

Cromwell Community College
Earith Primary School
Kingsfield Primary School
 Local Governing Body Meeting
Wednesday 13th March 2019

MINUTES

Present:	Ms C. Corby-Judge	Ms C. Foster
	Mr P. Hanley	Mrs J. Horn
	Mrs K. Jarvis (clerk)	Mr T. Jones (Chair)
	Ms H. Lewellin	Mrs S. Pritchard
	Mr I. Whitlam	

Item	Notes	Action
1.	<p><u>Welcome & Apologies</u> Mr Jones welcomed all present. No apologies for absence had been received prior to the meeting.</p> <p>Governors were officially informed that Mrs Julie Robson had resigned from the governing body at the end of January 2019. Mr Jones has been appointed as Chair by The Active Learning Trust. All were asked to consider the position of vice-chair and contact Mr Jones should further information be required.</p> <p>Mrs Jarvis informed governors the Mrs Robson had agreed to remain involved in governance, and would be using her expertise to mentor/induct new governors across the Cambridgeshire hub, as required.</p>	
2.	<p><u>Declaration of Interests</u> No member present made a declaration for the circulated agenda.</p> <p>Mrs Jarvis thanked those governors that had forwarded photos and short bios for the school websites, and reminded others that these were required as a matter of urgency.</p>	ALL
3.	<p><u>Minutes of the Last Meeting & Matters Arising (14.11.18)</u> The minutes of the meeting held on 14th November were confirmed as a true record, with no technical corrections being required.</p> <p>Matter Arising:</p> <p>4. Mrs Jarvis confirmed the document entitled ‘being a governor’ had been circulated. This is also available on the Trust website.</p> <p>5. It was confirmed that Mrs Robson was collating and analysing the Skills Audits. Mrs Jarvis will contact her.</p>	KJ SP

	<p>9. The shared drive has not been finalised yet. Earith will be asked set up email addresses for governors to ensure GDPR regulations are met.</p> <p>10. Attendance targets for all three schools have been set as 95%</p> <p>13. There is confusion over meeting dates due to having to cancel and defer meetings. See Item 12 for confirmation</p>	
4.	<p><u>Headteacher Reports</u></p> <p>Mrs Horn and Mrs Pritchard were thanked for their comprehensive reports. All present confirmed that they had received them prior to the meeting. The reports were discussed, including answering questions and queries as below:</p> <p>CROMWELL</p> <p>Mrs Horn explained that pupil numbers fluctuate week on week, for example there were 1042 on roll last week, but 1052 this week. Two pupil applications for Year 11 had been received this week, which is difficult to accommodate in a GCSE year, but Mrs Horn believes it is morally right to take them.</p> <p>AQ: Is the number of fixed term exclusions, bullying and racial incidents as expected and is it realistic to aim for zero? <i>Mrs Horn replied that it is realistic and pointed out that exclusions are actually down. The criteria for exclusions has not changed, and seclusion seems a more effective method at Cromwell. Permanent exclusions have not been necessary as managed moves are the preferred option.</i></p> <p>AQ: What fraction of teachers & teaching is outstanding/good/RI? <i>Mrs Horn explained that Cromwell don't judge teachers in this way, or use these labels. Cromwell RAG rate the areas they view in lessons, and use a holistic approach. There are some very good practioners at Cromwell.</i></p> <p>Q: How would Ofsted judge this approach? <i>They would look at the system and validate judgements of Cromwell staff.</i></p> <p>AQ: What support is in place for the trainee not progressing? <i>6/7 trainees are progressing well. Support is given, but trainees come on a rotation, and only 3 or 4 are in school at any given time. There have been various degrees of success, and some drop out, but there is a robust system and 50% have been employed over the last two years. Mrs Horn went on to explain that Cromwell can take on unqualified teachers, and move them through the system in partnership with Bedford University. A system where school can train its own teachers is being investigated, and is believed to a good way forward to improve subject knowledge in new teachers. If this is successful it will allow Cromwell to lead the process across the Trust and all schools could train their own teachers in a more cost effective way.</i></p> <p>AQ: What do red and green in the data prediction columns mean? <i>Mrs Horn explained that these relate to movement direction – red means 'down' and green mean 'up'. Green would mean the student is moving towards their prediction target.</i></p> <p>AQ: Why are English & Maths 5+ staying stubbornly at mid-20%? And why were the predictions so far out? <i>Mrs Horn explained that there is a lot going on in English at the moment. Staffing changes have impacted greatly. The latest data (mocks and PIXL completed last</i></p>	

week) is showing improvement, and Mrs Horn will share this before the next meeting.

AQ: Is it justifiable to put resources towards higher-attaining pupils to raise the school's P8 score, rather than using them to target lower-achievement pupils who won't impact overall P8 scores as much?

Mrs Horn believes it is justifiable as higher-attainers currently have lower progression scores. This has to be addressed and the starting point is that teachers are being made more aware of the SATs scores that students join with.

Mrs Foster added that parents want their children to be challenged at school at all levels. Mrs Horn reminded governors that A level students have performed in the top 20% recently. Mr Whitlam pointed out that progress scores in 'held up' schools are lower as the students join Year 7 with higher scores.

AQ: What are the strategies for improving English?

Mrs Horn reported lots going on, including weekly meetings and reports.

AQ: What are the reasons that previously high achievers are now underachieving?
Mrs Horn replied that there are many reasons. Different students progress at different rates.

AQ: Do you expect a dip in Year 10 scores at this time of year?

Mrs Horn did not agree with this. The current Year 10 cohort are strong.

AQ: Is the Cromwell Attendance Policy the same as the ones for Earith & Kingsfield?

Mrs Horn explained attendance at Cromwell is by process, and not policy. Mrs Pritchard added that Earith and Kingsfield have policies because this was recommended by the EWO, but this is not statutory. She also stated that the primary schools work closely with Cromwell if there are attendance issues with siblings.

AQ: How can the profile of E-Safety be raised with pupils & parents?

Mrs Horn explained that E-Safety is drip fed in IT lessons, and blocks and filters are in place on school equipment. It is also possible to see the search history of each pupil. She added that sessions to educate parents have not been well attended in the past, but this can be tried again. Phones are not banned at Cromwell – they are a powerful tool, and aid education. Banning them would also risk them being used surreptitiously. Students need to be encouraged and taught to make the right choice by management of risk, and role modelling.

EARITH

AQ: Is there a reason there have been so many exclusions & what support is in place?

Mrs Pritchard explained the high level of need, physical aggression and unacceptable behaviour experienced in school at present. Clear expectations and strong messages are in place. Support from specialist services is also in place, yet there have been a couple of unexpected incidents than have needed exclusion. SEND colleagues have reported a problem across the County.

Q: Are staff able to 'hold' children?

Mrs Pritchard explained the current guidance for physical intervention, and that trained staff are able to 'hold' if there is no alternative. Staff have received training from Team Teach and Steps programmes

AQ: The number of racial incidents seems very high – how serious were these and is there a reason for them?

Examples were given. The majority relate to inappropriate use of racial language (eg children are repeating words rather than using them in a racial context), and relevant children are re-educated with parental support.

AQ: Why are pupil premium children less likely to come to school – authorised and unauthorised absences?

Mrs Pritchard informed governors that the figures relate to one child on a phased integration, one has a parental contract, and the low attendance of GRT children. There are also two children with significant medical issues included in the figures. Individual plans are in place.

AQ: Why are Year 2 targets below levels achieved in Early Years?

Mrs Pritchard explained that the children have changed and the targets need reviewing. Two children didn't achieve, and the EY data should read 78% across all three areas.

AQ: Is there a general problem with writing and maths since all year groups seem to be on course to miss targets? Writing in general seems to have worse progress scores for disadvantaged groups.

Mrs Pritchard asked governors to bear in mind that Earith has small cohorts so one child can relate to a high percentage – approx.10%. She explained how the numbers are reached: 4/9 are GRT, FSM and PP; 1/9 is SEN, PP and FSM.

AQ: What made a pupil count as “more able” in a subject?

Mrs Pritchard explained that ‘more able’ means a child is working above, or showing capacity to work above, expected levels.

AQ: How many penalty notices have been issued.
One to date.

KINGSFIELD

AQ: Why are exclusions so high?

Mrs Pritchard explained that some very challenging behaviour has been seen. There have been issues with a few high profile children, and Kingsfield has a no tolerance approach for physical aggression towards adults.

AQ: Results are beginning to be seen from using Literacy Tree. What about Maths No Problem, and when are improvements likely to be seen?

Mrs Pritchard replied that writing has improved through Literacy Tree, and continues to improve. Guided reading has impacted reading. Maths will take longer to show impact as it needs to be embedded and it works differently in terms of coverage. What is evident is that children are more confident and resilient, but key skills need developing, and changes have been put in place to address this with an additional weekly arithmetic focus. Testing takes place which will support staff in recognising the impact of the scheme. Maths No Marking expect that it will be a year before the programme is embedded and school will start to see significant results.

AQ: Why has the vacant position been filled with a supply teacher?

There was only one applicant for the permanent position.

AQ: What does ‘out of stage’ mean in the tables?

This refers to pupils who are working below their year group level. Governors were reassured that these pupils are still tracked.

AQ: What support is in place to get pupils to target in phonics screening?

Mrs Pritchard explained the changes made to delivery, with teaching reverting to whole class differentiation, additional afternoon sessions for over-learning, regular interventions for those who need support, and ERT in place for most

	<p>vulnerable. Interventions are regularly assessed and change made dependent on need.</p> <p>AQ: Why did so few pupils meet the target for phonic screening this year? <i>There is a greater level of need, inc SEND. Lots of support has been put in place but this has had little impact, therefore a change of approach has been implemented. Direct Phonics has been introduced and progress is already being seen.</i></p> <p>AQ: Year 1 boys have significantly less progress than girls in writing – is there a reason? <i>Mrs Pritchard explained that this is a national expectation. Motor skills are impacting progress, concentration and application. Plus Kingsfield have a high level of SEND boys with significant language and learning issues in this year group. 14 of the 35 boys are summer born. Progress is better this term and results are expected to be improved at the end of the term. Engagement in texts and phonics are both improving. No More Marking has been introduced, which is based on national assessment that judges the ability of teachers to assess.</i></p> <p>AQ: Year 4 SEND pupils and Year 5 EAL pupils have massive progress scores for reading. Is this due to Literacy Tree? <i>Mrs Pritchard replied that Literacy Tree has inspired children with texts, but the main impact has been from the Guided Reading system that has now been embedded. She added that therapies and interventions put in place to support these children has paid off.</i></p> <p>AQ: Writing progress tends to be much lower for Pupil Premium students- does more support need to be given here? <i>Mrs Pritchard replied that writing is a big focus across the school. Quality First Teaching is the biggest drive for this. Progress is being seen, but there is more catch up to do. Provision is in place for spelling and writing. Correlation between SEND and PP is impacting and school will be looking at the interventions needed, however, this will result in TA training support being required.</i></p> <p>AQ: Re predictions on SIMS. What is a prediction and what is a forecast? <i>Mrs Pritchard explained that a prediction is set at the beginning of the year and aimed for based on FFT data and our knowledge of the children and the previous year group prior-attainment. Forecast is what school consider accurate following assessments.</i></p> <p>Q: How many penalty notices have been issued? <i>18, with 2 on-going. 4 cases were taken to magistrates for non-payment of fines.</i></p>	
5.	<p><u>Data Reports</u> Included in Item 4</p>	
6.	<p><u>Governors Visits</u></p> <ul style="list-style-type: none"> • Governors confirmed that they had received and read the visit reports from Mrs Corby-Judge on Safeguarding and Mr Jones on Pupil Premium. Other discussion included: • It is impossible to release Mrs Claudia Stephens from Kingsfield at present to disseminate good practice. This is due to Mr Jack not being replaced and the workload at Kingsfield being increased. • Support used to be available from the LA, but families reluctant to engage cannot be forced, and therefore cases can be closed by social care when school considers there is still a need. 	

	<ul style="list-style-type: none"> • An enormous amount of time and resources are taken up by cases that used to be the responsibility of other organisations. • Subject Access Requests from parents have to be redacted and it is up to schools to consider whether CP information should be included (as it could put pupils at risk). • Mrs Horn asked governors to note the Mrs Pritchard and staff do an excellent job of engaging with parents at Kingsfield. • Mrs Pritchard added that staff are not experts in areas such as mental health, but are expected to support parents. • It was noted that Mr Whitlam has visited in his role as Attendance Link. A report will follow. • Mrs Jarvis agreed to send out a template form for governor visits. • Completed records of visit forms should be sent to Mr Jones and Mrs Jarvis once agreed. • Mr Jones asked governors to visits termly if possible. It is not always necessary to physically visit all three school – discussions are adequate. • Mr Hanley agreed to become health & safety link and will meet with Mrs Jarvis to discuss the role. 	<p style="text-align: center;">KJ</p> <p style="text-align: center;">PH & KJ</p>
7.	<p><u>Statutory Items</u> Standing agenda items of Safeguarding and Health & Safety. See previous items - nothing further to discuss</p>	
8.	<p><u>Future Admissions</u> A discussion took place to consider the proposal that Earith Primary School be considered a feeder school for Cromwell Community College, thereby giving students that leave Earith a better chance of joining Cromwell for secondary education. Points raised included:</p> <ul style="list-style-type: none"> • Transport would be an issue. The LA is unlikely to fund transport, which is only currently funded to The Abbey & The Ivo. • Whether Cromwell has capacity to take Earith children – Mrs Horn explained that there is a PAN of 210, with the capacity to take an additional 30 at present. • The new primary provision at Cromwell will eventually mean an additional 30 Year 6 will automatically transfer to Year 7. • The traditional system of feeder schools and catchment areas does not exist under ALT. • Would there be impact on other primary feeder schools if changes were made? It would be limited. The consultation process would allow other schools to register any concerns. • The current criteria lists in order of LAC, siblings, distance. • Parental choice is paramount. <p>It was agreed that Mrs Jarvis would draft a proposal for the ALT board, where children leaving Earith Primary School are considered before distance in the list of priority. The LA could then be approached and asked if they would consider changing transport arrangements.</p>	<p style="text-align: center;">KJ</p>

9.	<p><u>Trust Business</u></p> <p>CEO Update: Mrs Jarvis informed governors that recruitment of a CEO is being undertaken, following the death of Mr Gary Peile. Mr Bush will continue to as Interim CEO until the end of the academic year.</p> <p>Summary Evaluation Recommendations. Mrs Jarvis explained the findings in the SE letter, and the plans in place to respond. On behalf of the Trust, she thanked the governors that contributed and stated that the Trust was pleased with the report on the whole.</p> <p>Plans for future governor training sessions will cover the areas identified as recommendations in the report. A governors’ newsletter will be circulated this term.</p>	
10.	<p><u>Policies</u></p> <p>Governors confirmed that they had had the opportunity to review the Attendance polices circulated for Earith and Kingsfield. The policies were approved unanimously.</p>	
11.	<p><u>Any Other Urgent Business</u></p> <p>The Key: Mrs Corby-Judge asked Mrs Jarvis to check assess to The Key.</p> <p>Mr Jones asked if a panel of governors should be established to hear matters such as exclusions. Mrs Jarvis replied that all governors are expected to be willing to perform this function, giving the clerk options to select the most appropriate people as and when required. Mr Jones stated that the Exclusion Policy says that a panel should be identified – Mrs Jarvis will review the policy and ask ALT to amend as required.</p>	KJ
12.	<p><u>Date of Next Meeting</u></p> <p>Future meetings are: 8th May 2019: 2pm, at Cromwell 17th July 2019: 2pm at Earith</p>	