



MINUTES – LOCAL ADVISORY BOARD

Date: 26th January 2021

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	Jackie Peterson (JP)	Community (SBM)
Ian Burgess (IB)	Chair	Victoria Robinson (VR)	Community
Gillian Cullen (GC)	Parent	John Robinson (JR)	Community
James Lee (JL)	Deputy Head	Mangala Sekhar (MS)	Community
		Rachel Surch (RS)	Head Teacher
Others			
Emma Maddison (EM)	Clerk		
Becky Taylor (BT)	Presentation		

1	<p>Opening</p> <p>Presentation – An Introduction to Safeguarding - Becky Taylor (Designated Safeguarding Lead):</p> <p>Following on from the Chair’s welcome, Becky began her PowerPoint presentation by explaining what her aims were:</p> <ul style="list-style-type: none"> • To help Governors understand the Safeguarding continuum and the different levels of support that are available to families, • To help recognise the difference between Safeguarding and Child Protection, • To become familiar with specific Safeguarding issues, • To understand the role of the Safeguarding team • To gain an insight into what Safeguarding looks like at Red Oaks. <p>Becky explained the three stages of the Safeguarding Continuum: Early Help, Child in Need and Child Protection and detailing what the procedures were within each of those stages. Becky explained that Safeguarding is about keeping every single child safe adding that it’s an umbrella term which covers many different areas. Child Protection is an identified need and is a last step.</p> <p>Becky shared an NSPCC video: <i>‘Every Childhood is Worth Fighting For’</i>, which will also be uploaded to Governor Hub.</p> <p>Becky ran through the most current list of specific safeguarding issues at a national level explaining that this list is constantly growing and evolving.</p> <p>Becky then went on to explain the role of the DSL and the Safeguarding Team, explaining what the procedures are if a referral is made. Becky added that threshold guidance is used and that she would send on the framework document to Governors for them to look at. Becky added that the CPOMS software the school uses has also been really invaluable.</p>
----------	---

	<p>When considering Safeguarding at Red Oaks Becky continued that the number of incidents at school fluctuate. Becky advised that there are currently three common themes; Parenting, Mental Health & Neglect which reflects the current picture in Swindon. Becky concluded her presentation and invited questions.</p> <p>The Chair asked with reported incidents at 238 so far this academic year if governors should be concerned? The Chair also wondered if the introduction of CPOMS had helped to increase awareness?</p> <p>Becky replied that all staff are proactive and are very good at being vigilant and sharing concerns. Becky added that the impact of Covid has been a concern but that it was difficult for the school to minimise that. The Head added that the school does everything it can with the resources it has.</p> <p>Becky added that Lindsay, the ELSA, is looking into the idea of a termly wellbeing newsletter for the children.</p> <p>The Chair asked if any developments or projects such as this could be added to the Safeguarding report as governors would be very interested to know. The Chair also asked if a running total of incidents could be included rather than just the current number as he felt this would give more context.</p> <p>The Head invited Governors to look at the Mental Health section on the school website and added that the School is working towards the Carnegie Mental Health Award (Carnegie Centre of Excellence for Mental Health in Schools) which SENCo Kathy Clarke is working on and hopefully governors can get involved with this.</p> <p>The Chair concluded that the LAB is very keen to support Mental Health in school. There were no further questions and the Chair thanked Becky on behalf of the Board for her work and the very informative presentation.</p>
	<p>Welcome & Apologies:</p> <p>1.1 The Chair welcomed the LAB to its sixth virtual meeting. Apologies were received and accepted from Kathryn Hopes and Zoe Norman.</p>
	<p>Declarations of Interest or Conflicts in Agenda Items:</p> <p>1.2 There were no declarations or conflicts of interest in any agenda items.</p>
	<p>Notification of Items of AOB:</p> <p>1.3 There as one item of pre-submitted AOB: New Admissions Policy</p>
	<p>Adoption of Previous Minutes:</p> <p>1.4 The Chair invited adoption of the Minutes from the previous LAB meeting on 15th December 2020. The LAB agreed the Minutes as an accurate record of the meeting. This was proposed by JR and seconded by VR. The Minutes were signed by the Chair.</p>
	<p>Review Outstanding Actions:</p> <p>1.5 There are 2 outstanding actions from the LAB meeting on 15th December 2020: Action: Governors to arrange photo for ID Badge once school open -Deferred Action: Arrange Focus Days & Presentation Themes (beyond April) - Deferred</p>

2 Performance, Standards & Behaviour

Head Teacher's Report - including Safeguarding, Attendance & updated Risk Assessment.

The Chair thanked the Head for her report. Governors were invited to submit questions to the Head in advance of the meeting:

From Ian Burgess (Chair):

I've been reading the report and it certainly reflects the challenges you and the team are facing in the present lockdown. A couple of questions from me

Thank you for your emails. To be honest, things are pretty tricky at the moment and although the vast majority of parents appear happy, there are the odd one or two that aren't and there is a feeling of never being able to please all of the people...

1. With regard to your comments on remote learning and fully agreeing with you looking to meet the children's educational needs, I wonder if there has been any demand from parents for 'live' video lessons rather than recorded. I've seen some commentary about this in the national press and just wondered if it's raised its head at Red Oaks?

2.1

A: This has been raised by a small handful but once we have explained that our external safeguarding consultant and all teaching unions have advised pre-recorded lessons, most seem to understand. We have also published the benefits of pre-recorded lessons in terms of being able to engage around parents working times, watch again if they need to for understanding etc. I am keeping a huge bank of positive comments from parents just in case we ever need this.

2. It would be helpful to have your view on how the staff are coping mentally with the present lockdown and if there are any specific areas that are a concern for you?
I'm keen to show our support to them where necessary but don't want to just send another blanket message thanking them. If you think there is anything that we can do individually or collectively as a LAB then please feel free to let me know. I'm happy to send out individual messages of support if you think that may help

A: Most are coping well but there is an enormous strain on teachers and an increase in workload. We have taken out all but vital staff meetings for the rest of term as they do not have the 'headspace' for taking on board additional information about curriculum etc. This has been appreciated. The other concern is around the number of children we have in school and in some year groups especially. There are also quite a number of adults due to the number of children requiring additional support. We have split these groups where we can but we need to keep one teacher out of the mix at all times from each year group to record all the lessons. This means that most staff are in all the time and still with high numbers of people. For obvious reasons this will cause anxiety - this is to a greater or lesser extent in certain individuals. We have made pleas to parents to keep children at home where they can but the list of those who 'qualify' for a space due to the widened criteria is

much higher than the previous lockdown. Without a change to the official guidance, there is little else we can do.

Hope that answers your questions.

From Mangala Sekhar:

1) The second paragraph in the report indicates some findings but looks like that sentence got truncated?

Sorry – I meant to say that quite a few actions are not being completed either due to the fact that the pandemic is limiting the ability to do so or that staff are so tied up in prioritising home learning that there are simply not enough hours in the day – a combination of factors.

2) The school dashboard says current year staff numbers = 1 support staff compared to 50 last year. Is that a typo please?

Yes, typo and should say 51.

3) The number of children in school says includes almost all EHCP and vulnerable children. How many are not coming into school please, and what steps are being followed for monitoring their progress and safety?

EHCP and other children who fall into the ‘vulnerable’ category, as per the last lockdown, risk assessments have been completed on each child. Where the child is not in school, regular welfare checks are being made via phone calls and emails. The level of risk determines how regular this will happen. All conversations are noted and recorded on CPOMS for relevant adults in school. Where families do not engage, we have been to houses to knock on doors to carry out welfare checks. If a bubble is closed due to Covid, teachers are doing their best to provide additional personalised resources for EHCP children. This information is detailed in our safeguarding policy Covid annex. We have 9 Clan, 8 SBI, 12 Mainstream in total and we have 6 of these children not coming in through choice.

4) Attendance tracking - “X” for Covid absence: would this be easier to track if a new code is used for this purpose, something that sits under ‘illness’ or under ‘authorised’ itself but different from “X”? What would the impact be of making this change please on your processes and reporting?

We are directed by the Local Authority and DfE on attendance codes and are not able to change this. All schools have been asked to report in this way. In addition to our usual attendance, we are asked to report daily figures to the DfE which include the number of staff and pupils out with Covid related illness. Because of this, attendance recording is taking a great deal longer on a daily basis.

5) Term 2 attainment: what steps are being considered please to monitor and improve the % of children working at expected standard, during this remote learning phase?

This is currently very difficult. As a result of term 2 assessments which had already taken a ‘hit’ due to the previous lockdown, teachers identified target children in each subject and had planned targeted interventions etc. It is taking all the time and energy of teachers to produce virtual lessons and monitor all the work coming in, welfare checks etc. It isn’t possible to differentiate as much as we would like or provide all the resources that children would usually have access to in school. We are monitoring the work coming in and

following up with parents where this is not the case. We are recording engagement figures for every class with this split down into disadvantaged, EAL and SEN/ SEN support as well as all pupils. It will not be possible to assess children whilst they are at home. Teachers have identified some target children from those who are coming into school but this can change on a regular basis due to parental work patterns.

Questions on The Safeguarding Report – Becky Taylor (DSL):

From Ian Burgess (Chair):

I've Just been reading the safeguarding update for the LAB and have a couple of questions please?

1. Can you expand on Mental Health as a main area of concern
 - How does this present itself
 - What type of actions can we take to support the children?

Mental health presents in a variety of ways, e.g. separation anxiety, school refusal, Covid related anxiety, low self-esteem, connection-seeking behaviours, emotional dysregulation, parents reporting behavioural changes at home (e.g. around eating/sleeping habits, emotional outbursts/meltdowns). When situations like this occur, the children are referred to either myself or Lindsey Vaughan- Lewis (ELSA - Emotional Literacy Support Assistant) for pastoral support. If the problems are more complex then we refer to either TAMHS (Targeted Mental Health Service for Schools) or Trailblazers for more specialist support.

2. In view of the unique circumstances of lockdowns have we provided any extra training for the staff in identifying the main areas of concern or are these picked up in the annual training?

No additional training has been provided because the issues are covered within annual training and the training updates we have throughout the academic year. However, the Safeguarding and Online Safety policies have been updated and are regularly reviewed to reflect the ever changing circumstances within which we find ourselves. These updated policies are then shared with all staff. After the most recent update to the Covid Annex of the Safeguarding Policy, all staff have been asked to complete a survey on Google Forms to assess their understanding of the content.

I hope this answers your questions, but do please come back to me if you would like any further information.

There were no further questions on the Head's report. The Chair invited the Head to update Governors on the present situation in school:

The Head explained that the school had more children in than were expected but that this was down to a change in the key worker criteria as well as some employers expecting staff to come in to work. Last week there were approximately 140 children in daily with 2 year groups closing.

The Head continued that the biggest challenge is staff workload due to recording lessons as well as replying to questions and comments and acknowledging work. The Head added that it's a totally different way of working and that sometimes the technology can be a challenge.

The Head said that there had been some lovely comments coming in from parents.

The Head added that staff meetings had been put on hold.

JL added that even though the workload has increased the quality of work from staff has been excellent.

		<p>The Head added that the school is working on the idea of having a day in the week which is focused around creativity, just to ease the pressure on parents and to also give teachers a bit of a break.</p> <p>The school is trying to support parents, staff and children.</p> <p>GC extended her thanks to the Head adding that the structure of learning since January has been amazing.</p> <p>MS agreed, adding that the teachers are doing an amazing job and often will reply late at night which is very appreciated.</p> <p>MS asked about whether live lessons might be considered. The Head responded that there is a Safeguarding issue with this and also Red Oaks have to use interpreters for lessons. The Head added that teaching unions do advise against it.</p> <p>The Head concluded that the responsibility for learning doesn't rest entirely with the school.</p> <p>The Chair added that the school were doing a great job with Blended Learning and he felt that Parents were gaining a greater understanding of what teaching involves which is a good thing. The Chair asked the Head to pass his thanks to the wider team adding that they have the full support of the LAB.</p> <p>The Head added that the situation is particularly difficult for the younger children and their parents especially those who need a bit more support.</p> <p>GB who is a Parent and also the IT Director for TPAT added that the school's Blended Learning method of 'Play, Pause and Replay' is really robust.</p>
2.2		<p>Finance:</p> <p>The Chair thanked JP for the finance reports which had been posted to Governor Hub with questions invited in advance of the meeting.</p> <p>From Ian Burgess:</p> <p>One question if I may please with regard to COVID catch up funding</p> <p>Can you easily identify how much we have received and how much we have spent of this extra funding?</p> <p>Thank you for your question.</p> <p>Yes, I can easily see the funding we have received and also the amount we have spent so far. There is a report on PS (Financial system) that allows me to see any income received and we have set up a separate Covid Catch Up cost centre so all expenditure is linked to this cost centre and easy to see. It can also drill down to what it has been spent on.</p> <p>There were no further questions and the Chair thanked JP for the update.</p>
2.3		<p>Educational Standards:</p> <p>SDP and Term 2 Data Review:</p> <p>The Chair asked the Head how she thought the children might progress in the next couple of months.</p> <p>The Head responded that it was difficult. Staff are continuing to keep detailed records of engagement and following up where necessary. Help is also being given to those who need access to IT. The school have signposted Parents to the different ways of accessing You Tube which has really helped.</p>

		<p>Term 2 data was affected by the first lockdown but the higher ability children still managed to make progress. The Head continued that the scheduled Progress Meetings and planned interventions could not take place due to the latest lockdown.</p> <p>The school is considering testing with 2019 SAT's papers in order to show gaps and to measure progress which can only be done with some sort of assessment. Yr. 6 are keen to do SAT's to show their knowledge. The Head added that it also helps to inform the next set of teaching so staff can quickly fill in the gaps. The Chair agreed adding that there's a need to understand where the children are.</p>
	2.4	<p>Policy Review & Approval:</p> <p>Remote Learning Policy and Procedures:</p> <p>JL shared the new Remote Learning Policy and Procedures with Governors via Governor Hub in advance of the meeting. There were no comments or questions from Governors.</p> <p>JL and The Head suggested sending out a selection of pre-recorded lessons for Governors to look at with a view to them asking questions at the next meeting on March 9th</p> <p>Action: JL to send out selection of pre-recorded lessons for governors to review</p>
3	Support	
	3.1	<p>Link Governor Visits & Reports Since Last Meeting:</p> <p>There was no new Link Governor feedback since the last meeting in December. The Chair asked Governors to begin thinking about making contact with Subject Leads again in Term 4.</p>
	3.2	<p>Governor Training & Preparation:</p> <p>There were no training updates.</p>
	3.3	<p>Admin & Clerk Update:</p> <p>The Clerk thanked JP for sending out login information to the LAB for 'The Key for School Governors' which can be accessed through the Governor Hub portal. The Clerk reminded Governors to have a look at the site if they had not yet had the opportunity. The Clerk advised the Board that a presentation on 'The Key for School Governors' is hopefully scheduled for the next Clerks and Chairs meeting.</p>
4	AOB & Any Other Points	
	4.1	<p>AOB: Matters Arising:</p> <p>New Admissions Policy:</p> <p>MS submitted a question about the new Admissions Policy in advance of the meeting:</p> <p>Please could we add an AOB item to look at the impact the new admissions policy will have on the responsibilities of the LAB? The policy states that going forward (once the policy is</p>

		<p>approved) in-year and other year-start admissions will be under the LAB's supervision. Admission into reception will still stay under local authority control.</p> <p>For us all to consider: is everyone happy to pick up this additional responsibility? What information (and in what format) will the LAB need for reviewing and approving such requests?</p> <p>Alastair Dixon Patterson (Director of Finance and Operations) responded:</p> <p>This follows on from what was discussed at the Clerk and Chairs in November and perhaps the ToR's might answer the questions.</p> <p>The LAB will be asked to provide a single member to be part of the Trust admissions committee to oversee the internal management of the process as part of the Admissions Committee. The Trust will deliver centrally what SBC is currently contracted to provide. As things stand now, SBC manages the oversight of its own process, there is now a need for that oversight to take place internally.</p> <p>Previously, SBC had the responsibility, via delegation, to manage this on behalf of maintained schools so at academisation, the academy trust became the admitting body as opposed to the local authority when it was a maintained school.</p> <p>In reality, the admissions Officer will undertake all the administration, maintain waiting lists and process applications working alongside the school staff who currently deliver the school elements. Oversight will sit with the committee and be delegated to their appointed representative.</p> <p>JP added that a new TPAT member of staff will manage Admissions. Michele Tyler currently manages Admissions at Red Oaks so it will be a benefit. JP feels that it will help speed the process up. The Head added that it won't affect SRP admission and that Michele will continue to do Nursery Admissions.</p> <p>There were no further items for AOB</p>
4.2		<p>Date of Next Meeting:</p> <p>9th March 2021 - 6pm.</p> <p>The Chair concluded that there had been useful discussions in the key priority areas of Health & Safety, Blended Learning, Attendance, Safeguarding, Mental Health and Communication.</p> <p>The Chair extended his thanks to The Head and JL and all of the staff at school adding that the LAB has every confidence in them. The Chair thanked the LAB for their attendance.</p>

The Meeting concluded at 19:26 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: JL to send out selection of pre-recorded lessons for governors to review	JL	02/02/21
Action: Governors to arrange photo for ID Badge once school open	All	Deferred
Action: Arrange Focus Days & Presentation Themes (beyond April)	Head & LAB	30/03/21

Abbreviations:	
TPAT	The Park Academies Trust
SDP	School Development Plan
SLT	Senior Leadership Team
DfE	Department for Education
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
DSL	Designated Safeguarding Lead
SRP	Specially Resourced Provision
CLAN	Complex Learning & Additional Needs
SBI	Sign Bilingual Inclusion
EAL	English as an Additional Language
SEN	Special Educational Needs
CPOMS	Child Protection Online Management System

Signed:	Print:
	Signature:
Date:	