

**Wolds and Vale Federation
Minutes of the Full Governing Body Meeting
Tuesday 9th February 2021 at 5.30 pm
Via Zoom, Virtual meeting**

Present:		
V Bottomley	VB	LA Governor, Chair
I Taylor	HT	Head Teacher
C Moorwood	CM	Staff Governor
K Metcalfe	KM	Parent Governor
D Outhart	DO	Co-opted Governor
S Gibbon	SG	Associate Governor
J Peel	JP	Co-opted Governor
In attendance:		
L Waller	Clerk	Clerk
Not in attendance:		
T Webborn	TW	Co-opted Governor
C Fenwick	CF	Co-opted Governor
N Skelton	NS	Parent Governor
		Vacancy
		Foundation Governor
		Foundation Governor

No	Item	Action
1.	<p>Procedural</p> <p>1.1 Welcome, introductions and apologies for absence. <i>The Chair welcomed everyone to the meeting.</i></p> <p>1.2 Resignation of Joe Kinsella who has left the parish. <i>The Chair thanked Rev. Joe Kinsella for his work with the schools and the governing board over the last 6 years. Governors have contacted Sherburn PPC and suggested Christine Fenwick take the foundation position until a substantial foundation governor can be confirmed. No response as yet.</i></p> <p>1.3 Accept or reject any apologies for absence <i>Apologies received from Nicky Skelton, Tom Webborn and Christine Fenwick. Apologies accepted.</i></p>	Contact PPC re foundation positions.
2.	<p>2.1 Declaration of Governors' interests and reminder of Governor protocol. <i>VB West Heselton</i></p> <p>2.2 To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available to public inspection. <i>None</i></p>	
3.	<p>3.1 To approve the minutes of the meeting of the Full Governing Body held on 8th December 2021. <i>Minutes approved by governors, proposed CM seconded DO</i></p> <p>3.2 To consider matters arising from the minutes and for which there is no separate agenda item.</p>	

	<p><i>Governor training.</i></p> <p>3.3 To check on progress /complete any actions from the last meeting.</p> <p>3.31 Considerations from growing up in North Yorkshire survey. <i>The chair shared her thoughts on the survey results with other governors.</i></p> <p>3.32 Reminder to complete the survey for Mrs Ridley <i>Governors were reminded to complete the survey and return to the clerk.</i></p> <p>3.33 Governors to sign business interest forms <i>The remaining forms are to be posted out to governors by the clerk.</i></p> <p>3.34 Staff workload survey <i>The Chair gave an update on her work on the staff workload survey.</i></p> <p>3.35 Improvements to HT report <i>A few responses to the request for information on the HT report have been received and sent to the HT.</i></p> <p>3.36 Training <i>A reminder to governors of where training information is held on Teams and to contact the clerk to sign up.</i></p>	<p>Any further responses to the survey to be sent to the clerk.</p> <p>Clerk to send out.</p> <p>Ongoing</p> <p>Governors to check training section in Teams</p>
4.	<p>Covid 19 Response:</p> <p>4.1 Covid updates <i>The HT updated governors on the federations response to the partial school closures announced on 4th January. Both schools remain open for children of critical workers, vulnerable children and nursery age children.</i></p> <p><i>At Luttons school there was no take up of places by critical workers or nursery pupils. All vulnerable children were jointly assessed with social workers to be safe to remain at home. Therefore all pupils remain at home and are following remote learning programs.</i></p> <p><i>At Sherburn school there has been 8 requests for critical worker places and some vulnerable places have been offered in agreement with social workers. HT gave governors a breakdown of the vulnerable group including the numbers of children with a social worker and those with Educational Health Care Plans (EHCP)</i></p> <p><i>Sherburn has 13% of the pupils on roll attending compared with 20% to 30% across North Yorkshire as a county.</i></p> <p><i>Conversations are taking place wherever there is a new request for a place at school.</i></p> <p><i>Awaiting further information on the further opening of schools w/c 8th March, it is hoped this information will be received during w/c 22nd February.</i></p> <p>4.2 Safeguarding <i>The HT talked through safeguarding arrangements across the federation, the number of child protection meetings attended and the number of referrals to Early Help for assessments.</i></p>	

All causes for concern are monitored through the cloud based reporting tool CPOMS. Follow up phone calls are made where there are areas of concern. Safeguarding concerns remain low, numbers of reports were given to governors.

4.3 Staffing

All federation staff remain on a rota based system to care for the children attending Sherburn school. Teaching staff are on the rota system and continue to work from home when not in school. Teaching assistants are in the classroom supporting children with home learning in school.

Parents have daily access to teaching staff during school hours for feedback on Class Dojo. Those that do not access Class Dojo have weekly calls home and receive printed home learning packs.

A governor gave his experience as a parent of Class Dojo and what has worked well, he felt that it was important to have an immediate response from staff.

A Designated Safeguarding Lead (DSL) or Deputy (DDSL) are on site or contactable at all times.

Teaching staff meet weekly to check engagement of pupils and monitoring wellbeing. Any concerns are reported so staff attending school can carry out face to face welfare checks if needed.

The HT is monitoring staff wellbeing through informal chats during the week.

4.4 Health and safety

The federation is following North Yorkshire Risk Assessment in school, which are regularly updated. All fire, alarm, electrical, water and legionella checks are being carried out when due. The enhanced cleaning regime remains in place at Sherburn, Luttons is undergoing a deep cleaning process while children are not attending.

All staff are accessing lateral flow home testing twice weekly or before accessing the site.

4.5 Free school meals

The school has used a mixed of locally purchased free school meal vouchers and the national Edenred voucher scheme. The school will access the COVID Winter grant scheme to provide help to families over the half term period.

Q. Class Dojo, is any equipment needed? Do families need to buy printers and PC's? Has consideration been given to Pupil Premium Children? Is printing required?

A. Disadvantaged children have been provided with hardware computer equipment from school either laptops, chrome books or tablets from the DfE plus 4G Wireless routers. The HT will investigate the need for printing with staff.

HT to investigate need for printers

Some families receive printed paper packs at their request but the drawback to this is teachers cannot give immediate feedback.

Another parent gave their opinion on printed packs verses access on a tablet. To start with lots of printing was being done for an older child. But Class Dojo has 4 icons on the screen for a choice of typing or writing on the worksheets. Even on a small screen this has been working ok. The parent uses a mixture of paper and tablet screens.

The trail of Class Dojo was taken during the first outbreak and bubble closure at Sherburn school and it was felt a better option than G-Suite or Teams. The HT feels that for the majority of parents it has been successful so far. Live lessons are not being delivered by school staff.

Another governor who is a parent gave their opinion on the platform. They felt that their child found the platform very interactive, engaging and contact with the teacher was important. It is accessed through a tablet which holds the child's attention. The governor felt this interactive platform was a unique offer that wasn't available at other schools in the area. Some schools use email to send out links to home learning rather than an interactive platform. A concern was that parents may feel pressured to ensure children complete work on time around both parents working full time.

Another parent felt that the interactive platform worked well for their family.

The HT summarised what was working well, the story sessions with teachers etc. and that there was the understanding that improvements can always be made.

4.6 Engagement data

The HT shared records of engagement data, detailing percentages of activities that had been accessed by children. When children started to disengage phone calls were made home to try and ascertain why children had started to not access the work.

The staff governor shared his experience as a class teacher of the patterns of engagement from his pupils. There was a mixture of some children accessing more than others and some children who would access one day and then not the next. It seemed to change each day.

The HT surmised that the children all needed to be back in school so they could all access teaching in the classroom.

The HT discussed the differences between each school.

Q. What will the impact be when children go back to school? Do you think the ones who haven't engaged will need to be caught up? Will that be at the detriment of others?

A. We have been through the return process before in September and implemented a catch up plan, the first thing will be to address social, emotional and mental health needs of the children.

Engagement in learning will be a focus, and progress will be pulled back for all children. There will be a proportion of children that will have gaps in learning, this will be addressed through quality first teaching and differentiation in the classroom.

Q. Any particular activities that children will and won't engage with?

A. Foundation subjects such as science and geography are being delivered by Oak Academy where children watch a video and then take a quiz at the end. Lots of children engage with this and seem to be enjoying the lessons. Maths lessons are a video and worksheet but teachers can tell if the children haven't accessed the video before completing the worksheet. Spelling word searches and games seem popular. Less popular seem to be the activities that require writing.

A pattern during the first lockdown was that Reading was something that suffered. The catch up plan included work on phonics and the reintroduction of accelerated reader.

A parent governor reported that the games and video lessons were popular with his child.

Some classes are using YouHue which is an interactive platform that asks children to rate their feelings and emotions at the start of the day, staff can then gauge this against the work that is produced on that day.

4.7 Approval of the remote learning policy

North Yorkshire policy for approval. Proposed by VB seconded by JP

4.8 Remote learning DfE toolkit

The HT ran through the DfE tool for assessing remote learning for governors.

The staff governor gave feedback on the workload that staff have at home, he preferred to be back in the classroom with the children and found working from home tiring. Staff have clear times when they are active from and available to respond to messages and give feedback. Messages sent outside hours remain overnight for a response the next day.

Q. How much time is it thought that children will access home learning?

	<p>A. The DfE state 3 to 4 hours for home learning must be provided, the federation is providing this amount. <i>School is accountable for the work provided but children's welfare is the priority during this time of lockdown.</i></p> <p><i>Special Educational Needs (SEN) children are being monitored by the SENCO in addition to their class teachers. Children receive differentiated work that they can access.</i></p>	
5.	<p>5.1 Governor training: <i>Governor bite size training is planned for after half term, the sessions will cover the following topics-</i></p> <ul style="list-style-type: none"> • <i>Safeguarding 24th February 5pm</i> • <i>Governance overview 3rd March 5pm</i> • <i>Finance 10th March 5pm</i> • <i>Vision and ethos 17th March 5pm</i> • <i>Monitoring 24th March 5pm</i> <p><i>Dates and times were agreed with governors. Sessions will last around 30mins.</i></p>	<p>All governors to attend bitesize training sessions if available.</p>
6	<p>6.1 Date of next meeting and agenda items: 16th March</p> <ol style="list-style-type: none"> 1. DfE benchmarking 2. SFVS 3. Start Budget 4. Approval of Spring term policies 	
7.	<p>7.1 Close of meeting: HT ended the meeting with a prayer for the governors, staff and pupils</p>	

Date of next FGB meeting: 16th March 2021 virtual meeting via zoom.

Signed

Dated

'Three Core Functions of Governance'

To ensure clarity of vision, ethos and strategic direction

To hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

To oversee the financial performance of the school and make sure its money is well spent