



# GATEWAY PRIMARY SCHOOL

Lifelong love of learning

Minutes - meeting of the Full Governing Board February 11<sup>th</sup> 2021 18.00-20.00 - Online

## Governors Present:

- Kevin Moyes (KM) - LA Governor and Chair of Governors
- Kayleigh Anstee (KA) Co-opted Governor and Interim Headteacher
- Craig Drew (CD) Co-opted Governor
- Mike Caffrey (MC), Co-opted Governor
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## In attendance:

Jonathan Smith - OCC Governor Services

## Apologises:

- Natasha Stone (NS)- Staff Governor
- Rob Leach (RL) - Co-opted Governor

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1.	Welcome	KM welcomed all to the meeting.		
2.	Apologies for absence	Apologies were received and accepted from Natasha Stone (NS), Staff Governor and Rob Leach (RL) - Co-opted Governor		
3.	Urgent Additional Items	There was no urgent additional business.		
4.	Declarations of Interests	There were no new declarations of business.	4.1 Declaration of Interest form	
5.	Approval of FGB Minutes	Minutes of FGB meeting held on 15 <sup>th</sup> December 2020  The minutes were approved by Governors; they will be signed, uploaded onto the school website and filed in school.  It was noted that outstanding actions in the action log have been included in other agenda items and the log will be updated following this meeting	5.1 Minutes of FGB meeting held on 3 <sup>rd</sup> November  5.2 Action Log	

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6.	<b>Matters arising not covered on the agenda</b>	There were no additional urgent items		
7.	<b>Headteacher Report</b>	<p>KA identified a number of key issues</p> <ul style="list-style-type: none"> <li>• The school has been open to vulnerable children and key worker families since January 5<sup>th</sup> 2021. The number of key worker groups has grown from 4 to 7. Approximately 33% of the school is attending (80 children)</li> <li>• Two out of the three children in receipt of an EHCP are in in school. The third is closely supervised by the SENCO. This child has health issues that make attendance at school difficult. <i>A governor asked what support the EHCP child who is not attending school is getting - KA confirmed that they have an individual plan in place, they have a dedicated TA I place and have 1:1 remote session - the school is doing all they can for them, and the family is happy with the support.</i></li> <li>• Currently one bubble of 19 EYFS children, plus associated staff, are self-isolating.</li> <li>• Two members of staff are shielding.</li> <li>• KA feels that writing will be the skill most severely affected by the latest lockdown. During the initial period of lockdown, writing was disproportionately affected. For example, the children assessed on return to school in June were often found to be working at December levels.</li> <li>• However, KA feels that the phonics results are very encouraging. These were completed in Year 2 and may reflect increased maturity. The 82% pass rate compares favourably with a figure of 59% in 2019.</li> <li>• <i>A Governor asked why the phonics results had improved so impressively and what we can learn from this. KA explained that staff had targeted a ‘nearly there’ group of children who were within 18% of the pass mark. Through practice tests, coaching and other interventions, these children had achieved their targets.</i></li> <li>• Although the 2021 SATS have been cancelled, the school plans to formally assess Year 6 to support transition to secondary school.</li> </ul> <p><i>A Governor asked why writing is so significantly affected. KA explained that this is a national problem COVID issue. She feels that the opportunity to undertake sustained and extended</i></p>	7.1 HT's Report	



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		<p>writing is less apparent, in home learning. Moreover, writing requires a 'coaching' form of teaching that is difficult for parents to sustain. KA has undertaken an assessment moderating exercise with Mark Smith, Head at St John's. He feels that post lockdown, Gateway staff have understandably erred on the side of caution when assessing writing. Some of the deficits identified may not be that critical.</p> <p>A Governor asked why the attainment data for Year 3 appeared to fall below other groups. KA reminded Governors that this group of children missed a significant amount of school time in Year 2. Transition at the end of the year was not as effective as it had been for other year groups.</p> <p>Before lockdown, school attendance was 97%</p> <p><b>Parent Survey</b> The parent survey received many positive responses. The school has also received complimentary emails from parents who are supportive of the home learning strategy and pastoral support provided by the school during the pandemic. One parent has also written to Ofsted to share her positive feedback.</p> <p>A Governor observed that from the parent home learning questionnaire the biggest area for improvement was overload of work. The governors asked what we have done to address this and if we have, we gone back to parents to confirm how we have used the feedback to make changes. KA confirmed that we are doing as much as we can and based on the feedback now have Friday as a catch-up day and not sequential for the week, working to build awareness of the support in place for families especially those in difficult circumstances, having a shared understanding of what can be achieved and sending communications to remind parents that is not necessary to complete absolutely everything at one time etc.</p> <p><b>Remote learning</b> A Governor asked how we are ensuring that the provision for those learning remotely is at the say level as those in school? KA explained that the home learning curriculum was identical to that provided for key worker and vulnerable children attending school. A full programme of learning is available on Google classroom each day and children have a 'live meet' opportunity during each</p>	<p>7.2 Attendance summary</p> <p>7.3 Parent Survey</p> <p>7.4 Remote Learning Strategy</p>	



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		<p><i>daily session. Most of the content is interactive with staff providing assessment feedback. The quality of the provision is monitored by school leaders and the behaviour guidelines established in the Home Learning Policy have been reinforced. The home learning offer was praised during the recent OCC strategy meeting.</i></p> <p><i>A Governor asked if families, generally, had any ICT access issues. KA explained that although the school had only received six laptops from the Government, it had ensured that all students and staff had access to the appropriate equipment. The pandemic has highlighted the need for the school to undertake some major ICT investment in the coming years.</i></p> <p><i>A Governor asked what has made home learning during this lockdown more successful than before and what we can learn from this? . KA explained that 'Class Dojo' was used during the first lockdown and this had been very limiting. The interactive features of Google Classroom were a huge improvement and enables individual lessons for those in school and at home. The ICT skills of staff have increased exponentially, there are more recorded sessions and 2 live sessions per day for every pupil and she is proud of the quality of the provision.</i></p> <p><b>School Targets</b>  KA explained that pupil monitoring during through home learning indicated that progress had been made by most year groups. However, it is not appropriate to relate this progress to the targets set in the development plan. The work produced at home might not be totally independent. Moreover, it is difficult to assess how deep and sustained the learning actually is.</p> <p><i>A Governor asked how learning will be recovered after the children all return to school after March 8<sup>th</sup>. KA explained that teachers had a clear list of learning objectives that had been taught during the lockdown period. After an initial diagnostic process, children will follow a mixed economy where they will undertake new work and study fresh objectives in the morning and return to the lockdown objectives for reinforcement in the afternoon. Non-core curriculum subjects will often 'carry' these revisited objectives.</i></p>	7.5 School Targets	



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		<p><i>A Governor asked if the lockdown had provided opportunities for middle leaders to exercise greater initiative and accept greater responsibility for learning. KA agreed that it had. Middle leaders had taken responsibility for monitoring the delivery of home learning in their phase, had held team meetings and had shared good practice. They have started to take ownership of the 'Gateway non-negotiables' and elements of this work are evident in the home learning that has been monitored. Indeed, videoed evidence of this activity will be shared with the OCC school improvement team in support of their work.</i></p> <p>KA explained that curriculum development was on hold during lockdown. Nevertheless, staff had seized the opportunity to develop their skills so that it will be possible to move forward with pace, when the children all return. For example, staff have undertaken CPD relating to Pupil Premium and assessment.</p> <p><i>A Governor asked how the Teaching and Learning Policy was reviewed and what the involvement of the middle leaders was. KA confirmed this was a whole school process with middle leaders leading on their own areas.</i></p>		
8.	<b>Update from the Chair</b>	<p>KM has circulated details of the Chair's briefing. This includes some useful Covid related information and resources.</p> <p>KA and KM share a view that that the current OCC monitoring and school improvement regime may need some adjustment moving forward. The current monitoring process tests hypothesis that are difficult for school leaders to prove or disprove during the pandemic. Moreover, there is a fear that, at a time when senior staff have little capacity, the current system is repetitive with the LEA and Governors scrutinising the same evidence and reaching the same conclusions and that more consideration needs to be given to staff wellbeing. KM has shared these views with senior officers at the LEA and they have agreed to halt the monitoring visits in the interim and to consider adjusting the LEA's approach in the future. The LEA agrees that the Governing board is now able to exercise the high level of challenge and scrutiny that had previously been provided by the school improvement team alone.</p>	8.1 COVID Briefing Summary	





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		<p>After some discussion, it was decided that the audit of working hours would not be appropriate at this time. Governors are aware that the unavoidable demands of the pandemic have increased staff workload and stress and that a survey would not necessarily be helpful in this regard. However, Governors wish that their sincere concern for staff welfare is communicated to all teachers and support staff. Governors fully appreciate the positive good cheer and fortitude demonstrated by staff during this challenging period. They are very grateful and give thanks.</p> <p><b><u>The staffing structure presented by KA was discussed and approved.</u></b> KA explained that a number of key school leaders work part-time in the current structure and this is an issue. Also, a number of colleagues who lead school improvement initiatives, have a sizeable teaching commitment and this reduces their capacity. KA explained that the staff structure is likely to adjust at the end of the year as, inevitably, staff move on.</p> <p><i>A Governor asked how the pandemic would mitigate against staff meeting performance management targets within this structure. KA explained that the appraisal process has not been suspended during the pandemic but that staff targets may be adjusted if they become unachievable during this time.</i></p> <p>The chronic underinvestment in the buildings and ICT equipment requires the construction of a three-year budgeted premises action plan. MC will meet with the Business Manager to take this forward and share ideas with colleagues at a subsequent meeting.</p> <p><b><u>Risk assessments have been circulated and approved.</u></b> KM explained that the Business Manager is developing an asset and ICT asset register.</p> <p>KA to outline the summary including notable differences across pupil groups.</p> <p><i>Governors noted that the % of pupils on track have increased in all groups and asked if this was at the expected rate - KA confirmed this was the case. Governors asked if reading ARE being lower than writing is unusual and what we are doing about this? KA confirmed it is and several changes were put into place such as guided reading data (as per strategy meeting). A Governor asked if it is correct</i></p>	<p>11.5 Approve Staffing Structure 2020-1</p> <p>11.4 Tier 4 Risk Assessment 11.6 Asset Register 11.8 ICT Assets 11.9 Premises Projects/Funding needed</p> <p>11.10 Mini Data Analysis 11.11 Data Pack including groups data,</p>	<p>MC</p>



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		<p><i>that if excluding year 2 and 4 ARE for Service pupils is more on track vs. nonservice pupils and for on track the same excluding year 2?</i></p> <p><i>KA explained that this is indeed the case because the non-service cohort has far more children with special educational needs however, the school is doing all they can for these pupils to ensure they achieve the outcomes needed.</i></p>	review pupil progress to include vulnerable groups	
12.	<b>Safeguarding</b>	<p>KA reported that there has been a natural increase in safeguarding activity this term thanks to more robust safeguarding procedures and improved record keeping. A broad range of families with a variety of needs are currently supported by TAFs.</p> <p>Three families are receiving direct support from social care.</p> <p>News, updates and general information regarding safeguarding is circulated to staff.</p> <p>Sarah Gardner has become the DSL following a review of safeguarding roles. KA and Nikki Stovell will continue as DDSLs.</p> <p>KA explained that failure to engage with home learning was considered a safeguarding issue and school takes action if absence from lessons is an ongoing concern.</p> <p>KM has recently undertaken an on-line safeguarding monitoring 'visit' with the Safeguarding Lead. He confirmed that the central safeguarding records are in place and up to date. Moreover, he feels that the safeguarding culture in the school has changed. Recognition has improved and staff are able, via sensitive questioning, to distil the essence of a safeguarding concern at the point of disclosure.</p>	12.1 LA Safeguarding Return	
13.	<b>Health and Safety</b>	<p>The Health and Safety monitoring visit identified the need to revise and approve the Stress and Wellbeing Policy 2021 and Lone Working Policy 2021. These will be considered at the next FGB meeting</p> <p>The deficit concerning PAT testing is in hand. Issues relating to the fire alarm are long-standing and will be expensive to rectify. However, the school is currently compliant in this regard.</p>	13.1 Governor Monitoring Report - Health and Safety checklist	KA
14.	<b>GDPR</b>	There are no data related incidents to report to Governors.		
15.	<b>Governor Business and</b>	The necessary arrangements to complete the last two Governor DBS checks are in hand	15.2 External NOV - Maths 30.11.2020	



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	<b>Communications</b>	<p>The external monitoring reports demonstrate that staff are now more receptive to monitoring and feedback process and that there is evidence that middle leaders are now taking more responsibility for teaching and learning. The reports contain many useful suggestions and actions that can be shared with staff once the children all return.</p> <p>KA explained that she regularly invites parents to apply to join the Board as Parent Governors but, thus far, has received no response. Governors are keen that she continues with this endeavour. Governors feel that there is value in recruiting Associate Members who have an expertise in teaching and learning. KM will take this idea forward.</p> <p>KA demonstrated how curriculum content would eventually appear on the website. Governors felt that the content could include an aide memoire for parents. For example, this section could include suggestions regarding how parents might augment and reinforce the learning undertaken at school in a particular subject.</p>	<p>15.3 External NOV - English 10.12.2020</p> <p>15.4 External NOV - English 27.11.2020</p>	KM
16.	<b>Governor Training Update</b>	<ul style="list-style-type: none"> <li>• MC has completed safer recruitment training</li> <li>• CD has undertaken Governor School Finance Training</li> <li>• KM has completed the level 3 DSL training qualification</li> </ul> <p>General Governor training on student data, with anonymised Gateway data, will be arranged in due course.</p>	16.1 Governor training tracker	
17	<b>Policies Review/ for approval (as per policy)</b>	The policy tracker has been revised and this indicates the policies to be presented at each subsequent FGB meeting.		
18.	<b>Items for March. FGB meeting</b>	<p>March FGB Meeting</p> <p><b>March:</b> Draft Budget and Agree purchase of external services Head Teacher Report on the effectiveness of Assessment Procedures New build update Learning &amp; Teaching</p> <p><b>Mid-year review of:</b></p> <ul style="list-style-type: none"> <li>• PE &amp; Sport Funding Plan.</li> <li>• Safeguarding</li> <li>• Effectiveness of Pupil Premium Funding and SEND funding (Strategic Plans), report on any budget implications.</li> </ul>		



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		<ul style="list-style-type: none"> <li>• Review Staff Pay Policy</li> <li>• Review Charging and Letting Policy</li> <li>• Equality Plan updated information on meeting objective under the Equalities Act</li> </ul> <p><b>April:</b> Premises and H&amp;S Long term plan</p>		
19.	<b>Dates of next meetings</b>	16 <sup>th</sup> March 2021 6 <sup>th</sup> April 2021 (budget setting) - in school holiday 18 <sup>th</sup> May 2021 15 <sup>th</sup> June 2021 20 <sup>th</sup> July 202		

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*K. Hayes*