

**MINUTES**  
**of the meeting of Teignmouth Community School Local Governing Body held on**  
**Thursday 3 December 2020 at 4 pm via MS Teams online**  
**due to COVID-19 restrictions.**

<b>Present:</b>		
<b>Name</b>	<b>Title/Role</b>	<b>Initials</b>
Polly Cox	Proposed New Governor	PC
Karine Davies	Vice Chair of Governors	KD
Mark McCarthy	Chair of Governors	MMc
Sarah Minty-Dyke	Governor, Staff, ER	SMD
James O'Connell	Principal, ER	JPO
Annabelle Thomas	Head of School, ML	AT
Luke Williams	Governor, Staff, ML	LW
Gaby Willis	Clerk	GW
Maggie York	Governor	MY
<b>Apologies:</b>		
Katy Quinn	CEO/Principal, ML	KQ
Sarah Sabourin	Governor Responsible for Safeguarding	SS
<b>Absent:</b>		
None		

<b>Item</b>	<b>Content</b>	<b>Action</b>
2/1.1	<b>Welcome and Apologies:</b> SMD not present at the start.	
2/1.2	<b>Declarations of Interest:</b> None declared.	
2/2.1	<b>Matters Arising:</b> Taken as read that people have gone through the minutes already. Matters arising will be covered in the next section in Chair's update. Other actions arising in terms of meeting. MMc has met monthly with Heads so far this term and met SLT and non-staff governors at ML and ER in the last week of November.	
2/2.2	<b>Accept minutes as a true and accurate record:</b> No concerns or issues raised. AGREED true and accurate record.	
2/3.1	<p><b>Chairs Update:</b> MMc circulated document in advance summarising actions from September meeting which by and large have all been addressed. Ongoing activities are to continue building links between governance board and SIP to help best inform ongoing meeting cycles and agendas for this year. Ongoing conversation between Heads and senior leadership and picking up engagement with senior leadership and encouraging senior leaders to present to LGB on relevant topics as appropriate. LGB Chairs, Clerks and CEO met to discuss the local governance handbook and the review of that document. Originally drafted and shared for the TCS Body last autumn but not revised since. Action is for Clerk and Chair of LGBs to propose any amendments to those documents. They sit as LGB manuals/TOR.</p> <p><b>Action: GW and MMc to look at these specifically before January meeting. GW has the amended Trust wording.</b></p> <p>A Chairs' Committee has been established to facilitate communication. Currently chaired by the Chair of Trustees, it includes LGB Chairs, CEO and GW as Clerk. Common themes discussed as challenges across the Trust was staff wellbeing as a particular challenge. A Hays staff wellbeing report was circulated and will be available on the portal to governors. The committee also recognised the scale of that challenge particularly at ER as the largest school and staff body and more distributed staff teams within it. Reminder to Chairs to continue to keep governance activities to priority activities for the time being.</p> <p>CEO and TGO are developing a governor training programme which will be rolled out for the Trust in the new year.</p>	GW/MMc

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	<p>Feedback from Trust Board to LGB. Finance monitoring for ER and ML is currently being undertaken by Trust FAR Committee who met on 1 December and MMC attended as a local governor representative. AT and JPO also attended. A new Trustee is being appointed and has been spoken to specifically about TCS LGB in the safeguarding roles so that is another area in the process of being developed.</p> <p>Question from the Trust to the LGB is “what is the situation with regards to progressing the split of the TCS LGB into the 2 schools and would there be more interest on being governors of those LGBs if separated?” MMC invited responses on that point. Responses were:</p> <ul style="list-style-type: none"> <li>• Recent parent governor applications from some parents indicated that some wanted to be primary specific.</li> <li>• Some governors felt they had more experience of a particular setting so would be better suited to either primary or secondary governance.</li> <li>• With a split there would be more time dedicated to each site as governors would not be spread so thinly.</li> </ul> <p>MMC stated with regard to the question it is difficult to progress a split until more governors have been recruited so that must come first. Response rate from parent governor applications was excellent and we received 9 for 2 vacancies so although some people have fed back they would prefer to be primary or secondary governors, the fact that the LGB currently covers both hasn't diminished the potential pool of applicants. From a strategic point of view it was felt the procedural side would be easier if split but it would also be interesting to revisit the strategic directions and plans of the school in the new year to get a better feel for how much the strategic direction needs to diverge for the 2 schools. <b>It was agreed that based on the discussion the LGB still have it in mind that they could look to separate the schools but it is not practical to progress that at this time.</b></p> <p><b>Action: GW to add this to the comms sheet.</b></p>	GW
2/3.2	<p><b>Governance Improvement Plan:</b> Included in the papers for this meeting on the portal. In mind of looking at introducing evaluation of the LGB and how it is operating. Draft based on specific resources from the NGA and The Key with regard to core questions, Governance Handbook and Competency Framework. List of priority activities for developing and improving effectiveness as a governing body and propose this as a collective means of moving forward. Questions and thoughts invited. None received. MMC asked if there were any concerns and none were raised. Felt it was a good start and lots of areas that give a framework in which to improve. All agreed and accepted as a working document for the LGB subject to change when needed.</p>	
2/3.3	<p><b>Recruitment Update:</b> MMC introduced Polly Cox who has applied to join the LGB as a Co-opted Governor. Other recruitment news, earlier this week MMC spoke to another interested party who is a non-parent based in Exeter who was found by GW through the Governors for Schools programme. He is very keen and MMC felt from their conversation and his information that he would be a good addition to the LGB.</p> <p><b>Action: GW to upload details to the portal for all to read, and he will be invited to next LGB meeting on 28 January.</b></p> <p>Active parent governor recruitment is ongoing to recruit 2 parent elected governors. One for ER and one for ML. Very good response. 9 applicants in total who were split fairly evenly: 4 ML and 5 ER. A ballot of the parent body will be run from 5-13 January so that the outcomes can be determined by the end of that week and the ratification process carried out at the 28 January LGB. MMC has spoken to all of those applicants who bring a diverse range of skills and backgrounds and MMC has no concerns.</p>	GW/All

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	<p>The LGB do not have a say on who is appointed as that is for the parent body to decide, but as part of the ballot information we can advise on particular skills we are looking for to inform but not actively influence.</p> <p><b>Q: Can't we appoint two from each site thinking ahead for two schools' split?</b></p> <p>MMc: The Scheme of Delegation states a maximum of two parent elected governors for governing body and currently we are one governing board so to appoint two from each school would be against the Scheme of Delegation. It is possible to appoint additional co-opted governors who are parents, like MMc and KD, so the LGB can choose to do that if people had specific skills and experience that we think would add value to the board. It would be appointment of LGB and not of the parent body. There is counsel that as a board we do want to ensure there is a reasonable balance of diversity so not being overly parent/staff/non-parent which gives a good balance of representation. MMc has spoken to all the applicants individually and explained the process and has also been very clear that to ask them for approval for keeping their names on file for future reference to vacancies.</p> <p>Agreed it was fantastic that the parent body have really delivered.</p> <p><b>Q: Presumably we could after 28<sup>th</sup> have a look at the skill sets we would be looking for in co-opted governors and approach them.</b></p> <p>MMc: The other process for that is recognising what positions we want to fill within the LGB. Identifying specific roles and responsibilities so appointing a link governor for careers and sixth form, link governor on behaviour, key areas we would gain benefit from having additional oversight and engagement with the schools.</p> <p>GW advised governors that under the Scheme of Delegation there is a maximum of 14 permitted on the LGB and currently there are</p> <ul style="list-style-type: none"> <li>• 4 co-opted governors who are also parents or grandparents,</li> <li>• 4 staff governors</li> <li>• 2 potential parent elected governors to join in January.</li> <li>• PC will hopefully be appointed this evening</li> <li>• There is the potential new governor who MMc has recommended for appointment on 28 January.</li> </ul> <p>Other avenues for recruitment have been approached such as employers who assist the school with work experience and careers and one person has already come forward from that today. Should this person also be suitable for appointment, that will only leave one vacancy which should be someone with no vested interest in the school (ie parent or staff).</p>	
2/4.1	<p><b>Proposal to appoint Polly Cox as a Co-Opted Governor:</b> MMc invited PC to introduce herself to the LGB. Details had already been circulated. Polly attended TCS until 2013 and left to go to Exeter College followed by Exeter University for her degree and was now studying for a chartered accountancy qualification. Polly works for Bishop Fleming and specialises in academy accounts. Being fond of the local area, Polly wants to give back to the local community and become more involved; using her spare time for worthwhile causes. Passionate about education and involved in outreach programmes. Questions invited.</p> <p><b>Q: It is great to have an ex student who knows the school coming back to be part of our governance. Do you think there are any things that might be difficult? Staff in school you still know. Closer in age to the students, does that pose any challenges for you?</b></p> <p>PC: This is probably why I haven't shown interest until now. Feel it has been long enough since I left and of close family no longer attend the school so feel can maintain that distance when it comes to making decisions and voting on things.</p> <p>It was felt PC being an ex-student will bring advantages and a different perspective.</p> <p><b>Q: Are there any areas of governance you are keen to be involved with. Normal standing is we separate into sub-committees on Educational Outcomes and</b></p>	

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	<p><b>Curriculum; Safeguarding, and Finance, HR and Estates. Any particular aspects keen to be involved with?</b></p> <p>PC: I am passionate about EOC and interested in that. Skills would probably be finance for my work and job and hopefully, due to nature of my job I work with a lot of MATs and academies so I should have insight in terms of finance.</p> <p>MMc asked PC to leave meeting while her appointment was proposed and a vote taken.</p> <p>JPO proposed, MY seconded. Vote: For: 5 Against: 0 Abstained: 0 Unanimously <b>APPROVED.</b></p> <p><i>SMD joined the meeting. PC invited back into the meeting.</i></p> <p>MMc confirmed that the LGB would send recommendation to the Trust board for approval of her appointment.</p> <p><b>Action: GW to add this to the comms sheet and confirm back after Board meeting on 15 December.</b></p>	<p><b>GW</b></p>
2/5.1	<p><b>Heads Update from Mill Lane:</b> AT shared a presentation on the screen. Format of presentation has been amended for this LGB based on criteria given by the Chair. Catch up premium £80 per pupil so around £20k for the year. This is being focused on Y5/6 specifically as they are a difficult cohort and furthest behind and they are approaching SATS. Tutor has been appointed, known in local community, for 3 times per week. Focus has been on marginal children who with extra support could make it to the expected level. Assessments have been held and reading is holding up well. Maths is a big area and this is being focused on for 2 sessions per week and hours increased by 3 hours per week.</p> <p><b>Q: Quick clarification update on portal spend to date seemed low but this is not on the presentation now?</b></p> <p><i>Technical difficulty. Moved to Exeter Road:</i></p>	
2/5.1	<p><b>Head's Update for Exeter Road:</b> JPO has been discussing with MMc how governors want to see this information so didn't produce a presentation this time. Documents are on the portal.</p> <p>Catch up funding plan has been produced by Deputy Curriculum Lead with close to £80k in 3 instalments over the year. Discussions took place and before half term advertised for extra English and Maths teachers who were recruited 4 weeks ago. Maths has started and English in January. These teachers will be used strategically to create extra groups and use time for interventions in Maths and English. Looking to support all students with emphasis on Y11.</p> <p>JPO talked through the current catch up strategy document, which was available on the portal.</p> <p><b>Q: In terms of interventions in the catch up-plan, it is quite Y11 focused in terms of the specific approaches listed and you mention a lot of these will filter down to other years. Just checking that is very much the intention?</b></p> <p>JPO: Extra intervention lessons largely based around Y11 as their exams are coming and they have missed 4 months of school. Extra teachers are picking up groups in Y9 and 10 as well due to extra capacity. Y7 morning revision session has also been created due to extra capacity. Headlines about exams coming out today to go ahead with some extra support for students to prepare. Performance tables won't be available again this year, particularly for schools in the North who have had a lot of time out of school.</p> <p><b>Recovery Curriculum:</b> 20 or 30 different subjects and have to delegate some responsibility. Challenges particularly with Y11, 12, 13 and 10 to some extent. A lot of work has been done on this. Key thing being done is building in PSHE which is</p>	

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	<p>rooted into lessons on a fortnightly basis and in tutor time. Works on mental health and wellbeing and consideration of others. Student council and prefects are continuing as an important part of the school community. Lots of things are happening virtually.</p> <p>Q: As a member of the outcomes committee, how are you RAGing this? You have catch up. Is there a way that next term we have something like a calendar to show where you wanted to be and are you there and possible actions needed by governors?</p> <p>JPO: Will be measuring student data across academic achievement against where they were last year and have some data to share in EOC Committee meeting next week. Have comparisons of attendance, behaviour and safeguarding data. Difficult to know how much the current situation affects things. Number of safeguarding referrals at the moment is in line with last year and not much higher. Students are definitely behind academically in the higher years from where would have been last year. Won't know until summer what effect the catch-up funding has had.</p> <p>Q: Still think there needs to be a little benchmarking just to look at the data and think there is movement. Unfortunate that England are still holding exams. Concern that teachers will teach to the exam and not the subject. Feel some areas could be RAG to see progress and where movement is happening.</p> <p>JPO: The Improvement plan which I have RAGd shows where we are. This is on the portal and was emailed. We are pretty much amber across the board and making that progress.</p> <p>JPO shared screen to show SIP document. MMc stated it is important governors understand collectively what the expectation is of these interventions. JPO is looking particularly to improve on progress for this year and at present working hard to keep things going. Working on revision skills, independent learning, scaffolding support. JPO flagged behaviours and subsequent demands on teachers' time to phone parents at home.</p> <p>Q: The SIP is very broad and a lot of work. Is there a timeline of roll outs etc to enable governors to ask the right questions?</p> <p>JPO: The SIP covers everything that is needed but we are deliberately keeping things simple at the moment.</p> <p>MMc suggested going forward having updates on catch-up funding and recovery curriculum SIP in one go and perhaps for next time focus in more detail in one or two of these items specifically. Cycle of review for remainder of academic year and have RAG for this term. KD is organising a session with the Leader of Digital Services at ER to look at assessment schedule and data drop. JPO stated discussion about the SIP would need at least one hour just on that item and for this meeting the aim was to try to highlight a few key things. It was agreed that this is good information from this term and will give focus for next LGB on 28 January for a specific issue.</p> <p><b>Action: MMc to discuss with JPO specific item to report to LGB on 28 January.</b></p> <p>Q: Do we need to worry a lot about the number of students being removed? Potential PEX situations building for next term?</p> <p>JPO: In terms of number of exclusions (sheet shown for behaviour) FTE have reduced for this term, but is still a challenge. Slightly affected by Covid and some teachers are still applying different standards for behaviour. A new appointment has been made to create a behaviour lead, with some savings of staffing costs and they are looking at this currently. The absolute priority is to create an ethos and behaviour system that works effectively as this is the most significant effect on morale.</p> <p>Q: Are we clear as governors how we will measure the effectiveness of the new initiatives that have been introduced. The culture of celebration, are you clear how it</p>	<p>MMc/JPO</p>

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	<p>works for secondary schools. Do you have evidence to say how long it takes to embed?</p> <p>JPO: Creating positive ethos and changing culture means less young people being sent out and excluded. That behaviour data will then go down and impact should be seen by next September. Always have 5% in every year group who are challenging.</p> <p>Q: Lots of new activities. How will we know which ones are working and which we will take forward?</p> <p>JPO: It is all linked. Positive recognition. Simple prizes eg student of the week. Could ask student voice to say what was liked, noticed, etc and also staff questionnaires.</p> <p><b>Action: JPO to explore how to evaluate the student and staff voice around behaviour.</b></p> <p>JPO asked what governors want to hear about particularly. MMC felt it was useful to focus on headline issues and have associated documents available for point of reference, and thanked JPO for providing that information.</p> <p>Headlines from the <b>safeguarding audit</b>. Concern around student and staff understanding. Invited JPO to say anything about this and actions to be considered as a board in relation to those points. JPO stated the safeguarding audit came about through the Trust and was moved and delayed because of people being away due to the Covid situation. When the Babcock auditor came in the new safeguarding lead was not able to be in but the day was very well managed and JPO gave thanks to SMD for helping run this. The visitor spoke to students in the behaviour room. Systems around attendance have been revised and there are procedures for following up. Since return from lockdown young people have a more flexible approach in going to lessons than ever before. Leadership and others with radios are now on call if there is a concern about a student not being where they should be. Some question marks around some staff who joined who were unsure of who to go to and systems and this was useful to highlight. Training was done 9 months ago and is running again in January with pre-reading and documents to be signed. An online safeguarding quiz will then be done to ensure it has been read, for the inset day after Christmas. Work on attendance is being done alongside the new EWO.</p> <p>SMD commented that in relation to staff and students who thought SMD was Designated Safeguarding Lead (DSL) it needed to be noted it was slightly unfair as the DSL is so new to post and this is being addressed. The review was considered to be very good and very fair. Children who spoke to the reviewer said they all felt safe in school which was very positive.</p> <p>MMc flagged the need to recognise from a governance perspective that safeguarding is a still serious gap. Hopefully the additional support from the Trust will be very welcome and engage more in the short term while the LGB build the capacity to provide greater support in that area.</p> <p>JPO highlighted there are wellbeing concerns for a number of students. Over all safeguarding referrals haven't spiked but for some students who are particularly challenged these have magnified over the last few months. Majority of students are back in school and not drastically affected. Staff wellbeing is the greatest concern; effect of situation of running the school during this time and effect of behaviours.</p> <p>Q: Are there areas within the development plan that could be looked at and realistically some of these areas not going to get as far as hoped?</p> <p>JPO: Basic improvement plan has nothing hugely ambitious on it. QA is light and need to ensure school is kept going forward. Need to come together as a community</p>	<p><b>JPO</b></p>

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	<p>- miss whole school assemblies and the staff body coming together. There will be a virtual Christmas concert and awards events. Assemblies will run next term and staff training. Bacon sandwiches are being served before tutor time on Friday morning.</p> <p>MMc suggested an agenda setting meeting for the term ahead next term, Heads, Chair, Clerk and Committee Chairs to flesh the core issues to be focused on for the next meetings.</p> <p><b>Action: GW to organise agenda setting meeting.</b></p> <p>JPO PSHE curriculum developments are working well. Attendance is high 93.7% at the moment. Haven't had as many covid cases as others but this figure shows confidence of parents and carers sending students in. Support of welfare and pastoral team has been noted by the EWO.</p>	<p><b>GW</b></p>
2/5.1	<p><b>Back to Mill Lane:</b> AT resumed her presentation with powerpoint shared on screen by MMc.</p> <p>Referred back to the question earlier that £896 catch-up funding spent to date seemed low.</p> <p>AT confirmed the tutor had only just started when the catch-up funding came in. A request was made to the Trust finance team to extend hours by 3 hours per week. Maths will be the focus on this. No other questions on catch up funding.</p> <p>Wellbeing is a huge priority at the moment - standing agenda item on staff and leadership meetings and at the forefront all the time. A counsellor has visited and carried out some staff CPD which was well received. Trying to reduce marking and workload, staff duties and listening to what staff are saying. Staff meeting in 2 weeks' time which will have a fun element and Christmas quiz for staff. Something special arranged for January inset day. AT flagged on one day up to 8 staff off were off and managed to have only 3 supply days since September but leadership team have done a lot of cover. Over 3 hours per day of duties. Sustainability of this is a concern and worry of balance.</p> <p>MMc acknowledged the issue about sustainability and ongoing concern of wellbeing of staff and stated this is recognised across the Trust. AT confirmed staff continue to be a great support to the children and each other.</p> <p>SIP is on the portal with RAG system. Big focus on Maths and a lot of work to do with high expectations which will take time and resource to roll out this year and get right. Working hard to close gaps across school and accelerate progress. Data to be shared with EOC next week. AT will review Kites provision data before Christmas to see how successful this is. Average 8 children per day. Would be more if not in lockdown as lots of parents are working from home so don't need after school childcare.</p> <p><b>Action: AT to report back to LGB on Kites at next meeting.</b></p> <p>Q: On the SIP, looked through your RAG system. Any areas concerned about at this stage?</p> <p>AT: Maths. With one term off there is work to do to get this where it needs to be.</p> <p>Update of Kingfishers provision nurture group. Teacher has resigned and won't be replaced so covered by HLTA, TA and teacher and AT is confident this is the right team to move it forward.</p> <p>Deep dive giving interesting areas for development and in line with what Ofsted will do when they come. T&amp;L systems have been refined and simplified. Unfortunately, ER STRETCH system didn't work for the primary.</p>	<p><b>AT</b></p>

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	<p>Staff numbers and turnover. 47 staff at ML. Good community of staff and tends to be a low turnover. Phase 3 of recovery curriculum with core focus on reading, writing and maths and hope to share impact of this at EOC next week. Did baseline in Sept when students came back and tomorrow first point to measure impact which will be done again in spring and summer. Phonics check for Y2 next week. Confident will get good results in the summer with really targeted teaching. Remote learning provision discussed in case of self-isolation/closure of bubbles on the SeeSaw provision. Update on house point system rollout.</p> <p>Exclusions have been high for several reasons, some under the Covid addendum to the behaviour policy which is being strictly enforced for the safety of all. Figures and incidents discussed with thoughts on the reasons given by LW and AT. AT confirmed that FTE is having the desired effect and the behaviour is not being repeated by children on their return, except on one case. AT informed Governors she wishes to review the Covid addendum at Christmas and asked for governor feedback and thoughts.</p> <p><b>Q: Is there sufficient engagement with the parents on that policy and approach and how they can help reinforce the unacceptable behaviour.</b></p> <p>AT: Fed back to all parents. Work has been done in school and with staff but figures are high as a result of the Covid addendum.</p> <p>Agreed that this type of behaviour must be taken seriously being in the middle of a pandemic, and there could be serious consequences if it is not stopped. AT confirmed the subject was being covered in assemblies as the school hasn't had this issue before. AT asked if governors were happy to have that threshold on the understanding FTE figures will be higher. All agreed to keep to the current policy.</p> <p><b>Action: AT offered to share more detailed analysis of behaviour if required.</b></p> <p>Safeguarding figures discussed and explained. Attendance 96% above national and Devon. HT2 figure expected to be even better. DS and SENK are not attending as much.</p> <p>MMc invited anyone, especially newly appointed PC to asking for clarification on any acronyms if needed.</p> <p>AT reported less numbers joining the school in the last few years and larger year groups are in KS2 so universal FSM funding is not received for them. Covid restrictions are having an impact on recruitment of students. A virtual, live video has been created and sent to nurseries this year which hasn't been done before.</p> <p><b>Q: At what point do you get first sight of likely numbers for next year?</b></p> <p>AT: Applications close in January and first sight in March which changes due to appeals, etc after which a staffing forecast for September can be prepared. For the last few years ML has had one class to reception and would like to get back to a class and a half. Questions invited. None received.</p>	<p><b>AT</b></p>
2/6.1	<p><b>SEND:</b> MY as link governor updated on SEND activities. Visited ML at beginning of October and ER at end of October break. Approached differently due to Ofsted. ML very organised and everything is in place legislation wise. Handbook and school SEND information report and LW is very organised - the support plans and how they are managed and tracked were shared. Had a good strategic overview of SEND in the school and knew the pupils really well. Registers are all broken down into needs so able to just give the information and they are easy to read. Very well embedded at ML.</p> <p><b>LW agreed to give overview of SEND and how those children are doing after the data drop and will report to EOC.</b></p>	<p><b>LW</b></p>

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	<p>MY had asked LW how the information goes to teachers. Strategies and support plans are in place with the teachers.</p> <p>Took a different approach with ER due to curriculum and SLT changes so DSL there has reorganised the department from scratch and looked at different needs in area of students. Some have gone back into classes following review with parents. DSL has organised training for all the teachers. MY had Ofsted report in mind when visiting and one thing in mind was strategies were developed for SEND and DP but not embedded in all subjects. DSL created the strategies that Ofsted said were good so this has been taken on board and she has put in place bulletins, passports for children, shared all the support plans with MY and doing observations. Development plan is in place and this was just in October so hadn't been fully fleshed out. Hoping to visit ER again in January and look at the development plan and how things are going and what the impact has been so far. MY left thinking things are going well and being done correctly and properly. The DSL knew department and students and the staff which is reassuring.</p> <p>MY summarised she felt confident we have two strong people in very difficult posts. Both highly organised and know pupils and legislation and what is required. Very positive on both counts. Taken aback with high percentage of needs in both schools for SEND and DS and the teams do a great job. Questions invited.</p> <p><b>Action: MY to report back at next LGB and LW will give presentation on 8 December of how ML is doing.</b></p> <p>AT updated everyone that LW will be leaving ML at Christmas and has done an amazing job. AT will be picking up the role of SENDCO and liaising with MY going forward. This is a secondment within the Trust and LW is returning at the end of the summer.</p>	<p>MY/LW</p>
2/7.1	<p><b>Covid Risk Assessments:</b> Mill Lane – Key changes highlighted - nothing to be conscious of. New guidance about early years but this has not been included as involved parents of nursery coming into school which it was felt inappropriate at this time due to safety. Ventilation in winter months so flushing classes and corridors. MMc confirmed on his monitoring visit he felt everything was in place and everyone seemed to know what they were doing. Monitoring report is on the portal. With both schools the risk factor is complacency setting in as situation continues.</p> <p>Exeter Road – not changed substantially. More emphasis on ventilation and heating. Insisting on doors open and by and large that works. Challenges with coats and coldness but also ensuring enough ventilation through school. Masks for secondary schools' – the guidance is this is still compulsory in communal areas. We are currently tier 2.</p> <p>JPO would like staff to come together for January training day which can be done with careful planning. Want to start having year group assemblies in bubbles and this will be reflected in the next version of the risk assessment. Some students are changing into pe kit now so looking into doing this to create more normality to help with the whole school agenda. Questions invited. None received.</p> <p>For the time being Governors need to continue to provide routine regular review and appraisal on behalf of the trust and to do some further in school monitoring. MMc visited at the start of the school day so the next monitoring non-staff governor should look at a different time of day to focus on other aspects of the risk assessment.</p> <p><b>Action: Non-staff governor to liaise with Heads in the New Year and arrange Covid monitoring visit within the guidelines.</b></p>	<p>MMc</p>

