



Cromwell Community College Earith Primary School

Local Governing Body Meeting
Friday 21st May 2021 at 10:00
Via Teams

MINUTES

Present: Mr T Jones (Chair) Mrs J Horn (for item 6)
Mrs C Corby-Judge Mr T Abbs (for item 5)
Mr I Whitlam Mrs H Llewelin
Mrs R Wilderspin Mrs V Mudge
Mrs J Roberts (Clerk - Minutes)

Apologies:

Item	Notes	Action
1	Welcome and apologies: No apologies for absence.	
2	Declaration of Interests: No member present made a declaration for the circulated agenda.	
3	Introduction and welcome to new governor: Welcome to our new Trust governor – Victoria Mudge. Explanation by Tim of how the meetings and LGB work across the 3 schools, its formation under The ALT including Cromwell, Earith and Kingsfield. Kingsfield are currently completing separate meetings and being managed slightly differently. The aim for Kingsfield to return but Tim is supportive of the governing body breaking into 3 school governing bodies at some point. The challenge around this, however, would be finding new governors. The ALT CEO agrees it would be better as separate governing bodies if possible going forward but this is something for the future. Each governor gave a brief introduction about themselves and their role.	
4	Minutes of last meeting and matters arising: The minutes of the meeting held on 3 March 2021 were confirmed as true record. No queries raised and no matters arising.	
5	Earith: <ul style="list-style-type: none">Headteacher Report and attachments	

Signed by Chair of Governors:

(Mr T Jones)

	<ul style="list-style-type: none"> • Governor visit reports/planning • School development plan 	
	<p>EARITH T Abbs advises that one of the key aspects is staffing for next year. I am not yet in a position yet where we can firm up who we will have with us for next year. There are multiple factors featuring around this.</p> <p>Transition is also a key consideration. Y4 and Y5 will be OK as they will remain with same teachers. Key transitions will be Y1-Y2, these were the split groups in separate bubbles. They will be moving to a group with a teacher they may not know. Y3-Y4, also a key group to transition as well as Y6 to Y7. Tentative plans are that J Lawrence (can't mix the bubbles) will support with 3 hours in single hour sessions where the groups will go up and have their new teacher. Letter was sent this morning to families of new Reception children. Met last night with St Ivo regarding some visits. Cromwell and Abbey have also released visit dates.</p> <p>Headteacher Report Q&A: Q Gov - Young 'un's – is this a free resource? <i>T Abbs – this is something we have been given for free. As part of wider leadership course I am completing. They are a Folk band, who support with lots of historical information and images. We met with the band remotely during lockdown. We wrote an Earith Primary School song all hinged on what the pupils learned from the visit. Hopefully it will be a lasting legacy of the school. We are learning a lot about the local area and have been out in the village of Earith the last two Thursdays.</i></p> <p>Q Gov - SDP – it mentions about governor learning visits. Is this something that is going to be introduced and how will it work? <i>T Abbs, it depends what you are looking at. There was a folder of resources following the Governor training in which there was a teaching and learning document. It would be useful to look at as this, it is a one page crib sheet. We would be asking how relevant is it, where does it fit in, we would debrief before-hand.</i></p> <p>Gov – it was lovely to see, in the documents provided, the pupil voice being considered so much and you challenging yourself, which is great to see. <i>T Abbs, thank you, very kind. I do try to be reflective and transparent.</i></p> <p>Q Gov – audio newsletters, are they on hold? <i>T Abbs - involved with ALT institute and spent a day in Lincolnshire, as I wanted to engage some of our harder to reach English as an additional language families (EAL). It is audio newsletters in English, Urdu, Hindi, Lithuanian and other languages. It is quite new software, they took my face and manipulated my features, like an avatar. We would have been the first school in England to trial it. However, The Trust shared concerns about my not having control or ownership over my face and recordings. There were concerns about the software so the idea was not pursued. This was a shame but I appreciate it was ALT protecting me.</i></p>	

Q Gov – what was the problem?

T Abbs - Guide Education owned the videos of me and they can manipulate my face and videos of me. Compliance had concerns that the cons outweighed the pros.

Q Gov – are you able to do a podcast or something like that which could go out to only those who need it? Perhaps in English so that the children can help translate for their parents.

T Abbs - I hope I will be able to do something. I wanted something to go out on Friday with relevance for the following week. The issue is the turnaround time. By the time I send it to the ladies in the office, the turnaround is sometimes too late. It would have to be really considered as to how we get the kids involved every week so that the news is not gone.

Q Gov – the DPD grid in your report. Do you have anything in place where you go back to the training that has been delivered to assess how effective it has been or impacted at all? Would show the value of the course.

T Abbs - yes, the screenshot is how it used to look. It is slightly different now, now specifically linked to SDP. The online courses, ALT Institute, I can see when they have accessed the courses, the percentage completed and how they have responded to questions etc. I then ask them, CPD, about what they have learned and what they would like to put in place. I am already seeing this with 2 TAs recently following their courses. D Rudwick keeps track of this. I may add a column in relating to impact from the training. Could add that to our monthly meet/discussion.

The Subject Leader reports forwarded to the governors prior to this meeting were requested by T Abbs. This is new to the Subject Leaders and the first time they have completed one. T Abbs is keen for this to continue.

Gov – they contain quite a lot of information but give a good insight.

T Abbs - in preparation for Ofsted there has been reference to a useful one page crib sheets. Something we can quickly look up. Response – good insight.

Q Gov - sequencing of curriculum. It would be interesting to know what the topics and progression is through the curriculum. Why are you teaching it, why are you teaching it now, where does it fall within everything else? Why is it important at this time?

T Abbs – the website gives the intention impact document and overviews on each of the year groups. Also looking at curricular design over the next 3 years, starting with History, in conjunction with the Trust. This begins after half term - more efficient moving forward having mapped out for next 3 years.

Gov - in working with Ofsted on sequencing, it would be nice to see this more succinctly so that we can understand where things fit. The website has the

	<p>information around what they are learning but we need specifics of what they are doing and in what order. <i>T Abbs - more about rationale for curricular design.</i></p> <p>Q Gov – in respect of the School Development Plan, item 6, virtual learning curriculum offer – is this something for current times or moving forward? <i>T Abbs - this was set up because of the lockdown. We used google classrooms and would like to continue to utilise this moving forward. We are appending homework to this. We are hoping to go paperless but it is about utilising these skills and not losing them. Oxford Owls and Rapid Phonics are some other examples. We are paying an annual subscription for these and as the pupils and parents are engaging, they still add value. They still have potential to engage our learners. Some learners don't like physical books but may read on a device. It will add value to attainment and wider reading.</i></p> <p><i>Rapid phonics will be part of our school legacy and I will be training more staff in this. There are 56 e-books that parents have access to, designed for pupils who didn't meet the phonics screening test in Y1 and are still not secure with their phonics. We have a high level of SEND and PP in our school. This along with a year off has all had a huge impact on attainment. Rapid Phonics will be one of our main interventions going forward. It is broken down into learning episodes and the e-book is at the end of the session. We are trying to upskill TA's to lead this intervention. It is not just because of Covid, we recognise a lot of the children engage with technology.</i></p> <p>Q Gov – do you think these will continue going forward and will you renew subscriptions? <i>T Abbs – it very much depends on the uptake in and out of school and engagement by children. Lots of evidence to suggest that intervention on spelling has not made a difference historically so we are hoping this may engage the children, become embedded and improve spelling. The children love it and are actively taking part in online spelling tests and challenging each other. I think it may stay, yes.</i></p> <p>Governor visit reports for SEND - no queries, reports are very comprehensive.</p>	
6	<p>Cromwell:</p> <ul style="list-style-type: none"> • Headteacher Report • Governor visit planning • School development plan 	
	<p>CROMWELL</p> <p>J Horn gave an overview of Cromwell confirming that the current situation has made life very hard for staff, parents and pupils.</p> <p>Y11 and Y13 centre assessed grades are being co-ordinated currently. We have known for some months that there would be no exams but the more precise guidance did not come out until 30th March, only giving a few short weeks for staff to organise evidence and assessments for each pupil. There is a moderation process in place providing consistency across teachers, but this also takes time.</p>	

Fair to say staff are stressed, they want to do right by the children. They have done a phenomenal job. Many assessments have been completed with a great deal of marking added to an already full teaching timetable.

A few of the Y11 cohort are less than engaged and causing some difficulties in and around school. We continue to encourage engagement. Y11 and 13 leave on Friday, 28th May, their data is to be upload by 18th June, 2021. There is a moderation exercise from an SLT point of view, looking at evidence and grades and ensuring consistency. A Jones and J Horn will look at the spread of grades and data as the expectation is likely that these children will be in line with previous years. Some schools were showing improvement last year but our TAG's were pretty much in line with 2019.

Ofqual announced that on 21st June 2021 they will contact every school, giving 5 pupil/student names at random and giving a 48 hour turnaround to provide evidence and justification of the grade given. We need to have that data and work to hand within that time frame.

Pupils/students remain in their bubbles. This is difficult as teachers are therefore moving as quickly as possible from place to place. Some pupils are therefore unsupervised at times, between lessons, resulting in some poor behaviour.

Not confirmed and remains confidential for now, but we are looking to remove bubbles. J Horn has spoken with the Trust CEO the situation is becoming unsustainable. With Y11 and Y13 leaving soon there is capacity and space in school. We can enforce a strict one way system and continue with face masks in corridors and when moving around college. The children have been very good with masks. We will keep staggered breaks so the children are not mixing in the café. Children do move around and do see other year groups so it will not be a massive change. With this plan, teachers will have a bit more control, being based in their classrooms. They will be waiting in their doorway, taking ownership of their classroom and looking after the space. There will be an element of accountability for the teachers to make it work. J Horn is positive about this and believes they will want to make it work. Y7 have completed no practical Science and have no knowledge of the library. There are some areas of the school they have never seen. They need comprehension of how big the school is. We are just doing some work at the moment to see if we can accommodate this from a rooming perspective and will advise staff and students next week.

With regard to our strategy, Helen Cassady is the Assistant Director of Education at The Trust and she has been appointed school improvement partner for us. She will meet the senior team, find out a bit about school and ask questions. A bit like a critical but supportive friend. Every term schools will have an AIG meeting to which T Jones, as Chair, will be invited. We will look at school priorities, complete learning walks, as well as looking at actions and impact and moving forwards.

Helen was in 3 or 4 weeks ago for a very positive meeting. We are looking at the first AIG in early July - very much a 2 way conversation.

J Horn has requested a review of EYFS. We are hoping for some validation that what we are doing is good. There is a lot of need within that class – 20% special needs, a large percentage are summer born and the year group is boy heavy. We will also look at reading and curriculum work, along with schemes of work.

We are due a visit from Ofsted and this would have been a Section 8 monitoring visit had it not been for the fact that we have become an all through school, from 4 years through to post 16. With this in mind it will be a full Section 5 inspection. This will be at least 3 or 4 days and will involve a team of inspectors coming in. They will look into more subject areas than in a Section 8, so we need to be prepared for that. J Horn will hold on-going conversations with Helen about this. We need to make sure we are geared up for a Section 5 visit. T Jones (Chair) will be involved in these conversations. Just something to be thinking about.

Headteacher Report Q&A:-

Q Gov – Have the laptops loaned out to students during lockdown been returned back to school or are they still being used?

They are still being used and we plan to, for any pupil who is not in Year 10 or 12 (or not eligible for FSM), return them before the summer. We then plan to update/clean (physically and electronically to ensure precious data is removed and they are Covid safe) said laptops before making them available to loan in response to ongoing needs.

Q Gov – The number of racial/homophobic incidents – is this a concern/reason – is this on-line or since pupils returned?

The number of racial/homophobic incidents has risen since the return from lockdown. This is obviously a concern but not a surprise. Each incident is dealt with thoroughly by HOY and FT. The pupil is educated and sanctioned appropriately. It is usually a lack of understanding and over exposure to similar language in the external environment. The behaviour will be a major focus on our return to assemblies, and HOY will be introducing educational materials for tutor time after half-term. J Horn shared an example of a Y7 who was supported around further education around this subject. The pupil was more appreciative of the error after this and had not realised the implications of actions. It is all about our tolerance, Cromwell has always been a very tolerant place. Looking at the bigger picture, it is a concern, but we are seeing the impact of the last 18 months coming to fruition now. There is unrest in the local community and Police issued a Dispersal Order recently because of this. Invariably this rolls into school a bit and it is a time where vulnerable children are ripe for exploiting. County lines, dealing etc. poverty (200% increase in Universal Credit applications over last 18 months), promises of money – that has an impact. J Roberts has a good relationship with Police so we report things we hear and see, but it is a challenge. Attendance, poor behaviour, homophobic comments is all part of a bigger picture.

Q Gov – The drop in Y10 attendance – is this improving since re-starting the letters/prosecuting/parent meetings?

Year 10 attendance is improving, letters/prosecutions are just one of the many concurrent measures put in place by the HOY and attendance officer. Individual phone calls, a motivational reward system organised by HOY along with higher prioritisation by Form tutors. The individual progress of pupils in PA is checked weekly and this is showing an improvement in the majority of cases. Those who do not improve are receiving letters and are part of the attendance improvement process. We have to remember there was a term in the middle of the school year when we were in lockdown. Many reasons and contributing factors to the attendance being lower than it usually is. It is therefore very difficult to ascertain if it is a sustained drop or due to the situation we are in.

Q Gov –The rise in bad behaviour since lock down has ended – what strategies are being used?

There are numerous strategies being deployed as a College.

- *The reintroduction of detentions for key targeted behaviour has resumed*
- *PSP's are focussing on key behaviours such as defiance and rudeness*
- *Seclusions and exclusions have been elevated*
- *Parental contact and engagement has increased through FT and HOY*
- *Intervention by FT has been a focus and tutors are given time for this during silent reading in morning registration*
- *The College is looking to return to set classrooms at the earliest available opportunity*
- *The reintroduction of the reintegration system after a PSU referral is planned for after half term*
- *Post lesson detention by the member of staff will be possible after half term*

As a college we are in communication with the local police to support anti-social behaviour that has been seen in the town, this has a major impact on the behaviour of significant pupils in college.

Q Gov – National tutoring – the 65 pupils that were identified who would benefit from tutoring – when would they receive this? I am assuming the 15 who received it are from Y11, so would benefit the most?

We were invited to access tutoring for 15 pupils but this was virtual online and had to take place during the school day so it was not taken up. We have instead received authority from the trust to reallocate the fund allocated to tutoring to be used by employing our own staff. The advantage is that we can ensure high quality delivery of teaching and learning at a time to suit our staff and pupils while also focusing on those 80 pupils with the highest needs across English, Maths and Science. The disadvantage is that we can access the 75% draw down fund by employing registered tutors from third party agencies. In short this means a single hour of tutoring with our own staff will cost the college £30 rather than £7 for a virtual, third party provider. Tutoring will commence after half term for approximately 80 pupils from Year 7, 8, 9 and 10. Letters will be dispatched to those invited next week. Year 11 received significant intervention both after

school and during the Easter holidays to prepare them for their assessments this term.

The Government have offered lots of money for tutoring. The major issue is that nobody wants to tutor in the Fens. There is the option of joining an agency but they want to complete tutoring online. The reason for being behind is that the pupils may not have engaged online during the school closure. Agencies also want to do the tutoring within the school day. We would prefer they are not taken out of lessons again. We get £25 and the Government top this up so you get a huge discount when using these tutors. We have said we do not feel this is quality support. We are therefore not going to draw down that extra funding but we will use the money we have and use our own teachers. We will use the pot of money we do have until it runs out. This way we will have small groups, with a teacher face to face and after school. This is the plan moving forward. Communication has been sent to staff about this.

Q Gov – Oracy is mentioned in the documents from Earith. Is this something that Cromwell follows (I hadn't heard of it)?

We are part of the Trust Oracy Research Project, carrying out a study on the impact of the Oracy Framework on pupil confidence and ability to regulate language appropriate to the situation. We are addressing oracy college-wide through our Guided Oral Reading strategy and have plans in September to introduce oracy lessons (using Humanities as a vehicle) as a result of findings from the research project. One of our NQT's together with two members of SLT form part of the project team.

Q Gov – Primary phase – what is an activity passport? Is this on top of any PE lessons?

Activity Passport is the DfE designed activity passport. There are copies on our website and displays in corridors. There are 20 additional activities that families support with to develop character - such as flying kites, visiting a church, going on autumn walks... So not in place of or instead of PE but an enrichment that our parents do and we celebrate in school. Children bring in evidence of this when they have achieved it. There is a sheet for each year group in primary. 'My Activity Passports were launched by the Education Secretary to encourage more family time and help build children's character and resilience'

[My Activity Passport for Primary Schools - Activity Passports](#)

Q Gov – Primary phase, the table shown in the report ... it looks like the number of children on track for good level of development rose and then dropped massively. Now only 45/48%. Is that simply due to lockdown?

Yes, mainly due to lockdown. Those are the families that struggled to support during this period of time. Lockdown for these children has had a real impact. It is a new framework, not the existing EYFS framework. A number of people are still getting to grips with this. This is the reason I have asked for a review. If you look at the data it looks like a concern. However, if you consider the new framework, the high level of need and the lockdown factor they all play a part. On

paper, I am not entirely comfortable with that data, which is why we are looking for someone to come in and review.

Gov – it has been reported in the national education press that EYFS has been hit Significantly. A lot of the framework has been on the topics and behaviours that lockdown would impact most. They have not had interaction with each other or with any older children, and this will have impacted on their social skills etc.
J Horn responded that hopefully we are doing everything we need to be doing and we are doing our best, which is why we want someone to review and advise us.

Q Gov – you have lots of applications for post 16. Will you take them all?

Hopefully, if they get the grades. We received 90 applications and H Paul, Director of Post 16, interviewed everyone individually. Therefore more able to advise if this is not the right setting for them following Y11. 81 applying and we think, on paper, they will be strong enough to join post 16. If it is felt they would not cope with A levels, it is not fair to them to let them join. It is definitely not in their interests and would be setting them up to fail. If the intake reaches 150, it will be the largest 6th form we have ever had.

Q Gov – what is your ambition for 6th form?

J Horn advised we are looking to 200 students, which would make it financially viable. Looking at the cost of the education of all of the children, because of the smaller classes, relatively speaking the 6th form costs more to run. However in Chatteris and March it creates ambition and aspiration. There is a need in the community and some of the teachers enjoy teaching at A level.

Q Gov – there are a lot of resignations and appointments, is that normal?

No, not normal. C Buckle was appointed in the new HR Officer role but has not sat down since October! This may also be the impact of lockdown and the school improvement cycle pushed back. It all has a knock on effect locally. Next Friday (28th May) is the last working day to recruit for September 2021.

J Horn explains the reasons for some of the moves listed:-

A number of staff members leaving and a number of new staff members taken on. A lot of movement at the moment.

Q Gov – does this give you an opportunity to improve some of the departments?

J Horn, yes, we have some very confident new appointments. Core subjects are all covered now.

Q Gov – are the Pastoral Assistants new roles?

J Horn, yes, new roles. Our Heads of Year are really good, they are strong and work hard but have only had a couple of extra hours off timetable and have seen an increase of 30% in year groups. I want a port of call for parents to ring, to work with the children, to build relationships with parents and to look at behaviours and attendance. I would like 5 Pastoral Assistants, one for each year group, going forward. They will support the Head of Year, become skilled at the

	<p><i>restorative conversations, speaking to parents etc. Mental health and social skills, resilience around falling out, will be supported by these people. We have had 15 applications and short listed these to 8. J Russell and I interview today and Tuesday.</i></p> <p>Governor visit reports for SEND - no queries, reports are very comprehensive. Safeguarding link governor has another visit report to submit which will be shared for the next meeting.</p>	
7	<p>Statutory items: Nothing to update around Safeguarding or Health and Safety.</p>	
8	<p>Trust updates:- <u>Governor CPD/Training</u> J Roberts advised the Trust are looking into CPD support from the Local Authority – awaiting a response on this. Enquiries have been made of The Key for subscription for Governors. All Governors now have access to Governor Hub. Folders have been created and documents saved for governor information/easy access. Both new governors have completed the Prevent online training. C Corby-Judge – completed a virtual course regarding Single Central Records</p>	<p>JoR JoR</p>
9	<p>AOB: Rainbow Award LGBTQ+, 6 elements Cromwell are looking to achieve. C Corby-Judge gave an update on this and the information she has collated has been shared with governors prior to this meeting. J Roberts also updated on some of the LGBT activities in school (prior to lockdown) and how these elements are being supported/achieved.</p>	
10	<p>Date of next meeting: Wednesday, 14th July at 2pm for Earith Primary (rearranged for Cromwell to Monday, 12th July at 2pm – in College)</p>	

Meeting closed at 12:00

Signed by Chair of Governors:



(Mr T Jones)