



Downland Village Schools Federation

Minutes of a meeting of the full governing body held virtually on Wednesday 21st October 2020 at 3:30 pm

Present: Trish Bancroft, David Bertwistle, Paul Brown, Jeremy Cogman, Edward Doyle, Steph Garwood, Rita Harrison-Roach, Chris Hawker, Susie McAuley, Kate O’Kelly, Sarah O’Malley, Neil Ryder.

In attendance: Pippa Bass (clerk).

1. Welcome and apologies

NR welcomed everyone to the meeting. Apologies were accepted from Margaret Farwell and Hannah Pasfield. Governors expressed their sadness at the recent tragic news about Margaret’s husband.

2. Declarations of Interest

None.

3. Urgent matters not covered on the agenda

NR informed everyone that Carolyn Costello would be joining the meeting later to ‘meet’ governors and contribute to the discussions.

4. Minutes of the last meeting

The minutes of the last meeting held on 16th September 2020 were approved.

5. Matters arising from the last meeting

a. The actions from the last meeting were reviewed:

Reference	Who	Action
2020.09.16-4a	JC	Speak with TB and Nik about chairing before the next LSC. Complete.
2020.09.16-4b	JC, HP, clerk	Discuss responsibility for style and content management of the websites at the next LSC meetings, and consider whether a DVSF website would be beneficial, particularly from a marketing perspective. The clerk will add these items to the LSC agendas. Complete.
2020.09.16-8a	ALL	Each governor to contact their associated staff member to ask them how they were coping during this very stressful time, ask how they were getting on, and is there anything we can do. MF to add Holly to her list of teachers to contact. In progress. SM reported that staff who had been contacted had really appreciated the conversation with their governors. DB and NR agreed to review the plans off-line, including arranging for the rector to speak with the children.
2020.09.16-8b	MF	Speak with ED and TB to arrange a session to talk to the children about how they are feeling. See above.
2020.09.16-8c	NR	Draft and circulate new parent survey. Complete.
2020.09.16-8e	ALL	Undertake training, for example, an NGA Learning Link course, most relevant to their governor role. Ongoing.
2020.09.16-9	NR, CH	Incorporate governor forum comments into the policies, complete the updates to the Child Protection & Safeguarding policy, and continue working through the policy review plan. Complete.

2020.09.16-10	NR, DB	Apply for the federation support package and incorporate into the budget deficit plan. Carry forward.
2020.09.16-11	Clerk	Report back to RHR that everyone has read Part 1 of the KCSIE guidance and add item on the next FGB agenda for SG to provide an update on safeguarding. Complete.
2020.09.16-12	SOM	Prepare a few points for communicating to parents and circulate to CH and DB. Complete.

- b. Feedback from LSC meetings. JC reported back from the recent Rake LSC meeting. TB and Nik Taylor had been elected as chair and vice-chair respectively. The members had suggested changing the name from “committee” to “forum” to help attract other (non-governors) to join. PB reported that he is continuing to contact parents who may be willing to join the committee. Governors confirmed that there was no reason why the name could not be changed. JC agreed to discuss the possibility of a name change for the Rake LSC with HP.

SG reported back from the recent Rogate LSC meeting. Max Harwood and Debs Burles had been elected as chair and vice-chair respectively. The meeting had discussed marketing, website and parking issues.

NR added that he had agreed to set up a small group with representatives from both school committees to take forward work on the websites.

6. Back to school and contingency plan

- a. HT update. DB provided his verbal update – see Annex A. Governors thanked DB for his report and raised the following questions:
- Q** Very well done on the initiative to offer flexi-schooling. Do we still receive funding for a fully enrolled pupil? Why were the family so keen to travel to Rogate? Does the child speak English? Who is responsible for the standard of education provided? How will it work?
- A** We account for the child as “fully enrolled”. The family had made enquiries at lots of schools and apparently, we were the only one to respond, but I am delighted that we are able to offer this type of schooling. The child’s English is very good despite the first language being Russian, and the 2nd language Japanese! We are responsible for the standard of education. The child will come in for 3 days and do 2 days at Russian and Japanese classes.
- Q** Congratulations on fitting in the STEM day, you must be pleased.
- A** Yes, very pleased. Susie was our STEM lead. All the staff were enthusiastic, despite having to work within their bubbles, which rubbed off onto the children.
- b. DfE expectations/contingency plan. Governors noted the contingency plan and DB reported that it is in good shape.
- c. IT update. NR confirmed that almost all parents have agreed to their children having their own accounts. Many parents had used these for parent-teacher meetings, and staff have set and taken back in assignments. NR was ready to sign off on the DfE-funded SIMS – MS 365 synchronisation projects. PB reported that there were a few access issues outstanding, which are being sorted out.
- Q** Do you think we’re close to ironing out those problems so that, if we go back into lockdown, we can provide online schooling for the vast majority of pupils? Do we now know how many pupils have no device or inadequate broadband?
- A** Yes, I think we are as ready as could be expected, given the new facilities we are learning to use. We only know of one child with inadequate tech provision.
- Q** So, we think our DfE-required contingency plan for home schooling is in good shape? Can we see at least a summary of this?
- A** Yes and yes. DB agreed to provide a summary to circulate to governors

- d. Catch up assessments. PB summarised his assessment report – see Annex B. Governors raised the following queries:
- Q Is the overall picture that our children have not been too badly affected by the lockdown?
- A Yes.
- Q Has there been an increase in mental health anxieties, and what has been the impact?
- A We had 2 families with high parental anxiety at Rogate. We put the children on a partial timetable; both are now back in school full-time and the anxieties have significantly reduced.
- e. SEND/disadvantaged assessment and plans. SG summarised her SEND/disadvantaged report – see Annex C. Governors raised the following queries:
- Q Not every school has a TA in every class. Am I right in thinking we are only required to have a TA in reception (to maintain min 8:1 ratio), is that right?
- A Yes – apart from when required by EHCPs.
- Q How many TAs do we have at Rake that are not tied into full-time EHCPs?
- A None. The TA we use in reception is tied to a year one EHCP so “her” child is not supported on the 3 afternoons when the reception class is in.
- Q Have we cut the staff too far?
- A It will be easier when the 3 children with EHCPs leave as planned this year, but we do not have enough staff at Rake to cover the needs of our SEN children. Structured interventions make such a difference, but this cannot be achieved when there is only a class teacher.
- Q If we had more volunteers, could we free up TA time?
- A I’m not sure this is a solution; we are avoiding having volunteers in at the moment due to the Covid-19 restrictions and they would need to be properly trained to be able to help.
- NR agreed to follow up the issue of TAs at Rake urgently with DB and the finance governors.
- f. Staff welfare. Governors discussed the proposal for a staff workload survey. There were concerns about whether there was any capacity (money or time) to act on issues that might be raised in the survey. However, governors felt the survey would be useful starting point for a dialogue with staff on any areas of concern. NR suggested that he and DB discuss the proposal further with the SLT.
- g. New parent survey. Governors agreed the ‘new parent’ survey was a good idea. NR agreed to finalise the survey with the suggested changes (TTG forum) and discuss it with the SLT.

7. Governor actions/strategy

- a. **** This section is confidential and will be removed from the published minutes ****
- b. NGA / Leading governance (DfE funded programme – leaflet in meeting papers). NR explained what the programme offered and proposed that the first step, which is a questionnaire for the governors, should go ahead. Governors agreed. NR also offered any governors who were interested could be involved in the ‘chairmanship development’ part of the programme, which is also DfE-funded.
- c. Updated DfE governance handbook. CH summarised the major changes in the latest version of the handbook, which the clerk will make available on TTG:
- Governing bodies need to be aware of diversity in their recruitment of governors.
 - Recognition of the role of the clerk in supporting governing bodies.
 - HT standards and working with governors.

8. Policies

- a. Governors noted that the child protection & safeguarding policy had been updated and approved off-line.
- b. Governors approved the remote learning policy, subject to any further development required. NR agreed to look at the policy again with a view to incorporating the (currently separate) ‘privacy’ and ‘acceptable use’ policies and discuss this with PB.

9. Safeguarding

SG suggested that training for governors would require c1.5hrs. NR agreed to review existing training courses with RHR and either recommend them or propose a separate training session with SG. RHR confirmed she had spoken with SG and will be checking Rogate's SCR shortly and will arrange a similar meeting with PB to look at Rake. RHR asked governors to read Part II of KCSIE.

10. Communication

NR proposed to defer the discussion about DVSF and school websites. In the meantime, JC agreed to discuss an outline plan for improving the websites with HP.

SOM agreed to prepare communication points arising from the discussions under item 6 above, particularly on remote learning, catchup assessments, and SEND/disadvantaged.

11. Future meeting dates/times

The next DVSF FGB meeting will be on Wednesday 2nd December 2020 at 3:30pm.

Approved by the full governing body and signed by A Neil Ryder

Date: 2nd December 2020

ACTIONS:

Reference	Who	Action	By when
2020.09.16-8a	NR, DB	Review the plans for governors to speak to their associated staff members, including arranging for the rectors to speak with the children.	02.12.2020
2020.09.16-10	NR, DB	Apply for the federation support package and incorporate into the budget deficit plan.	02.12.2020
2020.10.21-5b	JC	Discuss the possibility of a name change for the Rake LSC with HP.	02.12.2020
2020.10.21-5b	NR	Set up a small group of members from both school committees to take forward work on the websites.	02.12.2020
2020.10.21-5b	DB	Circulate summary of contingency plan for home-schooling	asap
2020.10.21-6ei	SG	Forward report on SEND / disadvantaged to HP	asap
2020.10.21-6eii	NR, DB, finance governors	Follow up on the issue of insufficient TAs at Rake.	asap
2020.10.21-6e	NR	Finalise the 'new parent' survey with the suggested changes (TTG forum) and discuss with SLT.	02.12.2020
2020.10.21-8b	NR / PB	Review the remote learning policy with a view to incorporating the (currently separate) 'privacy' and 'acceptable use' policies.	02.12.2020
2020.10.21-9	NR / RHR	Review existing safeguarding training courses and either recommend them or propose a separate training session from SG.	02.12.2020
2020.10.21-9	ALL	Read Part II of KCSIE.	02.12.2020
2020.10.21-9	RHR	Arrange a safeguarding meeting for Rake with PB.	02.12.2020

2020.10.21-10	JC	Discuss an outline plan for improving the school websites with HP.	02.12.2020
2020.10.21-10	SOM	Prepare communication points covering remote learning, catchup assessments, and SEND/disadvantaged.	02.12.2020

Annex A: Executive headteacher's report to governors 21st October 2020

School context

Both schools continue to move forward smoothly and the coronavirus restrictions we have in place are working well. Attendance is high, with both schools often reaching 100% on various days.

The numbers in each class are:

Rake

Robins	Sparrows	Jays	Goldcrests	Kestrels
Sarah-Jane Smith Lizz Tinder	Louise Muir	Holly Hayward	Lizz Tinder Susie McAuley	Emma Gregory
Reception + 1 Y1	Year 1 and 2	Year 3	Year 4 and 5	Year 5 and 6 + 1 Y7
15 + 1	15 + 15	16	15 + 7	5 + 17 + 1
16	30	16	22	23
TOTAL				108

Rogate

Wrens	Starlings	Kingfishers	Red Kites
Deb Hockley	Katarina Jarratt	Susie McAuley Rachel Field	Christine Ward
Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
10	5 + 10	9 + 10	12 + 10
10	15	19	22
TOTAL			66

There are two (possibly 3!) new children starting in Wrens after half term bringing that class to 12 and the total at Rogate to **68**. One of the children will begin flex-schooling, which I wholeheartedly support. His father is Russian and his mother is Japanese. They are determined to keep up the child's first and second languages so will support his language learning at home for two days a week (I have warned them that the child will become so excited about being in Wrens that he will want to come to Rogate every day!). The family live in Farnham and are willing to relocate to ensure he is admitted to Rogate.

I am showing a number of potential parents around both schools for places in Reception in 2021. Every parent has commented on how happy our children are and how engaged they are in the work they are doing.

At Rake we still have a Y7 pupil in school and this week a Year 8 pupil has returned to Rogate to 'get back into the habit of going to school', after spending a year refusing to go to secondary school. She is hoping to get a place at Midhurst Rother College after half term. It says a great deal about each school that these students and their parents have such a positive view of each school.

Both schools held parent consultations via Teams. Although the initial uptake of appointments was disappointing, (around 50%) the teachers have worked hard to make further appointments and now the majority of parents have been in contact.

There were a couple of technical hitches during consultations, but these are on the way to being addressed. At Monday's joint staff meeting, all staff assured me that if we were to go into a lockdown due to government restrictions they were all ready to send a range of distance learning tasks to their classes.

There are still a small number of parents who, despite a number of reminders, have not returned the consent forms to allow their children to access their accounts, but I think that's 3 across both schools.

Christine Ward has been advised to self-isolate before she has an operation during half term. Both Steph and Paul are covering her class. During the past 2 weeks Paul has taught for 7 days and Steph for 5 ½ days.

ForSA have worked extremely hard so far this term. Their Penny Trail and Autumn Raffle have raised almost £1,500. They have more plans in the run up to Christmas, as have the RSFF.

This afternoon I have met with a representative of Creative Play for a site visit for new play equipment at Rogate, replacing the existing large equipment – RSFF will part fund this.

Quality of the curriculum

It has been gratifying to see that some of the ideas shared at our INSET day in September have been utilised in classes across the federation.

Many classes have included poetry in their planning, 'Big Art' is regularly undertaken and singing (outside due to restrictions) continues to be a strength.

Class teachers are making excellent use of the RE and assembly resources purchased by The George Street Trust, although I am missing whole school assemblies. Both schools did, however, hold successful school-based Harvest Festivals, supported by Trish and Edward, with generous donations collected for Midhurst Food Bank.

Tuesday was STEM Day! The levels of excitement from the staff talking about their activities were extraordinary and this was passed on to the children. Although children had to stay in their own bubbles, they were given a whole range of exciting and engaging things to do.

An Art Day in the run up to Christmas has already been planned.

Behaviour and attitudes

This continues to be very positive and a strength of the schools.

Personal development

The personal development of the pupils, within this uncertain time continues to be carefully monitored by all the staff. Any concerns are shared with the SLT. We have begun to have an agenda item on staff meeting agendas to discuss pupil welfare. It is often through these discussions that a full picture of a child's welfare can be fully explored.

I am expecting that as the term progresses the impact of lockdown on children's mental health may become more apparent. We will seek advice on how this can best be addressed.

Leadership and management.

I have undertaken observations of teaching and learning in all classes and I am in the middle of appraisal meetings for the teaching and office staff. Paul and Steph have undertaken appraisals of the support staff. Paul, as assessment co-ordinator and Steph, as SENDCo, have held pupil progress meetings to interrogate assessment data and highlight any children who have gaps in their understanding or are not meeting their own targets.

Once the children who need additional support are identified our usual action would involve interventions run by learning support assistants. Across both schools, we are working with limited LSA hours. At Rake, this is because all our LSA time is allocated to pupils with education health care plans and at Rogate much of the LSA time is used for PPA support. Steph is trying to be creative with timetables, but I fear that the support children are receiving in class, which has always been a feature of our federation, is being severely compromised by lack of funding.

David Bertwistle
October 2020

Annex B: Autumn term 2020 monitoring and assessment report

From the beginning of term, teachers have been monitoring the children and identifying where the gaps are for individuals and cohorts. Where possible, teachers and TAs are carrying out in class interventions with groups and individuals.

Teachers have been paying particular attention to those who were unable to engage during lockdown, plus those on the SEND register, Pupil Premium and vulnerable children.

Spelling and reading tests have been carried out on all of the qualifying children (not EYFS) and the figures are being collated with a view to further interventions.

We presented the upgraded assessment spreadsheets at the INSET day and teachers are in the process of inputting data. The new version of the documents are more detailed than previously, which allows teachers to better ascertain areas of weakness and those who have maintained or are exceeding age related expectations (ARE).

After half term, we will assess the cohort percentages and look at where the whole school gaps are. We have already pinpointed children who are working below ARE, most of whom were working below before Covid19 caused the national lockdown and who, therefore, already had interventions in place.

We are in the process of holding Pupil Progress meetings with teachers, but these have proven difficult to timetable due to teaching commitments.

At the meetings, we discuss individual children's progress, which allows us to initiate any interventions that are required. The interventions at both schools are reliant on staff availability and maintaining Covid19 protocols.

The DfE is working in partnership with the Education Endowment Foundation. The EEF has suggested a tiered approach as a framework to focus on a small number of strategies for the year ahead, most of which we are providing or planning.

These include:

Teaching;

Professional development

Supporting early career teachers

Assessment

Effective remote learning.

Targeted academic support:

Structured interventions small group tuition

One to one support effective deployment of teaching assistants

Reading interventions

Wider strategies:

Sustaining parental engagement

Social and emotional learning PSHE

Reinforcing behaviour routines

Breakfast clubs

DfE statement on Primary assessment

The DfE recognises that pupils will have missed a critical period of their education in the 2019 to 2020 academic year. Maintaining national curriculum assessments in the 2020 to 2021 academic year will allow the department to measure the remaining impact of coronavirus (COVID-19) on this cohort of pupils nationally and help target support to local areas, schools and pupils that need it the most.

They are currently planning on the basis that statutory primary assessments will take place in summer 2021. The EYFS profile and all existing statutory key stage 1 and 2 assessments should return in 2020 to 2021 in accordance with their usual timetables. This includes:

the phonics screening check

key stage 1 tests and teacher assessment

the year 4 multiplication tables check

key stage 2 tests and teacher assessment

statutory trialling

For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.

The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.

In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.

The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at the engagement model.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, will refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good.

Paul Brown

Head of school

Annex C: SEND/disadvantaged report for FGB 21st October 2020

A lot has happened in the past 6 weeks and the SEND aspect of the school has been exceptionally busy.

Assessment of SEND and Pupil Premium (Disadvantaged)

- Standardised reading & spelling assessments have been carried for all children out in both schools. We are still crunching data from the assessments.
- The biggest gaps are seen in children where there was a lack of parental engagement for home learning and where children were out of school for the full 6 months (Covid-19 lockdown & the summer holidays)

Rogate 9 Disadvantaged children (+1 currently in application stage)

FSM 6 children (4 are also SEND)

Ever 6 3 children (2 are SEND)

Rake 6 Disadvantaged children

FSM 5 children (2 also SEND)

Ever 6 1 child

Rogate 14 Children on SEND register 22 % Rake 24 children on the SEND Register 22%

Individual learning plans and interventions

- Teachers have written Individual Learning Plans for all children on the SEND register. Class teachers have shared these with parents during TEAMS consultations.
- Interventions have been planned by me in consultation with the class teachers and are taking place at Rogate. They include reading, spelling and maths interventions along with Learning Mentor sessions for emotional and mental health needs.
- I have planned interventions for Rake SEND children but there is a lack of Learning Support Assistants (LSAs) to deliver them. Currently all the LSAs are assigned to children with Educational Health Care Plans. (EHCPs). So we are having to use LSAs creatively!
- Paul Brown and I have held pupil progress meetings (PPMs) with all class teachers at Rogate and Rake I have had many additional conversations with teachers about the needs at Rake and Rogate.
- I joined a number of parent consultations when requested by teachers or parents.

Children with Educational Health Care Plans (EHCPs)

- 1 annual review for a child with and EHCP has taken place this half term at Rake on TEAMS.
- 1 annual review is booked in for after half-term at Rake.
- **I have 2 EHCP applications to complete for 2 children at Rogate. These are very time consuming!**

External agency support

- The NHS speech and language therapist (SALT) has been into both schools to review SALT plans and carry out assessments.
- The SALT is booked to come back into school again after half-term.
- The educational psychologist is booked in for after half term and for the spring term.
- The private occupational therapist has been into Rake for a child weekly.
- Private SALTs are coming into Rake for children with EHCPs.
- I have organised outreach support for a child with a West Sussex EHCP from St Anthony's special school.
- I am in the process of organising outreach support for a child with a Hampshire EHCP from Hollywater.
- I have filled in numerous private assessment forms for children who are being assessed for ADHD, autism and dyslexia.

- I have made school nurse referrals for children requiring support from the school nurse.
- We have had the sensory support teacher in for a child with hearing issues to check and repair her hearing aids.
- One child at Rogate has been diagnosed with autism.

SENDCo Forum Meeting

I attended a SENDCo forum this week where we were shown the new *tools for schools website* by Bella Cobby. We were also shown the new inclusion framework and the West Sussex *ordinarily available inclusive practice* documents.

Safeguarding

I have held the termly conversation with Carol Schofield from Early Help to discuss early help plans at Rogate and Rake.

Currently we have no children with Social Workers or on early help plans. Two early help plans were closed at the beginning of this term for 2 families at Rogate. The school is however still monitoring and supporting these families.

Mrs Stephanie Garwood

Head of school and SENDCo