

The London Borough of Richmond upon Thames

Meadlands Primary School

Minutes of the virtual meeting of the Full Governing Board (FGB) held via Zoom App
on
Thursday 28th January 2021 at 6.00pm

Constitution, Membership and Attendance

PARENTS -2	LA-1	STAFF-2	COOPTED -8
Nigel Seymour (NS) Chair	Penny Frost (PF)	Sophie McGeoch (SMcG)	Ulrich Tiedau (UT)
Annabelle Hughes (AH) Vice Chair		Sarah Taunton (ST)	Chloe Walkom (CW)
			Lisa Fairmaner (LF)
			John Cannon (JC)
			Norman Fontaine- Thompson (NF-T)
			Ruth Neligan (RN)
			Kasia Oberc (KO)

bold = absent

Apologies: Kasia Oberc
Chloe walkom

Absent without apologies: None

Also attended: Jess Bunker (JB)-Associate Member
Laura Tadman (LT) EY Lead
Wendy Norman -Clerk to FGB

1.	Apologies and Declarations of Material Interest	Action
1.1	Apologies were received and accepted from Kasia Oberc and Chloe Walkom.	
1.2	Governors were reminded of their duty to declare any direct or indirect pecuniary interest which may relate to any matter under discussion on the agenda and none were declared. Governors were also asked to confirm that they were in an environment which was secure, and which protected confidentiality and all confirmed this was the case.	
1.3	Chair explained that given the school closure the focus of the meeting would be on wellbeing especially of staff. <i>UT arrived 6.05pm</i>	
2.	Actions Log	
2.1	Chair reviewed Actions Log open actions:- <ul style="list-style-type: none"> • BLM work ongoing -Link Governor would be doing a learning walk when possible. HT would be attending a BAME conference 	

<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p>	<p>organised by AfC the following week. Prior to lockdown the JLT had undertaken an Equalities walk in which classrooms and resources were assessed by JLT on the diversity represented. Notes and photographs would be shared with class teachers during feedback.</p> <p>Governor comment:- School should be aware of third party campaigns, used within the school, that do not represent BAME interests/diversity.</p> <p>Governor link offered further support.</p> <p>Chair sought up to date position on signed FGB Code of conduct. Clerk reported that most governors had signed but would advise subsequent to meeting on any remaining unsigned.</p> <p>Other outstanding actions from Log were dealt with elsewhere on the agenda.</p> <p><i>Governor/Staff Links Update</i></p> <p>New governors had received their induction and Link visits were covered later under agenda item 8-Governance.</p>	<p>Clerk</p>
	<p><i>The following item was then the main focus of the meeting and taken out of order in light of the current Covid-19 lockdown and school delivering both home and remote teaching.</i></p>	
<p>8.</p> <p>8.1</p>	<p>Personal Development-</p> <p>Staff wellbeing and workload</p> <p>HT had previously circulated HT Report via GovernorHub (GH) and reported to governors that:-</p> <ul style="list-style-type: none"> • 11 staff had tested positive at Christmas-all were now recovered, well and returned. There had been one case since Christmas who was off site and recovering. • Whole staff team was very committed and HT was very proud of all teaching and non-teaching staff. • School staff were a close network with an open door policy which had very much benefited staff wellbeing. • School had bought in to an Employee's Assistance Programme- 'Nurturing Seeds of Success' which was being rolled out in April. This would provide staff with extra support on matters of wellbeing, physical and mental health. • There were regular staff and support staff meetings to ensure no one felt isolated in spite of remote learning • HT and staff still sought excellence for school but the only CPD continuing was that which staff could undertake without adding to work load pressure. • HT had held a pair of staff meetings with all staff where first meeting considered the conundrum of workload/wellbeing and how to balance this and the second meeting promoted a 	

	<p>discussion on the topic. Staff feedback had shown this was a very positive action. A survey was being undertaken of staff viewpoint and how support is being received, the survey results to be discussed with Link Governor.</p> <ul style="list-style-type: none"> • Instant lateral flow tests were being introduced to test staff regularly and most staff welcomed this • If staff vaccines were introduced HT would welcome this but not at the expense of others with greater need. • With the exception of the positive Covid 19 cases staff sickness was very low and showed the resilience and strength of staff and that they felt supported and looked after. <p>8.2 Governors welcomed this summary of staff wellbeing acknowledging the huge workload that was currently experienced by staff working in difficult conditions.</p> <p>8.3 Governor question:- How has AfC role been through this lockdown? HT pays credit to Charis Penfold (Director of Children’s Services) and Rosemary Hafeez for twice weekly updates to schools. Whilst School Improvement Partner (SIP) could not currently be on site she was providing virtual support.</p> <p>Governor questions put forward via GH were then addressed.</p> <p>8.4 Governor question:- Nuffield Research suggests from a survey Sept 19 to Sept 20 that wellbeing had not declined in primary school teachers during the period but that HTs were different. What was the HT’s experience?</p> <p>8.5 HT felt that stress and anxiety related to the role were not increased from pre-Covid but was experienced differently due to anxiety over wider circumstances as with other professions. HT drew support from Chair and Vice Chair of FGB who she thanked for always being available and offering support and advice as well as her SLT and SBM.</p> <p>8.6 HT referred to the need for staff, who had had very few breaks this year given working through holidays, to be able to redraw the boundaries between work and home life, including with parents to whom great support and contact had been given.</p> <p>8.7 Governor question:-Had parents been supportive in this third lockdown? HT responded that the parents had been terrific and that there was a strong community. At third lockdown parents knew what to expect and were better prepared. There were only few parents creating real challenge mostly those needing to offload their anxiety or problems to more than one teacher over the course of a day. Parents had received work well this time and were happy to have online teaching via google meet. HT very aware that some parents find it very difficult and school tried to give as much assistance as possible. She confirmed that all children who required a device to work with have received one.</p> <p>8.8 Governor question:- Was the school part of a cluster of schools providing a hub? No, the schools were acting individually this lockdown</p>	SMcG/PF
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8.9	<p>Governor question: - Given some people can work from home did the HT believe there was any anxiety from those on site due to more intense interaction? HT explained there was an emotional dilemma because teaching staff were at home teaching but physically isolated from colleagues and pupils so their well-being was impacted. Most support staff were in school with closer interaction. A positive of being a small school was that HT knew everybody well including their vulnerabilities. She could offer appropriate support and guidance. Whilst staff confidence had been knocked by Covid infections at Christmas, staff trusted the school's procedures and AfC Risk assessment updated each month assisted in this.</p>	
8.10	<p>Governor comment:-Pleased that the school had access to an employee assistance programme.</p>	
8.11	<p>Governor question: - Parents are also teachers now. With this changed relationship with school- had it changed HT responsibilities? HT explained that parents were being encouraged and thanked through weekly newsletters and for those struggling, phone calls. A system was in place for offering early help to those who needed it . School was powerless to help those really struggling because it was impossible to have everybody back in school. Some parents had rejected early help. HT was thanked for school's efforts.</p>	
8.12	<p>Governor question: - Deputy HT JB was asked about teachers' viewpoint. Position was different for all teachers with different teaching and home situations. She had NQT who started in Jan 2021 requiring support which could only be given remotely. Whilst It was challenging, good systems were in place which had been created for first lockdown to which have been added teaching via google meet which had increased pupil contact but also workload. Zoom created a different kind of tiredness but the level of engagement with children was excellent.</p>	
8.13	<p>Governor question: - What level of external supervision existed? HT explained school had bought in external supervision half termly. This had assisted with a case of bereavement and disengaged children primarily in Yr 6 .Deputy safeguarding officer and teaching assistants had received external supervision and this was well received. There was also a play therapist and educational psychologist who could assist with children's needs .HT considered the level of external support was sufficient.</p>	
8.14	<p>Governor question: - When does recovery for teachers take place? HT explained there was no recovery period at Christmas due to other planning being undertaken and illness. HT wished staff to have a break in holidays but half-term would be required by HT and SLT and some others, for planning for the return to school in March (for planning, logistics, risk assessments, delegation, communication with parents etc) There was no time in current conditions to do the planning before half term. Hopefully support staff and some teachers would get some break. HT would draw support from FGB in this work at half term. HT was thanked for her honest response and encouraged by governors to keep Staff Recovery on the radar.</p>	
8.15	<p>Governor comment: -transition back into school could be as traumatic</p>	

<p>8.16</p> <p>8.17</p> <p>8.18</p>	<p>as being out of school. Staff sickness could also arise at that point</p> <p>Governor comment:- There were concerns about accuracy of lateral flow tests.</p> <p>Governor question: - Who would undertake lateral flow tests staff or volunteers? HT confirmed the lateral flow tests were only for staff not for pupils. Training was being done and would be rolled out and in a planned way. Should testing be rolled out for pupils that position would be evaluated.</p> <p>Chair indicated it had been very pertinent to spend time on Wellbeing and HT was thanked for this aspect of her report.</p>	
<p>3.</p> <p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Leadership and Management</p> <p><i>HT Report inc School summary in context of School Closure 2</i></p> <p>Given less time for remaining areas of HT report the focus was on a key summary and governor questions since the report had been circulated prior to the meeting. .</p> <p><i>Safeguarding</i></p> <ul style="list-style-type: none"> • All staff appropriately trained • Safeguarding policies had been updated • The safeguarding register reviewed • SLT reaching out on SG throughout the week • Creation of a dedicated email address for additional pastoral support request • Pastoral support via google meet being undertaken by the pastoral leader • HT reinstated top table lunch with pupils • Cross agency panel providing case review for designated SG leads. HT welcomed these as very focussed and helpful to problem solving <p><i>Curriculum delivery</i></p> <ul style="list-style-type: none"> • The curriculum continued to be forward-looking • School was continuing its curriculum objectives • The recently conceived balanced curriculum may shift towards Reading Writing and Maths as they were so important but this would be a temporary shift to help children on return to school • School curriculum still included music, PE, happiness half hour, ukele playing • Whole school trip (virtually) to the National Gallery on last day of term to undertake an art task • Cooking project also proposed 	

	<ul style="list-style-type: none"> • Cooking/arts resources provided to any children needing them <p><i>Contact with families and pastoral support</i></p>	
3.4	<p>This area was covered elsewhere in agenda.</p> <p><i>Staff development</i></p>	
3.5	<p>CPD for staff was ongoing but took into account staff workload.</p> <p>HT then took questions on her report.</p>	
3.6	<p>Governor question: - Was there any budget left e.g. pupil premium grant to support resources needed? HT confirmed that whilst PPG children may not be in school the funds were being used to support on other things required.</p>	
3.7	<p>Governor question: - SIP was not in school but could she take an external look? Yes The NQTs need half termly assessment. All staff team to be covered by March. SIP would be doing this. In the current circumstances the intention was to provide encouragement not set extra goals.</p> <p><i>Attendance in school/Engagement out of school</i></p>	
3.8	<p>Governor question: - Regarding the 3 non-engaged children would they be joining school hub? No not automatically pupils needed to be assessed case by case. Non engaged children were reached out to in different ways and Deputy HT was working with teachers to support. Level of engagement was higher this time than in 1st lockdown. Only one pupil was fully disengaged. Personalised timetables and flexibility had encouraged engagement.</p>	
3.9	<p>Governor question: - Did EAL play any significant part in level of engagement? Most non engaged children were SEN rather than EAL. Two were EAL but not SEN.</p>	
3.10	<p>Chair drew attention to the report which he strongly suggested governors look at before visiting the school since it would assist them in asking questions of staff/answering questions of Ofsted.</p>	
3.11	<p>Governor question: -were all staff trained in Safeguarding at level 2? Yes the last one was doing Level 2 training next week.</p> <p>HT was thanked for her report and for all the hard work being undertaken.</p>	
4.	<p>Quality of Education</p>	
4.1	<p>Deputy HT had shared an Assessment Pack (Jan 2021) for governors via GH prior to the meeting (see Pack for detail). That report was referred to in presenting the main summary points below.</p>	

Autumn Data feedback & End of Year Target Setting (ST)

4.2

- No formal assessment week in autumn term- but teacher assessments of children's position after school closure in summer term Formal assessment week occurred at end of Autumn Term, instead of start. No assessment week in Summer Term due to a number of year groups not having returned.
- In terms of target setting autumn term baseline and previous year outcomes used to support target setting for EYFS and KS1 pupils. For KS2 pupils Family Fisher Trust document also referred to, to set Year 6 targets for all pupils in this key stage and end of year targets with a focus on the school remaining in the top 10% of the country.
- Targets were very consistent and aspirational. Maths was set the highest % of expected and exceeding target and Writing the lowest expected and exceeding targets (less as this was more difficult to teach in a time of school closure and children returned with a lower baseline than with maths).
- Governors informed that Yr 3 had lower targets as pupils build on their skills between Yrs 2 to 6. This is a historical target setting process and not as an impact of COVID.
- Yr 6 targets were very high with reading target of 100% following Autumn Term mock test. This 100% target was an adjusted target from a previously set ARE of 90%.
- Yr 5 had no children with ECHP but had high levels of SEN, EAL, PPG and 4 new children therefore more modest targets
- Deputy HT indicated that Reading and Writing were an area of development in Yr 5 and that Google meet book clubs had been created. This was the equivalent of booster groups but through a remote means.
- Re Yr 2 targets- in all subjects there were pockets of pupils not on track presently for Yr 2 targets. Writing was the hardest to improve in a lockdown situation as parents did not have the knowledge of supporting with early writing.
- Parents found writing/phonics difficult in Yr 1 and were being given support.
- In autumn 2020 90% Yr 2 children had passed Phonics check

Closing the Gap (CtG) data

4.3

- Deputy HT explained how CtG pupils were identified (Their progress being more than 2 steps behind in a term)
- There were *significantly* higher numbers of CtG pupils in school now than same time last year with slower Progress even though attainment was consistent. COVID-19 almost certainly the cause.

	Reading	Writing	Maths
Dec 2019	6	14	4
Dec 2020	33	41	26

<p>4.4</p> <p>4.5</p> <p>4.6</p> <p>4.7</p> <p>4.8</p>	<ul style="list-style-type: none"> • Writing, across all year groups, provided the greatest challenge currently with 41 pupils in total missing progress target and 42 not targeted to achieve end of year age related expectations. <p>Deputy HT shared table of potential interventions and these included:-</p> <ul style="list-style-type: none"> • Assembly booster support, pastoral support, 1:1 assistance etc (however with in school safety restrictions in place this prevented booster hubs in corridors and utilising spaces such as the studio and music factory. Our safety restrictions have also limited our intervention/booster sizes to a maximum of 2 pupils at a time.) • Catch up funding would be used for KS2 Writing support with Naomi Kempner giving 1 to 1 or small group tuition. This would be for non SEN children as SEN receive other support. • Pupils received 5 hours of English per week and NK booster time would be in addition <p>Regarding communication with parents a slide was shared indicating how school was assisting parents with support for their children in the core areas, making suggestions for parents to follow. In addition that SATS had been cancelled as were Yr 4 multiplication tests. However as the latter were optional the school may still choose to run the multiplication tests.</p> <p>On return to school :-</p> <ul style="list-style-type: none"> • A recovery curriculum would be implemented • Home learning would be reviewed • Pupil well-being would be paramount <p>Governor Comment : - Regarding interventions in home learning School needs to have realistic expectations on timetabling this given the sharing of devices in many homes. School understood this and some teachers were undertaking drop in sessions with team. Generally interventions were for pupils in hubs and therefore there were less support staff available to do interventions for home learning.</p> <p>Governor question: - No SATs happening but were pupils going to be ready for leaving Yr 6 and the transition to the next school? A transition package was being developed by deputy head teacher JB. It had started with SEND pupils and then been broadened. A video/package of material to help children identify what support they needed was being prepared. In addition the teachers together with AfC were preparing resources to help teach children self-management, organisation of resources etc. Attainment SATS prepared by teachers would reassure them to know they are ready for the change of school. The Yr 6 teacher knew ways to make sure children realised their own Achievements. In addition local secondary schools were adapting their Yr 7 transition procedures.</p> <p>Deputy HT was thanked for her report.</p>	
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EYS Autumn Data & End of Year Target Setting (LT)

4.9

EY Lead (LT) presented the contextual data for EY.

	Pupil Nos	EAL	SALT	SEN
Nursery	16	50%	13%	0%
Reception	30	33%	27%	10%

4.10

SALT relates to Speech and Language Therapy needs and in addition Reception had 1 pupil with EHCP Education Health & Care Plan and 1 post LAC (Looked after child) child.

4.11

EY Lead shared the baseline data which indicated Nursery lowest areas were Reading and Writing (the latter being the least taught subject by parents). In Reception 77% were reaching ARE in Speaking, some have as low a speaking age as Birth to 11 months. There was much work to be done.

4.12

Autumn 2 data showed all Nursery percentages had risen from baseline in September and Reception was 13% up from its Baseline figures.

Closing the gap

4.13

In Nursery- 6 CtG children were being assisted in Writing with 4 more being monitored.

Nursery closing the gap figures				
Reading	Writing	Speaking	Understanding	Number
6	6	3	4	5

4.14

Reception pupils making good progress but insufficient to reach previously set end of year goals.

Reception closing the gap figures				
Reading	Writing	Speaking	Understanding	Number
1	3	1	2	1

4.15

- Current EY focus was on: -
- Assessing quality of home or learning provision
 - Supporting NQT in Nursery
 - Early intervention eg speech support
 - SEND support for Reception

4.16

Parents were undertaking phonics work which had been sent out from school.

4.17

One child in reception and three children in nursery were not engaging

	<p>but school was in contact with all.</p> <p><i>End of year targets</i></p> <p>4.18 Targets were aspirational but the number for Nursery is the same as at start of year baseline for reasons explained previously (ie many speech and language difficulties)</p> <p>4.19 In reception 77% were expected to make a good level of development (GLD). This was lower than previous years (86% in 2019) which reflected reduced in- school learning and cohort characteristics.</p> <p>4.20 On return to school one EY task would be to recreate routines for children and reinforce boundaries.</p> <p><i>End of year position</i></p> <p>4.21</p> <ul style="list-style-type: none"> • No formal data entry this year • No moderations and agreement trialling cancelled • Data entry reported to SLT and AfC • Thorough handover to Yr 1 • Possible assessment of children if majority back by May <p>LT was thanked for her report and questions were taken.</p> <p>4.22 Governor question: - Does lower speech and language baseline this year form part of a trend? Yes although the trend has been downwards for several years this year is noticeably lower.</p> <p>4.23 Governor question: - What lessons have been learned from the last lockdown for Reception to assist them going into Yr 1? More vulnerable children returning to school learning would not necessarily return to same teacher if attachment issues would be created. Deputy HT responded that last year children returned in the summer term and were well prepared for Yr 1 by LT. This year their return would be sooner with even more time to prepare. School was still forward looking in its teaching.</p>	
5.0	Budget/Resources	
5.1	<p><i>Summary of FSG meeting including:-</i></p> <p><i>Budget Monitoring/Virements/Covid impact(Nursery closure/ Update on financial projection</i></p>	
5.2	<p>Summary finance report from the Chair was given to governors following the Finance Steering Group meeting on 25th January 2021.</p> <p>Main points:-</p>	

<p>5.3</p>	<ul style="list-style-type: none"> • Little real change in budgetary position with positive out-turn of £60-65 000 at year end (March 2021) for carrying forward (some reductions in both expenditure and income). Figures for Yrs 2&3 remained same • Nursery income from AfC (with temporary closure) was affected negatively (£17 000 income for this term) but nursery income was already down due to covid impact on numbers registering. • Nursery income from parents greatly down due to COVID • First draft Budget for 2021-22 would be commenced soon and discussed at next FSG meeting • SFVS to be prepared for next meeting • Nursery build costs now projected to be much higher (see below) • In conclusion Year End forecast healthy which is a good start planning next budget. <p>Governor comment:-As a new governor who has not yet been able to visit school due to COVID- does not have knowledge of the nursery build or the figures presented or indeed other figures explained in assessment data so it is hard to comment on these agenda items. Chair and HT acknowledged this position and suggested a briefing on school finance and budgeting, and school data presentation for all new governors and any others for refresher purposes.</p> <p><i>Nursery update-new build, external space</i></p>	<p>HT</p>
<p>5.4</p>	<p>Build costs were now projected to be significantly higher and this was due to the original modular build being replaced by traditional build with increased material and labour costs.</p>	
<p>5.5</p>	<p>Governor question: - How much extra? £300,000. AFC had reassured school that it would not be required to pay for this due to a funding buffer that AfC has. AfC panel meeting this week to decide action.</p>	
<p>5.6</p>	<p>HT explained that there needed to be a quick turnaround when the project was given the go ahead with demolition planned for May and the need for the music factory to be used as the nursery while the build programme was on-going. It was a two term project and storage would additionally be needed. This may impact the budget.</p>	
<p>5.7</p>	<p>Link governor for the build project explained to governors that the school does not want to value engineer the costs potentially resulting in a compromised building e.g. regarding maintenance, future proofing etc.</p>	
<p>6.0</p>	<p>GDPR Update</p>	
<p>6.1</p>	<p>Deputy HT ST reported on the GDPR Audit Statement which had been received from the DPO in January following the audit which had been undertaken in September.</p>	

<p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p>	<p>The Interim report main findings were reported at the previous FGB the meeting and it was now reported that:-</p> <ul style="list-style-type: none"> • 7 school policies had been updated • The visual ‘on boarding’ and ‘off boarding’ process chart had been signed off • The online safety policy had been removed from the school website and was now internal only to deter hacking • 2 minor data breaches were reported since start of school year and DPO judged that they were due to human error and that school had acted in correct manner in rectifying these <p>There was one action point from Statement:-</p> <ul style="list-style-type: none"> • to inform the DPO when new Security Systems were installed <p>Deputy HT considered DPO’s work to have been very thorough and Key points of data protection were to continuously review policies and procedures and update where necessary</p> <p>Governor question:- In relation to the data breaches what did they comprise? One related to an incorrect email address being used but no personally identifiable data was divulged .The second related to a child’s assessment report being sent to the wrong parents. The position had been quickly rectified, all other reports checked for correct mailing and staff had been reminded of the importance of correct mailings.</p> <p>Chair thanked Deputy HT for her presentation and work undertaken.</p>	<p>ST</p>
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p>	<p>Behaviour and Attitudes</p> <p>Attendance figures had been shared at previous FGB meeting and more recently Autumn B attendance report via GovernorHub.</p> <p>A governor Link visit on behaviour had been undertaken and the report was on GH. Link Governor would be invited to present it at next FGB meeting.</p> <p><i>Racism and exclusions (SMcG)</i></p> <p>HT reported there had been no incidents or racism or exclusions.</p> <p><i>Increasing Diversity (SMcG)</i></p> <p>This had been discussed earlier in the meeting.</p>	<p>CW</p>
<p>8.</p> <p>8.1</p>	<p>Personal Development</p> <p><i>Staff wellbeing and workload (SMcG)</i></p> <p>This had been covered within Head Teacher’s Report earlier in the meeting.</p> <p><i>Governance inc membership(Chair/clerk)</i></p>	

8.2	Chair summarised that the Governing Board had one vacancy but informal discussion confirmed that a further governor from the parent body would be sought after school reopening and towards end of school year.	
8.3	Governor comment:- Would a skills audit be undertaken before recruitment?. Yes as per end of last summer term. <i>Governor visits schedule (AH)</i>	
8.4	School visit re Behaviour had taken place and CW would present it at next FGB though report can be read on GH. School visits regarding SEND & FBV/SMSC <i>have been delayed and</i> would to take place when safe.	CW
8.5	Chair urged all governors who had not yet made contact with the staff linked to their Link area to do so and contact HT if they needed contact details. Health and Safety link visit was particularly encouraged.	All Govs UT
8.6	HT suggested Learning Walks in summer term could be linked with visits. <i>New governors Induction (SMcG)</i>	
8.7	HT confirmed that the four recently joined governors had received their induction and been paired with Governor Buddies. <i>Governor training (clerk)</i>	
8.8	Chair highlighted training available for new governors and Clerk suggested governors look at AfC' s schedule of courses coming up including safeguarding.	
8.9	Governor question:- Should governors add own training to GH record? Clerk can do this for all AfC training but where it is undertaken in a different setting please advise clerk who would update the training record. Additionally Governors should upload training certificates to GH. <i>GovernorHub update (clerk)</i> GH was being regularly updated.	All/Clerk
9.	Safeguarding and Single Central List Update	
9.1	The updated Single Central List would be signed following the meeting.	Chair
10.	Minutes of the last Meeting	
10.1	The minutes of the last FGB meeting on 26th November 2020 were received and agreed as a true and accurate record and would be signed by the Chair.	Chair
11.	Matters Arising	
11.1	Governor raised the question of whether a PPG Audit would take place? SMcG and JB would be discussing whether there would be value for money from PPG Audit this year given present circumstances.	SMcG/JB

	If so it would take place in Spring.	
12.	Date of Next Meeting	
12.1	After discussion it was agreed that the next FGB meeting would take place on Thursday 18 th March 2021 at the revised time of 6.00pm to 8.00pm and would be held virtually by Zoom App.	
12.2	Chair thanked everyone for attending and the virtual meeting closed	

The meeting ended at 8.05pm

Signed by the Chair _____

Date _____

Summary of Actions

<i>Item number</i>	<i>Action</i>	<i>Responsible governor/ Associate Member</i>
2.3	Check all Govs have signed FGB Code of Conduct	Clerk
5.3	Arrange briefings for new govs	SMcG
6.3	Inform DPO when new security systems installed	ST
7.2/8.3	Link Gov to present Behaviour Report at next FGB	CW
8.1	Staff survey to be shared with Link Governor	SMcG/PF
8.4	Govs to make contact with staff links. H&S visit to be arranged	Govs UT
8.7	Govs to record /advise on training undertaken	Govs/Clerk
9.1	Sign SCL	Chair
10.1	Sign FGB Mins November 2020	Chair
11.1	PPG audit to take place discussion	SMcG/JB

List of documents:-

- Draft FGB Minutes of 26th November 2020
- Autumn B Attendance report Jan 2021
- Head Teacher's Report January 2021
- Governors Assessment Pack Autumn Term 2020-21 Overview
- Education data Presentation to Governors Jan 2021 with comments (ST)
- Education Data presentation to Governors EYFS Jan 2021 with comments (LT)
- Governor Link Visit Report- Behaviour Jan 2021
- FGB Actions Log 21.01.21
- GH Discussion of school hub/nursery 01.21

NB-highlighted sections reflect areas of particular governor focus in meeting