



FULL GOVERNORS' MEETING: THURSDAY 10th March 2022 7pm

Held using Zoom

Attendees: S Briggs, N Read, Rob Grover, Hannah Hogg, Donna Holt, Nermina Webster, Lee Bottrill, Georgia Roberts, Justin Comasky, Bruce Ward, Helen Fenlon, Helen Mancini, Catherine Hetherington part-time.

Apologies: A Pabla.

Clerk: Mrs R Brooks

<p>1. <u>Apologies & Declarations of Pecuniary Interest</u></p> <p>1.1 Apologies were accepted from A Pabla. There were no declarations.</p>	
<p>2. <u>Minutes of Meeting held on 3rd February 2022 and Matters Arising</u></p> <p>2.1 Date for Ofsted training 7th April 7 pm in school face to face. Governors approved the minutes as a true record.</p>	
<p>3. <u>Correspondence</u></p> <p>No correspondence.</p>	
<p>4. <u>School Improvement Plan – Curriculum Monitoring Reports</u></p> <p>4.1 SB had shared a report with governors, items highlighted in blue showed actions completed since the previous SIP report. NW asked if we are meeting the criteria of the statutory list of data on the website. SB confirmed we are showing individual subjects. DDAT had appraised our website ensuring that all statutory docs were included. The site is frequently updated.</p> <p>LB – What percentage of Pupil Premium children attend after school clubs? SB confirmed – 38% last time, 62% now in line with SEN. SB had checked if these pupils attended any other clubs outside of school, we supported those that didn't with reduced price places. HH commented that it was obvious that lots of work been done on our website and enquired how we encourage engagement with parents and how can it be monitored? SB says other heads can see statistics and 'hits' etc. SB to seek advice from Lead it about how this is done. RG asked if DDAT can provide analytical data? Does it help children? Statistical data can be provided. NR commented that this data is easy to get.</p> <p>Governors were pleased to hear that we had the CPOMS system up and running for staff safeguarding reporting.</p> <p>Curriculum monitoring had taken place with specific areas of focus as follows:- planning, book scrutiny, objectives, sequence of lessons planned, effective use of progression grids and implementation of lesson intent, high standards, provision for SEN, Pupil Premium and higher ability and evidence that the same progress is made.</p> <p>4.2 Art</p> <p>Helen F presented her feedback. She reported a successful arts week. Found strengths on what she was looking for. Evidence of plenty of good practice, pupils planning, evaluating work. Extra challenges for higher ability. Saw evidence of peer review, positive experience. All staff planning for progression. Reporting will continue with more lesson observations, ensure all next steps are being addressed. Aims are to continue to develop art timelines where</p>	<p align="center">SB/Lead IT</p>



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artworks fit in on a historical timelines and art vocabulary. Also adapt long term plans to include diversity of artists to reflect society.

JC commented that for staff art week very enjoyable, it brings everyone together. All pupils love it and it is accessible for everyone. SB noticed during the art challenge where different artists were introduced that pupils already had a good knowledge.

4.3 Computing

Catherine H reported strengths in intent and implementation and that progression grids were being followed with a clear sequence of lessons. The Purple Mash platform had been used effectively by staff to help prepare lessons and deliver the computing curriculum. Her investigations showed well prepared lessons, with good content and knowledge shared and good vocabulary understanding evident. CH is preparing vocabulary lists. Next steps are to – refine progression grids. It had also been observed that sometimes hardware lets us down, however devices have been audited and additional devices have been purchased whilst existing devices have been updated and checked over. Our aim is that every class will have enough devices to enable half the class access to a device at any one time. Classes will store and have responsibility for their own class devices with no sharing between classes. Further observations are that differentiation is present with next steps for staff to look for more opportunities for lower and higher ability to access appropriate learning. **LB How often is IT taught? CH confirmed once weekly, also integrated into curriculum, used to teach at other times, discrete lessons but also used for history, art etc.** CH/LB to agree date for LB to visit and see lessons in action across the Key Stages.

CH/LB

4.4 Science

Helen M Reported that the school were currently enjoying Science week. Observations across the classes evidenced good planning, encouragement to be curious, clear scientific key questions, objectives and activities are in place and show science skills progression, , opportunities to build on previous learning, use of science within cross curricular lessons, differentiation shown through scaffolding, TA support and simplified work, discussion and planning and completion of fair testing and good engagement.

4.5 Areas for development using grids to introduce the subject, review learning at end of units. Show differentiation in planning, referral to science masters, development of science specific vocabulary to match progression.

NR asked what the term scaffolding means in this context. HM explained that concrete materials such as word bank of cards for example as a means of extra support in place for children.

Geography

Justin C explained that monitoring of planning had been done earlier in the term. Lesson observations saw progression in an industrious working environment, objective fitted in with sequence and planning. Children were engaged, showed prior knowledge, looked for objectives on board, and were aware of the bigger picture – where it fits into everyday life, subject masters on display, differentiation on planning and evident in planning. One group was in split lesson so differentiation still present. Key vocabulary is to be looked at, introduced at



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<p>4.6</p>	<p>start of lesson and used throughout. Children found joy in what they had learned. Areas for development – WILF What I am looking for – must always be displayed. During observations a pupil mapping an aerial view stated that“ it is looking from the top not the front, like a map”.</p> <p>NR enquired about frequency of a subject review – JC confirmed that there is a cycle every term; we have subject leadership time, phases of areas to monitor. NW asked if when classes are split into groups – are these split into abilities? – JC confirmed that pupils learning at similar levels work together. One year group at a time is easier to differentiate and drill down on differentiation. NW mentioned her recent training highlighted schools separating ability groups so they are taught the same subject but aimed at their level is good practice. JC confirmed that pupils would work to the same objective - just at their own level. NR asked if Subject masters are naturally fitting into lesson. JC explained that this is well integrated now.</p> <p>RG asked if we are confident that what you see in lessons will give you impressions that students are making the correct level of progress given that Ofsted will not be looking at data? Progression grids are helping us to assess that pupils are on track. Subject leader time is facilitating our understanding of progression across the whole school. Staff speak regularly JC feels confident talking to Ofsted about it and that there is plenty of evidence.</p> <p>History</p> <p>JC reported that Progression grids and planning had already been scrutinised. Lesson observations had been the focus on this round of monitoring. Looking at lesson sequencing – Yr 5/6 Ancient Greece showed many strengths – fitted well into sequence, could see where they had come from and where they were going to next. All classes have timelines. Skilful teaching is evident with essentials covered, differentiation evident. Higher ability is an area for development. In pupil books objectives and date needed to be entered. A bank of key vocabulary needs to be built and principles of primary and secondary, fact and opinion. JC confident to talk about progress.</p> <p>NR – as a team do you find it easy to feedback observations made during monitoring to each other, is it well received? JC responded that there is a positive culture in school, all teaching staff are involved. There is healthy discussion within a close team who respect each other professionally. All staff want to improve practice.</p>	
<p>5.</p>	<p><u>Chair of Governors Communication</u></p> <p>NR had attended training and is about to complete a Preparation for Ofsted course. Currently working on a staff questionnaire designed to look at staff wellbeing. Speaking to PTA about arranging a bookfair such as Scholastic to help with encouraging reading. NW mentioned Lunch book clubs, after school clubs. LB suggested signing up to Book Buzz which he recommended. He explained in his own school that Staff are leading sessions using catch up funding costs are £1-2 a book. Also Peer reading was mentioned. SB commented that we did reading buddies pre covid. SB to re-visit this scheme.</p>	<p>NR</p> <p>SB</p>
<p>6.</p> <p>6.1</p>	<p><u>Governor Feedback</u></p> <p>NW and LB had also attended training. LB & NW had found new governor role course highly useful. Techniques used situational roleplay to help with learning. He mentioned the governor role as critical friend and monitoring visits to school. NW has clarified how a governor is here to support, also act as critical friend, to ask questions. To focus on offering a supporting role, advice if we can with children’s best interests at heart.</p>	



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<p>SB emphasised that parents may ask questions and suggested that governors always respond by directing parents to SB in the first instance. SB understands that the role of Parent Governor is tricky as it must be hard to look out for all children, not just your own.</p> <p>NW had also attended Monitoring and Evaluation training facilitated by an Executive Headmaster and Ofsted inspector. It had covered the meaning of deep dive, had focused on reading, how we promote love of reading – list of what they are reading each week – showing that they read when they get home. There was also a focus on SEN, whole curriculum, planning, ensuring staff members feel valued, enthusiastic, happy to be there and supported with training. Curriculum aspect covered how the school have developed their own and looking at what extra we are doing. Reason for what we teach in lower years.</p>	
<p>7. <u>SEN</u></p> <p>HH reported a very successful and interesting visit to evaluate SEN. The session had included pupil discussion with SEN pupils who were very engaged. When asked what they liked about school they had highlighted teachers being responsive to problems in playground, enjoying after school clubs, and that everyone in school is nice. They were asked what they did not like. Replies were that sometimes people are unkind, they would like bigger school so they could visit other classes to help. Pupils commented that they got help at home, got help in school quickly. They were asked what they would do if they were worried about anything. Pupils readily said they would go to adult in school, they knew what to do and understood that SB and HF had a special role with this. Pupils were asked where they felt most safe in school, one reply was the wobbly part of the trim trail made them feel unsafe. (Note: this is a challenging characteristic of the trim trail, not a fault or safety concern). Pupils felt safe in classrooms, if there were arguments they knew to move away. HH found their responses very insightful. HH completed a Learning walk around school to each class, to see how SEN were engaged in learning. Merlin PE – Dart PSHCE, Trent- Topic Geography, Griffon - music. All pupils were able to access learning. TA's weren't seen during walk. Word banks were obvious, more able pupils were working independently. Reasonable adjustments were made where necessary. All SEN pupils were fully included in forest schools and Bikeability. HH feels assured from pupils and observation that there is a focus on our SEN children. They are supported to achieve their personal targets.</p> <p>RG asked how many pupils currently have an EHCP. SB reported 1 with SEN support, 9 SEN, some going for grip funding at present. Graduated approach to SEN. Are there any examples where they have moved off waves? SB highlighted that pupils do come off the register. On This needs to be documented. SB will do case study to highlight.</p>	<p align="right">SB</p>
<p>8. <u>Safeguarding</u></p> <p>HH had also monitored safeguarding during her visit. SCR had been checked and was fully up to date. 175 audit is in progress. HH did training for CPOMS and feels it is a helpful system.</p> <p>There was discussion on the impact of war on pupils with regards to mental health and social media use. Hard to shield children from some things. Discussions around age appropriate social media and other supporting subjects covered in collective worship.</p> <p>BW – what depth do we go into in current affairs = SB we put over facts that Russia invaded Ukraine, both sides unhappy, diocese of Coventry powerpoint used. Talked about past conflict. Reconciliation, peace-making. SB spoke about taking part in Ukraine appeal on 16th</p>	



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<p>March suggesting pupils wear blue and yellow and donate £1 to raise funds. GR asked for clarification on the meaning of peacemakers. SB confirmed suggesting non aggressive demeanour how can we be peacemakers in our life. Praying, raising money, donating items. Focusing on childrens view of Ukraine.</p>	
<p>9. <u>Health & Safety</u></p> <p>No business.</p>	
<p>10. <u>Staffing</u></p> <p>As Mrs Tompson leaves at the end of Spring term 2 there will be a 0.4 vacant post. SB has established that Hannah Yeo, currently on temp contract covering the catch up programme, would potentially be interested in the permanent 0.4 role and continue with 1 day catch up. We are currently advertising for catch up teacher for remaining 2 days but will consider an alternative staffing arrangement depending upon the strengths of candidates.</p>	
<p>11. <u>Finance</u></p> <p>RB reported that the Schools Financial Value Standard Audit was almost complete and due to be submitted by 31st March. Governors were happy for NR to approve and report at next meeting.</p>	<p align="center">RB/NR</p>
<p>12. <u>Policies and Statutory documents</u></p> <p>The following policies and statutory documents were considered and approved. NR suggested that we list which policies had been approved on the school newsletter.</p> <p>12.1 Medical needs – It was clarified that this policy now includes children who have tested positive for Covid, regulations to be followed are absence for a minimum of 5 days as long as there is a negative test results on day 5 and 6.</p> <p>12.2 Grievance Procedure – HH suggested a Grievance sub-committee. RB suggested that a Task group could be convened where necessary.</p> <p>12.3 Code of Conduct – Governors</p> <p>12.4. Complaints Procedure – A Task group would be convened where necessary as for Grievance</p> <p>12.5 Teachers Pay & Conditions</p> <p>12.6 Benchmarking Report – approved as part of SFVS audit.</p> <p>12.7 Financial Procedures, Regulations, Roles and Responsibilities</p> <p>12.8 Charging and Remissions</p> <p>12.9 Governor Expenses – governors agreed that this policy would not be adopted since no expenses need to be claimed</p> <p>12.10 Dinner Money</p>	
<p>13. <u>Academy Report</u></p> <p>SB reported that our conversion date of 1st April had been deferred until 1st May due to continuing legal discrepancies concerning conveyancing and land. We believe that the sticking point is probably SDDC record keeping being at odds with land registry.</p> <p>LB asked for confirmation of the land in question. SB explained that the field behind our rear playground doesn't belong to school but we agreed to a peppercorn rent to parish council and maintaining the land whilst it remained the possession of SDDC. Because no official paperwork existed to confirm this arrangement this had caused the delays. SB had involved</p>	<p align="center">RB</p>

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	Ann H and RB had contacted Dan Corbin, local councillor. It was suggested that RB contact Neil Atkin if there were still issues going forward.	
14.	<p><u>Any Other Business</u></p> <p>LB – Offered to put a document together based on the Ofsted preparation training he attended.</p> <p>GR – Asked if energy saving was built into curriculum. JC confirmed that PSHCE deals with money, ways to save money and energy saving could be an associated theme. GR offered to talk about finance and linked to energy saving. It was suggested that this could form part of the new curriculum area of climate change for 2023.</p> <p>NW – Asked if girls may be allowed to wear leggings instead of jogging bottoms for PE. SB addressed this query referring to our school uniform policy. SB explained jogging bottoms are more suitable for PE, pupils look smarter during school hours and that leggings are not appropriate. SB confirmed that PE uniform colours are Navy blue not black, and not leggings. Uniform list to be checked to ensure it is clear.</p> <p>GR asked if there is a plan to return to pupils getting changed at school for PE. SB explained that the change was permanent as it allowed us more PE lesson time.</p>	<p>LB</p> <p>SB</p>

Interrogation/critical evaluation by Governors is highlighted in red

Date and Time of Next Meeting: - **Thursday 12th May 7.00 pm at school.**

SUMMARY OF ACTIONS

ACTION	MINUTE NUMBER	WHEN BY/STATUS	BY WHOM
Seek advice from Lead IT on website statistics	4.1		SB
Agree date for LB visit for Computing	4.3		CH/LB
Bookfair arrangements with PTA	5		NR
Peer Reading re-introduction	5		SB
SEN case study	7		SB
SFVS Audit approval	11		RB/NR
Contact Neil Atkin for advice on SDDC land	13		RB
Ofsted training summary document	14		LB
Check clarity of uniform policy	14		SB