

## GOVERNING BODY OF RYHILL J&I SCHOOL

### FULL GOVERNING BOARD MEETING MINUTES

**DATE:**

Monday, 13 July 2020

**TIME:**

6.30 pm

**LOCATION:**

Virtual – via Microsoft Teams

#### PRESENT

<b>Chair:</b>	Mrs P Tolley	
<b>Headteacher:</b>	Mrs E Jones	
<b>Governors:</b>	Mrs K Butterworth	Mrs S Richards
	Mrs A Buckler	Mr R Davidson
	Mrs P Pollard	Cllr Mrs F Heptinstall
	Mrs A Kenyon	Mrs L Duffy
	Mr W Manifold	Mrs M McCabe
<b>Associate:</b>	Mrs L Heaton	
<b>Clerk:</b>	Mrs E Wood	
<b>Apologies:</b>	Mrs J Goddard	Mrs S Earl

#### ITEM

#### ACTION

#### PROCEDURAL ITEMS

<b>1.</b>	<b>WELCOME AND APOLOGIES</b>	
	<p>The Chair welcomed governors to the meeting.</p> <p><b>Apologies</b> It was reported that apologies had been received from Mrs J Goddard and Mrs S Earl.</p> <p><b>Resolved 37</b> <i>That consent be given to the absences of Mrs J Goddard and Mrs S Earl.</i></p>	<b>SGS</b>
<b>2.</b>	<b>DECLARATIONS OF INTEREST</b>	
	There were no declarations of interest with regards to items on the agenda.	
<b>3.</b>	<b>CHAIR'S COMMENTS AND ACTIONS</b>	
	<p>The Chair explained that she had maintained regular communication with the school and Headteacher throughout the lockdown. Many conversations had taken place during the organisation for the wider reopening from 1 June 2020.</p> <p>The Chair had made three visits to school, on 16 June, 3 July and that day.</p> <p>On 16 June she had visited Reception, Year 1 and keyworker children. She had also met the Caretaker, staff and children in their bubbles. A meeting had also been held with the Headteacher.</p>	

ITEM	ACTION
<p>On 3 July the Chair had met with Year 6 children and talked to them about transition. 15 children in total were in school that day. They were happy to be in school and were looking forward to transition, in good spirits. The Chair had also spoken to staff about their wellbeing.</p> <p>During the visit that day, the Chair had met with the Headteacher to discuss moving forwards and future plans, COVID-19 and parents' evenings.</p>	
<p><b>4. PREVIOUS MINUTES</b></p>	
<p><b>Resolved 38</b> <i>That the minutes of the meetings below, being correct, be signed; and That a copy of the signed set of minutes for publication be made available at the school for anyone wishing to inspect them.</i></p> <ul style="list-style-type: none"> <li>• <i>Full Governors' meeting – 3 February 2020</i></li> <li>• <i>Resources committee meeting – 21 May 2020</i></li> </ul>	<p><b>SGS</b></p>
<p><b>5. MATTERS ARISING AND ANY ACTIONS</b></p>	
<p><b>Resources Committee - 29 June 2020</b></p> <p>The capital projects were discussed for the refurbishment for the Key Stage 2 areas; a quote of approximately £32,000 had been received from Engie for the refurbishment of the Key Stage 2 classrooms and the corridor.</p> <p>The new school website and new school logo were discussed, which were still a work in progress. Governors suggested including some testimonials from pupils on the website.</p> <p>The budget position was confirmed as having an approximate £102,000 carry forward to the new financial year.</p> <p>A number of works were taking place during the summer holidays in order to try to make the environment as clean and clutter free moving forwards into the next term. These works were being funded from the capital allocation.</p> <p><b>Q: Do the capital works affect the £102,000 carry forward?</b> <b>A:</b> Yes, but this would not come out until the upcoming financial year. Some of the coding that has come in will mean that this is not allocated until we return in September 2020.</p>	
<p><b><u>LEADERSHIP, ACCOUNTABILITY AND EVALUATION ITEMS</u></b></p>	
<p><b>6. SCHOOL RE-OPENING</b></p>	
<p>The Headteacher explained that the thoughts for September 2020 were based around the DfE guidance; that bubbles could increase in size from 15 up to class sizes of 30.</p> <p>The school would be implementing staggered start times, finish times and lunch times. Each class would have a dedicated teacher and TA; and would also have dedicated outside space, a separate entrance and exit to school.</p>	

ITEM	ACTION
<p>No assemblies would be held to start with. Lunches would be sandwiches only, eaten in classrooms, brought from home or provided by the school meal provider. These would be temporary measures in the first instance.</p> <p>An early Friday finish would be implemented to make time for the additional cleaning and to allow teachers to be able to undertake their PPA time. This would be running up to October half term and would then be reassessed and reviewed.</p> <p>The usual safeguarding and SEND processes would remain in place. EHCP reviews would be carried out virtually and not face-to-face.</p> <p>Parents evening was discussed, including how to ensure engagement with parents. Staff would be scheduling phone calls with all parents in the autumn term.</p> <p><b>Q: How can I, as the SEND Governor, remain helpful in my role?</b>  <b>A:</b> We can hold virtual meetings with the SENDCo; we can even carry out pupil interview virtual meetings as well.</p> <p><b>Q: What is the percentage of pupils doing the good level of work on the class dojo?</b>  <b>A:</b> Miss Lazenby has overall responsibility for class dojo. We cannot actually carry out an analysis of how many have logged on with this system, as it does not have that functionality. We have asked teachers to complete an 'engagement form' for each member of their class and have given them to this today and asked them to complete it and then I will circulate the overall findings to Governors. We have had a good uptake in general on the class dojo; pupils are taking part in their learning and uploading it onto the system. In September, we plan to carry out a survey of parents asking them how they felt the class dojo system worked for them and any improvements that we could make should we have to lock down again.</p> <p><b>Q: What has been the level of engagement from pupil premium (PP) pupils?</b>  <b>A:</b> It is very much a spread, we have some that have been very engaged and some that have not at all. A number we have invited to come in to school as part of the vulnerable children group. In September, myself (Headteacher) and Ms Kenyon will sit down and look at all PP pupils' information to see where they were, where they are now and where we expect them to be. Looking at what gaps each child has and how that informs teacher planning moving forwards. Need to ensure that all staff know all of their class extremely thoroughly, so that they can best plan learning for all pupils. Baseline testing will take place in September; every child will do that for Reading, SPAG and Maths. We will then carry out an analysis and will be able to identify the gaps that we need to work further on. We hope that the Government funding could help us to finance the best way to support pupils in their learning and in addressing those gaps.                      We will be working with parents so that we can ensure that we are building upon the learning that they have been carrying on at home when they return in September. We will keep up the momentum with the value that home-learning and the support of parents and wider families offer.</p>	

ITEM	ACTION
<p><b>Q: If we go into another lockdown, how will we provide for all pupils' learning over and above what we have done this time?</b>  <b>A:</b> We would consider the availability of more books to be sent out to families, alongside the online learning. We will be able to make this happen quite quickly.</p> <p><b>Q: What risk assessments and contingency plans are in place if we do have a case of COVID-19?</b>  <b>A:</b> As per the documents and processes, we have an isolation room for pupils to wait in until they are collected. If it is an adult they will leave the building straight away. They would be asked to take a test. If positive, their bubble would be closed and the individual would be isolated for the appropriate amount of time.</p> <p><b>Q: What transition arrangements are in place for September?</b>  <b>A:</b> We are aware that there will be a number of pupils who will struggle with the transition and change; so we will ensure that we look very carefully at children's wellbeing and mental health.</p> <p><b>Q: How do you choose the SDP priorities for September?</b>  <b>A:</b> In the report for the meeting, I have identified the three areas of priority:                     <ul style="list-style-type: none"> <li>• Embedding the skills builder into the curriculum</li> <li>• Focus on a particular area of each curriculum subject</li> <li>• Identify any children whose attainment gap has widened or progress has significantly slowed during the lockdown period</li> </ul>                     We came together as an SLT to decide upon those, building on the work that had taken place this year.</p> <p><b>Q: Are we mindful that all children may have difficulties upon returning, not just the vulnerable?</b>  <b>A:</b> Yes, we are very much not going to take anything for granted and will ensure that we offer support to all pupils and assess any needs that they have.</p> <p><b>Q: Will teacher marking look any different in September?</b>  <b>A:</b> We will build teacher marking into the school day and will go back to the teacher progression marking.</p> <p><b>Q: Will any preferences be given to certain groups for breakfast club?</b>  <b>A:</b> We have a limit of 30 for our breakfast club bubble. Our average is 25 children so we are not anticipating any problems with capacity. If we did reach capacity then we would have to assess how we allocate places.</p> <p><b>Q: Can we provide any necessary IT equipment for children that do not have them?</b>  <b>A:</b> The national media have not been helpful in this; it has been mainly for secondary students that IT equipment has been made available from central Government. We do not have the capacity to be able to do this and even if we are able to find the funding for IT equipment then we would not know that the families have the Wi-Fi or data to support their children accessing the online learning, as well as parental support in accessing the learning. We can add this as a question in the parent survey to see how much of a need is out there; we can always provide families with paper packs of learning if they cannot access the online learning.</p>	

ITEM	ACTION
<p>Governors held a discussion around ensuring that the most disadvantaged children and their families were aware of summer holiday activities; with staff having made referrals into a local scheme that a number of pupils had shown interest in.</p> <p>Every parent and child was signed up to the class dojo, so staff knew that they were all able to access it. The class dojo had been set up so that pupils could access the screen and then they would use their own books to write in.</p> <p><b>Q: Do we know how much money we will be getting from the Government for ‘catch up’ and also can we use any of our carry forward to support this area?</b></p> <p><b>A:</b> We will not know until September how much Government funding will be allocated; and yes we can use the carry forward to support pupils’ learning.</p> <p><b>Q: For staggered start and finish times, regarding siblings. How can we limit the amount of waiting around time outside for parents with more than one child?</b></p> <p><b>A:</b> We are trying our best, as we know that there are so many combinations of siblings that it is very difficult to avoid the waiting time for everyone. Taking the wider reopening as an example, we have not had any congregations of parents outside the school and so we are hoping that parents will continue to do their best as we move forwards. We will review our arrangements throughout the first half term and if we see any problems then we will address them straight away. Government guidelines are that every child has equal access to the same amount of time of learning and so this also has to be considered.</p> <p><b>Q: How are teachers and are they prepared for the inevitable additional variety of needs for referrals for pupils come September?</b></p> <p><b>A:</b> At the beginning of each day, we have taken away the morning work and replaced it with a mental health and wellbeing session each day. Ms Kenyon will be in charge of running this and the monitoring of it. We will be doing different activities every morning supporting children getting back on an even keel, things such as yoga and mindfulness colouring, etc. Then, on an afternoon we are going to build in 20 minutes per day for story time. We have contacted Futures in Mind for pupil consultations, which will be held on 7 October 2020 - this gives us time to identify those pupils who will take part in those consultations. The Learning Mentor has already started gathering together some resources for pupils who may need additional support.</p> <p><b>Q: What about children who do not return in September?</b></p> <p><b>A:</b> We will speak to the parents and we will speak to the Education Welfare Officer (EWO) and make those referrals where necessary. The expectation is that all pupils return to school in September.</p>	
<p><b>7. HEADTEACHER’S REPORT</b></p>	
<p>This item had been mostly covered within the previous agenda item.</p> <p><b>Staffing Structure</b> Governors had received the staffing structure for September 2020 and noted the</p>	

ITEM	ACTION
<p>details within it.</p>	
<p><b>8. FINANCIAL POSITION AND OTHER RESOURCES MATTERS</b></p>	
<p>There had been no unusual or exceptional spending during the pandemic.</p> <p>There had been lower levels of expenditure due to trips not taking place, as the school financially supported most trips. Therefore, some of those funds were now being used to improve the physical building in preparation for all pupils to return to school in September 2020.</p> <p>Some COVID-19 testing kits were expected in school, but not yet received. Governors would be updated once they had been received.</p> <p><b>Q: Will teachers undertake the tests on pupils?</b> <b>A:</b> No, they are the home-test kits that families will carry out and then send for testing.</p>	
<p><b>9. GOVERNANCE</b></p>	
<p>Governors agreed to continue to hold virtual meetings moving forwards, at least for the first term of the next academic year.</p> <p>It was noted that virtual training was available for all Governors.</p> <p>The Chair explained that she had spoken to all members of staff across school and they felt supported and happy to be back in school.</p>	
<p><b>10. REPORTS FROM LOCAL AUTHORITY FOR CONSIDERATION</b></p>	
<p><b>Safeguarding</b> Governors were informed of the addendum circulated by Vicki Maybin (Safeguarding Advisor (Education)) for the Child Protection and Safeguarding Policy in order to introduce policy due to the impact of the COVID-19 pandemic. Due to the time sensitive nature of approving it, this had been approved under Chair's Urgent Action and Governors were asked to ratify the approval.</p> <p><b>Resolved 39</b> <i>That Governors ratified the approval of the Child Protection and Safeguarding policy which was made under Chair's Urgent Action.</i></p> <p>It was noted that the usual safeguarding policy would be reverted back to in September 2020.</p>	
<p><b><u>GENERAL ITEMS</u></b></p>	
<p><b>11. ANY OTHER BUSINESS – with the Chair's prior approval</b></p>	
<p>There were no other items of business to discuss.</p>	
<p><b>12. DATES OF FUTURE MEETINGS</b></p>	
<p><b>Resolved 40</b> <i>That the Headteacher and Chair will circulate meetings dates for the 2020-2021 academic year.</i></p>	

<b>ITEM</b>	<b>ACTION</b>
<b>MEETING CLOSE TIME: 7.50 pm</b>	

CHAIR