

<b>FOCUS</b>	<ul style="list-style-type: none"> <li>• <u>Ensuring clarity of vision, ethos and strategic direction</u></li> <li>• <u>Holding the headteacher to account for educational performance of the school and its students</u></li> <li>• <u>Overseeing the financial performance of the school and making sure its money is well spent</u></li> </ul>
--------------	---

MEETING 83 – PART 1 - MINUTES of Meeting 18 <sup>th</sup> June 2020 – Meeting Room							
ATTENDEES	INITIALS		arrived	ATTENDEES	INITIALS		arrived
Kevin Harris	KH	Chair	5:00	Eleanor Hanson	EH	Staff	5:00
Christine Bevan	CB	Co-opted	5:00	Maria Dyer	MD	Clerk	5:00
Sam Barham	SJB	Staff	5:00	Andy Palmer	AP	Parent	5:00
Claire Cowen-Brown	CCB	Co-opted	5:00	Elaine	EP	Parent	5:00
Peter How	PH	LA	5:00	Alison Rubenchik	AR	School Business Manager	5:10
Jennie Harvey	JH	Assistant Head – Teaching & Learning	6:15	Rich Challis	RC	Middle Leader	6:15
Fiona West	FW	Middle Leader	6:15	Kristel Norris	KN	Middle Leader	6:15

Apologies	Initials	Reason	Key to Minutes
Bill Robinson	BR	F	<b>Bold</b> Action
Fiona Corbin	FC	F	<b>Font</b> Question
			<u>Underline</u> Decision

1	83.216	<b>Apologies</b>	Apologies received prior to the meeting were sanctioned.
2	83.217	<b>Declaration</b> pecuniary/non pecuniary interest	No interests declared.
3	83.218	<b>Minutes of meeting</b>	Minutes from 21 <sup>st</sup> May 2020 approved
4	83.219	<b>Premises, Health &amp; Safety</b> - Spot Checks	<p>PH met with the Premises Manager on 4<sup>th</sup> June 2020 and went through the H&amp;S books thoroughly. All checks are ok and the premises team are up to speed on all checks. PH was unable to check Team Teach books.</p> <p>PH was updated by the Premises Manager on the planned works e.g car park/sensory work/wash stations etc. and noted that they are getting best prices possible for the work required.</p> <p>AR provided update on savings made for works required as part of our Condition Report. From latest report compared to first report in 2018 we have saved almost £24,000 by the Premises Team doing works in house/updating the report producer on works that had been done.</p> <p><i><b>KH asked with savings is it a non-spend to the levels the Condition Report producer was suggesting?</b></i></p>

			<p>AR replied that it is a non-spend but we would have to have found the money if we didn't have this premise team.</p> <p><b>PH asked who is responsible for checking and updating the report?</b> AR confirmed that the condition report is produced by an external company for the Local Authority (LA) as they need to know how much maintained schools need to spend on building repairs/maintenance. If we can prove we have invested in property we get looked at in a better light. SJB added that in just under 3 years the team have achieved remarkable things and well done to AR for overseeing.</p> <p><b>PH should we mention to LA what we have achieved?</b> AR it does go a long way when certain things are discussed with the LA, especially where we can show our achievements in savings whilst investing in the building.</p> <p><b>CB in Otters/external areas the number has remained static over the past 3 years. Saving on disputed work, please explain?</b> AR informed the board the repeated amount of £2,590 is the annual allowance to cover painting, repairs and other routine maintenance cost in Otters. If we do not carry out any work in a particular area the annual allowance is carried over. Disputed work is where we pay into an external scheme for them to come to do work e.g. emergency lighting checks etc. The Premises Team had found that some work was not done or completed, or LA paid for the work out of their Capital fund e.g boiler replacement scheme.</p> <p><b>SJB asked if some disputed works were not added to condition report?</b> AR said yes SJB added that ultimately, we have made the school safer. If it's out of date it can be difficult to know where to begin.</p> <p>AR asked the board to consider the additional COVID19 works required for our lower car park area – turning point and extra space. This work will enable safe 'social distanced' use to continue allowing parents to drop selected students at the main reception area, and DCC Transport to drop students in the lower car park to comply with social distancing and staggering of drop-off times. Once we eventually return to normal we will need additional space in the lower car park as pupil numbers increase.</p> <p>The school received 3 quotes for the works and the difference in price for leaving soil onsite and removing it was phenomenal. The quotes received were: 1 – remove soil £27,474, reuse soil £19,757 2 – remove soil £15,400, reuse soil £9,000 3 – remove soil £16,890, reuse soil £7,390</p> <p>AR added that instead of removing the soil the school would like to invite a Landscape Garden to site to help us plan how to best use the soil e.g. creating an amphitheatre.</p> <p><u>Governors wholly agreed to accept quote 3 and for it to be funded by the Covid budget</u></p> <p>AR left the meeting</p>	
5	83.220	<b><u>Policies</u></b>	All policies agreed and adopted.	

		<ul style="list-style-type: none"> <li>• Behaviour – Appendix</li> <li>• Probation</li> <li>• Medicine</li> <li>• RSHE</li> <li>• Pay</li> <li>• Assessment</li> <li>• Safeguarding and Child Protection Appendix</li> </ul>	
6	83.221	<p><b><u>Governor Training (not taken place as moved due to Covid-19).</u></b></p>	<p>During the Babcock training that took place earlier this year it was recommended to have a visioning day for Governors. This would have been in the Summer Term but due to Covid19 it has been delayed until Autumn 2020.</p> <p><b>SJB to arrange date and inform Governors</b></p> <p>Governors have also been sent a timetable for training by Deirdre Fitzpatrick who is delivering training on preparing for Ofsted, the curriculum and all work that has been done throughout Covid. The training is taking place on 1<sup>st</sup> July 2020.</p> <p><b>Clerk to set up Zoom meeting and share link with Governors</b></p>
7	83.222	<p><b><u>Covid-19 updates</u></b></p>	<p>EP briefly left the virtual meeting at 5:50 and re-joined at 5:53 due to technical issues.</p> <p>SJB gave an update to the board and mentioned we have achieved more in the last week than we had initially thought we could have achieved. The provision we provide in school is still different to what we usually offer, however we are getting closer to being back to normal. This period has enabled us to provide an enhanced transition.</p> <p>AP (Parent Governor) said that the input from the tutor team has been fantastic and he has received regular home learning packs and updates.</p> <p>EP (Parent Governor) added that it is great that some students have started to return to school. The feedback she monitors in the parent/carer Facebook group has been positive, more parents are now confident that the school is doing all they can and are happy to send their child back.</p> <p>EH mentioned that it could have felt overwhelming but the expectations of staff have been clear and concise from the Senior Leadership Team, which has enable her to reassure her staff team, parents and students. Our students have shown great resilience upon returning to school.</p> <p>SJB asked Governors to consider us being able to offer a holiday club during the summer holidays this year. The club will likely be more expensive than in previous years and will not be able to accommodate as many students. Through our Risk Assessment we are able to run our holiday club as the provision is provided in house, however we might need to use some funding from other budgets to purchase equipment, as students are not currently allowed to share resources.</p> <p>EP mentioned that parents who receive Direct Payments can use this money to pay for the holiday club, especially as they might have money left where other activities have been cancelled.</p>

			<p>CCB added that parents have done this in the past, however they might prefer to use the Enabling service instead of a holiday club.</p> <p><b><i>PH asked what the maximum number would be and if some families would struggle if we were unable to offer this?</i></b> SJB confirmed the maximum number would be 10 people (6 students/4 staff) compared to our usual maximum of 17 people. Some parents would welcome the provision as long as we can maintain social distancing.</p> <p><b><i>KH asked what impact this would have on staff welfare, especially as staff have worked through the Easter holidays?</i></b> SJB said that she has spoken to the lead member of staff and they are happy for the club to run. SJB is on call should a problem arise.</p> <p><u>Governors agreed the club in principle and for funding for resources to come from another school budget.</u></p> <p><b>Funding budget to be decided by SJB/Senior Leadership Team</b></p>	
8	83.223	<b><u>Curriculum</u></b>	<p>JH (Assistant Head) delivered a general overview of the EMPOWER curriculum which has been developed embracing comments from our last Ofsted in 2017 and to ensure we give our students the best possible outcome for life after Lampard. This will address the areas suggested for improvement; teaching of calculation, phonics and reading, and the progress of our youngest students.</p> <p>We utilised 3 Middle Leaders, KN (Maths), RC (PSHE) and FW (English) to undertake thorough research and provide clarity to staff on how to make our teaching of those areas bespoke to Lampard.</p> <p>The new curriculum commences September 2020 and will also mean our assessment bands change from P levels to a bespoke Lampard assessment grading which is consistent from Lower School to Upper School. As a result of the new curriculum there will be changes to our timetable which include 4 maths sessions, 4 English sessions and 4 phonics sessions per class per week.</p> <p><b><i>KH asked if this has been tested and if any feedback from parents/students has been received?</i></b> JH said that the initial feedback has just been from staff, but to start the process we looked at parent comments that were received as part of the Annual Review process.</p> <p><b><i>CB asked if student learning has been considered for Option sessions where only 1 child might select that option?</i></b> JH confirmed that Options subjects only run if there is enough interest, so students would not be in a group of such small numbers. SJB added that Upper School students take Options in Year 10 and Year 11, so if they are unable to do an option in the first year, hopefully they can do it the following year. KH advised the Options are in the Parent Carer Induction Pamphlet when students join Lampard so they have several years to plan for options</p> <p>CCB left at 6:25 and re-joined at 6:30 due to technical issues.</p> <p>CCB left at 6:33 and was unable to re-join due to ongoing technical issues.</p> <p>PRESENTATIONS:</p>	

		<p>RC outlined the intent of the PSHE curriculum, which is to synchronise the learning journey throughout the phases, build skills so our students have a healthy and safe life after Lampard, and to widen their understanding as they move through each phase.</p> <p>Students would learn about being respectful, self-awareness, health and wellbeing, starting with simpler areas such as emotions and moving up to having safe relationships/understanding the law of consent.</p> <p>The impact of the new PSHE curriculum will be assessed at the start and end of each learning period, so we can solely focus on student learning.</p> <p>SJB added that RC has been proactive within the SENTient Trust schools, has guided us well and is ahead of many other schools. We can hold off implementing this until 2021 due to Covid however we feel confident with the work RC has undertaken to roll the new PSHE curriculum out from September 2020.</p> <p><b><i>PH asked how will the school manage with ever changing PSHE curriculum requirements?</i></b></p> <p>RC said that he is constantly updating and reviewing the curriculum, and keeps up to date with the latest Government requirements.</p> <p><b><i>PS also asked if this is addressing issues/weaknesses following our latest Ofsted inspection?</i></b></p> <p>SJB confirmed it is, we have consulted staff and SENTient Trust colleagues, taken a proactive approach and ensured any new teachers know where to find resources required to teach these subjects. Our Middle Leaders are strong in their area and have enable other curriculum areas to improve.</p> <p>KH thanked RC for his in depth and detailed work on this topic and for drafting his first ever Policy covering the subject and adopted by Governors earlier in the meeting.</p> <p>RC left the meeting.</p> <p>KN explained the Maths curriculum intent which is to enable our students to be as independent as possible and maths/real life maths skills needed to help them flourish once they have left us. The curriculum focuses on what our students need (e.g setting up a bank account, paying for food), as well as getting them ready to sit exams. This enables us to build upon their skills from Lower School to Upper School, and spend more time in areas they need help on and less time in other areas.</p> <p>KN used assessment standards to enable her to create the Maths curriculum and fill in any gaps. Staff will use consistent vocabulary and students will undertake maths learning that is age appropriate for their level of understanding.</p> <p>KN also created a Calculation policy to ensure students are taught Maths in a consistent way across each phase and have access to the resources required.</p> <p>KN left the meeting.</p> <p>FW explained English curriculum. Communication is the main curriculum driver that stood out and was the starting point as communication is paramount in all aspects of learning and life. We want to promote student independence to communicate with world around them, which impacts of emotional wellbeing and interactions with world around to enrich their lives. Reading and phonics are a main Ofsted focus and an area we really needed to improve.</p>
--	--	---

			<p>FW has undertaken vast amounts of training and has embedded her learning into the curriculum. FW also created a reading policy which aims to focus us on the time given to teaching reading and what teachers need to prioritise, which led to additional time in the timetable for phonics lessons. FW then created a bespoke phonics programme around letters and sounds, suited to our students and included the use of signing/Makaton to help imbed our students learning. FW also spend a vast amount of time sorting through our reading books to ensure they are all levelled correctly, as currently we use many different reading schemes and a level in one scheme is different to another.</p> <p>JH added that we have mapped in student progress meetings bi-termly to enable us to teach them in an alternative way if they are not able to learn through phonics teaching.</p> <p>FW left the meeting.</p> <p>SJB added that this information will be made available to all new staff through their induction. During Covid the Middle Leaders have produced CPD for their subject area for staff to undertake. This can be made into training resources for parents/carers to help them understand our curriculum. We need to be clear on what children should be entitled to and addresses inconsistencies.</p> <p>Governors recognised the amount of work that has been put in to improving our curriculum and praised the staff involved for their hard work and dedication to providing the best possible education for our students, so they can flourish after Lampard.</p>	
9	83.224	<p><b><u>SEF, SDP and School Improvement Plan</u></b></p>	<p>Covid specific info has been added and SJB will do an overview of the SEF in Autumn Term. Our school has come such a long way in a short space of time, and we are more skilled and confident in what we are trying to achieve.</p> <p><i>PH looked at SEF and asked how has it linked with the curriculum as it's an important document?</i></p> <p>SJB said the SEF takes a long time to produce and realised how much the school does. In terms of the curriculum it was important to put in the focus. We will be appointing 3 curriculum leads to ensure they cross reference and align their teaching so our students have a linked approach to skills practice.</p> <p>SJB gave a brief overview of the SIP and how it has impacted on the school e.g. staff consultation, parent voice and has now created a consistent approach to areas such as learning. We are in a new stage for evidence for learning, pulled outcomes for assessment books and will form part of the end of year reports. We have started a pilot group for parents/carers to upload 'home progress' as evidence for learning. EH added that many parents were passionate to share with us what their children can do at home, especially during Covid.</p> <p>SJB mentioned that attendance will be hard to see if we achieved due to lockdown, but CCB will do a comparison from the previous year to the time we finished for lockdown at our next Governor meeting. However we have sharpened up our processes on attendance e.g. process for recording attendance and following up absences.</p> <p>Positive behaviour plans are still in process and will be interesting to compare behaviour data now to the same time last year. No behaviour incidents have occurred during our first week of increasing numbers after lockdown.</p>	

			<p>Our Assistant Headteacher responsible for KS4 and Accreditation has almost completed her careers qualification and we will then timetable time where students can access her support.</p> <p>Middle leaders have done a great job and this has been acknowledged in our recent Achievement for All assessment.</p> <p>Governing body action plan, training needs addressed, action plan will be reviewed.</p> <p>Even during lockdown work has continued to ensure we focus to get the school ready for our return.</p>	
10	83.225	<b><u>Portfolio Holders Report</u></b>	Report covered by PH in item 4.	
11	83.226	<b><u>Effective Governance</u></b>	Governors concluded our spend from the Covid fund has increased but this will benefit our students. The curriculum is looking at its strongest it has even been and is joined up throughout the school to give them the best chance after Lampard.	