



An Daras Trust
Igniting Curiosity Growing Capabilities

Coads Green Primary School
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Head Teacher – Claire Bader
Chair of Governors – Michelle Roberts

22/03/2021

Minutes – Spring Term Meeting 2021
Local Governing Board; Coads Green School
Monday 22nd March 2021 6pm start via Zoom

1. Join Meeting

All participants had audio and video.

2. Welcome and Apologies

Present: Michelle Roberts (Chair), Jan Bartlett, Hayley Budge, Oliver Stephens, Claire Bader

Apologies: Marina Pridham (no access to zoom)

Not Present: Carolyn Marshall, Hayley Perring

In Attendance: Toni Martin

3. Declarations of Interest Relevant to this Agenda

None declared.

4. Confirm Minutes of LGB Autumn Meeting (30th November 2020) and Matters Arising

- Consider Vice Chair role (All). *Ongoing.*
- Check SCR and S157 safeguarding return with CB (JB) – *see item 8.*
- Data assessment following recovery plan and English plan implementation – early spring term (MR) – *see item 8.*
- Conduct a follow up visit in spring term on Visible Learning to include pupil conferencing (HB & HP) – *see item 8.*

The governors accepted the minutes as a true and accurate record of meeting and Chair signed a copy.

5. Current Situation Update

The remote learning on the whole was positively received and communication channels open to parents. Risk assessments have been reviewed; lunch times are always tricky and the decision has been taken to make the lunch times as normal as possible for the sake of the emotional and mental well-being of the children. A positive return to school and attendance is around 97%. Recovery schedule reviewed and updated. The children have been enthusiastic and lively, and keen to be back in school. Pupil welfare is a priority; a questionnaire is being done to get feedback from the children, and this can be reviewed prior to the next pupil conferencing. OS confirmed that the staff are well but tired, and pleased to be back in school.

CB included that the Trust and the Academy Improvement Officers have been in regular contact. There are teacher assessments being conducted informally to ascertain the gaps in the children's learning. **What testing systems are you using?** Times table checks; read, write, inc; baseline

tests for accelerated reader were examples given. **What is happening with assessing writing as this has been highlighted as a priority?** Staff have discussed an in-school writing moderation, particularly for yr 2 and yr6. Gap analysis has been done to identify where the quick wins are, and it was noted that most children have demonstrated resilience in their writing which is positive. KS1 and KS2 SATs will still be used but won't be used externally. NTS will be used for yrs 3, 4 and 5. The recovery schedule will be amended accordingly. **How are the children coping with the testing emotionally?** They all seem fine and most seem to enjoy it.

In terms of communication, the school has reviewed and implemented a social media policy. This policy was approved by the governors.

6. **Future Plans**

Academy Improvement Officer monitoring will continue with exceptions reports produced. Funding for recovery schedule will last until at least Easter. There is a second amount of government catch up funding but it is very small compared to last time. Plans for capturing data in future and revisiting the recovery schedule/future school improvement plans was briefly discussed. CB noted hesitation in booking any plans for future leavers until the situation is better known. Sports day is booked in. Yr 6 residential will definitely not happen.

7. **Safeguarding**

CB noted a couple of safeguarding matters that are in hand. JB conducted a safeguarding monitoring visit on 15th March; she checked the SCR and noted that this was updated with new staff added including the new cleaner. It was noted that the staff now have to prove they have a right to work in the UK and copies of passports are being provided to An Daras HR. The school carry out their own DBS checks on an governors or staff, and a couple of outstanding DBS for governors need to be rectified as a priority. JB also noted the S157 safeguarding return that will be sent in by 23 April. JB also noted that 'my concern' is a very useful tool to allow staff to see the whole picture with regards to safeguarding. No concerns to report re safeguarding.

Action: Complete outstanding DBS with the school as a priority (HP, HB)

8. **Governor Monitoring & Governor Leads**

Governor monitoring as follows:

- **Safeguarding monitoring** - check SCR and S157 safeguarding return with CB (JB) – see item 7 above.
- Chair joined **networking session for Chairs** of LGBs across An Daras Trust, useful and next one in May 2021.
- Monitoring visit to look at **data assessment** following recovery plan conducted by MR. Following observations were made; current up to date data is limited due to Covid, dated Dec 2020, KS1 pupils mainly on track and EYFS data is good, Year 6 data for SPAG and writing is 33%. **What is being done to improve writing and SPAG achievement in Yr 6?** Training has been attended in by KS2 teachers which will help with the teaching of spelling and SPAG, evidence will be collected over the summer term with a focus on talk for writing and it is expected that the achievement will increase in Yr 6. It was noted that all staff are working extremely hard. **Concern raised with regards to the start and end of working day with many long hours being worked at home also.** CB has looked at timings on this re contact after school.
- A **remote learning English lesson** was observed by MR. It was noted that all staff were working extremely hard to deliver daily phonics sessions to the children, the sessions are live and interactive and have been supported by parents, the children were engaged, the sessions can be noisy but staff remained committed to delivering a good lesson, feedback from parents has been positive, school intervened with any child that was struggling with

remote learning. The staff coped well but need to take breaks. **Do children at both KS1 and KS2 still have access to reading bookings for home learning? How is this being managed?** Explanation given including the use of read, write, inc and Fiction Express. Reading is monitored, quizzes are completed, resources used to develop reading skills and also comprehension tasks included. Accelerated reader is being set up and used. **How many live sessions in phonics were delivered each week by teaching and non-teaching staff?** There were 8 live sessions a week for 3 groups. The staff in the phonics team have done a good job to keep the sessions going with children making progress at home. **How was writing being taught across the school remotely?** The schemes were explained, as were the creative writing and other resources used. **Did all children engage in the live sessions?** Generally yes but understandably the pace of learning is slower than it would be in school. **What is being done about children who are not engaging in live sessions on regular basis?** A good level of engagement in the live sessions and vast majority of children at home accessed the sessions. **How much time per week were children expected to do remote English?** It was about 1.5 hours of live learning with another 1.5 hours of additional work to do. **Has parental feedback been positive or negative about remote learning in English?** Positive, although it was noted that the lessons are fast paced to keep the children engaged. **How did children cope with remote learning?** Mostly coped well, although some found it tiring. **How are staff coping with the delivery of remote learning?** Mixed reviews. Accelerated reader will now be used more.

- Conduct a follow up visit in spring term on Visible Learning to include pupil conferencing (HB & HP). HB & HP not available to attend, **pupil conferencing** conducted by MR. Included KS2 pupils that spent some time in school and some time on remote learning. All pupils questioned were able to access remote learning most of the time – but not always live, they reported that expectations are high, most are enjoying the challenges they have been set, some pupils find it difficult to get the help they need at the time they need it and there can be a 10 minute delay in receiving help as it is online, therefore some pupils would prefer to be in class and not online. All pupils reported missing friends and the social side of PE. **There seemed to be a disparity between the number of live lessons at KS1 and KS2?** This was mainly due to read, write, inc but this will continue to be reviewed. The questions asked to the children were:

- Are you able to log onto remote learning easily when you are at home?
- What do you enjoy most about remote learning?
- What do you find most difficult about remote learning?
- Do you think you have enough live lessons?
- Are you able to talk to your teacher if you do not understand a task you have been set in remote learning?
- What do you miss most about not being in school every day?
- Can you find a quiet space to do your remote learning?
- Do you feel that your teacher has high enough expectations of your remote learning?
- Do you know what you are learning and why?
- What happens when you make a mistake in remote learning?
- What is the behaviour of the class during remote learning?
- How do you get feedback about your remote learning?
- Are there any changes you would like to see with remote learning?

The following monitoring/work was agreed prior to the next meeting:

- **Chair's meeting with Trust CEO on 23rd March.**
- **Writing, PE & PPG impact (MR)**
- **GDPR check (OS)**
- **Consider pupil questionnaire and pupil conferencing on 31st March (HB)**

- Check up on outstanding DBS (JB) – noting there is action for HB & HP here too
- Once safe to do so, conduct a SEND monitoring visit (MP)
- Monitoring by HP to be confirmed

Once the future terms of some governors are confirmed, and hopefully other governors recruited, roles and leads will be discussed at summer term meeting.

Action: Discuss governor roles/leads at summer meeting (TM/MR)

9. EYFS

Compliant. CG is not an early adopter of the new framework that comes into effect in September.

10. Any Other Business

Governors discussed recruitment. OS will contact a potential governor. Specific governors will be contacted reference governor terms and standing down or continuing as a governor.

MR has completed a Challenge & Accountability course. JB will complete the Safeguarding for lead safeguarding governor course on SSS prior to the next meeting. HP & HB are required to complete a governor course prior to the next meeting.

11. DONM

Date of summer term main meeting Monday 28th June at 6pm, hopefully in a socially distanced safe manner, at Coads Green Village Hall. Zoom can be used as a backup.

Meeting closed at 7.05pm

TJH Martin

ADMAT Governance Officer

Distribution List:

Michelle Roberts – Chair/Co-opted Governor Marina Pridham – Co-opted Governor Jan Bartlett – Co-opted Governor Carolyn Marshall – Co-opted Governor Hayley Perring – Parent Governor	Hayley Budge – Parent Governor Oliver Stephens – Staff Governor Claire Bader – Head Teacher Will Hermon – CEO Graeme Barriball – Chair of Trust Board
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