



Foxhills Junior School
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Minutes of the Virtual Full Governing Body

Monday, 28 September 2020

GOVERNORS' KEY FUNCTIONS

Ensuring clarity of vision, ethos and strategic direction

Holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of the staff

Overseeing the financial performance of the organisation and making sure its money is well spent

Governors Present:	Ann Arscott, LA Governor, Chair of Governors (AA) Andrew Shore, Headteacher (AS) Anne Marie Datlen, Co-opted Governor (AMD) Tim Mead, Co-opted Governor (TM) Donna Neill, Co-opted Governor, (DN) Clive White, Co-opted Governor (CW) (joined meeting at 18:25) Adrian Wiley, Co-opted Governor (AW) Jan Batty, Co-opted Governor (JB) Glenda Thornley, Co-opted Governor (GT) Tonmoy Kumar, Parent Governor (TK) Debbie Pearce, Parent Governor (DP) (joined meeting at 18:06)
Apologies received:	Graham Mayer, Co-opted Governor (GM) Hayley Sired, Staff Governor (HS) – currently on maternity leave
Absent:	None
In Attendance:	Gwynne Kynaston, LA Clerk (GK) Chris Bristow, Deputy Head Teacher (CB)

The meeting opened at 18:00 and was quorate throughout.

Blue type denotes support and challenge by the governors. Red type indicates an action is required and will be collated into an action grid at the end of these minutes and appear on the agenda for the next meeting.

Agenda Item
 Item

1.0 Welcome, apologies and absences

AA welcomed everyone to the governors' first virtual FGB meeting of the new academic year. No apologies had been received. GM has decided to resign as there are some new potential governors and his parish workload is very heavy.

AA reminded governors of the virtual meeting protocols agreed at previous virtual meetings.

Signed:

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2.0 Election of Chair and Vice Chair/2nd Vice Chair

AA was re-elected as Chair of Governors. AW and DN were elected as Vice Chairs.

3.0 Update register of pecuniary interests

AA reminded governors to update their pecuniary interest declaration on GovernorHub (GHub) and to check their contact details were up to date.

Action: Governors to update their pecuniary interest declaration on Ghub (instructions on how to do this are on Noticeboard in Ghub) and GK to check these have been completed before the next FGB meeting in November.

4.0 Committee structures, membership of committees and individual governor roles (see uploaded Roles and Responsibilities document)

(DP joined meeting at 18:06)

Governors agreed their roles and responsibilities as per the attached document. Specific subject link roles will be finalised at the next meeting of the CLA Committee.

A governor asked if one of the existing members of F&R could take over chair in the new year. TM stated that he was happy to take on this role with support and would liaise with TK.

5.0 Accuracy and approval of minutes of the previous meeting held on 15.07.20 and matters arising from that meeting

The minutes were agreed as a true and accurate record of the meeting held on 15.07.20.

Action: AA to sign minutes (and those from previous virtual meetings) in GHub and sign paper copies once governors meet face to face again.

Matters arising from Virtual Meeting of FGB on 15.07.20			
Resp	Item	Action	Comment/completion
GK	1.0	GK to email TK and DP and check if they were well and if they had received their Zoom invite	Completed
AA	4.0	AA to sign minutes when she and GK meet in person	Approved minutes can be digitally signed in Governorhub
AS	5.0	AS will circulate the RA to all governors and letter to parents	Completed
GK	6.2	GK to add Safeguarding Audit, Child Protection and Safeguarding Policies and show governors how to update that they have read KCSiE 2020	On agenda Instructions on how to declare they have read KCSiE2020 on GHub
CB/AS AA	8.0	CB/AS will mention the parent vacancy at transition meetings and will include it when writing to the new	Completed

		parents. AA will write to all parents at the beginning of September and will include information about the vacancies in this.	
AA	9.3	AA to explore the possibility of disabled bays for parking on the drive.	Contacted HCC, no reply, will try again.
AS	9.3	AA asked AS to pass on governor thanks to all at FJS for the huge amount of effort put into making school safe for both staff and children.	Completed and AA also wrote to staff to say thank you

6.0 Adoption of Practice and Procedures for 2020-21

The following practices and procedures, including any in-year updates, were adopted:

- HCC Manual of Personnel Practice (MoPP)
- HCC Scheme for Financing Schools
- HCC Good Practice Guide
- Governor Code of Conduct
- Standing Orders 2020-21

7.0 Safeguarding

7.1 KCSiE September 2020

AA reminded governors that they must read this annual document and that when they had, they should complete the declaration in GHub.

Action: Governors to read KCSiE2020, record this on GHub and GK to check these declarations prior to the next FGB in November

7.2 2019-20 Safeguarding Audit and Safeguarding Improvement Plan for 20-21

Governors approved this document.

Action: AS to upload governors' approval of Safeguarding Audit to HCC by 30.09.20

7.3 Child Protection and Safeguarding policies 2020-21

AS confirmed that these two documents had been localised. Governors approved the HCC model policies. AS informed governors that the school's safeguarding principles had been added. The Safeguarding policy was not quite finished and was a non-statutory policy unlike Child Protection.

Action: AS to arrange for the upload of these two policies onto the school website once completed.



7.4 Chair's Safeguarding Report

The report had been uploaded to GHub. AA reported that she had only been into school twice since March. She confirmed that she would check the SCR just before half term once new staff have finalised their induction.

8.0 Chair's Report

The report had been uploaded to Ghub. A governor asked if this document fulfilled governor's self-evaluation. AA confirmed it did.

9.0 Written report from Headteacher to include COVID-19 update, latest COVID-19 Risk Assessment and staffing update

(Clive White joined meeting at 18:26)

Firstly, thank you to all staff who have worked so hard to ensure Foxhills opened safely at the beginning of term. The high attendance rate suggests that parents have confidence in the school providing a safe environment. Thank you to Andrew for a comprehensive and informative report.

Section 1 - Risk Assessment

Contact by Health Executive. Are they likely to contact governors?

No. And I know of only one school that has been contacted. I am not sure of the circumstances for this, either. It could well be that there was an issue (Covid19-related) that they were checking up on? Regardless, we have done everything by the book and so am not at all concerned about a call/audit.

Traffic congestion. The ongoing problem made worse! Should we endorse the recent letter from the Infant School to HCC re School Streets? There does seem to be a glimmer of hope here, but I'm not sure how a street closure will be achieved. Quite happy to write if GB thinks we should support the IS in this one.

I think we should continue to monitor this situation. I have not yet heard the outcome of the Hants meeting.

Section 3 – Curriculum

You mention 'widening gaps for some children'. Is this random or confined to a particular group e.g. AEND?

At this stage gaps appear to be fairly random. It is possible that this is a reflection of the level of support that children received at home during the lockdown, but we have no evidence to support this, at this stage. The key way to address gaps is through quality first teaching (QFT) – the teacher then identifies the gaps and addresses through targeted in-class support.



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4/5 LAC and 6/8 EHCP children attended school regularly throughout 'lockdown' and they received a good standard of education. These children are not in need of a catch-up programme, other than the gaps they have, which could be related to forgotten learning. The one LAC child who did not attend was greatly supported at home and has learned in line with expectations. Two EHCP child are in need of additional support (on top of their 30 allocated hours for a disability) and they are being supported 1:1 in the class. Already, they appear to be catching up (based on in-class assessment). Please see the AEND/ LAC reports, prepared by Chris for further details.

CB added that there had been lots of positives for the SEND children during the lockdown period when school was open. Those that attended had personalised learning which led to accelerated progress. CB reported to governors that the Y3 children who started in September are confident and have settled in well. She believed the transition week was very beneficial and led to excellent start for them. Baseline assessments are being carried out in Y3.

A governor stated that it was good to hear that the transition had such a good impact.

A governor asked how the new Y6 cohort were doing.

AS explained that they were being taught using the same approach – teachers are assessing and filling gaps as they go. There seem to be more gaps in Y4/5/6 than in Y3. This is probably because a high proportion of Y2 children did attend school throughout lockdown.

CB added that the LAC in Y6 were making the right progress and that the teaching team in Y6 were strong and experienced. AS added that no formal summative assessments had been carried out yet.

A governor asked if there were likely to be any long-term difficulties as a result of the lockdown period.

AS explained that in some History/Geography projects there was missed teaching and learning of specific subject skills. He added that subject leaders have looked at these missed projects and mapped key learning/skills development missed into the year that they meet the curriculum again to address this missed learning.

Section 5 -Provision for vulnerable/disadvantaged

Catchup funding. Rightly this is targeted at vulnerable children, but they will not be the only ones to incur widening gaps in learning. I know we have appointed extra staff, but presumably we don't get extra funding? Another governor asked whether there were any plans for how this catch up funding is to be utilised.

The additional funding is based on £80 per child and is intended for schools to support ALL children, not just PP/ vulnerable. As far as I am aware, there is no further funding over and above this. There is a tutoring programme commencing but we are awaiting more information. A teacher is being used to deliver learning interventions outside the classroom. However, as a member of staff has been off for two weeks, this teacher has had to cover the absence. Therefore,

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the school is employing another teacher to address this difficulty. This will build teaching capacity. This extra member of staff has been costed into the budget.

A governor asked if there was increased funding available to spend on infra-structure purchased to meet Covid19 safety requirements.

AS explained that schools with a surplus budget do not get money reimbursed.

The governor explained that he had read a document about the availability of extra capital funding and said that he would send information to AS regarding extra funding available.

Action: TK to send AS information about capital funding for Covid19 infrastructure expenses.

You normally have parent evenings before half term. Wondered how you will manage feedback to parents this term?

AS responded that it was not prudent to have face to face meetings so the teachers will be using Zoom and holding 10-minute meetings over a number of evenings.

Item 6 on the agenda - Standing Orders_Governor self-evaluation

It is written into our Standing Orders that we will self-evaluate our previous year's work at the first meeting of the Autumn term. Is it intended that AA's summary of GB impact covers this? I think it does nicely.

AA confirmed that she believed it did.

HT Report Section 9 - Breakfast/After school clubs

If helpful, I can note at the meeting that my two are being kept strictly apart at after-school club as they are in different bubbles, even though they (obviously) mix outside school. I am sure nothing is perfect, but it appears the assurances given by the CIC Directors do seem to be being implemented by the staff.

AS explained, he has no control over what happens in another school, but he knows that they are keeping bubbles safe. Childminders bringing in all sorts of children from cross bubbles. AS will continue to monitor that they continue to keep children from different bubbles apart. Out of school clubs starting up again.

This is good to hear. I usually take the children to the Infants myself and have seen that they do go to different sections of the room. I would raise my concerns, if they did not but I actually have no jurisdiction over the club. If they chose to ignore our bubbles, I could not stop them and, whilst I would stop endorsing the club (and, indeed, even issue a plea to parents to not use it), ultimately it would be for the Infants to decide whether to host it or not. New Forest Child Care could even set up in an alternative venue and, again, I could not stop the mixing of children. Therefore, I am grateful that NF Child Care did engage with us and support our bubble system.



HT Report Section 4 Safeguarding

Attendance - does the attendance figure of 97.7% include or exclude those not attending due to quarantining or isolation (and noted as being registered as Educated at Home)? Another governor also asked: Are those children coded as "educated at home" classed as attending or not attending?

Children who are isolating or who have a suspected case of Covid19 do not get marked as absent – they are assigned a special code (x) which designates them being out of school but still being educated.

The percentage of students being off school with the X mark is 1.3%.

HT Report Section 5 Staffing

Risk - I had one area I was a little uncomfortable with - the member of staff reporting anxiety, potentially vulnerable due to a family member and asking to wear a mask. It is noted that "In certain circumstances, we do allow them to wear a mask." My understanding is that rules around masks are left by the government to the HT's discretion, but there is an expectation from the teaching unions that 1) a request to wear a mask should be respected and 2) that someone facing additional vulnerability should have an individual risk assessment completed. HSE also asks employers to support staff requesting a mask.

A few questions:

- has the member of staff requested a face covering (generally cloth and providing protection to others, not to self) or a mask (generally filtered / medical grade and providing some protection to self)
- has this request been made formally / in writing?
- has the school documented an individual risk assessment and the circumstances in which the member of staff is allowed to wear a mask? If not, should they?
- has the member of staff indicated that they are happy with the agreement reached?

As you state, it is discretionary for the Head to decide about staff wearing masks in school. I have met with the member of staff and we have discussed the use of a mask/ face covering verbally. This member of staff is not concerned about their own wellbeing – their concern is related to them contracting the virus and taking it back into their own home environment – which, technically, could happen in any circumstance in their daily life. Therefore, as the risk is related to a secondary person in the home, meaning it is for them to manage the risk in their own home, I have not completed an individual risk assessment. We have discussed the many measures we have in place, as set out in our own RA.

Primarily, the member of staff wears a filtered mask and is used to protect the user. They also do wear a clear plastic visor, if working in small group situations, which demonstrates that they have a good level of confidence. The mask does not prevent them from fulfilling their role – if it did, then we may consider additional actions/ support. The member of staff is happy with the arrangement.



Committees – CLA

I wasn't sure if Ann intended me to respond to her action of reporting on how I'd like the CLA to operate this term but to confirm, I would like a CLA meeting, I think this should be at a point that subject leaders have had the chance to assess gaps and their responses to them and I agree subject leaders could update the CLA via a brief report. The school may already have something in place but I was thinking a short questionnaire might help minimise the burden. Something like:

- a) What is your general assessment of gaps in learning in your subject?
 - b) Have you identified any additional gaps in the new starters (year 3)?
 - c) Have you identified any additional gaps within vulnerable groups?
 - d) What actions are being taken to address these gaps? [Could provide action plan for this instead of answering]
 - e) What additional resources are being utilised and are these sufficient?
- Perhaps a short answer to each question (ideally more comprehensive for core subjects).

a) *In line with Hampshire Guidance - no assessments should take place until after half term 2020*

We will conduct summative assessments at the end of each term.

Teacher start each Project with an assessment task, to identify gaps (Reading, Writing and the Foundation subject e.g history).

Gaps can also mean forgotten learning. All gaps (the learning which we would expect children to know/recall) are, primarily, addressed through quality first teaching, across the school. This includes identifying children to work in cut-away groups with themselves and LSA.

Teachers will complete subject assessments at the end of each project and identify those children below expected level and those above. This informs next step planning.

- b) *Year 3 assessments are underway for phonics, reading and spelling. In line with LA, Year 2 standards picked up and run alongside Y3*
- c) *Some disadvantaged children have done little or no reading during lockdown – this is being addressed. This applies to other children*
- d) *Additional staff – teachers and LSAs to increase capacity*

Additional ELSA staff / Whole school license for ReadingPlus etc

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Please thank Andrew for his report. It is good to see that the school is doing everything they can to keep the children safe. Could Andrew please explain how the children are being reassured about the current pandemic and is this something the children get to discuss freely at certain times? I understand that support is in place but I'm just wondering how it is delivered

We had anticipated that children would have been quite nervous about returning to school.

However, we have since found that levels of confidence for the vast majority of children has been high. The very few children who have shown anxiety have been supported by our ELSA team (we have added an extra trained member to the ELSA team to increase our capacity).

Bubble time is available for children to use. We have had 4 children who have needed additional support. Not carried out explicit lessons on Covid19 as this would only raise concerns.

Having children back for a week before the summer holiday had a positive impact.

CB – anticipated and prepared for anxious children – some are starting to feel it a bit now. Increased capacity of LSA – ELSA qualified means any concerns can be addressed immediately

A governor who is also a member of staff added that the staggered entry time gives more opportunity for nurturing and supporting any child finding it hard to come in. Home time is calmer too.

AA had observed the children being calm and happy when she had visited school.

AS explained that he had thanked all staff for their positive approach. He stated that he is really grateful for their approach and recognised the many strengths of the school team.

AS has been encouraging staff to leave earlier to try and impact positively on their wellbeing as there is pressure on staff in remembering to thinking about all the extra Covid19 requirements, as well as the extra workload entailed in providing children in quarantine/isolation with home learning.

CB added that staff are missing sitting together in one staff room as they are spread over 3 rooms.

A governor who is also a member of staff reported that morale is high, and members of staff are aware of how each other are.

Section 5 Staffing

What provision is there for covering for absent staff? Does this impact on additional resource for ELSA and catch-up/intervention programme?

We are advertising for an additional member of staff to increase teaching capacity.

10.0 Governor Visit Report – Implementation of COVID Risk Assessment

This report had been uploaded to GHub. AS confirmed that it had been good to take DN and DP around school. DP reported that school was calm, and the governors were reassured about safety measures for staff and pupils.

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11.0 School Vision and School improvement priorities (CIP)

The February 2020 Ofsted feedback to the school's leadership was to "carry on what you are doing".

The School Development Plan is to be known as the Continuing Improvement Plan. The Vision remained the same – CLEAR (Care, Learn, Enjoy, Achieve Reflect). The school would continue to improve:

- children's cultural capital by identifying wider learning opportunities for them. The "Broadening your Horizons" booklet offers challenges for children to visit libraries, galleries, castles and beaches.
- Reading fluency
- teaching skills through a coaching programme which is currently on pause – long term priority for this year
- the progression of subjects

Action: AS to send CIP to GK for uploading onto Ghub

12.0 Governor vacancies and recruitment

With today's resignation of GM, there are currently 2 Co-opted Governor vacancies and there will be a Parent Governor vacancy in December. Governor Services current advice is that parent governor elections should not be conducted.

Four applications had been received for the two co-opted vacancies (all of them parents). One applicant had not returned their skills audit. Governors agreed that they would not consider this applicant because of this reason as it was impossible to compare their skills with the other three candidates. One new governor could be appointed to Finance and Resources Committee and one new governor to CLA/Safeguarding, as vacancies in both due to SW and GM retirement.

A governor recognised that this excellent response to the advert for a new governor was a result of the great relationship between parents and AS and CB.

Governors discussed the three applications at length. Discussions included the difficulty of not being able to meet them in person prior to appointment Governors discussed their professional skill sets as well as their personal skills.

A governor was concerned that we cannot really know them. Another governor felt it was important that we did not lose any of them. Governors felt that all of them had valuable skills to offer. Governors should be looking at this as a bonus and try and get them all on board.

It was agreed that it was fantastic to be in such a difficult position as the three candidates were so well qualified to meet the skills criteria. Governors agreed that they would offer two of the



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applicants a co-opted position and the third an associate membership of the governing body which, to all intents and purposes, was not very different to a co-opted position except they would not be able to vote at meetings.

Governors then took part in a secret ballot which resulted in the names of the applicant who would be asked to join F&R, the applicant who would be asked to join CLA and the applicant who would be offered associate membership of the governing body.

Action: AA to contact all four applicants and let them know the outcome of the governing body's decision and to find out if they would accept their appointments.

Governor Training

AMD explained that current GS training was currently online, and this was not likely to change until the new year at the earliest. There are a lot of courses available.

WGBT is booked for 1st February 2021.

Action: Governors to let AMD know of any e-learning they have taken part in so that she can check the training records are correct.

13.0 Policies for review and ratification

13.1 Supporting pupils with medical needs policy

This updated policy is statutory and was due for review in July 2020. Governors approved the policy.

Action: AS to arrange for the Supporting pupils with medical needs policy to be uploaded to the website

13.2 SEND Information Report and SEND Policy

13.3

CB will review these two documents and send to JB for checking. FGB will approve at the next FGB meeting in November 2020.

Action: GK to add to November 2020 FGB agenda

13.4 SRE Policy

This policy was due for review in September 2020 and is currently being developed to be in line with new guidance ready for September 2021.

Action: GK to add to July 2021 FGB for approval

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13.5 Online Safety

This policy was due for review in March 2020. This has been replaced by a new user agreement.

Action: AS to ensure that the website has the latest guidance uploaded instead of previous document

13.6 Behaviour Policy and Behaviour Principles (Written Statement)

13.7

The behaviour policy was due for review in March 2020 and the Behaviour Principles in September 2020. AS is currently updating these documents. Once these have been done, DN will review them once written.

Action: AS/CB to update behaviour policy/behaviour principles. DP to review.

13.8 Attendance Policy

Action: AA to review Attendance Policy on the website for accuracy

AOB

Governors discussed recent research about Covid19 symptoms and how these were often very different for children, yet government advice is the same three symptoms as for adults. A governor believed it could be communicated to parents/staff to be aware of as general info and not guidance. AS stated that he did not wish to undermine staff confidence and was reluctant to get staff to read it as the symptoms referred to are common to other childhood illnesses.

Meeting closed at 19:47

Date of next FGB meeting: 24.11.20

Chair – Ann Arscott	Vice Chair – Adrian Wiley/Donna Neill
Children’s Learning and Achievement Committee Chair- Adrian Wiley Glenda Thornley Clive White Ann Arscott Anne Marie Datlen Jan Batty Donna Neill Andrew Shore	Finance & Resources Committee Chair -Tonmoy Kumar (until December 2020) Debbie Pearce Tim Mead (chair from January 2021) Ann Arscott Andrew Shore VACANCY – Natasha Wooton VACANCY
Headteacher Performance Management Panel External Advisor –	Pay Review Committee Chair – Clive White

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Ann Arscott Adrian Wiley VACANCY	Glenda Thornley Donna Neill
SEND governor/Pupil Premium/LAC/PLAC Jan Batty	Safeguarding/Safer Recruitment Committee Chair – Ann Arscott Donna Neill VACANCY – Michael Isherwood
Development and Training Governor Anne Marie Datlen	Forum Rep Anne Marie Datlen
English governor Adrian Wiley	Maths governor VACANCY
Sports Premium CLA	Science Glenda Thornley
Promoting Positive Behaviour governor VACANCY	SMSC/British Values Anne Marie Datlen
Pupil voice and Rights Respecting governor Clive White	Wider Curriculum link governors Clive White Donna Neill
Health and Safety/Premises/Site Security governor Tim Mead	
Personnel/Complaints/Grievances/Disciplinary Formed as needed	Allegations against Headteacher Ann Arscott

Matters arising from FGB on 28.09.20			
Resp	Item	Action	Comment/completion
All govs GK	3.0	Governors to update their pecuniary interest declaration on Ghub (instructions on how to do this are on Noticeboard in Ghub) and GK to check these have been completed before the next FGB meeting in November.	
AA	5.0	Sign minutes (and those from previous virtual meetings) in GHub and sign paper copies once governors meet face to face again	
All govs GK	7.1	Governors to read KCSiE2020, record this on GHub and GK to check these declarations prior to the next FGB in November	
AS	7.2	AS to upload governors' approval of Safeguarding Audit to HCC by 30.09.20	
AS	7.3	AS to arrange for the upload of Safeguarding and CP policies onto the school website once completed	
TK	9.0	TK to send AS information about capital funding for Covid19 infrastructure expenses.	



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AS	11.0	AS to send CIP to GK for uploading to GHub	
AA	12.0	AA to contact all four applicants and let them know the outcome of the governing body's decision and to find out if they would accept their appointments.	
All govs	12.0	Governors to let AMD know of any e-learning they have taken part in so that she can check the training records are correct	
AS	13.1	AS to arrange for the Supporting pupils with medical needs policy to be uploaded to website	
GK CB	13.2	CB to update SEND Information Report and SEND policy ready for November FGB and GK to add to Nov FGB agenda	
GK/new Clerk	13.4	SRE policy to be added to July 2021 FGB Agenda	
AS	13.5	AS to ensure that the website has the most up to date online safety guidance uploaded onto it	
AS DN	13.7	AS to update Behaviour Policy and Behaviour Principles and DN to review.	
AA	13.8	AA too review Attendance Policy on the website for accuracy	