



Barham Primary School
Joint SCHR and Finance Committee Meeting
– 21st September 2020 at 6.30pm

Meeting Attendees:

Name	Role
Karen Giles (KG)	Headteacher
Mathew Parker (MP)	Co-Opted Governor/ Chair of SCHR committee
Harshal Naik	Parent Governor
Daksha Thanki (DT)	Co-Opted Governor
Ruthie Jacobs (RJ)	Co-Opted Governor
Naveed Saeed (NS)	Co-Opted Governor
Dimple Paragani	Staff Governor
Anjni Dangi	Parent Governor
Vijesh Patel	Co-Opted Governor

Observing:

Name	Role
Angela Turner	Clerk

Clerked by Angela Turner, Clerk to Governors – Barham Primary School

Minutes:

	Item	Action
1.	<p>Apologies for absence and welcome EW sent apologies in advance of the meeting.</p> <p>Declarations of Interest None</p>	
2.	<p>Approval of Minutes from last meeting Approved, no inaccuracies reported. No actions.</p>	
3.	<p>Sacre Determination The governors discussed the SACRE determination and the reasons for continuing as a multi faith school. The current and usual cohort was discussed in terms of religion. Governors viewed the letter that was sent to parents as well.</p> <p>The governors agreed to the school remaining a multi faith school.</p>	<p>School to apply to SACRE to be a multi-faith school.</p>
4.	<p>Governors were reminded that this is a combined meeting of finance and premises and the curriculum committees to bring governors up to date and close off the previous academic year.</p> <p><u>Curriculum Committee Update</u></p> <p><i>Covid update</i> A presentation was shared with governors, this was also shared with staff on the first day back to school. The children have been back at school for 2 weeks. There have been approx. 10 children and staff who have been advised to take a test due to mostly a temperature concern. No positive tests have been returned. KG was surprised to see so many children returning to school, parents for the most part have been willing to send their children in.</p>	

KG explained that any families who had a real concern of sending their children back to school were contacted and invited in to see the environment as well as ask any questions they may have.

3 members of staff were off work at the time of this meeting either because they had symptoms or their child is isolating.

KG felt that the main challenge is of adults moving around, crossing bubbles and shared with governors' examples where, in other schools, staff who have crossed bubbles have had to isolate as well if a bubble has had to isolate. The aim is to keep the risk of closure as small as possible so at best only a class has to close or a year group.

Even though the current announcements are that the schools will be the last to close with the focus on keeping open for as long as possible, preparations are taking place to ensure continuity of learning as much as possible.

Governors are asked to be mindful of local numbers regarding covid 19 and consider closing if the need is such to protect the local community.

In regard to teaching and learning, focus is on making sure learning is as agile as possible, that the online learning offering is as good as it can be.

Training is taking place to upskill teachers on G Suite so they can support students in their learning.

KG talked about schools in New York who found that while online learning was available, the teachers weren't skilled in delivering learning and parents weren't knowledgeable in how to access the materials. Barham plans to approach this with training for teachers and support for families.

G suite for education is being used, Google classrooms have been set up. A blended learning page has been set up on the website where children can watch videos and take part in tasks. The students have been guided in how to access these videos and tasks. The majority were able to do this at home, a minority had trouble doing so for a variety of reasons like no access to a device, bad internet etc.

Q – Are the online tasks the same as what would be set within school?

A – Yes, we have a teacher who is isolating at the moment who has set work for the students from home giving guidance to the students.

Q – Can you interact with the students on Google classroom?

A – Yes, teachers can send messages to students and vice versa. Teachers and families can also communicate with each other through class dojo.

KG noted that it's very important to have some consistency throughout all of the year groups in the school because if a parent has a couple of children, they need to be able to understand how to help their children to do the work.

Q. How do you assess where you are in terms of whole school trauma and how children are affected?

A. The children have lots of staff who work closely with them, there are no heavy conversations but lots of how they are and as much as possible it is business as usual. The support is there though should they need support.

A. We did talk about it for a bit in terms of losing family and lockdown but really most of the children just wanted to get on with learning, they were glad to be back.

Q. How are you and your staff quality assuring the curriculum?

A. We're not in a position to quality assure anything yet, it is about figuring out where the children are emotionally and holistically and then seeing where they are and where the catch up needs to be done. If we have a safe, happy school environment then that is quality assurance in itself.

Q. Who sets the pace?

A. The children, it has to be governed by the kids and their needs. They previously would've been in sets but they can't be now because they have to stay in their bubbles, so they have to set the pace for their learning.

Q. If the bubble is a year group why can't they be in sets? Is it to protect the teacher? Don't they mix at breaktimes?

A. We have class bubbles, we're trying to minimise the time spent outside of the bubble. They keep a good distance outside and sit in class bubbles at lunchtime.

<p>5.</p>	<p>Staff Appraisal</p> <p>Staff appraisals have started in earnest. This usually begins at the beginning of the academic year after looking at priorities for the year with the SLT which would then cascade down through the staff. We are trying to complete appraisals before a potential lockdown, so the teachers have a clear idea of what the priorities are.</p>	
<p>6.</p>	<p>School Priorities</p> <p>The school priorities were shared in advance with governors.</p> <p>KG spoke to governors about the priorities which include a focus on racism and equality. KG felt that there is an issue within the school where the majority of the leaders in the school are female. This needs to be addressed because the boys don't have anyone to look up to on leadership. A leadership and development plan is being put in place to fix this.</p> <p>Q. How many male teachers do you have at the moment? A. We have 5 in total. 3 are NQT this year.</p>	
<p>7.</p>	<p>Assessment data</p> <p>KG explained the challenges facing looking at assessment data during this period following lockdown and continuing challenges brought about by COVID 19. Writing was meant to be moderated last year in year 6 so this might happen this year.</p> <p>There is no reception baseline assessment. KG felt that this year's reception cohort seems to have settled better than previous years.</p> <p>KG shared that the school is doing it's best over the next coming weeks to capture baseline but also identifying gaps as in real time as well.</p>	

<p>8.</p>	<p>Q. What's happening with secondary school applications for year 6? A. Usually secondary schools will have an open evening or morning but this year the school is taking part in zoom meetings with secondary schools. The application process is still the same. We are continuing to advise them. We are still offering support to parents who are struggling to fill in the forms.</p> <p>Q. If you baseline them now but they're bit below isn't that a good thing? Won't it show great progress further down the line? A. It's about giving a fair chance to them to show what they know</p> <p>Q. But they have been back for two weeks, shouldn't they be able to show it now? A. There's a big difference though between those who engaged during the school closures, who didn't engage at all, who suffered trauma and who has struggled.</p> <p>Reception/Nursery intake numbers 120 in reception 90 nursery</p> <p>KG explained that there is a number who were off rolled because they needed to relocate and haven't taken up their places in reception. This was reported to Brian Grady whose remit is attendance. There is a Census in October which will decide the funding that is allocated to the school, so it is important to tidy up the admissions and make them as accurate as possible.</p> <p>Q. The school currently is not full, do you think you'll get those children in before the deadline? A. We have someone in the front office who is very good at chasing up and processing admissions.</p> <p>Q. Do you have waiting lists for each year group? A. We have small waiting lists, it's a matter of getting them through the system. We've been in this position before and on census day we usually have more than capacity.</p> <p>Q. Which year group has the biggest number of vacancies A. Year 4</p>	
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<p>10/11</p>	<p>Finance and Premises</p> <p>VP gave a verbal update on the finance from a conversation that took place with the business manager prior to the meeting.</p> <p>9. VP explained that as this meeting is early, there isn't a budget to compare at the moment. The biggest and most notable item is the budget being hit mostly by lettings which doesn't look to be improving soon.</p> <p>KG – We have decided to suspend lettings at the moment and not add the extra risk to the school.</p> <p>Premises</p> <p>A report was sent in advance of the meeting. A lot of cleaning work has taken place. The SEND building has not moved forward yet because there hasn't been a written commitment to paying the money for it, there is a concern that prices have gone up as well so getting the written commitment to the funding will mean the work can go ahead.</p> <p>Q. Have we had any inspections from the LA to make sure we are covid safe? A. We are expecting a phone call from the health and safety executive to go through the questionnaire that was sent but the LA are not keen to send people to schools for fear of increasing the risk.</p> <p>Q. How do the TA feel working 1-1 with the SEN children considering they are in close contact with the children. A. Very well. If they are working with a child who is known to do things like spitting, biting etc they can wear full PPE.</p>	

	<p>Tests are available at the school; these can be given to parents who are struggling to get a test or staff who need one. They are being used as a last resort.</p> <p>The risk assessment was shared with governors in advance of the meeting and while governors discussed the contents, they were happy with the document and measure in place.</p>	
4.	<p>AOB</p> <p>KG thanked the governors for their support and reminded them that they do not have to wait until meetings to ask about anything they are concerned about or want to know about, they can contact KG at any time to find out anything.</p>	

Accepted as a true and accurate record by the Chair _____