Meeting – Part 1 Minutes			
Date/Time	24 September 2020-18.00	Location	Microsoft Teams Meeting.

Governors:	I			Governors Attended.	Initials		
C Edwards	CE	Chair – Parent		M Rich	MR	Co-opted	
M Laver	ML	Vice Chair – Co-opted		C Rowe	CR	C-opted	
J Downing	JD	Staff		M Adams	MA	Parent	
F Radmore	FR	Staff		J Stone	JS	Head Teacher	

Apologies	Initial	Reason (Category of Governor)
M Laver	ML	Co-opted.
C Rowe	CR	Co-opted.

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor/associate)
Phillippa Lane	PL	Clerk
Rachel Shaw	RS	CEO

Minutes to
Attendees
Apologies
Academy Website
Trust Board.

No	Agenda	Led by
1	Welcome and Apologies:	Chair
2	Declaration of Interests:	Chair
3	Housekeeping:	Clerk/Chair
4	Minutes of the previous meeting 1 July 2020 – Part 1.	Chair
5	Head Teachers Report and SDP:	Head Teacher
6	Safeguarding:	Head Teacher
7	Staff & Pupil Well-being:	Head Teacher
8	Policy Review:	Chair
9	Governor Recruitment:	Chair
10	Governor Monitoring:	Chair
11	Governor Training Update:	Clerk
12	Links to Parent & Community:	Head Teacher
13	Communication to the Trust Board:	Chair
14	Matters brought forward by the Chair:	Chair
15	Future Meeting Dates:	Clerk

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Agenda Number	Details of discussion	Decision or Action
1	**Welcome and Apologies:** The Clerk opens the meeting at 18.03 and apologies are noted from ML and CR.	
2	**Declaration of Interest:** None recorded.	
3	**Housekeeping:** **Election of Chair and Vice Chair:** The Clerk asks the LGB for a nomination or self-nomination for the position of the Chair. CE self nominates himself as Chair and MR seconds the nomination. No other nominations are received. CE will take the Chair for the year 2020-2021. The Clerk asks the LGB for nominations or self-nomination for the role of Vice Chair. No nominations are received and it is discussed that the existing Vice Chair will take the role for a further year. CE recommends that he speaks to the existing Vice Chair before a final decision is reached. **Governor Roles:** CE speaks about the various vital lead governor roles such safeguarding, Special Education and Disabilities (SEND), Pupil Premium (PP) staff and pupil well-being and link governors for the curriculum areas. He concurs that link curriculum governors should focus on key areas of the SDP as the LGB is a small group. CE asks the governors who would be prepared to take over the Safeguarding, SEND and PP roles moving forward. As the existing lead governors are not present during the meeting CE proposes to leave the allocation of governor responsibilities until he has spoken to the governors who already hold these roles. The Clerk to forward CE a list of governor responsibilities. CE offers to undertake the literacy curriculum monitoring and FR offers to have an oversight regarding Power Maths in conjunction with MR. A discussion takes place regarding the allocation of roles and how this could work across the board to ensure effective governance.	**Decision: CE takes the position as Chair for 2020-2021.** **Action: CE to converse with the Vice Chair re a continuation of role.** **Action: CE to converse with current lead governors with regard to the allocation of such governor roles.** **Clerks Action: Clerk to forward the Chair a list of governor responsibilities.**
4	**Minutes of the previous meeting 1 July 2020 – Part 1:** The minutes of the meeting on 1 July 2020 are agreed as a true and accurate record of the meeting.	**Decision: Minutes are approved.**
5	**Head Teachers Report and School Development Plan (SDP):** JS leads this discussion: He briefly summarises the report which was previously circulated to governors ahead of the meeting and asks the governors for their comments and questions. CE refers to page 17 of the report regarding lower than expected pupil numbers and the impact of a reduction in funding. JS explains how the age weighted pupil funding works which is based on the number of pupils attending school on 1	

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October (school census day). CE enquires about the catch up funding and what could this funding be used for. JS explains that the catch up funding will have to be used on identified and agreed areas within the school. JS speaks about the current pupil numbers and the concern he has regarding year 1 having only 19 in class and the recent drop in pupil numbers combined with the time lag in receiving the funding. RS advises that all 4 schools within the Trust are showing slightly lower pupil numbers than normal and the impact of Covid-19 has had on family transition and pupils coming into school due to parental concerns.

RS refers to section 2.1 of the report regarding the pupil data for the various years groups with the exception of year 6. JS explains that the data for year 6 is in the SDP. JS reads through the data for year 6 for the governors' benefit.

JS explains that that the children are currently undertaking assessments in reading, writing and maths. JS would like to wait for the results from the assessments before setting the academic targets for the school year. JS advises the LGB of results so far. Reading and maths in KS1 is stable, KS2 maths has dropped slightly, but this could be due to lack of familiarisation since the children have returned back to school. JS confirms that the children are coping well with Power Maths. CE asks how are the children adapting to the new initiatives and the new ways of working? FR advises that the children are coping well and are enjoying being challenged. JS feels that this echoed across the school with regard to Power Maths. Accelerated Reader is working well, encouraging reading and helping towards the children reaching their age related expectancy (ARE). Read Write Ink is now underway, JD advises that the children's attitude to learning has relaxed and they are making good progress. JS expresses his thanks to all the staff for their hard work to implement these initiatives at the start of term.

School Development Plan (SDP):

JS has reviewed the current school risk assessment and operational plan with the amendments and this has now been circulated to staff.

CE refers to page 3 regarding the school context and advises of a typing error, JS to amend.

RS refers to section within the SDP regarding the persistent absence figures, the national average figure being 8%. JS explains the reasons behind the persistent absence figures showing as 12%. One child has medical issues, which means they cannot attend school, but they are being educated at home. Other factors include persistent late arrivals at school, this has made a detrimental impact on the attendance records and school refusers with late attendance. Intervention and support is in progress to alleviate these issues. RS advises that the governors will need to monitor this situation and advises that inspecting authorities would expect the school to have a strategy in place to improve attendance.

Action:
Governors to monitor school attendance.

CE enquires as to the current attendance figures. JS replies that on the first day back after the closure the school had 100% attendance. Since school has reopened colds and coughs have been circulating within school and this is resulting in increased absences, this could be due to parental Covid-19 concerns. The school has Covid-19 testing equipment and 3 children have been tested with suspected symptoms the tests have been returned as negative. RS informs that the current attendance nationally is 90% with the benchmark being 96%.

CE refers to the section regarding governance contained within the SDP and refers to the impact targets and reiterates that the SDP reflects the governor key priorities

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	which include having lead governor responsibilities for safeguarding, SEND, PP and key areas of the curriculum. This section of the SDP requires governor input to implement the targets. JS reiterates that the key priorities of the SDP are to improve reading, writing and maths and to make sure the children are reaching there ARE and are not falling behind. MA refers back to the previous FGB meeting in July and mentions the ELAT Scheme of Governance and refers to page 48 where governor attendance and CPD time is illustrated. This leads into a discussion regarding the recruitment of new governors to the LGB. RS responds on this point and speaks about how governance is to have an overarching oversight and to having an active LGB. RS concurs that time commitment should be made clear to potential governors. She feels that the LGB should not be restrained to the recruitment of people who have specified skills, but to consider persons who are able to give their time and help. A discussion takes place regarding recruiting the right people and what they could contribute to the LGB. JS asks the governors for approval regarding the SDP and adds that the SDP is a working document. RS asks the LGB to consider has the SDP addressed the matters that were raised in the previous Ofsted inspection? RS asks JS are there aspects of the Ofsted inspection that have driven forward the SDP? JS replies that matters raised at the Ofsted inspection have been addressed via the initiatives such as Accelerated Reader and Read write ink and Power Maths. JS feels that the school has to move forward to ensuring all children reach there ARE and this should be main focus. Governors approve the SDP.	**Decision:** **The SDP is approved.**
6	**Safeguarding:** JS updates the governors that all staff have received health and safety training, staff are currently working through the KCSIE 2020 Policy and are completing the register. No safeguarding matters to report at this time, however staff have noticed that some children have been displaying anxiety regarding Covid-19. **Safeguarding Q Cards:** CE introduces the Q cards regarding governor safeguarding challenge/questions and proposes governors choose a different safeguarding question each meeting. CE asks the governors if they are aware of what the procedure would be if a safeguarding concern was reported. JS explains the correct procedure when a safeguarding concern is reported from a child. The staff/governor member must report the concern to the Designated Safeguarding Lead (DSL) or the Deputy DSL, the report is assessed and the appropriate protocol is followed, such as a direct call to the Multi Agency Safeguarding Hub (MASH), a discussion with parents or involving the child protection team. The Child Protection Online Management System (CPOMS) keeps a record of all safeguarding reports.	
7	**Staff & Pupil Well-being:** FR speaks from a staff point of view and feels that all is ok and staff morale is generally good. JS concurs with this, but does feel this is an area that should be monitored, making sure staff can manage their workload. JS mentions that some pupils have had slight anxiety issues, but staff have been able to manage this. MA asks are there still Teaching Assistants (TA's) in school to provide support? JS	

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	replies that there is. CE asks are the staff happy to speak out if they are feeling overwhelmed? JS believes that they are and the staff are open and will speak out if they have any concerns. FR speaks about the pressure the support staff felt during the lockdown period, as they were in school more frequently than their teaching colleagues. JD adds that it really helped morale being in a team every day. CE speaks about quantifying pupil well-being and to put some mechanisms in place to measure pupil well-being, RS suggests Pupil Attitudes to Self and School (PASS) as a mechanism that can assess how children are feeling about school and their selves.	
8	**Policy Review:** Admissions Policy: Review, approve and place on school website on 1 November. PP Strategy: To be deferred to the next FGB meeting. Equality Policy: RS speaks about having a Trust wide workshop to review the Trust's equality policy and advises JS to link the school's equality statement with the SDP. To be deferred to the next FGB meeting. CP Policy: CE proposes the approval of the school's Child Protection Policy. Governors approve.	**Decision: Governors approve the CP Policy.**
9	**Governor Recruitment:** CE refers to the actions regarding recruitment raised from the previous meeting in July. The following actions were raised. To contact another school within the Trust to approach a candidate who had dropped out from the parent elections. Clerk to provide CE with anonymous candidate information. RS to contact the Exeter Learning Group as a possible recruitment channel. The Clerk to work with CE to produce a recruitment advert/flyer. Actions to work on key messaging and text. The Clerk speaks of other recruitment channels such as, Exeter University students, approaching local business', using external recruitment agencies.	**Action: Clerk to provide the Chair with anonymised candidate information, Clerk to work with the Chair to produce a recruitment flyer.**
10	**Governor Monitoring:** This items links to item 3 and the governor allocation of roles. The school website is discussed, the clerk to update the 2019-2020 governor attendance records and minutes. Further work is needed to update the governance section on the website.	
11	**Governor Training Update:** Clerk to investigate the price and signing up the National Governance Association (NGA)'s 'Learning Link', CE advises the Clerk of recent training sessions he has attended for the training record.	

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12	**Links to Parent & Community:** JS advises that a questionnaire has recently been sent to parents regarding access to digital IT equipment.	
13	**Communication to the Trust Board:** No matters were brought forward.	
14	**Matters brought forward by the Chair:** No matters were brought forward.	
15	**Future Meeting Dates:** Remuneration Committee – Thursday 8 October at 18.00. FGB – Wednesday 18 November at 18.00. FGB – Wednesday 16 December at 18.00.	

The meeting closed at: 20.18.

Date/Time of next meeting	FGB 18 November 2020 – 18.00.	Location	Microsoft Teams Meeting- until further notice.

Signature of Chair