



Governor Meeting

Reason for Meeting: FGB meeting (via Skype)	Start: 21/05/2020 16:00:00	End: 21/05/2020 18:00:00
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Governing Body: Sean Pond (Chair), Sarah Edwards (Headteacher), Andrew Sudron, Paul Addison, Gemma Cardwell, Sarah Daggett, Caitlin Hughes, Sheila Morris

Core Functions of the Governing Body:

Ensuring clarity of vision, ethos and strategic direction

Holding the Headteacher to account for the educational performance of the school and its pupils

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

Agenda

Item	Description	Led by
	PROCEDURAL	
	Welcome	Chair
FGB.124.19	To receive apologies and record the acceptance of apologies	Clerk
FGB.125.19	To remind Governors to declare any pecuniary or non-pecuniary interests	Clerk
FGB.126.19	To remind Governors of the need for confidentiality and to determine if any part of the minutes needs to be a confidential item and excluded from the minutes to be made available for public inspection	Clerk
FGB.127.19	To declare the notification of any other business to be discussed later in the meeting	
FGB.128.19	To receive a presentation from the Computing & Science Subject Lead	Holly Eldridge
FGB.129.19	To approve and sign the minutes of the following meetings: - <ul style="list-style-type: none"> • Thursday 23rd April 2020 • Thursday 30th April 2020 (Extraordinary meeting) 	Clerk
FGB.130.19	To discuss any matters arising from the minutes	Chair



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	BUSINESS	
FGB.131.19	School Budget <ul style="list-style-type: none"> To approve the Start Budget To discuss the contract schedule 	FSO/ Headteacher
FGB.132.19	To discuss School Meal Charges	FSO/ Headteacher
FGB.133.19	Update from the Headteacher on the current situation in school and the latest NYCC advice	Headteacher
FGB.134.19	To approve the following policies <ul style="list-style-type: none"> Child Protection Policy update for Covid-19 	Headteacher
FGB.135.19	AOB	
	Date of next meeting: - Thursday 18 th June 2020 at 4pm (via Skype)	

Minutes

Present: Sean Pond (Chair), Sarah Edwards (Headteacher), Andrew Sudron, Paul Addison, Caitlin Hughes, Shelagh Morris

Also present: Sandra Searle (NYCC Clerk), Jane O’Gara (Finance Support Officer (FSO))

Item

	PROCEDURAL	
	The Chair welcomed everyone to the meeting	
FGB.124.19	<u>To receive apologies and record the acceptance of apologies</u> Apologies had been received from Gemma Cardwell and Sarah Daggett and these were consented to.	
FGB.125.19	<u>To remind Governors to declare any pecuniary or non-pecuniary interests</u> None were declared.	
FGB.126.19	<u>To remind Governors of the need for confidentiality and to determine if any part of the minutes needs to be a</u>	

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	<p><u>confidential item and excluded from the minutes to be made available for public inspection</u></p> <p>The Clerk reminded the meeting of the need for confidentiality, there were no items requiring confidential minutes at this time.</p>	
FGB.127.19	<p><u>To declare the notification of any other business to be discussed later in the meeting</u></p> <p>None</p>	
FGB.128.19	<p><u>To receive a presentation from the Computing and Science Subject Lead</u></p> <p>The Subject Lead (SL) for Computing and Science joined the meeting for this item The Statement of Intent for both subjects had been emailed to governors prior to the meeting and the SL talked through them with the governors</p> <p><u>Science curriculum</u></p> <ul style="list-style-type: none"> • The intention is to make the learning relevant and personal to each student to enable them to realise their aspirations and achieve as much independence as possible. • 4 Strands have been identified <ul style="list-style-type: none"> ➢ Our World ➢ Materials ➢ How Things Work ➢ Scientific Skills • Science weeks would still be held each year, these would include themes that may not be fitted in to the weekly Strand teaching <p>Question: What is different in the new teaching approach to how it was taught before? Answer: It is similar. We will ensure those parts of the curriculum that are relevant and important for our learners are covered, we have selected specific objectives that relate to our students. There will be a 3-year thematic programme for primary and secondary that all subjects will be linked to. Our body is one theme and therefore we will link all the objectives for that term.</p> <p>Question: Switch toys are mentioned a lot, how does the science curriculum link to the technology curriculum and how are both SLs ensuring there is no overlap? Answer: Switch toys do link to computing but we also want the pupil to think 'how does this work?' and investigate. I haven't done any work with the Technology Lead yet but I have spoken to the PHSE Lead about links and am obviously linking that to</p>	

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	<p>computing. Science does link in with a lot of the subjects. Question: How can you guarantee that one stage leads onto another and that they are not just random experiences, i.e. a strand in primary links to a strand in the following year? Answer: I do not have a secure answer to that yet, I am firstly gathering objectives from several different sources so we have a broad range of objectives and working on how we will assess these objectives by developing an assessment tool for science and computing. Question: So you are one step ahead and have a clear idea of where you are going? Answer: Yes Question: To embed your structured approach what will you need from SLT in the future to ensure your plan will be delivered? Answer: To encourage all teachers in primary and secondary to have science as a key part of their timetable each week. To ensure assessment takes place before each strand and then again at the end to check pupils are progressing. More science training for teachers if needed, professional development for myself as the SL so I can be better informed and able to support the teaching Question: You have very clearly detailed the work you are doing on the science curriculum, a visual representation of the 3 year rolling programme would be very useful Answer: Work is ongoing with the SLs to develop their subject curriculum & when completed SLT will bring all the subjects together including visually, this will assist with the linking between subjects and ensure SLs are supported to work together, there is pupil progress and distinct changes as they move through school.</p> <ul style="list-style-type: none"> • Regular assessment will check pupil understanding of a subject before moving them onto the next step/stage <p>Question: If Ofsted were to come into school tomorrow it would be useful to have a statement that demonstrates progress so far. Answer: We have consistently given the message that the lock down has given an opportunity to do this planning work and that when there is some kind of normal opening we would launch the curriculum plan, an overview of the 3 year rolling programme and detail for year 1 term 1. SLs have submitted their Intent Statements as they were requested to do, work is being done on linking the objectives to the strands. SLT will make sure the offer to all pupils is a collaborative one. Question: How is the school incorporating STEM into the curriculum, does this help with practical understanding of science topics and do we partner with external bodies? Answer: STEM was important for the development of cross subject learning, practical demonstrations of science in the classroom - e.g. how does a car work, how does a switch work,</p>	
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	<p>partnering more externally would be possible (e.g. guest teachers) if the budget allowed and that it was possible practically.</p> <p>Question: How much collaboration between SLs can take place before the end of term? A visual with the links before the end of term would be useful</p> <p>Answer: There are already curriculum groups working together including PHSE, SMSC & PE group. A visual description for termly and yearly working for all subjects will be pulled together and made available, this will show in one place where the focus is. It will be rolled out for September.</p> <p>Thanks were given to the Deputy Headteacher for taking the lead on this planning and for all his hard work liaising with all the SLs during a very difficult time.</p> <p>Thanks were also given to the SLs for their hard work pulling together their Intent Statements and planning how their subject curriculum can best be taught to our pupils</p> <p><u>Computing curriculum</u></p> <ul style="list-style-type: none"> • The aim is to make all students think computational – with a focus on computer science and developing digital literacy to enable them to access the digital world around them • There are 3 strands <ul style="list-style-type: none"> ➢ Computer science ➢ Digital literacy ➢ Information technology • E-safety – keeping safe online is also a very important focus • The objectives have been identified using a number of different sources & there are specific objectives for switch skills • A strong assessment tool is being developed • Higher semi-formal learners can have links to maths, Bebops and English lessons • A Rolling programme is to be developed <p>Governors thanked the SL for her hard work on both subjects noting the impressive renaming and explanation of the computing strands.</p> <p>The SL left the meeting at this point.</p>	
FGB.129.19	<p><u>To approve and sign the minutes of the meetings held on</u></p> <ul style="list-style-type: none"> • Thursday 23rd April • Thursday 30th April 	

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	<p>The minutes of both meetings were approved pending the following amendment: -</p> <p>The meeting on the 30th April to be referred to an Extraordinary Meeting and not an Emergency Meeting</p>	
FGB.130.19	<p><u>To discuss any matters arising from the minutes</u></p> <ul style="list-style-type: none"> • <u>The Chair to draw up a new schedule of meetings</u> <p>The Chair confirmed this had been completed and uploaded to the governors area of Springpoint.</p> <p>Governors noted the reduction in the number of meetings for the rest of this academic year due to the pandemic</p>	
	<p>BUSINESS</p>	
FGB.131.19	<p><u>School Budget</u></p> <p>A revised Start Budget and updated pupil numbers paper had been sent out to governors prior to the meeting.</p> <p>The FSO explained the main changes to this latest budget and governors noted that variances may occur due to recruiting to the new posts and the new admin structure being agreed and implemented.</p> <ul style="list-style-type: none"> • Pupils numbers have increased from 90 to 93.6 full time equivalent (fte) or 95 actual pupils. There is no further increase planned to staff numbers, class sizes will be larger <p style="color: green;">Question: Where have you included the MFG?</p> <p style="color: green;">Answer: The MFG has only been included in this financial year, it is not guaranteed for future years so not showing in future year figures</p> <ul style="list-style-type: none"> • Pay awards for teaching (2.5%) and support staff (2.75%) have been built although not all agreed. <p style="color: green;">Question: Is this also just for this year?</p> <p style="color: green;">Answer: Yes, there is no information on future years</p> <ul style="list-style-type: none"> • Capital – these figures need to be revised as agreement to the conversion for an additional classroom on site and the use of an offsite building nearby has only just been received. <p>The Headteacher confirmed: -</p> <ol style="list-style-type: none"> I. approval had been given for the school to take over the old Children’s Centre building on the opposite side of the main road 	

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	<p>II. approval to convert office space to an additional classroom had also been given. Both these areas will be operational for September and could increase pupil numbers to 100</p> <p>Question: When will the work begin? Answer: It will start on 1st June</p> <p>The FSO was thanked for all her hard work on the budget.</p> <p><u>Contract Schedule</u></p> <p>The FSO confirmed this was being drawn up by the Bursar and an initial version would be available very soon.</p> <p>It was agreed to discuss at the next meeting Action: Clerk to add to the next agenda</p>	Clerk
FGB.132.19	<p><u>To discuss School Meal Charges</u></p> <p>Governors noted that NYCC will be charging the school £3.36 per meal from April 2020, parents are currently charged £3.00 per meal leading to a shortfall which must be found from the school budget</p> <ul style="list-style-type: none"> • the loss on the Catering budget for last year was £10,000 of which £5,000 was due to a shortfall in funding the number of FSM we provide and £5,000 the shortfall in not charging parents the full cost of the meal • the cost of the meal decreases the more meals that are taken by the school. A refund was received last year as the number of meals taken was found to be higher than priced for. Meal numbers & pricing are then amended for the following year. • FSM numbers are increasing and with the price rise the deficit will increase • Taster plates are offered to encourage pupils to try different foods and are charged to parents at £1 <p>Action: To check the basis for NYCC funding of FSM, identify the shortfall against our numbers of predicted FSM, the basis for the individual meal charge and the process for refunding if the number of meals taken is higher than planned.</p> <ul style="list-style-type: none"> • Offering staff a meal has been investigated previously to increase uptake and provide an income. Staff currently on site are offered a free meal which they may be interested in purchasing in the future. <p>Question: If we are going to be charged £3.36 but parents only pay £3 per meal should we be looking to put the price up</p>	FSO / Bursar

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	<p>although this would be very difficult at this time with people being on furlough. Answer: It is very difficult, increasing the price may cause a fall in numbers. If the number of meals increases and the kitchen becomes busy and additional work hours are required the cost per meal could rise again.</p> <p>Governors discussed the issues around raising or not raising the cost & the possible level of increase. It was agreed to review again at the July meeting Action: Clerk to add the July agenda</p> <p>The FSO was thanked again for her work and she left the meeting</p>	Clerk
FGB.133.19	<p><u>Update from the Headteacher on the current situation in school and the latest NYCC advice</u></p> <p>The Headteacher confirmed that the school has been partial open for a core group of 10 pupils, who attend as children of key workers or who have been identified as vulnerable. Not all children are in school every day.</p> <ul style="list-style-type: none"> • The Deputy headteacher has been and continues to coordinate with the Disabled Childrens service to identify children in need • There is confidence that all children who may need provision are being identified • Staff have been working in school on a 4-week rota system • School will be open on the Thursday and Friday of the half term week when a bubble system will be introduced to restrict cross contamination. • Pupils & staff will be placed into bubble groups and will have separate allocated classroom space. There will be capacity to add a pupil to the bubble in case of emergency need. • Risk assessments are being done for the entrances, exits and movement in the corridors. • Numbers are not expected to rise for June 1st so the new way of working can be established before SLT consider a second wave of pupils coming into school <p>Question: How does that sit with the changes taking place on site with the building work between now and September? Answer: Work being done over the road is completely isolated from the school. The main entrance into the school must be changed anyway, pupils will enter straight into their classrooms through an external door as recommended by the LA. The admin function will be moved to the meeting room which can also be accessed directly through an external door. Visitors to the school will be asked to phone at the door and will be met before coming</p>	

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into the school. This will mean very little movement through the front which will allow the building work to take place in isolation.
 Governor Statement: A lot of thought has gone into this and it all makes a lot of sense

Answer: NYCC issued a very useful document to help with the planning, gave recommendations for class sizes and pupil: teacher ratios, space needed etc. There are concerns about capacity in the longer term, there would be inadequate space for 40-50 pupils to attend so part time attendance would have to be considered.

- All parents have been individually telephoned and a letter sent out about these new arrangements
- There is insufficient space for 6th form students and as they need to come in and out of the building regularly the full curriculum would be unavailable to them and it is felt they would be safer at home at the present
- We are hoping to allow year 14 leavers to attend to conclude their time with us but that is still being planned.

Question: If this goes on for a considerable time how will you support pupils not coming into school long term?

Answer: Through home learning, detailed personalised planning by teachers who are in contact with them at least weekly & possible part time provision

Question: What impact will this have?

Answer: It will be confusing for the pupils although the ones coming into school seem to be coping with the changes so far better than we expected. There are only 10/11 pupils coming into school at the moment and not all on the same days. We are very mindful of the long-term impact but proud of what we have been able to offer so far.

Question: How do the parents feel about school opening and the timescales?

Answer: The Deputy Headteacher and myself have phoned all the parents to seek their views, it is looking about 50:50 with differing ratios in different departments. Some want to come back to see their friends and a familiar staff member. We have explained what the offer will look like & that it will not necessarily be the same pupils and staff together as before. Letters are also being sent out to all parents, we will have to see what impact that has.

Question: Have you been able to gauge how the staff are feeling?

Answer: There are 2 online briefings available to all staff each week and feedback encouraged by either phone or email. Checks with staff in school as to how they feel. All staff have been given the opportunity to phone in and speak to a member of SLT about any issues or concerns they may have.

Question: Has the Unions stance had any impact?

Answer: The LA have reassured all the special Heads that the Unions have been fully involved with the Risk Assessment

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	<p>template. This is now in its first draft for every child & staff member on site. When the final version is available it will be again shared with the Unions</p> <ul style="list-style-type: none"> • The Risk Assessment covers: - <ul style="list-style-type: none"> ➤ How to manage staff and pupils ➤ How the school day will be structured ➤ The use of the bubble structure • It does not include the contextual part of the outside of the school <p>Governors noted that the Headteacher can now arrange a Covid-19 test for any staff member who requests one and has had symptoms for <u>less than 3 days</u>.</p> <p>Question: Where is the nearest testing place? Answer: I don't know, once requested the staff member will be sent a text directly giving them information on what to do next. There is one centre in York and a mobile unit. No one on site has so far requested a test and no pupils have been reported as symptomatic.</p> <p>The governors discussed the issues around the use of a possible track & trace app, the effect of the lock down being eased in the community and parents returning to work and therefore the potential for wider cross contamination. They agreed the need to be very confident in the shielding measures, testing, track and trace, before the school was opened up to a second wave of pupils. The Headteacher confirmed they were taking a very very cautious approach, being led by the LA and the availability of sufficient PPE equipment and the Risk Assessment being agreed.</p>	
FGB.134.19	<p><u>To approve the following policies</u></p> <ul style="list-style-type: none"> • Child Protection Policy update for Covid-19 <p>This document had been sent out to governors prior to the meeting. The Deputy Headteacher confirmed this was a NYCC update which had been personalised for the school & that the social work support pupils received was only in relation to access to respite and not for any safeguarding issues.</p> <p>The governors thought this was a comprehensive document and approved it unanimously</p>	
FGB.135.19	<p><u>AOB</u></p>	



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	<ul style="list-style-type: none">• <u>Start time of future meetings</u> <p>It was agreed meetings would begin at 4pm for the rest of this academic year.</p> <p>Action: Deputy Headteacher to discuss with a parent governor how this can be managed</p>	Dep. HT
	Date of next meeting – Thursday 18th June 2020 at 4pm	

There being no further business the meeting finished at: - 6.15pm

Signed: X <hr/> Name Governor
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Attachments for meeting below: