

## Cromwell Community College

Local Governing Body Meeting  
Monday, 12<sup>th</sup> July 2021 at 14:00  
Venue: Cromwell Community College

# MINUTES

Present: Mrs H Cassady (Acting Chair) Mrs J Horn (Executive Headteacher)  
Mr T Jones Mrs C Corby-Judge  
Mrs H Llewelin Ms S Pritchard (Observing)  
Mrs J Roberts (Clerk - Minutes) Mrs F Baxter (Vice Principal)

Apologies: I Whitlam and C Macdonald

Confidential matters are recorded in RED and should be redacted for public minutes.

| Item | Notes   | Action |
|------|---|--------|
| 1    | <p><b>Welcome and apologies:</b><br/>J Horn welcomes everyone.</p> <p>J Horn advised that the current governing body will be separated into two governing bodies for Cromwell and Earith so that the local governors are better placed to support each school.<br/>T Jones will remain Chair for the Earith governing body but H Cassady has agreed to join as acting Chair for the Cromwell governing body. T Jones will also remain a parent governor for Cromwell.</p> <p>H Cassady introduced herself. She is employed by the Active Learning Trust and due to the conflict of interests going forward will remain as acting Chair for a short period of time only, until a new Chair can be appointed.</p> <p>Sian Pritchard introduced herself as a new Trust governor. An experienced teacher and previous Head of Kingsfield.</p> <p>All present governors introduced themselves to the new board members.</p> <p>Apologies received from I Whitlam and from C Macdonald.</p> <p>Faye Baxter, Vice Principal at Cromwell, introduced herself.</p> |        |

Signed by Acting Chair of Governors:  (Mrs H Cassady)

|   |  |                    |
|---|--|--------------------|
| 2 | <p><b>Declaration of Interests:</b><br/>H Cassady declared her dual role – Active Learning Trust employee and acting Chair.</p>  |                    |
| 3 | <p><b>Minutes of last meeting and matters arising:</b><br/>The minutes of the meeting held on 21 May 2021 were confirmed as true record. Note regarding the number of days for an Ofsted inspection – no longer than 2 days although the size of the inspection team may vary according to the size and nature of the school. No further queries raised and no matters arising. T Jones will sign these.</p>   | Clerk              |
| 4 | <p>H Cassady confirmed the governing body can consist of up to 2 parent governors and up to 4 Trust governors. The key role of the governing body is to challenge the Principal and senior leaders to ensure an accurate reflection of where the college is in order to bring about the expected progress.</p> <p><u>Roles and responsibilities</u><br/>The LGB should meet up to 6 times per year.<br/>Going forward – potentially the 4<sup>th</sup> or 5<sup>th</sup> Thursday, meeting every half term beginning at 2pm. Dates and calendar invites will be sent out in due course.</p> <p>The first LGB meeting in September 2021 will be the Business Meeting. A Chair and Vice Chair will be nominated. Nominations must be sent through to J Roberts prior to that meeting. It would also be very useful for a governor to attend the AIG meetings going forward. T Jones attended the AIG meeting in early July and this was extremely useful.</p> <p><u>Knowing the school well</u><br/>This is vital and outlined in the new Ofsted framework. A key element is the role of governance and governors, outlining how school leaders are held to account so that key improvements are being made. This must be supported by strong evidence. In the handbook there is some guidance around an inspection and the sort of questions governors may be asked. It is important we know the school well. Governors must be aware of strengths and areas of development.</p> <p>Key roles:-<br/>C Corby-Judge – safeguarding.<br/>T Jones – assessment and strategic overview of behaviour and attendance.<br/>S Pritchard – quality of education.<br/>H Llewellyn – SEND and pupil premium.<br/>I Whitlam – health and safety.</p> | Clerk<br><br>Clerk |



|          |  |   |
|----------|--|---|
|          | <p>H Cassidy will meet with J Horn fortnightly as Chair of Governors, and also in her Trust role. These meetings will have recorded minutes.</p> <p><u>Governor visits</u><br/>C Corby-Judge confirmed the Safeguarding visit to Cromwell in June. No concerns flagged up from that report. Of note, S Young (ALT) has shared SCR information via Teams for all governors to view and learn from although the SCR was not reviewed at this particular visit.</p> <p>Visits are vitally important for seeing things on the ground; the impact in practice on young people should be focused on. Pre-Covid visits would be termly or, if possible, half-termly. This will continue going forward. J Horn will ensure the link governors are put in touch with the relevant members of SLT to learn about and focus on their key areas. Governors confirmed they are happy with this and that a report submitted within 5 working days of the visit is possible. Reports to be sent to J Roberts. The aim will be for governors to visit prior to each half termly LGB meeting to ensure school leaders are working toward the common goal – a holistic approach.</p> <p>J Roberts will remind governors of the dates/week they are due to visit. J Roberts is also in the process of sorting Cromwell email addresses for all Cromwell governors. Their Earith email addresses will be deleted once any relevant information is transferred.</p> <p>Going forward a number of SLT to be involved in meetings so that challenging questions can be asked. Faye Baxter, Vice Principal, and Claire Macdonald, Head of Primary phase will attend. Faye and Claire will join the meetings, continuity of leadership.</p> <p>First LGB meeting in the new academic year will be in second week of September. This is the business meeting. The first full LGB after this will be the around 15<sup>th</sup> October. By then we will have calendar of meetings and first visits into school by governors. We are looking or a Vice Chair to be appointed in September and governors should let H Cassidy know if they are interested.</p> | <p>J Horn</p> <p>Clerk</p> <p>Clerk</p> |
| <p>5</p> | <p><u>College Improvement Plan and Self Improvement Plan</u><br/>J Horn went through the key priorities page of this document. It will be emailed to governors after the meeting. A significant amount of time has been spent in trying to get these down to 3-4 real priorities, following a difficult year.</p> <p>Curriculum offer – what the children are receiving from the moment they walk in to college until the moment they leave. To ensure staff are teaching what we want them to teach and that the children understand what they are learning. We were confident in this up to 2019 with lots of reviews and folders in place. Then</p>   |   |



Covid happened. This has not slipped, as such, but just not moved forward as quickly as we wanted it to do. All subject areas can articulate their learnings. Ofsted will go and speak to departments, ask questions and then look at teachers and children. We need this to triangulate.

H Cassidy - Ofsted will test out what the leaders have shared, asking if this is really being seen across the College. Look at those threads. Look at the actions from previous inspections.

J Horn – wider curriculum and enrichment. Lots of children on school buses, we are talking about what we can do with wider curriculum for these young people. Teaching & learning. SLT have been very honest. Looking at the QA the pupils should be excelling but there is a mismatch somewhere so we need to look at this support. Middle leaders, sometimes it is easier to give a green than an amber for practicing staff. Difficult conversations, some middle leaders find this tricky so award a green and not an amber. SLT will be doing joint learning walks, modelling conversations and ensuring expectations are the same across the school.

F Baxter – we have a number of new staff, this is looking very positive. We have stressed that the ambers are not threatening but are supportive/CPD. Looking at and discussing intervention. Developing this with Post 16 and primary now. Been a bit dormant for a few months because of the situation.

**Q Gov** – how do you know the member of staff is doing what you are asking?  
F Baxter advises that this is an electronic system. There is a button on the laptop. The mentor requests something and then runs a report to see how things are progressing.

**Q Gov** – so learning walks qualify things?

F Baxter confirmed this. We have also introduced Blue Sky. Everyone has to have an improvement point. F Baxter runs reports on this. SLT then discuss at their meetings once a month. Links into appraisal process.

**Q Gov** – does the system allow you to see where you have monitored?

Yes, clear moderation. Good evidence. You can click on your button on your laptop to see your feedback. Can add in paired moderators.

J Horn confirmed that CPD needs to be meaningful and effective. What will people benefit from. We want to use more of our SLE's, through the opportunity area. We have 4 in college. They have been working with teachers at other schools. We will use this in-house, on our 6<sup>th</sup> form provision. We have some fantastic teachers here who we use anecdotally. We want to be making this support a bit more structured. UQT's and NQT's get a lot of support. We need to ensure the support is working for the member of staff.



A lot of work has been completed around improving reading. We need to ensure teachers in the classrooms can articulate what they are doing with that knowledge. Ensure teachers know their low readers and what they can do to improve this. EHCP children, would teachers know what their specific targets are. Try to build this in as well, but in a manageable way for teachers.

H Cassidy confirmed she would expect the teachers to know who their EHCP children are and their strategies for learning and how they are being engaged within learning.

H Cassidy confirmed it would be useful to outline the appropriate priorities under the relevant governor's heading/role.

Low readers and interventions – J Horn responded with ...it is about the use of the word intervention. I believe it is not just about taking children out of lesson but it is also the differentiation and support they get in classes which could be seen as the same thing as QFT. SEN children do not necessarily come out of lessons but they do have the support in the lessons. There is a drive on oracy. Where is that coming in the plan?

J Horn confirmed this is referenced within the body of the report but that it is something that can be moved to the priorities list.

**Q Gov** – if I am taken out of a classroom and sent to the PSU, how would the teacher know what I had been learning whilst in the PSU?

J Horn advised that if this is a planned day/sending that work is collected for completion by the pupil and that this then is returned to the teachers for marking. Otherwise, they do the work in the PSU and teachers get this back.

**Q Gov** – more able readers – in terms of stretch and challenge for them, outstanding teaching and learning, where is the challenge?

J Horn confirmed this is within priority 1 in the CIP, but not made it specific. We are seeing there is the challenge for the more able. The wording will be amended to reflect this.

J Horn – priority 3 – assessment. Making sure that assessment is meaningful, telling the children and teachers something and not just SLT collecting data. KS3 have shown a good opportunity to reflect. Two year groups with no primary data at all, no modelling that we are aware of from the SATS that exist now and how that maps into a progress 8 score. Unsure how we would map in the Y11's just left had they managed to take their GCSE's.

Doing CAT testing gives us a profile, areas to develop and can give indicative GCSE grades. Also signed up to GL assessments for Years 7, 8 & 9 in English, Maths and Science to give us some baselines and identify the gaps. We need to know ability and specific gaps. Year 7's will be mixed ability for the first 3-4 weeks as we have no data to set the children on at all and once we have done the testing we will



put them where they need to be. Mixed ability in the creative subjects anyway but the core and humanities subjects, this will be end of September or early October just to get it all right.

**Q Gov** – have you accessed the Teacher assessed grades for Year 6's?

J Horn – yes. Key Stage 3 will not do grades. Easy to bring it down to KS3 over the 5 years, but must be really clear you are not teaching a 5 year GCSE. Staff write their scheme of work, tested on their piece of work. Specialist intervention for those not achieving. Teachers to pick this up every day. Intervention, bespoke improvement to bring that child up to expected standard. Excited by this hoping it will drive things forward. Need to build more time into standardisation and moderation of assessments. Have conversations about assessments. The last few months has ensured a greater level of consistency. This included unconscious bias. Using blind moderation with candidate number and not pupil name for the last Year 11's.

F Baxter shared the example of English – employ scripts to a retired chief examiner, helped the English teachers to mark properly. Looking to explore this across other teaching areas.

Priority 4 & 5 – behaviour and attendance. The last few months have affected behaviour and attendance within a small group of children. There have been difficulties seen locally (Chatteris). Two dispersal orders, anti-social behaviour is not positive. A ripe area for county lines and a dark underbelly for organised crime. Those children, if we are not careful, can have such an impact. Removal of bubbles has assisted somewhat, we have regained more control. However, a small minority of children do not seem to be able to cope. Our Alternative Provision needs strengthening. We are changing the structure of the school day, changing to 50 min lessons and 6 lessons in the school day. Walking time built in between lessons, bells will be reintroduced. Punctuality will be a priority so a crisp start to teaching and learning. The drift has caused a bit of an issue with punctuality. Will look at behaviour more analytically. J Russell is good at dealing with this. Numbers of reported racist incidents has gone up .... Is this because children are more confident in reporting things? Exclusions have gone up, but were all necessary.

**Gov** – this has been a common theme across NSPCC reporting. Children not going home to a pleasant home life.

**Gov** – the impact of Covid and lack of support at home.

**Q Gov** – has this been seen across all year groups?


J Horn advised that the Year 7's have had a difficult year. They came in without a structure, or transition from Year 6 to Year 7. They have seen the positive impact of removing the bubbles, allowing pupils to move around the college.



|          |  |  |
|----------|--|--|
|          | <p><b>Q Gov</b> – how did you chose these priorities?<br/>J Horn – SLT discussed this in depth. We have lots to do but needed to group priorities into significant areas.</p> <p>We also have student leadership through peer mentoring. G Fulcher will be asked to share all this information with governors at a future meeting.</p> <p><u>Self-Improvement Plan</u><br/>J Horn – this has been updated. J Horn will forward to H Cassady in her capacity as Trust employee to view/advise and will then share with the governors. Still think we are a good school, lots of work to do to get up to outstanding.</p> <p><b>Gov</b> – it is crucial to let governors know about the primary curriculum. One sector to another. It is important we do not see them as separate entities. Start your secondary curriculum in Year 6. Pre-planned and leaders know how we are moving these young people forward.</p>  |  |
| <p>6</p> | <p><b>Statutory items:</b><br/>Safeguarding update – 1 pupil currently on a Child Protection Plan. No current CIN but a number of families with Early Help involvement (TAF meetings).<br/>Health and Safety review last week. Not quite finished so some Teams meetings still to be completed. Main thrust is some training with middle leaders around writing risk assessments. Otherwise positive.</p> <p>Trust updates – Single Central Record information available to governors and school via the Trust Team link.<br/>Oracy project which Cromwell are involved in.<br/>Subject communities created for sharing practice across the trust.<br/>New structures in place – regular KIT meetings. School Improvement Advisors linked to schools and the Academy Improvement Group meetings – 2-3 meetings a year including a learning walk. Then move into 2-3 school priorities. Leaders to evidence improvement. J Horn opted to have 3 visits. 1 per term. Need to look at these within our governor visits.</p> <p>Sixth Form Bursary Policy ratification – confirmed once the acronyms are clarified.</p> <p>Really useful information from Early Years shared by C Macdonald. Informs you of the changes, saved on the GovernorHub for all to access.</p> <p>AIG reports to be shared with governors as well so they can see what the areas of development are.</p> |  |

|   |   |  |
|---|---|--|
| 7 | <p><b>AOB:-</b><br/> <u>Governor CPD/Training</u><br/>         J Roberts confirmed that the Trust have agreed a subscription to the Local Authority governor training package. Request has been submitted to the Local Authority.<br/>         Enquiries have been made of The Key for subscription for Governors – all should have access as school staff (although some query about how useful the information seen is to governors).</p> <p><u>Policy Ratification</u><br/>         Governors ratified the Post 16 Bursary Document shared previously subject to the acronyms on the first page being clarified in full.</p> |  |
| 8 | Date of next meeting: 9 <sup>th</sup> September 2021 at 2pm in College  |  |

Meeting closed 15:25

Signed by Acting Chair of Governors:  (Mrs H Cassady)