

P R E S E N T:-

Mrs A Lister (in the Chair)

Mrs J Banks, Mrs S Burdass, Mrs O Cunliffe-Lister, Mrs A Jackson, Mrs H Jameson, Mr A Lawson, Mrs P Lee, Mrs R Lee, Dr C Shipley, Mrs J Thompson and Mrs J Warkup.

Clerk to the Governing Body – Mrs S Trulio.

2004 **APOLOGIES**

No apologies for absence were received, the meeting was in full attendance.

2005 **CONFIRMATION OF ITEMS TO BE RAISED UNDER ANY OTHER URGENT BUSINESS**

RESOLVED: that no items be raised under any other urgent business.

2006 **DECLARATION OF INTERESTS**

RESOLVED: that no declarations of interest were received on any item on the agenda.

2007 **MEMBERSHIP**

RESOLVED: that governors were asked to consult the membership details held on HERE for Schools and notify the Clerk of any changes to be made.

2008 **MINUTES**

RESOLVED: a) that the minutes of the meeting held on 8 October 2020 be confirmed by the Chair;

 b) that the Chair sign the minutes at the first available opportunity in light of the current restriction of the Covid-19 pandemic.

2009 **MATTERS ARISING FROM THE MINUTES**

a) to review matters arising;

Minute 1973 – Membership

The Headteacher provided governors with an update on the vacancy for a new Foundation governor. The parent had confirmed they were still interested in the vacancy and the Headteacher advised that she believed they would be an asset to the governing body. Governors agreed to proceed with the application through the Diocese.

Minute 1996 – Class 4 Teacher Professional Development Request

The Headteacher advised that the Class 4 teacher had moved forward with her professional development however, it had not worked out as hoped and she had not continued after the Christmas 2020 break.

b) to review actions agreed at the previous meeting;

Minute 1995 – School Lunches

The Chair confirmed that she had sent a letter in regards to the school lunches issue but had received no response.

Governors consulted the action record from the previous meeting and confirmed that all other actions had been completed.

RESOLVED: that the application for a new Foundation governor be proceeded with the Diocese.

2010 **COMMITTEE MINUTES**

The minutes of the Teaching and Achievement Committee meeting held on 3 December 2020 had been included as part of the agenda pack for the meeting. It was noted that a Finance Committee meeting had not yet taken place and it was hoped that this could be held before the end of the spring 2021 term.

RESOLVED: that the minutes of the Teaching and Achievement Committee meeting held on 3 December 2020 be received.

2011 **REPORT OF THE HEADTEACHER**

The report of the Headteacher had been circulated to governors prior to the meeting and it was noted that it had been presented in a slightly different format in light of the restrictions of Covid-19.

a) Overview

The Headteacher shared that the autumn 2020 term had been successful and that the school were very happy with the systems in place. Pupils had returned to school and had got back to learning very quickly. The Class 3 bubble had closed just before the October 2020 half term break and although fortunately it had happened on a weekend, it had still taken a significant amount of time to deal with. The Class 4 bubbles had closed in early November 2020 and the process had been much quicker as the school had been much more prepared. The Local Authority had been quicker to respond and processes had been streamlined and the Headteacher noted that the support from the Local Authority had been invaluable. The second bubble closure had included a member of staff testing positive for Covid-19 who had been in contact with various members of staff and this had significantly impacted the amount of staff in school. The staff had pulled together and worked very hard to make sure the school could stay open. The lunchtime cleaner had needed to self-isolate and so the

Headteacher had temporarily taken on this role. It was agreed that this highlighted the team spirit at Burton Agnes CE Primary School.

The school had tried to maintain normality as much as possible however, some things such as worship and special mentions had needed to be delivered remotely. As parents were now used to Microsoft Teams, it was hoped they could occasionally be invited to join in with remote special mentions once pupils had returned to school fully. As Covid-19 had started to spike, the school had asked parents to wear face coverings on the yard and everyone had co-operated. The school had tried as much as possible to keep the Christmas traditions in place. Class 4 had completed their enterprise activity where they would sell items they had made, usually at the Christmas fair. The fair had not taken place but the pupils had still managed to sell their goods in a different and Covid-safe way. In true Burton Agnes spirit they had decided to split their profits between the British Heart Foundation, the Foodbank and purchasing some games for the school. Pupils had enjoyed parties within their bubbles, a Christmas lunch, attended an online pantomime courtesy of the Friends of Burton Agnes School, carried out an online church service and even had a visit from Santa on the school yard.

When the latest national lockdown had been announced on 4 January 2021, the school had decided to fully close on 5 January 2021 to prepare a remote learning plan and parents had been extremely supportive of this. This had allowed the school to all feel confident in what was to be provided.

b) Health and Safety

The Headteacher confirmed that the school were ready for the pupils to return to school on 8 March 2021. The systems in place would be the same as the autumn 2020 term so it would all be familiar to pupils and parents. All risk assessments had been updated and were available on the school website. The only major change was the information regarding staff completing lateral flow testing for Covid-19. All staff had opted in and were testing twice a week and these would continue following the return to school. The Headteacher also shared that the school had the support of outside providers who were keen to carry out the tests too now they were able to be back in school. Information had been sent out to parents this week regarding them being able to complete lateral flow tests at home and a governor who was also a parent noted that the letter had been clear and helpful. The school could not ask parents to test but could encourage it and give parents all the information possible on testing. It was hoped that the government would provide more information on this in the coming weeks.

c) Remote Learning

Remote learning had been a major piece of school development that had not been considered or imagined when the School Improvement Plan had been drawn up for 2020/2021. All staff had quickly learned new ICT skills and it had been a steep learning curve to be able to support parents remotely. The current lockdown had been very different to the previous ones and the novelty had worn off but the school were proud of how staff, pupils and parents had adapted.

Bubble closures had allowed the school to fine tune the plans in place for remote learning and the feedback from parents had been positive. Teachers were delivering book talks live and were completing check-ins as well as supporting learning one to

one remotely if it had been required. When the school had planned for the national lockdown from the 5 January 2021, staff had been keen to explore teaching sessions live. The teachers in Key Stage Two (KS2) had been passionate about the fact that they had worked so hard to develop writing and wanted to be able to continue this with pupils at home. Early Years Foundation Stage (EYFS) staff had been equally determined that Phonics would be a key area that would be supported via live sessions. Consideration had been made to when live sessions would take place to ensure that families who had siblings in other classes did not have live sessions clashing, particularly if they only had one device in the household. **A governor noted that at the previous meeting the school had stated they would not be delivering live lessons and queried why this had changed.** The Headteacher advised that initially, it had been a confidence issue for staff however, as things had moved forward this confidence had grown and it had been a natural transition and development. Within the local cluster, Burton Agnes CE Primary School were the only school delivering any live teaching and it was hoped that as a result of this the staff would have a much better idea of where pupils were in terms of progress. Often, when work was handed in, it was difficult to know how much parent input there had been and so the live lessons had allowed valuable interaction with the pupils and more of an insight to their learning. A governor who was also a parent noted that having the interaction with classmates and teachers had been very positive for pupils and had provided structure and routine for families. The Headteacher would pass this feedback onto staff.

Remote learning had been delivered to pupils through Microsoft Teams. All pupils had access to devices at home and if there were families who did not, the school had loaned out some of their resources. The school had initially been given five devices through the DfE (Department for Education) scheme and this week had received two more. The school had also worked with the children's university who had gifted some recycled laptops of varying quality and Harpham Village Hall had also kindly loaned devices to use in school. The school had handed out three devices in total for people they had identified would need them and had asked parents to get in touch if they needed additional devices but no one had. Paper work packs had also been prepared for those families who requested them. Governors were provided with a summary of the daily learning that had been provided.

The school had continued with the curriculum plan they had already been on and pupils in school and at home had all received the same work. Teaching assistants had supported pupils in school while teachers had been supporting those at home as the school had wanted all pupils to get same level of quality teaching throughout the lockdown. The majority of SEND (special educational needs and disabilities) pupils were currently in school but the ones who were not were being fully supported. Some pupils had also attended speech and language therapy sessions online.

Engagement had been closely monitored in terms of remote learning and families had been contacted if pupils were not engaging to check their wellbeing more than anything else. The Headteacher had been able to monitor all the learning delivered through Microsoft Teams and felt that the level of teaching provided was as good as it could possibly be. **A governor asked whether there had been any issues with pupils attending live lessons.** It was explained that there had been some. It depended on the day and the activity on offer however, there had always been a genuine reason for non attendance. The Headteacher advised that the best class for

engagement had been Class 3. Pupils who had engaged less would be checked on in terms of progress upon the return to school. **A governor enquired how staff had monitored attendance.** It was noted that there had been an understanding with parents that engagement was required. Staff had not completed registers but had kept in contact with any families where there had been concerns. The Headteacher was required to complete a daily return to the DfE about the pupils in school but there was no requirement to do the same for remote learning. The remote learning offer and associated information was now available on the school website.

d) Catch Up Funding

All sessions had started in the autumn 2020 term and progress was starting to be seen however, the most recent national lockdown had brought this to a standstill. The school would need to reassess things once pupils had returned to determine whether the same pupils still needed additional support or whether it was different. A summary of the catch up spending plan had been included within the report for governors and this was also available on the school website.

e) Attendance

Attendance for the whole school in the autumn 2020 term was 96% however, this did not reflect normal times as parents had not been able to take their usual holidays. There had also been a significant reduction in the usual bugs and illnesses and it was thought this was down to the new hygiene measures such as regular handwashing.

At the start of the spring 2021 term there had been 49% of the school population that could have come in to school due to having a least one parent who was a key worker. Thankfully, many of these parents followed the government advice and kept their children at home where they could. The biggest number of key worker pupils in school at any one time had been 22 which represented 26% of the school population. The total number of pupils currently in school was 33 which was 39% of the total school cohort. This included 11 pupils classed as vulnerable due to having a social worker and/or an EHCP (education, health and care plan) in place.

With numbers in school already high, the best and most fair way to approach this had been to stick to the government guidelines. Where families had struggled from time to time, support had been offered via phone calls, emails and video calls from staff members or the Headteacher, which had been appreciated.

A governor asked how the school were preparing for pupils that may be unhappy or anxious about returning to school. The Headteacher advised that as pupils returned to school, staff were mindful that they may encounter pupils who were happy to come back and also pupils who may struggle with yet another change. Staff had prepared for this as much as possible and pupils this may be relevant to had been identified already. When pupils had returned to school in September 2020 following the first lockdown, the school had completed a week of wellbeing activities and it was felt that the majority of pupils had not needed this. This time there would be a whole school welcome back approach linked to a story the pupils had been read so they had something in addition to do and look forward to. Staff would then look to meet individual needs rather than create issues that may not be there. **A governor enquired whether there were any families not happy for pupils to return.** The Headteacher shared that, as far as the school were aware, all pupils would be returning to school on 8 March 2021. There had been one family previously shielding but they

were now not required to and it was hoped those pupils would return to school on next week. **A governor queried whether there was an expectation for the school to provide remote learning if families chose to keep pupils at home.** It was confirmed that there was not. Pupils who did not return were to be taken off the school roll and be home educated. The only exception to not being marked absent if they did not return was if they were clinically vulnerable or had contracted Covid-19. **A governor asked how the school were approaching staff wellbeing and any issues they may have.** It was explained that staff did not seem nervous about pupils being back in school but that they had worked very hard to keep pupils safe. It was unfortunate that this effort may not be reflected outside of school however, it was not possible for the school to dictate what goes on outside of school. The Headteacher advised that she had spoken to some families who had flouted the rules and encouraged them to adhere to the guidelines.

f) Curriculum

A significant amount of work had been done on the curriculum and it was frustrating that it had been halted by Covid-19. The school had continued with a broad and balanced curriculum as it fully met the needs of pupils at the school. Staff had decided to move the learning structure around somewhat to ensure that there would be full coverage of this terms topic and would be trying to catch up on areas that would have been missed such as design and technology, art and practical science as these were difficult to carry out at home due to the resources needed. There were 17 weeks of term remaining from 8 March 2021. Staff planned to devote five more weeks to this terms topic taking it to the end of the week commencing 19 April 2021. There would be a parents consultation evening on 22 April 2021 which afforded staff five weeks back in school to talk confidently about pupils learning. The new summer term topic would start in the week commencing 26 April 2021 which would give the school 12 weeks to deliver it. Due to the long summer term, the school felt this was a creative use of time and would also allow 'catch up' to take place. It was unlikely that things such as the end of term productions or sports day would take place and therefore staff were looking at the best way to use the time they had.

g) Relationships and Sex Education (RSE) Policy

Information had been sent out to all governors regarding the draft Relationships and Sex Education Policy. Parents had also been sent a copy allowing them to consult on it and so far there had only been one response. A reminder had been sent to parents that the consultation would end on Monday 8 March 2021. The policy needed to be in place by the summer 2021 term and the school would continue to use the Happy Centred Schools programme to deliver this curriculum as it had been previously. Governors would ratify their approval of this policy at the summer 2021 term meeting of the full governing body.

h) Assessment

The national curriculum assessments due to be held in summer 2021, including tests, teacher assessments and the phonics screening check, had all been cancelled. EYFS assessments had also been cancelled although the school would still need to report to parents on outcomes so some form of assessment, however less intrusive, would still need to be made.

The DfE had required the school to carry out the Phonics assessment on Year 2 pupils in the autumn 2020 term as they had missed it as Year 1. All but one the pupils had passed it and the pupil who had failed had an EHCP in place and was quite a way behind in their learning. The Class 2 staff had worked really hard with three pupils in particular who, when they had returned in September 2020, were way behind with their Phonics but had achieved a pass in the test.

i) Governor Involvement in School

It had been very difficult for governors to carry out any monitoring roles during these difficult times. Hopefully, the video session the school had provided for the governors Teaching and Learning Committee had allowed some monitoring to take place to an extent with pupils sharing their work and their learning. The Headteacher suggested that, for the time being, governor visits and meetings should remain virtual. It was agreed that the maths, literacy and science leads and the SENDco (special educational needs and disabilities coordinator) would have a Microsoft Teams or telephone conversation with the appropriate governor sooner rather than later to get an overview of where the school were now and how they intended to move forward. From this, staff may be able to set up some pupil interviews and book sharing.

j) Thank You

The Headteacher shared that she would like to say a huge thank you to the Burton Agnes CE Primary School team who had worked tremendously hard throughout the pandemic. The enormous efforts that had been made to transform learning as we knew it in such a short space of time was highly commendable. Without their willingness to be flexible and go the extra mile, the past few months would not have been as successful as they had been. Governors extended their thanks to both the Headteacher and to the staff for the tremendous work they had put in during this past year.

- RESOLVED:
- a) that the Report of the Headteacher be received;
 - b) that the RSE Policy would be sent to governors for approval following the parent consultation and this approval would be ratified at the summer 2021 term meeting;
 - c) that virtual visits be arranged between the SENDCo and the maths, literary and science leads and their link governors as soon as possible.

2012 **SCHOOL IMPROVEMENT PLAN 2020/2021**

Governors had been provided with the School Improvement Plan from the previous academic year which had been updated in response to the effect of Covid-19. A number of targets were not able to be completed and had therefore been carried over to this year. The plan had been condensed and was in a draft format for the moment as the Headteacher shared that the school wanted to see the effect of the return to school or any other potential setbacks that may arise.

The school's main priorities this year were as follows:

- To ensure catch up funding was used effectively so that it impacted positively on pupil outcomes;
- To work effectively with all school leaders in evaluating the church school distinctiveness ensuring the school was fully prepared for the new SIAMs (Statutory Inspection of Anglican and Methodist Schools) framework;
- To carefully monitor and assess all learners to ensure that they met predicted expectations.

The Headteacher noted that science was a strength of the school and that this was a focus within the plan. A governor who was also a teacher at a secondary school noted that he had received positive feedback on the science skills of pupils who had attended Burton Agnes CE Primary School.

RESOLVED: that the School Improvement Plan 2020/2021 be received.

2013 **SAFEGUARDING REPORT**

It was advised that one family who had been receiving support from the Children's Centre now had a social worker and a Child in Need (CIN) plan and the Headteacher felt this was very positive. Another pupil who had previously been on a CIN plan had been taken off it and the Headteacher shared that she was not supportive of this decision.

EHaSH (Early Help and Safeguarding Hub) had now changed the way they could be contacted and one noted change was that it was possible to speak to a social worker using an anonymous scenario to determine whether more intervention was needed. The Headteacher shared that she had done this and found it very positive.

Staff in school were excellent at bringing any safeguarding to the Headteacher as Designated Safeguarding Lead (DSL) or Mrs Kemp as Deputy Designated Safeguarding Lead (DDSL) and Mrs Warkup was in regular contact with the Headteacher in her role as Safeguarding Link Governor.

A governor enquired whether all vulnerable pupils had taken up their school place in lockdown. It was confirmed that they had not initially. There was one pupil who had not and was initially engaging in home learning however, as engagement decreased the pupil eventually came into school. The family who had recently been placed on a CIN plan had not wanted the pupils in school initially however, once it had been explained that having a social worker made them qualify for a place they had started attending.

A governor asked whether CPOMS (child protection online management system) was still being used. It was confirmed that it was however the Headteacher advised that she also kept paper copies of Child Protection information which she personally found useful. CPOMS was used more for behaviour incidents.

RESOLVED: that the termly safeguarding update be received.

2014 **SCHOOL FUND ACCOUNT**

It was explained that it was not currently possible for the School Fund Account to be audited and this item would therefore be deferred until this had been done. There were now two years' worth of accounts to be audited.

RESOLVED: that the School Fund Account be deferred until the summer 2021 term meeting of the full governing body.

2015 **BUSINESS CAR USER SCHEME POLICY**

RESOLVED: a) that the Business Car User Scheme Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2016 **CAR SALARY SACRIFICE SCHEME POLICY**

RESOLVED: a) that the Car Salary Sacrifice Scheme Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2017 **DRIVING FOR WORK POLICY**

RESOLVED: a) that the Driving for Work Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2018 **EQUALITY IN EMPLOYMENT POLICY**

RESOLVED: a) that the Equality in Employment Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2019 **JOB SHARE POLICY**

RESOLVED: a) that the Job Share Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2020 **MOBILE DEVICE POLICY**

RESOLVED: a) that the Mobile Device Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2021 **PAY POLICY**

RESOLVED: a) that the Pay Policy be approved and adopted;

b) that the Headteacher notify staff of the adoption of this policy.

2022 **RELOCATION SCHEME (SCHOOLS)**

- RESOLVED: a) that the Relocation Scheme (Schools) Policy be approved and adopted;
- b) that the Headteacher notify staff of the adoption of this policy.

2023 **THE RIGHT TO REQUEST TIME OFF FOR STUDY OR TRAINING PROCEDURE (SCHOOLS)**

- RESOLVED: a) that The Right to Request Time off for Study or Training Procedure (Schools) Policy be approved and adopted;
- b) that the Headteacher notify staff of the adoption of this policy.

2024 **GOVERNOR VISITS**

RESOLVED: that no governor visits had taken place as a result of Covid-19 but that governors had remained in regular contact with the school throughout.

2025 **GOVERNOR TRAINING AND DEVELOPMENT**

The Chair and Dr Shipley confirmed that they had recently attended training on virtual governor visits which had been very informative. Mrs Lee confirmed that she had booked on to the New Governor Induction Training with the Local Authority.

RESOLVED: that all training details were available on the CPD website www.hereforschools.co.uk.

2026 **REVIEW OF ACTIONS**

RESOLVED: that the Review of Actions be confirmed.

2027 **NEXT MEETING**

RESOLVED: that the next meeting be held on:

Thursday 17 June 2021 at 4.00pm.

Chair's Signature and Date