

## Hartington CE Primary School – Board of Governors

### Minutes of a meeting held on Wednesday 27<sup>th</sup> January 2021 – 4:30pm via Microsoft Teams

Governors Present: AI (Chair + Parent), TB (Head Teacher), JF (Staff + Clerk), JD (Foundation), DH (Co-Opted), LB MBE (Foundation) and KW (Parent) – arrived 5:30pm

Associate Members Present:

Apologies-: SB (Local Authority), TP (Co-Opted) (unable to get on call) and GD (Associate).

Minutes taken by JF - Clerk to Governors,

Minute No	Details	Action
<b>Procedural Matters</b>		
	<p><b>Prayers and Apologies for Absence</b> AI welcomed everyone to the virtual meeting and presented a prayer for guidance.</p>	
<b>1-27/1/2021</b>	<p><b>(1a) Declarations of interest in any items on this Agenda:</b>  TB declared and interest in item 4 b on the agenda. This was duly noted and TB would be asked to leave the meeting when this item was discussed.</p>	
<b>2-27-1-2021</b>	<p><b>Amendments and acceptance of Minutes:</b></p>	
<b>(2-A)</b>	<p><b>Minutes of the meeting 4<sup>th</sup> December 2020</b> - These were circulated prior to this meeting. They were accepted and proposed as a true record by LB and seconded by JD. There were no amendments.</p>	
<b>(2-B)</b>	<p><b>Matters Arising not on the Agenda:</b> None</p>	
<b>(2-C)</b>	<p><b>Action List:</b> JF is to forward an updated list as a few more items have been completed since it was sent out.</p>	JF
	<p>1-16/09/20 – Completion of Governor forms: AI is still to complete these. JF is waiting for them to collate the results. GD has been forwarded the documents for her to complete.</p>	JF
	<p>3B-16/09/20 – Source Governor training – Governors (SB, TP &amp; KW) who missed the GDPR training will still be required to undertake it. JF is to see if any other schools in the area are due to undertake it and see if we can tag on. DH attended virtual Finance training on 25<sup>th</sup> Jan 2021 and has expressed an interest in SEN&amp;D. Most training at the present time is undertaken virtually.</p>	JF
	<p>4B-16/10/20 - EHCP &amp; GRIPS Funding – Agenda item (6a)</p>	
	<p>2B 4-12-20 – Early Help &amp; Catch Up Funding – Agenda item (4c)</p>	
	<p>4C-16/09/20 – Due to the school being flooded on the 21st January the proposed advertising of the EYFS play area has had to be re thought. The play area resources have all been covered in flood water and require either replacing or sanitizing. David Gibbs the caretaker has agreed to undertaken many of these actions. LB suggested that school use the flood as a marketing tool to advertise the regeneration of the school (before/during/after). LB offered the help and support of community members to work in partnership to promote this area of the school. LB is to arrange a Zoom meeting to discuss going forward and draw up an action plan and deadlines along with DH and Leon from the village.</p>	LB/DH
<b>3-27-1-2021</b>	<p><b>Head teachers report:</b> TB's Head teacher report was written specifically about the items on the agenda and circulated prior to the meeting for governors to forward any questions they had.  No questions were raised.</p>	
<b>4-27-1-2021</b>	<p><b>Finance/Budget</b> A copy of the Spring term 2/3 budget was circulated to the finance committee prior to</p>	

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<p>the meeting.</p> <p>The budget for this year has predicted and over spend on staff wages due to two pupils who require full time one to one support. One is in receipt of GRIPS (Graduated Response for Individual Pupils) funding of £8,600, which runs out in January 2021, to support them in the development of communication and language, social and emotional skills. This funding only allows support from a TA for 3hrs per day. The additional cost is coming from the school budget as the pupils are requiring full time 1-1- support to enable them to access a bespoke curriculum. Therefore, this has contributed to an over spend of TA hours during the autumn term. It is hoped that some of this cost will be clawed back on the re application of GRIPS/EHCP funding which will be back dated. The EHCP &amp; GRIPS funding are both supplemented with an additional £6,000 per pupil from the school budget. GRIPS funding is a fund that can be applied for by schools to support pupils for a designated period of time but the expectation being is that the support for the pupil will decrease so the GRIPS funding allocation will eventually cease. The maximum allocation is £12,000, anything above this has to go to an additional panel from the LA. At present it is felt that the pupil who is in receipt of GRIPS funding now needs to be put forward for an EHCP. MW and members from the Multi Agency team have supported the proposal made by the school regarding the application of an EHCP for the pupil on GRIPS. A multi-agency meeting is planned with agencies to discuss this further (2-2-21).</p> <p>The other pupil with an EHCP (Education Health Care Plan) has an entitlement of a level 4 fully funded EHCP providing £9,425, running from September 2020 to July 2021. This child is also due a Multi-Agency meeting on the 2-3-21.</p> <p>The school has a new SEND officer (Matthew Wright) following the resignation of the previous SEND officer Dianne Harrison who have supported us with GRIPS applications in the past. The lead SEND officer Cathie Keeley has also resigned and replaced by Amanda Douglas. As a small school we are still not eligible for Small Schools Contingency Funding due to the carry forward. The school will go into the red in 2022/23.</p> <p>TP raised questions about the Budget via an email, which were due to be answered at the meeting. Unfortunately, TP was unable to get onto the virtual meeting therefore the questions were answered in a reply. Please see below, questions in black answers in red:</p> <p><i>The income of £9066.00</i>  <i>Internal costs under spend of £14,383.00</i>  <i>A surplus of £54,653.00 which is £14,635.00 higher than our budgeted estimated surplus for this moment. <b>This amount you have identified as an underspend has been of set against staff costs.</b></i>  <i>My concern - All good news!! - BUT please confirm that we will be able to carry this surplus fund to future years with no risk of it being claimed back by DCC. <b>Although this question is not applicable now, we are able to carry surplus forward.</b></i>  <i>One other matter.</i>  <i>The ring fenced funding of £3481.00 to be spent by August 2021? Have we got a plan/ requirement to spend this by August please share if we have.</i>  <i><b>Please note under heading - Property Repairs/MIC (317010) it states that £4818 has been taken from the current budget. This is the cost of the Vegetable Plot and Reflective area seating. It then referred to it being transferred to option 1 when in fact it should have come from the Devolved Formula Capital. This has since been rectified and all relevant information has been signed off and emails saved. This means that the Devolved Formula Capital fund stands at £7057 not £11875. So the ring fenced £3481 to be spent by August 2021 has already been spent.</b></i></p> <p>AI suggested a separate meeting be arranged with the finance committee to discuss the budget. This has been arranged for 3-3-21 at 4:30 via Teams (AI, JD, TP, TB &amp; JF)</p>	JF
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<p><b>4-27-1-2021</b> <b>(4B)</b></p>	<p><b>Finance/Budget (cont.)</b> <b>HTPM</b> – TB left the meeting</p> <p>HTPM - TB undertook her Head Teachers Performance Review on 3-12-2020 in the presence of AI, JD and PH - Link advisor via Microsoft Teams - AI reported that TB had met her targets for 2019/20 and that new objectives had been set (in line with the SIP) for 2020/21.</p> <p>AI read out TB’s 3 objectives from last year’s HTPM</p> <p><i>Obj 1: Review the curriculum and work collaboratively with teaching staff through the process of curriculum planning, ensuring that progression of knowledge is maintained and that all stakeholders can discuss the intent, implementation and impact of the curriculum.</i></p> <p>Due to the Covid pandemic the focus turned to the Rainbow curriculum (recovery) and ‘catch up education’ due to the government placing an expectation on schools to make sure pupils caught up on missed teaching during the lock down.</p> <p><i>Obj 2: Develop robust enrichment and community activities linked to the curriculum, so that pupils access a stimulating and varied curriculum.</i></p> <p>Community activities were undertaken in an imaginative way during the pandemic and pupils took part in a virtual Macmillan Coffee morning, wrote letters to members of the community, created exercises for elderly members etc with support from LB.</p> <p><i>Obj 3: Build on current networking opportunities and develop clear links with other establishments, including all members of staff, so that all develop their leadership opportunities and skills and are supported in their roles.</i></p> <p>Work on this objective was started with some networking with cluster schools but the onset of Covid stopped this. TB has remained in contact with other local schools during this period for support and offering support.</p> <p>AI stated that they felt that TB had met all her objectives for 2019/2020 and proposed that she progress from LSP 12 to LSP 13, back dated to September 2020. JF is to submit the adjustment form to Shared Services with a copy of the appropriate minute number and paragraph. This review was carried out in accordance with statutory requirements. AI proposed the pay progression and JD seconded it. The rest of the FGB were in unanimous agreement.</p> <p>AI then read out TB’s new objectives for the academic year 2020/2021</p> <p><i>Obj 1: To ensure the funding received under the government’s ‘catch up’ (the Rainbow Curriculum) scheme is used effectively to improve outcomes for all pupils, including those identified as being adversely affected by the covid-19 pandemic (dependant on ability and attendance).</i></p> <p>As stated above there is a great expectation on schools for all pupils to catch up on learning prior to lockdown due to Covid. This can be adversely effected by attendance and the pupil’s ability to access home schooling.</p> <p><i>Obj 2: To carry out a whole-school review of reading provision, with a particular focus on KS1 and lower KS2 comprehension, making the required changes to resources, teaching and learning strategies and monitoring the impact of said changes.</i></p> <p><i>Obj 3: To look at the impact and intention of the current curriculum to ensure that pupils access an exciting and stimulating curriculum whilst ensuring that learning is layered and ‘sticky’.</i></p> <p>LB asked what was meant by ‘layered and sticky’? AI stated that ‘layered’ meant differentiated learning and ‘sticky’ meant knowledge being retained. This would be monitored via ongoing monitoring and assessment.</p> <p>TB re-joined the meeting</p>	<p>JF</p>
<p><b>(4C)</b></p>	<p><b>Early Help Offer &amp; Catch up funding:</b></p> <p>The Early Help Offer of approximately £595 was used to purchase the services of the Nurture Group, who were scheduled to return this term with 12 sessions, but have been put on hold again due to the current National lock down. Due to sessions being</p>	

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	<p>carried over from the last academic year they had agreed to provide some whole day sessions, which will now take place in the summer term (Covid permitting). The LA have now stated that the Nurture group could attend the school under government covid guidelines but TB has decided, in an attempt to keep staff and pupils safe, that she would not let them visit the school due to the current lock down. It was felt that the pupils attending school, during the present lock down, appeared happy and accessing friendship groups. Staff have undertaken training in the Positive Support Programme and 4 pupils are accessing it at the present time and individual targets have been made and bespoke activities delivered. It was felt that the children who are being home schooled will benefit more from the Nurture sessions being delivered in the summer term when hopefully they will be back in school. AI thought this was a good idea to support families when transition back into school. Three out of the four families are accessing the learning platform.</p> <p>The Catch Up funding is an allocation of £80 per pupil (£1280), given by the government, across the country. This money is to be spent on each child supporting the development of key skills and to close the gap in the learning due to the closure of schools. This money was not allocated at the beginning of the autumn term, when they returned following the summer vacation and first lockdown. Teaching staff wanted to assess children’s emotional, social and mental well-being as well as their ability to access the curriculum. It was important to see how children settled back into an amended routine within the school, their interactions with each other and their resilience through individual assessment. During the autumn term it was noted by the LA that some Derbyshire schools (including Hartington) had not yet committed the Catch Up Funding allocation. TB following discussions with the schools Link and Senior Link Advisors they agreed with the decision to defer this allocation. TB explained how the funding would be spent during the spring and summer terms. She also explained that some of the funding had been allocated to the delivery of the Positive Support Programme during the autumn term. TB has attended Anxiety training as this is an area which is presenting itself as a barrier to learning for some pupils. This has been identified during the autumn term by staff and is due to be cascaded to staff in order to help them identify key indicators and put in place appropriate actions. One member of staff is also to undertake ELSA (Emotional Literacy Support Assistant) training to enable them to support the emotional needs of pupils. This is an accredited course for the staff member and the school. Some pupils are failing to make the desired progress and it is felt that this training is relevant to many of our pupils and will underpin the children’s ability to learn.</p> <p>TB is to produce an Action Plan of how the Catch Up funding has been allocated among pupils for the web site. This is a mandatory document and is almost completed.</p> <p>LB asked how the £80 per child was different from the Early Help Offer. TB stated that any child was eligible for the Early Help funding, while the Catch Up funding was for mental, emotional and social well-being and for targeted support within the curriculum. LB then asked if there was a deadline for spending the allocation. TB stated that it would have to be spent by the end of the academic year but that the funding was already committed.</p> <p>KW joined the meeting at 5:30pm</p>	<p>TB</p> <p>TB</p>
<p><b>5- 27-1-2021</b> <b>(5A)</b></p>	<p><b>Curriculum</b></p> <p>A report, compiled by LJ, was forwarded to governors prior to the meeting. The learning platform (Google Classroom) is up and running and seems popular with parents and pupils. Parents seem to like it more than accessing the web site during the first lock down. Lessons/activities/links/power points etc can all be added prior to the day and activated on the designated day. TB, Mrs Jones and Mrs McGuinness each have a class-room within the learning platform where they can set home schooling for</p>	

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	<p>their pupils to access. Pupils can message staff through the platform, upload completed work and print documents. The platform proved very helpful and effective during the school closure due to the flood. All families except two have accessed the learning platform. However children from one of these attend school as they are a key worker children. Unfortunately, though they didn't access the platform during the period when the school was closed due to flood damage. The other family have stated explicitly in a questionnaire and email at the beginning of the lock down that they would not access any school learning and would compile their own timetable of activities and tasks for their children to access. TB email's or rings the family weekly and has offered paper copies of work but they have declined through the failure of confirming with the school of their intention to collect. This family's details have been forwarded to the government regarding the eligibility for extra mobile data following a request regarding this scheme being emailed out to parents/carers. One EYFS child is working from home but accessing paper copies that are delivered every week and joining in some of the collaborative home/school activities, including power points and online 'Jump Start Johnny' sessions. Parents and children will be formally canvassed for their feedback, like and dislikes of the learning platform, but at present the school is requesting verbal feedback only to enable the learning platform to be tweaked.</p> <p>A document regarding the Remote Education for self-isolating pupils was uploaded onto the web site by the deadline of 25<sup>th</sup> January. School has sent a remote home learning agreement in October and has also informed them via email of the updated government guidelines published during the lock down commencing on 5-1-21, regarding the allocation of time to be spent by children at home in lessons during home school learning.</p> <p><b>(5-B)</b> At present staff within the school haven't delivered any live lessons due to safeguarding issues individual members of staff have made regarding the feeling of being vulnerable during the session. TB suggested with staff that a possible solution to this could be that during a live session an additional member of staff would be present. However this is not a sustainable solution in a small school with limited staff. Also the pupil accessing the sessions would require an adult with them. TB stated that there was no documentation that stated live lessons, delivered by school staff, had to be undertaken and at present the staff didn't feel happy to do this. Another suggestion was that videos of staff teaching could be recorded and uploaded. Pre-recorded live sessions from the internet eg: BBC bitesize are excellent alternatives. Live PE sessions have been accessed by pupils on the platform and in school, also MT has delivered a story time session to class 1. A google classroom agreement to provide permission from parents to allow children to see each other on the platform has been sought but the school is still awaiting confirmation from three families.</p> <p><b>(5C)</b> AI - as a parent, stated that she felt the learning platform was much easier to access than the web site. Also pupils, coming back to school after the flood, commented on how easy it was to find the day's tasks and activities. AI requested for more interactive activities to be available as it enabled her to set her child working for a period of time while she completed her own work load. AI then asked how we engaged with pupils not accessing the platform. TB informed how we had applied for additional data from families who had requested it and that we had been allocated one lap top by the government for home learning (school only entitled to one device). The question of loaning the school Ipads has raised numerous GDPR issues as they are all linked to one I-cloud account. They will require new accounts setting up and the joint one deleting, subsequently then all Apps will require downloading individually, at a cost. A list of apps that parents could download onto their personal Ipads is to be drafted and sent out with the possible costs. Paper copies are also available on request.</p> <p>AI stated that secondary schools were under obligation to deliver live lessons and that</p>	
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	<p>primary schools should also undertake them. TB affirmed that she felt live lessons raised many issues. Mrs Jones had voiced concerns that parents would be able to view other pupils in school during the teaching and that issues had been raised about parents secretly videoing the sessions and uploading to social media. Due to the majority of pupils attending school the lock down it was felt that live lessons were not a priority. AI maintained that she still felt we should undertake a few live lessons. KW expressed a wish for whole group sessions to help them interact. JF declared that these had already taken place, but not during the flood closure due to staff being busy getting the school sorted for re-opening.</p> <p>TB said that they were planning to celebrate home schooling and undertake a whole school worship to introduce a new reward system at the end of this term.</p> <p>Gavin Williamson the Education secretary has given Ofsted the power to monitor the home learning provision during lock down and schools will now be inspected on their home learning.</p>	TB
6-27-1-2021 (6A)	<p><b>SEND</b> – see minute no 4</p> <p>Two multi agency meetings are planned for at the start of spring term 2 via Microsoft teams. One is for a child with an EHCP and the other for a child with GRIPS funding. Following consultation with facilitator’s involved with the GRIPS child it has been agreed to apply for an EHCP to support them as they are well behind their peers in language development and social interaction. Grips funding is to be applied for in the interim period.</p>	TB/JF
(6B)	<p>See above – Minute No: 4</p>	
7-27-1-2021	<p><b>Policies</b></p> <p>Policies have been sent out to the FGB over the period between 4th Dec and 27th January for approval. This included: *Education Child Protection/Safeguarding template policy (addendum December 2020); *Model Child protection &amp; Safeguarding policy for schools V11 2020/21; *Child protection record keeping guidance for schools (including: transfer, storage &amp; retention); *Coronavirus Risk Assessment V7 + revised notes for Covid-19 schools full opening RA Jan 2021 V7; *Online Safety Policy for schools/education settings; *Remote learning policy V1. All policies were approved via email during that time and re-affirmed during the FGB meeting. All policies to be uploaded to the web site ASAP by JF.</p>	JF
8- 27-1-2021	<p><b>SIP</b></p> <p>The update Autumn Term SIP and the new Spring Term SIP were forwarded to governors prior to the meeting. LB raised a few questions via email about the PE/Health and Well Being section of the autumn term SIP, but suggested that she spoke to TB at a later date regarding this as it would take up too much time. She also pointed out a typo in the Spring Term SIP (Pg 4, PE/Health and Well Being section, second paragraph, last line of red writing – ‘School’s Sports Trust’ should say ‘Youth Sports Trust’.</p> <p>TB spoke to LB regarding her queries on the Autumn Term SIP, in purple; TB replies in blue.</p> <p><b>PE / Health and Well Being:</b> No problem with Well Being sitting alongside PE – is this Ofsted compliant-? does PE have responsibility for supporting/monitoring well-being across the curriculum? Will funding be used to support this? Since LB posted this question she has been in a meeting with Janice Price from the SSP (Schools Sport Partnership) where it was discussed that Mental Health and Well-being will be linked to PE in the future and with less emphasis on competition. Therefore LB stated that this question was not applicable as she found out the answer herself.</p> <ul style="list-style-type: none"> <li>To continue to take part in the pilot project ‘Ambassadors of the Peak’ with the National Park Service and begin to compile evidence which will include evidence for the John Muir Award. If this area is to sit under PE/Health and Wellbeing does it means that PESSPF will</li> </ul>	

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	<p>be used for this project? TB stated that a line needs to be drawn under this project as it has been completed by the school in unison with the National Park Service and had only being waiting for the presentation to take place which was postponed due to the Covid Pandemic in March 2020. TB is to contact Sally Wheal to sign off on this project and request the certificates.</p> <p>A further date for willow weaving has been planned for Thursday 11<sup>th</sup> June and possibly Friday 12<sup>th</sup> June. presume this was 2020? The 'Silver Sports' will also be invited to attend. TB has emailed Rose Clark regarding the possibility of re-visiting the school's re-cycling and composting in unison with the creation of the vegetable and flower bed. The school is also compiling the paperwork for Rose to enable the presentation of the award. A date for the presentation was identified as Tuesday 31<sup>st</sup> March. This is to be re-scheduled but is dependent on the current guidelines set by the government and LA regarding outside agencies entering the school. This remains on-going but it is felt that too much time has now passed and children who were originally involved in the project have left the school regarding the final presentation for it to have relevance. TB is to contact Rose Clark regarding the receipt of the certificate for the school and confirmed acknowledgement of the completion of the award. However work which was scheduled to continue following the completion of the award will resume once government guidelines permit, e.g. the continuation of the willow tree mural, re-development of the composting and vegetable / wild flower areas etc. (Linked to the outside spiritual area). This is not really PE and does not sit within the focus areas- need to do some work on incorporating it. Due to the planned changes to PE incorporating mental health and well-being this remains under the umbrella of PE. The wild flower project will still take place but now in unison with the village community via the 'Hartington Community Group'. This is a proposed development to create wild flower/wild life areas within Hartington during 2021.</p> <p>application with links to the School's Youth Sports Trust. Typo</p>	
9-27-1-2021	<p><b>Correspondence</b></p> <p>A list of all the correspondence since December 2020 was read out to the governors. (All letters on file).</p> <p>Thanks to JD we have received a donation of £200 from St Oswald's Lodge towards the vegetable plot. A letter of thanks has been sent and is on file.</p> <p>We have received a magnificent donation of £434 in memory of the late Eva Mannion who sadly passed away early December. A letter of condolence and thanks were sent to the family. We have also received a donation of £200 from David Chapman's 'Local Project Fund' towards the reflection area and wind break that we applied for permission to build from the council. LB kindly completed the grant application and forwarded an email of thanks. We have also received information regarding Methodism from JD's friend who has agreed to visit the school when the pandemic is over. An email of thanks was forwarded to him.</p>	
<b>Flood</b>	<p>Following heavy rain the school experienced a flood in the early hours of 21-1-21. This could have been much worse if it hadn't been for the swift actions of Anna Wardle who lives next door with another neighbour. She contacted TB who came with her husband and son at 1am to the school and organised sand bags from the council and lifted many resources off the floor in class 1, the hall, office, entrance hall and corridor leading to class 1. Following the flood the school was closed for five days, reopening on 28th January to vulnerable and critical worker pupils. Class 1 will be out of action for some time and the hall for about two weeks. At present we have 12 pupils in one bubble working in class 2.</p> <p><i>The following will provide you with details of the damage: Dehumidifiers are working constantly in all areas of the school except class 2 and the office.</i></p> <ul style="list-style-type: none"> <li>• Entrance Hall - carpets removed and wooden flooring beneath needs time to dry and then will be reassessed to determine the next action to be taken.</li> <li>• Main Hall - Heaters removed to dry out. All cupboard kick boards have been removed for</li> </ul>	

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	<p><i>drying out beneath them. The wooden floor has been 'saved' due to hard work by the LA school staff and at the present time it is hoped it will not need to be lifted and re-laid.</i></p> <ul style="list-style-type: none"> <li>• <i>Positive Support room - carpets removed</i></li> <li>• <i>Corridors - All book shelves to be removed, all skirting boards to be removed. Once dried out to then be reassessed to determine the next action to be taken. Door mat removed and to be replaced.</i></li> <li>• <i>Boys/girls/disabled toilets - all okay due to style of flooring</i></li> <li>• <i>Class 2 - Minimal damage to carpet at each entrance. To be dried out and carpet cleaned.</i></li> <li>• <i>Kitchen - No damage. Flood waters did not access this area.</i></li> <li>• <i>Class 1 - All carpets removed, Tile floor beneath carpets to be removed. Skirting boards to be removed. Room to be dried out then will be reassessed to determine the next action to be taken. All Cloak room area and foot-wells to be removed. Some resources have been damaged but will be replaced. This includes the wooden home corner kitchen, the teacher's chair, CD player plus others.</i></li> <li>• <i>Boiler room - Flooded and boiler to be repaired.</i></li> </ul> <p><i>All internal areas + the boiler room are due to be cleaned and de-sanitized.</i></p> <p>Mark Rushworth from property services DCC arrived on site Thursday 21st Jan and took control organising the departments required to get the school back up and running. Letters from the Chair Of governors are to be sent to the Highways, Council and Property Services for their prompt and efficient support. The LA informed Mark Rushworth that due to the schools swift actions it has saved the insurance company thousands of pounds. The use of another school was offered by its head teacher, Paul Hunter for the interim period, thanks were given but the offer declined. Also thanks to LB and Keith Quine who offered the use of the village hall as a temporary measure, but it was felt if we could get the school up and running in a short time scale, it would be easier than having to move resources to the VH. Everyone has been very supportive, we even had a cake from SB, and chocolates from LB (which were lovely), it has all been much appreciated. Gayle Shiels the senior link advisor has been in contact with TB offering her support. TB congratulated her staff and everyone for all their hard work.</p> <p>Staff were due to start lateral flow testing twice a week on the 25th January but due to DCC this has been put on hold. They were concerned about insurance, GDPR, policies etc. Following a further letter today (27-1-21) from Iain Peel (Service Director Schools and Learning) the green light has now been given and schools are to adopt all DCC documents once personalised to the school and roll out the test to staff. This is a voluntary act and at present has not been made mandatory by the government.</p> <p>Al on behalf of the governors wished to thank TB, JF and the staff for all their hard work and going above and beyond during the flood and lock down.</p>	AI/LB/ TB
10-27-1-2021	<p><b>What have we achieved tonight that will make a difference?</b></p> <ul style="list-style-type: none"> <li>• The quick reaction the flood incident and ensuring the school opened swiftly.</li> <li>• The progress regarding the Learning Platform and pupil's interaction.</li> <li>• The identification of a work party to recognise and develop an action plan regarding the regeneration of the EYFS area following the flood and advertise.</li> </ul>	

Meeting closed: 6:00pm

Next meeting: Wednesday 17th March 2021 – 4:30m

Signed ..... Date .....

Chair of Governors - Alison Ivins