

**Additional Meeting of Full Governing Body  
20<sup>th</sup> May 2020  
3.30pm  
Virtual Meeting via Zoom**

**MINUTES**

<b>Governors Present:</b>	Julian Benkel, Simon Bowes, Jon Dee, Alex Marsh (Chair), Hope McAdam, Emma McCrea, Ian Rodgers, Emma Warde-Robinson
<b>Officers Present:</b>	Teresa Dee (Clerk)
<b>In Attendance:</b>	Vicky Anstiss, Shelley Baker, Lynn Hill, Gareth Hughes, Andy Roberts

	<u>Agenda item</u>	<u>Action</u>
1	<p><b>Introduction</b></p> <p><b>a) Welcome</b> The Chair welcomed all and set out the purpose of and priorities for the meeting with reference to the National Governors Association guidance for Governing Bodies.</p> <p><b>b) Apologies for Absence</b> Apologies for absence received from William Deighan, Judith Ford and Giovanni Franceschi.</p> <p><b>c) Declaration of Interests</b> None</p> <p>-</p>	
2	<p><b>Policy – Ratify changes to standing orders and policy around virtual meetings.</b></p> <p><b>AGREEMENT – The Full Governing Body approved the revised standing orders documents reflecting the agreement to meetings being held virtually together with the virtual meetings policy.</b></p>	
3	<p><b>Chair’s Update</b> The Chair provided an update to Governors.</p> <ul style="list-style-type: none"> <li>• The Chair had made contact with the Headteacher who was currently absent for medical reasons. Governors were alerted that the Acting Headteacher would require specific authorisation for the signing off the payroll in the absence of the Headteacher.</li> </ul> <p><b>AGREEMENT – The Full Governing Body agreed that the payroll delegation currently with the Headteacher should be extended to the Acting Headteacher.</b></p> <ul style="list-style-type: none"> <li>• Secondary Chairs meeting scheduled for the following day to discuss reopening of schools..</li> <li>• Congratulations to Shelley Baker on her appointment as Deputy Head. The Governors involved in the recruitment process were for thanked for their contribution.</li> <li>• The two teacher misconduct items previously reported had both received some press coverage.</li> </ul>	
4	<p><b>Head’s Update – With focus on the key business priorities during Covid 19 as identified by the National Governors Association</b> <a href="#"><u>NGA Guidance</u></a></p> <p>The Acting Headteacher provided an Governors with an update on current key issues.</p> <ul style="list-style-type: none"> <li>• School had been open for students from key worker families and vulnerable children. About 40 children had attended at some point during the lockdown period. The pattern of</li> </ul>	

attendance had changed over the period with a recent increase of vulnerable student attendance following social services contact. Numbers had settled on about 9 on average with a range of 5 to 15 children on any one day.

- The daily structure for in school had settled with support for online learning in the morning , some physical education midday and creative activity in the afternoon. The learning was taking place in three classrooms supported by a three week rota of staff. Numbers attending were expected to increase after half term.
- Remote learning well organised with work ready to go out from the first day via google classrooms. As time went on the learning had been restructured to keep up levels of engagement.
- Data being collected to assess which students were engaging in learning. Master classes and webinars introduced for more interactive learning.
- Weekly assemblies continuing via virtual platforms.
- Issues arising included the influx of emails to student inboxes leading to some feeling overwhelmed. There had also been some concerns about balancing schoolwork with student wellbeing during a period when they might feel anxious. Surveys were actively being used to monitor how families were coping leading to adaptations.
- 100 school chrome books had been distributed to vulnerable students so they could access online work. 4G devices to be delivered shortly for those without internet. Most students were able to access work though there were a few that had not engaged. Contact was being made to help overcome any barriers with zoom meetings to support individual students.
- School pastoral teams were making regular contact with students and the safeguarding team remained available to support where there were any concerns.
- The stage of work was at a point of increasing the role and influence of the form tutors who would be making direct contact with their allocated students in the next half term.
- Disadvantaged students and the increasing gap was a concern. Extensive support put in place to mitigate the issue of lost learning.
- Grades for year 11 had been a major piece of work for the school. The approach had been to set a series of protocols to determine the evidence base for the grades. From that evidence students were ranked in order by class for final predictions to enter into school data base. Verification process under way by school leaders before sign off by two teachers and the Headteacher before submission. Ofqual and exam boards to undertake a final check on results in line with the expected % of grades at each level.
- Free school meals entitlement being covered by the voucher scheme, there had been some challenges with introduction to the scheme requiring resourcing with staff time and from school funds. in advance of the scheme coming into operation payments were made to directly to 150 families who had supplied bank details. Strong messages from family about support provided by the school.
- Transition would normally be underway during the summer term with taster days in July. Families had been contacted to provide reassurance that process would continue though in an adapted version including video presentations from key staff and tours of the school. Also working with primary schools on project work in preparation for secondary.
- Wellbeing of students and staff had been a key priority. A support structure put in place for staff with contact being made to individuals. The staff well-being group was continuing with plans for a virtual staff room to be set up.
- Challenge for school in interpretation of the guidance for reopening school to year 10. Local Authority expected to send guidance for completion of risk assessment and what staff could attend school. Despite the unknowns and varying opinions on whether schools should reopen general planning on a phased approach was underway.
- Extensive investment had been put into online learning and school leaders were in agreement that the phased reopening would be best used to supplement ongoing online learning.
- The view was that 1<sup>st</sup> June was an unrealistic start date and in line with other secondaries a date of 8<sup>th</sup> June was being looked at with a focus on wellbeing and pastoral work. This would be in the form of on tutor group a day to assess where the students were at followed by a scale up of the offer for the rest of term. Bespoke packages to be used recognising individual needs and limitations to opening of the whole building.

	<p><u>Questions and Comments from Governors</u></p> <ul style="list-style-type: none"> <li>• Had there been contact with all students?</li> <li>• Would just year 10 be in school in the first instance and would individual tutor groups be separated?</li> <li>• Was there a sense from parents on the likely numbers coming in.</li> <li>• Were there any discussions and plans with other secondaries worth sharing.</li> <li>• Challenges of having full range of subject teachers available.</li> <li>• Had the Local Authority expressed a view on reopening?</li> <li>• Risk assessments are likely to be received close to when final decisions need to be made, social distancing would be easier to control in class but outside of class how can protection measures be put in place to control contagion.</li> <li>• Had opening for some students during the summer holiday been considered?</li> <li>• Any further staff appointments made?</li> </ul> <p><u>Responses to Governor Questions and Comments</u></p> <ul style="list-style-type: none"> <li>• All students had been contacted, a five stage system for following up with families had been established.</li> <li>• Just year 10 in school initially, using the IT rooms as the base with dividing screens and social distancing. This would accommodate around 20/22 students safely.</li> <li>• The school had set the model in a way that all students could be accommodated. Other schools had surveyed with responses that around 50% would definitely be attending.</li> <li>• All schools settled on the 8<sup>th</sup> June as a start date. Some variations in the levels of class teaching that would be provided.</li> <li>• Class teaching presents for social distancing and does not necessarily address the disadvantaged gap. A model of supporting online learning until a full timetable could be provided was considered to be a more effective way of delivery.</li> <li>• Heads were being encouraged to make decisions in their local context.</li> <li>• The model described provides more time to assess risks and manage as the scale will be quite small. Issues were currently around having sufficient cleaners and cleaning materials. Risk assessment tools for secondary schools expected imminently.</li> <li>• School leaders had discussed opening in summer and was being considered though there were some concerns that this might not be engaged with by all therefore potentially be widening of the disadvantaged gap further.</li> <li>• All posts that advertised had been filled. A maternity leave had just been advised requiring temporary cover and the school leader for the fifth school would be filled.</li> </ul>	
5	<p><b>Finance Update</b></p> <p>The Finance Group members provided a verbal update following their meeting on 15<sup>th</sup> May highlighting the following points:</p> <ul style="list-style-type: none"> <li>• The 2019/20 outturn position was in surplus above what had previously been expected. Clarity had been sought on the main areas that made up this surplus prior to sign off.</li> <li>• Financial strategy had been to keep a small level of reserves as a contingency for situations such what the school leaders now found themselves in whilst ensuring school complement sufficient for school development priorities and investment into buildings for school expansion. This strategy remained and the aim was to utilise the surplus in three years.</li> <li>• The school were required to justify to the Local Authority that it was not holding onto excessive surpluses beyond what was required.</li> <li>• The school was in a safe position financially and the finance group proposed a continuing cautious approach to budgeting using school funds for the premises expansion and improvement plans. Governors' support to the continuing strategy was requested.</li> </ul> <p><b>ACTION – Proposed budget to be circulated to Governors by email for approval.</b></p>	TD
6	<p><b>Buildings Update</b></p> <p>Governors were provided with a buildings update with the following points noted:</p> <ul style="list-style-type: none"> <li>• Planning permission for the building extension had been approved.</li> <li>• Procurement timeline delayed with the tender process not due for completion until June and a contractor unlikely to start on site until January. The logistics of getting the work complete had been considered but final arrangements dependent on the contractors view.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Further temporary buildings to be installed to provide two further teaching space pending completion of the works.</li> </ul>	
7	<p><b>Safeguarding Update</b></p> <p>A written safeguarding report had been circulated in advance of the meeting. The following points were highlighted from the report:</p> <ul style="list-style-type: none"> <li>• List of students that might be vulnerable (during lockdown established and a system of regular check ins by staff set up. Flexible approach to contact dependant on how individual students were getting on. Original list had grown from the 40 per school base identified at the start.</li> <li>• Including those attending school around 27% of school cohort were receiving regular contact.</li> <li>• Five step approach to making contact introduced with an escalation to the next stage if student considered potentially at risk.</li> <li>• Secure protocols and systems adjusted slightly for pastoral team to flexibility on way of making contact.</li> <li>• Tutors would be checking in with every student and in a few weeks the individual positions would be known.</li> <li>• SEN department had a similar three stage process including calls or zoom meetings to support with access of learning.</li> <li>• LAC student group being supported and all resources needed provided in liaison with the virtual school.</li> <li>• Newsletter out regularly with messaging to parents on safeguarding related topics.</li> <li>• Online counselling continuing with many students being very receptive.</li> <li>• External agencies had been providing ongoing support to the school community.</li> <li>• Transitioning back into school preparation underway as were changes to the behaviour policy for return to school.</li> </ul>	
8	<p><b>Any Other Business</b></p> <p>The Full Governing Body were grateful to the school team in giving the time to provide an understanding of what was going on within the school.</p> <p>Meeting ended at 5pm</p> <p>Date of next meeting – 25th June 2020</p>	