



SUBJECT TO RATIFICATION

GIRTON GLEBE PRIMARY SCHOOL

LOCAL GOVERNING BODY MEETING

Held on Tuesday 26th January 2021 at 18.15 – by zoom

LGB Governors Present:

Rowena Barnes (RB – Chair); Drew Spencer (DS – Head); Colin Black (CBL); Corinne Garvie (CG); Peter Goodwin (PG); Nigel Howlett (NH); Margaret Hyde (MH); Anyela Carmargo Rodriguez (ACR).

Others in attendance: Tom Austin (Associate Member - TA); Jo Pyle (JP); Ryan Kelsall (RK - IVC)

Cam Clerk: Katie Tween (KT)

Apologies: n/a

Non-Attendance: Pieter Wallace (PW), Alex Read (AR)

The meeting took place remotely due to covid-19. The meeting was quorate and RB took the chair.

ACTIONS REQUIRED

ITEM	ACTION	DEADLINE	RESPONSIBILITY
3	KT to contact PW; PW and NH to provide pecuniary interest forms to KT.	ASAP	KT, PW, NH
3	DS to circulate amended signatory sheet	16.03.2021	DS
3	DS to share revised timetable. All to look at timetable.	16.03.2021	DS; all
5	KT & RB to ensure that Kathryn Bigg be invited to the next meeting.	16.03.2021	KT, RB
5	NH, PG and CB to form a Risk Register working group.	16.03.2021	NH, PG, CB
6	DS to use the next school newsletter to remind parents of the different ways they could communicate with the school.	Next newsletter.	DS
	Parent governors to remind fellow parents of the communication channels.	Ongoing.	ACR, PG
7	RB to email link to training videos. All to access 15 minute safeguarding & then decide if additional session was required.	16.03.2021	RB; all
9	RB to circulate governor visit report form.	16.03.2021	RB
10	All: to provide KT with preferred email address for governor correspondence.	01.03.2021	All
	KT to update mailing list accordingly.	09.03.2021	KT



10	RB to email DS with the email addresses that needed to be re-set. DS to arrange for them to be re-set.	01.03.2021	RB, DS.
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MINUTES

		Action
1.	Introductions and apologies for absence	
	The Chair welcomed attendees. No apologies were received. The meeting was quorate.	
2.	Business Interests	
	a) Declarations of Interest to items on this agenda There were none.	
3.	Minutes of last FGB meeting, Action Points & Matters Arising: 10 November 2020	
	<p>The draft minutes had been circulated in advance of the meeting. There were no comments, they were agreed as an accurate record and the minutes were APPROVED.</p> <p>The action points were reviewed.</p> <p>Action Point:</p> <p>2 – PW and NH to provide the pecuniary interest declarations – <i>in progress. Action to remain open.</i></p> <p>3 – DS to undertake staff governor nomination process – <i>in hand; to roll over to next meeting.</i></p> <p>4 – DS to circulate a signatory sheet for KCSIE – <i>actioned, but this has since been re-issued so DS to send another sheet.</i></p> <p>4. All to consider the role of co-chair and speak to RB/DS – <i>to be looked at under item 5, Governance Matters.</i></p> <p>6. Governors to consider the use of NGA training modules as these are low cost – <i>update: Peter Webb at Chesterton Community College has set up a training package so may not need to do the NGA modules. To be looked at under Item 9 – Governor Training.</i></p> <p>8. AS to provide an update on numbers of pupils considered to be vulnerable as a result of lockdown – <i>Covered in Head Teacher report.</i></p> <p>9. RB to set up zoom meeting for RB, DS, PW, AR, TP re surveys and report back at the next LGB – <i>Discussed surveys at a zoom meeting, decided to use Ofsted questions for the parent questionnaires. AR putting together. Staff and pupil questionnaires will be left until later in the year, but the focus will be on well-being. The KS2 pupil questionnaire will be digital, KS1 to be hard-copy for parents to do with children.</i></p> <p>11. RB to clarify with John Sayer re governance of H&S within the Trust – <i>Resolved. Operational H&S falls within Trust, so in normal circumstances (non-covid) governors can just complete normal governor walks. No need for a separate working group on H&S.</i></p> <p>11. DS to circulate the dates of RK’s coaching with staff & governors to review dates and set up monitoring meetings – <i>Circulated as agreed. Revised timetable now in use in light of lockdown. DS to share revised timetable.</i></p> <p>11. RB/ DS to arrange a date for the Data Scrutiny Review Meeting – <i>not essential given lockdown & need to avoid going into school. Data Taskforce not convened as data included in HT Report.</i></p>	<p>KT to contact PW: PW & NH to send forms to KT.</p> <p>DS to circulate re-issued sheet.</p> <p>DS to share revised timetable. All to look at timetable.</p>

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Signed & Dated:



4.	Trust Matters	
	RK explained that he had been working with DS on the online learning offering and he was pleased with how it had evolved since the last lockdown. He was also working with DS on the curriculum and middle leadership.	
5.	Chair's Report and Update	
	<p>RB gave a verbal update: <u>Parent Governor Vacancy</u> RB informed the committee that Tim Pegler was no longer a parent governor as his children had now left the school and he had therefore decided to resign his position. RB had advertised the vacancy in the Girton Parish News with a closing date of 25/01/21. As a result of this, one person had applied – Kathryn Bigg, a parent of two children at the school – and RB and DS had met with her to discuss the role. There were no other applicants so no election was necessary and she would be duly appointed as parent governor. Governors questioned whether the position had been advertised anywhere at school and DS confirmed that it had been sent out to all parents via ParentMail. Governors were therefore happy it had been advertised sufficiently and it was agreed that she should be invited to the next meeting.</p> <p><u>Chair Position</u> RB informed the committee that she had also advertised the Chair vacancy (vacant from September 2021 onwards) in the Girton Parish News but had received no applicants. However she had spoken separately to CB who was happy to go forward and take on the role. CB noted that he had previously been Chair of the Resources Committee which was now redundant so this would give him a chance to take that work forward. The LGB would vote in September but in the meantime RB and CB would work together to ensure a smooth handover. Governors thanked CB for agreeing to take on the position.</p> <p><u>Risk Register</u> RB explained that she thought that the risk register was still needed, but that it would need to be different to the one they had as a maintained school. She asked for volunteers to form a working group to create/maintain a new one. NH, PG & CB agreed to form this group.</p>	<p>KT & RB to ensure that Kathryn Bigg be invited to the next meeting.</p> <p>NH, PG and CB to form a Risk Register working group.</p>
6.	Head Teacher Report	
	<p>DS had circulated a written report in advance of the meeting. Referring to the report he drew governors' attention to specific parts:</p> <p><u>Data</u> DS referred to the Year 2 Phonics results from December: 76% pass rate, which equated to 22/29 children. The seven children will retake in the summer term if that is possible.</p> <p>DS explained that the data would have to be reviewed after lockdown. He explained that normally the school would want to see 2 progress points per term on average– he noted that it was considerably above that for some year groups and that good progress had been made in many areas. The gaps that had formed as a result of last year's school closure were being closed, but now the school was</p>	



in a position of having to go “back to the drawing board” once all pupils returned to school.

DS noted that there were had been 33 additional children identified as vulnerable following the return to school in September. These would again need further review once they were back at school.

Q/ A governor asked for clarification on what the progress numbers meant: what was the top or bottom?

A/ DS explained that this was the average across the class of the number of steps of progress. The school usually aimed for 1 step progress per half term. There was no top or bottom or minimum or maximum: it was an average across each class.

Q/ Did this mean that Year 1 had made less progress?

A/ DS agreed that it did, but said that this was a cautious assessment by their teachers. He noted that the Year 1 children had only just joined the national curriculum and had also missed a chunk of the foundation stage due to the first lockdown. This had meant that they had needed to transition in September/October rather than at the end of the summer term.

Q/ A governor asked about the children who had been identified as vulnerable and whether there were any who were not in school whose progress DS was worried about.

A/ DS said that all pupils identified as vulnerable had been offered school places. Most were therefore in school though there were two or three whose parents had requested to keep at home and for those, staff were in regular contact with them. The data gap was also discussed and it was agreed that it was now difficult to interpret progress in too much detail now we were in another lockdown. However RK noted that in general disadvantaged and SEN pupils tended to make better progress and said that that showed any gaps were identified and pupils successfully supported. Referring to the lower Year 1 progress, RK also agreed that the early years needed to be focused on as that foundation stage was key – that baseline needed to be established.

Q/ A governor asked whether the group of 33 vulnerable pupils needed to be looked at again in the future.

A/ DS explained that they had quite specific needs and that there wasn't necessarily a trend; they weren't easily sub-divided into groups.

Staffing

DS explained that there had been some changes: the school now had Sara King in Early Years who was agency staff and who would be here until at least the end of the academic year. Mrs Shaen Cansdale had now taken early retirement following a period of long-term sick leave. The school had also appointed a new caretaker – Robert – who was doing a great job and going above and beyond what was expected.

Remote Learning Policy

The remote learning policy had also been circulated to governors in advance of the meeting and was now published on the school website. DS explained the safeguarding considerations including for, for example, the live story times: two members of staff were on the call at all times and there was a virtual waiting room



for parents/pupils to be held in when necessary. Staff were also aware of protocols on backgrounds and dress code.

Staff & Pupil Well-being

It wasn't possible to do any face to face team building at the moment but they were focusing on work/life balance especially in light of the dual remote/online and face to face teaching at the moment. Erica Tate was the mental health first aider and she was doing great work supporting staff informally. There was also a Relate counsellor working with children once a week; some children who were working remotely were also invited in to attend this and this had been risk assessed as safe to continue.

Safeguarding

The internal doors and locks had been replaced so were now far more sturdy. This had cost a lot but was a key safeguarding issue that had needed to be resolved.

The Child Protection logs were now handled by online cloud software called MyConcern. This could be used to log, track and update child protection notes without the need for hard copy notes. Safe and well calls could also be done through the software and staff found it easy to use.

Health and Safety

There had been a flood which had meant that the school had had to close temporarily at the beginning of term. The flood had been caused by a pipe leak and the floor was still not fully dry. The leak had been hot water which had meant that condensation had spread throughout the building, so there were other rooms which would need to be re-decorated. The school had also been without heating for two days. The loss adjustors and insurance company had assessed the damage and three rooms were to be redecorated as well as other spaces. The hall floor was also going to be replaced.

The key health and safety issue at the moment was covid protocols and the associated risk assessment. Lateral flow testing was now happening at primary schools for staff: staff members would test themselves twice weekly at home on a Sunday and Wednesday and if they tested positive then their bubble would be closed. They reported their results to DS and the NHS and if they did test positive they would then book a PCR test. It was not statutory but staff were on board with taking them.

Risk assessments were in place for specific staff members, some of whom were in school and others working from home. They were keeping numbers of staff in school to a minimum. There were approximately 40 children in; the numbers differed daily depending on parents' shifts. Some vulnerable children were attending 5 days a week.

DS confirmed that they had had some bubble closures in the autumn term - a year 3 class had closed and a year 1 class had had a case but the individual hadn't been



in contact in the timeframe so the bubble hadn't needed to close. Two members of staff had tested positive including one who was currently off school. Some children had had to isolate over the Christmas holidays. DS explained that things changed daily. He noted that closing a bubble now would involve fewer children but potentially cause a greater impact because those children were generally the children of keyworkers.

Q/ A governor asked whether there been an increased number of keyworker/vulnerable children this time?

A/ DS said it had doubled and that this was an issue faced by all schools. He clarified that the school had three bubbles: Year 1/Foundation with approx. 18 pupils; Year 2/3/4 with approx. 10 pupils and Year 5/6 with approx. 10 pupils.

Curriculum

DS explained that the school had transitioned on to a long term curriculum plan and that the remote learning was based on that – pupils were accessing the same learning that they would have been doing if they had been in school as normal. They were also continuing with subject leader monitoring.

Remote Learning

As already noted, the policy had been circulated in advance of the meeting. DS explained that pupils were on the Spring 1 Curriculum Map. Teachers were publishing work weekly via ParentMail and then using ClassDojo for daily videos. Pupils could use ClassDojo or the teachers' mailboxes to upload work and then teachers could provide feedback. Hard copies, prepared by the TAs in school, were also available outside school for anyone who wanted or needed them. There were also weekly zoom story sessions. In addition to this there were fortnightly 1:1 sessions which parents were encouraged to sign up to – these were short online sessions to see the teacher and talk about how things were going. These were not compulsory but the aim was to build on the dialogue established through the mailbox. DS confirmed that pupils in school were working on the same materials and that teachers were delivering it both digitally and face to face.

Q/ A governor asked whether there were any sessions where pupils could see each other.

A/ DS confirmed that this was possible at the zoom story sessions.

Q/ A governor expressed concern that pupils will be behind and that the provision was not what had been expected by parents. Additionally the zoom story sessions didn't allow for interaction, especially for the younger pupils.

A/ DS explained that nobody was under any illusions that it was not difficult. He said that all communications to parents acknowledged the work that parents were having to do, but that sadly the school was having to work within very strict guidelines about who could be in school. He acknowledged that some parents may want or require extra time with teachers and suggested that this should start with the mailboxes but that extra lines of communication could be opened up if needed. DS also acknowledged that one of the challenges of virtual/remote learning was that some children wouldn't want to engage with it. He agreed that it was a tough situation and very difficult for everyone but said that the teachers'



experience was that they were responding and that there were several lines of communication open. However he recognised that not everyone would be happy.
Q/ A governor expressed concern specifically for Year 1 given the disruption that this particular year group had had when they had started in the school and now again, especially as it was recognised as a foundation stage.

A/ DS agreed that the foundation years were key but said that there would be gaps throughout all years. He reiterated that the school had to work within DFE guidelines and that they weren't in a position to offer any face to face teaching. During further discussion, the following points were made in response to these governor concerns:

- The parent booking system had been introduced to ensure that parents were engaged as much as possible.
- Parents needed to be proactive: no issue was too small.
- The school would again encourage parents to use the lines of communication that were available.
- Remote provision had been improved and benchmarked with other local schools and trusts: the school was satisfied that the offer met the DFE standard in terms of time and content.
- RK explained that he was satisfied that the quality of teaching at the school would mean that any gaps closed quicker once the pupils were back in school.

Governors made it clear that they appreciated that the workload was increased for the teachers at the moment.

Q/ One governor noted that there may be social issues specific to the younger pupils as they couldn't contact each other independently.

A/ RK suggested that such contact could be facilitated informally by parents as this would avoid safeguarding issues for the school.

Catering

DS informed governors that the catering company Nourish was pulling out of the school contract from the end of January. He explained that they were not offering school meals at the moment and that pupils were bringing packed lunches in. Post-lockdown, provision will be coming from Chesterton College kitchen. The provision would be close to what pupils and parents were used to but the change would also give the school chance to tailor the meals to their preferences. DS and RK explained that other schools in the trust had also withdrawn from contracts to bring the provision in-house; they believed that this option would maintain quality, give greater control and hopefully have a financial benefit. The difficulty was that they didn't know when it would start as that was dependent on the school re-opening. Pupils and parents should see very little difference: there would probably be a three weekly cycle of menus and pupils would choose in advance to reduce wastage.

Q/ Governors asked about the staff members as they were aware that two former members of school staff had transferred to being Nourish employees. Would the school be taking these members of staff back on?

DS to use the next school newsletter to remind parents of the different ways they could communicate with the school.

Parent governors to remind fellow parents of the communication channels.



	<p>A/ RK explained that regrettably they would not be able to. He explained that Nourish chose to end the contract and therefore it was their responsibility to deal with the staff. He expressed sadness that two loyal members of staff had been caught in the middle but said that as Nourish had withdrawn then the school had had to significantly change the offering and the food would now be made off-site at Chesterton.</p> <p>Q/ Governors asked about free school meal provision during lockdown.</p> <p>A/ DS clarified that there were 17 eligible children and they had been provided with vouchers. The school had also supplemented these with infant school meal vouchers (via the Trust) so that all pupils who would usually receive free meals at school would still get vouchers.</p> <p>Q/ A governor asked about the financial benefit to changing catering provision and whether this money would be available to the school.</p> <p>A/ RK said that hopefully it would sit in the budget and provide a financial buffer.</p>	
<p>7.</p>	<p>Safeguarding Training</p> <p>RB explained that there was a governor safeguarding training session available but it was a 90 minute session so would have to be a separate session. However, Peter Webb had put together a package of governor training videos. This was a comprehensive package which included a 15 minute safeguarding session. It was available on the Eastern Learning Alliance website for governors to do in their own time.</p> <p>RB also informed governors that certificates of completion were available for the training videos and that they could be emailed to CG to record that they have been done.</p> <p>Q/ One governor asked if there was any equality training available.</p> <p>A/ There wasn't a specific equality training package but there was an equality policy that could be shared.</p>	<p>RB to email link to training videos.</p> <p>All to access 15 minute safeguarding & then decide if additional session was required.</p>
<p>8.</p>	<p>Policies</p> <p>None to discuss this meeting.</p>	
<p>9.</p>	<p>Governor Visits</p> <p>RB reminded governors that once they had completed governor visits then they should email round the report. RB will circulate the report as a reminder.</p> <p>Governor Training</p> <p>Covered under item 7.</p>	<p>RB to circulate governor visit report form.</p>
<p>10.</p>	<p>AOB</p> <p>CG said that she would write to Mrs Cansdale to thank her for all she had done for the school.</p> <p>JP requested that the governor papers were sent to her new email address. DS agreed to share all new email addresses with KT.</p> <p>Some governors were experiencing issues with their school email addresses. It was noted that eventually everyone would get new email accounts as part of the Eastern Learning Allowance merger. In the meantime DS would arrange for the email account passwords to be reset.</p>	<p>All: to provide KT with preferred email address for governor correspondence. KT to update mailing list accordingly.</p>



Swimming Pool plaque

RB reminded governors about the group of former pupils who wished to arrange for a plaque to be placed on the school swimming pool to commemorate the parents who originally dug the pool. The group would fund the plaque and would like it to be stainless steel with names etched in; this would have the benefit of being low maintenance for the school going forward. The group would also like there to be a small ceremony and RB noted that it was also the 70th anniversary of the school this year. It was unclear what covid restrictions would allow but it was suggested that perhaps Saturday 2nd July was a possible date. Governors were clear that it needed to also involve the current school. It was agreed that in principle, restrictions allowing, a ceremony would be appropriate.

The meeting closed at 20.15pm. The next meeting will be held on zoom on 16/03/2021.

RB to email DS with the email accounts that needed to be re-set.