

**GLEBE PRIMARY SCHOOL**

**Minutes of the Full Governing Body Meeting  
Glebe Primary School, Sussex Road, Ickenham (Remote Meeting)  
Thursday 18 March 2021 – 18:30pm**

Mr J Buckingham (Chair)  
Mrs P Swindells (Vice Chair)

Mrs M Penney (ex-officio)	Miss K Rhodes
Miss J Brown	Mrs N Ross
Mrs J Campbell	Mr S Youens
Mr R Everett	Mrs H Poole +
Miss J Griffiths	
Miss D Lubbers	Mrs D John (Clerk)
Mr P Niznik	



\* Denotes apologies received    ^ Denotes associate member  
+ Denotes member absent        ~ Denotes member late

Action

2952	<b>Apologies / Guests</b> HP is absent from the meeting, official resignation on hold.	
2953	<b>Minutes of the last meeting</b> Final sentence of 2946, Sub Committee is to be moved to 2947, Link Governor. Final sentence added to 2946, Sub Committee regarding Jerushia’s talk with the C+P committee.	
2954	<b>Matters Arising</b> None.	
2955	<b>Matters for any other business</b> None.	
2956	<b>Headteachers Report - distributed via email prior to meeting.</b>  <u>Areas Covered in the Report</u> <i>SEE APPENDICES 1.</i>  <u>Question and Answer Session - based on report content.</u>  <u>Governor 1</u> Page 13: excellent news that the SRP funding shortfall has been rectified promptly. Page 18: <i>To explore becoming a National Online Safety-accredited school.</i> Seems like a good idea. However, £997 + VAT <b>per annum</b> is a considerable annual cost. What does the school get for this, apart from accreditation? The package is very comprehensive and includes regularly updated training for the whole school community including <b>school leaders, staff, parents, and governors</b> , in line with DfE statutory requirements and the Ofsted framework.	

It also includes **support and monthly updates** which is useful with the ever-changing nature of online safety.

The NOS Community package includes the following:

- Certificate in Online Safety for Non-Teaching Staff
- Certificate in Online Safety for Teaching Staff
- Certificate in Online Safety for School Governors
- Advanced Certificate in Online Safety for ICT Lead
- Advanced Certificate in Online Safety for Designated Safeguarding Leads
- Advanced Certificate in Online Safety for SENDCo
- Parent Training (explainer videos & app/game specific platform guides
- Classroom Resources & Lesson Plans (Key lesson plans in line with the new curriculum)
- Complimentary access to monthly Webinar updates on the latest emerging issues
- Complimentary weekly newsletter
- Fast, digital rollout to the whole school community to all the training and resources
- CPD Accredited training for school staff – evidence your training in line with inspection framework
- Access to our monthly update webinars and online safety newsletters
- Huge cost savings across your school
- Social Media platform guides for over 250 different apps/channels – we add new guides every week
- Access to over 100 Explainer Videos
- All accessible via our new App available via the App and Play Store.

I have also attached a table of parent guides and possible courses for parents, staff, Governors and children to undertake for Governors' information.

**Is this good value for money every year?**

Our intention is to trial it for a year to establish whether it is good value for money. In the meantime, if all staff, pupils and Governors complete training during the year, this equates to £1.60 per person for this price.

*Page 20: Staff know that we must explore every avenue to convince families that conventional schooling is optimum.*

*Comment: Attitudes to home schooling have changed in the UK, particularly in the past year. I am **not** advocating home schooling and also recognise the potential safeguarding implications. However staff need to explore the situation very sensitively with parents and families, 'encourage' rather than 'convince' them, and be aware of the diversity of views, as well as the complexity of this issue.*

I agree that it is strongly worded however, it is local authority wording, not ours. As a school, we have to demonstrate to the Participation Team at LBH that we have exhausted all other options as monitoring of Elective Home Education is virtually non-existent. This may change with more families opting to electively home educate since the pandemic began but currently we are told to make every effort to keep children in school. However, I think this stems predominantly from Ofsted and local authorities having concerns regarding schools 'off-rolling' children who are challenging behaviourally or in terms of SEND and less supportive or inclusive Head Teachers pressurising families to home educate

where a child is 'difficult to educate' in school.

**Safeguarding Audit completed 2021 03:**

**81: should this be 'yes'? I have been on school trips and been given Risk Assessment details in advance, which seem to follow a RA plan.**

There was an explanatory note in the 'other' section, but this has not come up on the print out. We use our own risk assessments – based on recce visits - for trips as opposed to solely using the site's own generic RAs. We do pre-plan visits and use the site's RA to inform our own (which includes knowledge of the children attending and what risks this may pose).

**84: other. Who does the checks if not the school?**

Again, there was an explanatory note for this: as we currently have no children attending alternative provisions we did not feel it was applicable. If this was the case, we would liaise with the local authority and the provider to ensure that we would share responsibility for any checks.

**113: Acceptable Use Policy. At Glebe does this policy have a different title?**

It is an addendum to the E-Safety Policy and is known as the Acceptable Use Agreement here and all staff who join us (and annually thereafter) sign this document (attached for Governor perusal) to say they have read and understood their responsibilities in terms of their use of technology.

Governor 2

Only two comments: -

**Staff absences - pet unwell and filming - have I read those right?**

Yes, you have. The filming was unpaid leave.

**On the next point, in the improvement plan the headings are Actions and Impact. My concern is that for a while I have noticed that under impact it is a statement of what will happen rather than the result as a consequence of the actions. Sometimes the impact will not be known in the next term so under impact it could say that by this date the following can be shown. E.g. under impact it says:**

*Jean Knapp, specialist maths consultant to deliver training for all teaching staff in November 2020 but this is an action. Perhaps a rethink on the headings?*

Governor 2 makes a very good point regarding the impact headings. You are right, some aspects are actions and not impact. I think your point is important to include as a question/comment in terms of robustness and Governors holding me to account - this is precisely the sort of point to raise as it is something I have overlooked.

**I think the impact bit is important to keep - it's just that impact has been virtually impossible to measure effectively due to low numbers of pupils attending school and an absence of assessment. The impact of Jean's training has been excellent in terms of teacher and LSA confidence in delivering lessons with concrete resources but we don't know yet the impact that this has had in terms of pupil outcomes.**

I have created a draft alternative for Governors to look at to see if they would prefer the layout which I have attached with this document.

Additions to questions and answers already supplied by MP

- MP asks if Governors are happy with the headings on the new SIP and the use of actions, impact, and success criteria within the plan.

	<p>All Governors are happy and have agreed.</p> <p>- MP met with JG, the school's Financial officer and Tofsira and is now aware of the amount of PP funding that will be received next year. MP informs Governors that £66,000 is due to be received for the next financial year and £39,000 will be invested in face to face and online tuition for PP children. MP has worked to identify the children that would benefit more from face-to-face tuition compared to online after school work.</p> <p>MP will invest in laptops for PP families to access online tuition and for opportunities to complete homework.</p> <p><b>Governor 1 enquired as to the funding increase comparison compared to last year.</b></p> <p>MP replies that the increase is approx. £20,000 due to the rise in PP families and Government funding due to Covid. PP funding has risen from £1,300 per pupil to £1,350. Eligible families are being checked regularly to ensure that support is continued. MP will draft a home school agreement to ensure families are aware that laptops remain the school's property, and laptops will be returned during school holidays and locked remotely by the ICT team if necessary.</p> <p><b>Governor 1 asks if returning laptops to the school during term breaks will restrict the children's ability to complete their homework.</b></p> <p>MP replies that the work set during the holiday will not require the use of a laptop, but if a laptop is required, the school will continue to loan these during the holiday period.</p> <p>- MP informs Governors that £5,000 of PP funds will be used to start a cardio club for PP children. This club will take place on Friday afternoon's during the school day and encourage children's healthy living.</p> <p>- £6,000 will be used to subsidize school trips to ensure children are able to attend.</p> <p>- MP will update the PP strategy once a clearer picture of future plans and funds have been developed.</p> <p><b>Governor 2 queries if there are any PP children who have been allocated laptops but do not have access to the internet.</b></p> <p>- MP replies that there are no families without access to the internet as this was investigated during lockdown regarding home learning. Any families that may have access issues have been offered face to face tuition.</p> <p><b>Governor 3 asked who the provider of remote tuition will be?</b></p> <p>MP replied that the school have been using "Bramble" during the last lockdown which was suggested to them by a supply teaching agency that they use. Bramble is free for the school to access and comes with staff from the supply agency.</p> <p>The tutor hired will provide face to face tuition for 4 days within the school and will also cover classes as needed. The tutor will then work 4pm-6pm, 3 evenings a week to carry out remote tuition which will provide consistency to the children.</p>	MP
2957	<p><b>Governor roles</b></p> <p>Chair informs Governors that after reviewing school policies, it is considered good practise to allocate an Anti-bullying Governor.</p> <p>KR and MP explain to Governors that this will need to be a separate role to the Safeguarding and Prevent Governor.</p>	All Governors

	<p>MP has distributed a brief containing the Anti-bullying role and states that work will be similar to that of a link Governor role.</p> <p>A volunteer has been requested and Governors have been asked to contact the Clerk and MP if they wish to undertake the role.</p>	
2958	<p><b>School Lettings</b></p> <p>No further updates on School Lettings.</p>	
2959	<p><b>GDPR</b></p> <p>No further updates to GDPR.</p>	
2960	<p><b>Finance Report</b></p> <p>JB informs Governors that the surplus is larger than expected due to less expenditure and the indicative budget for next year.</p> <p>The finance committee have investigated the costs of a mobile classroom for the nursery and have so far received 1 quote from PortaKabin. They will continue to source further quotes for both new and second-hand classrooms for comparison.</p> <p>JB states that the Finance Committee have agreed to invest in ICT equipment for the school as the leased equipment is due to be renewed. Additional sets of equipment will also be purchased to ensure that children gain further access to ICT, and the decision on either laptops or Chromebooks is still to be made. JB informs Governors that the LA do not recommended the leasing of equipment compared to purchasing.</p> <p>The Finance policy has been reviewed and the SFVS will need to be ratified during this meeting. JB asks the Governors for feedback.</p> <p><b>Governor 4 praises the SFVS report and asks JB if the Governors make use of this document during evaluation as it would be beneficial to do so.</b></p> <p>JB replies that the Governors do go through the report and review the answers to the questions. Chair states that any issues brought to light are discussed and approached accordingly.</p> <p><b>Governor 4 states that if the FGB were asked to make local and national comparisons, they would not be able to unless the SFVS was discussed as a whole.</b></p> <p>MP explains that the Financial committee benchmark during meetings and discuss how the school are managing in relation to other schools. Discussions then allow for adjustments to be made within the report, for example adjustments to the costs of teaching staff and 1:1 support assistants due to the school having an SRP.</p> <p><b>Governor 4 states that it would be beneficial for the FGB to possess useful information from the SFVS, so they are able to demonstrate their knowledge if questioned.</b></p> <p>Governors discuss the possibility of creating a summary that contains key information from the SFVS. This summary could be shared with the FGB so that all Governors are aware of the information the SFVS report holds.</p> <p style="text-align: right;"><i>Chair and JC left meeting (power cut)</i></p>	

	<p><b>Governor 2 queries if a SFVS summary was produced in the past.</b>  JB replies that in the past the school would receive a more detailed benchmarking report. The format of the SFVS has changed recently and there have been adaptations to the SFVS standards.</p> <p><b>Governor 5 states that it would be useful for the FGB to be aware of the amber and red points within the SFVS and how they are being addressed as a school. Governor suggests that within the Finance Committee minutes, it should include that the Committee have reviewed and discussed the SFVS ready for FGB approval.</b></p> <p>JB replies that The Finance Committee will produce a summary of the amber and red items of the SFVS, along with a summary of key points to provide more information for Governor evaluation.</p> <p>JB and Clerk reply that the SFVS report was detailed within the minutes for January’s Financial meeting as this was when the SFVS was discussed.</p> <p style="text-align: right;"><i>JC re-joins meeting.</i></p> <p>SFVS has been agreed and ratified by all Governors.</p>	JGE/JB
2961	<p><b>Academy Status - Rolling item.</b></p> <p>Discussion on the Hermitage update and the reasons for the school Governors decision to join the Vanguard trust as a full member instead of an associate. Governor discussion on the previous presentation that was received by Vyners school.</p> <p><b>Governor 6 queried the reasons behind Hermitage wanting to become an academy.</b></p> <p>MP replied that this is due to the concerns surrounding the admission process of joining local schools.</p> <p>Discussion on local school admissions and the current members of the Vanguard Trust.</p> <p style="text-align: right;"><i>Chair re-joins meeting.</i></p>	
2962	<p><b>Working Parties</b></p> <p><u>Governance</u> – PS screen shares with the Governors and displays the Governing bodies strategy to outstanding document.</p> <p>The previous document was not able to be amended due to Covid, so the current 2021/22 document has been adapted to demonstrate the strategic intentions. The working party have been investigating communication and collaborative working, cultivating leaderships within the FGB, and embedding strategic thinking.</p> <p>JC informs Governors of the progress made so far and states that as a result of Governors completing a self-assessment evaluation centred around well-being, the working party now have a clearer understanding of the approach taken and can identify any areas for improvement.</p> <p>JC will evaluate all findings and will compile a report that demonstrates clearly how the Governors approach well-being within the school.</p> <p>JC is in the process of completing a summary document which identifies the key points in providing recognition to staff.</p> <p>The recognition scheme will be open to all staff members and nominations will</p>	

	<p>be made through an official form, by other staff members or the SLT. Recognition categories are currently being determined to identify the types of areas that will be recognised and rewarded.</p> <p>The working party will assemble a sub-group who will assess the nominations towards the end of term and the Governors will personally award a certificate of recognition to the selected staff member.</p> <p>Any awards that the FGB provide will be publicised in the school newsletter. JC asks Governors to provide any feedback or suggestions they may have.</p> <p>PS informs Governors that JC has volunteered for the Link Governor role for staff and pupil well-being and will welcome any feedback. All Governors agreed.</p> <p>JC reminds Governors that if HP does not resume her role as Governor, her adopted classes will need to be redistributed between the remaining Governors to ensure all teachers have a direct contact within the GB.</p> <p>PN has undertaken work to develop the ways in which data is provided to Governors. PN will inform Governors when there has been an update.</p> <p>PS informs Governors that by taking part in webinars, this will demonstrate examples of good practise and aid strategic thinking and planning. All Governors are encouraged to attend the webinars provided and informed that by registering for webinars, Governors will still receive the course presentation if attendance is not possible.</p> <p>PS explains to Governors that success is being displayed withing the Cultivate leadership criteria, as the Finance Committee are constantly monitoring SLA's and financial documents.</p> <p>Regarding induction support for Governors, this will need to be revisited depending on the possible allocation of new Governors.</p> <p>Leadership opportunities are also being enabled via increasing Link Governor roles and the various Sub-Committee's.</p> <p>Discussion on how Governors are currently working towards completing various sections of the document criteria.</p> <p>PN has suggested the production of a document for evaluation to identify what the GB have completed and the educational impact that this has had within the school.</p> <p>PS will distribute the draft Governing body strategy to outstanding document and has asked Governors to provide any feedback they feel necessary.</p> <p>PS has thanked JC and PN for their support within the working party.</p>	<p>PS/JC/ PN/</p>
<p>2963</p>	<p><b>Governor Training (all remote)</b></p> <p>Chair – GSS training on virtual meetings,</p> <p>PS –Health and Well-being, How do Governors know that remote learning is effective, Working effectively and efficiently with Clerks, School financial benchmarking.</p>	





**Appendices 1.**



**Head Teacher's  
Report to  
Governors  
Thursday 18 March 2021.**

Summary of Progress on School Improvement Priorities: Issue – Action – Impact

School Context

Staffing Changes

Staff Absence

Updates Since Last Meeting

Teaching and Learning

School Improvement Team – updates

SRP Funding

Pupil Premium

Complaints

Safeguarding and Social Care

Update on cases

Safeguarding Audit & Action Plan

School Self-Evaluation – Linked to the new Ofsted framework.

**Quality of Education:**

Intent

Implementation

Impact

Next Steps: to be outstanding we must:

Action for Governors

**Behaviour & Attitudes:**

Strengths

Next Steps: to be outstanding we must:

Action for Governors

**Personal Development:**

Strengths

Next Steps: to be outstanding we must:

Action for Governors

**Leadership & Management:**

Strengths

Next Steps: to be outstanding we must:

Action for Governors

**Effectiveness of Early Years:**

Intent

Implementation

Impact

Next Steps: to be outstanding we must:

Action for Governors