any further thoughts on funding or would like to join the working party, TJ asked for them to contact him directly.</p>	RW/IW
9	<p>Safeguarding Report Presentation HTurner had circulated a brief summary of Safeguarding prior to the meeting. IW had already covered most of this in her Head Teacher's Report & there was nothing further to report.</p>	
10	<p>Agree Governor roles & GB Schedule, including Pupil Engagement TJ said that the proposed lead governor roles, set out in a note circulated in advance of the meeting, reflected in the first instance the Ofsted framework and Western Road's SIP. Insofar as the SIP was a tool for monitoring progress, it would always be more than a bureaucratic requirement.</p> <p>He went on to confirm the following role changes and invited governors to let him know if they would like to make any further amendments:</p> <ul style="list-style-type: none"> TM would collaborate with HA on attendance and behaviour but also work with EM on curriculum and Subject Leadership SH and TJ would work together on SEND with KB <p>Following the 21st Sept Steering Group meeting, new lead governor categories had been proposed. One was Pupil Voice which was key to school's values.</p>	

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	<p>Both HTurner and EM had volunteered to work on this issue. One task would be to consider how the entire governing body might engage with the School Council; another would be to consider how best to take on board and, as appropriate, replicate in other areas, HA's invaluable pupil voice work on behaviour. AJ also expressed an interest in taking part in this work..</p> <p>Action – to meet with RH to discuss ideas for how to further Pupil Voice</p> <p>The other newly-created governor lead role was on Diversity which was, again, key to school values. This built on a most helpful suggestion from SH that the school might pay particular attention to gender equalities. The Strategy Group had further developed this idea when it met in September and proposed a role which focussed on all aspects of diversity. SH agreed to join HA to take responsibility for this lead.</p> <p>In this context TJ reminded governors that the WR Governing Body still had a vacancy. He reported that he had been in contact with RoK to explore whether there might be someone from the BAME community who might like to join the Governing Body. RoK had kindly agreed to approach a possible candidate and, if governors were in agreement, TJ would take this forward. HA mentioned that there was also an ex-parent who might be interested in the role if the first option were not to work out.</p> <p>TJ reported that Polegate School associated each governor with a year group. If FGB agreed, he recommended that WR do the same. This, he suggested, could only bolster the thoroughness of governor support in addition to governors having lead responsibilities in SIP priority areas. It could also reinforce Pupil Voice. One governor asked how this would impact on COVID restrictions. IW confirmed that adults were allowed to move from bubble to bubble if they washed their hands. The school hall could be utilised for visits as it was better ventilated.</p> <p>TJ then asked for volunteers for year group governors. These were:</p> <p>RG – EYFS TJ – Year 1 TM – Year 2 HT – Year 3 LP - Year 4 HA – Year 5 EM – Year 6</p> <p>Action – TJ to update the WR Governor Roles document. Governors concerned to contact class teachers to explore how they might best offer support.</p> <p>Learning visits – TJ suggested that these should focus on history, geography and curriculum development. EM volunteered to be involved in these visits, the first of which would be on 30th November. TM, HA and SH all expressed an interest in this date too.</p>	<p>HTurner EM/RH</p> <p>TJ</p>
11	<p>AOB</p> <p>WR completed the Census response in the previous week. The School Workforce Census is currently being completed to meet the deadline of 19th November.</p>	

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	IW and TJ have been reviewing policies and the Policies Tracker. Several policies had been put before the current meeting of the FGB for approval. The Chair asked colleagues to examine those policies and to provide comments, as necessary, within one week. In the absence of comments by Monday 12 October, each policy would be taken as approved. Further policies for approval would be brought to the FGB in November.	
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Papers to accompany this meeting: Agenda, Attendance Register, Business Interests forms, Chair & Vice-Chair nominations, Minutes of 13th July 2020 for approval, Report to Governors on Inclusion, Budget Summary, Catch-Up Curriculum, Head Teacher's Report, Contingency Plan, Risk Assessment, SEF, SIP, Scheme of Delegation (draft), Safeguarding Statement, GB Roles, 20/21 GB Schedule, Letter to Head Teachers from UNESCO, Strategy Group Terms of Reference, Term One Report, Behaviour & Attendance Report

Policies brought to the the meeting: Admissions, Data Protection, Early Years Foundation Stage, Prevent, Online Safety. Also, Staff Code of Conduct

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