

Ruardean C of E Primary School

Minutes of the Governing Body Meeting held via Microsoft Teams on Wednesday 20th January 2021.

Present: Simon Manning (SM) (Head) Mark Lake (ML) (Vice-Chair) Tony Hughes (TH))
Ceri Benwell (CB) (Chair) Emma Smith (ES) Kev Agnew (KA)
Rev Clare Edwards (CE) Mark Wadsworth (MW)

Also Present: Kealey Broddle, (KB) (Clerk)

Apologies: Jess Barzillia (JB), Louise Bailey (LB)

Item No:	Action						
	<p>The Chair opened the meeting at 7.05pm</p> <p>The Agenda for this meeting has been changed to focus on priorities due to the current Lockdown and school attendance restrictions. Committees have been postponed but it is planned they will resume next term. Agenda items and policies for review will be carried forward to the next meetings. Extraordinary meetings will be called, or Chairs actions used, should any critical decisions need to be made swiftly.</p>						
30.20/21	<p><u>Apologies</u> Accepted</p>						
31.20/21	<p><u>Declaration of Interest</u> There were no declarations of interest for this meeting.</p>						
32.20/21	<p><u>Minutes and actions of last meeting/matters arising</u></p> <table border="1"> <tr> <th>Item No:</th><th>Action</th></tr> <tr> <td>10.20/21</td><td> <p><u>Safeguarding</u> To read and review KCSiE 2020: Governors who have not yet completed the document sign off on My Concern were reminded to do so: Completed</p> </td></tr> <tr> <td>28.20/21</td><td> <p><u>Preparing for Ofsted: Triangulation Exercises : SEN/Safeguarding</u> To take completed exercises forward to staff meetings for colleagues to have input. : Carried Forward.</p> </td></tr> </table>	Item No:	Action	10.20/21	<p><u>Safeguarding</u> To read and review KCSiE 2020: Governors who have not yet completed the document sign off on My Concern were reminded to do so: Completed</p>	28.20/21	<p><u>Preparing for Ofsted: Triangulation Exercises : SEN/Safeguarding</u> To take completed exercises forward to staff meetings for colleagues to have input. : Carried Forward.</p>
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28.20/21	<p><u>Preparing for Ofsted: Triangulation Exercises : SEN/Safeguarding</u> To take completed exercises forward to staff meetings for colleagues to have input. : Carried Forward.</p>						
33.20/21	<p>Minutes agreed and signed (virtually) by the Chair.</p> <p><u>Headteacher's Report</u> The full report is available at the end of this document, click here to access.</p> <p>Partial opening for children of critical workers and vulnerable students: The school is currently closed to students in KS2 and Firs C&I centre due to staff shortages following 3 members of staff testing positive for Coronavirus – several other members of the KS2 bubble have been isolating – all being well the provision should be available for children of critical workers and vulnerable children from 25/01/2020. KS1 has been open this week, however a large majority are electing to keep at home due to perceived heightened risk.</p>						

Places had been requested for 30 students (30% of students on role), some on part-time attendance due to parents shift patterns.

10 Vulnerable /Pupil Premium students (some of whom would have extreme difficulty accessing the remote provision at home so were encouraged to take up a place).

16 Children of critical works an

4 EHCPs

Q: What could the full opening of the school it look like?

A: At this time, it is difficult to predict when and how the school will fully re-open. It is hoped that Headteachers will be able to make local decisions how to fully open their schools and that enough notice will be given by the DfE to carefully plan and prepare for this. Currently the school is waiting for information from the DfE as to whether the school will need to be open for half-term for critical workers and vulnerable children.

34.20/21 Remote Provision and Support

Remote education started using Seesaw as the learning platform.

<https://web.seesaw.me/>

This was all setup last term; staff have completed various training sessions externally and in staff meetings and it had been used by students in school and with those who were isolating – Therefore students and teachers were already familiar with the platform before the current Lockdown was announced.

Live lessons do not take place, but teachers upload pre-recorded lessons to the platform or to the secure video resource centre accessed through the school website. This is supported through activities and worksheets as well as links to learning such as the [Oak National Academy](#) , [Times Table Rock Stars](#) and [BBC Bitesize](#).

There are several ways teachers can give feedback and mark students work submitted, in addition to written feedback, they can also as leave recorded messages, upload a personal video, or use emojis and virtual stickers.

Teachers have access to each class as do the Teaching Assistants (who are encouraged to comment and interact with the student's submissions). This provides "back-up" cover should a teacher not be able to work.

Q: Why was Seesaw for Schools chosen for remote learning provision?

A: Remote learning options were reviewed in partnership with our peer support school through the DfE Edtech Demonstrator programme, which the school signed up to in the first Lockdown. It was felt that Seesaw for Schools would provide the best flexibility for our families and teachers; schoolwork can be completed at times to suit home life rather than being required to login at specific times as with live lessons. It is a secure platform, whereas live lessons through MS Teams would bring additional safeguarding concerns and risk management and would put additional pressures onto the teaching team. Parents can directly and securely communicate with the teacher through the Seesaw Family App: <https://web.seesaw.me/families>

Up to 10 family members can connect to a student's account, this provides a way that extended family can engage with a student's learning especially useful if they are not able to meet or visit them due to the restrictions.

	<p>Whilst the students are not required to complete work within school hours, Teachers have been encouraged not to complete approvals and feedback out of hours, as to promote healthy work-life balance. This has been communicated with parents and students.</p> <p>The cost for Seesaw for Schools is £4.40 per student, per annum. There is a free version for remote learning, but it does have limits on numbers of staff that can access and reduced access to the “Activities” library. The expenditure has been recorded in the chart of accounts in a special Covid Expenses cost centre, which has been set up for monitoring the additional costs the school incurs. It is likely that the school will continue to use Seesaw longer term for homework and in the event of any future emergency closures.</p> <p>Action: Further information on Seesaw for Schools to be shared with Governors.</p> <p>Q: How do you know who is not accessing the system? A: Through the administrator access on Seesaw detailed reports can be produced, these can be filtered to show the last date and time the accounts were accessed, and which tasks and activities have been completed. – Using the class list view, teachers can see the date a student last logged in and tasks completed.</p> <p>Q: How is non-engagement of the remote provision being managed? A: Engagement cannot be enforced, but it is strongly encouraged. There are regular communications and offers of support to all families. In addition to electronic communications, letters, phones calls, some socially distanced home visits have been made. 94% are accessing – There has been resistance from one family who are not eligible for a school place. SM has spoken to the parent. Work and communications continue to be sent, and the situation will be monitored.</p> <p>Q: Has there been any feedback from parents regarding Seesaw? A: Not formally, however there have been several messages of thanks from parents regarding the provision. A questionnaire will be devised and sent out in the next week.</p> <p>Action: SM to devise and send out a Seesaw questionnaire for parents and share results with staff and Governors</p> <p>Q: How is the school supporting families who do not have access to tech? A: A request for donations for redundant but working devices was sent out via the Friends Facebook page and school communications. To-date 5 used tablets has been donated and one parent purchased 3 new tablets for the school to support children. The school already had two laptops from the DfE allocation from the first lockdown, which can be loaned out.</p> <p>A message was put out to parents to contact the school if they needed devices, and a survey was sent out for parents to complete if they required additional data or 4G data hubs, as these need to be applied for to the DfE by the school. No requests to-date.</p> <p>2 devices were issued out in the first week and more will be issued as needed. A disclaimer regarding usage and internet safety has been enclosed with the donated tablets loaned out.</p>	<p>KB</p> <p>SM</p>
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	<p>An order for the DfE school allocation of laptops has been placed– 14 Dell laptops, which should arrive within the next week. Some will be set up for use in school, some will be set up for loaning out to home learners.</p> <p>The school has also registered with Business2Schools – through the BBC "Make a Difference" campaign - This links businesses and individuals with schools in their area that are accepting donations of devices and computers/laptops.</p> <p>Paper copies of work has also been sent out (either hand delivered or posted) as requested.</p> <p>Q: Has the curriculum been diluted at all?</p> <p>A: No, it was agreed at SLT and staff meetings to follow the planned curriculum for those students attending school and home learning, but activities have been adapted. Subject Leaders are monitoring their areas online. SM has access to all areas of Seesaw and regularly monitoring content and feeding back.</p> <p>Q: How are SEN students being supported and monitored?</p> <p>A: MW is in the process of completing a piece of work monitoring and reviewing how SEN students are accessing and engaging with the remote provision. Findings will be shared with SLT and teaching staff and reported back at the next Governing Body meeting. Teaching Assistants that are shielding or working from home are already providing enhanced support and interventions to small groups of students and their families who have been identified as needing extra assistance.</p> <p>Action: MW to Share findings of SEN remote provision and engagement review</p> <p>35.20/21 <u>Inspections and Monitoring</u></p> <p>Ofsted will start a programme of monitoring inspections from 25/01/21, which will be carried out remotely until the February half term. Guidance and an operational note for Her Majesty's Inspectors carrying out inspections in state-funded schools from January 2021 has now been published: https://www.gov.uk/guidance/january-2021-maintained-schools-and-academies#history</p> <p>SM has completed a review of the remote provision (with input from SLT members) using the DfE Remote Provision Framework document. The school scored highly in its current level of provision.</p> <p>The framework is available to help schools in England identify strengths and areas for improvement in their remote education provision. https://www.gov.uk/government/publications/review-your-remote-education-provision</p> <p>The completed framework document is a useful evidence tool for internal and external monitoring. The document and findings were shared and praised at a recent school improvement project group meeting.</p> <p>Action: Remote provision to be reviewed as part of a Governor monitoring visit in February</p> <p>36.20.21 <u>Safeguarding</u></p> <p>Most of the staff team completed mandatory safeguarding refresher training required every 3 years on 04/01/2021– Those that did not attend completed the safeguarding level one virtual training provided by the Gloucestershire Safeguarding Children Executive (GSCE).</p>	<p>MW</p> <p>CB</p>
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	<p>MyConcern continues to be effectively used by all staff to record and monitor any safeguarding concerns.</p> <p>There is also a local shared report where any lower-level concerns/non-contact is logged. Socially distanced welfare visits have taken place to some homes and will continue, as required where there is a need.</p> <p>Multi-agency and social care meetings continue to take place virtually and GSCE/Early Help newsletters and updates are shared with the staff team regularly.</p> <p>All staff are in the process of completing annual self-disclosure declarations and reviews of relevant safeguarding national guidance and policies – Document sign off is monitored through MyConcern.</p>	
36.20/21	<p><u>Wellbeing and Welfare of Pupils, Staff, and Stakeholders</u></p> <p>For Staff: The chair has sent a letter of support and thanks to all staff on behalf of the governing body.</p> <p>All staff have again been signposted to colleague assistance programmes and Smart Clinic provision through absence insurers. Many staff are part of support groups through social media and hold virtual meetings as to keep in touch and support one another.</p> <p>SM continues to promote an open-door policy for colleagues to directly approach him with any concerns.</p> <p>Rapid testing for all staff in school commences from 24/01/21 – Colleagues have been given the option to either opt in/opt out. Staff have been requested to conduct the test every Sunday and Wednesday evening and report results back to SM using an MS Form – (This then allows time for planning and communications should a bubble need to be closed) results must also be reported to the track and trace service.</p> <p>For students : Welfare and wellbeing is promoted and reviewed daily through home and school learning. Children’s mental health week takes place from 01/02/2021 – A timetable of positive mental health activities and learning is being planned.</p> <p>Young Minds Matters support service is still available for the school to access for any students identified as needing specialist support with their mental health or emotional wellbeing.</p> <p>For Parents: Information regarding wellbeing training, support and advice is regularly promoted and communicated through newsletters and school communications and is available on our website: https://www.ruardeancofeprimaryschool.com/wellbeing-and-mental-health/</p> <p>Parents are regularly communicating with teachers and support staff through class emails and Seesaw. Teachers and support staff can offer support and advice or flag with family support any wellbeing concerns where additional support may be needed.</p>	
37.20/21	<p><u>FSM and In-School Meal Provision</u></p> <p>Caterlink currently will only be able to provide a packed lunch option for any students attending school. Hot meals will be available once in school meal requests exceed 25 per day.</p>	

	<p>All schools in the catering contract were requested by GCC to use their hamper service at the beginning of this Lockdown, for benefit-related free school students remaining at home. Many of the hampers had to delivered. Longer term this is not feasible, therefore the school will be moving to the National Voucher scheme.</p>	
38.20/21	<p><u>Risk Management /Health and Safety</u></p> <p>Following the positive covid cases in school, a full review of the risk assessment has been conducted . Some health, safety and social distancing measures have been tightened and all staff have been advised of this as to further minimise the likelihood of transmission of the virus. This along with the rapid testing this should reduce risks.</p>	
39.20/21	<p><u>Governor Vacancies</u></p> <p>TH has agreed to be the link Governor for vacancy recruitment.</p> <p>Applications: One application has been received and sent to Governors for consideration.</p> <p>The vacancies have been posted locally and, on the websites: Inspiring Governance and Governors for Schools by the clerk.</p> <p>Two people have expressed an interest– One through the Inspiring Governance website and another is a new local resident – both have been sent information around governance and the school along with the application form.</p> <p>Action: To follow up applications with potential candidates and re-advertise vacancies</p> <p>Applications will be sent to Governors if received prior to the next meeting so that candidates can be considered and appointed at the next meeting.</p>	KB
40.20/21	<p><u>Correspondence</u></p> <p>Nothing to report</p>	
41.20/21	<p><u>Any Other Business</u></p> <p>Governors expressed their gratitude to all and stated they felt proud of the resilience and professionalism that all staff have displayed, to ensure teaching, learning and support continues to be successfully delivered to all students and their families.</p> <p>SFVS: Governors were reminded that the SFVS needs to be completed, approved, and submitted by the 31/03/21 to GCC – Financial and census data has been completed. Commentary and attainment data to be finalised ready for review and approval at the next meeting on 24/03/21.</p> <p>Action: To complete commentary and attainment data on SFVS return.</p>	ML/SM

Summary of Action Points:

Item No:	Action	By Who	By When
28.20/21	<u>Preparing for Ofsted: Triangulation Exercises : SEN/Safeguarding</u> To take completed exercises forward to staff meetings for colleagues to have input.	SM	Next Staff meeting
34.20/21	<u>Remote Provision and Support</u> Information regarding Seesaw for Schools to be shared with Governors	KB	End of Jan 2021
34.20/21	<u>Remote Provision and Support</u> To devise and send out a Seesaw questionnaire for parents and share results with staff and Governors	SM	End of Jan 2021
34.20/21	<u>Remote Provision and Support</u> To share findings of SEN remote provision and engagement review	MW	Next meeting
34.20/21	<u>Remote Provision and Support</u> Remote Provision to be reviewed as part of a Governor monitoring visit in February	CB	Feb 2021
39.20/21	<u>Governor Vacancies</u> To follow up potential applications with interested parties and re-advertise vacancies	KB	End of Jan 2021
41.20/21	<u>Any Other Business</u> To complete commentary and attainment data on SFVS return	ML/SM	24/03/21

There being no further business, the clerk closed the meeting at 8.55pm.

CHAIRPERSON.....



DATE24.03.21

Meeting Dates for the Academic Year (Via Teams until further notice)

Wednesday:

- 24th March 2021
- 19^h May 2021
- 14th July 2021

Governing Body Meetings at 7.00pm

Resources Committee Meetings prior to main meeting at 4.30pm

P&S/P&S Committee meetings on the Thursday before the main meeting at 4.30pm

Headteacher's Report to Full Governing Body: Term 3 – 20th January 2021

Pupil Numbers

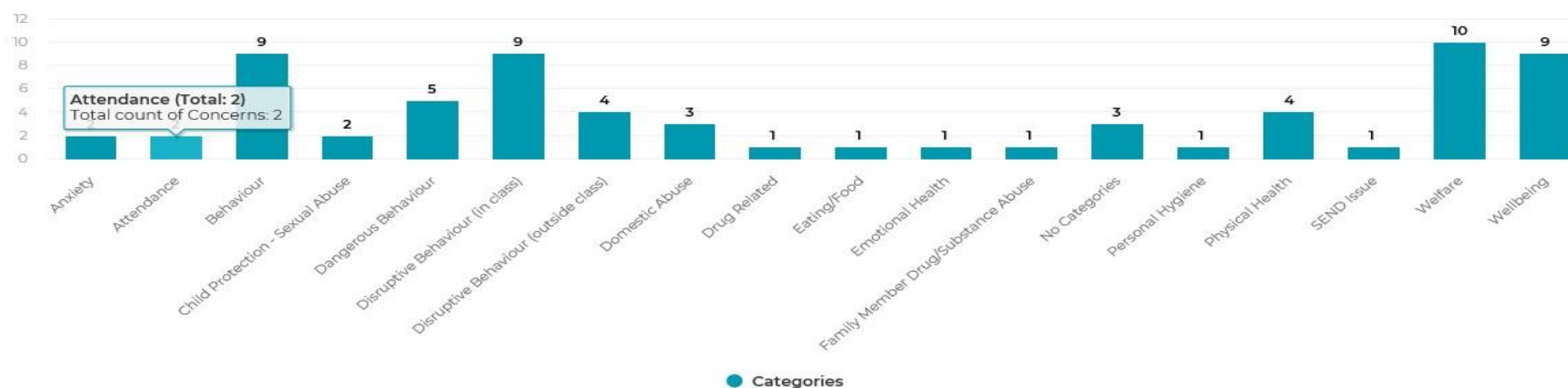
- The whole school numbers are: 100 (previously 98)
- Firs have 6 children (previously 6)
- Disadvantaged/Pupil Premium 41% of the school (previously 34%)
- SEND 36% of the school (previously 34%)

Pupils on roll					
Class Structure					
Willows	Beeches	Larches	Elms	Oaks	Firs
14 – YR	12 – Y1 15 – Y2	12 – Y3 6 – Y4	8 – Y4 11 – Y5	16 – Y6	2 – Y3 4 – Y6

Safeguarding

- All staff completed safeguarding training from GSCE on Monday 4th January.

Number of concerns for academic year 2020/21 so far



Attendance

- During last term we did not have to close any bubbles due to Covid cases.
- X codes from 1st September to 8th January accounts for 602 days of lost learning time!

Group Analysis by Vulnerability							
Year to date							
Grouping	Group	Attendance	Unauthorised				
Whole School	Whole School	85.7%	0.55%				
Pupil Premium	Eligible for PP	80.68%	2.3%				
	Not Eligible for PP	86.46%	0.35%				
SEND Status	My Plan+	85.16%	1.21%				
	My Plan	85.21%	0.45%				
	No Special Educational Need	86.97%	0.41%				
	Education, Health and Care Plan	85.52%	0.13%				
	SEN Support	0%	0%				
	SEND Status Other	85.84%	0.61%				
Term 1				Term 2			
Grouping	Group	Attendance	Unauthorised	Grouping	Group	Attendance	Unauthorised
Whole School	Whole School	89.38%	0.6%	Whole School	Whole School	93.29%	0.57%
Pupil Premium	Eligible for PP	87.06%	3.34%	Pupil Premium	Eligible for PP	86.49%	1.69%
	Not Eligible for PP	89.76%	0.31%		Not Eligible for PP	94.55%	0.44%

SEND Status	My Plan+	92.47%	1.16%	SEND Status	My Plan+	88.37%	1.43%
	My Plan	91.16%	0.42%		My Plan	91.1%	0.55%
	No Special Educational Need	92.65%	0.17%		No Special Educational Need	92.32%	0.71%
	Education, Health and Care Plan	85.68%	0%		Education, Health and Care Plan	96.71%	0.29%
	SEN Support	0%	0%		SEN Support	0%	0%
	SEND Status Other	88.44%	0.82%		SEND Status Other	94.8%	0.49%

Covid update – Lockdown 3

- Remote education started using Seesaw as the learning platform. This was all setup last term
- Positive case with a member of staff. School temporarily closed until at least 18th January due to staff shortages.
- 30 children are due in on 18th January in separate KS1 and KS2 bubbles.
- TAs are facilitating and supporting learning in the bubbles through accessing the remote education.
- Teachers are focusing on remote education resources and support.
- 1 Clinically Extremely Vulnerable (CEV) member of staff is working from home
- We have received donations of 5 used tablets or laptops and one parent purchased 3 new tablets for us to support children. 2 devices were issued out in the first week and more will be issued as needed.
- We have ordered our DfE school allocation of laptops – 14 Dell laptops. Should arrive within next two weeks.

Impact so far / things we had to consider:

This lock down IS NOT the same as the one in March 2020

March 2020 lockdown	January 2021 lockdown	Impact on headteacher / school
Given <u>a few day's</u> notice Told 16 th March – lock down starting 20 th March.	Given only <u>a few hours</u> notice (8.00 p.m. notice given for the following day)	Huge pressure on headteacher and SLT to problem solve, sort staffing / opening / letters risk assessments etc... That evening! No substantial guidance available, schools all doing their own thing no consistency.

<p>Priority for children in school - Key workers (both parents had to be one) and vulnerable children / EHCP.</p> <p>Numbers in school remains manageable and low (about 4%). Majority of our children in had parents in the NHS / going out to work – front line services.</p>	<p>Priority for children in school - Critical Workers (one parent being one) extended list of 'critical workers' and vulnerable children / EHCP</p> <p>Numbers in much higher than previously, already some schools having 50% + of their children in. Our school has 30% children in.</p>	<p>Harder choice needing to be made: No concrete guidance from LA / DFE Protect staff – rota system, but larger children bubbles e.g. KS bubbles. School at risk of closing and more children/staff being sent home. Staff all in – bubbles lower e.g. year group bubbles but more staff in causing more anxiety.</p>
<p>Risk to staff considered low. Rota system put in place</p> <p>1 bubble last time but numbers</p>	<p>Risk to staff considered high. Rota system put in place</p>	<p>School now more likely to close if we get a positive case and more children/staff being told to isolate - this has already happened.</p>
<p>stayed below 8</p>	<p>2 bubbles this time but can go over 15 – currently 30 children due in already split between 2 groups.</p>	<p>Higher likelihood of an outbreak within the school due to higher number coming in. Reports of parents not following social distancing rules and mixing of households.</p>
<p>Staff anxious but overall happy to attend work.</p> <p>DFE list - 4 of our staff matched the criteria to work from home (On clinically vulnerable list) I allowed all to work from home and only attended school on rota.</p>	<p>Staff much more anxious this time – Covid more transmissible.</p> <p>DFE list changed. Reduced to 1 of my staff now qualifying to work from home.</p>	<p>Staff with health issues more at risk having to come to work.</p> <p>This time harder conversations required.</p>

<p>Home learning suggested but not compulsory.</p> <p>Staff setting tasks through website and email, signposting parents to online links e.g. Oak Academy - but parent also finding their own ideas.</p> <p>Majority of parents on board supporting with home learning. Keeping children at home, liking flexibility of tasks</p>	<p>DFE set a minimum of 3 hours required for home learning (KS1) 4 hours (KS2) - Core subjects compulsory.</p> <p>Staff also having to be in and teach more children than last time.</p> <p>Workload double for teachers and all planning done over Christmas needing to be re-done as not now face to face.</p> <p>Teachers also trying to keep their own families safe, tougher decisions regarding sending their own children in to schools while they are also at risk at work.</p>	<p>Staff workload doubled. (remote education set and marked as well as being in school to support bubbles. Work packs needing to be made due to some families not having printers / resources. More families just requesting a printed set. (So not staying at home as coming to collect)</p> <p>Parents under more pressure at home having to teach actual lessons (learning needs to match the school learning)</p> <p>Further pressure on schools as Education Secretary has said if parents aren't happy with the standard of home learning to report the school to OFSTED if they do not get a response from the school.</p>
<p>Parents happy to have a go with home learning. Low level activities less pressure. No stipulation on how much is expected</p>	<p>Parents now expected to follow school learning at least 3 / 4 hours.</p>	<p>Parents making more demands – -</p> <p>Some asking to go back to how it was in March.</p> <p>-Some wanting less work</p> <p>-Some wanting more work</p>
	<p>School getting daily communication, parents struggling to get their children to work or managing the amount of work.</p> <p>Some school parents just refusing to do home educating.</p>	<p>Schools being compared to other schools. Played off against each other.</p> <p>Parents trying to juggle working from home and teaching their child – more input now needed on work.</p>

Guidance from DFE in place before lockdown started everyone knew expectations and it stayed pretty much the same.	<p>Guidance from DFE updated most days. No real consistency and Academies / Church schools / LA schools all running things differently.</p> <p>Heads having to read a lot more correspondence from the DfE, constantly changing.</p>	<p>Schools / Headteachers having to make individual decisions on how their school is running.</p> <p>Parents comparing schools as don't understand why we are all doing different things.</p> <p>Primary's compared to Primary's & also compared to Secondaries.</p> <p>Much more paperwork to read as daily updates. Risk assessments needing to be reviewed constantly.</p>
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Teaching and Learning

- Seesaw – all children, parents and staff now have logins. All accounts are activated and can be used to support remote education. These are some early statistics for usage of Seesaw:
 - 94% of children are accessing Seesaw. The 6 children who are not accessing have been phoned directly to see what the barrier to learning is and they are getting support with this e.g. paper copies, extra tablets or support in applying for funding to get 4G connection of Wi-Fi routers.
 - Seesaw usage

January 5 - January 11 at Ruardean Church Of England Primary School

1,039

Posts Added
(Last 7 days)

1,063

Comments
(Last 7 days)

709

Likes of Student Work
(Last 7 days)

147

Visits by Family Members
(Last 7 days)

January 12 - January 18 at Ruardean Church Of England Primary School

1,969

Posts Added
(Last 7 days)

2,039

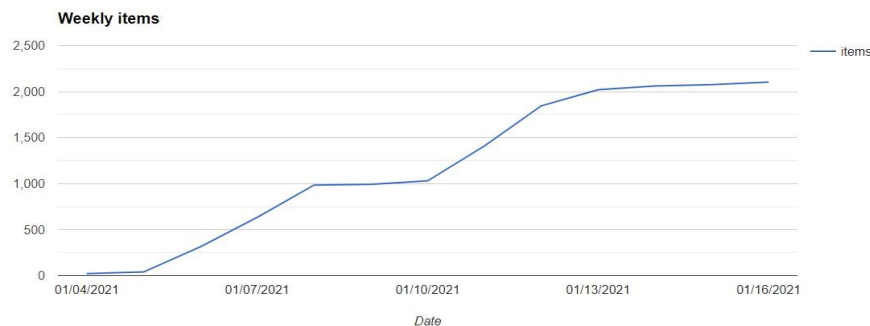
Comments
(Last 7 days)

2,565

Likes of Student Work
(Last 7 days)

184

Visits by Family Members
(Last 7 days)



Staffing

- Mrs Rezbi Duffield started in Oaks on Monday 4th January 2021

Attainment and Standards

- End of term assessments were completed last term and this data is to be uploaded to Insight – this has been delayed as the focus is on moving to remote education and bubbles in school

Premises

- An outside sink has been installed by Willows on 16th November.

Health and Safety

- As mentioned earlier the Covid Risk Assessment is being kept updated as required.

Christian Distinctiveness

- Classes uploaded Christmas activities online e.g. nativity, stories, singing.