**DRAFT NOT YET APPROVED**

**LOCAL GOVERNING BODY MINUTES OF MEETING**

**Tuesday 2nd February 2021 6pm, held remotely on Microsoft Teams**

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| **Present:**  Marion Lloyd (Chair)  Tim Gingell (Vice-chair)  Annabel Charles  Ian Murray  Sue Hunt  Andy Atkins  Gemma Hooper  Kate Yeoman (Head teacher)  **In attendance:**  Richard Martin (Deputy Head teacher)  Phillip Dowell (KS2 HLTA)  Tracey Crawshaw (Locum Camclerk) | ML  TG  AC  IM  SH  AA  GH  KY  RM  PD |  |

The meeting was quorate and opened at 6.05pm

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| **Item** | **Agenda Item** | **Action** |
| **1.0** | **Attendance and Introductions** |  |
| 1.1 | ML welcomed everyone to the meeting. |  |
| **2.0** | **Apologies for absence** |  |
| 2.1 | Apologies received and accepted: Gwilym Purchase (GP)  Apologies not accepted: None  No apologies given: None |  |
| **3.0** | **Pecuniary and other interests** |  |
| 3.1 | **Declaration of any pecuniary other interest with regard to the items on the agenda.**  None declared. |  |
| 3.2 | **Annual Declaration of Pecuniary interest forms for 2020/21**  All Governors had been asked to complete the forms for 2021. To date one had been received by the Head teacher.  The Head teacher will re-send the form for completion and return to Teresa in the school office prior to the next governors’ meeting. | All |
| 3.4 | **Revised Privacy Notice for Governors**  All governors present acknowledged that they had read and understood the document.  GP had sent his apologies and will be asked to confirm he has read and understood the document at the next meeting. | KY |
| **4.0** | **Chair’s actions** |  |
| 4.1 | The COVID Safeguarding Annex had been approved by the Chair and is now on the school website. It was noted that this is a model Local Authority (LA) document. |  |
| **5.0** | **Minutes of the meeting held on Tuesday 15th December 2020** |  |
| 5.1 | The minutes of the previous meeting were agreed and signed by the Chair. It was noted that the minutes were factually correct but will be reviewed for grammatical errors before being published on the school website. TG and AC agreed to review them and provide recommended edits to KY for publication. |  |
| 5.2 | **Matters arising from the meeting held on Tuesday 15th December 2020.**  Page 3 – The Chair confirmed that the November 2020 edition is the most recent edition of the Governor Handbook.  Page 6 – Governors thanked RM for delivering safeguarding training on 12th January, 2021. |  |
| 5.3 | **Confidentiality of meetings.**  The Chair reminded governors that all matters discussed, or included in papers circulated to governors, remain confidential until the minutes of that meeting have been agreed at the next meeting. |  |
| **6.0** | **Data Report (previously circulated)** |  |
| 6.1 | Governors acknowledged that they had read the data report and the following questions were asked:  - Were there any discernible patterns or profiles for those children who staff feel do not appear to be engaging with the support? E.g. Special Educational Needs or Disabilities (SEND) or English as an Additional Language (EAL). The Head teacher advised governors that the team have looked at children who were not engaging in previous lockdowns, such as EAL children and those whose parents have limited English or support at home. For these pupils, live lessons have been important for contact with staff and other pupils. The live lessons were removing barriers to learning that appeared in the previous lockdown. During the live lessons, pupils are having conversations with staff, answering questions and giving feedback.  - For SEND children in particular what proportion are in school? 45% of SEND pupils are attending school, with the others having been offered places. The teachers are carefully monitoring all pupils with SEND and monitoring the support they are receiving at home. All SEND pupils at home have had extra support such as devices, extra time after lessons, differentiated tasks and pastoral phone calls from Teaching Assistants (TAs).  - How are staff currently supporting those children who are achieving below expectations both in school and through remote teaching? Differentiated work is being set as it normally would be in school. The pupils in school are receiving focused adult support with smaller classes. For those at home, there is the offer to stay on calls after teaching sessions to go through the tasks and address any matters that weren’t understood. Some teachers are running extra feedback sessions and particular children are being invited to these. Monitoring of pupil engagement is taking place routinely to ensure that all pupils are completing work. A Teaching Assistant is responsible for checking engagement with teachers, and there are phone calls home to promote engagement if required. Through these calls, parents are realising that the live sessions are there to support their children’s learning, and that parents don’t have to do the teaching. The school is promoting engagement with congratulatory e-postcards and feedback through marking. There has been a positive impact on engagement  - What approaches have you considered for assessing/monitoring progress remotely, including collecting information about parental support? Assessment is achieved through a formative process, picking up on children’s answers in sessions and correcting misconceptions. The Head teacher has sat in on a lesson from every year group and has been impressed with the level of interaction during the live lessons. She has been delighted with how the children and class teachers have adapted to remote teaching. The teachers are marking the children’s work as they would normally do. Engagement is recorded through a spreadsheet which is maintained in all classrooms to check attendance in live sessions and work handed in – the model used is that if a child is submitting work, then they are engaging. Phone calls are made to non-attenders or those not submitting work, and teachers are reporting the quality of work where it falls below classroom expectations. The school staff are aware that the level of parental support varies between households – the school will assess the pupils in order to determine the teaching strategy going forward.  - How many children don’t have access to devices? The school is not aware of any students who are at home without access to devices to enable access to remote learning. Those children without access to devices at home are coming to school.  - Do all children have access to enough books to support wide reading? Parents have been given the opportunity to ask for any resources they need. Teachers are setting Guided Reading sessions and uploading sections of books as part of the remote learning plan. Daily Reading is taking place in some classes (eg. Year 5 2.30pm class story) and chapters are loaded daily for Guided Reading book. The biggest barrier is access to school as children are unable to change reading books. There have had some requests for books and upon return they are quarantined. Mrs Smith has sent out information to teachers about Oak Academy books and Oxford Reading Owl to forward to parents.  Governors suggested that if access to physical books can be increased as opposed to reading sections online that would be beneficial. Children can physically look at the pages of a book which can’t be replicated online.  Parent governors noted that they had had information about online books but weren’t aware that books could be collected from school.  - Does the school have any plans for running holiday clubs at Easter or in the summer, given the extent to which schooling has been affected in the last year? (Are there alternatives that don't involve putting more pressure on teachers?) Currently the school doesn’t have any such plans, but the government is talking about summer catch-up funding for schools. The Head teacher will advise governors as soon as she has any information. All recognised that the staff and pupils will need a break at Easter for their wellbeing  - What are Remote Learning Governor responsibilities? Governors are to monitor the school provision to see that the school is fulfilling the government directed requirement. This includes discussions with leaders on the support for remote education, ensuring all stakeholders are being considered, and that the school is delivering what it said it would deliver (e.g. the curriculum in a broad and balanced way).  - Governors enquired what a Good Level of Development is for a Reception child. One third of children are not meeting the standard, which appeared high. Does this put extra pressure on Mrs Smith as class teacher, and on the school as a whole, regarding future attainment targets etc? Is there a plan for ensuring that this 33 % of children reach a good level of development? Good Level of Development (GLD) refers to a summative assessment judgement which is made for each EYFS child at the end of the Reception year. It is a measure of attainment, not progress and children must achieve at least the 'expected' level to get a GLD within the following areas: Prime Area: Personal, Social & Emotional Development (PSED) Prime Area: Physical Development (PD) Prime Area: Communication and Language (CL) Specific Area: Literacy (L) Specific Area: Mathematics (M). The end of year target is 69% and if 67% achieve the target, the school is doing well. The school will not have to publish which children reach a GLD, as assessments are not taking place this year.  - Do you know how much funding you will receive for lockdown catch-up and where this will be used? “Parent helpers”, “other available adults”: how certain are you that these people will be available, with previous difficulties engaging parent helpers? We will receive £80 per child based on the October 2020 census figure of 176 children. We have already used some of the money on training up staff on a Maths intervention for KS2 and are looking at training for KS1. We will be spending a large proportion of the money on school tutoring through the National Tutoring Programme, as the school only has to pay 25% of the costs. This will be led by RM and will start when schools return to face to face teaching. Wellbeing has been noted as a barrier to learning and we are also looking at buying into a national wellbeing pilot. Regarding available adults, the adults in the plans are parent helpers who are already working with the school.  - How do these figures compare to other years? Is it normal that at least a third of the children aren’t meeting expectations in all key areas? How does this year’s data and previous years’ data compare with other local/similar schools? We don’t have comparisons with other local schools as the information is not made available. The PiXL data is drawn from thousands of pupils all over the country and we can compare our data to other similar schools from within the PiXL data. Picking up on the Autumn 2 assessments for most recent data, and using Year 5 data, Reading results for PiXL nationally were 55% and Chesterton was 60%; Grammar Punctuation and Spelling PiXL national was 49% and Chesterton was 50%. The data is similar for all year groups which are in line with, or above, the national picture on PiXL. RM noted that the data is measured against PiXL cohorts from 1000s of children and is a good comparison.  -Governors asked is it possible for PiXL to gather information from schools of similar look and feel. Is it possible to clarify which schools comparisons are being made with?  RM noted there are 500 schools and around 25,000 pupils. We do not have names of specific schools; it is whoever enters their data and there is not a break down for similar schools.  RM to check information on PiXL, and how schools’ comparative data is generated.  - Governors asked whether the PiXL tests cover elements of the SATs tests or the wider curriculum? RM noted there are aspects of the wider curriculum in the tests. The PiXL data is useful as it is a diagnostic tool to help analyse gaps and is used as part of the end of term data. Classroom assessments are also used to generate an overall picture to ensure the whole of the curriculum is assessed. The Head teacher noted that data is drawn from a variety of sources and not just the PiXL data. Compared to other years, there are some differences and areas to catch-up but considering the children have missed a third of their previous year’s education, these results are good. At the end of last term, there were review meetings and strategies were put in place for specific children to catch up. Unfortunately, some of these strategies can’t be implemented due to children being taught remotely, and they will be put in place as soon as pupils return. The Head teacher noted we will be in a much better position when the children return from this lockdown than the first lockdown, as the children are receiving a better-quality learning experience at home than previously.  - Please recap/explain “I do/You do.” This is simple explicit modelling. A teacher gives an example and the children then copy. It is also used effectively in Talk for Writing with ‘my turn, your turn and “Success@ Arithmetic”. This is a maths intervention for children to become secure with their number work.  - Have you given any thought to how you will close the gap between pupils who have been at home during lockdown with inevitably limited access to teachers, and those who have been at school? When the children return to school, gaps will be identified according to need and not according to whether the child has been in school or not. There may possibly be more gaps with those children who were doing remote learning at home, but all pupils will be reviewed. There could be further sub-groups to focus on, such as without access to adult support, or those without access to a laptop. Staff will be acutely aware of the need to work closely with those children they have not seen in person for so many weeks and to guide them as necessary. Strategies may include putting group tutoring in place for some. PiXL therapies can also be put in place and run by teachers. It was also noted that some children may have thrived at home.  - What would you say are the three biggest challenges to learning at Chesterton? Are these different after lockdown? Language and vocabulary, behaviours for learning and parental engagement with learning. There were low levels of language and vocabulary recorded in Reception at the beginning of the school year. Behaviour for learning after lockdown is a bigger challenge and could be a barrier as children have got comfortable learning at home – some children may find coming back into the classroom challenging. Some parents may be more engaged in their children’s learning now that they have been more closely involved in remote learning, and will better understand the gaps in learning.  - Any thoughts on the possibility preparing for a “lockdown intake” for September 2021 Reception children? Our current Reception were a lockdown intake; many of them had not been in any sort of Early Years setting since the beginning of March 2020. We had to take it slowly with settling them in and getting them used to routines. Once they were settled, Mrs Smith did an excellent job of taking the learning to the children and gradually building expectations. From their starting point to just before Christmas the progress was outstanding.  Governors asked are the return to school packs for children happening as discussed at the last meeting. This was discussed at the end of last week and is in progress.  The Chair thanked staff for their impressive efforts and implementing different ways of working so that the children are not losing out on their education. The staff are going above and beyond their normal work. | RM |
| **7.0** | **Governor Roles** |  |
| 7.1 | **Governors roles to be allocated** |  |
| 7.2 | **Special Educational Needs and Disability (SEND)**  AA was appointed the SEND Governor. |  |
| 7.3 | **Pupil Premium (PP)**  A brief summary of the role was given including asking questions such as what have we done with the PP funding and the impact. A report is given termly to governors and an annual report is given to the funding authorities. SH was appointed the Pupil Premium Governor. |  |
| 7.4 | **Safeguarding**  IM was appointed the Safeguarding Governor. |  |
| 7.5 | **Health and Safety**  ML will continue as the Health and Safety Governor. |  |
| 7.6 | **Attendance and Behaviour**  AC will continue as Attendance and Behaviour Governor. It has been difficult to monitor this year but will be picked up in Summer term following the children’s return to school. |  |
| 7.7 | **Remote Learning (temporary)**  The role was discussed and includes monitoring the school remote learning provision during the COVID pandemic. Questions to be asked include are we meeting government requirements, fulfilling the curriculum and are all stakeholders considered?  GH was appointed the Remote Learning Governor.  AC made governors aware of the Education Endowment Fund information which is available on their website. AC to share the weblink for The Education Endowment Fund with governors. | AC |
| **8.0** | **Values Statement (previously circulated)** |  |
| 8.1 | **KY updated the governors with the progress of the Vision and Values statement**  - KY noted that the circulated document had been shared at the Staff meeting today, and following considerable discussion, it had been agreed to start again with the Vision and Values statement.  The Head teacher outlined her view on using a tree at the heart of the pictorial representation of the statement, and asked for feedback from governors on the key elements, including the leaves and the trunk. She suggested that children need to be at the foundation of decisions made around the Vision and Values and we needed to be clear as to what we do as a school to create confident happy children.  All agreed that the unique selling points and differentiators of the school needed to be captured, noting that the school encompasses a broad range of backgrounds in a diverse part of Cambridge. Thanks were given to AA, AC and IM for representing the extended community on the LGB.  Governors asked if there will be different versions of the tree for different groups eg parents, teachers and children or different ways of distilling the ideas for different groups to consume, such as a child friendly version. Will the tree have fruit on? The Vision and Values will have a child focus which can be understood by everyone. The Head teacher had envisaged the children designing the tree. The Vision and Values statement needs to strike a balance between professional educational terminology and engaging the reader.  Governors queried whether there was a way of including the wider community in the working group to give them a voice and to reflect the community. This can be discussed by the working group – all agreed that it should be relevant to the local community to make them feel that Chesterton Primary School is where they want their children to come.  Governors also queried who the document was for? Is it to attract families to the school for Reception or to in fill in year groups? This would also be discussed by the working group.  Governors asked whether the Vision and Values development process would include the parent council. Yes, the parent councils will be asked to input on what is unique about the school. The plan also includes involving the school and class councils, but due to the lockdown we have been unable to undertake this this term. The Head teacher noted it is very important to include the children’s viewpoint.  The Head teacher noted that the purpose of the Vision and Values is to support developing the curriculum and ensuring that all parties engaging with the school and priorities are aligned. The Vision and Values will also hold the school’s management and governors to account and will be a driving force in improving the children’s unique experience of the school.  Next steps  Governors agreed the following:   1. Governors to send feedback and ideas for the Vision and Values including the draft tree to the Chair to collate and to indicate if you wish to be part of the working party by 15th February 2021. 2. ML to collate feedback by 22nd February 2021. 3. The creation of a working party to meet before the LGB meeting on the 16th March 2021. 4. Working party to feedback at the next LGB on the 16th March 2021. | All  ML  ML |
| **9.0** | **Privacy Notice** |  |
| 9.1 | Not used as noted in item 3.4. |  |
| **10.0** | **Any other business**  The Chair expressed her thanks to governors, staff and children at the school. She noted that the staff have been incredible in the way they have adjusted to teaching remotely. |  |
| 10.1 | Items for next agendas/meeting dates  **Tuesday 16th March 2021**   * Full Head teacher’s report * Governor visit reports * Vision and Values statement * Governor visits   Dates for rest of year:  20th April 2021 (now amended to 18th May 2021)  6th July 2021 |  |

The meeting closed at 7.30pm

Green – Governor questions/comments

Red - actions