



# Isle of Ely Primary School

*Learning, Growing, Achieving Together*

**LOCAL GOVERNING BODY MINUTES OF MEETING**  
**Tuesday 19<sup>th</sup> January 2021, held remotely on Microsoft Teams**

**Present:**

Stephen Dove (Chair)  
 Stephanie Peachey  
 Allan Sanderson  
 Richard Whymark  
 Matt Rooke  
 David Monk  
 Mary Sweeney  
 Gemma Tuck  
 Bryony Surtees (Headteacher)  
 Liz Wright (Clerk)

**Apologies:**

Donna McCormick

Item	Agenda Item	Action
<b>1.0</b>	<b>Welcome &amp; introductions</b>	
1.1	Stephen welcomed our new governors, Mary Sweeney and Gemma Tuck to the meeting. Everyone introduced themselves and their role.	
<b>2.0</b>	<b>Apologies for absence</b>	
2.1	As above, apologies accepted.	
<b>3.0</b>	<b>Pecuniary and other interests</b>	
3.1	There were no declarations of interest for this meeting.	
<b>4.0</b>	<b>Chair's actions</b>	
4.1	There have been no Chair's actions since the last meeting.	
<b>5.0</b>	<b>Minutes of the meeting held on Tuesday 13<sup>th</sup> October 2020</b>	
5.1	The minutes of the previous meeting were agreed.	
5.2	There were no matters arising.	
<b>6.0</b>	<b>Head Teacher's Head Teacher Covid-19 response update since 4<sup>th</sup> January 2021</b>	
6.1	Bryony explained that as the last meeting was at the end of last term, and the start of this term has been unusual, there would not be the usual Head Teacher's report with the opportunity to ask challenging questions.	
6.2	This section will focus on our response to Covid-19 since 4 <sup>th</sup> January 2021	
6.3	Staff had a positive PD day on coaching on 4 <sup>th</sup> January, and put plans in place to begin a peer coaching programme. We were all set and waiting to welcome the children back on 5 <sup>th</sup> January 2021.  There had been no s44 Health & Safety challenges by staff in the teaching union, the NEU.	
6.3	However, as the prime minister announced a lockdown and closure of primary schools (except to children of critical workers and vulnerable children), we informed parents of our plans on the Monday evening, and asked critical workers to complete an on line questionnaire. We closed on the Tuesday to allow us time to put our remote learning	



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	plans into place and identify our children of critical workers, and vulnerable children who would be offered school places.	
6.4	We already had our remote learning policy in place and all our staff were already familiar with Microsoft Teams, having used in during the spring lockdown and since for on line meetings.	
6.5	<p>Initially we had approx. 150 request for school places from critical workers. We set up the children in school in their own class bubbles with their usual teacher &amp; TA, and all children, both in school and at home, have a timetable live streamed throughout the school day;</p> <p>8.30 Weekly group check ins 8.45 Whole school assembly 9.00 Maths 10.15 Break 10.45 Literacy 12 Lunch 1pm Foundation subjects; e.g. history, geography etc 2pm Independent learning (both in school and at home); Maths Whizz, TT rockstars etc.</p> <p>Teaching staff are on line with the remote learners until 2pm, and children at home can ask questions via the chat and they are supported by the TA or teacher via Teams.</p> <p>This timetable is being followed from Reception to Year 6; adjusted to take account of different ages and needs.</p>	
6.6	The teachers had initially been anxious of the live streaming, but all had stepped up and have all been fantastic. There are always 2 adults in each class bubble.	
6.7	<p>After the first week, we realised that we needed to try and reduce the number of children in school, following updated DfE guidance. We asked parents to complete a further on line survey to ask if children could be kept at home, or if parents work part time or shifts, they could consider a blended learning approach, sending children into school for part of the week.</p> <p>By working in partnership with families, we have successfully reduced the number of children in school each day to approx. 110.</p> <p>The class bubbles are working well as they don't mix with each other, with staggered times for breaks etc.</p>	
6.8	We are doing weekly check ins for all children over Teams, and more regular check ins and telephone welfare calls for children who are not engaging or where there are other concerns.	
6.9	We have received 8 laptops from the DfE which we can loan to children who do not have access to one at home. We have applied to the DfE for 5 4G connectors.	
6.10	We are providing hot lunches to children in school who are eligible for Free School Meals, and we are issuing supermarket vouchers fortnightly to children who are eligible for Free School Meals and currently learning at home.	
6.11	There is now an NEU union staff rep, who has opened a dialogue with the school with suggestions to improve the H&S further for staff. SLT have considered the suggestions and have drafted a conciliatory response.	
6.12	The feedback received from parents had been overwhelmingly positive. Stephen Chamberlain, the Trust CEO had tweeted all of our lovely feedback.	

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6.13	<b>Governor questions</b>	
6.14	<p><b>RW asked what was being done to support staff welfare and wellbeing?</b> BS replied that she was giving lots of positive praise and feedback. We have received lots of wonderful emails from parents and these have been shared with the staff.</p> <p>Teachers are able to work from home when they have release time and PPA. Twice a week, teachers can leave at 2pm, alternating with their year group partner teacher.</p> <p>We have a pastoral support assistant in school who is also a trained mental health nurse and she is offering drop in sessions for staff to offload.</p> <p>We have carried out individual risk assessments for all vulnerable staff, and are reviewing and updating them as advice and guidance changes.</p> <p><b>RW asked BS if she was supported with her own wellbeing.</b> BS replied that she had positive support from her team, and regular catch up with SD.</p>	
6.15	<p><b>AS asked how families eligible for Free School Meals were being supported.</b> BS replied that children who are in school are being given a hot lunch, and those at home are issued with supermarket vouchers, which are emailed with a QR code fortnightly.</p> <p><b>AS also added as a parent, the remote learning offer was excellent, and felt that children would still attain and make progress due to the teaching and support being given.</b></p>	
6.16	<p><b>SP added that she had also heard amazing feedback from parents on the remote offer, and in addition that the teachers were giving detailed feedback quickly. She asked for the team to be congratulated.</b></p> <p>BS added that teachers aimed to give feedback as quickly as possible, and that teachers had found the live teaching more effective in identifying and plugging learning gaps, as they were able to respond 'in the moment'. She added that a pack was being put together for parents, with a glossary of terms used across the curriculum, and the Maths and English policies.</p>	
6.17	<p><b>MR echoed that the online lessons were very good, and the school had maximised the use of technology. He felt that with younger children, it still required some parental input to keep the children focussed and encouraged to spend a large part of the day on screens</b></p> <p>BS said that this had been acknowledged in school, and some of the classes in the lower year groups were starting to introduce an idea or activity on line, and then allowing the children to work independently without having to focus on the screen. She added that the staff were mindful of the children becoming fatigued and were developing ideas to evolve the provision. The school are looking at doing some more creative activities, such as a music or RE day as part of the provision. Younger children are able to dip in and out of the live lessons as appropriate.</p> <p><b>AS added that it might be good to communicate this to families with younger children.</b> BS added that the teachers in the lower years are following and communicating this approach with the children, however, BS will re-iterate this for parents.</p>	BS
<b>7.0</b>	<b>Basic Safeguarding Training</b>	
7.1	BS delivered a basic Safeguarding training to those present, and attendance certificates will be issued.	
7.2	BS re-iterated that all governors should familiarise themselves with the school safeguarding Policy and Annex A of 'Keeping Children Safe in Education'. Both	LW



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	documents can be accessed by Governors via My Concern. LW will resent My Concern registration details for those not registered.	
7.3	LW will also send all governors the link to the Home Office PREVENT on line training, which all governors should also complete.	LW
<b>10.0</b>	<b>Any other business</b>	
10.1	There was no other business	
<b>11.0</b>	<b>Dates of future meetings</b>	
11.1	The next meeting is scheduled for at Tuesday 23 <sup>rd</sup> March 2021 at 6pm. Further meeting are scheduled as follows; <ul style="list-style-type: none"> <li>• Tuesday 18<sup>th</sup> May 2021</li> <li>• Tuesday 13<sup>th</sup> July 2021</li> <li>• Tuesday 5<sup>th</sup> October 2021</li> </ul>	
<b>11.0</b>	<b>Items for future agendas</b>	
11.1	<ul style="list-style-type: none"> <li>• Governor skills audit</li> <li>• Natalie Godfrey - Power Maths presentation</li> <li>• Neil Lloyd – coaching overview</li> <li>• Ricky Sinfield – Core knowledge curriculum overview</li> </ul>	

The meeting closed at 19.45.

Green – Governor questions/comments

Red – actions

Signed: 

Date: 12.04.2021