

## MEETING 89 – PART 1 - MINUTES of Full Governing Board Meeting

23<sup>rd</sup> February 2021 – Via Zoom

Attendee	Initials		Arrival / Departure	Attendee	Initials		Arrival / Departure
Christine Bevan	CB	Chair	16:55	Elaine Penfold	EP	Parent	17:00
Hayley Hardy	HH	Parent	16:55	Andrew Redpath	ASR	Co-opted	17:04
Claire Cowen-Brown	CCB	Co-opted	16:55	Peter How	PH	LEA	17:04
Sam Barham	SJB	Head	16:55	Alison Rubenchik	AR	School Business Manager	17:08/17:38
Katie Goodfellow	KG	Guest/ Clerk	16:55	Jennie Harvey	JH	Assistant Headteacher	17:58/18:57
Maria Dyer	MD	Clerk	16:55	Sophia Marquiss	SM	Middle Leader	18:11/18:57
Eleanor Hanson	EH	Staff	17:00/19:27				
<b>Apologies</b>	<b>Initials</b>		<b>Reason</b>	<b>Apologies</b>	<b>Initials</b>		<b>Reason</b>
Bill Robinson	BR	Parent	Business	John Andrews	JA	Co-opted	Business

FOCUS			
		<ul style="list-style-type: none"> <li>Ensuring clarity of vision, ethos and strategic direction</li> <li>Holding the Headteacher to account for educational performance of the school and its students</li> <li>Overseeing the financial performance of the school and making sure its money is well spent</li> </ul>	
1	89.301	<b>Apologies</b>	Apologies received prior to the meeting and were sanctioned by the board
2	89.302	<b>Declaration pecuniary/non pecuniary interest</b>	None declared
3	89.303	<b>Minutes of 26<sup>th</sup> January 2021</b>	<p>Matters Arising from the meeting have been actioned.</p> <p><b>EP will meet with AR as soon as school visits can resume.</b></p> <p>Minutes agreed and signed</p>
4	89.304	<b>Premises, Health &amp; Safety</b> - Spot Checks	PH been in regular contact with the Premises Manager. The H&S checks the team undertake are up to date and the files have been updated.

			<p>Some minor maintenance/repair works have arisen following external inspection which have all since been actioned by the Premises Team.</p> <p>PH has looked at the new access path and fencing on the play area which appear to be better than before. <b>PH asked when will we be looking at using this area?</b></p> <p>SJB confirmed it is intended we use this area all year round.</p> <p>PH also met with Fiona Colamarino and the architect from Devon County Council (DCC) regarding the expansion plan.</p> <p>As PH visited school during half term he was unable to check the Team Teach (TT) books.</p> <p>CCB added that there have been only a handful of TT incidents this month.</p> <p><b>PH to check TT books when next in school during term time.</b></p>
5	89.305	<b><u>Covid</u></b> - Risk Assessment Wellbeing	<p>Risk Assessment (RA) review took place on 25<sup>th</sup> January 2021 and updates were reported at the latest Governor meeting. The RA is next due to be reviewed on 2<sup>nd</sup> March 2021.</p> <p>CB and SJB have spoken about the new Department for Education (DfE) guidance and will feedback at future Governor meetings.</p> <p><b>CB asked how is the overall staff wellbeing?</b></p> <p>SJB the staff wellbeing groups have been proactive and started work on their areas, with one group decorating the staffroom. We have teams of staff taking part in Active Devon's Let Walk Challenge which SJB is leading from the Positive Practices group. Staff anxiety levels appear to have receded following their first Covid vaccine. SLT are mindful of the impact of teacher workload at present as this involves doing home learning packs and in-school work.</p> <p>EH described the three systems in place regarding face to face teaching, remote learning coupled with the marking and feedback of packs which has impacted on teachers/work load.</p> <p>SJB concluded that everyone is ready to get back to normal as soon as possible.</p>
6	89.306	<b><u>Policies</u></b>	<p>Accessibility Plan ASR commended it is a good plan and great to have curriculum access as well as physical access included <u>Approved</u></p> <p>Charging and Remissions <b>Approved</b></p> <p>DBS Checks <b>CB asked about having a section for staff to self-certify during their appraisal process?</b></p> <p>SJB this has not yet been discussed by Senior Leadership, however it will be considered and the policy updated if this is added at a later date.</p> <p>CCB we could ask staff to sign certain policies annually to say they have read and understood them. <b>Approved</b></p> <p>Finance <b>Approved</b></p>

			<p>Induction Policy and Procedure ASR commented it is a thorough policy and procedure. <b>Could the role of the mentor be clarified?</b> SJB support staff have SM and JH in the first instance for teaching staff and support staff who offer support and advice and identify any areas that they might need extra training in. <b>Approved</b></p> <p>Maternity <b>Approved</b></p> <p>Safeguarding Covid Appendix 3 <b>Approved</b></p> <p>School Travel Plan <b>Approved</b></p>
7	89.307	<b>Finance</b>	<p>AR presented the SFVS.</p> <p>On the SFVS the only area which is “highest 10% of similar schools” is the admin and clerical expenditure. The Pastoral Team were coded to the admin team ledger code and this has now been changed to the TA ledger code. This brings the admin percentage down from 7.4 to 2.5 which would then be in the “broadly in line with similar schools” and would take support staff from 32.7% up to 37.5% which would then be in the “broadly in line with similar schools</p> <p><b>CB Would the funds raised or obtained by Friends of Lampard come under the criteria for voluntary funds? If not, could you please explain why not?</b> AR Friends of Lampard (FOL) raise funds for a specific project and hold their own separate bank account. Voluntary funds are funds which are donations/bequeathments overseen by Governors. AR presented the Benchmarking data which compared information from all SENtient Schools.</p> <p><b>ASR questions the difference between our payment and another SEN School payment?</b> AR, we pay into DCC Finance to get support and possibly that school doesn't.</p> <p>AR shared the Monthly Monitor with Governors The usual finance reports (3a and 3b) and also a condensed version (3c) were presented. If governors agree, the format of 3c will be presented in future as a snapshot of the detailed reports. The condensed version shows what was budgeted for in March 2020 and the actual income and expenditure at the end of Month 10. All staffing is in place up to the end of March 2021. There remains some income yet to be received and there will be further expenditure. CB Felt that the 3c format was very clear and enabled Governors understanding of the overall financial position. The majority of Governors agreed with this.</p> <p><b>CB Are the over budget energy costs and cleaning/premises costs due to Covid related issues?</b> AR Extra energy costs due to COVID are on a similar level but it is estimated that the water bill to be over by £5,500. Overtime will be paid</p>

			<p>to Premises/caretaking staff as they had to prepare the site ready to safely re-open. The temporary day time cleaner has cost an additional £4,000 in the budget not previously budgeted for.</p> <p>AR informed the Board she has been trying to contact the department at DCC who are overseeing our VELP loan since October 2020. Despite numerous emails, and contact attempted by our Finance Office, there has been no response. Following the recent Bursar Briefing AR has been given the contact details of another person and will update the Board once she has more information.</p> <p>Following the recent Bursar Briefing it has been confirmed the school will receive all premiums and grants as per last year although it should be noted that the Year 7 Catch-Up Fund has been replaced by the Covid Catch Up Fund. AR also reported that pupil premium student numbers have to be taken from October 2020 this year not January 2021 as usual, therefore this is a loss of £5,555.</p> <p>The Government has announced that public sector workers earning below the median wage of £24,000 full-time were "guaranteed a pay rise of at least £250". Therefore, 54 members of staff will receive this pay rise which will be pro-rata more will be known before the budget is set.</p> <p>DCC have announced that schools will receive an on-off contingency rebate dependent on student numbers therefore the school may receive an amount of £1,235. AR explained the Government are giving schools £660 per student (numbers taken from the October 2020 census) for the Teachers' Pension and Pay Grant.</p> <p>AR updated the board on current/filled vacancies</p> <p>AR shared updates on recent appointments:</p> <ul style="list-style-type: none"> <li>- a Temporary Senior Administrator</li> <li>- a Temporary Clerk to Governors</li> <li>- a Temporary Administrator</li> <li>- a Temporary part-time Cleaner dependent upon DBS, reference check and medical.</li> </ul> <p>The COVID Claim window for claiming back money for school meal vouchers has not yet been opened</p> <p>The DfE window for applying for additional laptops opened and the school was successful in gaining 13 laptops for our students. These have now been delivered to the school and are with the ICT department who are installing the relevant security programmes.</p> <p><b>CB Have all the scheduled half term works been completed?</b> All premises work due to take place during half term have been completed.</p> <p><b>CB How is the lateral flow testing progressing? Have there been any issues?</b> AR updated the Board on the lateral flow testing arrangements and expressed her gratitude to the staff volunteers. AR described them as doing 'an amazing job'. Every member of staff who is in school all week is being tested twice a week, and those in less are being tested once a week.</p>
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8	89.308	<b>Skills Audit</b>	<p>Results from Governors' skills audit have been collated. There are some positives and some areas for development. There has been an increase in understanding of Governors' legal responsibilities and increased confidence in speaking up over areas of non-compliance.</p> <p>Areas of development focused around the area of accountability. Specifically, there was a need for clearer understanding of how financial efficiency is measured and compared to comparable schools; the impact on the school budget of staff pay increases and increased understanding of national school performance measures.</p> <p>In the area of strategic relationships Governors felt that they needed greater experience of the school's local community and building strong collaborations with other members of the Board, however SJB and CB discussed this and felt that these are Covid related issues which are linked to the inability to go into school and meet in person at Full Governing Board meetings.</p> <p><b>CB and SJB to put together an action plan (to be shared at the next meeting) and training will be undertaken accordingly.</b></p>
9	89.309	<b>Term Dates</b>	<p>SJB presented the term dates for 2021-22.</p> <p><u>Agreed by the board</u></p> <p><b>MD to publish on our school website, share with staff and update our school closure page the DCC website</b></p>
10	89.310	<b>Premiums</b>	<p>SJB shared the PE and Sport Premium report. Swimming and offsite activities will be a priority, especially during the building works. Due to Covid we have been unable to provide offsite provision as many of the providers have been closed. Money can be carried over for another year due to the impact of Covid.</p> <p>JH presented the Covid catch-up and Year 7 catch-up premium.</p> <p><b>PH can you see progression from SALT provision?</b>          JH – yes, this is down to the TAs being able to deliver SALT sessions which were provided by the SALT and training cascaded.</p> <p>EH added it has changed how SALT sessions are taught in class.</p> <p><b>CB asked if we have been able to assess the effectiveness of the Exam Reader pens? Have other students been identified as being able to benefit from this assistive technology?</b>          JH, "they have been amazing!" JH described an example where student used this for the first time and they said 'it has almost changed my life'. The assistive technology can support the student to be more independent in a lesson</p>

			<p>PH how many students can benefit from this?          JH explained students need to meet a certain criteria to be able to use a reader pen as identified through the 'Pathway to Reading' policy. The school has bought 11 pens and currently 3 are in full use in the pilot stage. It is expected between 10-20 students will benefit from using them.</p> <p>PH asked if they are expensive?          JH the pens are £160 each but it has been money well spent.</p>
11	89.311	<b><u>Student Progress Data</u></b>	<p>JH and SM presented student progress data</p> <p>PH asked if the regression of student progress is the national picture just SEN schools?          JH confirmed it is the national picture.          SM added that having a points system where a student staying in a band for long period, but we can show where their points increase by gaining independence.          SJB added that whilst progress is important, applying the knowledge and skills functionally is as important.</p> <p><b>JH and SM to share how data is gathered at a future Governor meeting</b></p> <p>CB can we expect to see in June an update on this data?          JH yes, we intend to do three data collections a year and will share information on what has happened during this lockdown and compare to the first lockdown. However, data reporting will look different than before due to the new system being used.</p> <p>PH this will help with analysis, but students have lost a lot of learning time. How will we enhance how we get the most out of this catch-up period for our students?          JH this could be something in mainstream so students get the best academic results for their exams. Our catch-up funding is not just for academic catch up but for their communication and wellbeing.          SJB added we continue to have the same ambitions for our students and the focus is still very much on life beyond Lampard.</p> <p>ASR said it is very heartening to see the academic and independence linked together, as it might be equally valuable to see how students put this together.</p>
12	89.312	<b><u>Remote Education</u></b>	<p>JH presented the Remote Education offer to Governors</p> <p>EP has been using Evidence for Learning (EFL) and has found it easy to use and now parents have been asked to keep their uploads specific so that it doesn't become irrelevant. EP is aware that some parents might need some support in being able to access this.</p> <p>SJB added this gives the opportunity to co-produce progress towards outcomes with home in a more user-friendly and effective way.</p> <p>CB asked what action is being taken to increase the number of parents actively engaging with Evidence for Learning?          SM is in regular contact with parents who use it and any who contact the school are regularly signposted to it. There is a need to look at relaunching this with parent workshops so they can see how it works.</p>



			<p>Take up will likely increase if parents can visualise it and when the parent app becomes available.</p> <p>HH asked what happens from the 8<sup>th</sup> March for remote education, for instance where parents don't send their child back to school?</p> <p>SJB at the moment it is expected all students come back other than those clinically extremely vulnerable. Those who are clinically extremely vulnerable will continue to be provided with remote education. We will continue to work with all families to support their child to a full return by the 8<sup>th</sup> March. We will be unable to offer our current remote education offer to any student other than those classed as clinically extremely vulnerable.</p>
13	89.313	<b><u>Headteacher Report And School Improvement Plan</u></b>	<p>SJB shared the Headteacher Report with Governors via Governor Hub prior to the meeting.</p> <p>CB commented that overall it is very pleasing to note the progress made with the SDP objectives, the significant reduction in behavioural incidents and serious incidents and the results of benchmarking with other SENTient schools. The work completed on the school website, and in particular the uploading of school assemblies is welcomed, as this provides our stakeholders with a much clearer picture of our ethos in action. Other initiatives, such as our involvement with the Digital Engagement Pilot; the success of the well-being initiatives and feedback from the School Council being actioned (i.e. the friendship bench) are very positive indeed.</p> <p>The bullet pointing of items works well, however length of the report (nine pages) is three pages longer than the previous one. Given the decision taken at the beginning of the academic year to significantly reduce the size of the HT report, in future it would be good to see text heavy sections reduced further and repeating items eliminated</p> <p>SJB informed the board that the School Development Plan and School Improvement Plan will be continued until April 2022 due to the impact of Covid/lockdown hindering the full work in each area of focus.</p> <p>CB added it was a very positive document and progress has been phenomenal given the challenging circumstances of the past few months.</p>
14	89.314	<b><u>Behaviour and Attendance Data</u></b>	<p>CCB presented the behaviour and attendance data.</p> <p>Despite lockdowns, r attendance figures compared to the previous year have not been affected greatly.</p> <p>Student behaviour incidents have decreased, especially during lunchtime and after lunch, which is attributed to the introduction of relaxation sessions.</p> <p><b>CCB to look into breaking down the behaviour graph to help new Governors understand the difference between the types of incidents.</b></p>
15	89.315	<b><u>Portfolio Holder Reports</u></b>	<p>EP met the Assistant Headteacher for SEND (TG) and CCB before half term. The outcome from these meetings has been covered in the Headteacher Report.</p>

16	89.316	<b><u>Effective Governance</u></b>	This has been a very positive meeting. It has been shown that we are able to make a real impact to our students by using the catch-up premiums effectively and being able to use Evidence for Learning so parents can share achievements whilst students have not been in school. Also, the improvement in attendance and reduction in behaviour incidents will have a positive impact on our students.
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