**Baguley Hall Primary School**

**Extraordinary Governing Body Meeting Minutes**

**School: Baguley Hall Primary School**

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

**Chair: Carol Steedman**

**Clerk: Colette Garner**

**Date of meeting: 11.1.21**

**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 |
| Laura Lodge | Co-opted | 01/09/2022 | P |
| Clair Goulding | Associate | 22/03/2023 | P |
| Peter Renshaw (PR) | Co-opted | 26/03/2022 | P |
| Katie McDwyer | LA governor | 30/11/2021 | P |
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| Mike Allison | Partnership | 15/07/2023 | Ap |
| Qasim Zafar | Co-opted | 20/05/2023 | Ap |
| Victoria Cook | Staff | 12/12/2020 | Ap |
| Yanghong Huang | Co-opted | 23/11/24 | Ap |
| Emma Small | Parent | 19/10/24 | Ap |

**Others present**

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| **Name** | **Role** |
| Colette Garner | Clerk (One Education) |
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**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| The Chair welcomed everyone to the extraordinary meeting which was convened to receive a verbal report from the HT about the current situation including challenges and developments since the beginning of term.    Apologies were received and accepted from Qasim Zafar, Mike Allison, Emma Small, Yanghong Huang and Victoria Cook. | | | |
|  | **Action decisions** | **Owner** | **Timescale** |
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| **2** | **Declaration of Pecuniary Interests** | | |
| There were no declarations of interest expressed in connection with any item on the agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **3** | **HT Report** | | |
| The HT presented a verbal report informing governors about the current situation, including challenges and developments since the beginning of the Spring term last week when the covid crisis resulted in the third national lockdown with schools instructed to close and move to online learning, staying open only for children of key workers and vulnerable children.  The Autumn Term ended well, with adaptations to the normal Christmas activities. A whole school production was delivered through zoom, with recorded contributions from all classes.  A bought in live-streamed pantomime was enjoyed with very positive feedback from the staff and children. Christmas parties, including a visit from Father Christmas, were enjoyed.  Planning was in place and all were ready for the start of a new term on the 4th January, which was an inset day. The inset day was scheduled to look at assessment data, plan intervention and organise groupings.  The weekend before the start of term, news about the new variant of covid, rapidly increasing cases and an announced delay to the opening of secondary schools was fuelling concerns about the safety of opening primary schools. The unions were very active, communicating with and supporting members to stay away from school, citing section 44 of the Health and Safety Act.  The HT contacted all staff on Sunday 3rd January, to ascertain their intention regarding returning to work. All staff responded, resulting in the school being able to open to all children apart from 3 classes, where only key worker and vulnerable children would attend.  The planned inset day (Monday 4th January) went ahead with some adjustments to give time to revisit Risk Assessments and prepare remote planning for the 3 classes that would not be fully open.  The school is a pilot school for a new Personal, Social, Health and Economic (PSHE) curriculum. The afternoon of the inset day was spent familiarising staff with the resources, which look very good.  On the evening of 4th January, the Prime Minister announced the 3rd National Lockdown, including the closing of primary schools.  Tuesday 5th January was used to prepare and put everything in place to move to remote learning.  The school’s protective measures remain the same, apart from reluctantly making the decision to close Breakfast and After School Club, to prevent children and staff who are in different bubbles during the school day, coming together before and after school. This measure has seriously impacted on some of the key worker families and the school intends to review the situation, possibly offering emergency provision for those that absolutely need it.  The government guidance around children who could attend school changed, with the definition of vulnerable children becoming much wider. Far more parents and carers have sought places at school for their children compared to the first lockdown.  The key message and expectation from government is that children’s education and progress should not suffer the same interruption as happened during the first lockdown.  Unlike the first lockdown, there is an expectation that all staff, including those with children, are in school. Difficulties have been caused by some colleagues being refused places at their own children’s schools and the HT has written to the schools and Local Authorities (Las) concerned to confirm staff’s key worker status and request that they are given a place in school for their children.  Everybody who has asked for a Key Worker place at Baguley Hall has been given a place.  All children in Nursery and Reception have been offered a place in school regardless of their status, with the majority attending.  Around 40% of children are currently attending school.  The school plans were emailed to the LA Quality Assurance professional, who has given very positive feedback about all the arrangements the school has in place.  The school is vigilant about ensuring that all the children that really need to be in school are attending and that children working from home are accessing all the required resources, including attending 3 zoom lessons daily and completing any set work.  Registers of attendance are taken along with notes and records of how the school has engaged with families to encourage and facilitate attendance, including phone calls, helping resolve technical issues (24 laptops out on loan), and if necessary, engagement with the Children and Families Team, who will contact those families who despite all efforts, still do not engage.  Parents/carers of all children on Free School Meals have been contacted by phone offering breakfast packs which can be collected from school fortnightly.  Morrison’s are providing free school meals for eligible children who are working from home. The meals cost a little more than school receives in funding, however Morrison’s organise everything.  School’s remote learning offer is improving all the time and the intention is to offer children at home the same as that provided in school.  The generic standalone lesson packs (covering up to 2 weeks work) which the school had previously put together, were used for the first week of term giving time for the completion and organisation of remote learning plans and resources, incorporating schemes of work and programmes of study.  Three zoom lessons are provided for each class, along with related tasks which are uploaded onto the VLE and marked.  Zoom lessons are staggered which helps parents, especially where they are trying to support a number of children at different stages, at the same time.  The more confident teachers are working with the idea of a zoom classroom, which remains ‘open’, providing drop-in support for those that would like it. The children re-enter into the ‘waiting room’.  *Q. Does the school use zoom break out rooms?*  No. The facility is not recommended because of potential safeguarding issues.  *Q. Will the ‘zoom classroom’ remain open all day?*  Potentially, yes. Zoom is allowing schools unlimited zoom time.  Staff are upskilling themselves and supporting each other with technology, such as zoom.  The Read Write Inc (RWI) portal has video resources including taught lessons, although not interactive. The school has also provided lots of opportunities for shared stories on screen and a range of recorded stories.  Children have access to other online learning platforms such as the Accelerated Reader Programme; Times Table Rock Stars (TTRS); the Music Scheme and Picture News, which offers remote learning assemblies.  A daily log / record is kept of children’s learning activities at home and children receive feedback for any work that is submitted on the VLE. Families are contacted by phone if work is not submitted.  Wednesday afternoon Planning, Preparation and Assessment (PPA) time is being retained and will include Teaching Assistants (TAs) who, in some cases, are leading bubbles / covering classes.  A few staff have been anxious about the risk of catching covid from marking and handling books. The importance of good hand hygiene has been emphasised, such as wearing gloves and washing hands to ensure that marking books remains safe.  The DHT emphasised the amount of work that had been accomplished within the first 4 days of term.  A great deal of time has been spent encouraging parents and children to engage with remote learning.  *Q. Can the children see each other during their zoom lessons?*  Yes. An additional incentive to participate.  A comment was made that many of the children have continued to mix outside of school regardless of the government guidance and regulations.  Mask wearing on the school grounds is easier to enforce now that there are fewer people on site.  The school has received lots of positive feedback from parents, with some minor negativity, for example on Facebook. The parents/carers of children who can physically attend school are very appreciative.  *Q. How are the staff doing / coping?*  The staff are all pulling together and rallying round to do as much as they can to make everything work and to support each other.  *Q. Some staff have had covid. How are they recovering?*  One colleague is still off on long-term sick, however it is unknown whether her existing condition has been made worse by covid.  One member of staff, who had been very poorly with covid, has now recovered and another, who was absent last week with covid, is back in school today.  *Q. How are the HT and DHT managing with the uncertainty, constantly changing situation, extra work and pressure?*  The situation is better today than last week. Last week involved exceptionally long working days, including evenings and weekends, necessary as a response to the situation and to ensure that everything was in place for the move to remote learning.  *Q. Is the school still operating with class bubbles?*  Yes, although the number of bubbles has reduced. Guidance does not give a numerical limit on the size of bubbles. The school is trying to stay at 15 or below and provide 2 staff for each bubble.  There were no further questions.  The Chair expressed the Governors’ thanks to the staff for all their work during an incredibly challenging time. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **4.** | **Link Governor SEND Report** | | |
| Peter Renshaw, who is the Link Governor for Special Educational Needs and Disabilities (SEND) presented his report which had been circulated in advance and is included in the meeting papers.  Peter was seeking governor approval to pursue a resolution to 2 main issues outlined in his report.   1. The unfairness of the current referral system which limits schools (regardless of their size or level of need) to two referrals per term for language and communication support for children with difficulties such as attention / listening / understanding and using language.     Governors agreed that Peter raise the issue directly with Manchester City Council (MCC).     1. The need for increased financial support. The school seems to have a disproportionately high number of SEND children and Peter suggested that consideration is given to confirming the current figures and, if appropriate, raising the matter with MCC with a view to seeking increased financial support.   Governors agreed that following confirmation of the figures, Peter pursues the issue with MCC. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Contact MCC about the unfair referral system for speech and language difficulties. * Confirm SEND comparative numbers and contact MCC about increased financial support. | PR  PR |  |

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| **5.** | **Any Other Business** | | |
| Today’s Extraordinary Full Governing Body Meeting replaced a scheduled Standards and Curriculum Meeting, which is now changed to Monday 29th March at 4.30pm via Zoom. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Standards and Curriculum Committee Meeting rescheduled to Monday 29th March at 4.30pm | HT / Chair |  |

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| **Date and time of next meeting:** | Governing Body Monday 8.2.21 at 4.30pm |