



# Faringdon Junior School

Gloucester Street Faringdon Oxon SN7 7HZ

Tel: 01367 240232

office.2562@faringdon-jun.oxon.sch.uk

Part of the Faringdon Academy of Schools

Headteacher- Sharon Farrell

Chair of Governors - Mr Adam Pickford

<b>Meeting</b>	Local Governing Body (LGB)	<b>Where</b>	Virtual meeting by Zoom
<b>Date</b>	Monday 27 April 2020	<b>Time</b>	6.30 pm
<b>Attendees</b>	David Border (DB, community governor), Heather Bourne (HB, staff governor), Anthony Cook (AC, vice-chair, community governor), Dawn El-Masri (DEM, community governor), Sharon Farrell (SF, head teacher), Adam Pickford (AP, chair, parent governor), Ian Pugh (IP, parent governor), Lisa Row (LR, staff governor), Caroline Tilling (CT, parent governor), John Turner (JT, community governor)		
<b>Apologies</b>			
<b>Associate members</b>	Pauline Forbes – did not attend this meeting as there were no agenda items that required her input		
<b>Clerk</b>	Octavia Kelly (OFK)		

## MINUTES

### Meeting started at 1835

<b>Welcome and opening business</b>	
<b><i>Welcome, quoracy and apologies</i></b> <ul style="list-style-type: none"><li>• CT was welcomed back on her return from 'maternity leave'. She had not met some of the newer committee members, so introductions were made:<ul style="list-style-type: none"><li>○ DB started as a community governor in November 2019. He is a chemistry teacher and housemaster, and lives in Faringdon.</li><li>○ DEM is a community governor. She previously taught in an international primary school in Dubai.</li><li>○ IP is a parent governor with a daughter in Y3. He works on governance, policy regulation and QA for a university.</li><li>○ Helen Cox is the SENCo for the school.</li><li>○ CT is in her third year as a parent governor; her son is in Y6 and is sadly unlikely, under the current social distancing restrictions, to spend his last</li></ul></li></ul>	

FJS FINAL MINUTES 27.4.20



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<p>term as a primary pupil in school. CT has been on maternity leave following the birth of her daughter 6 months ago. As a firefighter and university fire safety officer, she, together with John Turner, has special responsibility within the committee for health and safety and premises.</p> <p>Meeting was quorate.</p> <p>There were no apologies.</p>	
<p><b><i>Urgent matters as previously notified to the Chair</i></b></p> <p>None</p>	
<p><b><i>Declarations of pecuniary interests</i></b></p> <p>None.</p>	
<p><b>ACTION Governors were requested to kindly complete the annual declaration of pecuniary interests for the academic year 20-21 and the skills audit form by 1 May 2020.</b></p>	<p><b>All governors</b></p>
<p><b><i>Minutes (confidential and non-confidential) of last LGB meeting (12 March 2020) were approved.</i></b></p> <p><b><i>The confidential minutes of the LGB meeting on 13 January 2020 were also approved.</i></b></p>	
<p><b><i>Matters arising from minutes of LGB meeting on 12 March 2020</i></b></p> <ul style="list-style-type: none"> <li>• <i>The academy board has recently stipulated that, without undue urgency, safeguarding lead governors should receive the more in-depth 'generalist' safeguarding training, while the other governors can continue to undergo the 'introductory' training. AP, safeguarding lead governor, has undertaken the training. Closed.</i></li> <li>• <i>Security issues make it undesirable for LGBs of academy schools which do not already use one to deploy a committee-wide generic email address. Academy schools have agreed to use GovernorHub, making generic email addresses unnecessary. Closed.</i></li> <li>• <i>Governor support with reading. Governor reading support has had to be suspended because of social distancing restrictions. Postponed until school reopens.</i></li> </ul>	<p><b>AP</b></p>

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<ul style="list-style-type: none"> <li>The science event has been postponed until Monday 16 March. DB will kindly loan Abingdon School mini lab coats. <b>Science event did not take place due to further postponement into what became the social distancing period. Closed.</b></li> <li>The safeguarding report was reviewed by Lindsey Baldwin, Academy Safeguarding Officer and AP before submission by SF. SF will post it in dropbox for review by others and approval out of committee. <b>Report now available in dropbox. Closed.</b></li> <li>According to the clerk's records, only DB has completed PREVENT training. All other governors should please send to the clerk a certificate proving that they have completed the training within the last 3 years. <b>ONGOING.</b></li> <li>Actions related to the SDP are <b>ONGOING</b> owing to the lockdown.</li> <li>AC to post the financial summary in dropbox. Done. <b>Closed.</b></li> <li>SF to ascertain whether the school is liable for the cost of maintaining the solar panels and whether it is due any payment for the supply of solar energy to the grid. SF has established that the school is not liable for any outgoings related to the solar panels – closed - <b>but not whether the school is due any income from them. ONGOING.</b></li> </ul>	<p><b>DB</b></p> <p><b>SF</b></p>
<p><b>Governors' visits</b></p> <p>AC posted a report on his visit in early March in dropbox.</p>	
<p><b>ACTION</b> Governors who visited shortly before the lockdown and have not reported on those visits are asked to please email AP with the date of the visit and a short summary of what they did during the visit. AP to collate summaries and post to dropbox.</p>	<p><b>AP/</b></p> <p><b>All</b></p> <p><b>governors</b></p>
<p><b>Presentation by Helen Cox, SENCo</b></p> <p>Please see confidential minutes.</p>	
<p><b>Helen Cox left the meeting at 1946.</b></p>	
<p><b>Homeschooling/vulnerable children/reopening the school</b></p> <p><b>Challenge: What are the drivers for the suggested increase in SEN and vulnerable pupils in school over the next few weeks?</b></p>	

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**Response:** It is expected that more children, for example those on pupil premiums, of which there are 92 at FJS, will become eligible to return to school during the next few weeks beyond those currently eligible, who include children with EHCPs or social workers and those whose parents who are key workers. If the definition of a key worker is broadened there could be up to 120 children in school.

Children on EHCPs who could attend FJS have not been doing so because they themselves, their siblings or their parents have vulnerabilities, making the parents reluctant to allow the children outside the home where they might be exposed to the virus.

**Challenge: How much contact is made with vulnerable families and is it sufficient to fulfil legal safeguarding obligations?**

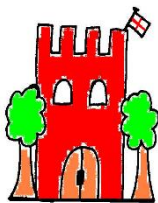
**Response:** SF has been calling vulnerable families weekly and the class teachers have also been contacting some of them. Regular contact is maintained with those about whom there is concern by SF, Helen Cox or class teachers at FJS, in combination, where there are siblings, with FIS and the Academy.

SF reports daily to OCC on whether vulnerable children have attended school, and if not, on their whereabouts.

Some children who are being home-schooled have had problems accessing online education. Where necessary these children are being given offline materials, which are either collected by the families or are delivered to them by school staff. Laptops are now to be provided by the government to children in care, those with social workers and those in year 10, but FJS has only 1 or 2 children who fall into these categories.

SF has considered lending school tablets to vulnerable children but there is a risk they will not be returned and, in any case, the problem is often not the lack of a device but a lack of access to broadband and to printers. That said, if a tablet were requested, SF would see to it that one was provided. Hard copy worksheets are being provided and collected by an increasing number of families from outside the school. Paper is also available. The worksheets can be completed in response to material viewed online on a phone.

SF noted that staff are taking precautions, such as wearing gloves and not handing materials



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directly to people.

A survey is being carried out on access to online materials but the survey itself is online so is unlikely to give an accurate impression of the proportion of children unable to access such materials.

Since Easter, the work has been adapted to children's individual needs.

**Challenge: What are the considerations for re-opening, given wide-ranging experiences during lockdown? How can the school support social distancing as part of a staggered return to school?**

**Response:** If larger numbers of children start coming into school, there will be difficulties in maintaining social distancing, particularly at breaks and lunch and in corridors and doorways. Many curriculum activities also involve touch and pair and group work, which present cross-infection risks.

Possible ways of mitigating risk include:

- Staggering the start and end of the day.
- Dividing pupils into groups who attend on different days.
- Not holding sports or social events that usually take place in the summer term, especially those involving parents.

The return of Y6s will be prioritised so that they have some closure to their time at primary school.

**Challenge: Have we captured any 'lessons learned' during the COVID crisis so that we can respond better and be more resilient in any future crisis or general disruption to business as usual?**

**Response:** The school was ill-prepared to provide online learning and will ensure online resources are maintained and improved for use during any further lockdown. Problems have been recorded in the agendas for staff meetings and this information can also be collated.

**Challenge: Does the mention of children's names and birthdays on the recent video assembly represent a safeguarding risk?**

**Response:** News that a home-school video made by a UK teacher was posted without the teacher's permission on an inappropriate website has alarmed teachers nationwide. SF



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inadvertently mentioned children's surnames and birthdays in a recent video assembly. She subsequently contacted the website regarding whether it is possible to put this and other videos behind a firewall but unfortunately it is not. SF is leaving it to individual teachers to decide whether they are content to take any risks associated with making videos, which the children really enjoy. Once the school has use of Google Classroom, videos can be embedded securely within it.

**Challenge: What is being done to support staff wellbeing during the lockdown?**

**Response:** Teachers are coming into school on a rota, each doing 1 day a week; there are 2 teachers and 1 member of the support staff in school each day. Staff are also preparing online and printed materials. It is difficult for staff, except LR, to work from home, and SF did not want to put pressure to work on staff with children at home. SF has, however, sent out a list of training courses that staff can take from home so they can make use of the time to develop skills. 25 staff members opted to do an accredited mental health course.

SF was holding zoom meetings with all teachers and, separately, with all support staff. Now the meetings are being held with teachers from each year group. There is a WhatsApp group for staff and a weekly quiz. SF has repeatedly made staff aware of the availability of a support helpline they can phone.

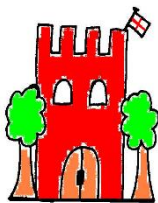
The uncertainty about the future, the timescale for children's return to school and whether there will be further lockdowns are having a detrimental impact on staff morale. SF will continue to monitor staff wellbeing during catchups.

**Challenge: Given the low number of children eligible to attend school, should the trust be operating a hub to optimise the use of resources?**

**Response:** A hub was used during the Easter holidays, which worked because the numbers were particularly low then. But with greater numbers, which include younger, needier pupils who are reluctant to attend an unfamiliar school, use of a hub in term-time is not desirable. Furthermore, mixing children from further afield is a greater infection risk.

**Challenge: What actions can be taken to improve SEN children's attainment in writing, and can we apply practices instrumental in achieving a high percentage of Greater Depth for SPAG to raise attainment in other subjects?**

**Response:** Higher attainers with good working memories can score well in SPAG with relative ease and comparatively little teacher input. It is more difficult for children to score as highly



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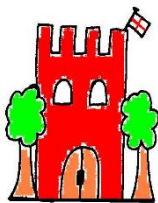
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<p>in other subjects. Writing and SPAG alike are problem areas for the less able.</p> <p><b>Challenge: Will there be an end of year report despite the lockdown?</b></p> <p><b>Response:</b> There will be end of year reports, based on data up to 20 March, or later if children return to school soon enough. The Academy headteachers will make a collective decision as to the data on which reports are based.</p> <p>The governors wish to express their continued appreciation of and heartfelt thanks to all staff, including non-teaching staff, who have had to adapt rapidly to massive changes.</p> <p>The governors offered to help, if needed, either in school or virtually. SF commented that just having governors available as 'sounding boards' is appreciated. Staff were encouraged not to expect too much of themselves in the very difficult circumstances. Some children may actually be benefitting from having fewer distractions at home than at school and parents may have more realistic expectations of teaching staff, after having experienced difficulties themselves while home-schooling their children.</p> <p><b>Parents and pupils' feedback surveys</b></p> <p>These have not been completed in what are unsuitable circumstances.</p>	
<p><b>Financial summary – AC</b></p> <p>While there are many uncertainties, it is possible to draw some conclusions about the current financial status of the school.</p> <p>The budget has been based on the assumption that the school will remain closed until 1 June.</p> <p>Little further expenditure is expected in this academic year and some savings, eg on cover, can be made while the school is closed.</p> <p>The expected in-year surplus, despite extra expenditure on TAs which had not been budgeted for, is a very good result.</p> <p>SF is reluctant to charge rent to Stagecoach and the Drama Society during the lockdown period, especially as they had already experienced some disruption over a long period</p>	



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<p>beforehand and currently have no income. Rental income during the lockdown period has therefore been excluded from the budget.</p> <p>A 3-day-a-week supply teacher left before Easter and there are no plans at present for a replacement: with low numbers of pupils it may be possible to manage without one, or for the associate teacher to fill in, which would save £5K. If the school were to remain closed beyond 1 June, until the end of the summer term, a further £7K would be saved.</p> <p>Anne Lynn, Academy COO, thinks it is unlikely that the government will reduce funding to schools because of the lockdown.</p> <p>On early indications, a £17K in-year deficit is expected next year. There will be a clearer picture of next year's finances once Helen Cox has provided an outline of SEN staffing requirements from September.</p>	
<p><b>ACTION</b> Governors will be asked to approve for submission to the Academy on 8 June a budget that will be finalised at the Resources subcommittee meeting on 22 May</p>	<p><b>AC/OK</b></p>
<p>Risks:</p> <ul style="list-style-type: none"> <li>• £75K or more to be taken out of reserves if CIF bid for FJS's share of the cost of renovation of Block B is unsuccessful.</li> <li>• Boilers – the consultation on the most financially efficient system could not be carried out because of the lockdown.</li> </ul> <p>The worst-case scenario, if both risks are realised, is that 50% of the reserves are used.</p>	
<p><b>AOB</b></p>	
<p><b>ACTION</b> SF to check whether her headteacher review is arranged by the Governors or by Duncan Millard, Academy CEO.</p>	<p><b>SF</b></p>
<p><b>Recruitment of deputy headteacher</b></p> <p>The process of recruiting a deputy headteacher was suspended before interviews could take place. But Duncan Millard, Academy CEO, Louise Warren, Academy Director of Education and the governors are happy to proceed with virtual interviews if necessary so the process will be</p>	



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resumed, and a means of assessment devised.	
<b>Correspondence</b>	
None	
<b>Academy news</b>	
None	
<b>Items for next agenda; date of next meeting.</b>	
It may be necessary to hold another virtual meeting before children return to school.	
Otherwise, the date of the last Resources sub-committee and LGB meetings of the year are 22 May and 13 July respectively.	

**Meeting closed at 8:45 pm**