



MINUTES – LOCAL ADVISORY BOARD

Date: 10th November 2020

Venue: Virtual Meeting via Microsoft Teams

Time: 18:00

Attendance:			
Governors	Category	Governors	Category
Dan Blagg (DB)	Parent	Sally Love (SL)	Parent
Geoff Bryan (GB)	Community	Zoe Norman (ZN)	Staff
Ian Burgess (IB)	Chair	Victoria Robinson (VR)	Community
Gillian Cullen (GC)	Parent	John Robinson (JR)	Community
Kathryn Hopes (KH)	Community	Mangala Sekhar (MS)	Community
James Lee (JL)	Deputy Head	Rachel Surch (RS)	Executive Primary Principal
Others			
Emma Maddison (EM)	Clerk		

1	Opening	
1.1	<p>Apologies and Declarations of Interest:</p> <p>The Chair welcomed the LAB to its fourth virtual meeting. Apologies were received and accepted from Jackie Peterson. The Chair welcomed new Staff Governor Zoe Norman following her election in September. There were no declarations or conflicts of interest in any agenda items.</p>	
1.2	<p>Notification of Items of AOB:</p> <p>There were no items for AOB.</p>	
1.3	<p>Adoption of Previous Minutes:</p> <p>The Chair invited adoption of the Minutes from the previous LAB meeting on 15th September 2020. The LAB agreed the Minutes as an accurate record of the meeting. This was proposed by SL and seconded by MS. The Minutes were signed by the Chair.</p>	
1.4	<p>Review Outstanding Actions:</p> <p>There were three outstanding action from the LAB meeting on 15th September 2020:</p> <p>Action: All governors to read with confirmation in writing by Nov 10th: Health & Safety Handbook 2020-21 Staff Handbook 2020-21</p>	

		<p>Safeguarding Handbook 2020-21</p> <p>Action: All governors to make virtual contact with Link Governors before Nov 10th meeting.</p> <p>Action: Governors to undertake Child Protection 2020-21 training via Nimbl and Prevent training by Nov 10th. Clerk to send Prevent link (& Nimbl reminder).</p> <p>All three actions are still in progress.</p> <p>One deferred Action: Governors to arrange photo for ID Badge. This will be deferred until the school is fully open.</p>
2	Performance, Standards & Behaviour	
2.1		<p>Trust Update from Head:</p> <p>Clive Zimmerman - TPAT CEO Retirement:</p> <p>Governors had received the official announcement via Governor Hub at the start of October. The Head advised that the recruitment process for Clive's replacement is now underway via a number of Virtual Panels and that the final shortlist will be invited to face to face interviews.</p> <p>Orchid Vale:</p> <p>The Head advised the board that work with Orchid Vale is continuing and that a directory of contacts is being created with Red Oaks which will be rolled out at Abbey Park and Lydiard Park Academy also.</p>
2.2		<p>Blended/Remote Learning – What Are We doing at Red Oaks?:</p> <p>Presentation: Red Oaks Primary School Blended Learning Scenarios – with James Lee and Geoff Bryan:</p> <p>JL advised that he and GB had been working through Terms 1 and 2 to develop a Blended/Remote Learning response that fulfilled DfE requirements and that worked for teachers as well as pupils. JL added that due to an issue with IT hardware staff laptops have now been configured differently so that lessons can be recorded.</p> <p>JL explained the three tiers of lockdown to governors and what the Blended/Remote Learning provision will be:</p> <p>Tier 1: A Child is self-isolating Tier 2: A class bubble or year group is asked to self-isolate Tier 3: Partial or Full School closure</p> <p>If bubbles close or if there is a partial or closure Remote/Blended Learning can now be rolled out. JL continued that live lessons are not suitable at Primary level. Lessons would therefore be pre-recorded. This is more secure from a Safeguarding</p>

		<p>perspective; screen time is more controlled and it is a more practical approach for parents.</p> <p>In Tiers 2 and 3 there is an expectation of one hour English and one hour maths over four days plus a foundation subject for the fifth day e.g. science, history and geography.</p> <p>JL explained that in Tier 1 work packs will be sent home, there is also Online Learning plus links to learning resources on the school website.</p> <p>Tiers 2 and 3 are similar and include pre-recorded lessons.</p> <p>Pre-recorded lessons will be uploaded to the Shared Drive. There will be quality assurance checks then the lessons will be uploaded to the school's private You Tube page and links then sent out via Class Dojo. The content is secure and bandwidth is reduced.</p> <p>JL added that an IT survey had been carried out to see what technology provision families had access to and a number of target families have been identified. JL added that the DfE laptop provision is limited.</p> <p>JL continued that there are protocols for Teachers, Parents and Children which will be shared, the Safeguarding elements have been taken from DfE guidance.</p> <p>Class Dojo can show non- participants which can then be followed up. The Protocols include expectations such as routines for the children and acknowledgement of learning from teachers via Class Dojo.</p> <p>The structure will be 45 minutes per lesson. Recording time will be 15-20 minutes so that the lesson can be paused and a task undertaken.</p> <p>JL added that he and GB had also trialled live lessons with an interpreter for deaf children and that JL is working on an online tutorial on how to deliver these lessons adding that the aim has been to keep this simple and working within current resource provision.</p> <p>JL invited questions.</p> <p>KH asked if the provision would be the same for EYFS? JL replied that there will be a different approach. Online lessons would work well with teaching methods such as phonics, maths and guided stories. The mechanism and times will be the same but the style will be different. JL added that it's great for EYFS year groups to be able to see their teacher.</p> <p>MS asked in the event of tiers 2 or 3 being implemented if year-end assessments could be undertaken virtually?</p> <p>The Head responded that virtual assessments would not be feasible but that gaps could be identified during remote learning and picked up on return to school.</p> <p>There were no further questions and the Chair thanked JL and GB for the presentation on behalf of the Board adding that considering the challenge of the situation it was very thorough contingency planning.</p>
2.3		<p>EYFS Update with James Lee:</p> <p>Presentation: The Revised EYFS Framework:</p>

		<p>JL confirmed that he had met with EYFS Link Governor VR to discuss the new EYFS framework.</p> <p>JL explained to the LAB that the EYFS framework will significantly change next year for the first time in ten years. Red Oaks will be a pilot school and early adopter.</p> <p>JL continued that a working party has been set up with Orchid Vale and Eastrop Primary Schools who are also both early adopters</p> <p>JL continued that the key cornerstone of the new framework is improving language and a key target is to reduce teacher workload. The framework will focus on environments and tools. There will be no data, percentages or projections. There will be no statutory assessments.</p> <p>With regard to Early Learning Goals there's a key change in maths with the focus being on numbers up to ten only rather than 20, for example bonds of 10. JL added that the school is working with maths consultant Liz Hopkins. JL added that there are only subtle changes to Literacy.</p> <p>Nursery have already started to implement the new framework</p> <p>JL added that he and the Head have met to discuss what the impact of the new framework will be on data. There will be two baselines with progress meetings. The data presented to governors will also be different and from next year, Red Oaks will use a government approved baseline.</p> <p>The Chair thanked JL for the presentation and suggested that governors could submit questions on the document which JL shared with the LAB once they had had the opportunity to read it. This will be posted to Governor Hub:</p> <p><i>EYFS Development Matters - Birth to Reception and Early Learning Goals.</i></p>
2.4		<p>Head Teacher's Report:</p> <p>The Chair thanked the Head for her report. Governors were invited to submit questions to the Head in advance of the meeting:</p> <p>From Ian Burgess (Chair): Some questions and observations:</p> <ol style="list-style-type: none"> 1. Heads Report. Thanks for sharing in advance as always and just wanted to recognise the challenges with the information we normally receive due to staff absence. With the next meeting scheduled for December I'm comfortable that an update at that time is more than sufficient. 2. Safeguarding. I have spoken with Becky this morning as part of our termly catch up and discussed the increased number of social care referrals on the latest report. I'm happy with the detail provided however I think we should capture this as part of our minutes 3. Has the risk assessment document been updated since the start of the

		<p>academic year and if so can a copy be placed in the meeting folder for reference please?</p> <p>Yes, this has been sent to Emma to share with Governors and has been shared with staff.</p> <p>4. Assessments. Clearly the term 6 assessments conducted in term 1 reflect the lack of education opportunities due to lockdown from March onwards. Will we still see progress meetings taking place in term 2, 4 and 6 this year.</p> <p>Yes, progress meetings are scheduled as usual throughout the year.</p> <p>5. Catch up funding. With regard to the £10,000 spend on a dedicated TA for intervention. Would that be a new recruit or a change of activities for one individual. Can you explain what Purple Mash is please?</p> <p>We already employ a TA for early intervention and also for ELSA work. We have been able to increase the ELSA work and contribute to the costs of both these posts from the catch-up money as these are not posts afforded to most schools.</p> <p>Purple Mash is an online learning platform that can be used for in class teaching and for children to log into at home for additional work that reinforces what is done at school.</p> <p>From Kathryn Hopes:</p> <p>The report talks of attendance and states that at the moment no bubbles are required to isolate yet. However, when this happens, as we have to assume at some point a bubble will need to isolate, what is the school's plan in terms of continuing the bubbles learning? Is there a plan to teach via Teams etc?</p> <p>There is a comprehensive plan for what is known as Blended Learning. James will be presenting on this in the meeting.</p> <p>From Victoria Robinson:</p> <p>I have a question with regards to staffing.</p> <p>It says that recruitment for a CSW to replace the one who has resigned will be taking place.</p> <p>However, with regards to the TA that has been offered a position outside of education there is no mention of replacing, will they be being replaced?</p> <p>Good question Vicki.</p> <p>We are not sure yet as the TA Manager has asked to step down to TA so she will eventually take this position. SLT will be meeting to decide how we cover the current manager role. This may be split and distributed or may not. We will let the board know when we have carefully considered our options.</p>
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From Mangala Sekhar:

Ofsted ready document:

1) Is PTTT – part time timetable please? This is mentioned in the 'return to school' against the question for newly vulnerable students.

Yes, part time timetable

2) Agencies coming in during Covid - you've said this has reduced. Is this causing any impact on school plans or adding stress on teachers please?

We have found ways around this virtually if people cannot come in. Therapy services and pastoral work is continuing as usual. Not causing extra stress per say.

3) What is the 'wobble' room?

A designated room where staff can go if they are feeling a bit 'wobbly' and need a breather. There are items in there to help them relax.

4) Are there any parents that haven't contacted the class teacher during parents' evening or who have not been reachable since school started in Sept?

The vast majority of parents took part in parents' evening. Mrs Tyler collates the attendance numbers (%) for me so will get this to me ASAP. Parents are generally engaging well and not having physical meetings hasn't caused too many issues.

5) What is the EWO agency, and how is this used for attendance tracking please?

Education Welfare Officer – work with families to improve attendance. This is a service we buy in to.

Also, on the breadth of the curriculum - are the swim lessons on this year please? I thought that would be cancelled (by LA/ providers)?

Swimming lessons are/were on the agenda but aside from Covid – the pool we use has been closed for refurbishment. They intended to be open by now but Covid has also delayed their works. We will continue to try and re book this for later in the year.

Head's report & attainment priorities:

Thank you for the definitions and information at the start of these reports! We do tend to forget some of the terms/ processes, so having this info at the start of the report is massively helpful.

Not a question - I can see from the data that the key areas for concern for Yr2,3 & 4 - Reading & SPaG are covered on the priorities list for each year group. When the next assessment is carried out, it will be useful to observe Mar to Dec position and not just Sep to Dec. It will help in articulating the

		<p>impact lockdown had on learning and the effort by school to catch up (where grades have regressed). Hopefully summarising this in simple terms might encourage parents to support any online learning (should school be closed / year groups asked to quarantine).</p> <p>7) What is ILD please (for Yr1 on EYFS)?</p> <p>Interactive Learning Diary – a web-based assessment programme that we use for tracking evidence in the Early Years and into Y1. We are looking at trialling this for gathering evidence for all EHCP children also and staff have had training on this.</p> <p>8) Your team have done a brilliant job ensuring the year group/ subject plans and the SDP have all the priorities and actions. Are you comfortable that these actions are trackable and achievable, keeping in mind unplanned absences due to Covid (illness/quarantine, and hence low staff count)?</p> <p>I have asked teachers to plan around Covid and think ‘outside the box’ on how their actions can be achieved despite Covid e.g. virtually etc. There will inevitably be some actions that cannot be carried out if the current situation continues but we will do our best. If staff are absent for long periods of time, again some things may not happen. Remaining staff will try to pick up what they can but we don’t want to add pressure to anyone. It will be a question of priorities.</p> <p>9) Previously for Yr6 there used to be a focus on over learning to help WW (and others) for SATs. Are we still planning to do that this year please, or will focus be on catch-up in spring term?</p> <p>Overlearning makes up the bulk of the Y6 curriculum anyway so yes. All year groups are aware of their gaps and the curriculum has been adapted to allow for this as much as possible. Assessments show that many of our children in term 1 are now where they were at the end of term 2 last year so you can appreciate the scale of ‘catch up’ required. Again, we are doing our best with fewer staff and many of our TA’s have had to be pulled to support EHCP children instead of interventions. This is not helping but we have no choice but to support children with the greatest level of need as a priority.</p> <p>Safeguarding report:</p> <p>73 concerns in the span of two months seems high. Is this usually the case please? Appreciate that this may be an impact of the previous lockdown.</p> <p>Many of the concerns are related to the same children/families who are well known to the Safeguarding Team and already engaging with a wider range of professionals, such as Social Care, Family Service, School Nurse and the NSPCC.</p> <p>We would always expect a slightly higher number following a school holiday. I have looked back at the report from November 2019 and there were 64 concerns logged, which isn’t too dissimilar to the 73 logged to the most recent report.</p>
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		<p>Risk Assessment:</p> <p>The Head confirmed that the Risk Assessment had been updated and shared with governors via Governor Hub. Masks are now being worn in corridors and communal spaces and meetings take place via Teams.</p> <p>Staffing has been difficult with additional absences due to: self-isolating due to Covid symptoms, track and trace and shielding.</p> <p>The Head added that teachers are having to manage without TA's who would work on catch up and interventions as they have been moved to support EHCP children.</p> <p>The Head added that it's been very difficult for staff and SLT are trying to do as much as they can to support.</p> <p>The Chair added that the school is facing a huge challenge adding that the school are doing an excellent job. The Chair continued that the school has the full support of the LAB and asked the Head to please let the LAB know if they can help in any way.</p> <p>The Head continued that there is an increased workload in the office due to the volume of emails and phone calls being received.</p> <p>As for bubbles, staff can move bubbles but the school have restricted this to no more than 3. The Head continued that parents have been advised that there's a possibility that the situation may arise where the school has to close a bubble.</p> <p>SL extended her gratitude to The Head and the school and asked if The Head would pass this on to the staff.</p>
2.5		<p>Finance:</p> <p>Finance Report:</p> <p>Due to sickness JP was unable to submit a finance report or attend the meeting. In her absence the Chair read out the following message:</p> <p><i>Unfortunately, there are no exact year-end figures as yet. The Auditors were in last week and have and are still going through things. I spoke with Niki Porter (Trust Finance Manager) last week and they have a meeting this Thursday which will hopefully finalise the year-end figures. As soon as they are all agreed and I can produce an accurate record for you then I will send this to you. I will then be happy to answer any questions.</i></p> <p><i>If you have any questions in the meantime, please do not hesitate to email me.</i></p> <p>The Chair added that Governors could look over the finance reports at the next meeting.</p>

		<p>Educational Standards:</p> <p>SDP:</p> <p>The Chair thanked the Head for her updates for the Red Ofsted folder adding that the SDP summary sheet showing the five priorities is very useful.</p> <p>Data:</p> <p>The Head advised the LAB that Term 6 assessments had been carried out in Term 1 with Writing being given over a period of time. This is not so easy with Reading and SPaG, but in most cases children are where they were expected to be.</p> <p>‘Can Do Maths’ was used to analyse Maths performance with a catch up being implemented where required.</p> <p>The Head continued that the general overview is that More Able have sustained and made progress. Some at Expected Standard have dropped back but key children have been identified.</p> <p>The Head added that the Government are looking at a two-year catch-up plan.</p> <p>Priority Sheet:</p> <p>The Head advised that Term 2 assessments will take place and hopefully some progress will be seen.</p> <p>There were no further questions from governors.</p> <p>.</p>
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	2.7	<p>Policies:</p> <p>There were no policies for Governors.</p>
3	Support	
	3.1	<p>Link Governor Update:</p> <p>Link Governor Contact:</p> <p>At the September meeting Link governors had been asked to get in touch virtually with their subject lead, not for review purposes but just to maintain contact. This is now in progress and the Chair asked Governors to provide brief summaries, extending his thanks for this under the current circumstances.</p> <p>The Chair confirmed that SL will support DB in his role as Link Governor for Mental Health and that the school is trying to achieve the Carnegie Award (Carnegie Centre of Excellence for Mental Health in Schools)</p> <p>Action: All governors to submit summary/feedback from virtual contact with Link Governors before Dec 15th meeting.</p>

3.2		<p>Governor Update & Training:</p> <p>Ofsted Folder: Updates were produced for the Red Folder including a new section on Curriculum which the Chair thanked the Head for adding that the subject summaries (maths, science RE etc) provide useful information to the LAB.</p> <p>Governance Review:</p> <p>The LAB undertook a Governance Review during the Summer. The Chair thanked Governors for their input and for the many positive comments on what the LAB does well. The LAB scored themselves 8 out of 10 on effectiveness as a Board. The Chair concluded that whilst the LAB does well he had identified three key areas for improvement from the review:</p> <p>1: Improving our challenge 2: Increasing our contribution through Link Governance & LAB Meetings 3: Visibility – Being seen and known in school</p> <p>The Chair added that understanding the school data is a challenge, adding that he would like to include tasks and exercises based around data, Pupil Premium and Finance in the meetings and to also improve knowledge around SEND and Safeguarding.</p> <p>The Chair thanked the LAB for their contribution adding that it's a good basis for moving forwards</p>
3.3		<p>Admin:</p> <p>Focus Days & SDP Presentation Themes:</p> <p>Focus Days TBA once Coronavirus restrictions allow. SDP Presentation Themes TBA.</p> <p>Action: Arrange Focus Days & Presentation Themes</p>
4	AOB & Any Other Points	
4.1		<p>AOB:</p> <p>Pay Panel:</p> <p>Pay Panel has been set for 11/11/20 with IB, JR & MS.</p> <p>The Clerk asked the LAB if they could complete the Safeguarding Survey sent out by Becky Taylor (DSL)</p>
4.2		<p>Date of Next Meeting:</p> <p>15th December 2020 - 6pm.</p> <p>The Chair extended his thanks to the LAB. ZN thanked the LAB for welcoming her to her first meeting.</p>

The Meeting concluded at 19:20 pm

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

Key Actions:	By whom	Completed
Action: Governors to arrange photo for ID Badge once school open	All	Deferred
Action: All governors to read with confirmation in writing by Nov 10 th : Health & Safety Handbook 2020-21 Staff Handbook 2020-21 Safeguarding Handbook 2020-21	All	Completed
Action: All governors to make virtual contact with Link Governors before Nov 10 th meeting.	All	Completed
Action: Governors to undertake Child Protection 2020-21 training via Nimbl and Prevent training by Nov 10 th . Clerk to send Prevent link (& Nimbl reminder).	All	Closed
Action: All governors to submit summary/feedback from virtual contact with Link Governors before Dec 15 th meeting.	All	Closed
Action: Arrange Focus Days & Presentation Themes	Head & LAB	Deferred

Abbreviations:	
TPAT	The Park Academies Trust
SDP	School Development Plan
NOR	Number on roll
SLT	Senior Leadership Team
DfE	Department for Education
EYFS	Early Years Foundation Stage
ELSA	Emotional Literacy Support Assistant
EHCP	Education, Health and Care Plan

Signed:	Print:
	Signature:
Date:	