

**FEDERATION OF STOKE HILL SCHOOLS**  
**MINUTES OF THE FULL GOVERNING BODY MEETING**  
**4<sup>th</sup> February 2021**

<b>PRESENT:</b>							
<b>Attendees</b>	<b>Initials</b>			<b>Attendees</b>	<b>Initials</b>		
Roy Souter	RS	<b>HT SHJS</b>		Emily Ford	EF		
Sarah Mackay	SM	<b>HT SHINS</b>		Emma Byett	EB		
Dan McKimm	DM						
Andy Pheasant	AP			Tom Urwin	TU		
Amy Bickford	AB			Zion Lights	ZL		
Carla Encinas	CE						
Catherine Dawson	CD						

<b>Apologies</b>	<b>Initials</b>	<b>Reason</b>

<b>In Attendance</b>	<b>Initials</b>
Dianne Goodwin (Clerk)	DG

<b>Item</b>	<b>Description</b>	<b>Owner/ Decision</b>
1	<b>Apologies for Absence:</b> None Received	
2	<b>Declaration of Pecuniary Interests:</b> Advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity. No interests declared	
3	<b>Reconstitution</b> DG said that new Instrument of Government was now in place and copies had been circulated to all. Positions of Chair and Vice Chair needed to be confirmed. AP proposed AB and TU as CoChairs Seconded by RS All present agreed TU proposed AP as Vice Chair Seconded by AB All present agreed. DG said that terms of office for all governors would continue as at present EF to be Co-opted. Proposed by AB, seconded by TU Vacancies 1 x LA Governor 1 X Parent – ZL term of office due to end 27/03/21 2 x Co-opted TU said that there had been a lot of interest in Governor vacancies. He said that it would be best to look at what skills were needed and see which of the possible candidates would be most suitable. An election for new Parent Governors would be held in March.	

**FEDERATION OF STOKE HILL SCHOOLS**  
**MINUTES OF THE FULL GOVERNING BODY MEETING**  
**4<sup>th</sup> February 2021**

Item	Description	Owner/ Decision
4	<p><b>Minutes of Previous meeting</b>            These were agreed.</p>	
5	<p><b>Chairs Update</b>            AB said that main focus had been looking at Leadership of the Schools which was to be discussed later. She said that this had taken up a lot of time and she had been unable to carry out work on SEN and Safeguarding. She asked if there was anyone willing to help. She said she would offer support. SM said it was useful to have a governor to share information with about Safeguarding issues in school when they arose. CE said she would help. TU and AB thanked her.</p>	
	<p><b>HT Report</b>            SM thanked Alison Kenney for her help in preparing the report.            TU asked about Year 3. RS said that the children in Year 3 had been most affected by the first Lockdown as they had not been able to attend school so had not taken part in usual transition activities. He said that a lot of work was being done with them to help them catch up and reach the level they would have been if lockdown had not taken place. He said that they seemed to have forgotten a lot of the work they had done in Year 2 and also seemed to have lost a lot of skills. He said that staff were hoping to do a summative assessment at the end of this term. No assessments were done in the Autumn term because they were so far behind at that stage.            AB asked what areas were being focussed on as part of the Catch Up. RS said that No Nonsense Maths was being used to help the children catch up on basic numeracy skills as without these the children would not be able to make progress. He said some were working through Year 2 skills and others were having to go back to practice Year 1 skills.            RS said work was also being carried out to help Year 3 children with Phonics. He said that children were having short sessions, 3 to 4 times a week. He said that good progress had been made during the Autumn term, but it may be necessary to go back over this work when children return after the current lockdown.            RS said that a different approach was planned for when the children returned. Rather than carrying out interventions in small groups with the children needing extra help, the interventions would target those who were able to do the work so that the teacher could concentrate on those requiring extra help. He said it was mainly the children in Years 3 and 4 who required the extra help.            AB asked about Remote Learning. She asked if provision for those requiring extra support was different. RS said that most of the work was the same, but some children required a different approach. SM said that a number of Year 3 children had been identified as High Needs whilst in Year 2, but they had been unable to get the extra help and support for them so unfortunately problems had carried forward into Year 3.            AB asked if the children in school were the most vulnerable. RS said the vast majority were Key Worker children. He said that there was not the capacity to get all the vulnerable children into school.            AB asked when it would be possible to judge if the interventions had been successful. RS said it was difficult to say. He said the priority was to ensure that gaps in knowledge and skills were filled and it might be that teachers have to go back and use the curriculum from previous years. He gave an example that Year 5 children should be learning how to do fractions but this was difficult if they had not achieved an understanding of times tables so it might be necessary to go back and do the work from Year 4. AB asked if there was a similar picture nationally. RS said that there was. He added that all the teaching staff were working very hard            AP asked about Staff Wellbeing. He said that the report produced by Jack Mead had been very interesting. He asked how the school knew it was above average. RS explained that the Junior School staff were trialling a system called Staff Pulse which was a national system so that answers could be compared with national responses. He gave an example</p>	

**FEDERATION OF STOKE HILL SCHOOLS**  
**MINUTES OF THE FULL GOVERNING BODY MEETING**  
**4<sup>th</sup> February 2021**

Item	Description	Owner/ Decision
	<p>of one question which Stoke Hill staff had scored 9 compared to the national score of 4.9. HE said that the questions change each week.</p> <p>ZL asked why TAs had scored low. RS said that this had raised concerns so further analysis was carried out. IT had transpired that only 2 TAAs had responded, one of whom had a particularly bad week, so this had impacted on the scores. He said that follow-up interviews had taken place to try and address any concerns that were raised.</p> <p>CE said it was good to see that more children were engaging with Remote Learning during the current lockdown than during the first lockdown, but she was concerned that the children were expected to spend more time in front of a computer screen. She praised the teachers who were doing so many different activities to keep the children occupied but wondered how they coped with children who were feeling stressed because they seemed to have to do so much. RS said that they were following the guidelines that had been laid down by the DfE. For example, a child in Year 5 was expected to do 4 hours work each day. He said that teachers were in daily contact with the children and there was regular contact with families that might be of concern or if children did not seem to be engaging with the online learning. RS said that staff appreciated that the children were under a lot of stress especially as they were not seeing their friends. He said that the school had signed up to Parent Ping which gave parents regular opportunities to provide feedback about Online Learning. He said that levels of engagement were much better. During the first lockdown 20% had done nothing, a further 20% did very little. This time between 70 and 80% were doing some work. He acknowledged that there was a lot of time spent on screen, but this was the main way of maintaining contact.</p> <p>ZL said that the work provided for Year 5 was really good, but she would like to see children doing other things. RS said that the teachers tell the children to do other things, but a lot of the children seemed to prefer the routine provided by the online tasks. He said that parents were encouraged to inform teachers if their child was having difficulties with the work provided. He said that parents were encouraged to give support, but they were not expected to take the place of the teacher.</p> <p>ZL asked what would happen if lockdown was extended. RS said that they were trying to reduce the workload for teachers, e.g., fewer reports and work scrutiny. AP asked if this had been communicated to parents so that they were aware. RS said it would be.</p> <p>AB asked about the Case Study for Exclusion. She asked what lessons had been learned. RS said that they had found out about the Mentor Scheme which had been extremely helpful. He said that staff had learned to be more rigorous in their approach to problem behaviour and investigate reasons for the behaviour and sources of support to help resolve issues. AB asked if this would make a difference in future. RS said he felt that new improved processes that had been put in place would help.</p>	
	<p><b>Reports from Committees</b></p> <p>Draft minutes for both meetings circulated</p> <p>T &amp; L</p> <p>Polices reviewed</p> <p>Presentation from Lesley Potter about Maths Action Plan</p> <p>Remote Learning reviewed</p> <p>Resources</p> <p>Finances are as expected. May be an increase in costs due to increased staff absence once regular Covid testing is introduced</p> <p>SHINS position better than expected due to extra EHCPs but lower pupil numbers in Year 1 may have impact in future years</p> <p>Member of SHJS staff due to go on Adoption Leave.</p> <p>AB asked for congratulations to be passed to her.</p>	
	<p><b>PPG Strategy</b></p> <p>AP said he had met with Alison Kenny to discuss PPG. He said he was happy for these</p>	

**FEDERATION OF STOKE HILL SCHOOLS**  
**MINUTES OF THE FULL GOVERNING BODY MEETING**  
**4<sup>th</sup> February 2021**

Item	Description	Owner/ Decision
	<p>plans to be approved. DG said that one of the governors from Connect worked for EEF and had helped to draw up a 3 Year strategy. He had offered to help both Alison and Jamie with these plans.</p> <p>SM said that both plans would be reviewed regularly. She said that Phonics was the main priority at present.</p> <p>CE said that she had wanted to discuss Maths with the subject Leader for Maths at SHINS but had found it difficult to identify who this was when looking at the website. She said it was not clear how the Leadership at SHINS was organised. SM said she would look at this and bring it to a future meeting</p> <p>TU asked T &amp; L to look at the PPG Strategy for both schools and report back to next FGB. (ACTION) DG asked governors who were not on T &amp; L to pass any questions they had to her before half term</p>	
	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>• Finance Policy</li> <li>• Charging and Remissions</li> <li>• Governor Expenses</li> <li>• Behaviour</li> </ul> <p>All policies had been approved by relevant committee.  TU proposed that the policies All policies approved</p>	
	<p><b>Safeguarding</b></p> <p>New appendices to be approved.</p> <p>SM said that new guidance had been issued asking schools to monitor vulnerable children who were not in school on a regular basis</p> <p>CE asked if there was regular communication with the children. RS said this was being done through Remote Learning each week. CE asked how this was being done at SHINS. EF said that parents were emailed each week asking for updates on how their children were coping with the work that had been set. SM said that there was a procedure for teachers to follow if they were not getting responses from parents/carers. SM said that in the first instance Linda in the office would ring them and if this failed to get a response then she would contact them. She added that it was possible to check if a child had accessed the Online Learning.</p> <p>TU proposed that the Appendices be accepted. AP seconded this. All agreed.</p>	
	<p><b>GDPR</b></p> <p>One incident to report – Lateral Flow tests</p>	
	<p><b>Governor Training</b></p> <p>DG said details of new courses were now available. She asked governors to contact her if they wanted to attend a course.</p> <p>AB said she had found webinars very useful.</p>	
	<p><b>Dates of next meetings</b></p> <p><b>25<sup>th</sup> February – Teaching and Learning</b></p> <p><b>4<sup>th</sup> March - Resources</b></p> <p><b>18<sup>th</sup> March- FGB</b></p> <p><b>All meetings to be virtual</b></p>	
	<p><b>ACTIONS</b></p>	