



	<p>Item 7, CG will write the letter for parents about the Voluntary Fund to go out in the summer term ahead of the new parents' transition meetings. It was noted that parents continue to confuse this with the PTA so the distinction should be clarified.  <b>Action ongoing: CG to write letter re Voluntary Fund</b></p> <p>Item 10, It was agreed that, as schools have reopened, it was no longer relevant for Governors to have access to Google Classroom</p> <p>Item 10, The Chair will be refreshing her safeguarding training with NSPCC.  <b>Action ongoing</b></p>	<b>CG</b>
<b>GB STRATEGIC OVERSIGHT</b>		
<p>5. 5a</p> <p>5b</p> <p>5c</p> <p>5d</p>	<p><b>HEADTEACHER'S VERBAL UPDATE</b></p> <p><u>Attendance:</u>  The Headteacher reported that attendance has been high since reopening, with 98.43% in first week and 97.46% in the second week. Nursery attendance from 18<sup>th</sup> Jan to 12<sup>th</sup> March was lower (at 76.28%) because some parents chose to keep their children home. The different percentages for gender, ethnicity etc are overall good but she will be unpicking with Ms E. Edwards in the school office why some groups were lower.  <b>Q:</b> If we have a group out completely, are they counted?  <b>A:</b> It is marked with a different code if it is a Covid-related absence.</p> <p><u>Data Protection:</u>  There have been no data breaches and one Freedom of Information (Fol) request. The latter was requested by an energy company in relation to energy consumption and was responded to within 2 days. The school continues to use Grow Education for data protection support and the Data Protection Officer is very helpful and responds quickly to requests.  <i>Mr M. Safo (MS) joined the meeting at 6.49 pm.</i></p> <p><u>Pupil Behaviour and Wellbeing</u>  The Headteacher reported that she has spoken to every class teacher and to children over the last couple of weeks. She highlighted responses from Reception children, who were all very enthusiastic about learning and expressed their enjoyment at spending time with other children. However, she has noticed a pattern throughout the school that children who were in school during closure are finding it slightly overwhelming now that there are 30 children in class. At the Headteachers' forum she attended today, some Headteachers reported that those children have become territorial. Although that has not been the case at this school, staff have observed that some children, who had blossomed in the smaller class groups during the school closure period, are starting to withdraw a bit since reopening. Yet they had said they were looking forward to having the other children back so it is not that they do not want them there but rather that they feel a little less confident in large groups. Comments received included 'It's good. I like it because my friends are here' and 'I like being at school and playing with lots of children'. This was the same in Years 1, 2 and 3. She anticipates therefore that, after this period of settling in and coming together, any anxieties or wellbeing issues may become more apparent in 2-3 months' time so she will plan with the Deputy Head how they respond to that. At the moment, children are integrating well and she is not seeing any lonely or anxious children in the playground.</p> <p>In terms of staff wellbeing, she reported that she had spoken to every staff member before reopening and everyone was looking forward to having pupils back in school. They were tired of teaching to a screen and wanted that dynamic of interacting with children. They can access counselling through the staff wellbeing</p>	Account-ability

<p>5e</p> <p>5f</p> <p>5g</p> <p>5h</p>	<p>service that the school buys into and staff are a very cohesive group and support one another well.</p> <p><u>Communication with parents</u> She communicated with parents on 1<sup>st</sup> March setting out clearly the arrangements for children to return and she had received positive feedback from that.</p> <p><u>Wraparound care and extracurricular clubs</u> EnergyKidz have reopened and attendance is good - they are fully booked Monday to Thursday albeit not on Friday. They have now appointed a new manager, who has so far impressed with the new sporting activities and games he has introduced (and is training his team to deliver), which children are enjoying.</p> <p>The only extracurricular clubs that can be run until the end of term are the outside sports clubs but the intention is to return to a broader offer after Easter.</p> <p><u>Update on remote provision for children who are isolating or shielding</u> The Remote and Blended Learning policy is on the website and is being utilised following closure of one nursery bubble. For the Nursery remote learning consists of pre-recorded sessions and one live session a day (usually a story-time). Per the policy, bubbles that are sent home revert to remote learning as a group and for children who are isolating, they are set daily English, Maths and a Foundation subject.</p> <p><u>Catch-Up Premium –</u> This has been reviewed in line with the needs of pupils as a result of the school closure. This term’s allocation has been earmarked as a contingency fund to be allocated appropriately once the assessments have been completed and gaps in learning identified. <b>Q&amp;A:</b> Governors asked what percentage of the catch-up premium has been spent already and the Deputy Head said she did not have the exact figure. The £3K allocated for Third Space Learning has already been used as has the allocation for staffing costs for delivering pre-teach groups during the Autumn term. She estimated the contingency fund to be about £5K. <b>Q:</b> In terms of the assessments, will the outcomes from those be cascaded to parents sooner rather than later? <b>A (Head):</b> We discussed this at SLT today. Yes, we will communicate to parents in the forthcoming parent consultations, which is where we would usually do that so that parents know what their child needs and how they can support their child. We will not tell them where their child lies in relation to the rest of the class. <b>Q:</b> With admission numbers, has Covid had an impact on leavers and joiners? <b>A:</b> The school is full bar 4 spaces in Nursery. We have had families who reassessed the situation and moved out of the area but it has not affected our numbers. For September, we have had many applications for 60 places. Other local Heads are really worried about the number of pupils coming into Reception but I think we will be okay. However, we do have an issue with our Nursery: we had 50-odd applications for morning places and 7 for the afternoon so I have asked the team to write to parents who have applied for the morning to ask if they would be willing to accept an afternoon place instead. Some have said they would. I wanted to make sure parents had enough notice to put in necessary childcare arrangements.</p> <p>CG highlighted that the Chair will be meeting with other Chairs about risks to school funding with the lost lettings income and the fact that some schools fear they will not have enough pupils to fund a full class. The Headteacher said that</p>	<p>Account-ability</p> <p>Account-ability</p> <p>Inform</p>
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	<p>she does have concerns about how the opening of Deer Park School on its new site may impact applications for future years.</p> <p><b>Q:</b> How many staff have been vaccinated?</p> <p><b>A:</b> About 7 at the moment.</p> <p><b>Q:</b> Do you expect they will all have had it by the end of the summer term?</p> <p><b>A:</b> That is the expectation but it depends on supply.</p> <p><b>Q:</b> It is good that the children who were in school are feeling well and it looks positive at the moment. Going forward, do you have any learnings for the future from this lockdown period for dealing with these pupils?</p> <p><b>A:</b> We were discussing at Heads' Forum how we would plan ahead for children feeling anxious. We would utilise the services we buy into and our Welfare Officer is good at talking to children who are anxious so I am looking to enrol her on a school councillor course in the summer with a view to moving her towards a pastoral mentor role from September. Even without Covid, their anxiety is growing. Just as we have a really strong safeguarding culture, I want to build that for children's mental health and wellbeing and that will be in our SDP from September. In terms of practice that we can take forward on Google Classroom, we will continue to use it for home learning and we will discuss as a SLT after Easter how else it can be used.</p>	<p>Inform</p> <p>Inform</p> <p>Account-ability</p>
<p>6. 6a</p>	<p><b>SDP/SEF</b></p> <p>The SLT had met to RAG-rate the SDP and she delivered a verbal report on progress against the main objectives:</p> <p><u>Implementing Maths Mastery:</u> This is green because it has been a focus for several years and is progressing well. There is a breadth and depth of knowledge and all resources are in place. The one area within that main objective which requires further development is around in-depth challenge in every lesson and this will be monitored during lesson observations in the summer.</p> <p><b>Q&amp;A:</b> When asked, the Headteacher confirmed that this will stay on as an objective for the next academic year because the roll-out is ongoing.</p> <p><u>To continue to embed teaching strategies to support pupil progress in reading and writing:</u> Although the Power of Reading programme has potential to transform writing in the school, the school closures have impacted the roll-out so is RAG-rated as red. A consistent period of time is required to allow it to be worked on with children. Within that main objective, however, high quality texts are now in place so that part is green and early approach to reading is amber because of gaps due to school closure. Although Phonics itself works well, the phonically decoded books must be rolled out.</p> <p><b>Q:</b> Are reading books going out to children?</p> <p><b>A:</b> Yes, we are getting those up and running.</p> <p><u>Diminishing the difference in Reading, Writing and Maths for identified groups :</u> This is amber because, until the assessment results are through, teachers do not know where children currently are in their learning. However, the Headteacher reported that, at Heads' forum this morning, discussions had taken place about metacognition and long-term memory and Heads were told not to assume that children have necessarily lost all that learning – it will still be there but needs to be reactivated.</p> <p><u>Teaching the Recovery Curriculum</u> is amber because there has now been another long period of school closure so the plan put in place at the start of the year needs to be revised. Teachers have analysed what has been taught and adjusted where</p>	<p>Account-ability</p> <p>Account-ability</p>

6b	<p>necessary to ensure a broad and balanced curriculum and this objective should be green once the school is properly back in the summer.</p> <p><b>Q:</b> Will this be rolled over to the next academic year?</p> <p><b>A:</b> We will analyse this as a SLT in the summer term when we have the assessment results and can look at where we are. We will write the SDP from there.</p> <p><b>Action: Head to send RAG-rated SDP to Clerk to circulate to Governors</b></p> <p>The SEF is in the process of being updated and was deferred to the next meeting.  <b>FGB Summer 1 Agenda</b></p>	<p>Account-ability</p> <p>Head</p>
7.	<p><b>SAFEGUARDING</b></p> <p>The Headteacher reported that the safeguarding team remains consistent with her as Designated Safeguarding Lead (DSL) and three Deputy DSLs. That structure continues to ensure that, if either the Head or her Deputy are off-site there is another Deputy DSL on hand. They have all undertaken the requisite safeguarding training and the Head had undertaken Child Trauma training last week. Any new staff members have had Level 1 safeguarding training</p> <p>The Head highlighted that a national issue is the increased exposure of children to extremist material so staff are monitoring pupils carefully. Nothing has been flagged but staff are aware of the following issues:</p> <ul style="list-style-type: none"> <li>• Some children are accessing TikTok so the Head is planning to send a letter to parents to warn them they need to be vigilant</li> <li>• There has been an increase in inappropriate behaviour after school involving pupils from other local secondary schools. Discussions are taking place with Orleans Park about the best way to address this.</li> </ul> <p><b>Q:</b> Has this been flagged to year 6 parents whose children walk home alone?</p> <p><b>A:</b> We have spoken to them previously and we have a letter ready to go.</p> <p><b>Q:</b> As this is happening offsite how are we finding out about it?</p> <p><b>A:</b> We have had children raise concern and that is a good thing – it shows a level of trust. We have been careful not to use children’s names when passing on information. Our Police Liaison Officer communicates with the secondary Police Liaison Officer</p> <p><b>Q:</b> Do we know why it is happening now?</p> <p><b>A:</b> I think it is a combination of factors. Parents need to be clear with children that they should go straight home and about what time they are expected home.</p> <p><b>Comment:</b> Governors commented that it may be because there are no after-school clubs or activities at the moment and no structure in place. It was <b>agreed</b> to monitor the situation. <b>FGB Summer 1 Agenda: Update</b></p> <p>There are no families on a Child Protection plan and four families subject to Child in Need (CiN). She attended 4 CiN meetings over the last half -term and is due to attend one Team around the Family meeting to look at the possible contextual aspects which might be causing the behaviour of one child. There has been no reason to contact the LADO.</p> <p>She continues to work through the safeguarding plan arising out of the safeguarding audit submitted to the LA in November</p> <p><b>Q:</b> How many pupils are at home currently?</p> <p><b>A:</b> Other than the Nursery bubble I mentioned, we have 3 pupils at home, who are self-isolating so we will contact them while they are away. There is still the worry</p>	<p>Account-ability</p> <p>Account-ability</p> <p>Account-ability</p> <p>Account-ability</p> <p>Inform</p>

	button on Google Classroom and we have had conversations with parents. Work is being posted on Google Classroom for them to access.	
8. 8a	<p><b>COMPLIANCE</b></p> <p><b>Budget</b></p> <p>As Mr L. Gurdenli (LG) had not yet joined the meeting (due to a scheduling clash), this discussion was postponed until the end of the meeting.  <i>HL joined the meeting at 7.40 pm.</i>  The following discussion took place after LG joined the meeting at 8.05 pm.  <i>LG delivered the headline points:</i></p> <ul style="list-style-type: none"> <li>• <i>There is a projected revenue carry-over into next year of £40K</i></li> <li>• <i>The budget has been adjusted to factor in the removal of a 1% pay award to staff in line with recent Government announcements</i></li> <li>• <i>There is a balanced budget for the next 3 years, with an estimated revenue carry-over into 2022/23 of £3.5K, which rises over the next two years.</i></li> <li>• <i>On Tab 8 (Capital funds), the table entitled ‘New Construction/Renovation’ lists premises projects considered to be priorities for the next 3 years. Although there are enough capital reserves to accommodate that, once these have been taken into account plus the £9K the school expects to receive next year, there will be less than normal in the capital budget. However, the School Business Manager thought it might be possible to find some savings or delay some projects. The approval in principle for expenditure this year was on the basis of listing what needs to be done.</i>  <b>Q:</b> <i>Why is the revenue carry-over increasing in Years 2 and 3, which is usually not the case?</i>  <b>A (LG):</b> <i>I don’t know exactly why. I would have to investigate that further with Steve.</i>  <b>Q:</b> <i>Are we being realistic about our increasing costs being covered by income?</i>  <b>Q:</b> <i>It looks as if the income is slightly less but the expenditure is also less. Why is that?</i>  <i>It was <b>agreed</b> to put those questions to Mr S. Llewelyn at the next F&amp;P meeting. <b>F&amp;P Summer 1 Agenda</b></i>  <i>Governors <b>approved</b> the budget subject to that questions being raised at the next F&amp;P and reported back to the GB in May. <b>FGB Summer 1 Agenda</b></i></li> </ul>	<p>Account-ability</p> <p>Challenge</p> <p>Challenge</p> <p>Approve</p>
8b	<p><b>SFVS</b></p> <p>Governors <b>approved</b> the SFVS as recommended by the Finance &amp; Premises (F&amp;P) Committee.</p>	<p>Approve</p>
9.	<p><b>COMMITTEE MINUTES</b></p> <p>Governors noted the minutes of the F&amp;P committee.  <b>Q&amp;A:</b> Governors asked for clarification of the premises discussion and the Headteacher explained that the school has applied for capital funding for three projects – replacing the sash windows, the Year 6 flooring and the Reception garden, which is the highest priority. She explained that a drainage issue in the Reception Garden has caused the rubberised surface to lift and shrink. The Local Authority has inspected the area and is looking into whether there is sufficient funding to carry out all three projects. Otherwise, the school will have to choose the projects with highest priority. It was clarified that there is a larger budget in place for Year 1 in order to tackle the priority projects with lower budgets in Years 2 and 3 when fewer capital projects are planned.</p>	<p>Account-ability</p>

<p>10. 10a  10b  10c</p>	<p><b>GOVERNOR VISITS</b> Governors noted the following visit reports:</p> <ul style="list-style-type: none"> <li>• Safeguarding/Child Protection</li> <li>• Leadership &amp; Management.</li> </ul> <p>MS reported that he will tomorrow be meeting virtually with some children in Years 3, 4 and 5 to ask questions around Behaviour and Attitudes.</p> <p><u>Data Protection</u> Mrs Y-L Chong (YLC) delivered a verbal report on the Data Protection visit she undertook yesterday:</p> <ul style="list-style-type: none"> <li>• The Privacy Notice was identified as needing to be updated by the DPO and, although that had come through today, Governors had not yet had time to read it. It was <b>agreed</b> to bring it to the next GB meeting for Governors to sign up to it. <b>FGB Summer 1 Agenda</b></li> <li>• She had reviewed work and action points from the DPO’s visit last year, noting that the school is compliant so a lot of the outcomes from this report were designed to make data protection compliance even better and to address any issues arising from the lockdown period.</li> <li>• As reported by the Headteacher, there have been no data protection breaches and one FOI request. The DPO did make recommendations as to how breaches and data protection/subject access requests are recorded and that is all in train.</li> <li>• The DPO had also recommended an audit and the SBM is liaising closely with Grow to arrange that.</li> <li>• All staff received refresher data protection training in November and YLC highlighted the importance of Governors also undertaking data protection training (in addition to signing up to the Privacy Notice.)</li> <li>• A discussion had taken place about updating the consent form for parents regarding use of photos on the website.</li> <li>• She had also reviewed the school’s processes for safeguarding remote data, including the disposal of data and how that is recorded. Policies will either created or reviewed to address these issues.</li> </ul> <p>YLC’s visit report will come to the next meeting. <b>FGB Summer 1 Agenda</b></p> <p><b>Q&amp;A:</b> Governors asked whether there were any common areas of focus for Governors to consider when conducting visits next term and it was <b>agreed</b> that Governors should consider the impact of Covid as it pertains to Governors’ individual monitoring areas. Next term Governors will be moving to in-person visits where possible but these should be set ahead of time.</p>	<p>Account-ability</p>
<b>CLOSING ITEMS</b>		
<p>11.</p>	<p><b>GOVERNOR TRAINING</b> Governors had undertaken training as follows:</p> <ul style="list-style-type: none"> <li>• HL undertook new Governor training, which had offered an excellent overview</li> <li>• CG undertook Safer Recruitment training, which had been invaluable in the Deputy Headteacher interviews</li> <li>• MS had attended exclusions training.</li> </ul> <p><i>LG joined the meeting at 8.05 pm.</i></p>	

	<p>The Chair had circulated a list of Governor training (either interactive or pre-recorded webinars) being offered through a leadership programme by Governor Space, for which there were 6 credits. Any Governors who were interested in attending any of these should contact the Chair. Should there be several Governors interested in a topic, one of the pre-recorded webinars could perhaps be shown to all Governors.</p> <p>Training from the Christopher Winter programme on RSE will be delivered via the staff inset day on 19 April. <b>Action: Head will circulate the timings to governors</b></p> <p><b>Q&amp;A:</b> Governors asked for a clarification on the policy for lateral flow tests versus PCR and whether this had been communicated to parents. The Headteacher said they were seeking clarification.</p>	<p><b>Head</b></p> <p>Account-ability</p>
12.	<p><b>CHAIR'S ACTIONS</b></p> <p>There had been no emergency Chair's actions.</p>	
13.	<p><b>TERMLY BUSINESS</b></p> <p>The Clerks' Briefing Summary prior to schools reopening had been circulated.</p> <p><b>Q&amp;A:</b> Governors asked whether the Behaviour Policy has been reviewed to deal with any challenging behaviour by pupils who are struggling to re-engage with school and the Headteacher confirmed that it had been reviewed last week and a paragraph added under Section 19 that relates directly to Covid-19. It has also been agreed to allow pupils leeway until Easter to settle back into school after which the school will revert to full application of the Behaviour Policy.</p> <p>The Recovery Premium will be coming in the new financial year and it was agreed to monitor spend and impact through the F&amp;P committee.</p>	<p>Account-ability</p> <p>Account-ability</p>
14.	<p><b>GOVERNORS TO CONSIDER</b></p> <p>Governors <b>agreed</b> they had achieved the following at this meeting:</p> <ul style="list-style-type: none"> <li>• Approved the budget and challenged the F&amp;P committee to ensure that it is realistic</li> <li>• Received an update on assessments and the plans to implement recovery curriculum</li> <li>• Received an update on pupil and staff wellbeing</li> <li>• Approved the SFVS</li> <li>• Received an update on Data Protection and noted next steps needed by Governors</li> </ul>	
15.	<p><b>DATE OF NEXT MEETING</b></p> <p>The next meeting will take place at the school at 6.30 pm on the changed date of Wednesday 26<sup>th</sup> May 2021 in the small hall. YLC and MS sent apologies.</p>	

Meeting ended at 8 pm.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**See next page for Actions and Agenda Items Arising**

**Actions Arising:**

Item	Action	By Whom	By When	When complete
4	<ul style="list-style-type: none"> <li>Write letter to parents about Voluntary Fund</li> <li>Liaise with SIP to arrange Ofsted readiness training</li> </ul>	Caroline Green Jane Evans	31/5/2021 31/3/2021	29/3/2021
6a	Send RAG-rated SDP to Clerk to circulate to Governors	Jane Evans	31/3/2021	29/3/2021
11	Circulate details for RSE training on INSET day	Jane Evans	31/3/2021	29/3/2021

**Agenda Items Arising:**

Item	Action	By Whom	By When
6a	Review SEF	FGB	Summer 1
7	Update on after-school situation with secondary school pupils	FGB	Summer 1
8a	Ask Steve Llewelyn: <ul style="list-style-type: none"> <li>a) why revenue carry-overs increase in Years 2 and 3</li> <li>b) are these projections a realistic picture?</li> </ul>	F&P	Summer 1
	Report back on the answers to above questions to FGB	FGB	Summer 1
10c	<ul style="list-style-type: none"> <li>Governors to sign up to Privacy Notice for Governors</li> <li>Data Protection Visit Report</li> </ul>	FGB FGB	Summer 1 Summer 1