

**‘Inspiring the individuals of today, for a better society tomorrow’**

**Minutes for the Shiphay Local Standards Virtual Board Meeting  
Tuesday 9th February 2021 via TEAM**

**Present:** Kate Lee (Head of School), Maria Woodger (Chair), Elizabeth Guppy, Mark Tucker, Carly Holloway, Suzanne Smart

**In Attendance:** Stewart Biddles (CEO), Louise Silvey (Clerk)

**Apologies:** Lisa Van Kuyk

<b>Spring 01</b>	<b>Elect Vice Chair</b> <ul style="list-style-type: none"> <li>• GH to step down as Vice Chair</li> <li>• EG stood for Vice Chair, EG stayed within the virtual meeting waiting room while Governors agreed to appointment by virtual show of hands</li> <li>• GH has stood down as both VC for Shiphay and as a Trustee after more than 20 years service. MW formally thanked GH for his service and for being a huge part of the Shiphay family. A collection and a farewell celebration will be organised once the school reopens.</li> <li>• EG thanked all governors for appointing her to VC role</li> <li>• MW thanked EG for taking on the VC role</li> </ul>	<b>Chair</b>  <b>EG appointed as V Chair</b>
<b>Spring 02</b>	<b>Welcome</b> <ul style="list-style-type: none"> <li>• MW welcomed all Governors to the online meeting and thanked SB for attending</li> </ul>	<b>Chair</b>
<b>Spring 03</b>	<b>To receive and sanction any apologies for absence</b> <ul style="list-style-type: none"> <li>• LVK apologies</li> </ul>	Chair
<b>Spring 04</b>	<b>To declare and discuss any business interests that may be applicable in accordance with the Governance Handbook March 2019</b>  <i>‘conflicts of interests do not just relate to financial benefits but can arise where an individual’s personal or family interests and/or loyalties conflict with those of the governing body’.</i> <ul style="list-style-type: none"> <li>• MW declared South Devon College’s delivery of family learning to Shiphay School</li> <li>• No other declarations</li> </ul>	<b>Chair</b>
<b>Spring 05</b>	<b>To declare you are in a secure and confidential environment to continue with an online Keep in Touch meeting</b> <ul style="list-style-type: none"> <li>• Chair asked all Governors to confirm that they are in a safe and confidential environment. All confirmed.</li> </ul>	<b>Confidential</b>
<b>Spring 06</b>	<b>To receive agree and sanction Minutes of the Meeting for the LSB Meeting Tuesday 13th October 2020</b> <ul style="list-style-type: none"> <li>• Minutes signed and dated as an accurate record of the meeting</li> </ul>	<b>Minutes agreed</b>
<b>Spring 07</b>	<b>To discuss any Matters Arising from the LSB Meeting Tuesday 13th October 2020</b>  <b>A1</b> - LS to send business interests googledoc to all governors for virtual signature. Complete.	<b>Chair</b>

	<p><b>A2</b> - LS to contact KM for the RHSE training slides and share with governors. Complete.</p> <p><b>A3</b> - KL to reissue Wellbeing Survey in November 2020. Survey was reissued in January 2021</p> <p><b>A4</b> - KL to send updated list of Shiphay colleagues to all governors. Complete.</p> <p><b>A5</b> - All governors make contact with their link role Shiphay colleagues ahead of next monitoring visit 19.11.2020. Complete.</p> <p><b>A6</b> - KL / LS to review the skills audit results for gaps in skills to support the recruitment campaign. Ongoing.</p> <p><b>A7</b> - KL / LS to work with Faye Steele regarding a new governor recruitment campaign. Ongoing - advert for Trustees was sent out to all parents across the RET in January 2021 and a similar advert for governors across the RET to be sent out in February 2021.</p> <p><b>A8</b> - LS to distribute KCSiE Update Part One googledoc to all governors for signature. Complete.</p> <p><b>A9</b> - LS to send link to RET policy updates to all governors. Complete.</p> <p><b>A10</b> - LS to send a doodlepoll to all governors to arrange a mutually convenient date for an extraordinary virtual meeting in November 20. Complete - extraordinary meeting took place on 17/11/2020 focused on preparing governors for an Ofsted visit</p>	
Spring 08	<p><b>Report on monitoring visits (MV) and Governor feedback linked to school development plan (SDP)</b></p> <p><b>Monitoring Visit 19th November 2020</b></p> <ul style="list-style-type: none"> <li>• School Development Plan priority area - develop the Teaching of Reading to address a dip in reading standards (including phonics)</li> <li>• Focus of the MV was to monitor how the school has reviewed current reading provision and begun to develop a more cohesive approach to the teaching of reading (including guided reading) across the school</li> <li>• General observations included; <ul style="list-style-type: none"> <li>• a more secure and tidier school site in all aspects of safeguarding including staff waiting for parents to be seen before letting children go</li> <li>• well established COVID routines and procedures to ensure children, parents and staff feel safe. This included wearing of masks, distancing, one-way systems</li> <li>• Significant progress had already been made with reading and what 'good reading looks like' following the Autumn term input (governors received a presentation from Emma Gorman at the beginning of the visit)</li> <li>• the purchase of comprehensive resources to complement Phonics Bug has enabled quality guided reading to go virtual for Years 2 upwards</li> <li>• Staff wellbeing - staff were generally under stress and worried working during a pandemic, but felt supported and consulted by the senior leadership team</li> </ul> </li> </ul> <p><b>Safeguarding Summary</b></p>	KL

	<ul style="list-style-type: none"> <li>• CH completed a link Governor meeting with TP and KD using the RET template provided by SB. This proved a useful template to work through and ensure all aspects of Safeguarding were considered.</li> <li>• CH had conversations with children during the morning and in particular explored online safety with Y4 boys</li> <li>• CH was happy with the responses and feedback from the children regarding safeguarding and sharing worries</li> <li>• CH was unable to meet with Claire Foulds (HR Director) to conduct a review of the central safeguarding record. KL/CH/CF to arrange a call to do this by sharing the record virtually for review (A1)</li> <li>• CH requested a link up with Paul Garside (Trustee, Safeguarding). SB happy to arrange this with all RET safeguarding governors once the school opens up (A2)</li> <li>• CH requested copy of safeguarding template from RET for future monitoring visits (A3)</li> </ul> <p><b>MV Focus 1: Parent Feedback Summary: return to learning, homeschooling, COVID issues and reading</b></p> <ul style="list-style-type: none"> <li>• Governors spoke with staff and children in school, but parent feedback was deferred due to delays with getting questions and phone numbers to Governors, and, Governor work commitments during pandemic meaning Governors were unable to complete this ahead of the monitoring visit</li> </ul> <p><b>MV Focus 2: Development of Reading across the school (SDP)</b></p> <ul style="list-style-type: none"> <li>• Children all spoke enthusiastically about reading</li> <li>• Many of the children's conversations were linked to vocabulary and the importance of learning new words. This highlighted the impact this key focus was having in class.</li> <li>• Children had a good understanding of the importance of reading</li> <li>• Children all affirmed that reading took place daily, that teachers shared a class book most days and that guided reading happened every day.</li> <li>• Many of the children expressed how much they enjoyed quiet reading and asked if there could be more of this in the school day.</li> </ul> <p><b>MV Focus 3: Staff Wellbeing Summary</b></p> <ul style="list-style-type: none"> <li>• Staff felt heard and supported by the SLT</li> <li>• Staff felt the the SLT are approachable</li> <li>• Staff felt able to ask questions - there aren't any silly questions.</li> <li>• Staff felt everyone is doing the best they can in challenging situations.</li> <li>• KL sent out a wellbeing questionnaire before NPD and met with TAs during NPD in teams.</li> <li>• TA wellbeing survey and check in sessions on the NPD – very positive on the whole with just a few practical issues to try and iron out. Where there were individuals with personal issues KL has dealt with these and organised support.</li> </ul> <p><b>Monitoring Visit 28th January 2021</b></p> <ul style="list-style-type: none"> <li>• Light touch MV conducted remotely due to lockdown</li> <li>• School Development Plan priority area - develop blended learning practice and increase IT capacity to develop in-school and remote learning confidence and effectiveness. To ensure the school is delivering the Trust's remote learning policy in line with DfE expectations</li> </ul> <p>Governors were able to review the 3 I's (intent, implementation and impact) not of individual curriculum areas, but of the remote learning provision. The thread was followed through from policy and procedures, to implementation in the remote learning to</p>	<p><b>Action 1</b></p> <p><b>Action 2</b></p> <p><b>Action 3</b></p>
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impact on the pupils.

- General observations included;
  - This was a really time efficient way to deliver the MV and a format to consider for the future post lockdown
  - A massive level of enthusiasm and positivity from all staff, motivated by being able to see the children and the progress they are making
  - Remote learning has helped the school to form closer relationships with some families
  - Excellent quality provision is being delivered and governors recognised the dedication of teachers in achieving this with a huge amount of preparation behind the scenes.
  - MC commented that it was amazing that such an excellent provision was already up and running and that action points were only small tweaks in the grand scheme of things.
  - CH commented that it was a pleasure to be a part of the MV and hear all the positive feedback from the children and teachers

#### **Safeguarding Summary**

- Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.
- This is a key part of the CPD and training that has been provided
- Safeguarding is a focus of the initial slides that go at the beginning of every lesson and colleagues have discussed issues and implications of remote teaching
- School to explore time for each year group to communicate with each other online in a non-structured teaching environment, with consideration made for safeguarding

#### **MV Focus 1: School leaders approach to remote education related to effective delivery**

- This has been a very steep learning curve but that has been supported at every step by CPD, peer support and support of the senior leadership team.
- Staff have felt overwhelmed at times but have felt that they have somewhere to go for help and support
- Policies are clear and expectations have been shared with pupils and parents. Where there are inconsistencies these are due to the development of provision and the improvement of provision.
- Following the initial swift introduction of remote learning, colleagues (with the support of SLT) are continuing to review practice and refine the offer.

#### **MV Focus 2: Planning provision to ensure pupils can remain engaged in education remotely**

- 98% attendance reported. It is clear that all staff are working very hard to support and engage pupils who are finding it more challenging to join remote learning
- TAs have offered one-to-one support for parents to enable them to access the technology
- 110+ devices have been loaned to families to support with accessing remote learning.
- Live lessons are recorded so that families can determine their own timetable and access these at different times if this is more appropriate for them
- Applications have been made for dongles and increased 4G data allowances where these are the barriers
- Pastoral team are in contact with key vulnerable families who are not attending provision.

	<ul style="list-style-type: none"> <li>Children who are not engaging are followed up by class teachers, team leaders and SLT. Where there is no contact or engagement, this becomes a safeguarding issue.</li> </ul> <p><b>MV Focus 3: A curriculum that supports 'hybrid' teaching (in class/home-learning)</b></p> <ul style="list-style-type: none"> <li>12 additional laptops have been purchased for staff</li> <li>Teams are following the Spring Term curriculum as planned but with some tweaks to allow for remote learning.</li> <li>Pupils in school join the live lessons</li> <li>Parents and pupils discussed high quality feedback that is allowing the children's learning to move forward. Staff are also developing ways to allow feedback to be individualised and meaningful during lessons.</li> <li>Pupils are very positive about remote learning. They describe it as being "just like at school".</li> <li>Once the initial hurdle of getting remote learning up and running had been surmounted, teaching colleagues have been focused on developing practice and provision in order to best support all pupils.</li> </ul> <p><b>MV Focus 4: School supports staff to deliver high-quality remote education.</b></p> <ul style="list-style-type: none"> <li>A steep learning curve but staff are now adjusting their remote offer so that the method of delivery is best suited to the learning</li> <li>Live lessons joined and recorded lessons observed show that teachers are making use of the EEF 5 steps for successful remote learning</li> <li>Team leaders and subject leaders are also supporting colleagues with the development of their lessons.</li> <li>Live and recorded lessons have been part of the CPD offer to teachers.</li> <li>CPD has been effective in developing the skills for delivering remote learning but also in reflecting on the key components of effective teaching and learning online.</li> <li>The RET Drive Team will continue to work together to share good practice and resources that teachers can use to enhance their offer.</li> </ul> <p><b>MV Focus 5: Communication with pupils, parents, carers and other third parties.</b></p> <ul style="list-style-type: none"> <li>This period of remote learning has developed even closer bonds and communication links with families as they are relying on school for more support and appreciating the regular phone calls</li> <li>All PP / EHCP / Vulnerable pupils receive a weekly phone call and others receive regular phone calls in addition to feedback and communication about learning.</li> <li>SEN pupils are receiving individualised support through one-to-one Zoom sessions with TAs to support them in key areas.</li> <li>Parent feedback through the survey, phone calls and emails has consistently praised the excellent communication between home and school.</li> <li>Where possible, the work of EPs, Speech Therapy, outreach etc has continued.</li> <li>Whole school assemblies are recorded and broadcast each week.</li> <li>KL to send a follow up home learning survey to parents after February half term if remote learning to continue (A4)</li> <li>KL to reintroduce praise postcards as a means of personal recognition (A5)</li> <li>KL circulation of link to Learning Zone for nursery parents (A6)</li> </ul>	<p><b>Action 4</b></p> <p><b>Action 5</b></p> <p><b>Action 6</b></p>
Spring 09	<p><b>Head of School Report</b></p> <p><b>I</b>To discuss any queries that may arise from the Head of School's Report including;</p> <ul style="list-style-type: none"> <li>update on Safeguarding, CLA, SEND &amp; Pupil Premium</li> </ul>	KL

- pupil & staff wellbeing
- COVID plans/ procedures, bubbles, symptom reporting, positive test confirmation procedures, isolation procedures etc.

#### **School Development Plan Priorities**

- Autumn term focus was to develop teaching of reading
- Spring term focus is to improve progress in maths

#### **Safeguarding, Vulnerable and Disadvantaged Pupils**

- 4 children are Children Looked After (CLA)
- 2 children are Previously Looked After (PLAC)
- 2 children have a Child Protection Plan (CP)
- 2 children are interim Child in Need (CIN) whilst a single assessment is being completed
- 4 children are at Targeted Help (family support from multi agencies)
- 2 children who are subject to a Special Guardianship Order (SGO) are now being supported by a social worker. The 3rd child in this family is currently CLA in a foster placement
- 12 requests for information from the Multi Agency Safeguarding Hub (MASH) team since the last HoS report in October.
- 6 Child at Risk Alerts (CARA) have been received since the last Head of School report in October
- 90 (19%) pupils are currently entitled to income related free school meals (FSM). This is an increase on pre lockdown figures
- 113 children are Pupil Premium (see Pupil Premium report 2020/21 for details)
- FSM vouchers will be made available from the school if pupils are having to self isolate for 10 days or if a bubble is closed.
- FSM vouchers are available for pupils who are not currently attending school.
- We have now received 35 devices from the DfE and these have been delivered to families who need them.
- Applications have been made for support with 4G or with dongles for families who have no/limited internet access, but these have not yet been received.
- Social Care meetings and reviews have continued either face to face or virtually. This has included providing safe spaces for children to talk to the FSW and Social Workers on the phone.
- FSW, Emily Knill, has continued to support families via phone. At present Emily is in contact with approximately 10 of families.
- During this current lockdown, SWFV decided against in school or home visits due to the risk of Covid transmission. Emily has still been contacting families via telephone calls, with video calls being considered as an option.

#### **Current Situation**

#### **Education Health Care Plan (EHCP) and Special Educational Needs (SEN) Pupils**

- There are 471 children on roll. 244 boys, 227 girls
- There are 57 pupils on roll in Reception and 50 on roll in Nursery.
- 10 children on roll (4.7%) have an Education Health and Care Plan (EHCP).
- Two pupils are currently undergoing an RSA (Request for Statutory Assessment)
- 58 pupils (12.3%) are considered SEN and have an ISP (individual Support Plan) to reflect their additional needs.
- Differentiated home learning tasks have been provided for individual pupils and, where live lessons are being taught, teachers and TAs are able to support targeted groups/1:1 pupils with specific tasks or to offer additional support.
- Annual Reviews and other meetings have continued to take place virtually.

- Parents of EHCP and ISP children will be invited to attend a virtual Parent Consultation to review targets. New targets may not be set, but existing ones may be adjusted.

#### **Attendance**

- No exclusions since last LSB meeting
- Pupil Attendance in school (key worker bubbles) is an average of 40% each week
- Pupil Attendance at remote learning is 98%
- 10 pupils are not accessing remote learning and staff are supporting with this.
- Staff Attendance - 75% less general absence a result of non-COVID sickness compared to the same period last year. 110 days lost due to self-isolation.
- Staff Attendance – 3 colleagues are working from home due to pregnancy.

#### **Staff Availability & Wellbeing**

- All staff are available for work and are working in a blended way.
- Lateral Flow Device testing twice weekly for all staff. 87% opt in. No positive cases as yet. MW and SS advised that this was consistent with test results within further education and NHS settings.
- 3 pregnant members of staff are working from home during lockdown.
- Mini staffroom areas have been set up so colleagues have breaks in team areas to avoid larger groups in the staffroom.
- Staff well-being measures of support have included; team meetings and team check ins, SLT – sharing information, support from HR, staff briefings, staff consultation on risk assessment and change to procedures, videos (aimed at children and parents, but useful for staff as well), staff well being survey, focus on well-being at the NPD in Feb, termly to-do list as a live document so colleagues can plan their time, new laptops
- Staff have been incredibly flexible, positive and supportive throughout.
- HR have completed risk assessments for individual staff members who are extremely vulnerable (1) and general risk assessments for vulnerable staff.

#### **Curriculum & Remote Learning**

- Full curriculum is in place for remote learning
- Remote home learning plan has been developed and adapted with colleagues reviewing and developing all the time.
- Lessons being delivered across ILD, Google Classroom and Showbie as appropriate.
- A mix of synchronous and asynchronous learning each day as appropriate to the learning.
- Virtual whole school assemblies are produced on a Monday and shared on the ShiphayTube channel
- Feedback from parent survey about remote learning has been very positive
- Parent Consultations will be offered over one evening after February half term break. These will be optional as parents have had a lot of contact with teachers recently. CH suggested that some governors be available for parents consultation evening too. KL feels too late notice for February but will include for future parent consultation evenings

#### **Health & Safety and Accident Reporting**

- Risk Assessments at each stage of the COVID situation have been completed with the support of Jill Christian and her team. These have

	<p>been shared with staff for their consultation.</p> <ul style="list-style-type: none"> <li>• Risk Assessments updated each time guidelines or the lockdown situation change.</li> <li>• Daily Operational plan in place and reviewed regularly</li> <li>• Risk Assessment reviewed at SLT each week</li> <li>• Document available for staff to report any concerns or adaptations needed to the risk assessment</li> <li>• All risk assessments and documents have been checked against Union checklists and shared with Unions.</li> </ul>	
Spring 10	<p><b>Trustee Standards Board Feedback - 25th November 2020</b></p> <p><b>Challenge Partners Review</b></p> <ul style="list-style-type: none"> <li>• Sharing of best practice between Heads and SLT's across school networks. The funding has ended for cross school partnerships, but RET will carry this on across all three schools within the trust. SB is writing a peer review framework</li> </ul> <p><b>KPI's</b></p> <ul style="list-style-type: none"> <li>• All RET schools are working towards outstanding Ofsted grading.</li> <li>• Red KPI's are Pupil Premium and Disadvantaged Pupils as lockdown will no doubt increase the problems associated. MW to circulate PP document from RET (A7)</li> <li>• Shipway School was praised for having had no exclusions. Best practice to be shared across the RET</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Shipway has made positive steps forward with EYFS outcomes and closing the progress gaps caused by lockdown. The outcomes are better as a result of the work to put early interventions in place. This was a result of visiting other EYFS settings and a significant improvement on previous years</li> </ul> <p>SB congratulated the school and all staff for their relentless focus on academic improvement throughout a difficult and challenging year so far.</p>	<p><b>MW</b></p> <p><b>Action 7</b></p>
Spring 11	<p><b>Governors Curriculum training - 18th November 2021</b></p> <ul style="list-style-type: none"> <li>• Training powerpoint shared. 3 I's focus for monitoring visits.</li> <li>• KL asked all governors to forward any questions from this training session to her and to carry these forward to the next monitoring visit that takes place in school and not virtually (A8)</li> </ul>	<p><b>KL</b></p> <p><b>Action 8</b></p>
Spring 12	<p><b>AOB</b></p> <p><b>Staff Wellbeing Survey Feedback</b></p> <ul style="list-style-type: none"> <li>• 48 out of 60 responses</li> <li>• Six common threads identified: workload, remote teaching, class sizes and mixed bubbles, reliable technology, communication and COVID-19 uncertainties</li> <li>• February NPD to focus in wellbeing and embedding this into the school culture so that all staff are accessing and using the resources available</li> <li>• SLT to focus on understanding what is causing increased workloads and the biggest challenges</li> <li>• SLT have undertaken phone calls to parents to help reduce the numbers in school bubbles.</li> <li>• Laptops have been issues to staff to provide more reliable technology</li> </ul>	<p><b>KL</b></p>



	<ul style="list-style-type: none"> <li>Overall staff feel supported and there is a positive culture. Low staff absence rates supports this</li> </ul> <p>CH requested that E-Safety information on the RET website be reviewed as it is hard to find. LS to speak with Faye Steele (A9)</p> <p>CH concerned that only two families are currently accessing food parcels and asked how the RET identifies if there is more need. Could there be more visible information available to parents of how to get a referral. KL to action (A10)</p> <p>MT formally thanked the RET and the whole team at Shipway for going the extra mile throughout the pandemic thus far</p> <p>EG thanked the Shipway team for the excellent remote learning being delivered. As a school parent she said this has made life a lot easier in a very difficult situation.</p> <p>SB thanked KL and all staff for the great work being delivered and thanked all governors for volunteering their valuable time</p> <p>MW concluded by thanking all staff for doing a phenomenal job</p> <p>Date of next LSB Meeting: <b>15th June 2021</b></p> <p>Standards Monitoring Visit Dates: <b>20th May 2021</b></p>	<p><b>Action 9</b></p> <p><b>Action 10</b></p>
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**A1**, KL/CH/CF to arrange a call to check central records virtually

**A2**, CH link up with Paul Garside (Trustee, Safeguarding) once schools reopen.

**A3**, CH requested a copy of the safeguarding template from RET for future monitoring visits. LS to speak with FS

**A4**, KL to send a follow up home learning survey to parents after February half term if remote learning continues

**A5**, KL to reintroduce praise postcards as a means of personal recognition for pupils

**A6**, KL to circulate the link to Learning Zone for nursery parents

**A7**, MW to circulate PP document from RET Trustee Standards Board meeting (November 2020)

**A8**, Governors to forward any questions from the governors curriculum training session (Jan 21) to KL to be carried forward to the next monitoring visit that takes place in school and not virtually

**A9**, LS to speak with Faye Steele regarding a review of the E-Safety information on the RET website because it is hard to find

**A10**, KL to review availability of information to parents of how to access food parcels