



ALFRED SUTTON PRIMARY SCHOOL

Part 1 Minutes of the virtual Meeting of the Performance Enrichment Committee Wednesday 1st December 2021. 7pm

Present: Ian Church (Chair); Attia Rafiq-Sharif; Robert Howell; Dave Dymond; Sara Fincham-Majumdar; Andrew Burrell; Kate Gordon; Hajar Alami; Adam Jones; Faruq Bilbe.

In Attendance: Rachel Lawson; Alice De Croos; Sarah Tweddle; Michael Kiedyszko; Laura Kerr; Richard Watson; Jenny Mussett; Christian Lim; Najma Hussain; James Taylor.

Apologies: None.

Clerk: Deborah Savage

Agenda Item	NOTE: The meeting changed the order of the agenda items to enable staff to leave the meeting once they had spoken to governors.
	Section one - Procedural
1	Apologies. No apologies had been received. Yota Dimitriadi and Adedayo Benson did not attend.
2	Declaration of Interest. There were no declarations of interest.
	Section two – Head teacher’s report.
6	HT Management Report. A report had been circulated to the GB prior to the meeting and the HT drew the meeting’s attention to the most important points. He began by thanking the whole school team for pulling together in what has been a very challenging term due to high staff absence as a result of illness and covid isolations. He commended the staff on their professionalism. The Covid tutoring grant is being used, as per government guidelines, to fund tutors working with selected children. Staff wellbeing remains a key focus – the wellbeing committee has met twice and had planned a social event that had to be postponed due to the level of staff illness. A number of staff are currently studying for a variety of NPQ courses which is excellent – these also feed into the SDP. Planning is still taking place for the schools’ streets initiative but is proving challenging. The situation changes regularly and, whilst the school had planned to launch in January by operating the scheme in the mornings only, it appears this cannot be done. If the scheme is launched it has to be for both am and pm sessions so RBC are working to seek additional volunteers. Governor Question: Can we use university students? Yes – and a plea has gone out. Our co-ordinator for the scheme is also working hard to recruit additional volunteers.

	<p>Governors were informed that the Open Morning held recently, the first face-to-face event for some time, went well, but that two additional open morning events that were planned have now been made virtual due the new covid variant and continuing concerns over visitors in schools. Feedback from those attending the Open Morning was that the visit was well-received.</p> <p>Governor Comment: I joined one tour and had positive feedback from the prospective parents I spoke to.</p> <p>Governors were informed that one member of staff will leave the school this term due to re-location. A teacher returning from maternity leave will take over his class and this is expected to be a seamless transition.</p> <p>Staff absence has been a huge issue this term and has had a big impact, however there are positives in that the school is full. The office team work really hard to keep the school full – there is currently only one space in the entire school.</p> <p>The HT then informed the Board of a confidential and time-sensitive issue which was recorded under part 2 minutes.</p> <p>The head went on to discuss the rise in both the number and complexity of safeguarding issues this term. Many of these cases are complex and require a high level of input from staff. Whist the safeguarding report that was circulated to governors in advance of the meeting was factual, it does not convey the enormous increase in workload for staff in handling these referrals and the increase in the number of parents experiencing mental health difficulties which has an impact on their children. We are seeing a greater number of cases than at any time during the pandemic so far. The team is adjusting and adapting to the increase in the workload but many of these cases are uncomfortable to deal with and we are mindful of the wellbeing of staff too. We are doing what we can to support staff who are working on these cases.</p> <p>Governor Question: Is the school getting better at reporting cases? Using the CPOMS system helps us to act speedily and it has been worth the investment to get it. Using CPOMS we can also keep staff updated quickly too as well as work more easily with other schools that also use the system. Many schools now use it so it helps when children transfer to other education providers. It also keeps all our staff aware of any concerns.</p>
7	<p>Overview of SDP key priorities.</p> <p>The latest version of the SDP 2021/2022 had been circulated to governors in advance of the meeting and the Head briefly outlined the key areas of focus for the school.</p> <ol style="list-style-type: none"> 1. Wellbeing and mental health of the entire school – the school is pleased to be able to run a more varied curriculum since the end of teaching in bubbles and a supportive environment for all is becoming embedded throughout the

	<p>school. RBC are offering wellbeing training and this is being looked at by the school.</p> <ol style="list-style-type: none"> 2. Quality of Education – the whole staff are involved in the ongoing work to refresh the curriculum so it is broad, creative and inclusive. 3. Personal and social development – specific areas have been identified and planning is being adapted to focus on these. 4. Behaviour and attitudes – this has been a real focus of this first term with all staff, including TAs, LSAs and Lunchtime Supervisors receiving therapeutic thinking training or updates. The school and RBC first launched this 3years ago so the school is taking this opportunity, post lockdowns, to re-launch it. This will include working with the most vulnerable children. 5. EYFS – demystifying the new framework and skilling the team in delivering it. Reading and assessment will be a focus for this phase during the year. <p>The chair thanked the Head for outlining the SDP key priorities and for the work which had gone into drawing up the document.</p> <p>Staff Comment: All teams had involvement in writing the SDP and all staff have bought into it – it was a good way to create the development plan.</p> <p>Governor Question: Your focus is no longer on catch-up? Yes – we are still focussed on catch-up but this is taking place within the phases and is different depending on the phase. Funding is targeted to certain criteria and year groups depending on need. It is defined and now narrowly focussed.</p> <p>Governor Question: Is this why catch-up is not an SDP level target? Yes – although it does permeate the whole SDP- there is a catchup element in the whole curriculum.</p>
	<p>Section 3 – AHT Reports.</p>
<p>8</p>	<p>Years 1&2.</p> <p>A KS1 report covering years 1&2 had been circulated to governors in advance of the meeting and staff present outlined the key points. There is a vast spread of need amongst the cohort due to the impact of covid and targeted support is being offered to assist children with catching up. The delayed phonic screening test in year 2 has just been completed and staff were delighted to inform governors that the pass rate was 93% due to the intensive support that has been in place since school resumed in September – as at the end of the last academic year there were a large number of children who were not close to reaching the required attainment levels. Strong literacy provision and strong 1:1 teaching has seen children make fast progress. Staff reported that the children were excited to be in school but needed lots of support with their social skills and behaviour for learning. There is still some progress to be made here, but staff are very pleased that the intensive support was paying off. Children are now making accelerated progress and most are able to access the curriculum for the appropriate year group, rather than still catching up on work from the previous year. There remain a small number of children who are not in that position yet – they are receiving small group teaching tailored to their speech and language needs building on their vocabulary and that is also making a real difference.</p>

12/13

Years 3 & 4.

Reports for both these years had been circulated in advance of the meeting and a staff member present talked governors through the major points.

There are many children who are just below average due to school absences from Covid but interventions are in place to help these children catch up. Reading is a focus as it is a gateway to cognitive development and the school works really hard to hear as many children daily as possible – especially those in greatest need. Some children are heard to read 3 or 4 times a week and visiting university students also hear children read. Covid grants are being used to help children catch up and anecdotal reports indicate that reading fluency is improving and there is an improvement in inference skills. Some Year 3 children have just had a 3-week intensive 1:1 sessions with a tutor and additional catchup tutors have helped accelerate some children to achieve Age Related.

Governors were informed that writing basics are not embedded due to the disruption of teaching but that teaching in “topics” is helping to reinforce these basics, especially in Year 4.

Maths is stronger – possibly as it was easier to teach maths online whilst schools were closed during lockdowns. There are online maths games available which the children accessed and the stats show that online maths lessons were accessed more often by children. These years are now streaming for maths lessons which will help those children behind to catch up. It has been noticed by staff that Times Tables needs a lot of work and practise at home, especially with the less able Year 4 children (but also those in Year 3) as a lack of times tables knowledge will be a barrier to further learning.

Governors were informed that behaviour In Year 3 & 4 has been good with children pleased to be back with their friends.

Governor Question: Is there anything we can do to help promote reading at home to families? We have made presentations to parents and explained that we don't mind WHAT children read (fiction / non-fiction/graphic novels etc). Shared and interactive family reading can be fun and habit forming if families persist. Opening the KS2 library suite gives us a chance to celebrate reading.

Governor Question: Have you spoken to families about reading at home? We have spoken to parents individually at parents' meetings. We have a few illiterate parents and we are supporting those children by hearing them read more often in school. We have recently appointed a whole school reading lead who is starting to look at developing reading throughout the school. We are reviewing our book stock, planning to track reading across the key stages and kick-start the reading habit again.

Governor Question: We realise that the difficulties caused by Covid and remote learning has affected reading across the school – how confident are you that the measures you are taking will be sufficient to help reach the expected targets? We are

	<p>still in the early stages of discussing appropriate texts but we have identified some areas to develop and expect some rapid progress to be made. We are resuming loaning reading books again and we expect the measures we are taking will be successful.</p>
<p>9</p>	<p>Year 6.</p> <p>A Year 6 report had been circulated to governors prior to the meeting and staff present highlighted important areas from the report. Year 6 staff were thanked for their hard work in this year group.</p> <p>Reading is a focus with the aim being to send children on to their secondary schools as proficient readers enabling to access the full secondary school curriculum. Children are making progress in reading, with the most vulnerable being heard to read in school three times a week. Children’s confidence in reading has soared and despite the lockdowns, reading data is looking strong. Children with lower reading abilities suffer a knock-on effect accessing the wider curriculum. Writing and maths in year 6 is going from strength to strength – and children need reading skills in order to access the maths reasoning papers. Governors were informed that year 6 maths is challenging and reading proficiency is also needed to assist with maths attainment.</p> <p>Year 6 has suffered a spike in covid absences since the return to school this term but attendance is now healthy again. There are also some attendance success stories thanks to the hard work of staff who have been liaising with the parents of absent children.</p> <p>Governor Question: Have you had conversations with secondary schools yet or is it too early? It is too early – we will start handover transitions after March next year.</p> <p>Governor Comment: The location of Year 6 in a separate building has been fantastic – it gives them greater space and has helped to make them a unit. The school very much wants to keep this building as we need the teaching space. Clarity from RBC over their future plans would be welcome as the impact of losing it would be huge. The children are settled there and there is a studious atmosphere to the day in the building. With the school roll falling and other schools having large numbers of vacant spaces, hopefully RBC will not need to take back the building.</p> <p>Governor Question: Is there anything the GB can do to assist with talking to RBC? A strongly worded letter to the new Director of Education from the GB might help. RBC has had a large number of staff movements which has exacerbated the problem of communication with them on this issue.</p> <p>Staff Comment: We have spaces to exploit that other schools lack – small garden provision, space to break out to hold ELSA support sessions, phonics groups and small group tutor sessions – all these valuable activities need spaces.</p>

	<p>Governor Comment: We are now the largest primary in Reading with a full roll and RBC need to recognise this and support us. ACTION: CoG to draft a letter and send it round for governor approval – to be signed by the CoG and HT.</p> <p>Governors were informed that RBC’s legal team is also depleted and that the lease for the Crescent Under 5’s building from September 2020 is still awaited.</p> <p>Governor Question: Has the planning permission for the modular building been extended? Yes – that was done in the summer and should help the school to keep it.</p> <p>Governors were also informed that RBC are considering the actions they will take to respond to the falling demand for school places such as reducing some two form entry schools to one form entry. It is hoped that as capacity is not needed in other schools that might also help ASPS to keep the modular building.</p> <p>Staff were thanked for the encouraging results from year 6.</p>
<p>10</p>	<p>Nursery & Reception.</p> <p>An EYFS report has been circulated to Governors in advance of the meeting along with a document outlining the key points and changes to the EYFS. Staff informed governors that the school is changing the way it carries out assessment of children in line with the changes and is making sure assessment is robust. Nursey places fill during the year as children turn 3 so the nursery is not yet full. Some new children joining the EYFS have high needs and some children should not be in a mainstream setting but the disruption caused by Covid has meant delays in assessing the needs of these children. The school is receiving support from our Educational Psychologist and alternative provision is being sought for a few children who have unidentified special and high needs.</p>
<p>14</p>	<p>Year 5.</p> <p>A report on Year 5 had been circulated before the meeting and staff informed governors that there was concern at the start of the year about the numbers of children missing from school as they were overseas or isolating after coming back from overseas. However, the children needed to be praised for their enthusiasm for learning and the fact that homework was done without staff needing to chase this. There have also been less social behavioural issues in year 5 compared to other year groups. Staff doing PPA cover in year 5 have remarked how delightful they are to teach. Reading is a focus in Year 5 with a number of children under-achieving in this area. Support is being given in small groups to help these children to catch up. Year 5 children are enjoying the wider curriculum offered to them with specialist teaching in IT, Music, PE and fortnightly Nutritional Learning lessons which they hope can include practical lessons from January onwards. Children report enjoying a wide variety of lessons with great diversity in what they are learning.</p> <p>Governors were informed that 3 staff are mentoring the ECT’s which has meant an increased workload for them. The new teachers have fitted well into their classrooms and the school are pleased with the progress they are making. ECT’s are encouraged to reflect on their learning and their practise which has encouraged the staff mentoring</p>

	<p>them to also reflect on their own practise and to look for improvements which has been helpful even though the increased workload is challenging.</p> <p>Governor Comment: It is important that we hear from staff just how much work is required to support an ECT, but also that this work has some positive benefits for those staff involved.</p> <p>Governor Question: How can you build on this into next year and longer term? We expect that the enriched curriculum will be the driver to move forward – the children came back to school energised and they are enjoying lessons. We hope to keep this enthusiasm going via the wider curriculum.</p> <p>Governor Comment: I welcome the wider curriculum as it gives each child a chance to find a subject that interests them.</p> <p>Governor Comment: I am concerned that reading is an area of concern throughout the school – as reading skills are needed to access online learning should we have to return to this again. We did record online lessons to help children of all abilities access them but we hope to get children excited about reading again and our revamped library spaces have been welcomed by excited children and received positive comments from prospective parents on our recent tour. We are mindful to create a reading culture across the school.</p> <p>Governors were informed that the children who saw the newly revamped library last week were so excited it was like watching children in a sweet shop! Nursery and Reception children are also accessing the library spaces in school too.</p>
	<p>Behaviour.</p> <p>A report on behaviour in school had been circulated in advance of the meeting and governors were informed by staff of the key issues in this report. The pandemic has had an impact on behaviour across the school – particularly with the younger children when in the playground. Children are generally less mature than you would expect for their age. Staff in all years have worked hard in PSE lessons to help reinforce pro-social behaviour and external providers into KS2 at lunchtimes have had a positive impact. Equipment laid out for them is quickly being used and children are organising themselves when playing with it. Generally, the feeling is that behaviour is good given the circumstances.</p>
	<p>Attendance.</p> <p>A report on school attendance had also been circulated in advance of the meeting and governors were informed by staff of the key issues in this report. Year 6 had a spike in non-attendance due to covid, but when you look back at attendance records from 5 years ago there are some real positives too. Our whole school attendance so far this term stands at 93.4%. This compares favourably to the National Primary attendance average of 90.4%, the Reading average of 88.7% and the South East average of 89.6%. Year 2 figures look especially strong.</p>

Meetings are being held with some parents to discuss attendance (when absence is not due to covid) and the EWO is supporting the school in some cases. There remains a level of anxiety around covid and school attendance in some families.

Governor Question: Do we know the figures for non-attendance due to covid? If we take these figures out, can we tell how attendance is looking? This is tricky to do as the coding has changed so many times with regard to covid non-attendance. In the short term, this would be very hard to do, but moving forward, we might get a more consistent picture. We are starting to address non-attendance more firmly again now.

Governor Comment: I received a letter stating that child in my child's class tested positive. The letter was not clear and the messaging is contradictory as to whether my child should be in school whilst waiting for the results of a PCR test, or should be kept off until a PCR test returned a negative result. The letter mentions getting either a PCR test or a lateral flow test whereas the message sent via WEDUC stated a PCR test was necessary. This is confusing for parents. The letter is a standard template letter sent by Track and Trace. If your child has no symptoms, he can attend school but should get a PCR test – until the results are back, he can attend school. Testing of siblings is not necessary. However, we are aware that other authorities, such as Wokingham, are giving different advice to their parents. RBC are sitting on the fence over this. We will look at the letter.

Governor Comment: It appears that attendance is good under the circumstances which is a real positive. Yes – we do have some children with persistent absence who are causing us concerns but we are working to address this. Some children had to self-isolate on their return from overseas so missed time at the start of the year. Some individual children have had some extended periods out of the classroom but this has not negatively impacted on the whole school attendance figure. At the start of the year, all year groups were impacted to some extent by children isolating or stuck overseas.

Computing.

A report on Computing at ASPS had been circulated before the meeting and staff updated governors with the key points made in the report. Focus this term has been on closing gaps and building confidence and resilience in the children as some lack the skills they need to use computers on a daily basis. Governors were informed that programming is going well and that the school is working on building computer skills into the whole curriculum so that laptops can be used in subject lessons to produce spreadsheets, animations and films etc as part of other lessons. The children are very enthusiastic but do generally lack knowledge and confidence. Attendance at extra-curriculum sessions is going well. Teachers are enthusiastic about using computers in their lessons and this helping to generate enthusiasm in the children.

Governor Question: What do we do to help children with regard to their social media and online safety? This is part of the PHSE curriculum at every level and is also tied

	<p>into the computing curriculum where we teach children practical measure to safeguard their own information online.</p> <p>Governor Question: Do the parents ask you for computer advice? A little during the lockdowns, but before covid we did hold 2 parent sessions on e-safety but there was not a great level of take up. We could try to offer these again.</p> <p>Staff Comment: This sometimes arises in the classroom when we realise children have been exposed to things beyond their age limit.</p> <p>Governor Comment: Perhaps we could produce a FAQ sheet on aspects of e-safety or send sporadic messages and reminders via WEDUC or on the school website? Governors were informed that there are plans to include e-safety and computing issues in the school newsletter.</p> <p>The Chair of the meeting thanked all the staff (on behalf of the whole Governing Board) for their reports and for attending the meeting to discuss issues with the Governors. It was especially appreciated during a term where staff had experienced difficult circumstances yet still their enthusiasm shone through. Many staff left the meeting at this point.</p>
SECTION 5 SEND, Pupil Premium and Covid-19 updates	
15	<p>SEND update.</p> <p>Governors had received a SEND report in advance of the meeting and staff pointed out that the year group reports also had information about SEND children in each year. The school is pleased that work is going well with external agencies and that the SEND focus is expanded to include the lowest 20% of children regardless of a formal SEND need (as there is not always an overlap). Provision mapping is being carried out for the bottom 20% just like it is done for SEND children and a key focus will be on reading. There is a writing support group for Year1 where writing skills are reinforced via the wider curriculum – which from a SEND point of view is excellent. Governors were informed that there is often a cross over between children who are SEND and vulnerable children or those with safeguarding concerns. The school is now seeing the results of lockdown and seeing a higher level of disclosures from children about their experiences during lockdown now that they are settled back in school and feel secure and comfortable enough to talk to staff.</p> <p>Governor Question: What can be done to support these children and families over the Christmas period? We work with local charities and will be distributing food vouchers shortly. We have also ordered toys and vouchers via charities. Social workers will still be checking on some children during the school holiday and staff will monitor emails also as the Christmas period, with an increase in the consumption of alcohol, can mean dangers for children.</p>

	<p>Governor Question: Are there plans to open the school as a safe refuge? There are no plans for this, no. When needed, vulnerable parents are signposted to refugees and charities.</p>
16	<p>Covid-19 Impact of Funding 2020/2021</p> <p>This grant was used to target year 5 children last year, who are now in year 6. The school has seen the impact of this as year 6 are not noticeably behind previous cohorts. The curriculum has not needed to be narrowed in order to ensure accelerated progress is made in the core subjects and the whole of year 6 are now on the year 6 curriculum (although some do still have some gaps). It was also noticed that the support given within the classes had helped with children's self-esteem.</p> <p>Governor Question: Are you able to send a report or data to governors on the impact of this extra funding? Yes – we will be able to identify the children on the census returns next year. We keep a spreadsheet for monthly reports and impact tracking and the school is required to produce a report on the expenditure of the £15K Recovery Premium just like we have to do for the PP grant. The 20/21 grant has funded the playworkers for the whole academic year and partly funded the tutoring programme.</p>
17	<p>Covid-19 – funding for 2021/2022</p> <p>This funding grant has restrictions on its use and governors were informed that the school has employed staff known to the school to act as tutors. The grant is ring-fenced to offer support to children in certain groups:</p> <ul style="list-style-type: none"> • Those with a social worker • Pupil Premium • SEND • Young Carers • EAL • Those with limited lockdown education engagement. <p>The school listed relevant pupils in each year and staff knowledge of these children was used to establish who would benefit the most from this additional support. On the whole, this did not include the SEND children, who were already receiving additional support. The school tends to run longer whole-morning sessions a number of times a week for 3 weeks and found this was successful in bringing up a number of children who were then able to access the same curriculum as their class peers. The focus for year 6 is on recovery and they have had intense catch-up sessions. The parents of those receiving extra support were informed and no issues were raised.</p>
	<p>Section 6 – monitoring framework.</p>
18	<p>Discussion.</p> <p>The GB recognised that Covid had meant that visits into school to monitor key objectives had not been possible for some time and that this was frustrating. That was why it was important to hear from SLT about their areas of focus and the challenges faced at meetings such as this held over Zoom. Plans to visit school to carry out a book look in the last academic year had to be cancelled due to another lockdown but the</p>

school informed governors that, subject to additional risk assessments, they wanted to accommodate governors coming into school to look at books and also look at some subjects in a manageable way. It might also be possible to hold a subject focus monitoring session over Zoom.

Governor Comment: Whilst this meeting is useful to hear from staff, Ofsted will ask governors “how we know” how the school is making progress against its areas of focus and we need to be able to respond with some evidence we have seen for ourselves or perhaps from an independent source such as an RBC inspection.

Governors were warned that at the moment, visits into actual classes would not be possible, but meetings with teachers and small numbers of children and carrying out a book look in the meeting room would be possible.

Action plan:

- 1st priority: pencil in dates for a book look with phase leads with the aim of judging progress against covering the curriculum.
- 2nd priority: look at lessons

Governor Comment: It is also important to hear the pupil voice – perhaps we could ask some closed questions over DBPrimary? Or set a homework task to answer some survey questions? These questions would need to be consistent over the year groups to be useful. I am conscious not to add to teachers’ workload however.

Governor Comment: for Covid security reasons perhaps one governor could home in on one year group and phase lead to reduce social contact? This almost takes us back to the idea of link governors.

Governor Question: Would it not be better to focus on core subjects - reading writing and maths?

Governor Comment: I like the idea of a governor per year group as we can also keep a wellbeing focus going and really get to know a particular team. Perhaps we can do both a year group and a subject focus?

It was suggested that after any visits, Governors write a report and hold another meeting like we have had tonight where governors fed back about their visit to the GB.

Governors were informed that a Governor Visits Policy has just be drawn up, based on a template policy from The Key, which has templates for reporting on school visits attached. This Policy will go to the FGB in January.

ACTION: Governors to decide on year group per governor (not one known to any parent governor) and the school to give dates to avoid before the spring Half term

	<p>break in February so visits can be made before this date. Dates to be arranged with staff concerned.</p> <p>Governor Comment: this is fine if visits remain allowed, but if we find we are not allowed to visit, alternative arrangements will have to be made – a Plan B that makes remote access arrangements to achieve the same thing.</p> <p>It was noted that there is scheduled a workshop FGB meeting on 5th January 2022 when plans could be drawn up.</p> <p>ACTION: AJ to help plan what might be possible in a Plan B scenario (considering safeguarding) should monitoring have to take place remotely.</p>
	<p>Section 7 - Policies for Approval</p>
	<p>SEND Policy and Local SEND offer document</p> <p>The SEND Policy and the Local SEND offer document has been circulated to governors in advance of the meeting and governors were informed that both need to go onto the school website and the SEND offer document needs to be returned to RBC.</p> <p>Governor Question: Is the SEND Policy based on an RBC model Policy? It is, but it also draws heavily on the Code of Practice and has not changed significantly since 2015. It is a statutory policy for schools.</p> <p>DECISION: the GB unanimously approved the SEND Policy.</p> <p>Governors were informed that the Local Offer document is a more personalised document to ASPS as it details the provision offered at our school. It has been updated to include reference to the Accessibility Policy. ACTION: It was noted that Part 9 needs to be edited to change the name of the Chair of Governors.</p> <p>DECISION: The SEND Local Offer document was unanimously approved (subject to a minor edit).</p> <p>The Feedback Policy had also been revised and circulated to governors for their information as it related to the operation of the school so does not need formal GB approval.</p>
	<p>SECTION 1 - Procedural</p>
3	<p>Minutes of the meeting held 9th December 2020.</p> <p>The minutes had been circulated to governors in advance of the meeting and were accepted as true record. It was noted that some of the actions had been overtaken by events but that the Online Learning Policy was going to be shared with Governors at the January 2022 FGB meeting.</p>
4	<p>Matters Arising</p> <p>There were no matters arising.</p>
5	<p>Terms of Reference.</p> <p>The TOR for this committee, which had the list of policies attached to the PEC, had been circulated in advance of the meeting. It was noted that some policies need</p>

	<p>Governor approval and some do not as they relate to the operation of the school. Statutory Policies need Governor approval but operational ones should be sent to the Governors for their information and so Governors can have a chance to comment on them. It was noted that the TOR chart should make clear which are statutory and which are not. ACTION: Clerk and SBM to work to change the TORs to reflect this.</p>
	Section 8 – Other Business
19	<p>Issues for Parents/FGB/Confidentiality</p> <p>The FGB would be informed that some Policies had been approved. The updated PEC TOR would go to the FGB also. Approved Policies would be put on the school website for information for parents. The discussion about Get Active sports is confidential for 20 days.</p>
20	<p>Any Other Business</p> <p>A governor noted that electronic voting might make things easier – this is possible on Zoom. Action: Governor to look into this.</p> <p>A Confidential item of AOB was then raised by the HT which was recorded under part 2 minutes.</p>
21	<p>Date of next Meeting. It was decided to postpone the next scheduled PEC due on 12th January 2022 as it was too close to this meeting date. The FGB workshop scheduled on 5/1/22 would plan school monitoring and decided on a date for the next PEC. Date TBC.</p> <p>Governors were thanked for attending this engaging and helpful meeting.</p>

Meeting closed: 9.45pm

Actions:

Action:	Owner:
Draft a letter to RBC re the Modular building and send it round for governor approval – letter to be signed by the CoG and HT	Chair of Governors
Monitoring visits to school - Governors to decide on year group per governor. School to give dates to avoid before the spring half term break in February. Dates to be arranged with staff concerned.	ALL/Phase leads
IT lead to advise on possible remote monitoring options (plan B)	AJ
Edit SEND Local Offer document to change Chair of Governors	SBM
Edit all TORs to reflect which policies need Governor Approval/which are school operational policies	SBM/Clerk
Investigate possibility of electronic voting at meetings.	DD
Action related to the item discussed in part 2 minutes.	SLT

Attendance at PEC Meetings 2021/2022 – One meeting to date:

Faruq Bilbe	1
Robert Howell	1
Adedayo Benson	0
Dave Dymond	1
Ian Church	1
Yota Dimitriadi	0
Sara Fincham-Majumdar	1
Attia Rafiq-Sharif	1
Kate Gordon	1
Andrew Burrell	1
Hajar Alami	1
Adam Jones	1