

**LUCKINGTON COMMUNITY SCHOOL**  
**MINUTES OF GOVERNORS' MEETING HELD REMOTELY ON**  
**Monday 26<sup>th</sup> January 2020**

**Present**

Susan McCraith (SM) (Chair); Helen Maloney (HM); David Cook (DC); Jane Henshall (JHen); Vanessa Newman (VN); Katherine Fisher (KF), Jenny Hodges (JHod), Kara Arduus (KA); Helen Maloney

**Apologies:** Michael Wood (MW); Leanne Brown (LB)

**In attendance:** Gavin McClory (Clerk)

**Guests:**

**19:07 Commence**

**ITEM 1 – APOLOGIES AND PECUNIARY INTERESTS**

1. Apologises as above.
2. No declarations of interests were declared.

**ITEM 2 – ELECTION OF NEW GOVERNORS**

3. Elected as parent governors were Kara Arduus (KA) (co-opted); Michael Wood (co-opted) (MW) and Leanne Brown (Associate member)
4. SM discussed the skills audit, and (Action) asked new governors to complete – SM to send the skills audit link to governors.
5. SM offered new governors' opportunity of a more informal, face to face, governor induction if needed.

**ITEM 3 – MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING**

6. Minutes of FGB meeting, held on 26<sup>th</sup> October 2020 were accepted as an accurate record.
7. Add HM to training list – online initial governor course.

**ITEM 4 - MATTER ARISING (ACTIONS) FROM 26<sup>th</sup> OCTOBER 2020**

8. Matters arising raised the SCR, this is on the agenda.

**ITEM 5 – Chairs Actions (re-instigated 13/10/2020).**

9. The FGB reinstated Chairs Actions prior to the meeting through a Governors email vote. These have been re-instigated on basis of the recent Covid resurgence which may require the Chair to make an urgent decision without reference to the wider FGB.
10. Chairs actions to remain on the agenda for discussion at every FGB.
11. There have been no Chairs actions over this period.

#### **ITEM 5 – SCR CHECK**

Checked on the 14<sup>th</sup> December. To be checked termly – due again.

#### **ITEM 5 – HEAD TEACHERS REPORT.**

12. DC went through the Head Teachers report.
13. Still 50 on role and some idea of how many may be coming next year.
14. New lockdown since last FGB.
15. DC discussed the school improvement plan to ensure gaps (academic or otherwise) caused by the COVID-19 shutdown are identified and addressed – Catch up teachers employed to support children where necessary from 1<sup>st</sup> Lockdown, now getting additional support from google classroom process.
16. RSE consultation has closed – will be rolled out later in year.
17. Provision of education and care in the pre-school - Sub-committee meeting has taken place – Stella has worked very hard in progressing – parents seem happy as do all - Vanessa has begun making her monitoring and improvement visits
18. **Lateral flow tests** – staff will start testing themselves twice a week at home, Wednesday and Sunday night – DC feels that this is a good move forward and should ensure safety of environment and staff – could be problematical in terms of bubbles closing if someone tests positive when not expected.
19. **PP and disadvantaged children** - currently have 6 children in receipt of income-based FSM. Most are currently in school – for those that aren't - providing supermarket vouchers from the pupil premium allocation. – Government have set up a new national scheme which school will need to look at.
20. Laptops have been distributed to children that need them.
21. DC provided a Covid update - approximately 20% / 25% of the children are in school, most in class 1- numbers have increased since last Lockdown – this is due to the changing criteria for Critical / key Workers

22. Aim remains to keep numbers in school low to support Covid infection reduction strategy – school has asked key worker parents just to consider their other options – but reminded parents School is here to support them.
23. Mix of critical worker and children that are ‘vulnerable’ in school. – School makes decision re vulnerability criteria and has spoken to relevant parents.
24. Google Classroom is the learning platform – the school is continuing to grow and develop the platform to meet need.
25. School ensuring process of speaking to children / families for education purpose and safeguarding protocols – to offer support if necessary.
26. **SEND** - updated the support plans for children on the School SEND list - teachers have organised a support timetable with their teaching assistants – extra support within support plans as part of google classroom process.
27. Educational Psychologist held an online ‘solution surgery’ for Luckington teachers
28. **Parent survey** – 22 responses. Headlines are 100% agreed or strongly agreed that their child is happy in school / safe / pupils are well behaved. DC went through responses and Governors can look in more detail in the original document. DC is to share full results with governors. DC has yet to finish the children's survey. This has been started but is not yet complete.
29. DC outlined the professional development that has taken place across the School – Phonics training – PE training – TA effective practice, to name but a few. Outstanding training is First aid and fire safety which was due in January but postponed. (new sessions are booked)
30. Governors have updated their training with NSPCC – DC thanks governors
31. **Safeguarding** – no significant safeguarding issues – no referrals to the MASH –
32. Governors expressed their satisfaction with the results of the parent survey
33. VN explained what doing the School with Maths - mobius hub – work alongside 8 other schools – there is a trained leader - concept about teaching mathematical mastery - embedding concepts – shared experience with other schools, co-operative approach, sharing and getting ideas – takes two years to move to mastery approach – gap tasks between meeting to try at school and bring back to the group.
34. **REMOTE LEARNING** – Governors thanked staff for their efforts in getting learning online remotely in what has been difficult circumstances. DC outlined the journey that the school has been on.
35. DC stated a lot of thought has gone into the remote learning process over the last few months – key principles since March haven't changed – DC highlighted the document on the SharePoint folder ‘Luckington Community School – Remote Learning Approach (updated July 2020) and

the remote learning part on the School website – which provides protocols for parents and children

36. Luckington is a small school, staff have a variety of and multiple roles – more so in current climate – which has been difficult with different bubbles and preventing cross over – this has been exhausting for staff but nevertheless despite the busyness and lack of planning time - school staff have been proactive, flexible and putting School first - in developing the remote learning approach, building on what School is doing – accepting that remote learning can't replace classroom experience.
37. Last spring DC put together two documents – business continuity plan and remote learning – both to be used for unexpected school closure – DC reminded governors that Government had indicated early in the pandemic that schools would not close – School planned for the maybe it would happen – shared with SIA.
38. DC reminded governors that School was planning at the beginning of this year for an open school (one day's notice to close).
39. DC outlined that with remote learning, there is a lot of pressure from different sources, with a vast variety of different opinions – DfE have expectations – Wiltshire Council through SIA – wide range of families with different wants, expectations, needs, some want more, some want less, some content in middle – children with wide range of needs –
40. Council have a three phased approach for remote learning – Luckington comfortably in phase two and some in phase three – still some work to do to get entirely into phase three.
41. DC stated the blended learning approach is best, a number of different approaches to ensure learning - so say DfE, Ofsted, Council etc to improve outcomes. All say live lessons, although can be effective are not always the best method for teaching as there are difficulties that live behind live teaching.
42. DC highlighted that every family is different in need – i.e., both parents working, different children at different ages in a home, technology issues – School recognises families are finding their own ways to approach and school needs to support as best they can – But at the same time, School needs to balance this out without lowering the expectation of what the children can achieve.
43. DC stated that the school has approached the remote learning on the basis that it has to be sustainable – DC gives example if staff had positive test and school relied on live lessons, then lack of capacity would prevent all learning as nothing to counter. DC stated got to think about capacities

of staff. DC highlighted school works as everyone takes up a variety of roles.

44. DC discussed the comparing of schools and processes across other Schools – DC stated that this comparing can be unhelpful as schools are very different despite their common factors
45. DC stated Luckington is 'doing alright' as he talks to other Head Teachers – offering quite a lot of live sessions – to be built upon – School not perfect but staff reflective and listening to views of School community – DC stated that approach to remote learning is phased – can't solve it all in one go, one barrier at a time approach.
46. DC outlined **remote learning as of now** – Teacher loads activities on google classroom for week ahead - English and Maths task everyday – instructional video or written instructions – loaded weekly so there for whole week – longer topic tasks – weekly PE sessions and music tasks – On Monday and Friday the whole class meets with their teacher on google meet – go through tasks for week ahead with a PSHE well-being check - on Friday children share their work - In the afternoons drop-in sessions for children for issues via google meets etc. During the week in some years opportunity for children to work alongside their teacher via google meet if needed. – there is a Tuesday afternoon PSHE session for the older children – it works for PSHE but Maths is taught different from PSHE similar set up unlikely to work for Maths (more complex) as suggested by some parents.
47. Moving forward – need to consider and overcome are individual family circumstances, less people furloughed this time around, more people working at home with children in house, need to get a balance that suits as many as possible. Children are different, younger children it is more difficult to teach online as school for that age group is about interaction, talking to peers, developing relationships. Need to consider those children that need more support – vulnerable, SEN – within lesson planning.
48. Technology needs to be considered – connectivity is alright with the school – broadband in the school is quite decent.
49. Need to respect the rights of teachers and their boundaries – essentially overnight staff have been asked to change the way they do their jobs which has / could throw up issues, more public examination on screen, can be recorded
50. DC within the remote learning process need to look at lesson formats – lessons are more complicated than in a classroom, different dynamics.
51. GDPR and safeguarding – DC mentioned possibility of someone recording images that they don't have permission to do – people can forget where they are, parents wandering in the background (work, personal home

space). If child struggling in classroom, teacher can get down and converse quietly more easily than online as there are many other watchers – less able to be discreet.

52. Safeguarding – children saying things, disclosures which have wider audience than would in school.
53. Logistically a lot more to think about.
54. Current Covid situation remains unpredictable.
55. All barriers and boundaries of remote learning can be overcome. The aim is to get as close as possible to classroom experience accepting that can't be the same.
56. **Remote learning - Next steps** – importance of timely feedback to children – maintaining incentive for children – recognised as area for school to develop and this is being done.
57. Google meet sessions are going to be developed within best use of staff.
58. Luckington had all staff in initially as unclear what government direction – DC to look at numbers in school and staff objectives to minimise risks but maintain capabilities.
59. DC stressed importance of feedback from parents – and how school assessed the children – looking to see how the School understands how children are progressing and engaging.
60. DC sent out **survey re online provision** – DC has placed some of the parent's comments in the FGB SharePoint folder for governors to read – DC happy to accept comments now or later in the week once Governors have read it
61. Comments come from 50% of families who are using remote learning – survey suggests that school providing just about the right amount for each year group – quality of call can be issue for some – younger children maintaining focus an issue for some – some prefer live sessions as feels it engages more – devices at home a barrier – flexibility on timings suggested – balance good re blended lesson approach and tasks given, a couple feel too much work – a lot mention interaction with class mates and how this is missed – some examples of what other school are doing – issues where English is not necessarily first language – balance with screen or not, on it too long – Parents can feel the white rose presentation of Maths can be tricky online – Weekly assembly suggestion. Some positive feedback and thanks from parents. A few parents want things printed which school can do.
62. Governors commented that important to ensure governor views are based upon the 'objective approach'. Critical friend to School. Not going to make everyone happy across community and myriad of opinions.

Important to see progression and development. Governors stated staff approaching with a growth mindset even though small school, recognising there are barriers, and seeking to overcome one at a time. Governors indicated a feeling that some external criticism comes from not knowing / understanding the situation or factors such as safeguarding, responsibilities of staff. Governors have an expectation that there will be a progression and that DC has recognised the need to push onwards and forward in the development of the remote learning even not knowing what is ahead of us. Governors indicated that the school is showing that it is trying to develop. Governors indicated ultimately only staff can understand what they can and cannot do.

63. DC mentioned that there will be a need to go through where the school thinks it might be in the next few weeks and months. School needs to provide the rationale for a particular pathway, rational for a recorded lesson, or live lesson for a particular subject or class, or not. Need to communicate this with parents. Suggestion from Governors that over communication of rationale within this scenario is probably better.
64. SM has started to draft a letter to parents – more difficult to express the balancing act DC has had to undertake – Governors want to say on a journey, want to improve, and getting there. Acknowledgement from Governors what school has achieved – School is listening – but just because don't implement an idea that a parent wants, it doesn't mean not listened to or considered. DC highlighted that school seeks to respond to issues and complaints when raised to sort out and recognises that Lockdown is a struggle.
65. General conversation that can't compare school to other providers such as private school, other maintained, as all different. Private school generated live lessons for income. Staff structures different. Staff are cleaning in school, serving dinners, covering break and lunch times, variety of tasks which are involved in smaller school.
66. Governors asked what do parents expect the live lessons to look like? What is parent expectation?
67. Discussion with regards to point out to parents that some of the concerns are about protecting privacy /safeguarding of their own children. When children are on lessons, obvious as to what level the child is at. It's effectively a public setting, lots of other parents hearing. Need to build confidence. Parents may not have experienced classroom lessons where teacher can interact with children and intervene without wider knowledge of intervention across group - unlike within online scenario.

68. Governors feel confident DC taken steps to build on remote learning i.e., parent survey. As earlier it's about building and developing through listening and drawing up next phase. Listening and responding to concerns.
69. **Action** - SM to work with DC on draft letter to parents re remote learning. SM to request feedback from governors. Aim to send something out on Thursday.
70. Governor suggests send out questionnaire again to ensure all have seen, to give parents second chance.
71. **Link Governor visits** – SM mentioned the book where children write in it for the year so can see progress. KF undertaken visits – humanities – write up in SharePoint document – follow up due at some point. Acceptance that link visits difficult given the Covid situation as need to be done remotely. Acceptance that in many ways' curriculum has been a bit "stop and go" which has not helped. Maths linked visit completed just needs to be written up.

## **ITEM 5 – SEND**

72. As discussed in Head's report.

## **ITEM 6 – FINANCE COMMITTEE / BUDGET UPDATE.**

73. Finance committee minutes are in folder.
74. Funding certificate from Wiltshire due at 14<sup>th</sup> Feb. – level of funding is due to be increasing but how that transpires is unclear – last funding on 56 children this time round lower numbers (49/50 children)
75. Monitoring report and IE in SharePoint. SM outlined salient points in reports for new governors.
76. Income and expenditure report – sent back to council every three months.
77. DC to look at staffing plans when budget in from February.
78. Building maintenance money to be spent – on redecoration on some of the old parts of the building that need work done. Quote for this work and the gutter. Just over £4000. Two other quotes to be got, **Decision** - governors approve spend when quotes in and whichever is best value.
79. Luckington Pre-School – Minutes of meeting held on 18<sup>th</sup> January in SharePoint for this FGB. 5 children in pre-school at the moment with 3 returning after lockdown – SM highlighted that pre-school is losing money,



not on sustainable footing at the moment – LB looking at some local money generation / ideas to purchase items for pre-school (parish council? Fols? etc) – SM highlighted that school finances separate from pre-school needs and shouldn't be moved across from School to pre-school for support. DC indicated that the equipment that Stella is after would not really benefit the school.

### **ITEM 8 – Governors**

80. SM is Chair of Governors, Acting chair of finances and chair of pre-school. Discussion around need to share work out.
81. Jhen and KF are joint Chairs FGB. Jhen and KF to get together with other people and sort out plan for the future. Jhen and KF will take the floor on any future Chair conversations.
82. SM Chairship ends 17<sup>th</sup> September 2021. Will need Chair for finance.
83. KA mentioned happy to take on some responsibility, as of yet, as new, not sure which suits her best.

### **ITEM 10 – POLICIES**

84. Nil to ratify.

### **ITEM 10 – AOB**

85. Question around what staff needed for online provision? DC stated will be getting two new powerful teacher laptops. DC needs to look at where that money will come from.

**Meeting ends at 21:01 hours**

**Date of next meeting** – Monday 29<sup>th</sup> March 7pm

Then:

Monday 24<sup>th</sup> May 7pm