

**Hopton Primary Academy**  
**Full Meeting of Local Governing Body**  
**Tuesday 7<sup>th</sup> July 2020, 13.30**  
**Held Remotely via Zoom**



Diocese of Norwich  
 Education and  
 Academies Trust

Name	Initials	Role	Present / Apologies / Absent
Chris Grogan	CG	Foundation Governor	Present
Rosemary Barker	RB	Foundation Governor	Present
Emma Plane (Chair)	EP	Foundation Governor	Present
Serena Curtis	SC	Parent Governor	Present
Waheedat Owodeyi	WO	Parent Governor	Present
Christabelle Whiteley-Tye	HT	Headteacher/Governor	Present
John Waters	JW	Foundation Governor	Apologies
Sandra Smith	SS	Foundation Governor	Present
Diane Moore	DM	Staff Governor	Present
Katie Potts	KP	Deputy Headteacher	Present
Justine Petersen	JP	Clerk	Present

**1. Opening formalities**

**1.1 Opening Prayer**

EP welcomed all present and thanked them for attending the meeting. She opened the meeting with the school prayer.

**1.2 Receive Apologies for Absence**

Apologies received from John Waters.

**1.3 Consent/Non-consent to absence**

Governors gave consent to the apologies noted above.

**1.4 Declaration of Pecuniary Interests**

None declared.

*WO joined the meeting at 13.34.*

**2. Minutes and Actions**

**2.1 To approve the minutes of the meeting held on 19<sup>th</sup> May 2020.**

The minutes were agreed as a true and accurate record of the meeting. They will be signed by EP when it is safe to do so.

**2.2 To review actions from previous meetings**

EP has not yet analysed the skills audits. This will be deferred until the autumn term. Knowledge organisers and Cornerstones will be added to a future agenda.

**2.3 To discuss matters arising from the minutes**

None.

**3. Headteacher's Report**

**Provision of education to children of key workers/vulnerable children/children with EHCP plan**

The school has always been open for children in these groups. It was inundated with requests for places once parents started returning to work. The school is currently at maximum capacity.

It has been very stressful trying to support every family and trying to ensure the school could provide a place if needed. Some families have had to be turned away.

There are 3 classrooms just for key worker children. Some vulnerable children are also accessing school. EHCP children have a high level of need. A higher staffing ratio is needed on 2.5 days per week.

The school followed the Local Authority risk assessments for those considered vulnerable in terms of whether they needed a school place.

#### **Provision of education to YR/Y1/Y6**

The school looked at the needs of key worker parents. It has been difficult because the school is so small. HT started with an anonymous survey to identify how many wanted a school place. She also contacted each parent individually. There are 10 YrR children in school including two with additional reasons. There were 9 spaces in Yr1 and only 7 children requested a place. Two Yr2 key worker children were subsequently allocated the spare places.

Yr6 had the most children who wanted to return. The school managed to accommodate the majority in two class spaces with 9 children in each. 64 children are in school in total. It has been incredibly difficult in terms of trying to accommodate and listen to the needs of the families. Staff have worked hard to respond to all parents who have been in touch

#### **Provision of home schooling for other year groups**

Home schooling has been going well. Work was initially posted online daily. This changed after half term and work was posted weekly. Some parents found this more difficult. KP does the majority of planning but all staff have a PPA session on a Wednesday. It is difficult to work collaboratively off site.

KP advised that home learning was very successful at first and feedback was positive. She knew that changing it would be tricky, but it needed to be more manageable for her and the staff team.

Work has been coordinated for siblings wherever possible.

Meeting the needs of all has been difficult. The school took on board feedback and looked at how it could adapt. Parents found the daily feedback very helpful. It became more difficult as parents started return to work and the school no longer gave daily feedback. Some children have been offered maths master classes, for example KP has worked on Zoom sessions with Yr4.

It has been difficult to cater for all children at home. Work set at home has been the same as the work done in school. Some parents have found it challenging but the feedback being received now is positive.

Parents were worried about their children falling behind and not receiving formal teaching in school. They have been reassured that the school is doing the same work as what is being done at home.

Some parents have struggled to engage and the school will look at how to support closure for the end of the academic year.

It school will set up transition via Google meets ready for the new year so that children can speak to their class and their teacher. The school is mindful of the need to maintain relationships.

#### **Gov: Have paper packs continued for those who cannot access online home learning?**

Yes, there are at least 40 children in this group and additional families have been added to the list. Staff have posted packs through doors where they haven't been collected.

Staff are monitoring the work that is sent in. They are trying to encourage families to complete the work but there are no consequences if they do not. Staff make contact if they don't hear from families just to ensure there are no concerns. Children are in a strange environment and it has been difficult to get some motivated. Every family is different and wellbeing is the priority. Governors we're satisfied that the school has put everything possible in place and it could not have done more. There is no other way the school could have managed this.

#### **Gov: The use of Google meets and the chance for children to see their teacher onscreen must have had an impact?**

Yes. KP advised that engagement dropped a little and then picked up again after the Google meet. It also supported staff wellbeing because staff wanted to see the children. DM advised that her class really enjoyed the session and there were only 2 children who did not participate. Parents also engaged.

HT will try to have a Google meet with every class if there is time. She feels she does not have the connection with the children in the way the teachers do, but it is been a very busy term.

Governors noted that there is evidence to show that children who had access to their teacher are more engaged with home learning than those who did not. They commended the school for doing this.

#### **Gov: Was any additional provision put in place for SEND children?**

SEND children who are not in school could have slightly different work depending on their level of need. The school has encouraged parents of children with EHCPs to return to school, but the parents views must be respected. The school has altered work and provided extra support where possible. There is still support for those on the SEN register and work has been provided that is appropriate to their level. The school is putting everything it can in place to support them.

#### **4. Wellbeing, mental health and resilience**

### **How the staff are managing**

HT stressed that staff are very tired. The team is exceptionally strong and they have been hugely supportive of each other. Parents have been very supportive of all the staff have done, but the wider media has been very negative. This has had an impact on staff morale, particularly the suggestion that staff should not have a summer break.

Staff are conscious of trying to end the year as usual.

Maintaining relationships with children and families can be draining, and they are looking forward to a break over the summer. DNEAT has not yet confirmed that the school will be closed.

DM advised that there has been so much juggling, for example mixed age classes and different personalities. Many children are still at home and they cannot be allowed to feel left out. The summer term is always busy but overall staff morale is very good and staff support each other.

Governors commented that the media portrayal by those with no experience of working in schools is entirely false. Staff have made real sacrifices during this period. Teachers have offered themselves as social workers and they need a break. Staff need time with their own families to be ready for September.

Governors were strongly of the opinion but all staff need a break over the summer or there will be significant wellbeing issues in the autumn term.

HT informed governors that a member of staff recently lost their partner within the last few days. This has devastated the whole staff team. Governors sent their sincere sympathy and best wishes to the member of staff and to her family.

### **How pupils and families are managing**

Some families are managing very well and others are struggling.

HT has had real anxiety around making the right decisions at the right time and ensuring children and staff are safe in school. She was very disappointed that she could not bring more children back into school. Staff are aware of the families who are struggling and they are doing everything they can to support, but the school cannot offer a place to all children at this time. HT will conduct some home visits in order to start rebuilding relationships.

There has been a Point One referral and also a referral to early help. The child needs a place in school but the school cannot provide it.

**Gov: If the government rule around social distancing remains 2 metres in September, will this mean the school cannot take more children?**

HT advised that all children will be returning to school. The risk assessment will be reassessed. The requirements of social distancing have been reduced to 1m+.

HT would have liked to have finished school on the 17th of July so that the next two school days could be a transition event for those who have not been in school. DNEAT refused to allow this as the DfE had stated it could only be done if those children currently in school could continue to be accommodated. This was not possible

**Gov: What about feedback from parents of children who have returned? How have those children presented in school?**

The school is working on a recovery curriculum. Yrs R, 1 and 6 are enjoying being back but this could be because they made that decision as a family. The school has done lots of outdoor learning. It is different but the children have coped well overall.

DM advised that she has received very positive comments from parents in Yr1. They are glad they made the decision to send their children back to school.

Wellbeing is crucial. There will be a mix of children in September. Some will have done very well at home learning and there will be some who prefer to be at home. Some will struggle and the school must be prepared. The September curriculum is likely to be very different.

### **Mental Health / Wellbeing support strategies**

Staff have access to the Norfolk Support Line and DNEAT has also sent out information. Staff received regular emails to remind them where they can access support if needed.

**Gov: What about HT's wellbeing and mental health?**

HT has not had a break. She does not feel she can simply stop. There have been added pressures over the last two weeks and she has discussed stress with the AGEP. Headteacher supervision has been invaluable. This has been and continues to be an extremely stressful time.

Governors we're strongly of the opinion that HT needs the opportunity to switch off over the summer break. This is crucial to her mental health and wellbeing. The situation is the same for headteachers across the country. It is imperative that the school closes over the summer to allow HT to step back. The current situation cannot be maintained indefinitely.

**Gov: Is there anything HT needs from the LGB before September?**

HT stressed the fact that she must rebuild the school. She needs to know what the guidance is in order to plan for September, although much is operational. Communication to parents is crucial and HT needs time to manage this.

KP advised that senior leaders have discussed how to involve governors in the return to school at the start of the year. They would like a community approach for when the children return. Governors agreed that this was a good idea although any governor involvement would probably need to be virtual.

**Bereavement support (if applicable)**

There are staff in school who are trained to support children in this area.

**5. Forward Planning**

**Discussion re return to complete opening for all pupils**

A recovery curriculum will be in place. Binding the school community back together and building relationships are paramount. This will be the focus of the autumn 1 BIF. HT has sent this to staff and will forward to governors after the meeting.

**AP - HT forward autumn 1 BIF to governors.**

The first week will simply be returning to school, looking at relationships and playing team games. Experiences of lockdown will be shared. It will then move on to class routine and the ethos of the school, the classroom code of conduct and how all in school support each other.

Week 3 will focus on engagement of children and staff as learners. Week 4 will cover JONK, reintroducing learning powers and Marvellous Mistakes.

There will be a period of assessment.

**6. Safeguarding and Health & Safety**

**Discuss potential safeguarding impact of current operating practices within and outside of the school**

There are always 2 DSLs on site and KP is available remotely. Staff continue to monitor children and use Cura to note any concerns. Staff are doing what they can. The school is clear about what it is doing and how it is doing it. Staff expect parents to open up and they talk to parents. The school is part of Operation Encompass.

**Review how well measures for Health & Safety re Covid-19 are working**

**Gov: Measures in the risk assessment are very detailed. How are they working out and have there been any concerns?**

Children forget about social distancing and they need to be reminded regularly. There are no other concerns. The risk assessment is reviewed on a weekly basis and it has been amended when necessary. It will be the basis of what happens in September.

CG advised that DNEAT had just issued a MAT update during the course of the meeting. It had confirmed that DNEAT academies would not be required to open over the summer holidays.

**7. Policies**

**7.1 Adopt the following Academy Policies:**

The Behaviour Policy and Home-School Agreement were not available for this meeting.

**AP – Behaviour Policy and Home-School Agreement to be added to next agenda.**

**8. Risk Management**

**Review academy risk register**

There are no changes to the Academy risk register. COVID-19 has already been included and also has a specific risk assessment. There is a systemic level of risk that remains the same.

**9. Annual LGB Self-Assessment**

**Complete the annual self-assessment of the LGB and submit to the Trust Board via the Head of Governance by 31 August 2020**

EP asked all governors to read through the document and forward any comments or feedback to her by 21<sup>st</sup> July. It is important that governors have ownership and that all contribute.

**AP - All governors to read through the self-assessment document and send any feedback or thoughts to EP by 21st of July.**

**10. Any Other Business**

None.

**11. Closing Formalities**

**Agree LGB meetings schedule for 2020-2021 – TBC**

**Date, time, venue of next meeting – TBC**

**Closing prayer/reflection**

EP closed the meeting with a moment of quiet reflection.

**Meeting closed at 14.45**