



# John Blandy Primary School

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| <b>Meeting</b>    | <b>Local Governing Body</b>   | <b>Where</b> | <b>Virtual meeting by TEAMS</b> |
| <b>Date</b>       | <b>Tuesday 2 February 2021</b>  | <b>Time</b>  | <b>19.00</b>                    |
| <b>Governors:</b> | Lucie Belcher (LB, chair, parent governor), Hannah Boon (HBo, parent governor), Clare Butcher (CB, community governor), Lorna Butler (parent governor), Tamzin Einon (TE, community governor), Suzanne Elliot (SE, Headteacher), David Hancox (DH, community governor), Judi Kingdon (JK, staff governor), Janice Simpson (JS, community governor), Sarah Thompson (ST, Headteacher), Kerri Treherne (KT, community governor) |              |                                 |
| <b>Apologies:</b> | None  |              |                                 |
| <b>Clerk:</b>     | Jan Clark   |              |                                 |

## Minutes

|   | Action |
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| <p><b>Meeting opened at: 19:05</b></p> <p><b>Welcome and opening business</b><br/>           Technical problems were experienced and some were unable to see all attendees in a gallery view. It was agreed to continue, as all could see individuals when contributing.</p> <p><b>The members agreed to the meeting being recorded on TEAMS. It was explained the recording would not be used as a substitute for formal minute taking, only as a facility to check details if necessary. The recording will be deleted when the first draft of the minutes are agreed by the Chair and Headteachers.</b></p> <p><b>Action: Recording to be deleted following approval of First Draft Minutes</b></p> <p>The meeting welcomed the new Clerk and introductions were made.</p> | Clerk  |
| <p><b>Quoracy and apologies</b><br/>           The meeting was quorate and there were no apologies.</p>   |        |
| <p><b>Urgent matters as previously notified to the Chair</b><br/>           None received.</p>  |        |
| <p><b>Declarations of pecuniary interests</b><br/>           None.</p>  |        |



# John Blandy Primary School

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| <p><b>Minutes of last meeting</b></p>  |                         |
| <p><b>Approval of minutes of last meetings</b><br/>         The following minutes were approved:</p> <p>22 September 2020 (held over from previous meeting as they were not circulated in time to be approved).</p> <p>17 November 2020</p>  |                         |
| <p><b>Matters arising from minutes of meetings</b><br/>         22 September 2020<br/>         17 November 2020</p> <p><b>Action: due to the recent change of Clerk, it was agreed that the draft minutes of the previous two meetings would be forwarded to the Headteachers for final approval before publishing on the school website.</b></p>  | <p>SE/ST/<br/>Clerk</p> |
| <p><b>Governing body</b></p>   |                         |
| <p><b>LGB Vacancy – Community Governor</b></p> <p>It was confirmed that JS would be stepping down from her governor role when her term of office ends on 6 February 2021. JS was thanked for all her hard work and commitment to the school and it was acknowledged how much her contribution would be missed. LB was approached by a parent who expressed an interest in becoming an Associate Governor. The meeting was asked if there would be any objection to appointing an Associate Governor, in place of a Community Governor. FLT had confirmed that Associate Governors have the same rights and restrictions (including confidentiality) as other governors, but do not have voting rights, which would not be an issue for the school for at least a year.</p> <p>SE cautioned this appointment would be another parent governor and school would benefit from an external appointment; possibly someone from the local community. DH agreed and, whilst acknowledging that school has had Associate Governors in the past, supported the view that JS should be replaced with another Community Governor with no internal links to the school.</p> <p><b>All agreed JS should be replaced with another Community Governor, from outside school if possible.</b></p> <p>It was suggested the vacancy could be advertised in the local Round &amp; About magazine and KBS News. Advertising could also be extended to include local shops, all Academy schools in FLT and the Independent School sector. The meeting supported this approach.</p> <p><b>Action: SE to request for advert in KBS news. LB to investigate advertising within local shops and Round and About. CB to look into advertising in the Independent School sector.</b></p> | <p>SE/LB/<br/>CB</p>    |



# John Blandy Primary School

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| <p>The meeting was reminded that Helen Benson (HBe), Support Staff Governor, retired at Christmas 2020. It was questioned whether best practice dictates her replacement should be from non teaching staff, or whether it was also open to teaching staff. The LGB already has JK, who is a teacher.</p> <p><b>Action: Clerk to check regulations on replacing HBe and report back to SE/ST.</b></p>   | <p>Clerk</p> |
| <p><b>School Development Plan<br/>(Documents in Governor Hub)</b></p> <p>The Headteachers directed the meeting to the School Development Plan (SDP), posted to Governor Hub, and outlined the key points. No questions were submitted prior to the meeting.</p> <p>The three separate sections; Learners First, Nurture and Develop and Strengthen and Grow, are taken from the FLT Academy vision, considered to be an appropriate link for John Blandy as an Academy school.</p> <p>A review of the SDP was carried out on 17 November 2020, but developments mean an updated review is needed. A meeting with Louise Warren (FLT) is planned.</p> <p><b>Learners First</b></p> <p>The colour coded traffic lights system was used to good effect:<br/> Green – achieved;<br/> Amber – nearly there;<br/> Red – not started.</p> <p>It was apparent that closing the gap between children, including the vulnerable, following the first Lockdown last spring/summer was apparent through assessments in the autumn term and was likely to have increased for some since a further Lockdown. Therefore, the impact of the current Lockdown would need to be assessed as a matter of priority.</p> <p>Due to the recent nationwide developments, the Covid-19 Catch Up funding plans are also out of date; the funding allocation amounts to £17K. Proposals for a booster teacher had to be put on hold and this post might not be filled until April or May 2021. Reviews of the plan are ongoing and the Headteachers reported that they are working on new ideas, to be shared at the next meeting.</p> <p>School is working towards becoming an Outstanding Reading School. Read Write Inc. has been very successful, with 83.3% of children passing their Phonics check in Y2. Whole class reading takes place from Y2 upwards; the majority need less time spent on Phonics with just 5 children needing an extra boost. Exploring the Teaching of Spelling is used in KS2; no-nonsense spelling has been used, but now other alternatives are being explored.</p> |              |



# John Blandy Primary School

It was confirmed that by using Google Classroom much of the Reading Journey has continued successfully during Lockdown. Phonics, Whole Class Reading and Read, Write Inc. have also continued, but it was acknowledged that it was not the same as taking place in school and that some content had to be simplified to support remote learning.

School is planning to explore high interest low ability texts for children who are struggling with their reading. Read, Write Inc. produce packs for SEN children. Previously the school could not afford to purchase catch up/intervention packs, but these would now be a good use of the Covid-19 Catch Up funding. This would help less able pupils to feel they are catching up with their peers.

## **Nurturing and Development**

Supporting middle leaders across the school to raise standards across the curriculum is an ongoing initiative, linking to Ofsted in promoting a broader, balanced curriculum. Teachers are taking a lead in their subjects, but the Headteachers are aware that there will be a need to return and focus again on the core following Lockdown, as gaps could be widening. Children will need more support with reading and writing when there is a full return to school.

*JK commented that she had noticed a drop off in writing and in the pupils' stamina and suggested a focus on writing. She also highlighted maths as being difficult; having to deliver to middle ground, average, pupils which can exclude both lower and higher attainers. It was recognised that steps will need to be implemented to address this.*

***SE commented that she had observed a lesson delivered by JK and congratulated her on coping so well with the current challenges. It was also accepted that the SDP should include a plan for teachers to be released from some timetabled commitments for periods to allow for monitoring.***

ST reported that school intends to offer parent information sessions, more relevant now that parents have experience of lesson content through homeschooling. This would allow school to address any concerns or questions parents have. It was suggested this would be made a priority for the autumn term, as other issues would take precedence in the summer term.

## **Strengthen and Grow**

The Headteachers reported plans to improve and refine the school vision for a growing school. The existing vision of the three Bs; Belong, Believe and be Brilliant, together with the eight School Values, could be considered confusing as there is a lot for children to remember. It was proposed that a working party be brought together to consider whether changes were needed. The vision could be developed, but kept fundamentally the same.



# John Blandy Primary School

All agreed this would be beneficial; to monitor through the summer term and plan for autumn.

School intends to develop Cultural Capital and give the opportunity of experiences to all pupils, such as theatre and residential trips. Under the current restrictions, these experiences are not possible and, although a few trips had started with others planned, all had now been cancelled or postponed and it was uncertain when they could take place.

It was accepted that offering experiences can have financial implications. There are many providers offering remote experiences, but cost needs to be balanced against quality of the experience and how much children would gain. Asking parents for financial contributions could cause pressure, particularly following the extended periods of Lockdown. The school would continue to explore options with no cost to parents, including using the Catch Up funding and making use of help from charity organisations, if appropriate. It was agreed that this would be reviewed, but no plans could progress at this time.

*HB raised the question of addressing Cultural Capital with regard to school visits, experiences and texts. She put forward that pupils should not be excluded on the basis of vocabulary used or cultural reference points. Given the commitment to reading, could the school give consideration to this when buying in texts; to open up communication for some pupils who may feel excluded?*

*JK comment that the Whole Class Reading scheme was introduced in September. It is based on class texts and involves adults reading a few pages of text. Children are then asked to respond to questions, which are often linked to vocabulary, spellings and punctuation. Some of the text are fairly 'highbrow' and led to the need for deep discussion. Theme based linked texts are also used, for example; scientists, classics and notable people. Often excerpts are taken from books and other sources, enabling KS2 to get a rich diet of writing without the need to buy in multiple texts. JK also suggested that, although excellent books in their own right, many texts used could be perceived as being by white, middle class British authors not reflecting wider diversity.*

ST agreed and was confident this could easily be addressed going forward and would be appropriate expenditure from the Catch Up funding. She noted the example of multi cultural themes explored by Y6 pupils leading to many discussions of theories of life and death.

## **Pupil Numbers**

The school is growing and looks set to maintain maximum capacity as it grows. There are 239 pupils on roll; only a couple of classes in KS2 are not full; KS2 classes allow 32, with KS1 classes full at 30. Pupils are on the waiting list to join in R/Y1 and in Oak class.



# John Blandy Primary School

All agreed that restrictions caused by the pandemic are affecting the ways in which the school is able to promote itself. Open Mornings cannot take place and prospective parents are unable to visit. School is making every attempt to be creative and overcome these limitations by making use of videos and recorded session, with the excellent work done by Y6 a good illustration of this. Although there will be uncertainties over the next few months, there was a sense of optimism for the autumn term, with contingency plans in place for new parents.

It was confirmed a section on SEN would be included in the updated SDP.

There were no other questions on the SDP.

## Strategic matters

### Head teachers' report

The Headteachers directed governors to the Headteachers' Report, posted to Governor Hub, gave the following summary and asked for questions.

*DH asked: in terms of school capacity, is school going up to 32 pupils in KS2 with KS1 remaining at 30?*

Yes, this is the fullest school has been; we have not been in a position before when we have the prospect of refusing places. In 2018 limited places started to have an impact on allowing sibling of existing pupils to join, but extending places in KS2 eased this.

### ***Relating to the Headteachers' Report, DH gave a P4 financial update from his recent Academy meeting:***

In summary, a balanced budget was set with £950 surplus but this was drifting out for John Blandy, with all schools across the Academy experiencing similar negative financial developments. We are now in a balanced position back from 30K deficit and, despite expensive staff absences and other additional costs, our financial situation is now looking positive. This has resulted from effective use of the Catch Up funding and excellent financial management by the Headteachers.

***DH expressed thanks to ST and SE for managing the school budget so well under such testing circumstances.***

### Staffing

There have been changes to school staffing, mainly with new appointments replacing outgoing staff. A new Office Administrator started in January 2021 and is already making a positive impact, helping the Headteachers and the school as a whole. Three new Teaching Assistants (TAs) also started in January 2021. All have school aged children who attend



# John Blandy Primary School

other schools, so were given the option of delaying their start date due to the burden of homeschooling. Each decided not to delay and they have all settled in quickly with a very positive start. Induction has been helped by the smaller class groups and fewer pupils in school.

The decision was made not to use the new Rainbow building until school can fully open. It was not an easy decision, but there is no Wi-Fi in the building yet and it was judged the right choice to make sure the new classrooms are clean, fresh and unused for when all children return to school.

*LB asked if all staff are able to use the 5 new Clevertouch boards?*

It was acknowledged staff had not received sufficient training and confirmed that training will be delivered.

*DH asked if there were any developments on the roof work and when it might be finished?*

There have been some struggles with the building company and the weather had been a barrier, but the work is now believed to be on track. Workers have benefitted from having fewer children and cars on site, although there has been some noise disruption in school. One leak was discovered, but this has now been resolved. It is estimated the work will be finished between mid March and the beginning of April.

*DH asked if the outdoor play area has been resurfaced?*

It was confirmed the KS2 area is finished, but waiting for the grassed area to grow. School is currently looking at field trim trails and seeking quotes, to be paid for from Sports Premium funding.

## **Safeguarding**

SE confirmed the Safeguarding Review has been posted to Governor Hub.

## **Questionnaire to Parents**

It was reported that there had been an excellent response to the online learning questionnaire to parents and feedback was very positive. There were 77 responses, representing around a 60% return from families. Feedback received was from parents whose children are currently homeschooling; parents with children attending school did not feel it appropriate to complete.

## **The Headteachers gave a summary of the questions and responses:**

- Did John Blandy School react promptly to Lockdown? Yes/100%
- Has John Blandy communicated well with parents/carers? Yes/100%
- Positive impression of Online Learning for my child - Agree/65, Disagree/4, Neutral/4
- Learning in Lockdown two has been better than in Lockdown one -Agree/65, NA (RPupils)/11, Same/1, Disagreed/0



# John Blandy Primary School

- My child has enjoyed live session this Lockdown – Yes/58, Neutral/14, Disagree/5
- The work set is too hard – 12
- The work set is too easy – 3
- The work set is Just right – 62
- My child enjoys their learning, it is varied and keeps their interest – Agree/50, Unsure/22, Disagree/5
- My child's Wellbeing is being supported by the school during Lockdown – Strongly Agree & Agree/55, Neutral/20, Disagree/1
- My child has Special Educational Needs and the support provided meets their needs – NA/61, 14 responses: Agree/6, Neutral/5, Disagree/3
- We feel well supported by the school during this Lockdown – Agree/61, Neutral/14, Disagree/2
- My child's work challenges them – Agree/55, Neutral/21, Disagree/0
- My child enjoys the social sessions currently on offer – Agree/59, Neutral/12, Disagree/6
- John Blandy has supported families in being able to access online learning through the provision of devices etc. – Agree/36, Uncertain (no experience)/39, Disagree/1

45 responses included a written statement, all resoundingly positive and demonstrating a high level of understanding from parents about the current limitations.

*HB asked: as this was an online survey, have we got a bias of ascertainment and only surveyed the people who are getting the best out of this? Are all 77 responses are coming from the happiest, most engaged families?*

SE responded she was sure that if parents were not happy they would inform school. Out of over 95% of children engaged in the first week of remote learning there are 2 children who have not accessed anything, 1 whose parents opted not to send their child in September and 1 who has not attended for some time. Everyone else has been reached. One family has been pursued on a daily basis to establish why they are not engaging in online learning. The Headteachers have had telephone conversations with all identified as having possible concerns, in order to pre-empt problems. A list was compiled at the beginning of Lockdown of who should be contacted on a weekly basis.

It was recognised that there is a changing mood and that many parents, children and staff are suffering from fatigue and struggling with the continued restrictions and limitations. Mental Health Week has been beneficial in addressing this and providing a break to the routine.

*DH was reassured by the 95% who engaged in online learning, but concerned for the 5%*



# John Blandy Primary School

who are not engaging. He asked if action is needed to refer concerns to OCC and the Academy.

ST confirmed the most vulnerable families had been identified and encouraged in to school, even if just for 2 days a week, to ensure they have some support from school. Only 1 family is not engaging online or attending school. There were different levels of approach from parents, with some not able to support learning. It is expected the negative impact on mental health arising from the current circumstances will be significant.

ST highlighted the difficulties of having no legal ability to challenge non compliance when encouraging morning and afternoon registration attendance. It was considered important to work with parents and negotiate, rather than adopting too rigid an approach.

It was noted that school is doing everything possible to support and reach out to parents. Examples in the past week include a home visit by SE to check on a family and personal delivery of food parcels and learning packs.

***On behalf of the LGB, DH thanked the Headteachers and staff for their hard work, concern and action in helping and supporting pupils and their families.***

*LB asked how children have reacted to Mental health Week and also expressed concern for the welfare of teachers and staff.*

JK responded on behalf of the staff and reported the positive aspect of staff supporting each other and working together. Although everyone experienced some negative days, she believed that generally staff were hopeful, positive and doing well.

It was accepted that staff, pupils and parents were tired and school is mindful that energy levels are low. Some families would not appreciate the lack of structure during Mental Health Week. However, it was believed the change would be of particular benefit to the children and allow them to return to the structure refreshed. The difficulty in meeting the needs of all was recognised. It was considered important to encourage parents to work with their children; do a little writing, a little reading but not put them under too much pressure and to gauge advice on a personal level.

The difference between the current Lockdown and the Lockdown of last year was noted. The winter conditions and more structured approach to learning during this Lockdown have resulted in a lower mood and increased desire to return to normality amongst many children. This is true whether children are attending school or learning remotely from home.



# John Blandy Primary School

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| <p>It was reported that the Lateral Flow Device testing has been running for just over a week, with the majority of staff taking part. This testing has proved reassuring and timely for most staff.</p> <p>ST and SE confirmed that a copy of the Lockdown Questionnaire will be sent to all governors. The aim is to arrange a pupil questionnaire, to be organised during the next week if possible, or after half term.</p>   |  |
| <p><b>Budget report</b><br/>See above in Headteachers' Report</p> <p>DH also added that the remaining Capital funds will be used for fencing work. Fencing repairs are needed and relate to safeguarding. This work will also promote a good relationship with neighbours of the school.</p>  |  |
| <p><b>Pupil Premium</b><br/>There are 27 Pupil Premium children tracked in school; with higher numbers in the older year groups. It was noted that with Universal FSM pupils there is usually no urgency to become a Pupil Premium child until Y3. The report will be circulated to teachers to ask for feedback as all are running booster and support groups. It will identify what each Pupil Premium child is receiving and what the impact of the support has been. Pupil Premium pupils will be targeted for Catch Up funding.</p>                  |  |
| <p><b>Approval of Sports Funding</b><br/><br/><b>The Sports Funding budget was approved.</b></p>  |  |
| <p><b>Lateral Flow Risk Assessment - Health and Safety</b></p> <p>It was confirmed the Risk Assessment report has been emailed and LB included.</p> <p>HB had identified one health and safety concern with the new building, not reported as it is now obsolete; there will be another review when Lockdown finishes.</p> <p>The COSHH review identified some actions that need to be put into place, mainly signing risk assessments, removing products and those risk assessments no longer in use.</p> <p>SE recently attended asbestos training.</p> |  |
| <p><b>Building and Roofing Update</b><br/>Covered above.</p>  |  |



# John Blandy Primary School

## Update on School Review

The Academy Improvement Team planned to carry out an Ofsted style review to prepare for Ofsted. This has been postponed to 25 March, but there is uncertainty over whether it will take place on that date. It was agreed that, when it does take place, the review should be meaningful and beneficial. Therefore a further postponement to the summer term was likely.

It was reported that some Academy Headteachers have been offering teachers in schools a remote review by Lead subject. This would not be a formal review, but would assist planning and provoke thought. All agreed this would be beneficial, but was not considered essential at this time as Mental Health and Wellbeing should take priority. The Academy understands and supports this approach.

## Staff Structure Review & Close of Consultation:

### MAIN ITEM

The meeting was directed to the report posted to Governor Hub.

The consultation period ended on 18 January 2021. Two staff approached the Headteachers with informal questions, which were easily answered, and one with a written response (uploaded to Governor Hub). The written response questioned the loss of EY TLR and expressed concern that the new TLR posts fail to give enough Leadership release time.

***The LGB was asked to give formal consideration to the questions: do we want to make any changes to the proposal in the light of feedback? Is the point made valid and do the LGB agree the Leadership release time is not enough?***

The meeting agreed the point made was valid, but changes would have an effect on costing. One option could be to keep the model as it stands, but review and possibly allow more release time in the future.

*DH asked the Headteachers if, after considering the point, are they still comfortable with the structure?*

ST responded that consideration should be given to the question of whether the roles will be effective with the time allocated and will they be desirable for recruitment?

The effectiveness of the model was supported by Academy Human Resources and by other teachers and leaders with experience of other models. It was generally accepted that 2 hours a week release time included in the model is acceptable for the role. It was acknowledged that formally included release time in most roles was minimal, including TLR and PPA time. The time included in the model represents a gesture running parallel to the financial gain, but does not necessarily reflect the number of hours that will be spent.



# John Blandy Primary School

Time needed would also depend on how much time relates to the pastoral and behaviour needs of individual children, which is subject to change. The time allocation could be reviewed when children and their needs are identified.

SE suggested the time allocated could be enough, with teachers working together, but there will be points where it is insufficient. This is already apparent with Phonics, when more release time is sometimes needed.

DH agreed the time allocation was probably insufficient, but was enough as a starting point and a review would be easier when someone was in post. He understood the need to be realistic, but was reassured that the model was in line with other schools and the Academy. He proposed proceeding with the existing model, without change at this time.

*LB asked about the content of the informal conversations with staff and if this was positive?*

ST responded that one TA had expressed a positive view when learning more about how the Leadership structure would be implemented. One teacher had welcomed the opportunity for staff to apply for a Leadership post below Deputy Head, but with financial reward attached.

SE reported that training was being considered for an Emotional Literacy Support Assistant (ELSA) to assist the Pastoral Lead. This training had been disrupted by Lockdown, but an interest in future training has been registered. It was considered the heavier workload could be towards the Curriculum Lead, to support a broader, balanced curriculum.

*KT asked if there was anyone in the Academy who could cascade training as the usual training could not take place? It was noted that Lockdown was also having a negative effect in that the usual networking could not take place.*

ST considered this a good idea, but cautioned against appointing directly to an ELSA role, as the role would need to be advertised and comply with recruitment regulations. Consideration should also be given to how the time was managed and to the cost implications of support staff claims for additional hours to attend training.

*HB considered it was important to recruit to get the right balance, but expressed concern that emphasis on Early Years (EY) expertise would be lost. This could have a negative impact on the perceived strength of the school, particularly on keeping school full from EYs entry level.*

ST responded that, although the staff structure indicates the EY post is deleted, this refers only to the TLR attached to the post and not to the EY Lead post. She explained that most schools, similar in structure to John Blandy, do not have a TLR attached to EY. School would still look to the EY Lead to maintain the strength of EY. By September 2022 there



# John Blandy Primary School

will be 2 year groups of R classes, each with fewer pupils than other classes in school. The EY Lead role has changed and requires less time, as data is now entered into spreadsheets and the Assessment Lead now gathers together the data for analysis.

It was outlined that each subject Lead has a responsibility to understand their own subject from EY to Y6. In this respect EY is developing and integrating; becoming another year group rather than separate to the rest of the school.

ST reported that she had responded to the written question directly, in writing, but had also spoken on the telephone before the written response from the staff member was sent. During the telephone conversation, the staff member indicated awareness of the need for School Leaders to put energy and funding elsewhere when strength had been built up in a particular area. It was also accepted that diverting the EY TLR to other areas was a sensible decision.

**The Headteachers asked if all were in agreement and would accept the model in the existing form, with the intent to review the time allocation when the appointment is made and post filled. The whole board agreed.**

The recruitment process could move swiftly. The Acting Headship would be referred to the Academy HR to determine if this is a good fit for school, or whether a role needs to be created to make it permanent.

An existing member of staff who already holds a TLR post in school can be offered first choice for one of the new TLR posts. The posts will be advertised and firstly shared with the staff member, if interested in one of the posts, the staff member will be asked to write a letter of interest (not a formal application) in advance of an informal interview. Providing the staff member is in agreement with the job description as advertised, the post can be offered. If one TLR post is recruited in this way, the second TLR post can be recruited.

The options for filling the Deputy Headship gap were discussed. It was explained that if the LGB wished to fill the Deputy Headship before September 2021, this should be advertised before recruiting for the other TLR post, as some might chose to apply for the Deputy Headship rather than a TLR post.

The Headteachers noted the difficulty in deciding what the Deputy Headship role would entail in terms of time management. They suggested implementing the TLR roles first and addressing the gaps with the Deputy Headship at a later date.

*DH agreed school had a functioning Deputy Head role at the moment and fitting in around*



# John Blandy Primary School

*that would be complicated. He agreed it was sensible to fill the TLR roles first. CB agreed that appointing TLRs was priority, but acknowledged that the Headteachers had experienced a very stressful year, working long hours and was mindful of their welfare. When fully open again the school would have additional floor space and more pupils. She suggested support from a Deputy Head was needed, so would not be in favour of a long delay, although it made good sense to appoint in stages. SE noted that recruiting a Deputy 2.5 days a week would result in a full time deputy out of class, which is not in the structural review or financially viable.*

All agreed there were some difficult choices, but advised considering what would be most beneficial to the Headteachers and for the LGB to give priority to their wellbeing.

The Headteachers thanked all for their concern and support, but felt that the appointment of 2 TLRs would make a difference and ease the workload and would be the best option at this time. It was also considered that money saved on the immediate appointment of a Deputy Head could help fund extra hours for the TLR posts if needed.

***LB acknowledged a well researched question that has been given appropriate and thorough consideration; with a commitment to review when the TLR posts are in place.***

**It was agreed to use the existing model, continue with the recruitment process for the 2 TLR posts and to review and reassess the workload and identify gaps when the TLRs are in post. Governors will be kept updated with progress.**

**Action: All agreed to start the process of recruiting for TLR Senior Leadership Roles, using the model put forward by the Headteachers.**

**All agreed to postpone filling the Deputy Headship gap at this time.**

HTs/  
Chair

## Policies

### Staff Wellbeing

ST reported that the agenda was continuing and that the Headteachers were aware of the pressures on staff. There have been weekly catch ups with teachers who are currently working remotely and concern that some are more isolated. It was reassuring to hear from JK (see above) that staff are supporting each other, both in school and remotely, and are generally positive in their outlook.

The Headteachers are constantly looking at ways to support all staff. Funding has been allocated to book an inspirational speaker. This was unfortunately cancelled due to Lockdown but will be rearranged for the summer term. The Headteachers are grateful to the LGB for recognising the efforts of all school staff in supporting families with planning, delivering, collecting work and other initiatives. The whole school is working together and



# John Blandy Primary School

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| <p>supporting each other.</p> <p><b>On behalf of the LGB, LB again praised all school staff for the phenomenal job they are doing.</b></p> <p><i>KT suggested governors should reinforce their gratitude to staff with a personal 'thank you' in the form of written notes or cards.</i></p> <p>SE agreed with this idea, saying Headteachers have personally written to staff and a similar initiative from governors would be welcomed.</p> <p><b>Action: LB and KT to liaise and organise written notes/cards from governors to all school staff.</b></p>   | <p>LB/KT</p> |
| <p><b>Reports</b></p> <p>The meeting was directed to the reports recently circulated and posted to Governor Hub.</p> <p><b>LAC/CWCF report</b></p> <p>It was noted that that Looked After Children (LAC) is now called the Children We Care For (CWCF). The report is not new as school has not had any CWCF for a substantial period of time and this is the first time school has had a year when funding has been received for CWCF in school. The Children in Care form has been completed, in which the school highlights and lists what is being done for these children in school. This form was considered to be very basic and, in this respect, did not appear to do justice to and adequately reflect the care given to these children by staff.</p> <p><b>SEND report</b></p> <p>Postponed until the next meeting.</p> <p><b>Sports Premium report</b></p> <p>Discussed above.</p> <p><b>Covid-19 Catch-Up Premium report</b></p> <p>Discussed above.</p> <p><b>Safeguarding report</b></p> <p>A review has taken place with Lindsey Baldwin (FLT Safeguarding Team), which took some time to be released, so is now possibly in need of updating.</p> <p><b>TE reported that Lindsey Baldwin was very impressed with the work being done by the Headteachers and all the school staff. Areas of improvement were very positive. The Headteachers and whole school should be very proud of this achievement and were to be congratulated on being used as an example of excellence across the Academy.</b></p> |              |



# John Blandy Primary School

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| <p><i>The Headteachers thanked LB and the governors for the recognition and support.</i></p> <p><b>GDPR report</b><br/>Postponed, the review has been moved to after half term and will be discussed at the next meeting.</p> <p><b>Remote Education Review</b><br/>The Government produced documents for LGBs to review the Online Learning Provision, which proved to be useful. This was shared with staff just before the parent questionnaire went out. It was found to be beneficial that some elements of the review were linked to the questionnaire and addressed the same issues.</p>  |  |
| <p><b>Correspondence</b></p> <p>LB reported there will be a Chairs of Governors’ forum next week and that the Governance Review will be on 10 March 2021.</p> <p><b>LB expressed a wish to inform everyone that the Headteachers’ Review in December was exceptionally positive. Duncan Millard (FLT) was extremely impressed and in awe of what is being achieved by the Headteachers at John Blandy under such difficult circumstances; he believes them to be a wonderful asset to the school and to the community.</b></p> <p><b>JS was again thanked by the whole LGB for her contribution to the school for 10 years; all expressed their sadness at her leaving the LGB and agreed she would be very much missed. The LGB had prepared a leaving gift for JS and, under normal circumstances, would have presented this at the meeting, but delivery to JSs home address will be arranged.</b><br/><i>JS thanked the LGB and confirmed she will stay in touch with the school.</i></p> <p>A retirement gift for HBe has also been arranged and will be delivered to her home address.</p> |  |
| <p><b>Any other business</b><br/>None</p>  |  |
| <p><b>Academy news update</b><br/>Covered above.</p>   |  |
| <p><b>Items for next agenda</b><br/>TBC.</p>   |  |

**Meeting closed 21.10**