

GLEBE PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Glebe Primary School, Sussex Road, Ickenham Thursday 20 January 2022 – 19:50pm

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

Mrs M Penney (ex-officio)	Miss D Lubbers
Miss J Brown	Mr P Niznik
Mrs J Campbell	Mrs S Rai
Mrs R Collins	Miss K Rhodes
Ms L Dwyer	Mrs N Ross *
Mr R Everett	Mr Rakesh Shah +
Miss J Griffiths	Mr S Youens
	Mrs D John (Clerk)



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

Action

3041	<p>Apologies / Guests</p> <p>Clerk to attend virtually. RS absent. Chair welcomes RC and LD to the Governing body. Apologises received and accepted from NR. NR has regrettably resigned as co-opted Governor and Chair reads goodbye and thank you letter to governors from NR.</p>	
3042	<p>Minutes of the last meeting</p> <p>Agreed with no amendments.</p>	
3043	<p>Matters Arising</p> <p>None.</p>	
3044	<p>Matters for any other business</p> <p>None.</p>	
3045	<p>Headteachers Report - distributed via email prior to meeting.</p> <p><u>Areas Covered in the Report</u> <i>SEE APPENDICES 1.</i></p> <p><u>Question and Answer Session - based on report content.</u></p> <p>School Context (page 3) <u>Governor 1</u> Are you able to say how Glebe's no. on roll compared to capacity fits within a wider borough context?</p> <p>This is a really good question and not something I know officially regarding numbers in each year group in all of the schools. John may be able to comment on this further as he is a member of Schools Forum where place numbers are discussed. However, from informal discussions with my head teacher colleagues as part of our Primary Forum we do discuss numbers on role so most of the information I have is anecdotal. Numbers fluctuate in the borough and some schools have seen a significant drop in their numbers. This is particularly worrying for certain schools because the main part of school funding</p>	

comes from the number of children on roll. We get £3,747.50 per pupil on roll from Reception – Year 6 and £4.5k per Nursery pupil (as staff ratios have to be higher).

In terms of official data, in the last year, I have been sent information from 3 individual primary schools regarding consultation to reduce their PAN (Published Admission Numbers) due to falling rolls, e.g. moving from a 3-form entry school (90 pupils) to a 2-form entry school (60 pupils). There are also several more who have an unofficially reduced PAN. Additionally, all primaries are sent the projected numbers for the Reception intake for the following September in May. This year just over a ¼ of Hillingdon schools were at capacity numbers in Reception (Glebe was one of them!). Out of this number, 38% of those were schools with a religious identity and 44% of the schools were rated outstanding in their last Ofsted inspection or at the time of application (however, many of these outstanding judgements are over 7 years old). Contrastingly, 16% of Hillingdon primary schools were at only ½ their capacity and 25% were down a whole class' worth of pupils, which equates to £112,425 less funding for those schools. One (albeit very) large school with 120 places in Reception, had 109 places available after offers went out in April.

Sorry, that was a very long-winded way of telling you that our numbers are relatively very healthy from the information I do have about other schools!

SRP Report (page 4)

Governor 2

Thank you for including specific updates on the SRP - this was really helpful to give me a better understanding of the activities undertaken in this area. The “Parent as stakeholder” initiative sounds excellent. It would be interesting to hear from Joe Dwyer whether he notices any impact as a result of holding more of these sessions.

I will pass on your thanks to Joe and with it becoming a regular feature, he will undoubtedly share the impact of the sessions with Governors.

Governor 3

Joe Dwyer is to be commended for all the work that he has done. Parents as stakeholders seems a great initiative as does the lunch on Friday sessions. Is there more information on Personal understanding of deafness?

Joe has sent something through which gives further information about personal understanding of deafness which I have attached with this document.

Governor 4

Are there any plans to foster communication with these parents virtually/electronically if Covid disrupts future plans to meet physically in workshops?

There are two issues with this, firstly our stance on interactive virtual communication with parents – having experienced online workshops myself, it does not replicate, and is not as effective as, face to face and so would prefer to wait until we can hold them in person as it is as much as forging relationships between the sets of parents as it is information sharing. Additionally, in the interest of parity, we would have to carefully consider offering something like this to one set of parents and not the rest of the school community.

Inclusion Report (page 6)

Governor 2

Big thank you to Jerushia for all her work and that done by her team - can anything be done to lighten the administrative burden so as to free her time for f2f work?

I will pass on your thanks to Jerushia and the 1:1 LSAs. In terms of lightening the load, having done this role myself for many years, it is problematic as so much of the paperwork needs to be completed by someone with the skills, training and knowledge of

the role and the children which makes it very difficult to delegate to anyone else.

Covid Update (page 8)

Governor 2

Covid update - As a parent I agree that the parents' evenings were a success being held over 4 evenings although this must have meant more time being given up by the SLT who had to have a presence across all 4 nights - I wanted to express my thanks to them for their commitment.

Thank you for your thanks and acknowledgement of the additional time given by SLT. I would also like to add that both Alan and Tom were present on the evenings too so I will pass on your thanks to them as well.

Governor 2

What trend are you seeing in Covid Related staff absences?

As with the children, we are noticing spikes after key outside events, Christmas has been a factor but it does still appear that staff are picking it up from contagious family members rather than it being transmitted in school. That said, there have been a handful of cases where a member of staff has caught it from a contact in school.

Governor 2

Is this causing any particular issues for Glebe and how are you managing it?

Governor 4

What contingencies do the school have in place for potential increase in staff absences? (there were recent reports about Schools in England possibly suspending the teaching of specialist subjects as part of emergency timetable changes to cope with soaring Covid-related absence rates among staff – I assume these changes aren't envisaged?)

As these questions are similar and have the same answer I will address them together, I hope Governors are happy with this:

In terms of staffing, we have had been impacted by Covid-related absence since September 2020 (see table overleaf). The impact is more noticeable in terms of class teachers and 1:1 support assistants. With general TAs or admin staff, certain aspects of the job can be distributed amongst colleagues or can wait until the member of staff returns to work. However, class teachers and 1:1 support assistants do need to be covered so that the children's learning is not disrupted. We are fortunate that we have a number of staff who do not have a class commitment so can be deployed to teach classes where the teacher is absent. Although this is not ideal as these members of staff (Katie, Jenny, myself, Joe and Jerushia) have heavy workloads which would still need to be done in addition to covering the teaching in classes. Therefore, until this point, we have tried as far as possible to avoid this and use agency staff to cover so the children have a consistent person for the duration of the absence. However, this is becoming increasingly difficult so we will have to resort to non-class based teachers covering absence on a rota basis (for example, I teach 2 days per week and Joe covers the other 3). Although this will be disruptive for the children as they will have two teachers rather than one, it is infinitely more favourable (and less disruptive) than resorting to closing bubbles and remote learning again.

Governor 4

Has there been an increase in staff absences because of the new variant as anticipated by Education Secretary?

This is an interesting question and one that warrants context. So, in terms of Covid cases, we have noticed an increase in the number of staff testing positive recently, although absence rates connected to Covid have reduced with the removal of the rule around isolation as a close contact. As you will see from the table below, household isolation and awaiting test results was a significant contributor to staff absence in the early stages of the pandemic but confirmed cases were low. This has now shifted, but

the number of staff absent is still lower than this time last year.

Dates	Number of confirmed cases	Number of staff absent due to close contact isolation/awaiting test results
Sept-Dec '20	3	28
Jan – Mar '21	3	29
Apr – Jul '21	1	17
Sept – Dec '21	13	8
1 st – 12 th Jan '22	6	1

As you will see, our numbers of confirmed cases amongst staff are relatively low (24%) but the isolation absence was fairly high at 83 (some staff have had no absence due to isolation or awaiting test results and others have had more than one period of absence).

I presume the school can switch to a remote learning provision fairly easily if the need arises?

Absolutely, we have been providing remote education to children who have been isolating following a trip abroad over the Christmas holidays and for children who are unable to come to school as both parents are Covid-positive and are unable to transport them to school. Even when the announcement was made in December 2020 about the delay in opening after Christmas and the subsequent school closure to most pupils last spring, our remote learning provision was rolled out on the first day of term in January. We are in an even stronger position now with a contingency plan in place and our website and Class Dojo contain information for parents in how to access from home. However, I hope for everyone's sake, we will not need to implement this.

Governor 2

Are you able to give a view on staff morale / wellbeing generally? It continues to be a really difficult time and it must be difficult for the teaching staff, particularly given that the progress data shows that higher numbers of children are working below the expected standard which could be demoralising (as you say in your report some of this is due to factors outside of the teachers control). Are there any specific actions being taken in relation to staff morale/ wellbeing at the minute?

We are planning to do a staff morale/well-being survey but did not want to do it straight after the holidays as it may skew the results! We will be doing one shortly and I will feedback to Governors on the results at the next meeting.

Throughout this period, (November was tough as we had high numbers of staff absence due to Covid) we have worked hard to ensure all teachers still get their release time (PPA and phase/subject leader release time). This has been widely appreciated and many members of staff have even offered to give up this time so the cover teacher can cover absent staff. There is a really strong sense of pulling together as we are all acutely aware that we are all susceptible to becoming unwell and needing time off ourselves.

With regards the data, although percentages were low, there were few surprises (and without data from other schools it's difficult to measure ourselves against others). Staff were not demoralised as such, as at the time of the assessments, the current teachers had only had their current class for a matter of weeks. Additionally, the focus of the pupil progress meetings in the autumn term is positive and always about what we can do to improve the attainment and progress of the children. Support is offered to teachers in terms of planning and pitching lessons as well as intervention set up. The professional

conversations include focusing on children who with the right support will achieve the standard – no one is ever put under pressure to achieve results that are out of reach.

There is a fine balance to be struck in terms of well-being, morale and holding staff to account for pupil progress. We all know we have an important job to do and that pupil progress is vital but it's hard work to get the children to where they need to be. I think we are still aware that Governors and parents appreciate the dedication and commitment of teachers which goes a long way to boosting morale.

Governor 3

It is coming up to two years for COVID will there be any "testing" of morale and resilience amongst the staff (including SLT)?

As I mentioned above, we are planning to survey the staff and I like the idea of including resilience as well. When I'm in a positive mood, I can appreciate the skills I have developed since the pandemic started and I think, as a staff, we are proud of all we achieved under very difficult circumstances. This may place a positive slant on it.

Anti-Bullying Update (page 9)

Governor 4

What are the plans to cascade this learning to pupils so that they are encouraged to use more appropriate terminology to describe their experiences?

I was planning to hold assemblies to share this information with the children, however, I am keen to avoid the mixing of year groups at present and holding individual year group assemblies is very time-consuming. So I will be recording an assembly and will send it to each class to watch and the class teacher and LSAs can reinforce the message at ground level. Additionally, I will record an explanation video for parents as well (in the absence of holding workshops).

Does the school Anti-Bullying Policy need to be updated to take account of these new updates?

Both the anti-bullying and behaviour policies have been updated to reflect the changes and have been ratified by the Curriculum and Policy sub-committee. They are available on our website.

Complaints (page 9)

Governor 2

I understand that the governors who are not on the complaints panel do not get to see the full detail of the complaint but are you able to give us an indication of the topic / nature of the complaint? I think this is important so that we can identify trends.

I will update Governors with an abridged synopsis of the complaint at the meeting. By the time of the meeting the panel hearing will have been held so we may be able to give you brief feedback as to the outcome of the hearing.

Additions to questions and answers already supplied by MP.

Chair informs governors that primary education numbers are down by 0.8% and secondary school numbers are increasing.

Chair states that funding has been agreed for 11 possible SRP children and an approx. £100 per child will be received, but this will be confirmed in due course.

MP informs governors that the Census was carried out today and Glebe recorded 656 children on roll with 35 languages.

MP adds that covid numbers are high within the school, with 15 new cases this week.

Governor asks if these cases are confirmed or due to track and trace.

MP replies that these are confirmed cases that appear to be due to mixing outside of school, but Glebe are still following stricter routines such as no whole school

	<p>assemblies, and lunchtime separations.</p> <p>MP states that attendance figures are decreasing due to covid and illnesses within the school. Class bubbles will be brought back if necessary to reduce the spread of illness. KR informs governors that the DfE are providing more funding for wellbeing within schools and are encouraging the development of a senior mental health lead for a member for SLT.</p> <p>KR adds that SLT attended an LGFL wellbeing course, that showed Glebe are already successfully promoting wellbeing within the school for both children and staff. A wellbeing survey has been provided and will be carried out in February for optimal results.</p> <p>KR will feedback to governors after additional training has been carried out.</p> <p>Vice Chair informs governors that a governor panel meeting took place due to a complaint from a parent. The complaints procedure was correctly followed, concerns were acknowledged, and no further actions are required.</p>	KR
3046	<p>School Lettings</p> <p>MP informs Governors that Zumba sessions are due to increase and Krav Magar sessions will commence for two nights per week.</p> <p>MP adds that a potential key holder could be appointed to reduce the workload for the school site mangers.</p> <p>Governor enquired if school lets are term time only.</p> <p>MP replies that they are, and Glebe school events will always take precedence over outside lets.</p>	
3047	<p>Finance Report</p> <p>JB feedbacks to Governors that the SFVS has been reviewed and sent to all governors, alongside the SFVS dashboard. JB informs governors that the school are no longer able to input their own data as the LA now provide this.</p> <p>Governor enquires as to the mention of an insurance claim that is due to be settled.</p> <p>JB replies that the insurance claim will be received from a maternity leave policy previously taken out.</p> <p>Governor asks for the definition of educational supplies within the dashboard and enquiries why this has been recorded in red.</p> <p>MP replies that reduced funds have been spent within the educational supplies budget. All governors agreed to ratify SFVS.</p> <p>JB informs governors that the modular classroom plans are progressing, and ground surveyors will attend the school.</p> <p>MP adds that the neighbours directly affected by the future building work are happy for this to proceed and MP will hand out information leaflets to residents.</p> <p>MP updates governors that new parking signs have been purchased for the school road, to promote children's safety and safer parking for parents.</p>	MP
3048	<p>Academy Status - Rolling item.</p> <p>Nothing to report.</p>	
3049	<p>Working Parties</p> <p><u>Governance</u></p> <p>PS provides feedback on the governor mark comments that governors have submitted prior to meeting and thanks all governors for their input.</p> <p>Ps informs governors that a few best practise comments have been recorded and suggests that MP's HT report be recorded as best practise due to its regular production</p>	

	<p>and comprehensive content. PS adds that governors are also able to input what is provided within the HT report and governors can submit questions for MP's response. PS adds that best practise should also be recorded to note the relationship between governors and MP as well as the link governor section as Glebe encourage governors to visit the school, observe class teaching and carry out learning walks.</p> <p>Governor adds that Glebe's stance on well-being could be considered best practice.</p> <p>PS suggests that governors identify further areas that could be upgraded to best practise at the next FGB meeting.</p> <p>PS informs governors that a few comments arose in the partially compliant section and in particular with sharing the governor workload. PS comments that the GB must ensure they do not exclude governors from taking part in meetings or tasks and suggests that succession plans should be created.</p> <p>PS asks both the C+P and Finance committee to create a succession plan at their next meeting and bring these proposals before all governors at the next FGB meeting.</p> <p>PS informs governors that the C+P meeting dates and times can be changed if this provides a hinderance to governors' attendance.</p>	<p>All governors</p> <p>Sub-committee governors</p>
3050	<p>Governor Training</p> <p>PS – Level 3 DSL training</p> <ul style="list-style-type: none"> - Governors for schools remote training: 'How can governors ensure that schools support all pupils to meet their potential'. <p>SR – Level 1 Safeguarding training</p> <p>RC – Understanding and monitoring the curriculum (remote)</p> <p>SLT provided Safeguarding level 1 training to all governors in attendance at the FGB meeting.</p>	
3051	<p>Sub Committees</p> <p>C+P meeting held on 07.01.22.</p> <p>Finance sub-committee held on 17.01.22.</p>	
3052	<p>Link Governors</p> <p>PS – Attended literacy link meeting and viewed presentation by KR and JG on Little Wandle.</p> <p>RE – Met with MP as Anti-Bullying Governor and discussions held.</p> <p>PN- Attended C+P committee meeting to view presentation as maths link governor.</p>	
3053	<p>Adopted Governors</p> <p>PS – Visited reception classes to view phonics sessions in action and watched 1:1 intervention.</p> <p>PN- email contact made with adopted class teachers.</p>	
3054	<p>Any Other Business</p> <p>Chair thanks NR for her hard work, dedication and support throughout her years as governor at Glebe and says that NR will be greatly missed by the school. Chair has sent flowers to NR on behalf of the governing body and Glebe will now name a SEN award for achieving children, after NR in her honour.</p>	
3055	<p>Agenda items for the next meeting</p> <ul style="list-style-type: none"> - Budget allocations for the new year 	

	- Sign off SFVS & Competencies	
3056	Dates for Future Meetings - Thursday 17 th March 2022 - Thursday 12 th May 2022 - Thursday 7 th July 2022	Clerk
	Meeting closed at 22:00pm	

I agree that this is a true and accurate record of the meeting dated above:

Signature: _____
(Chair of Governors)

Date: _____

Appendices 1



**Head Teacher's
Report to
Governors
Thursday 20 January 2022.**

School Context

SRP/Inclusion Reports for Governors

SRP Report

Inclusion Report

Covid Update

FOG Update

Safeguarding Update

Anti-Bullying Update

Complaints

Autumn Term Data

EYFS

KS1

KS2