

**MEETING 102 – PART 1 - MINUTES of Full Governing Board Meeting
26th May 2022 – Via Zoom**

Attendee	Initials		Arrival / Departure	Attendee	Initials		Arrival / Departure
Elaine Penfold	EP	Parent	16:57/20:00	Sam Barham	SJB	Headteacher	16:56/20:00
Peter How	PH	LEA	17:36/20:00	Hayley Hardy	HH	Parent	16:56/20:00
Ben Mitchell	BM	Co-opted	16:57/20:00	Lorraine Ovey	LO	Staff	16:04/19:30
Maria Dyer	MD	Clerk	16:56/20:00	Christine Bevan	CB	Co-opted/ Chair	16:57/20:00
				Jennie Harvey			16:59/18:35
Apologies	Initials		Reason	Apologies	Initials		Reason
Stacey Slade	SS	Parent	Personal Commitments	Cathie Schofield	CS	Co-opted	Personal Commitments
Key							
Bold – Action							
<u>Underline</u> – Decision							
Colour – Question							
FOCUS	<ul style="list-style-type: none"> Ensuring clarity of vision, ethos and strategic direction Holding the Headteacher to account for educational performance of the school and its students Overseeing the financial performance of the school and making sure its money is well spent 						
1.	102.31	<u>Apologies</u>	PH is delayed at work but will be in attendance as possible. CS apologies received prior to the start of the meeting and were sanctioned. SS apologies received after the start of the meeting				
2.	102.32	Declaration Pecuniary/non-pecuniary interest	No declarations were made				
3.	101.17	<u>Minutes of</u> March FGB meeting – Part 1 March FGB meeting – Part 2 April Extraordinary meeting	Actions outstanding from the previous FGB meeting: <ul style="list-style-type: none"> Wellbeing Group Meeting – SJB will be meeting with the group on 6th June and will then meet with HH in late June/early July. Student Progress/Independence will be presented at the July meeting All other actions from the previous meeting have been actioned or will be actioned during this meeting <u>Part 1, Part 2 and the Extra-ordinary meeting minutes were unanimously agreed by the board.</u>				

4.	102.34	<u>Premises, Health & Safety</u> - Spot Checks	This item was done after item 7. PH met with the Premises Manager on 25 th May and all the check books seem to be in order. An initial water/legionella inspection was carried out by NPS and a number of issues were identified by the inspector. The Premises Manager challenged this as he had been trained by another member of the inspection company in the past who informed him the checks he was undertaking were correct. NPS did a subsequent check and signed everything off as correct, so it appears to have been a difference of opinion by the inspector on the day. PH added that the scheduled full Health and Safety audit will be undertaken by Devon County Council in June.
5.	102.35	<u>Covid</u> - Risk Assessment - Wellbeing	Item done after item 3 CB asked if we should keep wellbeing as an agenda item, as the Covid Risk Assessment is no longer relevant? SJB replied it depends on the aspect, as it is no longer linked to Covid/guidance and it is difficult to report on general wellbeing without using specific evidence. Certain aspects can be included in the Headteacher Report e.g. under attendance. HH added that after meeting with SJB it has become apparent it has hard to talk about wellbeing in general terms and the main thing is to consider getting the Wellbeing Charter in place. <u>It was agreed this item is removed from future meetings but we will deal with wellbeing items when they arise</u>
6.	102.36	<u>Policies</u> a) Family Handbook b) Flexible Working c) Grievance d) Pandemic e) Redundancy	<u>A – this policy was approved</u> HH asked if pictures of the uniform can go nearer to the uniform section? <u>Agreed this change to be made</u> MD to re-upload to the Hub once the changes have been made <u>B – this policy was approved</u> <u>C – this policy was approved</u> EP highlighted that page 7 point 8 uses the pronoun 'her' in front of the word representative and that this should be changed to 'their' representative. This was agreed and the change was made during the meeting by MD. <u>D – this policy was approved</u>

			<u>E – this policy was approved</u>
7	102.37	Governor Items	<p>Hybrid Meetings</p> <p>CB asked for opinions on hybrid or face-to face meetings for future FGB meetings?</p> <p>HH added sometimes it is sometimes hard to hear when joining via Zoom but suggested one month in school and one month via Zoom.</p> <p>CB said this proposal could be confusing as it would be difficult for governors to remember which month was virtual and which was face to face.</p> <p>HH asked if we gain more virtually or face to face?</p> <p>CB responded she gains more from face to face meetings.</p> <p>SJB agreed, highlighting that our practice had to be adapted because of the Pandemic but that we are missing interpersonal relationships. She would like to return to in-person meetings.</p> <p>EP said it'd be good to have each meeting open to both. So those who could be in school could attend in person, and those who couldn't get to school could also attend virtually. However, it would need to be applicable to all should we offer this option as it might be beneficial for staff presenting to be virtual so that they don't have to remain in school for long periods of time at the end of the school day..</p> <p>BM added he doesn't have strong views either way, he would be happy with any outcome but would support EP's suggestion as a way forward.</p> <p>EP asked LO's point of view as a member of staff?</p> <p>LO added that she agrees that the meeting takes place in person where possible as it allows for effective communication, so likes the hybrid version. She'd use the extra time in school to catch up on teacher work prior to the meeting but understands those other staff who present might prefer to do this virtually which would be a more effective use of their time and resources.</p> <p><u>Agreed to aim for the July meeting to be the hybrid of virtual/face to face.</u></p> <p>MD to check with IT how to have a webcam so all those in school can be seen by those who attend virtually.</p> <p>Potential Governor</p>

			<p>CB shared a statement on the hub from a potential new Foundation Governor. CB has worked closely with this person over the past six months during the two Headteacher recruitment and selection processes and found her advice very helpful. This person approached CB at the end of the last HT interview stating that she would be interested in being a Governor at Lampard. CB added she is very well qualified to be a Foundation Governor and has been a SENDCo, Deputy Headteacher, Headteacher and also worked for Babcock as a School Effectiveness Advisor. CB asked the SENTient Chair for the process of approving a foundation governor. She was advised that our board needed to agree in principle before the SENTient Trust will then formalise the process at their next meeting on the 6th June 2022.</p> <p>BM asked what a foundation governor is?</p> <p>CB stated they have to be approved by the SENTient Trust before they can be on our board and will attend some SENTient meetings on behalf of our board. SENTient have to be confident that they can fulfil the role. CB added although we have a Co-opted Governor vacancy, she felt that the potential governor would be more suited to the Foundation Governor role.</p> <p><u>The board approved this proposal in principle, and following the outcome of the SENTient meeting we will bring back for our formal approval in June.</u></p>
8	102.38	<u>Finance</u>	<p>SJB presented the financial benchmarking presentation on behalf of the School Business Manager (AR).</p> <p>Benchmarking online allows us to compare with any school in the UK, however for the purposes of today, we used it to give us a comparison on the other schools within the SENTient Trust. Benchmarking draws information from the School Census and is always a year behind. As this creates a snapshot of the previous year, some years we might have had more staff vacancies which would explain a decrease in staffing costs but same increase in other years. Staffing is our biggest expenditure (85% 19-20 and 81% 20-12) but as this has decreased over the last few years it shows we have improved how we effectively utilise staff and don't always rush to replace like for like when staff leave. Staff expenditure was above 90% when SJB took over as Headteacher in 2017 however if we receive additional funding this will increase staff costs.</p> <p>During Covid we spent more in our Premises/Cleaning department than in previous years, but also, we spent more on student resources as we created learning packs and</p>

		<p>took out more subscriptions to online services e.g. Lexia and MyMaths.</p> <p>PH mentioned it is difficult to compare due to the different size of schools within SENTient Trust, could the data be produced in a different format? Also, some schools appear to have had an increase in student numbers, which school is most similar to Lampard?</p> <p>SJB said that AR can provide it in a percentage format next time. The school closest to us in terms of student cohort is Southbrook and are the lowest lowest funded schools within the Trust based on designation.</p> <p>HH added that AR has shown her how we can access the system to try benchmarking for ourselves. HH to share link with Governors. This was done during the meeting.</p> <p>CB noted we are the only school who has had a decrease in staff numbers.</p> <p>SJB added that recruitment over the past 2 years has been difficult, however as we have increased in students but not in staff it shows we are more effectively utilising our staff and getting our staff ratios right.</p> <p>CB had questions comparing data from 19/20 and 20/21, which were submitted to and answered by AR prior to the meeting:</p> <p>Slide 5 - note the marginal increase in staff expenditure, despite the decrease in FTE staff. Is this solely due to pay increases?</p> <p>Although an increase due to pay rises, overall the % to total expenditure for 19/20 is 85% and for 20/21 is 81.3%.</p> <p>Slide 6 - note the substantial increase in premises expenditure. Is this due to the new build and/or Covid or is there another reason?</p> <p>Mainly COVID as we had to install outdoor cleaning areas and increased our supply of cleaning products etc.</p> <p>Slide 7 - Are the increases in costs due to new build and/or Covid or simply increases levied from the various companies?</p> <p>Maybe a little due to building work being carried out during the school holidays, however due to COVID guidance we were using a lot more water and as the windows had to be opened throughout the school the heating had to be on longer and at a higher temperature</p> <p>Slide 8 - Note the substantial increase in supplies and services. Is this Covid/remote learning related?</p> <p>Mainly due to extra subscriptions for online learning for the Learning Packs for remote learning and more IT hours for the US refit.</p> <p>Slide 9 - Can you explain the change in our 'leader board' position?</p>
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			<p>I am not privy to the itemised income of other schools, possibly they had an increase in student numbers.</p> <p>Slides 10; 11; 13 and 14 - note that we are the only school in the Trust to have decreased their staffing numbers. Can you elaborate and explain this?</p> <p>We have had a lot of staff taking maternity leave and difficulties with recruitment, the staffing numbers will be a snapshot of when the census was taken.</p>
9	102.39	<u>Education White Paper</u>	<p>JH shared the new Government White Paper which outlines 'opportunities for all' which was brought out at the end of March 2022.</p> <p>A green paper is the first step towards legislation and the white paper is the next step but not a statutory requirement at present.</p> <p>The contents of the paper include:</p> <ul style="list-style-type: none"> • New attainment targets • Attainment interventions – 'Parent Pledge' requirements • Ofsted inspections • New expectations on attendance – the 32.5-hour week • Changes to behaviour policy • CPD and leadership opportunities • Plans for an academy-led system • Trust leaders: changes to trust management. <p>New attainment – there are no changes to the National Curriculum until 2024 but provision will be put in place on the expectation to raise attainment in key areas such as numeracy and literacy.</p> <p>Pupil Premium spend – the government are looking at targeting so schools can support students through pupil premium.</p> <p>At the moment we are not pursuing individual tutoring but the Department for Education (DfE) have contacted SJB. At the moment our focus has been on recruiting staff but it is something JH will look at with the DfE to see what kind of tutoring we can potentially offer in the future.</p> <p>JH attended training yesterday regarding joining an academy and the DfE wants MATs to be in a workable capacity which can be up to 10 schools or 7000 pupils whilst making sure they deliver high quality education for all students including those students who have Special Education Needs.</p>

			<p>JH asked at the training what happens in there is a change in Government? This was unable to be answered.</p> <p>CB asked if tutoring will be forced on us, or will we be able to decide on how/when we offer that and what we use the pupil premium for? JH at the moment it is really unclear but funding is on a sliding scale so goes down 50% next year and 25% the year after. If it becomes legislation we will have to find something that works for Lampard, however you can't find many tutors locally compared to a larger city for instance. We'd have to work with DCC transport to see how our students could benefit. It can be done outside of school by directed by school e.g. done by Zoom.</p> <p>BM thanked JH for the summary. How are they defining tutoring? In one way it seems extra support for learners who are struggling/falling behind but there are lots of way you could offer this, not just 1-1 tutoring. Therefore he'd expected we'd have experts in our teaching team we could use? JH it is to reduce the gap for those who've fallen being after missing schooling due to Covid. It is primarily aimed at mainstream provision Our EMPOWER curriculum is designed to be an intervention to work at the level of our individual students. It is unreasonable to expect a tutor who doesn't know our students/needs/EHCP etc to be able to offering tutoring but one of our current teachers would be better placed. If it is not personalised to our students they could regress instead of progress.</p> <p>SJB added that the national tutoring guidance focuses on mainstream but refers briefly to SEN schools that doesn't seem to have the same academic expectation of spending. Some of our students don't mix school and home easily due to their needs, so if this does become legislation there will be increased pressure on our families for this to take place</p> <p>HH asked when as a board we should start thinking of exploring a MAT? CB responded that her and JH are attending a training session with SWALLS in June and will share their findings at the July meeting.</p> <p>LO added on her last governing body she went through the academisation process with that school. Lampard has an enormous amount of expertise that schools would benefit from, but what benefit they would give to us' we have to</p>
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			<p>keep that question in the forefront 'what will the other schools bring to enhance what we can already do?'. CB asked when will the statutory attendance requirement apply to SEND? SJB confirmed the bill is linked to the white paper so it all aligns but nothing is yet in place. There is a government focus on improving attendance due to Covid as some pupils are staying at home as they are very anxious; the focus is on returning life to normal. Attendance and absence has been the school's focus as expectations from the Government altered during the pandemic but following a recent meeting with EWO they are gearing up to restarting their pre-pandemic processes. SJB expressed concerns about sending standard letters at a certain point of absence due to our students attending medical appointments etc. It was suggested looking at unauthorised absences instead Children can't achieve their potential if they aren't attending school.</p>
10	102.40	<u>Attendance & Behaviour</u>	<p>SJB presented the behaviour and attendance analysis and will do the next analysis by % instead of numbers as it will be easier to see any changes. BM questioned why some classes had no incidents compared to other classes that had many? SJB confirmed that some classes can be quieter due to the dynamics of the groupings and have less/no incidents The attendance data is affected by unauthorised absences as these include absences such as holiday requested that was not approved (linked back to Covid delays in holidays), as well as a small amount of absences where parents do not provide a reason. Tackling persistent absenteeism will need to be part of the 2022-2023 School Improvement Plan.</p>
11	102.41	<u>Headteacher Report</u>	<p>Our Peer to Peer visit report has been uploaded to the Hub and we shared some templates with him. Next steps are in hand Mental Health Training – AR has included a line in the budget to be able to offer this training when an appropriate member of staff is in role. Staff and Parent surveys have just been completed, however due to the quick turn around the response has been minimal. SJB to share survey results in June</p>

			<p>Staff leavers – the general consensus from staff who have left within the last academic year has been they have left due to wages (they can find higher pay in other schools/sectors for similar roles), others have left due to promotions. All those who left commented on what a wonderful school Lampard is during their exit meeting. There is a concern we may have difficulty recruiting staff in the coming year due to the rising cost of living and that private sector employers can offer higher pay than public sector employers .</p> <p>SJB commented on the high staff absence in March which was due to high levels of Covid and this is also reflected in the increase in incidents in the student behaviour data for the same period.</p> <p>Student attendance has risen this academic year but a few anomalies occurred due to the higher numbers of students being unwell with Covid this year.</p> <p>As a result of the Ofsted ‘Peer on Peer’ reviews, Governors now need to receive reports from their school. This reporting will now appear in future Headteacher Reports.</p> <p>Consultations - We’ve had 76 consultations this year which is considerably higher than last year when we had 58. This year we only have 17 places. SJB is still offering parent tours and advising them on the next step in the process. It is very hard for our AHT Send and SLT to keep up with the amount of consultations received and more leaders are involved in the process</p> <p>LO will prepare the Maths PowerPoint later in the Summer Term but the Literacy presentation will be on during June.</p> <p>BM asked what is CPOMS? SJB online tracker where you put incident reports for safeguarding or low-level concerns. We are looking into adding our behaviour incidents on there too. CPOMS gives real time alerts so you know what has happened and if you need to action something or if it is in hand. Staff are being asked to be more proactive in that safeguarding is the work of all but there are levels where others will need to be involved.</p> <p>EP asked the following questions prior to the meeting</p> <ol style="list-style-type: none"> 1. Will the MyMaths Money power point presentation for the website before half term?
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12	102.42	<u>Portfolio Holder Reports</u>	<p>BM asked HH about school finance training from Babcock? He completed their Governor Induction training this week and was very impressed. HH replied it will be a good idea to find some SEN specific training – depending on costs. CB added that AR has done some specific finance training with Governors and this might be worth relooking into.</p> <p>EP will meet with AR for SCR, Laura for SEND, Kristel as DSL and also Kat for safeguarding during the last half of the summer term.</p>
13	102.43	<u>Effective Governance</u>	<p>We have made decisions on how we will conduct our meetings in the future and have potentially approved a new Foundation Governor.</p> <p>We have looked at our financial performance and pleased to see we fair well compared with other schools within the SENTient Trust.</p> <p>The board have been better informed about the Governments White Paper and the impact that will have upon Lampard.</p> <p>We also note that student behaviour – serious indents and RIP have decreased. It is also reassuring to note the positive impact on behaviour that Future Friday’s sessions are having and that attendance is approving as well.</p>