



The Viridis Federation of Orchard, Southwold and Hoxton Garden Primary Schools

Minutes of the Full Governing Body Meeting held on 20 May 2020 at 6pm
via video-conferencing

Attendance

Governors Present:	Role
James Gowland (JG)	Co-opted Governor - Chair of Governors
Laura Theobald (LT)	Co-opted Governor and Vice Chair of Governors
Rachel Davie (RD)	Executive Headteacher
Richard Allen (RA)	Co-opted Governor
Sara Fox (SF)	Co-opted Governor
Andrea Klettner (AK)	Co-opted Governor
Hannah Lownsborough (HL)	Co-opted Governor
Lenna Marson (LM)	Parent Governor
Claudia Moreira (CM)	Staff Governor
Cllr Ian Rathbone (IR)	LA Governor
Alberta Senyah (AS)	Co-opted Governor
Sara Walsingham (SW)	Co-opted Governor
Others in attendance:	
Stephen O'Brien (SOB)	Headteacher, Southwold School
Rachel Adams (RAd)	Headteacher, Hoxton Garden School
Aimee Walker (AW)	Acting Headteacher, Orchard School
Governors not present:	
Kay Richardson (KR)	Parent Governor
Clerk:	
Ghulam Abbas (GA)	Hackney Learning Trust

MINUTES OF THE MEETING

Non-Confidential – Main Business

1. Apologies/consent for absence

- 1.1. Apologies were noted for KR.
- 1.2. The meeting was confirmed as quorate.
- 1.3. There was an acknowledgment and agreement from all the governors that the meeting will exceptionally proceed virtually due to the Coronavirus pandemic, in line with the current official guidance. There was also acknowledgement that GDPR rules will apply and the governors code of conduct would still be followed.

2. Governing Body Organisation

- 2.1. Membership of the Governing Body (Paper 2a) was reviewed and there were no changes to it since the last meeting.
- 2.2. Terms of Reference / Election of Chair / Vice Chair – there no changes to the terms of reference.
- 2.3. The Register of Business Interests (Paper 2c) was reviewed. There were no new declarations of interests.
- 2.4. There were no comments or changes to the Code of Conduct for Governors (Paper 2d).
- 2.5. According to the new governing body calendar for the 2020/21 academic year (Paper 11a), the next full governing body was scheduled for 8 October 2020.

3. Agreement of minutes from the last meeting & any actions arising

- 3.1. Going through the actions from the last Full Governing Body (FGB) meeting held on 30 January 2020, the following comments were made:
 - 3.1.1. It was confirmed that KR had made a new declaration of interest.
 - 3.1.2. EG and DSR had been added to the glossary.
- 3.2. There were no other matters arising from the minutes.
- 3.3. The minutes of the last FGB meeting, held on 30 January 2020, were APPROVED as an accurate record by Governors.

4. Executive Headteacher's Report Summer 2020

Leadership and Management

- 4.1. Referring to Paper 4, RD reported that the three schools went into partial closure on the 20 March, and are only open to vulnerable and key worker pupils. Home learning is being provided to all other pupils via the website and online learning platforms. A robust system is in place to ensure key skills, maths and literacy are being covered during home learning.
- 4.2. National testing this year has been cancelled by the government for EYFS, phonics check, times table check, KS1 and KS2 statutory tests. At the point of partial closure data for pupils had been collated so the schools have an interim measure to take forward and use to determine the projected end of year assessments for this year. This data will be shared at this term's subcommittee meetings for each school. Although, this year's projected end of year assessments will not be used to hold schools to account, it is important that the Viridis schools hold themselves to account.
- 4.3. The Federation is recruiting for September 2020. Following the teacher preference exercise conducted in January, there is less movement of teachers this year compared to previous years. However, given the current uncertainties there is a need to continue dialogue and discussion with teachers to determine what any future staffing gaps maybe. For example, some teachers have indicated they would like to move aboard to teach but their plans have been delayed and that will need to be managed to determine when they might actually leave.
- 4.4. The recruitment strategy of continuously advertising and recruiting throughout the year has meant there are minimal staffing gaps across the three schools at this moment in time. The plan is still to recruit apprentice teachers for the next academic year. There are still a high number of candidates coming forward and a redesigned recruitment process has been followed despite being partially closed.
- 4.5. Overall, the Federation will be taking on less apprentice teachers this year. The reason being the additional level of support that the NQTs and existing apprentices will need moving

through to next term given the amount of practical teaching time they have missed this year.

- 4.6. The Federation has received notification of Reception numbers for September 2020, with 44 places filled at Hoxton Garden, 90 at Orchard and 60 at Southwold. These Reception numbers are not expected to change but are being monitored just in case they do. The numbers coming through to nursery for this autumn are also being monitored. Some families may not be looking for a nursery place now but may do so nearer September, so a recruitment strategy is in place via advertising and social media to take account of that.
- 4.7. Hoxton were re-accredited with the Inclusion Quality Mark by the Inclusion Centre of Excellence. Orchard has been re-accredited with the Inclusion Flagship Status. All three schools have been awarded the Silver Anti Bullying Quality Mark Award, which is a testimony to the strength of practice across the three schools.
- 4.8. The third volume of the action research projects from last year have been published. The plans for action research projects for this year have been adapted to take account of the partial closure. These eventually will also be published in a book and shared with governors.
- 4.9. Best practice visits have happened across the year but have currently stopped. However, visits have been done on reading, science and pastoral care before the lockdown. The local schools around Hackney have shown great interest in visiting to see the Federation's practice. Also, being run is a sustainability hub, creative arts hub and a school experience day to support the recruitment of apprentices. It is important that the Federation's profile is maintained across Hackney and beyond as it helps with recruitment and self-reflection.

Premises / Health & Safety

- 4.10. The current situation has led to more challenges in terms of ensuring risk assessments are in place for the partial closure of the school and now the scheduled reopening of schools on 1st June. This has meant being really mindful of government guidance on ensuring social distancing, regular handwashing, access to sites and meeting deep cleaning expectations.
- 4.11. Clear systems have been put in place to support children through this period of partial closure. One of these is the sign-up to the Operation Encompass initiative, which is run by the Police where they alert the school if there are any domestic violence issues reported at home for any of their pupils. So far, there have not been very many responses from the initiative, which is a good sign.
- 4.12. Weekly premises meetings are continuing remotely to take account of the works that need doing or those that can be done during partial closure. Playground risk assessments have been conducted and have been discussed in the Resources Committee meeting in terms of the action that need to be taken. New playground structures for Hoxton are now due to be installed during the summer holidays.
- 4.13. Fire door remedial works are on-going to make sure they are legally compliant across all the schools despite the partial closure. The painting programme for the three schools is being reviewed to ensure that common areas and classrooms are maintained to a high standard.

Core Professional Development (CPD)

- 4.14. Despite being in partial closure the CPD has continued for teaching and support staff. That has been achieved by revising the programme and using video conferencing. Experienced staff have virtually sharing their good practice to help others with their planning.
- 4.15. For the NQTs and apprentice teachers weekly mentor meetings have continued remotely. Given the partial closure, their half-termly plans and targets have been revised so that they can work on them remotely.

Current Federation Priorities

- 4.16. The Federation's current key priorities include getting the health and safety action plans and

risk assessments in place to support the transition back to reopening and full-time education for both children and staff.

- 4.17. The 'recovery curriculum' is essential and a key priority. The Federation is already mapping and planning out to ensure that those children who have been adversely impacted by not being in school can catch-up quickly. There will also a strong focus on well-being and the Federation is mindful of things that children may have experienced at home during the lockdown such as bereavement or the anxieties around the financial implications for families. A comprehensive programme is being put in place to support pupils around those issues and the transition to secondary for Year 6.
- 4.18. For the existing NQTs and apprentice teachers the support and training programme for them next term is critical and a key priority. It is important that the Federation gets that provision right and appropriately budgets for it to ensure they get the support they need in the autumn.
- 4.19. Curriculum implementation is an on-going priority and the partial closure has given teachers an opportunity to think and work on how areas of the curriculum could be enhanced.
- 4.20. **JG asked about what was being done to support the resilience and well-being of staff?** RD said that in a relatively short space of time staff have had to come to terms with partial closure and adjusting to new ways of working, which has been challenging. In order to support them systems have been put in place for staff. These include having a key point of contact in the senior team, receiving weekly communications, having smaller team meetings and or staff well-being meetings to create a sense of community despite working remotely.
- 4.21. In terms of parents, systems have also been put in to support them with staff contacting them regularly to check they are ok and their child was accessing online provision, and then supporting appropriately any issues that may arise. Having offices remain open has been one of the key elements to supporting both staff and parents as any quick queries from parents could be addressed by the office staff, thereby alleviating the pressure on teachers.
- 4.22. The Federation was also mindful that staff could have additional things happening with them or their families and they may have differing levels of anxieties. So, when the schools do reopen it is important to ensure there is some clear dialogue with staff to discuss these issues. Most of the teachers have been into school to support the provision for vulnerable and key worker children and are therefore, aware the systems and processes that are in place. However, the teaching assistants have not been required to be in school so, there is going to be a need to manage their concerns and anxieties when they do return.
- 4.23. LM added that staff were also provided with details of external organisations and websites that could provide advice and support if they had any concerns or anxieties that they did not want to discuss with the school. This included the Employee Assistance Services, which is a helpline the schools buy into and is completely independent of the schools. It can offer confidential advice and support on range of health, well-being and financial issues to staff. RD added it is valuable resource, the schools get told about overall usage but not who is calling or about what. Usage of the helpline has increased during lockdown.
- 4.24. HL said that the NEU are not happy about schools reopening on 1st June. **Has there been any interaction specifically about that amongst the schools or has it just been a national conversation?** RD replied the Federation has been very mindful of the national conversation which is a changing picture. The unions are being very vocal about the well-being of staff if they are asked to return back to school. They have produced a lengthy document on the questions that teachers should ask about returning to work.
- 4.25. The risk assessments, that are currently in place need to be adapted to take into account of more children being on site. So, the questions being put forward by the unions are being matched across onto the revised risk assessments. Senior leadership teams (SLTs) of all three schools met today to go through the risk assessments so that they can be prepared for

the questions that they are going to face from staff. It is important that staff feel safe and know the SLT have taken all necessary steps to protect them.

- 4.26. It also worth noting the hard-line language used by the government that schools will reopen on the 1st June has softened in the last 48 hours. There are 11 local authorities who have indicated that they will not be reopening their schools on the 1st June. Nationally, schools are expected to follow the government's guidance and therefore, the Federation needs to prepare and plan for a 1st June reopening in readiness. The government will make a final decision on the reopening of schools on the 28th May.
- 4.27. **JG asked if the terms 'recovery curriculum' and 'catch-up' could be defined, what is meant by them?** RD said that children have lost time at school, the Federation has put in tracking systems to determine what children are accessing and learning at home. These show on average 60% of children are accessing the online resources. That does not mean they are accessing and doing everything. So, when children return to school, they will have gaps in their learning. Therefore, the 'recovery curriculum' is essentially about ensuring there is a sustained plan over a period of time to pick up on these key learning gaps. For the Federation, it is about stripping back the curriculum for each year group when they return to focus on the priorities – e.g. in maths it is calculation strategies and core principles; in literacy it is selecting four genres and covering them in a way that allows a range of skills to be practiced. It is envisaged that the 'recovery curriculum' may need to run from this summer right through to the spring term 2021. Within the 'recovery curriculum' there is also the need to develop the specific additional support that an individual child may need. The benefit of schools reopening now is that those at most risk can be identified and plans for them can be developed and put in place to support them from the start of the autumn term.
- 4.28. **RA asked is there a sense of how children were experiencing and handling the lockdown?** The key to that is the weekly contact with parents and through that identifying whether there are any risks. For example, where contact has been lost with the family or where families are just not engaging with the school would be indicators of risk. Hackney Learning Trust (HLT) have worked with children's social services and there is a support framework in place for schools to draw upon if risks are identified. If a child is vulnerable or considered at risk additional communication during the week and support is offered to support them.

5. Current Context Risks and Priorities

Risks and Priorities

- 5.1. Moving forward RD said the safeguarding and well-being elements for each year group were very important for reopening. For example, for Year 6 it is about being mindful of their transitional point out of the school and adapting the curriculum to help support them to bring good closure to their time and experience in primary.
- 5.2. For other year groups it is about the transition back into school and how challenging that might be for some of them to return to a very structure environment having been at home for an extended period of time. Some children, may have social emotional needs that will need to be addressed and appropriate provision put in place to support them.
- 5.3. At the moment the full focus of the Federation is on how to logistically manage the reopening of schools and how then to manage staff and children through that process. So, this week and next week will be spent conducting risk assessments and developing plans for the reopening of the school to Reception, Year 1 and Year 6 pupils.
- 5.4. **JG asked what was being done to manage the expectations of new parents who had been offered a place in Reception at a Viridis school?** The process for EYFS induction has been adapted this year so there will be one-to-one induction meetings with parents, whilst observing social distancing. In addition, telephone conversations are already

happening with nurseries to support transition where a child has already been identified with having additional needs. In some cases, the plan is to extend that transition into September. The usual presentation meetings with parents to meet all staff will not be held instead they will be sent a recording of that presentation along with a virtual tour of the school.

- 5.5. **RA asked how will parents who are concerned about sending their child back on the 1st June be dealt with?** At the beginning of this week calls were made to all parents of Reception, Year 1 and Year 6 children by the SLT of each school. That has identified the parents who will be sending children in, those that are not sure and those that have categorically declined. Those that are not sure it is hoped that once they see the communication setting out the arrangements for how the school will operate, they will be persuaded to send their child in. Essentially, parents want to know that the school will be safe and appropriate measures are being taken to protect their child. Key to that will be the confidence that the SLT and the staff show parents. All the systems for home learning will continue as currently. So, if a parent in the priority year groups cannot be persuaded to send their child back to school, they will still have access to home learning.
- 5.6. **JG asked what was happening with Ofsted and school inspections?** All Ofsted inspections are currently suspended and there is no news yet about when they will be restarted. When inspections do restart, Ofsted would probably give some consideration to the 'recovery curriculum' and how that is meeting the needs of pupils.
- 5.7. Governors commended RD and the SLT of each school for their hard work and effort to put in place really good home learning provision and the detailed planning that was happening to allow schools to open safely on the 1st June, if required.

6. Feedback from School Sub-committees

- 6.1. Each School Sub-committee was asked to share the key outcomes from the discussions they had at their last meeting during the spring term.

6.2. Hoxton Garden

- 6.2.1. SF reported that Hoxton's subcommittee was the first online meeting to happen. The key highlights of which were that all year groups at the time of their last assessment were making more than the expected progress in all three subjects. This was amazing and means there is progress right across the board.
- 6.2.2. Equally important is that there have been no fixed term exclusions at the school since the start of this academic year, with no incidents of bullying and no investigations.
- 6.2.3. The recruitment of new pupils continues to be a challenge and as mentioned before there is an outstanding nursery nearby and even that is not full and struggling to recruit. Hoxton also has high mobility which the new inspection data summary report (IDSR) highlights along with high FSM, SEND and EHCPs.
- 6.2.4. There was a very low response rate on the parent survey but those parents that did respond were very positive about the school. As result, it has been agreed that next time the same approach as Orchard will be adopted with the parent survey to ensure a high response rate. Orchard's approach involves dedicated staff walking around the opening evening with the survey and encouraging parents to complete it there and then.
- 6.2.5. Finally, the school's remote support was explored in some detail; not just the online learning but also pastoral support and the delivery of food parcels (including over the Easter holidays). RD added that when the schools went into closure the DfE national free school meal voucher scheme had not been set up. So, the Federation were lucky with their catering company to be able to offer FSM children a weekly food hamper to the value of their free school meal. This has now moved to a fortnightly hamper to enable better quality foods to be provided following a couple of complaints. At Orchard there are currently 190 FSM families receiving hampers, with 90 at Southwold and 70 at Hoxton.

6.3. Orchard

- 6.3.1. JG reported that the Orchard sub-committee was held in February well before the partial closure of schools. AW was welcomed to the team as the Acting Headteacher, which has given RD more capacity in her role as Executive Headteacher.
- 6.3.2. The meeting went through the normal dashboard statistics and value-added progress measures. The IDSR was also reviewed which benchmarks the school against other similar schools. It was really pleasing to see Orchard in the top quintile for several key performance measures and is a testament to the school's hard work and performance.
- 6.3.3. The parent survey was reviewed, where the response rate was high and had gone up from last year. There was some interesting quantitative and qualitative feedback in the survey which will be picked up and taken forward by the school.
- 6.3.4. AW then did an interesting session going through the work and focus given by teachers to support children with ECHPs and how they are engaged and helped to progress. JG thanked AW for delivering such an interesting and informative session.

6.4. Southwold

- 6.4.1. RA reported that the Southwold sub-committee had also met in February before the COVID-19 pandemic. The school's recent Ofsted inspection judgment was attracting a lot of attention from other Hackney schools wanting to visit to see how the school had achieved outstanding judgements across the board.
- 6.4.2. The subcommittee then looked at the Times Tables Rock Stars, which the children play as a daily fun game / competition to learn their times tables. The winning child each week gets an inflatable guitar.
- 6.4.3. Looking through the school's IDSR, the issue of mobility came up which was recognised as being high for Southwold and was previously considered a barrier to high performance. However, with the current SLT that has been dispelled as a barrier with the school now in the top 20% nationally for KS2 results.
- 6.4.4. The provision for SEN and PPG was also reviewed. This showed that there was value-added progress across the board for disadvantaged pupils with the PPG money being well spent. SOB added that Southwold has had a pupil roll of over 400 for two months in a row; probably helped by the COVID-19 pandemic. It now just needs another 50 pupils and the school will be at full capacity. Governors congratulated the school on that achievement.

7. School Finance and Resources, including approval of budgets

- 7.1. SW reported that the Federation had finished the 2019/20 financial year with a significant surplus again. This was after having lots of IT and capital improvement works being done last year. The surplus has been built up through claiming additional grants and Giuseppa rigorously chasing up money owed to the schools.
- 7.2. So, the Federation was in a very healthy position financially. A budget for 2020/21 had been set which the Resources Committee would like to propose to the FGB for approval. Part of that budget setting process involved developing a surplus expenditure plan to spend the excess surplus. As a result, it was proposed that all of the classroom and office computers were to be replaced. There was some concern, given the COVID-19 situation, whether the Federation would be able to get the people in to complete that work. Otherwise, there would be an even larger surplus at the end of this year. RD added to manage that risk, the number and regularity of premises meetings have been increased to closely monitor the situation and ensure that the work gets completed this financial year.
- 7.3. In terms of staffing this year there is a bit more stability than normal, which was welcomed.

The Resources Committee then looked at policies with an action for RD to look in more detail at the procurement policy with the view to adding a bit more analysis to it without unnecessarily restricting the schools.

- 7.4. JG added the Viridis budget is now getting quite large. It has a total income now over £10m. RD, Giuseppa and the team have done an excellent job of managing that income in 2019/20 where there was significant capital expenditure and the Federation still managed to make an in-year surplus. Giuseppa has been superb in sourcing around about £390k worth of additional grant income last year.
- 7.5. JG reported the proposed budget for 2020/21 has been set based on last year's actual expenditure with some minor adjustments. It has then been scrutinised by the Resources Committee along with the surplus spending plan. The strategy for the surplus spending plan was to invest in the children, their teaching, the IT equipment, the facilities and playgrounds.
- 7.6. The Resources recommended that the FGB approve both the budget for 2020/21 and the surplus spending plan for 2020/21. The FGB agreed with both recommendations and unanimously APPROVED both the budget and the surplus spending plan for 2020/21.
- 7.7. Despite the partial closure due to COVID-19, RD report that the schools were continuing to receive their full budgets. So, the increased costs that have been incurred during the partial closure period have been able to be met from the budget. The government does have a scheme for funding any additional COVID-19 costs but the schools at the moment do not meet the eligibility criteria for it. However, the situation is closely being monitored and as soon as any of the three schools meet that criteria a claim will be made.
- 7.8. Overall, the COVID-19 and the partial closure of schools is likely to lead to savings in the budget, particularly as there is less movement of staff. So, the Federation is likely to make savings on recruitment through agencies which will more than offset the additional costs incurred around providing food hampers during Easter and the May half term holidays.

8. Annual Safeguarding Report to Governors

- 8.1. RD presented the annual safeguarding report to governors (Paper 8), which summaries what is happening in relation to safeguarding across the schools.
- 8.2. Refresher safeguarding training for all staff happens at the beginning of September each year. Any new staff joining after that date are then given personalised safeguarding training. There are a number of Designated Safeguarding Leads (DSLs) spread out across the schools, and they are listed in the report. The DSLs have all received a range of specialised training so that there is always a qualified staff member available should an issue arise.
- 8.3. Page 3 of the report, documents the policies currently in place relating to safeguarding and when they were last reviewed and updated. Currently, given the COVID-19 situation a number of policies will have to be reviewed and updated before their actual review date – e.g. safer access to the internet and online safety etc.
- 8.4. Page 4 of the report, documents the incidents that have happened across each site and the different referrals to services that have been made. **SF asked why the 111 records of concern completed by staff at Orchard was disproportionately greater than the other two schools?** RD replied that firstly there are more pupils at Orchard compared to the other schools. Secondly, in the autumn term there were several concerns reported involving a small number of children in particular circumstances which is why it looks disproportionate. Sometimes that can just be temporary thing which highlights a particular short-term local need in an area. However, if you look at the referrals made to Children's Social Care (CSC) services, they are broadly the same across the three schools. SOB added that sometimes, social workers if they have concerns about a child or family, encourage schools to complete

records of concern as they can use them as evidence to trigger support.

- 8.5. **JG asked how the current year's distribution of referrals compared to previous years?** RD replied the distribution is broadly similar and there is a consistency across the last three years. One of the things that is slightly higher is the number of information requests from CSC, otherwise everything else is line with previous years.

9. Consideration of key policies to be updated

- 9.1. The government have asked that Safeguarding Policies be updated by attaching an Annex to them about on how safeguarding processes would operate given the current COVID-19 context. The Federation has done that closely following the government's guidance sent to schools about partial closure.
- 9.2. The key things that are different during the partial closure period is the that a DSL needs to be on site each day to ensure there is a key point of contact for any safeguarding concerns. Vulnerable children need to be identified and tracking done with parents to ensure home learning is being done and any new cases of concern can be identified.
- 9.3. There is also an acknowledgement that attendance is registered differently for vulnerable and key worker children, and that a daily submission is done to the DfE. There is also a section on how pupils well-being and pastoral concerns are being addressed. This alongside the behaviour policy will have to be updated with schools looking to reopen in June.
- 9.4. **SF asked with schools reopening will children be expected to keep 2m apart?** No, children will not be expected to keep 2m apart. The government guidance has strict measures that need to be put in place to limit the spread of the virus – e.g. children being in bubble of not more than 15, regular washing of hands, increased cleaning, allocated seating, individual pencils and sanitised resources etc. There is no expectation that PPE is to be used in schools instead they are being asked to manage without it.
- 9.5. RD said the safeguarding annex has been written from scratch using the government's guidance as have the risk assessments. As a result, there is a high degree of confidence in the preparation plans for the reopening of the schools.
- 9.6. Governors APPROVED the updated Safeguarding Policy and appreciated the regular communications that RD had been sending the FGB during the partial closure period.

10. Governors Self Review / Governor Recruitment

- 10.1. JG reported that both AK and SF will be stepping down from the FGB at the end of this academic year. AK had moved out of the area whilst SF was stepping down after many years of outstanding service to all the schools within the Federation. The FGB thanked both AK and SF for their valuable contributions to the Federations and wished them well. It was acknowledged that SF's expertise in dealing with contractors would be sorely missed.
- 10.2. This meant that there would be a couple of vacancies that the FGB needed to think about how to fill and attract the right the skills and expertise needed to move forward. JG said he had spoken with Maggie Kalnins at HLT about filling those vacancies and she had given some good pointers about what to consider when appointing a governor. The plan was to keep in touch with Maggie as she is looking to launch a campaign to attract more skilled people into be governors in Hackney.
- 10.3. Meanwhile, given the subcommittee structure, it has been agreed to move Victoria Crawford with her central government education experience, up from the Hoxton subcommittee into the FGB. Governors agreed for JG to speak to Victoria to ask to join the FGB.
- 10.4. The Chair's 360-degree review had been planned for the spring term but has now been

postponed due the COVID-19 pandemic. JG reported that he had also spoken with Maggie about this and was awaiting her thoughts about what other governing bodies do and how best to move forward on it, including whether an external review of governance for the FGB would be better.

- 10.5. It was agreed to recirculate the last FGB's skills audit to help identify skills gaps. **RD to recirculate the findings from the FGB's last skills audit to governors.**

11. Governor Communication

- 11.1. Programme of governance meetings for 2020-21. **Governors were asked to review the dates of meetings for the next academic year and feedback any issues or concerns to RD by the end of next month.**
- 11.2. The Governance Framework – was included as a reference document.
- 11.3. Feedback from Link Governors – SF reported on health and safety, that a very detailed audit of the school playgrounds has been done. There were a number of really minor issues raised which are all in hand and will be addressed in due course.
- 11.4. AK would email her SEND report over to governors. There were no further updates from link governors as meetings had been cancelled due to lockdown.

12. Any other business (AOB)

- 12.1. RD reported the Stephen Hall Music Awards ceremony will not be going ahead this year. The trophies have been ordered and the plan is to try and reschedule it for the autumn term.
- 12.2. SOB reported that the new Relationship Sex Education (RSE) policy should have been agreed by the FGB by now. But because of COVID-19 pandemic the schools have not been able to consult parents. The plan is now to consult parents in the autumn term, finalise the policy and bring to the FGB in the autumn for approval.
- 12.3. The Federation was coming to the end of another school year. A very eventful year with two Ofsted inspections and a pandemic. What has been achieved is absolutely phenomenal and truly inspirational. The FGB wanted to thank RD, SOB, AW and RAd and all their staff for their hard work and efforts this year.

13. Any Confidential Business

- 13.1. No confidential business or matters were raised.

The meeting finished at 7:50pm.

Signed: _____

James Gowland
Chair of the Full Governing Body (FGB)
The Viridis Federation

Date: _____

14/6/20