**Baguley Hall Primary School**

**Governing Body Meeting Minutes**

**School: Baguley Hall Primary School**

**Quorum: 5 (Met at this meeting)**

**Chair: Carol Steedman**

**Clerk: Colette Garner**

**Date of meeting: 13/07/20**

**Venue: Remotely via zoom**

**Attendance (Remotely via zoom)**

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| **Name** | **Designate**  **Governor type** | **‘End of Term of Office’ date** | **Present (P)/apologies (Ap)/absent (A)** |
| Kate Bulman | Headteacher (HT) | N/A | P |
| Carol Steedman | Partnership (Chair) | 23/03/2023 | P |
| Quasim Zafar | Co-opted | 20/05/2023 | P |
| Victoria Cook | Staff | 12/12/2020 | P |
| \*Mike Allison | Partnership | 15/07/2023 | P |
| Laura Lodge | Co-opted | 01/09/2022 | P |
| Claire Goulding | Associate | 22/03/2023 | P |
| Peter Renshaw | Co-opted | 26/03/2022 | P |
| \*\*Katie McDwyer | LA governor | 30/11/2021 | P |
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| Donna Cunneen | Co-Opted | 31/08/2020 | Ap |

*\*Left the meeting early. See end of item 4*

*\*\* Left the meeting early. See end of item 6*

**Others present**

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| **Name** | **Role** |
| Colette Garner | Clerk (One Education) |
| Anne-Marie Dorsey | School Business Manager (SBM) |

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| The Chair welcomed everyone to the meeting.  Apologies were received and accepted from Donna Cunneen. | | | |
|  | **Action decisions** | **Owner** | **Timescale** |
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| **2** | **Declaration of Pecuniary Interests** | | |
| There were no declarations of pecuniary interest expressed in connection with any item on the agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **3** | **Minutes of the Previous Meeting (01/06/20) and Matters Arising** | | |
| The minutes of the extraordinary meeting 01/06/20, convened to discuss and approve the planning, preparations and risk assessments for the wider reopening of the school, were approved as an accurate record and a copy was retained on file to be signed when governors resume their meetings in school.  There were no matters arising | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the meeting held on 01/06/20 approved | Governing Body |  |

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| **4** | **Headteacher’s Report** | | |
| The HT presented her written report, which was screen shared on zoom and is included in the meeting papers. The following points/issues were raised.  The wider opening of school was delayed due to concerns about the virus in the area.  Year 6 (Y6) returned on Monday 22.6.20, with Reception and Y1 returning Wednesday 24.6.20. Nursery and Y5 were invited to return on 29.6.20 and Y3 and Y4 on the 6.7.20.  The school is proud that all children wishing to return have been able to, resulting in approximately 280 (53%) of children attending. Attendance has been patchy for some.  Staff who have been working from home, including clinically vulnerable (excluding shielding) have returned to work prior to the 6 week holiday. This has supported their well being and transition back to school. Some colleagues in the vulnerable category have chosen to work in school throughout.  Timetabling and rotas have been very complicated. The HT expressed her thanks to Clair and the phase leaders for all their work. Families have been very appreciative of the flexibility and support that has given to make bubbles work for them. Inevitably the school has had to manage situations which had not been anticipated, such as when the Y3/4s started and were coming in at the same time as one of the established bubbles was going out to play. A diversion was quickly put into place.  Track and Trace:  To date (6.7.20) there have been 9 adult tests, all negative although 1 colleague has been very ill for a month and was taken to hospital for tests and then discharged with antibiotics for a very bad chest infection. The person had not been in school during the 5 days prior to her symptoms starting, as well as having a negative test result, so no local response was required.  4 children have been tested with no positive tests.  Benefits of the Bubble system  The bubble system has really suited the children.  Many strategies routinely used with the most vulnerable children are now being used universally, such as the strict routines, constant reminders of expectations, rigid timetable and layout of desks and resources specifically for each child. Vulnerable children are not singled out because the strategies apply to all children and the system is proving very effective and will translate into class size bubbles.  September Plans  Schools are expected to open to all children.  The prevalence of covid has decreased.  Track and Trace is up and running.  The risk to children from covid is very low.  There is a negative impact on children of not being in school including concerns around safeguarding, missed education, reduced life chances and parents unable to attend work. The impact is greater for disadvantaged and vulnerable families.  Schools must use existing resources to welcome children back. The school has not incurred a lot of additional costs and has made the decision not to claim for additional funds.  Decisions and judgements about how to balance and minimise risk and provide a full educational experience for the children, have to be made at the individual school level.  Schools must have a contingency plan for local lockdown including plans to continue educating the children at home.  Controls  The controls for September will stay the same as they are currently.  The school will need to work out how best to maintain the controls with larger groups and will be reviewing the current Risk Assessment (RA).  The Local Authority (LA) has produced a more detailed RA which will be personalised for the school.  Monitoring arrangements will continue to check that all the controls are in place.  All people who are ill, stay at home.  Robust hand and respiratory hygiene.  Enhanced cleaning arrangements.  Active engagement with Track and Trace.  Manage any confirmed cases and contain outbreaks amongst the school community by following Health Protection Team advice.  Reduce contacts and maximise distancing as far as is reasonably practicable.  Strategies include grouping children together; avoiding contact between groups; arranging classes with forward facing desks and staff maintaining distance from children and other staff as much as possible.  Where necessary wear Personal Protective Equipment (PPE).  Groupings  The Guidance regarding groupings is being followed.  It is the school’s decision about how the children are grouped, for example in classes or year groups.  Maintaining groups is important as it minimise the number who would have to self-isolate if there were to be a confirmed case.  Shared spaces need managing and limiting.  Younger children will find it harder to socially distance and it is acceptable for them not to.  Children can mix into larger groups for Before and After School Clubs and social distancing will have to be more strictly enforced including limiting numbers to lower than in the past.  The school is planning to have smaller clubs / groups based in different locations, such as the hall, Early Years (EY), Key Stage 1 (KS1) and KS2 departments.  All teachers and other staff can operate across different year groups to facilitate the delivery of the timetable maintaining 2 metre distance from pupils and staff as far as is possible.  Class organisation for September, including teacher and Teaching Assistant (TA) deployment are still being worked on.  The intention is to keep children in class bubbles or possibly phase groups with their teachers and support staff.  There will be changes from last year to the delivery of Read Write Inc (RWI). Rather than everyone doing RWI at the same time, a staff team will move from bubble to bubble and will need to maintain a 2m distance.  Timetabling  There are changes to the start and end of the school day to alleviate crowding on the school grounds.  The school will be open for all children to enter anytime between 8.45 and 9am and to be collected between 3 and 3.15pm, with a one-way system on site.  Members of the Senior Leadership Team (SLT) will be visible on site to ensure that children find their way safely into school.  All year groups apart from Y5 and Y6 have direct access to the outside from their classrooms. Special arrangements will be put in place for Y5 and Y6.  Break times will be staggered, avoiding busy corridors.  The plan is to continue operating in a similar way to now with 2 adults in each bubble of 30 (there will be slightly different arrangements in the SEND provisions).  Planning, Preparation and Assessment (PPA) time has previously been covered by the TA team who have moved from class to class.  From September the school will be closed on a Wednesday afternoon to the majority of children to allow all teachers to have their PPA and time for the school to be thoroughly cleaned.  The decision to choose Wednesday, rather than Friday, was to ensure that there is time to prepare resources before the weekend and to allow a through mid-week clean, because the school is empty for 2 full days at the weekend, allowing time for any potential virus to weaken.  Children will be able to stay in school for an afternoon of sports and art, supported by TAs, if both parents are working on a Wednesday afternoon.  The remaining TAs will thoroughly clean the school on Wednesday afternoons.  Children will continue to have their full 25 hours education because lunchtimes will be reduced by 20 minutes each day to 40 minutes.  There was concern that teachers are meant to have an hour for lunch (Union view).  The School Teachers Pay and Conditions Document (STPCD) was checked for clarification and it states that teachers should have a break of reasonable length (between 12 and 2pm).  A '"reasonable length" of time is at least 20 minutes, and is usually a lunch break.  A representative from the [Association of School and College Leaders](https://www.ascl.org.uk/contact-us.html) (ASCL) clarified this.  In practice it tends to be 40 to 50 minutes, according to our associate expert Graeme Hornsby.  When you're deciding how long it should be, consider:   * How long it takes for a teacher to have their break (including time to travel to the school's canteen, queue for food and eat in a reasonable time). * How the break fits with the length and structure of the school day. * Whether it affects any lunchtime clubs or supervision arrangements.   Shielding measures (for children and adults) may be necessary again in the case of local lockdown.  Home Testing Kits are to be provided to schools to distribute to staff and parents who may be unable to get to a test centre, ensuring a speedier test result and if negative, less time away from school.  If there were to be a local outbreak, it is possible that a mobile testing unit would come and test the whole community.  Attendance expectations are back in September.  All Persistent Absentees (PAs) or those heading towards PA in March, have been contacted by telephone, with a follow up letter, to inform them specifically of the attendance expectations for September.  The Guidance allows for some of the Catch-Up funding to be used to encourage attendance. The school is considering using some of the funding to pay TAs additional hours to provide Walking Bus supervision.  Curriculum  There is still an expectation of a broad and balanced curriculum, however the emphasis and focus will be on helping children to catch up and at the same time providing mental health support for those that need it.  The school has drawn up a timetable with all classes following the same daily timetable which includes English, maths, PE/edible playground, foundation subjects, additional maths and additional English every day.  The focus is on catching up and then accelerating progress in reading, writing and maths with additional maths and English lessons planned daily.  Children who do not need additional lessons in maths and English will work on foundation subjects with adult support.  As children catch up, they will move into other subjects.  The school expects to be delivering the full curriculum to all children by summer 2021.  White Rose maths have produced some specific catch-up materials which will be very useful.  RWI will be implemented as robustly as possible, given the restrictions.  There will be a two week ‘rapid catch-up’ drive prior to assessing all children and working out the groupings, which may not be as fined tuned as they would normally be.  Computing is an area of the curriculum that will be more difficult to re-establish in September.  A part time teacher has taught computing with classes in the suite one after another and sharing keyboards. There are cleaning and social distancing challenges. The school will look again at computing once everyone has settled into the new routines.  Contingency planning  The school is preparing paper ‘closure packs’ for each year group to be ready in the event of a local outbreak.  Oak Academy materials will also be used for children with online access.  Attendance expectations will result in daily engagement checks, however it is unclear at this stage whether children can be marked absent if they don’t complete the tasks.  Engagement with home learning so far has been mixed.  One family has not responded to any of the school’s attempts to contact them so the police have been asked to do a welfare check.  Lunches  To comply with the bubbles, school will continue to serve lunch in classrooms.  Parents will be asked to provide a packed lunch if their child is not eligible for a Free School Meal. (FSM).  There are over 300 children entitled to a FSM and those children will be provided with a packed lunch, distributed to the classrooms by the Lunchtime Organisers.  There is a 2 week cycle of packed lunch menus, including fish and chips, pizza, fresh salad vegetables, which provide variety for the children.  School governors are responsible for the provision of school food. A school lunch must be provided for pupils where a meal is requested and either the pupil is eligible for free school lunches, or it would not be unreasonable for lunches to be provided.  *Q. Regarding computing, would it be possible to have 1 or 2 classes a week on the basis that the virus is supposed to disappear from the keyboards after about 48 hours?*  The teacher is only part time so the number of slots would be quite limited and lessons would have to be with half classes. There is potential, but the school wishes to see how the other changes and routines work out in September before working on arrangements for computing.  *Q. Would school need parental consent before using the home testing kit on a child?*  The school would not carry out the test. The testing kit would be given to a parent who would have difficulty getting to a test centre. The parent would then do the test.  *Q. Is the school going to mini-set within the bubble, for example if the child is good at English but not good at maths?*  Yes. If a child needs some additional phonics, but didn’t need any additional maths, then that child could be doing some additional foundation subject work, such as RE, when others are doing the additional maths.  *Q. The advice is to keep the classrooms well ventilated. Will the windows be kept open and the heating kept going when the weather turns cold?*  There is not much point having the heating on if the windows are open. Everyone will be encouraged to wear a woolly jumper.  *Q. How is the school teaching the children about the coronavirus? Is there a programme in place to teach the children how to keep themselves safe?*  The school has addressed this issue already with children who are back in school and will continue to reinforce in September. The protocols, changes and new routines are explained to the children and constantly reinforced. For example, children wash their hands as soon as they arrive in school, they have their own desk and all their resources are kept in a plastic wallet, so nobody else touches their resources. Children line up with distance between them. Fire drills have been taking place weekly as new bubbles arrive. Staff have been surprised by how well all the children have listened and understood what is expected and how they have been respecting bubbles on the playground. There are computer programmes and social stories which the special educational needs coordinator (senco) has used to support those children who might have had more difficulty understanding or conforming to new protocols. Children are very aware that if they break the bubble they will be sent home. Staff are very supportive of children and explain to them the reasons why following the rules is so important. The children have responded very well.  *Q. There are a lot of myths surrounding the virus on social media. How does the school deal with any myths that the children express in school?*  The school has shown videos with a child-friendly explanation and made resources available for parents at home. Misconceptions from both children and adults are challenged as they arise.  Staff will be reminded at the inset day in September, not to dismiss any comments or potential myths by children, but to take the time to address issues, and if unsure themselves, to find out.  *Q. How are any testing outcomes (for both staff and children) during the summer holidays being captured?*  This is not something that the school has considered, but would be useful to know. Families and staff could be asked when they return to school in September.  A governor suggested that the school look at ‘The Guardian News Wise Resources’ which are really useful for conversations about fake news with upper KS2.  The Chair thanked the HT for her report.  *\*Mike Allison left the meeting.* | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **5** | **Committee Meetings – Feedback and Update** | | |
| Draft minutes and papers from committee meetings were circulated in advance of the meeting.  A number of items were reviewed and approved by the committees and require Governing Body ratification.  Curriculum and Standards Committee Virtual meeting 20/04/20  Covid-19 Safeguarding Policy Appendix  No issues were raised and the Covid-19 Safeguarding Policy Appendix was ratified.  Restructure and Redundancy Policy  No issues were raised and the Restructure and Redundancy Policy was ratified.  Resources Committee Virtual meeting 11/05/20  The minutes provided an overview of the meeting. The 2019/20 Budget Closedown had been approved by the committee and requires Governing Body ratification.  2019/20 Budget Closedown  Revenue Income £ 3,162,129  Revenue Expenditure £ 3,151,653  In Year £ 10,476 Surplus  B/f from 2018/19 £ 161,409 Surplus  Cumulative c/f £ 171,886 Surplus  Capital Income £ 16,060  Capital Expenditure £ 13,844  In Year £ 2,216 Surplus  B/f from 2018/19 £ 32,972 Surplus  Cumulative c/f £ 35,188 Surplus  Year end cumulative balances, to be carried forward to 2020/21  Revenue £ 171,866 Surplus  Capital £ 35,188 Surplus  Total cumulative Balance £ 207,074 Surplus  No further issues were raised and 2019/20 budget closedown was ratified.  Resources Committee Virtual meeting 22/06/20  A governor had emailed a number of questions which will be dealt with under matters arising at the next resources committee. In the meantime, he will talk directly with the SBM.  2020 – 21 budget  2020/21 In Year:  Revenue Income £ 3,132,938  Revenue Expenditure £ 3,147,648  In Year £ 14,711 deficit  B/f from 2019/20 £ 171,886 surplus  Cumulative Revenue total c/f £ 157,175 surplus  Capital Income £ 9,357  Total Expenditure £ 22,000  Capital In Year balance £ 12,643 deficit  Capital b/fwd from 2019/20 £ 35,189 surplus  Capital Cumulative balance £ 22,546 surplus  In Year Balances  Revenue £ 14,711 deficit  Capital £ 12,643 deficit  Total £ 27,354 deficit  Cumulative Balances – including b/fwds from 2019/20  Revenue £ 157,175 surplus  Capital £ 22,546 surplus  Total Cumulative Balance £ 179,721 surplus  No further issues were raised and 2020/21 budget was ratified.  An updated CFR including the final staffing arrangements for 2020/21 was emailed to governors following the meeting and is included in the papers. The CFR illustrates additional savings once the changes have been updated.  Staffing structure 2020-21  No issues were raised and the Staffing Structure 2020-21 was ratified.  Service level Agreements (SLAs) 2020-21  No issues were raised and the SLAs 2020-21 were ratified  Lettings Policy  No issues were raised and the Lettings Policy was approved  Financial Procedures Manual  No issues were raised and the Financial Procedures Manual was ratified. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * 2019/20 budget closedown ratified * Covid-19 Safeguarding Policy Appendix ratified * Restructure and Redundancy Policy ratified * 2020/21 budget ratified * Staffing Structure 2020-21 ratified * SLAs 2020-21 ratified * Lettings Policy ratified * Financial Procedures Manual ratified | Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body |  |

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| **6.** | **Policies** | | |
| The HT presented the Appraisal Policy which had been looked at earlier in the year. The policy had been circulated in advance of the meeting.  *Q. What is the selection criteria and training provided for staff appraisers?*  Appraisers are all members of SLT and appraise members of their team and have had training which was renewed the year before last when the appraisal process was revisited in school. The training was provided by Human Resources (HR) and Oneeducation which checked all the policies and procedures. Training was also made available for governors.  Objectives are linked to the School Development Plan (SDP) and tend to be whole school objectives, along with a personal professional development objective as well.  *Q. The Appraisal Period - should it say it runs for an academic year - not 12 months, from September to July?*  It does specify, normally from September to July but if someone joined at a different time they could potentially have a different 12 months.  The policy has been adopted from Oneeducation and the wording has not been changed regarding 12 months from September to July. The appraisal meetings and the target/objective setting actually happens in September, but the end of the previous year’s data (July) would be looked at because appraisal is linked to performance and performance is linked to data leading to a data driven performance target.  *Q. is there currently an appraisal subgroup of the governing body and a nominated external advisor.*  Yes there is a HT appraisal committee. The person who has previously been the external adviser has retired so Governors will need to find someone else.  *Q. Setting Objectives - for teaching and support staff would appear to be exclusively aimed at improving “educational provision and performance” and “improving the education of pupils”. Is “education” the right word here? It sounds as if it refers just to academics whereas Baguley Hall does so much more.*  The school is about so much more. Appraisal targets have to be SMART targets (Specific, Measurable, Achievable, Realistic and Time limited), however an additional target regarding children’s personal, social and emotional development, which includes their behaviour, independence, confidence will be added.  *Q. Do the “Teachers’ Standards (2013)” need reviewing and updating?*  2013 is the most recent version.  The date at the end of the policy has been updated.  There were no further questions and the policy was approved.  *\*\* Katie McDwyer left the meeting.* | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Appraisal Policy approved. | Gov. Body |  |

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| **7.** | **Governing Body (GB) Housekeeping** | | |
| Governor Vacancies  A new Parent Governor (Emma Small) has met remotely with the Chair and will be joining the GB in September.  There is one further Parent Governor vacancy. The school will try to recruit a parent in the Autumn term  There is one Co-opted Governor vacancy following the resignation of David Boyle on 13.1.20. The HT offered to approach Manchester Airport, who have been keen to develop links with local schools and have provided governors in the past. The Chair also advised that she has put in a request with the Governor Association.  Jack Footman, a co-opted governor who has been on a year’s paternity leave, has decided not to return to the GB. He has three children under 3 and does not feel that he has the time to commit.  Donna Cunneen has been standing in for Jack. Donna is not sure that she wishes to continue. Technology issues have meant that despite trying, she has been unable to join any of the remote meetings.  Carol Steedman reminded governors that it is her intention to step down from Chair of Governors at the 23rd November Full Governing Body meeting. To date, no governor has indicated that they would be willing to take on the role of Chair.  Governor Visits  Carol Steedman met remotely (on zoom) with the safeguarding team. The focus of her visit was to see what actions the school have taken to ensure that vulnerable children have been safeguarded during lockdown.  Carol was very positive about the work of the school, with particular thanks for Tracy Cooper.  A written report which is included in the meeting papers, was circulated in advance of the meeting.  Governor Training  A number of governors have completed online training during the lockdown. The Chair asked governors to let the SBM know about any courses so that the record can be kept up to date.  Peter Renshaw and Carol Steedman have both completed a Leadership Development Programme over the lockdown, and one of the suggestions was that a plan is put in place for developing the GB, which Peter and Carol hope to bring to governors over the next year.  The Chair expressed her gratitude to governors for their perseverance this year with the remote meetings, which have proved more difficult than meeting face to face.  Governors expressed their thanks to Carol for the excellent job that she does as Chair. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Recruit a new parent governor * Send details of any training to the SBM | SBM  Governors |  |

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| **8.** | **Any other business** | | |
| The School House  A governor raised the issue at the meeting.  The governor had recently met with the Site Manager and looked at the house.  The house needs a new kitchen, bathroom, carpets, decoration and a repair to a French Window.  The governor suggested that the summer could be used to do the jobs so that it can be let and provide money for the school.  *Q. Would governors be happy to suggest that the HT and SBM form a little sub group and in liaison with the Site Manager decide what should be done as far as the kitchen and bathroom are concerned and try and get the work done during the summer break?*  The Chair responded by asking the HT and SBM how they felt about it and how feasible it would be, expressing her concern that they need to have a holiday from school, having worked from February half term with very little time off. The Chair stated that she would be reluctant to impose a large task when there is still such a lot of planning to do for September, unless the staff felt that it was not such a big task and it could be done.  The HT responded by saying that she and the SBM would have a chat and come back to her.  Another governor commented that in her opinion it would be impossible to get a new kitchen and new bathroom, obtain quotes and find a reputable builder with time to do the work and get all the work completed over the summer holiday.  The Site Manager has not got the time to do the work in addition to all the other work that is required in school.  The governor suggested that the HT and SBM have a chat with the Site Manager who is motivated to get the work done.  The HT and SBM will consider the way forward. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **Date and time of next meeting:** | Monday 23rd November 2020 at 4.30pm |