

# Southfields Primary School

## Full Governing Body Meeting



### Minutes of the Southfields Primary School Full Governing Body Virtual Meeting

Date: 15th July 2029

Time: 6.45 pm

Present	
Laura Martin (Headteacher)	Brian Rush
John Durance (Chair)	Liam Boyle
Emma Millington)	Joanne Cook
Natalie Lumb	In attendance
Lauren Tawn	Clara King (observer)
	Nigel Manders-Jones (Clerk)

Item							
1.0	<p><b>Welcome and apologies</b> All participants were made aware that this 'virtual' meeting was being recorded to aid the Clerk with accurate notetaking.</p> <p>All participants confirmed they were in a room on their own or somewhere they cannot be heard.</p> <p>Apologies were received from Jason Mitchell and Tracey Whale</p>						
2.0	<p><b>Declaration of interest</b> <i>No declarations were</i></p>						
3.0	<p><b>Minutes of the last meeting 17th June 2020</b> Minutes of the meeting 17th June were approved as a true record</p>						
3.1	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 50%;"></th> <th style="width: 30%; text-align: center;"><b>Progress</b></th> </tr> </thead> <tbody> <tr> <td>Matters Arising</td> <td><b>Action</b> the Headteacher to send an overview of the sunshine project to Brian Rush.</td> <td style="text-align: center;"><b>Complete</b></td> </tr> </tbody> </table>			<b>Progress</b>	Matters Arising	<b>Action</b> the Headteacher to send an overview of the sunshine project to Brian Rush.	<b>Complete</b>
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	5.8	<b>Action</b> Chair of Governors to write a letter of thanks to site manager and staff who have worked hard to ensure that pupil resources have been well organised.	<b>Complete</b>
	5.13	<b>Action</b> Headteacher to meet with School Business Manager and Chair of Finance to answer specific finance questions	<b>No, longer valid</b>
	5.23	<b>Action</b> Stanground y6 transition to be discussed at the next re-opening committee meeting.	<b>Complete,</b> intervention from Jonathon Lewis was effective. Transition plans completely.
4.0	<b>Heads Report 2020 End of Year</b> Governors received the Headteachers report previously circulated. The following points were raised.		
4.1	<p><b>Q. Well done team Southfields for providing so many learning opportunities for the children. How has this affected our staff team? In case of a second wave is having a higher workload than teachers from other schools, putting additional pressure on our team. Is this monitored across groups to ensure workload is distributed fairly within teams if it is not how the teams are guided to create a better balance?</b></p> <p>A. We have audited the quality of teaching and learning weekly, including dropping in and out of lessons and also seeing plans and pre-recorded lessons. The amount varies due to the age, types of children, staff capacity, including their circumstances at home and IT ability. Currently, many transition arrangements are being made with new teachers and some cover for teachers with medical appointments or who are poorly. The school have summarised things that have worked well in the leader's reports as well as the PP report, and in addition to this, the school have asked pupils and families to comment on Dojo on a few occasions to help planning moving forward. The school have met with the year groups where the school have felt additional input has been needed, which they have responded well to in all three instances.</p>		
4.2	<p><b>Q. In case of a 2nd wave, is there anything more you would like from us to support you?</b></p> <p>A.</p> <ul style="list-style-type: none"> <li>• More face masks would be immensely helpful.</li> <li>• Minimising the number of meetings and additional paperwork so the school could concentrate on the children</li> <li>• Supporting with staffing where Governors can</li> <li>• Helping parents' social distance on the gates at the beginning and end of the day</li> <li>• Helping in the streets with parking and parents ignoring signs and double yellow lines</li> </ul>		
4.3	<p><b>Q. Knowing that the majority of teaching staff work through lunch, will the shortened lunch allow them sufficient time both in terms of prep and well-being?</b></p> <p>A. Leaders manage their time and do what is needed which is different to the teachers who will have planned lunchtime of 40 minutes - dinner staff cover the lunchtime 1 hour 30 minutes, and the TAs will continue to do their contracted 1 hour or ½ hour as they always have done in the past.</p>		

4.4	<p>Q. Will the new timetable affect the working hours of support staff?</p> <p>A. No that stays unchanged.</p>
4.5	<p>Q. Glad to hear there have been opportunities for Laura to get support from other headteachers via the LA Has this been helpful?</p> <p>A. This would be something you would look to continue moving forwards for well-being and further support? This has continued as it would normally only via zoom not in person or at meetings</p>
4.6	<p>Q. Is the target of catching up within the autumn term going to put too much pressure on the staff/ children? Especially while there is a lot of emotional adjustment to consider. Is this the governments' expectation?</p> <p>A. Yes, I am very concerned about the Government expectation to catch up - already the school work hard to keep up and have relentless plans over the years to do this, so I am confused as to how children struggling to keep up suddenly have to catch up and keep up - and throwing money at it will not make any difference they can only absorb so much learning in a day no matter how well planned or good it is.</p> <p>The proposal today from the Government for year 2 to sit the phonics test in Autumn second half of term 2020 is completely ridiculous in my opinion as they have not given enough time to catch up for six months - potentially missed work in an eight-week catch-up. Announcing this so near the end of term when all schools have planned their approach to phonics to sit the phonics year 2 in the Summer term 2021 as previously said has been a waste of everyone is well thought out time and effort.</p>
4.7	<p>Q. Does the school have an arranged overdraft facility? Are the school going to include the cost of this in our claim?</p> <p>A. We do not have an overdraft facility, but the school's account comes under Peterborough City Council's bank accounts. The understanding is that Barclays would look at the Council's overall balance rather than just the schools. The Local Authority has advised that the school will only lose out on a little interest. The amount of interest received last year was £409 for the whole year so the school may lose about 2 to 3 weeks interest (At worst about £23.59). The school is unable to claim for lost income.</p>
4.8	<p>Q. It is a shame that there is a slight shortfall in the FSM Funding but thank you for ensuring that none of our children were without food.</p> <p>The shortfall relates to the amount of Pupil Premium funding for FSM eligible children, rather than Funding for Free School Meals. The school estimated that 160 children would trigger the funding, but only 158 have. The school should still be able to claim for the FSM voucher costs with the Exceptional Costs claim.</p>
4.9	<p>Q. With having just increased the cost of school meals last year having kept the price static for some time before, does the school need to look ahead and consider if the £0.05 is enough? Would it be helpful to make a slightly higher increase now to avoid having to repeat this next year? Does the school know what other schools charge per meal?</p> <p>A. The school receives £2.34 from the Government to supply universal infant free school meals to children. Our proposed £2.25 Meals - this varies at other schools up to £2.80. Werrington currently charge £2.30 and Oakdale £2.40 per meal</p> <p>We think at a time when parents are financially struggling, and the school just need to meet the costs of the meals.</p>
4.10	<p>Q. Have the school thought about how the school will invest the additional funding?</p>

	<p>A. We have as a leadership and teaching team discussed what the school could do with the 28p each day and have some ideas - but until all the guidance is released. Some idea about how much schools will get .is it equally based on numbers, does PP/FSM level of SEND, Level of EAL change amounts it is difficult to plan much at all. Hopefully, more information will be shared soon to make some proper well thought out plans.</p> <p>We will use the TAs on a Friday afternoon to do 1:1, and small group catch up programmes with pupils.</p>
4.11	<p><b>Q. Does the school plan to make use of the tutoring programme?</b></p> <p>A. As above - Although I do worry about the quality of this and how the school can ensure that they do not undo all the hard work already taken place in the school by teaching something differently.</p>
4.12	<p><b>Q. Will trying to meet the requirements for the arts mark put additional pressure on the staff team, and will it spread our focus too thin? Does the school need this accreditation presently? How many accreditations do schools hold on average?</b></p> <p>A. The Arts mark is going to be used as a vehicle to support progress in school both mental health and well-being as well as drama, speaking and listening language development. All arts mark targets will support basic skills and school priorities.</p>
4.13	<p><b>Q. Could the reduction in electricity and water costs be a result of not using the pool this year?</b></p> <p>A. Yes, and areas of the school did not open too as not all classes/areas have been used.</p>
4.14	<p><b>Q. Government announcement for funding for improving and maintaining school anything the school can bid etoiles in the old building identified by the School council.</b></p> <p>A. Quotes have been obtained. The estimated cost is around £36,000 the guidance is not yet clear</p>
5.0	<p><b>Safeguarding annual report</b></p> <p>The Governors received the report within the Headteacher report. The following was noted.</p> <ul style="list-style-type: none"> <li>• The Head of Inclusion has updated safeguarding policies and advice following Government legislation and guidance and has shared this with school staff and governors.</li> <li>• The Inclusion Team are currently making twice-weekly 'Safe and well' calls to six families who are open to Social Care (including one child in care) and twice-monthly 'Safe and well' calls to 24 families who have an open Early Help Assessment. Plus, keeping in contact with Dojo and email.</li> <li>• Parents are offered a similar service to pupils with an EHCP. Parents are supported with home learning, routines, and day to day needs. They are also signposted to different services and resources. Parents have been provided with links to Mental Health and well-being services and websites which can be accessed by parents or children or families together, including social stories about the current pandemic.</li> <li>• Teachers highlight pupils who they have not been able to contact or who have not accessed home learning. The Inclusion Team have managed to contact all parents and re-establish links with the school, offering practical support and advice, e.g. learning packs, laptops, support with meal vouchers etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Some children have been offered school places following contact with parents.</li> <li>• The Inclusion Team continues to attend virtual safeguarding meetings with other professionals.</li> <li>• The Inclusion Team has accessed online training for supporting pupils with well-being and mental health and has refreshed their knowledge of how to support families who have experienced domestic abuse.</li> </ul>
5.1	Governors received the draft school risk assessment draft shared with the local authority
5.2	<b>Action</b> Governor to send any on risk assessment comments to Headteacher
6.0	<p><b>SEND annual Governors report</b></p> <p>A full report of PP/FSM pupil premium and FSM has been written and shared with the school community.</p> <p>All pupils with an EHCP have been offered a school place. Out of the 18 pupils, ten have returned to school.</p> <p>The Head of Inclusion has completed Risk Assessments for all pupils with an EHCP as per the statutory process.</p> <p>The Head of Inclusion is completing 'Section M's' as part of the statutory process for pupils with EHCPs.</p>
6.1	<p>Are all 19 SEND/ sunshine children attending at the same time? If they have, have the sunshine team been able to support the emotional welfare of this many at once?</p> <p>A. No all EHCP (19) are not attending they have been offered to attend by the school however 15 are during the week</p>
6.2	<p>Sunshine has supported high anxiety, and pupils with additional EBD needs such as excessive anger and violence - this has been timetabled and is not full time</p> <p>An additional teacher has support EHCP high need SEND in year five during the week to support Jodie Andrews who is currently an interim leader of the room</p> <p>The school counsellor has worked with parents and children in crisis (currently 29 have accessed this provision and support)</p>
6.3	<p>Q. Does the school need to have parental consent to submit the 'section M's' under GDPR? And what are they?</p> <p>A. They are a section of the EHCP that allows for amendments of school responsibility where targets in EHCP could and could not be met because of COVID 19 they are shared with parents who also comment on them. Yes, to sharing them under GDPR as they are an appendix to the EHCP</p>
6.4	<p>The Inclusion Team continues to perform other statutory duties such as Annual Reviews for EHCPs and has involved parents and pupils by collecting their views using email, telephone, and video calls.</p> <p>The Inclusion Team and 'Sunshine Room' staff are meeting in school weekly to share and update information about the pupils and families they are currently supporting.</p>

	<p>This includes pupils with SEND, social care involvement, open EHAs, SEMH needs etc. The main areas discussed are:</p> <ul style="list-style-type: none"> <li>○ Establishing the roles and responsibilities of each team.</li> <li>○ The reintegration of high need pupils into school and meeting their learning and social, emotional, and mental health needs (including those linked to Covid-19).</li> <li>○ The needs of the families of pupils with high needs and access to outside agency support.</li> <li>○ The most efficient use of resources including those of specialist staff, e.g. the school counsellor, the school Speech and Language Therapist.</li> <li>○ Planning on meeting the needs of pupils with high needs next academic year, e.g. social stories, additional PSHE lessons, increasing the number of activities which involve physical movement, a graduated reintegration back into school for pupils who have been most affected by the lockdown and social distancing,</li> <li>○ How to support pupils to 'catch up' with learning they may have missed.</li> </ul>
6.5	<p>The school have completed additional research following the LLAKES report for Pupil Premium, SEND and vulnerable pupils as well as levels of anxiety providing support for families using our school counselling service (Fully trained counsellor also trained in supporting women's aid).</p> <p><b>Future Actions to include</b></p> <ul style="list-style-type: none"> <li>▪ As the school prepares for re-opening fully in September, they must consider the impact that the COVID-19 lockdown has had on all pupils, but particularly those Pupil Premium pupils who have been more disengaged. Although this is a minority of pupils, it is key that they are offered to catch up programmes to support rapid progress being made.</li> <li>▪ The current proposal of shortening the day on a Friday would provide a good opportunity to provide this provision in addition to their usual weekly hours in the classroom, by extending their day with the support from Teaching Assistants or Leaders in providing high-quality catch-up provision.</li> <li>▪ A thorough and clear assessment of pupils learning must be completed early in the new term with a GAP analysis to show what learning needs to be taught. Teachers will then be able to individualise learning activities to ensure these areas are covered.</li> <li>▪ Home learning should be set across the school and focus on the basic skills in English and Mathematics to provide further opportunities to practise and embed their learning. A whole-school approach would support this, ensuring that all pupils and parents have a clear understanding of the expectations which can be directly prompted by the use of Class Dojo.</li> <li>▪ Staff need to consider the emotional well-being and mental health of pupils as they return. Some pupils have been back in school and will likely settle in quickly to new routines, but other children may need more time and reminders to support the transition from home. This also might be the case for parents themselves who are anxious about their children returning. Class Dojo can be used to reassure parents that pupils are happy and settled back into school life.</li> <li>▪ Finally, a plan should be put in place for the event of a second lockdown</li> </ul>

	<p>should it arise. What have we learned as a school to this point, what have we done well and what would we change? The school can prepare as the situation arises and ensure that rapid support is available to the families who are in the most need.</p>
6.6	<p><b>Q. How will parents be able to manage with the early closing on Friday?</b>  A. Parents have been informed. The priority will be to get all pupils into school. The school will survey parent to determine need.</p>
6.7	<p><b>Q. With an earlier finishing time on a Friday. Is there sufficient provision available locally for working parents/ will Explorers be able to take on more pupils? Does this take the overlap between TA's and Explorers' staff into consideration?</b>  A. Due to the number of pregnant teachers still shielding (5) the school would need to close classes within the school unless the school used the PPA cover teachers to support within classes –</p> <p>We have no more funding to support buying in additional teachers, and some teachers returning from maternity are due back in the Autumn term. However, they have not officially agreed on dates yet, so alternative plans have had to be made.</p> <p>It still looks highly unlikely that we will be able to open the after-school club, the school have three permanent staff in the club. Two who support when needed - to run the club the school need 21 staff if the school keep the safety of the bubbles - or even if the school compromised bubbles and brought three bubbles (Year bubbles) together the school may need to isolate a whole year group for 14 days due to one case in a year group who attended after school club. I have asked for staff TA help to open until 5 pm, but I have had hardly any offers of help and support. TA hours will stay unchanged in the new arrangements</p>
7.0	<p>RSE (relationships and sex education) update</p> <p><b>Q. Is there a plan for 'filling the gaps' in higher years for the topics they will not have covered previously in their school journey?</b>  A. The school has a fully detailed recovery plan for RSE - most key areas are covered as these are completed in the Autumn term, but yes, the school has added additional aspects into the plan - EPM completed this work June 2020I</p>
8.0	<p><b>Data summary to date</b></p> <p>The Deputy Headteacher explained that the data shared are predictions based on spring data and projected forward.</p> <ul style="list-style-type: none"> <li>▪ Overall, the Outcomes were good and will be used to set challenging future targets</li> <li>▪ Although progress for EYFS is good, the GLD is slightly below national.</li> <li>▪ Y6 met their challenging targets including Greater depth in reading at a projected to 40 %</li> </ul>
9.0	<p><b>Staffing Structure 2020-21</b></p>
9.1	<p>The Governors agreed to the appointment of Yolanda Stuart as acting Deputy from September until further notice.</p>
9.2	<p><b>Q. In upper KS2, if the school have a leader returning and another who will return following maternity leave, does the school need to recruit a 3rd leader? Does the school have any suitable internal candidates the school can develop?</b>  A. There will be no further recruitment due to additional maternity leave cover (Five).</p>
9.3	<p><b>Q. With P.P.A. moving to Friday afternoons will the school need to employ sports</b></p>

	<p>coaches or is this money better invested in upskilling the sports skills of our staff team?</p> <p>A. Currently, the school have not allowed for sports coaches to come into school for the Autumn term as part of our risk assessment as they work across lots of different schools and the limited PE equipment they can use.</p> <p>Where has Mrs King come from?</p> <p>She has been released early a from her role as Deputy headteacher in Cambridge school she has a passion for EYFS.</p>
9.4	<p>Q. What will happen when furlough stops in October?</p> <p>A. Staff cannot be furloughed if it is not their primary role and many staff have dual contracts.</p>
10.0	<p><b>Proposed meeting dates 2020-21</b></p> <p>The Governors discussed their role and working and their impact on the school. Governors praised the Tremendous effort of the school and recognised that even greater challenges lie ahead, including the additional pressure for reporting to the Local authority and DFE.</p> <p>The Chair and Headteacher have discussed possible ways of working to reduce the administrative burden on the school and giving greater consideration to the welfare of Headteacher and whole school team,</p> <p>The main issues identified include</p> <ul style="list-style-type: none"> <li>▪ Fewer meetings. Nine meetings per year made up of 3 FGB and six subcommittee meetings.</li> <li>▪ Meetings to be held earlier (straight after school ) to support staff.</li> <li>▪ A stronger role for link Governors to reduce the need for leaders to attend FGB meetings.</li> <li>▪ More discretionary decisions by Chair and Vice-Chair. Existing protocols will need to be reviewed</li> </ul>
10.1	<p><b>Action</b> Governors to consider paper and pass on comments and ideas to the Headteacher and Chair for discussion at FGB in September</p>
10.2	<p><b>Southfields Governors Services and Clerking 2020.21</b></p> <p><b>Action</b> Governor agreed that the chair should amend the agreement as necessary following consultation above</p>
11.0	<p><b>AOB</b></p> <p>Q. Will there be a Y6 leavers assembly?</p> <p>A. No, A video has been created, and a zoom assembly held. Sweatshirts ordered</p>
11.1	<p>Q. Will the school choose a Head boy and girl next year?</p> <p>A. Yes, six pupils' have been proposed at the moment.</p>
11.2	<p>The chair paid tribute to the staff for an exceptional effort during the past four months. He thanked his fellow governors for their effort and support. The school is doing well that should continue in the autumns term.</p>
11.3	<p>Disability terminology</p> <p><b>Action</b> Head to review statements.</p>
11.4	<p>The Governors said Farewell to Clara King Deputy Headteacher</p> <p>While they were sad to see her leave, they were proud that Southfields had</p>

	provided such good development for her both as a teacher, manager and leader, the school will continue to support Clara if she wishes into the future. Clara thanked the Governors and the Headteacher for all their help and support.
12.	<b>Date of the next meeting</b> Tuesday 29th September 2020 time to be confirmed