

Exminster Community Primary School Full Governing Board Meeting Minutes

Date of Meeting: 18 June 2020

Time: 18:00

Venue: Virtual (due to Covid-19 restrictions)

Present					
Name	Initial	Position	Name	Initial	Position
Sarah Whalley	SW	Headteacher	Paul Frazer	PF	Governor (Co-opted)
Talitha Kerrigan	TK	Governor (Co-opted)	Ian Rogers	IR	Governor (Co-opted)
Stephen McDonald	SM	Governor (Par)	Frankie Hyde	FH	Governor (Staff)
John Collins	JC	Governor (Co-opted)	Liam Hatton	LH	Governor (Co-opted)
Kate Beale	KB	Governor (Co-opted)	Becky Dupre	BD	Governor (Par)
Helen Hibbins	HH	Clerk	Ian Moore	IM	Deputy Headteacher
Alwyn Reeves	AR	Governor (LEA)	Hamish Cherrett	HC	Governor (Co-opted)
Jonathan Wood	JW	Governor	Paul Herring	PH	Assistant Headteacher
Apologies					
Name	Initial	Position	Reason		

Advice given by Governors at this school, in this meeting, is incidental to their professional expertise and is not being given in their professional capacity.

Governors must not disclose what individual governors have said or how they have voted within a meeting.

Governors must respect the confidentiality of Part Two items of business as agreed by the Governing Board.

Summary of Resolutions

To submit the new format SFVS.

1 Apologies for absence

1.1 None offered

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2 Declarations of Interest on agenda items

2.1 None declared

3 To approve the minutes of**3.1 the Full Governing Board meeting on 21/05/2020**

[Minutes of FGB meeting 21/05/2020](#)

Resolved

3.2 the Extraordinary Full Governing Board meeting on 28/05/2020

[Minutes of Extraordinary FGB meeting 28/05/2020](#)

Resolved

4 Update on actions (not included elsewhere on agenda)

[Actions list on Agenda](#)

4.1 All Governors to book onto training courses (via the Clerk) and inform the Clerk on completion to update the Governors' training record.

Ongoing reminder

4.2 13/02/2020 5.6 Lead Governors for curriculum matters and personal development to be kept informed of progress of the RHE and PHSE policies.

There had been no staff or parental feedback from the consultation so the policy could presented for approval at the next FGB meeting (PH)

Ongoing

ACTION HH/SLT

4.3 13/02/2020 6.2.5 Extra information to be provided in safeguarding review meetings to highlight implementation of behaviour policy.

Ongoing

4.4 13/02/2020 6.2.6 Governors to undertake visits. Implementation of the behaviour policy could be explored.

Not currently possible.

Ongoing

4.5 12/03/2020 5.4.1 Summary of donations to be included on budget monitors

Done - to be removed from action list

ACTION HH

4.6 12/03/2020 10.7 All Governors to carry out a school visit in the Summer Term

Not currently possible.

Ongoing

5 To receive a report on matters relating to Covid-19, including any amendments to the risk assessment for re-opening the school

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Covid-19 Report to Governors – June 2020

- 5.1 SW reported that there had been a change to section 4 of the DfE planning guidance for primary schools stating that schools should only welcome additional children back where additional funding, classrooms or staff were not required. (Over and above key workers, Reception, Y1 and Y6). (Link for guidance: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>)
- 5.2 The following questions were asked by Governors either prior to, or during the meeting.
- 5.3 *Was there a Governor presence when the interviews for 2 new teachers took place? (AR)*
FH was present in her Governor capacity. References had played a major part in the process as it was not possible to watch the candidates teach. Process consisted of 2 pre interview tasks, an interview and a writing task set on the interview day. (SW)
- 5.4 *What is the response to requests from parents who are not key workers and wish their child to attend school? (AR)*
There is no capacity to safely accommodate additional children. (SW)
- 5.5 *What is the financial impact on the cancellation of ESA's main fundraiser for the year? Is there a need to request donations or support for the school as an alternative? (SM)*
ESA contributed £3.50 per child, per annum to enhance the curriculum. This term, the money had not been spent (so could roll over to the next academic year). Virgin giving money, received through ESA, could be allocated next year to plug the gap left by the cancellation of the Summer Fete.
It was thought not appropriate to request parental donations in the current circumstances. (SW)
- 5.6 *Is there benefit in exploring additional space within the village to accommodate children in September or is it a case of waiting for further Government guidance? (SM)*
Waiting for Government guidance was the preferred option. Plans made prior to receiving guidance for this phase had to be scrapped; incurring extra work. Schools were not allowed to use community halls but the main issue was staffing and not space. Section 4 of updated planning guidance outlines the guidance on this. The NAHT were urging MPs to release guidance prior to the summer holidays.
An additional Governors meeting may be necessary during the summer term to discuss arrangements for next term.
- ACTION HH**
- 5.7 *What could the school do to support children who may be out of school for 6 months, come September? (Concern about a detrimental impact on mental health and lack of social interaction). (SM)*
School staff were either teaching in pods or managing the home learning online experience. Therefore, there was no capacity to do anything additional. Another round of phone-calls to families was underway and additional measures were being taken if there were significant concerns about a child. There are individual actions being taken in specific cases where school are aware of a problem, eg. Phone 1:1 sessions, resources being sent to parents to support children's well-being, weekly

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phonecalls by class teacher, google meet calls for 1:1 needs (2 adults with 1 child and their adult)(SW)

JC asked whether there was the opportunity to socially recreate what would happen in school, by encouraging friends/classmates to get in touch via facetime?

SW noted that some classes had shared examples of their work online.

FH noted that some children who appeared not to be engaging with learning were still able to interact with their friends using social media/X-box etc. There has been an instance where a teacher has supported putting a child in touch with friends by speaking to the parents involved.

- 5.8 *What proportion of children are regularly not completing their home assignments and what will the impact be on their ability to progress in the next academic year? Are the children who are completing their home assignments academically where they should be? (JC/JW)*

The proportion of children not engaging fluctuated around the 25-30% mark each week but no children had completely failed to engage at all. Some children are not engaging due to motivation and behaviour issues.

It was difficult to measure how children were faring academically as it was unknown how much or little support they were receiving at home. Some children will have benefitted from 1:1 support by adults at home. There would be a wide range of progression/regression and baseline assessments would be done on return to school. There would be an extended period of catch up. The gap could not be fixed within a school year. (SW)

FH had been on a maths (teaching) course where catch-up strategies had been suggested. Teaching sequences, in all subjects, would need to be adapted to incorporate the gaps in learning from the previous year(s) with a flexible approach.

- 5.9 *How have additional costs related to re-opening impacted on the budget? Would additional resources be needed in the next academic year to bring children up to the expected level and does this need to be budgeted for? (JC)*

Nationally there was an issue with funding and it was hoped that there would be a premium to assist with closing the gap. Within school, additional LSA/HTLA time was required and the cost of cleaning had risen. There had been few savings. There was now a working budget as staffing levels for September were confirmed. This would be shared with the Lead Governors for finance alongside the budget monitor. (SW)

- 5.10 *Moving forward into the recovery period, how could the Lead Governors for Curriculum assist? (TK)*

Governor visits could investigate how the gap was being addressed. This would be part of the work of the curriculum team, not needed to be a sub group.

- 5.11 *How is pupil progress being monitored? Is it purely engagement? (TK)*

Engagement was the primary metric, and there were reports that could be created on learning platforms. Google Classrooms and Seesaw were being monitored and those consistently not engaging were followed up with phone calls and doorstep visits if any other concerns. Some technical support was needed when children first started the online learning, some lending of devices. (SW)

- 5.12 *How are Reception and Y1 children engaging with their learning compared with those who are attending school? (TK)*

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It was early days and therefore difficult to measure. The focus had been on introducing the new way of working in school. One class teacher had reported regular contact with 2 children who had not returned to school, via email.

5.13 *Had the transition to the new curriculum framework taken a back seat? (SM)*

It was not a priority currently. Subject leaders had been working towards it before the pandemic and were still working on aspects over the closure period.

5.14 *JC and LH thanked the staff for their hard work in ensuring that children had a positive and enjoyable experience of returning to school.*

6 Update on Schools Financial Values Standard (SFVS) report

6.1 It was explained that the SFVS had a new format with additional questions. The main difference from the previous form was the inclusion of a dashboard where the schools finances could be compared with similar schools; essentially benchmarking.

6.2 SW highlighted areas where there were significant differences from the comparative schools and explained why this was the case and what action could be taken to address them, if practical/possible.

6.3 The school were currently not comparing non-staff expenditure against the DfE statistics. Therefore, this question on the checklist was answered “no”. All other questions were answered “yes” or “in part”.

6.4 JC commented that a review of the Finance Policy would address issues raised.

6.5 JC recommended approval and submission of the SFVS subject to consideration being given to amendments to the Finance Policy. Resolved.

ACTION SW

The meeting closed at 18:57

Date of next meeting: Thursday 16 July 2020 (scheduled)

Signed.....T Kerrigan.....

Date.....16 July 2020.....