



**Cromwell Community College  
Earith Primary School**

Local Governing Body Meeting  
*Wednesday 25 November 2020*

## MINUTES

Present: Mr T Abbs (for items 4, 5 and 6)      Mr T Jones (Chair)  
 Mrs C Corby-Judge                                      Mr I Whitlam  
 Mrs H Llewellyn (for items 1 to 7)      Mrs J Horn (for items 6 and 7)  
 Mrs J Roberts (Minutes)

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

Item	Notes	Action
1	<b>Welcome and apologies:</b> Apologies and resignation received from Mrs C Foster.	
2	<b>Declaration of Interests:</b> No member present made a declaration for the circulated agenda.	
3	<b>Election of Vice Chair:</b> The Trust has advised running a parent election at Cromwell to try to fill Claire Foster's seat. Governors discussed their statuses and whether they should also hold a parent election at Earith. <i>Clerk will take advice from Trust as to status (particularly IW and CCJ) of current Governors.</i>  Present Governors unable to accept the role of Vice Chair. <i>Clark will check with the Trust to establish whether such a small Governing Body require the position of Vice Chair.</i>	JoR    JoR
4	<b>Minutes of last meeting and matters arising:</b> The minutes of the meeting held on 23 September 2020 were confirmed as a true record.  Governor's to meet/discuss the data required for meetings - carry forward to next meeting as an agenda item.	    JoR, TJ and IW

	<p>Chair asks all Governors to reflect on Mrs Horn’s report and see if this is the sort of information that is useful. We will then look at suggestions made and see what would be best incorporated in future.</p> <p>Governors decided to revert to single-person visits due to the reduced Governing Body size and to enable easier scheduling.</p> <p>Mrs Llewelin – SEND. Mr Abbs confirmed that he and Mrs Llewelin had already completed a SEND audit/inspection via the Trust earlier in the day. He confirmed it was useful to have Mrs Llewelin there as she will be aware of any actions/requirements. Due to meet again on 11<sup>th</sup> January, 2021 between 10 and 12 noon re: SEN.</p> <p>Mr Jones will look at pupil premium, phonics, spelling and writing.</p> <p>Mrs Corby-Judge will look at safeguarding.</p> <p>Mr Abbs advised that Earith have a Trust safeguarding and attendance audit/inspection on 9<sup>th</sup> December. Mrs Corby-Judge will attend in person if possible or remotely.</p> <p>Mr Whitlam will look at health and safety.</p> <p>It was confirmed that all governors had received and reviewed the Headteachers’ Reports that had been circulated prior to the meeting. Mrs Horn and Mr Abbs discussed their reports and answered questions.</p>	<p>TJ, IW, HL and CCJ</p> <p>TA and HL</p> <p>TJ</p> <p>CCJ</p> <p>TA and CCJ</p> <p>IW</p>
5	<p><b>Earith:</b></p> <ul style="list-style-type: none"> <li>• Headteacher Report</li> <li>• Governor visit planning</li> <li>• School development plan</li> </ul>	
	<p><b>Headteacher Report Q&amp;A:</b></p> <p><b>EARITH</b></p> <p><b>AQ: Can the school re-apply for the same funding for items it was turned down for?</b></p> <p>Forwarded to Trust but no response yet. You can re-apply but unsure of timeframes. A few applications in at the moment but no answer on those yet so not at point of asking if I can apply again. Only declined for one, not a grant, but a LA forest school training fund. Waiting to hear from the person in charge of education visits. As soon as I have answers on current grants will look at reapplying if relevant.</p> <p><b>AQ: Which year groups were assessed in Assessment Week?</b></p> <p>All year groups. I can provide data reports on these as I believe they are crucial. Assessments were last week and the week before. Waiting for 2 year groups’ data. Data reports were last produced close of spring term, the week before</p>	

school closure, in March. I therefore know exactly where the pupils were when the school shut and will look at the comparison now and the impact of Covid. I will look at those pupils receiving catch up funding and with data will be able to see if the right ones are receiving funding. Will show who we need to give additional support to and what this will look like. Key information.

**AQ: When will the data be available from these assessments?**

See response above.

**AQ: Has there been a noticeable change in pupils' attainment this term after having significant time out of school due to COVID last year?**

See response above.

**Q: In assessment week are they formalised papers – what sort of materials?**

PixL tests – used by all ALT schools. Mock SAT papers essentially. Used for the last 2 years. Used from Yr 2-6. PixL write their own papers. Can use KS2 SATs papers as well. Year 1 only difference. We tend to use Pira and Puma – you will get a judgment on the child being at expected standard but will have to use common sense on these assessment results – SPAG, reading. Writing is teacher assessment. URFS look at whether on track in prime areas to make good level of development.

**Q: Are assessment weeks pre-planned?**

Yes, one is mid-November, then March and finally one in June. Some years, particularly Y2 and Y6 will have another in September just to see where they are. The children are used to this now as the routine has been in place for 2 years. We did not do any tests on return in September as not really what the children needed, just used teacher assessment - that is what was in my Headteacher's report. AFL sheets. Teachers' reflections from the week to highlight gaps and how to address this. We formed a new SLT and if pupils kept being flagged we look at all the names over last 3, 4 and 5 weeks – priority ranked for catch up funding.

**Q: PixL – do you get an overview of all schools?**

Mark sheets uploaded for Yr 2 and 6 to PixL. This produces a question-level analysis and we can see the trends in that class, which is useful. No point teaching it again if all the children got it right on test. Can be used for planning. We receive a breakdown of 22,000 PixL schools performing so you can view where your school is.

**Q: What does target tracker do as opposed to PixL? Do we need both systems?**

Both do something different. Target tracker software system takes lots more data and information on our pupils as we don't allow PixL to have this. Accesses SIMs. Target tracker looks at targets and progress throughout the year. PixL shares lots of resources, produced by teachers. Produces diagnostics and plans to go with this. Platform of resources but also vital test papers produced. About doing the right thing to get the right results with the right resources.

	<p><b>Q: what does AFL mean?</b> Assessment for Learning.</p> <p>We have already had lots of audits: H&amp;S, SEN, compliance and SCR audit coming up.</p> <p>Mrs Williams (Year 1/2/3 Teacher) has resigned and leaves at Christmas. Currently looking to employ a replacement for Mrs Williams, Mrs Bowam and a new TA to support an identified pupil with additional needs.</p> <p>SEN audit this morning with Simon Bainbridge and Mrs Llewelin. Biggest feedback points were that around development of the SEND policy and school development plan to better reflect the work going on in school. Simon is supporting this process and January inset, one of the items for the day will centre around SEND provision.</p> <p>Potential governor visits were discussed:</p> <ul style="list-style-type: none"> <li>• Pupil premium &amp; sports premium &amp; catch-up funding Mr T Jones</li> <li>• SEND (across the year) Mrs H Llewelin</li> <li>• Safeguarding Mrs C Corby-Judge</li> <li>• Attendance, health &amp; safety Mr I Whitlam (Mr T Jones – to cover 1<sup>st</sup> meeting)</li> <li>• Phonics, spelling, writing Mr T Jones</li> </ul> <p>Visits to be arranged to take place over the next academic year. Governors to liaise with heads regarding visits.</p>	
6	<p>Ofsted training for Governors – reflection from attendees</p> <p><b>Anything more we need to do or do differently as a governing body – following training?</b></p> <p>Suggestion that Governors increase their frequency of visits. As Governing body we need to know the schools better enabling us to speak authoritatively about them. Covid has not helped but when able, learning walks and chats with pupils will be useful. Can't prime pupils – they give an honest opinion.</p> <p>Discussion around practicalities of visits at this time and the difficulties in such a small Governing Body supporting both schools. Suggestion from Mrs Horn for</p>	

	<p>more frequent, but brief and specific, catch up meetings, perhaps once every few weeks. An early morning briefing from either the Headteacher or another member of staff, where relevant, to update on the day to day matters and hopefully provide a better insight into school. This should give a better picture and more of the key information so that Governors are more able to challenge, query or question.</p> <p>Clerk will arrange online briefings twice a term where possible.</p> <p>Governors supported this idea. A request for a “one sheet impact statement” or crib sheet was discussed and felt this would be useful information to share.</p> <p>Mrs Corby-Judge would be grateful of further support and training in the safeguarding area, knowing how crucial this aspect is.</p> <p>Mr Abbs is looking forward to receiving feedback from the Governors on the school documents shared recently, Self Evaluation Summary and School Improvement Plan.</p>	<p>JoR</p> <p>JEH and TA</p> <p>TJ, HL, IW and CCJ</p>
7	<p><b>Cromwell:</b></p> <ul style="list-style-type: none"> <li>• Headteacher Report</li> <li>• Governor visit planning</li> <li>• School development plan</li> </ul>	
	<p><b>Headteacher Report Q&amp;A:-</b></p> <p><b>CROMWELL</b></p> <p><b>AQ: From the assessment calendar 2020/2021 what is the suitability test for just Year 12 – not sure if something to do with A levels – what if it comes out as not suitable?</b></p> <p>Yes this is to do with A levels. There are financial and academic reasons for this. We want to ensure the students are on the right course but also need to ensure the class lists are as accurate as possible by census day in October. We put the suitability assessment in, primarily to make sure it is right for the young person. This also allows the student time for a possible change in course or provider. Assessment and rating of 1-4. Often, the student will already have made the decision as they may not be enjoying the course or engaging in it. It often does not come as a surprise to the student. They, with staff, will decide how best to move forward and whether they stay on this course or perhaps change courses and do something else.</p> <p><b>AQ: How are those students that do not have access to laptops/tablets being supported?</b></p> <p>Following support from DofE – 97% of pupils would be able to work from home if school closure arose again – we completed an audit to establish this. There will be full access to printed work for those without a device – packs given out.</p>	

	<p><b>AQ: Safeguarding was effective, were there any recommendations to improve current practices?</b>  The report will be shared – it was comprehensive and there were no major issues highlighted. Recommendations were given of things we may want to consider For example, Ms Young suggested we keep a record on the KCSIE on the SCR – is this imperative? No, but we’ll do it. Staff were asked about FGM – we will consider further training around this aspect, highlighting again the need for this to be reported to Police as it is illegal. Staff did not always know this – they had received the training but had not remembered this. Recommendation again but not catastrophic.</p> <p>We asked advice of her around some pupils who do not engage with school. These are the pupils who have been referred to all known agencies but do not meet thresholds therefore falling between agencies/very frustrating. She recommended alternative agencies such as Bernados. Suggested looking more creatively to try to engage those families, less threatening. We felt this may be useful as we would not necessarily have thought about Bernados. Practical and sensible measures recommended. She was impressed with the people she spoke with throughout the day.</p> <p>Mrs Horn had requested this audit to look at safeguarding to ensure everything relevant is in place following two complaints - one not relating to Cromwell, the other unsubstantiated.</p> <p><b>Q: Is there a cut-off date for complaints?</b>  There is no statute of limitations. Child Protection information is stored in accordance with guidelines in case of further issues in later years.</p> <p><b>Q: Do we receive the full information relating to these complaints?</b>  The 2<sup>nd</sup> complaint was followed up by a letter to school along with Chair of the Board. It related to a child and not the school so no information could be shared with us.</p> <p>Mrs Corby-Judge confirmed she will look at this audit document in her next meeting with school. <b>Mrs Horn advised she would send a copy to all Governors for review. This will include all resulting and appropriate actions taken by our Safeguarding Lead.</b></p> <p><b>AQ: I notice that Art and MFL teachers have left but not been replaced. Are there adverts out for these positions? Ditto Science Technician and Site Team Officer.</b>  Art &amp; MFL are being covered internally. We will advertise in September for an Art teacher.  Science Technician – the department think they can cover the hours between the remaining Technicians until September 2021.  Site Officer – will be replaced but looking at roles currently.</p>	<p>JEH</p> <p>JEH</p>
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**AQ: Where was Ms Young from, who carried out the safeguarding audit (i.e. within the Trust or outside)?**

A consultant who the Trust CEO recommended and has worked with previously.

**AQ: What were the main changes suggested by this review?**

As set out above and report to be shared with Governors.

**AQ: The table on behaviour shows that there have been significantly fewer sanctions given out for behaviour this year compared to last. Are there things happening now that can be carried forward once we return to normal life again? Or, was last year a particularly poor year for behaviour in the early stages?**

There has been a change because we currently have no fully functioning PSU or Seclusion to access. There is a PSU area for Y11. Yr 10 – we now have a staffed area for the PSU. No PSU for 7-9 but there will be one for Yr 9 by the end of this week. We are exploring the notion of a safe room where a child is removed from class – put with a senior teacher rather than a PSU. Senior members of staff are on duty every hour and with a radio. Any teacher having difficulties will email the PSU Manager and the staff member will make their way to that lesson/pupil. Extra layer we have not had before. Able to encourage back into lesson and avoid PSU which is an advantage. However, we have been called to deal with minor things at times – we have pushed back to staff and encouraged them to take ownership with SLT support as it otherwise disempowers them as the teacher. Improved things a bit. First 4-5 weeks vast majority of children were brilliant, and the minority of young people that did not get it became very apparent. There have been a number of children excluded as they just didn't appreciate the situation. Trying to deal with them is challenging as there is nowhere to put them. Yr 7's – challenging minority. No clear space for them because of the C19 – chaotic for them as teachers move rooms. Some of the strategies are simply not sustainable due to resources and space, and remaining in line with appropriate restrictions/guidelines.

When we return to normality – we will need to look at what we want to keep. Which of the strategies have worked and been beneficial.

Exclusion information will be shared with all Governors.

**AQ: When talking about reading improvement the report says “we can see the majority of pupils have actually improved their reading age, however not always in line with their chronological age”. Does this mean that although they have improved, some have improved less than would have been expected?**

All numbers will be shared with Governors. Mrs Horn is looking at national picture before providing data. Currently considering the most important points to look at taking into consideration the total lockdown. Trying to be a bit more analytical to establish what we expect and how lockdown did have an impact. Should we be happy if they have improved by 6 months but aged a year? We want the children to be at their chronological age for reading and we are looking at how we are going to do this. The children are reading at the beginning of each

JEH

day in their form time. They have a much calmer start to the day. They know the routine now. Catch up funding employed. Primary teacher working with the readers. Covid restrictions make it very difficult as we cannot mix the year groups so many of the interventions and support from peers and mentors is greatly limited. As soon as we are in a position to mix year groups we can do so much more. We need to look at those children who have not taken the test seriously as well. Looking at an individual level. Lots of work going on in individual lessons. Lots of talk about retrieval and vocab. Looking at what they did or did not learn through lockdown.

Student voice work – one question was “where do you read” – tutor time and in English was the response. However, Mrs Horn later chatted to some pupils, Year 10. Again they responded that they read in English and tutor time, and sometimes on their phone. When prompted they thought about other lessons, I gave Geography as an example. They agreed that, yes, they read in that subject. They then appreciated that in fact they read everywhere. But, it didn’t cross their mind initially that reading is happening all the time, across all lessons. It is cross curricular. This came out of student voice. No thought or comprehension they are reading everywhere. Identified work to do around the importance of and meaning of the word “reading”.

**Comment: EYFS data going into Go4schools.**

Mrs Macdonald, Primary Head, apologised, just counted incorrectly. Progress being made – seeing the difference in the children in 7-8 weeks, they are now structured and understanding rules and processes. They are learning and wanting to tell you about their letters. Concept of all through is really taking off. The amount of people who want to go over there and help, understand. Staff go in now to gain more of an understanding of what the subjects are being learned and what they look like. It is exciting that the number of staff interested is growing. A real willingness and understanding from staff to embrace the workload that is required in the primary curriculum. Mrs Macdonald is fantastic and wants people to learn and understand what the primary are doing. 19 boys and 8 girls – quite a needy group. Couple of families needing support. 4 -5 with significant language issues. 2 looking at EHCP for them – advantage that we can identify these children early. Mrs Macdonald is enjoying the support from the secondary school. Challenging parent – we asked Mr Stevenson (DSL) to step in and assist. Message sent that Mrs Macdonald is part of our school team and not standing alone as the primary. She felt supported.

**Q: Attendance – high rate of PA**

One with EHCP – not been back as parent is extremely vulnerable.  
3 or 4 who just do not attend. Home visits, safe and well checks, agencies involved, many plans been put in place to encourage them in. [Request by Governors for further data with numbers rather than percentages to be provided.](#)

JEH



	<p>Governor visits were discussed. Plan as above. Relevant Senior Staff will attend the morning briefings to be arranged in an effort to highlight key information and give Governors confidence in their knowledge of that area.</p> <p>School development plan – no further comments. A copy will be shared.</p> <ul style="list-style-type: none"> <li>• SEND: Mrs Llewelin</li> <li>• Safeguarding, health and safety Mrs Corby-Judge</li> <li>• Reading Mrs Corby-Judge Mr Jones</li> <li>• Primary phase Mrs Llewelin</li> <li>• Catch-up funding (with COVID mitigations) Mr Jones Mr Whitlam</li> </ul>	JEH
8	<p><b>Governor visits carried out:</b> Helen – visit to Earith 25-11-2020</p>	
9	<p><b>Ratification of Expenses Policy for Earith - ratified</b></p>	
10	<p><b>Ratification of SEND Policy for Cromwell - ratified</b></p>	
11	<p><b>Statutory items:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding - Nothing to report.</li> <li>• Health and safety - Nothing to report.</li> </ul>	
13	<p>Trust updates Governance Handbook from Trust.</p> <p>AOB: none</p>	
14	<p>Date of next meeting: 20<sup>th</sup> January 2020</p>	

Meeting closed at 15:45