

27/01/2021

Minutes – Spring Term 1 – 2021
Local Governing Board; Lew Trenchard Church of England School
Wednesday 27th January 2021 at 2pm remotely via zoom

1. Join Meeting

All governors had audio and video connection.

2. Welcome and Apologies

Present: Amy Crompton (Chair), Emma Bending (Vice), Doug Honey, Sharon Thorpe, Father Philip Conway, Liz Davy (Head of School), Louise Hussey (Executive Head)

In attendance: Toni Martin (Governance Officer)

3. Declarations of Interest Relevant to this Agenda

None declared.

4. Confirm Minutes of LGB last meeting Autumn (23rd November 2020)

It was agreed that the following monitoring would take place:

- EB will do a virtual learning walk with LD before Christmas. *Learning walk to be done but EB did attend a virtual celebration assembly. She noted that there was evidence of learning at the assembly and it focussed on resourcefulness, resilience and values.*
- DH will conduct PE impact this term with PE lead teacher. *Report received, DH noted he had a useful discussion with the PE lead and was provided with a very comprehensive and impressive document that he will use to monitor PE impact in future. Feedback from DH below.*
- AC and LD will liaise on safeguarding and the S157 return. *All done by 18 Dec 2021, LD consulted with AC.*
- Governors will be invited to activities in the school via zoom such as collective worship, virtual learning walks etc so that governors can visually see what is going on. *EB, AC and DH have attended collective worship. DH has also dropped in on 2 lessons. All feedback from governors was positive. Feedback from AC below.*
- Pupil voice discussions on zoom. *Will be arranged at some point.*
- Following the release of documents and data, send challenging questions to the Clerk to collate and obtain answers from LH or LD. *On going and answers to challenges confirmed below.*

LGB agreed minutes and a copy will be provided for Chair to sign when normality resumes.

Feedback from DH on PE Impact – DH noted the website reporting tool “Evidencing the Impact of Primary PE & Sport Premium” – it is a very comprehensive document that clearly lays out the intent, implementation, impact and next steps for PE provision in the school. He will use this tool to continue monitoring the impact of the PE provision and ensure the funds are being spent appropriately.

Feedback from AC on Celebration Assembly Zoom – all five bubbles/classes have their own laptop to share in the assembly time so no-one is excluded. All classes were given the opportunity to talk about what they had been learning about that week. It was noted that the children spoke confidently and enthusiastically; they were clearly used to having their assemblies in this format. Awards were given out to children from each class, to children that had demonstrated the school values and shown to be good learners. Overall, it was a pleasure to watch and a good opportunity to see the children in action, given the limited opportunities at the moment.

5. **Current Situation Update**

Weekly reviews and exceptions reports, and updated risk assessments are provided weekly to governors; these contain the most up to date information and progress.

Are children with no internet connection being offered a place in school irrespective of whether they are KW children to ensure they are not disadvantaged? It was noted that sometimes a lack of internet is a lifestyle choice and not necessarily a sign of deprivation. The number of children in school has increased and has to be looked at on an individual basis with each family, depending on key worker needs or vulnerability of children. A few places offered to children have not been taken up. The uptake for remote learning has been good but it is remote and much of the day has been taken up with 'live contact' with the families. **Are the sessions for SEND pupils being regularly monitored 'live' by SENCO not just for outcomes but to ensure engagement of these children?** Not monitored live as SENDCO only works 3 days across 3 schools. The provision is monitored, the children's work is monitored and the Trust improvement officers monitor the provision (but the actual teacher's lesson conduct and style is not monitored as this is considered unfair and unnecessary at this time). It was also noted that most SEN children are in school and having bespoke provision. **Can you confirm what the the Trust's response is to the pressures and challenges that children and school staff are facing?** The Trust Improvement Officer asks at the end of his meetings if the Trust can offer any help. The Trust staff and the CEO are very approachable and understanding, so it is easy to speak to them if a school does need anything. They are also open to feedback and respond to requests we make. We are trusted to put into place things that our school may need to address and will looking into well-being and mental health for our pupils as a school team. **Is it necessary to book in any extra meetings and training sessions right now?** Meetings and training moving forward have been hugely reduced. Regular briefing sessions are necessary in school teams but the Trust ones have been mostly postponed and only happen occasionally when absolutely necessary.

6. **Future Plans**

The latest direction from the government is that schools will not return before 8th March and at this point schools may begin to return, but possibly in a phased way. So the future opening of the school fully is not yet known. It was noted that SATs and external tests are cancelled and checking children's progress in future will be done by teacher assessment. LD noted that parents are now seeing the point of what the children are learning and the depth of the curriculum that needs to be covered, and probably have a better appreciation of what the children are learning. Future plans will encompass children's mental health due to the damage that these lockdowns are having on children's mental health. **Mental health provision is important if staff are to remain well and children are to be open to learning and catching up, so do we have the right support in place?** Discussion took place on mental health and looking after the mental health of staff, children and parents. LH noted the measures that are being taken to protect the staff and try to be supportive by reducing work that doesn't need to be done. LD noted that the staff do work very hard to support children and parents, but parents do

need to remember that staff are also going through the same thing as parents with their own children, elderly or vulnerable relatives, the need to isolate and so on. A governor noted that across the various professions, people will always put more effort in at difficult times and we need to remember that whatever the profession, they are human beings and have their own needs. LH confirmed that there are plans to provide mental health support and she noted that staff now have lateral flow devices to take Covid tests twice a week which provides some reassurance.

7. **Safeguarding**

S157 completed in December and AC consulted.

AC's challenges included how the school are making sure vulnerable pupils are kept safe (including those who are at home rather than in school), and whether these plans are working well; how the school is working with the LA to safeguard vulnerable pupils; how the school is checking in on all pupils who are staying at home; how pupils, especially vulnerable pupils, who are still coming in to school are coping; whether staff have concerns about any pupils who aren't technically classed as 'vulnerable' by DfE and what the school is doing for these pupils; how the school is supporting pupils who are eligible for free school meals, and whether pupils are accessing this provision; during remote lessons, what safeguarding arrangements are in place to keep pupils safe; is there any support that staff need; have we taken steps to access children most at risk of a prolonged period of remote education; do we have up to date contacts for parents and are they secure; what support has been made available to parents to make sure that devices are restricted and pupils are safe online? Answers were provided to all these questions and a separate safeguarding report has been produced.

8. **Policies**

Governors were made aware of the remote learning policy and allergen policy and were content with them.

9. **Any Other Business**

Record of governor training:

- AC completed virtual monitoring course 8 Dec 2020 with Diocese of Exeter
- Father Philip booked on virtual Foundation governor training 2nd & 9th March with Diocese of Exeter
- EB booked on virtual Foundation governor training 2nd & 9th March, and virtual governor monitoring training on 17th March with Diocese of Exeter.

LH noted shortlisting will take place on 28th January for staff maternity cover. AC agreed to join virtual interviewing on 11 Feb (LH will confirm time)

It was noted that there have been 11 applications for school reception places in 2021.

LH noted the issue with nursery funding and the DfE plan to only fund the children physically in nursery but hopefully this will not be the case and normal funding will continue otherwise it could force nurseries to close.

10. **DONM**

Date of next meeting Wednesday 10th March 2021 at 2pm via zoom.

11. Confidential Matter

LH updated that there has been little change on a confidential matter discussed at the last meeting; therefore no separate confidential minutes required.

Meeting closed at 3pm

Toni JH Martin
Governance Officer

Distribution List:

Amy Crompton – Chair & Parent Governor
Doug Honey – Vice Chair & Co-opted Governor
Emma Bending – Co-opted Governor
Father Philip Conway – Foundation Governor
Sharon Thorp – Staff Governor
Liz Davy – Head of School
Louise Hussey – Executive Head Teacher

Graeme Barriball – ADMAT Board of Directors Chair
Will Hermon – Executive Head/CEO
Sarah Owen – Eden Clerk