



Minutes for the meeting of the Governing Board, Onslow Infant School Held Wednesday 2nd December 2020 - 19.30 – Via ZOOM

Present:

Katherine Donlon	KD
Ashley Harris	AH
Amanda Pardoe	AP
Rosie Marsden Farmer	RMF
Will Salmon	WS
Claire Morris	CM
Tim Bevans	TB
Jess Sinclair	JS
Sam Merchant	SM
Katy Peters	KP
Steven Hill	SH
Roberta Guerrina	RG

In Attendance: Sarah Churchill Clerk

		Action
1	APOLOGIES FOR ABSENCE Tony Lau-Walker	
2	DECLARATION OF INTEREST None TB and TLW were reminded to update the Register of Interest on the GVO.	
3	Declaration of Confidentiality & Professional Negligence Were read	
4.	MINUTES The Minutes of 7th July 2020 and 16th September 2020 we agreed and will be signed by the Chair when she is able to meet in person. MATTERS ARISING - Agree the updated protocol for alternative participation (KP) – carry forward - Only CM has confirmed they have read and understood KCSIE part 2. KP directed governors to the location on the GVO for the remaining governors. - ALL - RG, AH, WS and CM to update on whether they have now undertaken safeguarding training <ul style="list-style-type: none"> o CM, RG and AH confirmed that they had undertaken safeguarding training. COMPLETE o WS will undertake the training prior to the next meeting. CARRY FORWARD 	WS
5	CHAIR'S ACTIONS None	
6.	CONSTITUTION OF THE GOVERNING BODY There were no nominations for parent governors. The Clerk advised the governing board that they can therefore approach a suitable parent direct. Governors discussed the skills matrix to establish whether there were any gaps. It was felt that recent recruitment had covered areas that were previously lacking, including finance, community links and education. However it was felt that the board didn't reflect the diversity of the cohort. In addition JS suggested that someone with expertise in wellbeing would be a good addition and TB suggested that approaching someone with expertise around IT infrastructure might be a useful.	



	<p>Actions</p> <ul style="list-style-type: none"> • RG has a suggestion of a suitable parent and will contact KP direct. KP would then approach this parent to give them more information about the role of governors. • Other governors would also make suggestions of suitable candidates to KP. • If this is not successful governors will consider making a video to explain more about the role to encourage someone to step forward perhaps promote this via the PTA WhatsApp groups. <p>AH confirmed as a new parent governor himself, that this would be useful. He had a background knowledge of what to expect as his parents had been governors, but a lot of people would be put off by not really knowing what the role involved or thinking the board was very formal and unapproachable.</p>	RG/KP
7.	<p>HEAD TEACHER'S REPORT</p> <p>HT talked through the main headings of the report and gave governors an opportunity to ask questions.</p> <p>Admissions – The Head and Deputy had carried out 9 group tours that complied with Covid-19 guidelines. These were well received. A promotional video has been sent to feeder nurseries, existing parents, church groups and the local FB group. There has been 44 applications across all choices, but is still early in the process</p> <p>Attendance – The Head reported that attendance has been excellent and above where we were this time last year</p> <p>Behaviour – It was reported that behaviour was good. There had been no exclusions, no bullying incidents and 1 racist incident that had been dealt with and the families involved were content with how it was resolved.</p> <p>Security – There had been two security issues. First the school had to replace motors on the main gates and second, a hole was found in the fence which reception children could fit through. Both of these have been resolved.</p> <p>Fire Drill – There was an unplanned fire drill' when an alarm in the hall went off in error. This real life exercise went well. All children assembled in the right muster points and maintained social distances in a good time. Y2 were also lucky to see the fire engine as the fire crew stayed on to demonstrate.</p> <p>Safeguarding – The head reported that CPOMS (child protection online monitoring system) has been really helpful as all DSLs are alerted as soon as someone makes a report and it can be used to push out info and pass on to feeder school when pupils transfer.</p> <p>Staff Wellbeing - Staff wellbeing had centred on keeping communication open, encouraging teachers to go home on time and keeping staff meetings time focused. They had also carried out parents evenings online which was easier than telephone calls, used in some schools that could be hard to terminate. There had been a staff shared lunch donated by a parent and there is a plan for a socially distanced Christmas get together</p> <p>Classrooms – the Head reported that the school had moved to continuous provision across all year groups as teachers have found stamina an issue.</p> <p>KP asked for clarification on what this term meant. KD described continuous provision as a more active way of learning where children had access to the outside and indoors and each were a variety of activities and different areas set up that link with their maths learning or English learning. She gave an example where some of the children might be out doing construction and using the saws/woodwork area to apply their new skills and in the classroom there will be tables with other activities that other children might prefer that link with the skills. The aim was to have a whole range of things to inspire interest and motivate learning.</p> <p>AP added that continuous provision was move away from sitting at a desk to learn. She said there was strong research that says children should be active in their learning and should be allowed to learn</p>	

things in line with their interest. This allows learning to go at a greater pace. All children are then able to apply the skills they are taught in many different scenarios.

AP explained that to ensure this method is effective our staff have been highly trained. This is something that the school has wanted to develop for some time, and as children's stamina for sitting still are learning is low due to the break from school for the pandemic, it seemed the right time to introduce this.

Morning club / afterschool club - These are still running. Morning club at a loss. The Finance committee had asked if it was still needed but concluded that it supports families and makes us attractive to prospective parents so would remain for now.

SEF - was available

After the HT had summarised her written report the following questions were asked:

Recovery Curriculum

Q. JS explained that during her link governor meeting the teacher had described the 'Building Block Assessment' and how useful this had been. She then asked whether the head knew what other schools have done in the approach to catch up.

A. KD replied that she attends a heads group and the responses have been much individualised. She said others had used small groups and one school has focused very heavily on well-being. She had heard that some schools have got tutors in which is something we will explore next term. Initially it was felt it was best thing to see where we could get children to and then introduce more specific interventions for the identified gaps.

Q. JS then asked whether the funding promised by government had arrived.

A. KD explained that it comes termly. The school will need to plan carefully how it is used and report on it, in the same way as PP. This will follow next term after the assessments on 7th December identify any gaps.

Pupil Premium

Q. JS asked whether the school was ensuring it had reached any new parents that might have fallen into the PP category as many people would be impacted by the pandemic.

A. KD said that we do collect this information in September but she will ask the admin team to re-run the information prior to the next reporting date to see if any additional families are eligible.

SEN Funding Questions

Q. KP asked the head to explain the consultation on SEN funding that SCC were carrying out.

A. KD explained that there was a SEN funding consultation taking place. When a child has an ECHP there is a certain number of pupils you have to pay the first 6k of funding for and any on top of that Surrey currently fund. Surrey are proposing to remove that funding. All heads were advised to respond to explain what the challenges would be for any school that didn't get that funding. If this went ahead it would make it unmanageable to support children with needs. The key result would be that schools will start saying they can't accept children because they can't meet needs. This is a sad thing for children and schools as we are here to serve our community.

RG asked what the driver for this would be. KD replied that Surrey was in deficit.

Action

- KP to email a link to the consultation if any governors wanted to make an individual response.
- RG and KP to work together to draft an official response from the Governing Board
- KD to respond from the School



	<p>Staff Wellbeing Questions</p> <p>Q. WS asked whether and inset day could be used for wellness activities to support staff wellbeing. A. KD responded that there were two INSETS later in the year that would support wellbeing.</p> <p>Attendance Questions</p> <p>Q. CM asked whether there had been any cases of covid related absence A. KD responded that the school had children that needed to self-isolate due to contact with a positive case, but there had been no cases in school. One of the club providers had a positive test result but she hadn't been in school for some time</p> <p>Q. KP asked whether staff had to isolate and what the impact of this was. A. KD responded that Year 1 were hit badly for isolation. The impact was mainly in support staff having to isolate for childcare reasons. Staff were sharing this with their partners and were working from home. There is also a member of staff who is shielding so has to work from home. This means alternative ways have had to be found to support the classes. It has been challenging but the teaching staff are working hard to cover it. .</p> <p>Q. CM asked whether there were any persistent absences and what the reasons were for those absence. A. KD replied that persistent absence was limited to particular families and school attendance meetings were taking place with them. The autumn term is difficult as it doesn't take many days to trigger persistent absence</p> <p>Thanks KP expressed thanks to the staff for their efforts. ACTION - Governors agreed to make a video message to thank staff and forward to KP or KD to share with staff at their Christmas gathering.</p>	ALL
8.	<p>UPDATE FROM THE FINANCE, STAFFING AND PREMISES COMMITTEE</p> <p>The Staffing Review panel would take place in January when there was further information about the impact of the SEN consultation and whether the application to become a teaching hub was successful and the implications of this were known.</p> <p>SM updated governors to the key points from the FSP committee. She explained that SA went through the monitoring statement. There were underspends in supply costs and bought in professional services and this has reduced the in-year deficit. Therefore we have a carry forward to cover this year and a carry forward of 8K at 21/22 which will buy us some time. However if the SEN funding does change this will impact on the 21/22 budget and create a 25k deficit.</p> <p>SM also highlighted</p> <ul style="list-style-type: none"> • The morning club is running as a loss. There are reserves to keep that going for a year and then this might come back into a more surplus position depending on family situations and required places. This an important service for the school. • Our carry forward looks good, but falling roll will start to impact on this carry forward. • The finance committee looked at comparative data which benchmarked Onslow against other schools. This showed a staffing difference which will be fed to any staffing review panel. • Pay policy – TU input still on-going but the policy has been accepted pending SCC finalising talks. • School Fund examiners report was satisfactory • Premises matters – there was a high spend due the gate and hole in fence. 	



	<p>Q. CM asked whether there was potential to look at small increase in fees for the morning club as they are lower than many other providers and JS asked whether opening earlier or providing breakfast would support the numbers wanted to attend the club.</p> <p>A. KD we did look at providing breakfast but this had implications around food health and safety certificate. She had previously investigated 7.45 starts which also had staffing implications. It is also believed that the offering at QE had an impact on uptake for us as they have reduced their hours so parents are finding alternatives. In addition more parents are working from home and not needing the service. KD agreed that the club will need to raise fees next academic year or maybe sooner and this would be reviewed in the Spring Term.</p>	F,S&P
9.	<p>UPDATE FROM CHILDREN AND LEARNING COMMITTEE</p> <p>JS explained that the C&L committee had been able to scrutinise in more detail some of the information in the HT report and therefore the HT had already summarised much of the discussion. In particular JS raised that the committee had talked about big gap in English and the interventions that were happening to make up that gap.</p> <p>The Following policies were approved</p> <ul style="list-style-type: none"> ○ Dealing with bullying ○ PSHE ○ Learning and Teaching ○ Reporting Children’s Achievements <p>Next C&L will talk about</p> <ul style="list-style-type: none"> ● The results of the 7th December assessment which mark the end of the recovery curriculum and any actions that need to be taken as a result. ● Any common findings from all the governor virtual visits that have taken place. 	
10.	<p>POLICIES</p> <p>The following polices were on the GVO and governors AGREEED to signify their approval within one week of the meeting date.</p> <ol style="list-style-type: none"> a) Attendance b) Safeguarding c) Travel Plan d) Supporting Children with Medical Conditions 	ALL
11.	<p>PUPIL PREMIUM INFORMATION REPORT</p> <p>This forms part of the information a School has to publish online in order to be compliant. Governors looked at the information to see what will be published. KD drew SEN link governor’s attention to it as it was useful for her to scrutinise it more deeply in her meetings with the inclusion manager.</p>	RG
12.	<p>GOVERNOR VISITS</p> <p>Governors confirmed the visits had taken place or were about to take place and that they would submit their reports to the Clerk.</p> <p>JS asked the HT to identify a time to do the next visual visit, preferably before the next C&L committee. KD agreed to contact JS with a date, remarking that it is quite a compressed term and that she will need to avoid parents evening.</p> <p>JS asked whether there was any feedback from teachers regarding the virtual visit. RMF replied that she felt it was a positive experience. It was useful it took place in staff meeting time and that her governor stuck to time and was very kind during the meeting. It was a lovely opportunity to share what the school was doing and do a mini classroom tour where the governor could see work on the walls. .</p> <p>KP also talked briefly about her mini tour of school that took place during the school day. She described that there was an atmosphere that had a bubble of normality to it. She was incredibly impressed with</p>	KD



	<p>how normal staff have made the classroom experience. The sorts of questions and conversations that were taking place with the children were very similar to what has been seen on previous visits. The outdoor canopies are working really well for Reception and Year 1. She also witnessed a very creative use of when things are happening and how the space at the school is used.</p> <p>It was Interesting to see that everything is running very smoothly and that all the risk assessments work. Focusing on the children and how they learn has made it possible to put together something impressive. She said it was very good to see things talked about in action. It's so good to see the school is still aspirational and moving forward despite everything that is going on. There was still a focus on phonics, reading, maths and holistic wellbeing which came across strongly in the visit.</p>	
13.	MEETING SCHEDULE FOR ACADEMIC YEAR/DATE OF NEXT MEETING Virtual meetings that will start at 19:30 (the F,S,P have different staff times which will be confirmed by the bursar). Meeting dates: Full Governing Body <ul style="list-style-type: none">• 24th March 2021• 21nd April 2021• 7th July 2021 Children and Learning Committee <ul style="list-style-type: none">• 10th March 2020• 23rd June 2020 Finance, Staffing and Premises <ul style="list-style-type: none">• 3rd February 2020• 31st March 2020• 16th June 2020	

Minutes agreed on

Signed (Chair of Governors)