



New Hinksey CE Primary School

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Headteacher: Mrs Charlotte Haynes

Minutes of a meeting of the Full Governing Body of New Hinksey CE Primary School Tuesday 7th July, 5pm in a virtual capacity

The meeting began at 5.02pm

Item	Discussion	Action
	<p>Present: Samrah Ahmed (SA) Parent Governor Ellie Armstrong (EA) Parent Governor Kieran Cox (KC) Parent Governor Harm-Jan Fricke (HJF) LA Governor, Chair of Governors Charlotte Haynes (CH) Headteacher Fiona Hawkins (FH) Co-opted Governor Christine Hill (CHi) Co-opted Governor Harmonie Limb (HL) Parent Governor, Vice Chair of Governors Bob Price (BP) Co-opted Governor Olivia Selinger (OS) Parent Governor Denise Tucker (DT) Foundation Governor</p> <p>In attendance: Leila Brown, Local Authority Clerk</p> <p>Apologies: Helen Nash (HN) Staff Governor</p> <p>Absent: Father Ruben Angelici (RA) Foundation Governor, Ex Officio Miriam Jackson (MJ) Foundation Governor</p>	
1.	<p>Welcome and apologies HJF welcomed all to the meeting and welcomed DT to her first meeting. The meeting was quorate. Apologies had been received from HN.</p>	
2.	<p>Notification of any urgent business</p>	

Signed
LB, Clerk. New Hinksey FGB 07-07-2020

(chair) Date 7th October 2020

Page 1 of 8

	HJF noted he wished to raise the School Streets initiative under item 10.	
3.	Declaration of pecuniary/business interests None were declared for the meeting.	
4.	Approval of the minutes of the meeting on 30th April 2020 (circulated in advance) The minutes of the meeting were agreed to be a true and accurate record of the meeting, and would be electronically signed by HJF after the meeting and emailed to the clerk for storing on GovernorHub, and to CH for filing within the school.	
5.	Matters arising not covered elsewhere on the agenda A1: Clerk to circulate NGA skills audit for governors to complete: Done. HJF would ask governors to complete the skills audit at the start of the new academic year. There were no further matters arising.	
<i>Governors' questions and challenge highlighted in italics</i>		
6.	Head Teacher's update CH noted that the phased reopening of the school had taken place from 1 st June for Year 1, Year 6, Reception and Nursery children who had started to attend on a part-time basis, and vulnerable and key worker children had continued to attend as needed. Start and finish times were staggered and 4 "bubbles" had been operating in the school at any one time. Sanitising days were in place for enhanced levels of hygiene/cleaning between two bubbles using the same teaching space. Year 2 and Year 5 children had been in for one day a week since 15 th June and other year groups were being offered one day before the end of term. An additional transition visit would take place for Reception children before the end of term. <i>How had the decision been made that only 1 additional child could return per week into the existing bubble in the Reception class? Some parents had felt that the school hadn't been inclusive in operating in this way. Why hadn't 2 bubbles been created for Reception so all children could be accommodated?</i> CH noted that in the EYFS bubbles did not have to be capped at 15 children, so the school had decided to offer Reception provision as one bubble of 18 children. The school had started with that bubble attending 3 days a week. Not all 18 children had initially returned to Reception on 1 st June, but CH knew that some parents would change their mind about this and want their child to attend. CH noted that she had the autonomy to make the decisions that she felt were right for the school in this respect. Initial indications from parents were for a higher take up from the start or clear that they didn't want their children to attend. From the outset the school publicised in newsletters that the addition of	



latecomers to the bubbles would be monitored and gradual so as to maintain the integrity of existing covid safe bubble.

Could the school now create a further Reception bubble?

CH noted this would mean changing the days the current Reception bubble could be in school. CH noted that parents had been encouraged to keep communicating with the school to let them know if they wanted their children to attend.

Some parents felt excluded because of the process of admitting one new child per week into existing bubbles, and that there was never any chance of their child returning.

CH noted that as children had returned later into the Reception bubble, they had tended to need additional support from the Reception staff to help them adjust and settle in. Absolutely everyone had been included and offered the chance to return to the Reception bubble when the school first reopened to selected year groups.

Some Year 6 children had not returned to the school but would like to have been involved in the leavers' assembly in some way but had not been able to take part. This was a shame.

CH noted only 3 Year 6 children had not returned and gave brief details as to why these children were not back in school and had not been involved in the assembly, but noted that 22 of the Year 6 children had been involved.

Did CH feel it was worth further communication with the Reception parents who had been disappointed that their children had not been able to attend as outlined above?

CH anticipated seeing these parents and children on Monday 20th for their transition visit.

Could these children have longer in school on that day with their new teacher?

CH did not think this would be possible due to other transition meetings on that day. HJF noted there were good reasons for CH having taken the decisions she had made to operate the bubbles in the way outlined above.

CH gave details of the percentage of children in all year groups who had now returned to school in a part-time capacity.

On Thursday DfE guidance had been released for the return to school in September 2020, which was for all children to be in school full-time in class bubbles of up to 30 children. CH noted there was some ambiguity in the



guidance. There would be staggered starts and finishes to the school day and no assemblies or lunches in the school hall. Children should be seated facing the front of the class but CH noted there was some scope for rising Year 1s to remain seated around group tables. The school had some discretion to do what they assessed to be best for children. DfE expectation was for schools to focus on teaching core subjects while still offering a broad and balanced curriculum. CH noted classes would be organised in the usual way.

Would SATs tests take place next year?

Yes. CH noted that identifying gaps in learning for the affected cohorts would be a priority in September.

What about catch-up generally for rest of the school? Would they get catch up sessions?

CH noted that the expectation was this would happen from the classroom teacher over the first couple of terms.

What about the sanitisation issue? How would the school be kept clean?

The sanitisation day on Wednesday had been in order to clean the room which was being used by different bubbles on different days. From September each class bubble would have its own room so this would not be needed. The school was being cleaned every evening with a focus on contact points. Each class also had its own cleaning box with staff cleaning things across the day. CH was cleaning the toilets each lunch time and expected to continue doing this in September.

Transition activities had been planned for children that were coming in on 20th July. Transition activities had been adapted for the current situation. Year 6 children had experienced a variety of transition events with their secondary schools. Some had taken place in a virtual capacity and work packs had been provided to work through. HL noted her child had had a virtual induction into Year 7. Different local secondaries had offered other transition experiences including online interviews and videos.

CH noted that end of year reports to parents had been prepared and were ready to be sent out with information about how the school would be operating in September and what class teacher their child would have. These were being sent home with children who were in school or posted out as appropriate.

Would children learn from these letters who else would be in their class?



CH noted this information would not be sent out as the school had not felt this was appropriate. CH noted things had to be different this year. Parents would have to ask other parents to find out who was in each class next year. The class groupings were very similar make up of children to this year with just a very few tweaks to accommodate a bit of coming and going in the cohorts. CH felt the school was confident they could meet DfE guidance within the school. There was no need to accommodate children in bubbles in other community buildings.

How would school lunchtime operate?

For the first 2 days all children were being asked to bring in their own packed lunch and after that a packed lunch menu would be prepared by the kitchen for children to eat in their own classrooms. Once a week a portable fish and chip lunch would be provided for children to eat in their classrooms.

What were the arrangements for morning and afterschool club from September?

CH noted guidance on this was to keep children who attended this provision within their class bubbles if possible. CH noted this would not possible for the clubs that operated at the school but guidance allowed them to offer this provision to as small and consistent a group as possible, with detailed records of attendance and the aim of keeping children suitably distanced within the clubs. CH noted the school was currently canvassing parents to see who needed essential childcare in the morning and afterschool clubs from September so they could get an idea of numbers. Those who urgently needed this provision and could attend regularly would be prioritised.

Was it economically viable to continue running these clubs?

CH noted current staff had been furloughed until the end of August. It was inevitable that the clubs might operate at a loss from September.

Could additional costs incurred be covered by extra money from the government?

No, CH did not think this would be possible. The Resources Committee would discuss this further next week.

BP could the community centre be used in the winter for playtime etc. if the children needed to spread out into additional buildings?

CH noted children were to be encouraged to be outdoors. The school would probably need 2 bubbles outside at break times at any one time and were looking at whether to divide the play area into two halves. The school were prepared to be flexible on organising this as guidance might change by September.

Was there a Plan B in place in case of further local lockdown?



	<p>CH noted this was so and the school would respond to national or local advice accordingly if this was the case.</p> <p><i>Did the school have plans in place to cope with the negative impact on children's mental wellbeing or impact on their education that the period of school closure might have had?</i></p> <p>CH did not anticipate children being irreparably behind in their education. Children would have continued to develop in some way whilst at home. It might take them time to settle back down into the school routine, although children who had returned this term had been very receptive and enthusiastic about their return.</p> <p><i>There was CAMHS training available for staff to support children in their return to school.</i></p> <p>CH noted she had seen this offer. The mental health support team had also been producing excellent literature which teachers had been reading and using.</p> <p><i>With SATs happening next year how would the school ensure a broad curriculum with a balanced and wider focus on other subjects would still be taught within the school?</i></p> <p>CH noted all teaching would be based on a topic in September. The school had no plans to narrow the subjects and opportunities children had but would use cross-curricular opportunities to incorporate key skills and learning. CH noted the school might have to be adaptable and flexible according to the children's needs once they were back in school. It was all about identifying each cohort's needs.</p> <p>HJF noted how challenging a time it had been for CH and the staff and in general parents were very supportive of what the school had been doing and what they had done and hoped things might be more settled from September. HJF recorded his appreciation of staff and the school.</p>	
7.	<p>School Budget update</p> <p>The Resources Committee would meet on Tuesday. CH noted the submitted budget had been approved by the LA. There had been a few requests for slight adjustments which was usual, but otherwise the LA had accepted the budget on the basis that their comments and suggestions evened each other out.</p>	
8.	<p>Safeguarding</p> <p>CH noted she had nothing of concern to report. There was some ongoing liaison with social care in a couple of cases but this was not new.</p>	
9.	<p>Governance business to include update on 2 foundation governor appointments</p>	



	<p>HJF noted the successful appointments of DT and MJ as ODBE Foundation governors. DT introduced herself to governors.</p>	
<p>10.</p>	<p>AOB</p> <p>HJF noted that a successful Safari Walk had taken place and thanked the School Association for providing the funds and time for this. EA would pass on governors' thanks to Ben. Governors noted it had been a valued and much-appreciated activity during lockdown that had received positive attention in the local community and local media.</p> <p>Health and Safety: Further to her report in item 6 above, CH noted all the usual H&S checks were taking place in the school. Risk assessments for Covid-19 were being undertaken as required. All the usual checking of systems was still being carried out.</p> <p>Staffing: CH noted the school was fully staffed for September and all staff were able to come into the school to work. None were shielding or in self-isolation.</p> <p><i>Could CH explain how the academic progress of children across this year was being assessed?</i></p> <p>CH noted that the school's usual in-house assessment system had been used with teachers making a prediction on how children had done based on where they had been working towards at the point when the school closed. This would help inform the school's knowledge of the cohorts moving forward. CH noted fuller analysis of this data would be available at the start of the new school year. CH noted it would not be as fine-tuned as in previous years, but using previous data and knowledge of the children staff had made informed predictions.</p> <p>School Streets: HJF noted this initiative where streets near schools could be closed to through-traffic at drop-off/pick-up times of the day. Some parents had been investigating this and been in touch with governors. KC noted he had been approached and asked about this as a possibility for the school. KC noted that the safety of those accessing the school site was a priority for governors and if there was a way to temporarily close off the surrounding streets to cars at the appropriate times of day this might be an opportunity to take it forward. He noted it would depend on support from the local authority and local community. CH had received an email on the same subject. As an idea CH noted she was supportive in general but noted also that the school had no scope or resources to manage or initiate this on a daily basis. BP noted that air quality was a source of concern in South Oxford. This was an issue of air pollution as well as road safety. KC noted that if interested parents wanted to take it further governors would be</p>	



	receptive to knowing more. HJF would get in touch with the relevant parents to let them know this.	
11.	Dates of future meetings Wednesday 7 th October at 5pm in a virtual capacity. The meeting finished at 6.09pm.	

