



**MINUTES – LOCAL ADVISORY BOARD**

**Date: 15th December 2020**

**Venue: Virtual Meeting via Microsoft Teams**

**Time: 18:00**

| <b>Attendance:</b>  |                 |                        |                 |
|---------------------|-----------------|------------------------|-----------------|
| <b>Governors</b>    | <b>Category</b> | <b>Governors</b>       | <b>Category</b> |
| Dan Blagg (DB)      | Parent          | James Lee (JL)         | Deputy Head     |
| Geoff Bryan (GB)    | Community       | Zoe Norman (ZN)        | Staff           |
| Ian Burgess (IB)    | Chair           | Jackie Peterson (JP)   | Community (SBM) |
| Gillian Cullen (GC) | Parent          | Victoria Robinson (VR) | Community       |
| Kathryn Hopes (KH)  | Community       | John Robinson (JR)     | Community       |
|                     |                 | Mangala Sekhar (MS)    | Community       |
| <b>Others</b>       |                 |                        |                 |
| Emma Maddison (EM)  | Clerk           |                        |                 |
| Helen Gerrard (HG)  | Presentation    |                        |                 |

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| <b>1</b> | <b>Opening</b>   |
|          | <p><b>Presentation – ‘CanDoMaths’ with Helen Gerrard:</b></p> <p>The Clerk had posted Helen’s PowerPoint presentation to Governor Hub for Governors to read in advance of the meeting.<br/>Helen delivered her Presentation explaining what ‘CanDoMaths’ is:</p> <p><i>‘CanDoMaths’ is not a scheme of work; we can use it to guide the progression of learning but we are free to develop and create our own resources.<br/>It has incorporated the missed learning from lockdown into its progression of ‘manageable steps’ in learning.<br/>It provides tutorial videos for teachers, example strategies and tasks, planned review sessions, quizzes, games and assessments, a termly maths leaders seminar and professional development.<br/>It ensures that ALL children can develop deeper conceptual understanding by teaching counter-examples and highlighting common misconceptions.<br/>Language is key- the mathematical vocabulary and general ‘rules’ are explicit.</i></p> <p>Helen went onto explain the five essentials for a ‘CanDoMaths’ classroom and then shared lesson plans and how a typical lesson might look. Helen then demonstrated Mental Methods of how 4-digit numbers could be added and subtracted.</p> <p>Helen concluded her presentation. The Chair asked how ‘CanDoMaths’ had been received by colleagues. Helen replied that even though it has been more work it is liked by both staff and children adding that it is the kind of package which the school would have liked to have created themselves. Helen added that ‘CanDoMaths’ enables children to understand the process and why they are doing something.</p> |

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|          |   | There were no further questions and the Chair thanked Helen on behalf of the Board for her work and the very informative presentation.  |
|          |   | <b>Welcome &amp; Apologies:</b><br><br>The Chair welcomed the LAB to its fifth virtual meeting. Apologies were received and accepted from Sally Love and Rachel Surch who has arranged for Deputy Head James to deputise for her at the meeting. Due to prior commitments Gillian Cullen was only able to attend the first half of the meeting.   |
|          | 1.1   |   |
|          |   | <b>Declarations of Interest or Conflicts in Agenda Items:</b><br><br>There were no declarations or conflicts of interest in any agenda items.   |
|          | 1.2   |   |
|          |   | <b>Notification of Items of AOB:</b><br><br>There were no items for AOB.  |
|          | 1.2   |   |
|          |   | <b>Adoption of Previous Minutes:</b><br><br>The Chair invited adoption of the Minutes from the previous LAB meeting on <b>10<sup>th</sup> November 2020</b> .<br>The LAB agreed the Minutes as an accurate record of the meeting. This was proposed by DB and seconded by MS & JR. The Minutes were signed by the Chair.  |
|          | 1.4   |   |
|          |   | <b>Review Outstanding Actions:</b><br><br>There were three outstanding action from the LAB meeting on <b>10<sup>th</sup> November 2020</b> :<br><br><b>Action: Governors to arrange photo for ID Badge once school open -Deferred</b><br><b>Action: Governors to undertake Child Protection 2020-21 training via Nimbl and Prevent training by Nov 10th. Clerk to send Prevent link (&amp; Nimbl reminder). In Progress</b><br><b>Action: All governors to submit summary/feedback from virtual contact with Link Governors before Dec 15<sup>th</sup> meeting. In Progress</b><br><b>Action: Arrange Focus Days &amp; Presentation Themes (beyond April) Deferred</b><br><br>The Clerk confirmed that two actions are deferred and two are in progress.<br>The Chair added that the following three presentations which have already been agreed would be based on the SDP; Safeguarding (Becky Taylor DSL) driven by how important Safeguarding is, Mental Health with SENCo Kathy Clarke and Reading with Emily Stratford. |
|          | 1.5   |   |
| <b>2</b> | <b>Performance, Standards &amp; Behaviour</b> |   |
|          |   | <b>Head Teacher's Report including Safeguarding:</b><br><br>The Chair thanked the Head for her report. Governors were invited to submit questions to the Head in advance of the meeting:<br><br><b>From Ian Burgess (Chair):</b><br>With regard to safeguarding. It's good to see the number of reported reducing from last time.   |
|          | 2.1   |   |

Can I seek some understanding around ineffective parenting please. How do we identify this category (what examples have we seen) and how does this compare to pre-lockdown? In effect, is it as a result of the present circumstances or are we used to seeing this previously?

**From Becky Taylor (DSL):**

Thank you for your questions about the recent Safeguarding Report for Governors. Ineffective parenting is not a stand-alone category of abuse, but sits within neglect. It's an umbrella term that I have given to a myriad of issues we find ourselves dealing with. This includes:

- Children not having breakfast
- Inadequate lunches
- Poor attendance and lateness
- Lack of boundaries at home
- Parents not acting on advice given
- Accessing material online/in games which is not age appropriate
- Lack of interest/engagement in their child's education
- Disguised compliance

I wouldn't say that lockdown has had an impact on this as we were seeing it all before Covid. I hope this helps, but do please come back to me if you have any further questions.

There were no further questions on the Head's report.

The Chair invited Deputy Head James Lee to update Governors on the present situation in school:

JL explained to the Board that the most recent challenges had been around staffing. JL added that this peaked at around December 7<sup>th</sup> with approximately 24 staff absent due to the knock on effect of contact tracing and self-isolating. JL added that this is echoed in the general figures for Swindon. JL continued that the reduction of the self-isolation period to ten days will help. Bluetooth problems due to Track and Trace and staff phones being in close proximity have now been resolved.

As per DfE guidance there will be a 6 day contact tracing window following on from the INSET day on December 18<sup>th</sup>.

JL continued that staff have been moved around to work with EHCP children.

Emily Stratford is now managing the TA's. The SLT have weekly meetings to discuss staffing but JL added that it's a daily challenge at the moment.

JL continued that Blended Learning went live for three bubbles in total over a period of just over three weeks. JL added that the school have been able to monitor who has/has not been accessing online learning adding that data from 'You Tube' has also been very useful. JL gave the example that one science lesson had been viewed 150 times.

JL continued that interpreted lessons have now also been delivered adding that this has been more of a challenge. ZN who is the Sign Bilingual Manager commented that feedback on the interpreted lessons has been very positive.

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|     | <p>JL concluded that currently all classes are back in school and that there are no bubble closures but that this could well change again in January.</p> <p>The Chair thanked JL for the update adding that it was difficult to imagine how challenging the situation had been and that he hoped that the staff were all well. The Chair congratulated JL on the success of Blended Learning and extended his thanks to all of the staff during this difficult time.</p> <p>MS thanked JL for the Online Learning and statistics and asked how the school ensures that this data could be translated?</p> <p>JL responded that the 'You Tube' statistics are very useful. Data can also be taken from online learning. The teacher in the first bubble compiled an excel spreadsheet to monitor activity. JL concluded that benefit and progress will be the next step.</p>  |
| 2.2 | <p><b>Finance:</b></p> <p>The Chair thanked JP for her report and Year End which had been posted to Governor Hub with questions invited in advance of the meeting.</p> <p><b>From Ian Burgess:</b></p> <p>1. B4 Other staff. Can you clarify what that refers to please, as we have a separate line for agency staff</p> <p>Other Staff includes our Playleaders. When the budget was set up in Orovia last year the budget allocation was put under Educational Support Staff by mistake.</p> <p>2. A surplus of £266,445. Does that transfer to the Trust and/or is any held as a separate amount specifically dedicated to Red Oaks.</p> <p>The surplus is held in the Trust Reserves account, but it is documented separately and reported on The Trust Financial Accounts how much Red Oaks has in reserves.</p> <p>3. Can you remind me of the Trust 'levy' for the year end 31/08/20 and then again for 31/08/21</p> <p>The Trust 'levy' for year ending 31/8/2020 was £58,612.54. We have budgeted for £77,179.00 for this year - 2020/21.</p> <p>The Chair invited JP to give a verbal update to the Board.</p> <p>JP advised governors that this was the first Year End since the school joined the Academy. JP apologised that there are no final figures yet as the process is now slightly more complex. JP continued that the auditors have been in and Jill Ponting (Clerical Officer) and Niki Porter (Trust Finance Manager) were able to assist them during JP's recent absence. Following up on the Chair's pre-submitted question on the Reserves, JP confirmed that no, this does not go to the Trust and all of the individual TPAT schools show their own reserves which can be used if required. JP continued that some of the reserve money is from the blue modular building which may be required at some point. JP advised the Board that there has been a loss of income due to Early Bird and After School clubs not running but the school continued to pay staff.</p> |

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|          | <p>JP continued that Pay Panel had met and that the agreed teacher grades had been put forward and sent to payroll. The teacher salary statements have been completed. The Head's salary has been agreed through the Trust.</p> <p>JP is continuing to look at Years two and three to check that the budget balances and to look at possible savings. JP has also been working with Niki Porter on the Orchid Vale budget ensuring it is in line with Red Oaks when entered on to the budget system.</p> <p>There were no further questions and the Chair thanked JP for the update.</p>  |
| 2.3      | <p><b>Educational Standards:</b></p> <p>The Chair asked if there would be an update on the SDP in time for the January LAB meeting along with data?</p> <p>JL advised that the SDP is being reviewed by SLT this week and that assessments were ongoing. Progress meetings have been postponed until January because of staff shortages. JL added they should have been completed by the time of the next meeting. The Chair added that it will be good to have Performance on the agenda again.</p>  |
| 2.4      | <p><b>Policy Review &amp; Approval:</b></p> <p>There were no Policies for renew or approval but JP advised the Board that the new draft Admissions Policy was on the school website for 2022-23. The Trust will be taking on in year admissions from SBC.</p> <p>The Chair added that the Admission Policy is going out for consultation and that the LAB can also offer their views on this.</p>   |
| <b>3</b> | <b>Support</b>  |
| 3.1      | <p><b>Link Governor Visits &amp; Reports Since Last Meeting:</b></p> <p>The Chair reminded governors about the new approach of discussing Link governor feedback at the following meeting.</p> <p>The Chair confirmed that due to work commitments, DB was stepping back from his role as Link Governor for Mental Health adding that he would be picking that role up himself with additional support from SL. The Chair continued that, as discussed at the last meeting, the school is trying to achieve the Carnegie Award (Carnegie Centre of Excellence for Mental Health in Schools) which is a substantial piece of work. There are eight competencies listed:</p> <ul style="list-style-type: none"> <li>Leadership and strategy</li> <li>Organisational structure and culture – staff</li> <li>Organisational structure and culture – pupils</li> <li>Support for staff</li> <li>Support for pupils</li> <li>Staff professional development and learning</li> <li>Working with parents and carers</li> <li>Working with external services</li> </ul> <p>The Chair added that it is important for the LAB to lead and understand the Mental Health approach in school emphasising that it's a key activity for governors. SENCo Kathy Clarke will be going into more detail on this at the March LAB meeting and advising governors on</p> |

|          |                                   |   |
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|          |                                   | what they need to know. The Chair continued that the LAB needs to build knowledge and upskill in this area especially as it is a Priority on the SDP.   |
|          | 3.2                               | <b>Governor Training &amp; Preparation:</b><br>There are no training updates.   |
|          | 3.3                               | <b>Admin &amp; Clerk Update:</b><br>Following on from the Clerks and Chairs meeting in November the Clerk thanked governors who had filled in the Trust questionnaire on governor training. The approach on governor training is now being reviewed but is likely to include more tailored and specific in house training as well as a change to online learning platforms. |
| <b>4</b> | <b>AOB &amp; Any Other Points</b> |   |
|          | 4.1                               | <b>AOB: Matters Arising:</b><br>There were no items for AOB   |
|          | 4.2                               | <b>Date of Next Meeting:</b><br><b>26<sup>th</sup> January 2021 - 6pm.</b><br>The Chair concluded the meeting by extending his thanks to the LAB and wished everyone a safe and Happy Christmas.  |

**The Meeting concluded at 19:14 pm**

| <b>Full LAB Meeting Dates 2020/21</b>   |                             |
|---|-----------------------------|
| 15 <sup>th</sup> September 2020 @ 18:00 | 9 <sup>th</sup> March 2021  |
| 10 <sup>th</sup> November 2020          | 27 <sup>th</sup> April 2021 |
| 15 <sup>th</sup> December 2020          | 8 <sup>th</sup> June 2021   |
| 26 <sup>th</sup> January 2021           | 13 <sup>th</sup> July 2021  |

| <b>Key Actions:</b>  | <b>By whom:</b> | <b>Completed:</b> |
|--|-----------------|-------------------|
| <b>Action:</b> Governors to arrange photo for ID Badge once school open  | All             | Deferred          |
| <b>Action:</b> Governors to undertake Child Protection 2020-21 training via Nimbl and Prevent training by Nov 10th. Clerk to send Prevent link (& Nimbl reminder). | All             | Closed            |
| <b>Action:</b> All governors to submit summary/feedback from virtual contact with Link Governors before Dec 15 <sup>th</sup> meeting.                              | All             | Closed            |
| <b>Action:</b> Arrange Focus Days & Presentation Themes (beyond April)   | Head & LAB      | Deferred          |

| <b>Abbreviations:</b> |                                 |
|-----------------------|---------------------------------|
| TPAT                  | The Park Academies Trust        |
| SDP                   | School Development Plan         |
| SLT                   | Senior Leadership Team          |
| DfE                   | Department for Education        |
| EHCP                  | Education, Health and Care Plan |

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| Signed: | Print:     |
|         | Signature: |
| Date:   |            |