



**Priory Fields School**  
**Local Governing Body Meeting**  
**Thursday 28<sup>th</sup> January 2021**

Executive Headteacher: Mrs Anne Siggins

**Minutes of the Local Governing Body Meeting**

**held virtually on Thursday 28<sup>th</sup> January 2021 at 5pm**

**Governors Present:** Anne Siggins (ExecHT), Alison Mackintosh (Vice Chair of Governors), Malcolm Bowler, Henry Coates, Thomas Churchill, Tina Robinson

**Others Present:** Eleanor Belchem (KS1 Manager), Casey Hall (Leader of Learning for Key Stage Two), Sharon Goldfinch (TA), Sam O'Hare (TA), Lari Sanderson Goodey (LKS2 Manager)

**Clerk:** Katie Banes

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| 1 | <p><b><u>Welcome, introductions, resignations and apologies</u></b><br/> All Governors were welcomed to the meeting.</p> <p>A letter of resignation has been received from Vicky Smith. Unfortunately, due to other commitments Vicky is unable to commit to her role as a Governor and has made the difficult decision to resign from the Local Governing Body.</p> <p>All Governors agreed and accepted the resignation.</p> <p>As Vicky Smith was the Chair of Governors. It was agreed Alison Mackintosh would continue to Chair this meeting, with the election of a new Chair of Governors to take place in the next meeting.</p>  |
| 2 | <p><b><u>Declaration of Business and Pecuniary Interests</u></b><br/> Governors were given the opportunity to declare any interests against this agenda.<br/> No declarations were recorded against this agenda and no changes were made to existing declarations.</p>   |
| 3 | <p><b><u>Minutes from the previous meeting in Term 2 – Thursday 26<sup>th</sup> November 2020:</u></b><br/> <u>Approval of Minutes</u><br/> Previous minutes were distributed to Governors prior to the LGB meeting.<br/> The minutes of the Local Governing Body meeting held on Thursday 26<sup>th</sup> November 2020 were approved as a true and accurate record. The Vice Chair of Governors will email the Clerk to confirm the minutes are a true and accurate record of the meeting. Whilst operating virtually due to Covid-19, the Clerk will sign the minutes once the email has been received.</p> <p><u>Matters Arising</u></p> <ul style="list-style-type: none"> <li>- <b><i>Review of LGB meeting time in order to support good attendance for all Governors.</i></b></li> </ul> |

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|   | <p>The Clerk collected responses from Governors following the previous LGB meeting to review the time of LGB meetings.</p> <p>All responses received indicated that an earlier time would be more preferable for all Governors.</p> <p>It was agreed by all Governors present that future LGB meetings would commence at 4pm, instead of 5pm.</p>  |
| 4 | <p><b><u>Covid-19 – The Staff’s Perspective</u></b></p> <p><b><u>Teaching Assistants (TAs)</u></b></p> <p>Two TAs joined the LGB meeting to share their perspective of how covid-19 has impacted upon them whilst working in the school.</p> <p>Both TAs said they felt very differently during this lockdown, in comparison to the first lockdown which took place in Spring 2020.</p> <p>TAs felt like the provision in place for children during the first lockdown was similar to that of a childcare service. They also felt being placed on a rota which meant they only came into school once across a twelve-week period raised anxieties and made some staff feel they were not adequately fulfilling their job to the same level as if they were in school.</p> <p>The system that has been in place since the January 2021 lockdown has been a much more positive experience for TAs. TAs have been managing bubbles of children in school, whilst teachers have been teaching from home. This means support staff are in school on a more regular basis in comparison to the first lockdown. This level of responsibility has helped build staff confidence and make staff feel they are making more of a positive impact on pupil learning and fulfilling their role more effectively.</p> <p>After initial teething problems were solved (which were mainly linked to technology), both TAs feel this lockdown is a much more positive experience in school. They feel the risk assessment is robust and everyone tries their best to ensure it is followed stringently.</p> <p>It was highlighted that although things are working well currently, TAs and other staff found it very difficult before Christmas. In order to comply with the risk assessment, there were lots of restrictions and limitations in place of what could be done. Staff could see bubbles being affected by pupils and staff testing positive which heightened staff anxieties and own personal worries further. It was difficult for staff but they continued to be professional and put their own personal worries to one side, to continue their job to the best ability they could, all whilst alleviating any worries pupils had at the same time. A Governor asked the TAs if they felt they had enough support during those difficult times. The response was that everyone felt the same and were able to talk to each other and had the support of one another to help them through. It was felt the staff team were able to emphasise and sympathise with each other and offer support where they could.</p> <p><b><u>Feedback from Teachers</u></b></p> <p>Teachers felt very anxious and unsure about what to expect when they returned to school after the summer holidays. Many children had not been in education for many months. Staff had worked very hard to put the curriculum in place, which has had to be reviewed to ensure it is covid-safe and can continue. Time has been allocated as an academy during staff meeting to review planning and re-assess the curriculum to ensure any covid safety issues are addressed. Both teachers commented to say they felt the senior leadership team have been really supportive and understanding.</p> <p>Teachers feel the switch to remote learning was much more swift and readily available for this lockdown, even with such short notice from the government.</p> <p>The year six teacher informed Governors that upper key stage two practised zoom lessons with their children whilst in school. This meant children were much more prepared and ready for remote learning and has been evident since the remote learning has been in place.</p> |

From a key stage one point of view, the teacher commented it is a bit more difficult and staff are much more reliant on parents supporting their children with their learning. This can be quite daunting for some staff who are less experienced.

Teachers also commented that it is much better being able to have face to face (virtually) contact with the children twice a day and it is felt the children are benefiting from this too. It was also noted that the pastoral team have been working really hard behind the scenes to help engage some children who had not been joining in with the live lessons.

Class email addresses have been established for all classes; this has really helped with direct parental communication between the parents and teachers.

After feedback from both TAs and Teachers, a Governor asked if the staff felt the feedback they had given was a good representative for all colleagues or if there were others who have struggled more. Some TAs had struggled and felt worried about going into school and mixing with children again. Some staff (including those who had previously tested positive) felt more protected and confident coming into school. As the weeks have gone by and through following the risk assessment, staff have learnt how to complete tasks in a more distanced way. It was also felt that some anxieties have been alleviated due to being much more engaged with all the provisions in place.

The ExecHt shared with Governors how challenging it was before Christmas when there were numerous bubbles closing due to pupils and staff testing positive for covid-19. The senior leadership team reviewed the cases and class bubbles but there was no evidence of any cross-contamination within the school. It made staff feel very anxious when awaiting results from people they had been in contact with and about any potential bubble closures.

The Vice Chair of Governors commented to say she felt there was still a lot of raw emotion amongst staff with lots of emotions and anxiety about going back into school. However, there were lots of positive elements identified regarding the remote learning. It was commented that when it comes to the whole school returning and coming out of lockdown again, staff worries and anxieties could increase again.

Although it was noted, the lack of cross contamination between bubbles was good demonstration of the rigorous and robust risk assessment in place.

5 **Executive Headteacher’s Report**

The Executive Headteacher’s Report was sent to all Governors prior to the meeting.

The school have enrolled for the DFE Edtech Demonstrator programme which is a school peer to peer programme which is delivered by demonstrator schools who have a range of specialisms to support schools. Staff will receive some training to help further facilitate the remote education they are offering their classes.

A Governor asked if children are getting suitable access to devices in order to participate in the remote learning. The ExecHt responded stating that devices have now been allocated to children who are in need of a device. The ExecHt met with the Assistant Headteacher and Pastoral team to identify and review the number of pupils who required a device. Following this, the devices are in process of being distributed. However, the DFE scheme states devices are only for children in years three to six and are disadvantaged. This therefore causes concern for pupils in key stage one who also do not have access to devices. The school are reviewing their resource bank to see if there are any devices which are not being used in school that could be allocated to pupils in key stage one. The ExecHt stated that for those children and parents who are struggling to access the learning, other solutions are being used to ensure every child has access to some form of learning; either online, in school or via paper packs sent home. Teachers are also

delivering well-being lessons each week to support pupils emotional and social well-being. A Governor asked if there is a greater number of attendees during this lockdown, compared to the previous one. The ExecHt responded to state there were approximately ten pupils per day (from all three trust schools) attending during the first lockdown. This time, at Priory Fields there are approximately forty children attending each day, which are split between five bubbles. The bubbles range on average between eight and ten pupils per day. A Governor asked if those children who are attending school are also participating in the live lessons whilst at school. The ExecHt confirmed the children are attending those lessons in school. There was a timetable for live lessons put in place to make sure there were no crossovers between siblings, in order to allow for the best possible attendance. Another Governor asked for an approximation for attendance of those pupils who are accessing lessons at home. The ExecHt stated that the previous week averaged between fifty and sixty percent. It had increased for the current week due to the work and support of the pastoral team, however a figure for this was not available during the meeting. There are a few children finding it difficult to access learning and in addition to this, there are also some parents who lack the confidence in feeling able to support their children with remote learning.

A Governor stated that non attendance has been an issue for Priory Fields in the past and always maintained as a priority, would the attendance due to covid-19 and lockdown impact the school? The ExecHt stated that non-attendance linked to covid-19 would not affect the school's overall attendance. The ExecHt confirmed with Governors that those children who attend school are marked in the registers whilst all those learning from home under this current lockdown will be marked with an X code.

All Governors agreed all other questions were answered by the teachers and TAs within their presentation. In addition to this, the Executive Headteacher's Report was very informative and gave a good overview of the school's current position.

**6 Term 1/2 SIP (School Improvement Plan) Review**

The Term 1/2 SIP Review was sent to all Governors prior to the LGB meeting. The ExecHt informed Governors a SIP had not been done for terms three and four due to completing the Remote Learning Plan instead. The evaluation for term one and two has been completed, with many items impacted due to covid-19.

Staff across the Trust were able to access excellent training from the Headteacher at Vale View and the KS2 Leader of Learning during term two. As discussed in the previous meeting, unfortunately the covid catch up tuition with pupils had to be postponed until it was safe to start it again.

It was highlighted by Governors that the aspirations and challenges the school aimed to focus on were very evident and thoroughly planned out. It is hoped that when the government allow children to return back to school, children are able to stay in school and focus on the catch up learning. Subject Leadership training will be a focus once staff return to school. Training for PSHE and the new statutory RSE (Relationships and Sex Education) guidance has been implemented and further training will continue throughout term three.

The school has signed up to take part in the Diana Award; Anti-bullying Ambassadors have been established within the school. Children received online training via zoom (with parental support) from the organisers of the Diana Award. The group of Ambassadors will be devising an action plan to work through together to follow up further in school.

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| 7  | <p><b><u>WDAT Remote Learning Framework</u></b><br/> The Remote Learning Framework was sent to all Governors prior to the LGB meeting. The framework covers the current approaches, strengths and next steps. Some of the next steps have already begun to be implemented. Telephone conversations have taken place with parents of pupils with SEND. These phone calls have been to establish how well pupils are accessing their remote learning. Remote learning for children with SEND will be a focus to develop further across the term; this will be to explore other ways to support children with additional needs.</p> <p>The Leader of Learning for KS2 explained to Governors a feature of Teams called Assertive Reader transcribes text on a screen to the user; this will support pupils who may find reading difficult and will support pupils in accessing their learning independently. There is also the facility to upload word web apps which allows the computer to provide meanings of words. It was highlighted that this tool would be able to be used in school too once pupils return.</p> <p>A new Safeguarding Addendum has been sent out to all staff to ensure pupils, staff and parents are all safeguarded whilst remote learning is in place. Online learning rules have been sent to all parents, identifying techniques to keep everyone safe whilst learning from home. A weekly online e-safety newsletter is also being sent out to parents.</p> |
| 8  | <p><b><u>Governor Monitoring</u></b><br/> The SEND monitoring report was sent to Governors prior to the LGB meeting. The governor commented she felt the all schools in the Trust are doing an amazing job at ensuring provisions are in place for all children. It was stated sometimes there are parents who are reluctant to engage with the school with aspects of a SEND and the SENCOs endeavour to get parents to engage. It was commented that it has been a challenge for Priory Fields School without a SENCO. The SENCO is due to return from maternity leave in February which should relieve some of the pressures amongst staff.</p>  |
| 9  | <p><b><u>Term 5 Governor Monitoring</u></b><br/> Subject leadership and pupil voice monitoring will be arranged once pupils have returned back to school.</p>   |
| 10 | <p><b><u>Any Other Business</u></b><br/> No items of any other business were raised in the meeting.</p>   |
| 11 | <p><b><u>Confidentiality of Proceedings</u></b><br/> No matters of a confidential nature were raised during the meeting.</p>  |
| 12 | <p><b><u>Publication of Minutes:</u></b><br/> These minutes will be agreed and published in the next meeting on Thursday 18<sup>th</sup> March 2021 at <b>4pm</b>.</p>  |

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| <b><u>Action Points</u></b> |   |
| ➤                           | <b>Vice Chair of Governors to send the Clerk an email to confirm the minutes are a true and accurate record. Clerk to follow this up by filing a copy of the email and signing the minutes on their behalf.</b> |

Minutes taken by Clerk, Katie Banes

Signed by Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_