



Directors' Note for Portfolio Groups

Portfolio title: High Bickington LGB

Date of meeting: 29th March 2021, 6.00pm

Attended by (all virtually): Rob Norton, Susie Kevern, Emma Comber, Jane Adams, Tracey Doyle, Helen Rowden, Verity Goss (clerk)

Brief overview of discussion

Procedural items

Welcome and apologies

SK welcomed all to the meeting. Number of LGB members discussed – local governors agreed it was good to have people with a variety of different relationships to the school on the board. Apologies received and accepted from Helen Carn.

Declaration of business interests

None declared.

Sign off previous minutes

Minutes agreed as an accurate record of the meeting.

Matters brought forward

None not elsewhere on the agenda.

Correspondence

None received.

Monitoring and Accountability

Spring Curriculum Update KS1/KS2 – including post lockdown update

RN updated governors on the period of remote learning – he felt the fact High Bickington had had a non pupil day on the first day of term had been beneficial in that children had not been in school for one day before schools were closed, so it was not so confusing for them.

RN felt that overall remote learning had been a success – children's engagement had been better than it had been in the first lockdown, and

staff felt Google Classroom had contributed to this. KS1 staff had produced videos for children, and KS2 had made good use of Oak Academy resources. Staff had been pleased with the engagement of children – there had been very good independent work produced, as well as children responding to the tasks set each week on Google Classroom. Class One had had Tapestry set up as the home school communication platform since September, and staff had continued to use this during lockdown as an effective tool to communicate with parents, set learning, and share resources. Class One had also had daily phonics sessions on Zoom. Pre-schools had been allowed to remain open – up to four pre-school children had attended at a time, along with one reception child.

Children had responded well to coming back to school. Children had found time spend revising work done over lockdown useful – although learning was good over lockdown, it was not the same as being in class and being able to discuss their work with their peers.

As SATs were cancelled this year, was there any alternatives planned? RN stated that Y6 children would complete the SATs papers from the previous years, to help with data sharing for transition to secondary school. They would not be taken under such strict conditions, and children were used to taking termly assessment tests, so would not be a stressful experience for them.

Was the use of the SATs tests to support teacher assessments, or to replace it? RN stated it would be to support the teacher assessment – if a child had a day where they did not do as well as they would normally, teachers would be able to communicate this to the secondary school, using information from their own assessments.

When was the next assessment to check progress? RN explained that there would be no testing in the spring term. Schools in the Local Learning Community were divided on this – some had tested as soon as the children returned, some felt that it was important for children to have more time to settle back into school before formal testing took place. Teachers were observing where gaps were while teaching and adapting their plans accordingly.

Were there any children who had missed the challenge of being in school, and did not need the support to settle back in? What was being done to stretch them? RN explained how work had been set over lockdown, allowing children to choose elements where they could be challenged. For older children the expectation was that children would challenge themselves. Challenging specific groups of children could not work the same way virtually as it could in the classroom, but challenge was put out in a different way. JA felt that some subjects were easier to provide areas for additional challenge when virtual learning, for example literacy and humanities were easier for children to choose to challenge themselves. RN explained how staff worked with children of different levels of abilities in the same class – all worked together initially, with some children then completing ‘dive deeper’ activities, and some needed extra support.

Religious education teaching review

RN explained that Liz Kennard was the lead for RE at High Bickington. She taught Y5/Y6 on Wednesday morning, and Y3/Y4 on Wednesday

afternoon. She now also had direct input into that strand of the EYFS curriculum as she was teaching there. Y1/Y2 were the only class not taught directly by Liz – RN explained that the class teacher taught RE with Liz supporting the planning, and monitoring the lesson and work produced.

Currently work was happening around the ethos and values, and how everything link to Life, Love and Learning to the Full. The school was at a point where they were looking to refresh the vision and values – not to change them, but to bring back into people’s consciousness again, both children and parents and the wider community. Eventually it would be possible to go out into the community again/bring the community into school. RN explained that he, Liz and Ian Thomas had met for a pre-vision afternoon where they had looked at what the school represented in terms of being a church school in High Bickington – all communities were different, and each school would reflect ‘Life, Love and Learning to the Full’ differently. TD had also been involved in the vision work.

After Easter there would be a whole school day on the vision, for children to be involved with work on the vision. Staff were keen for this to involve light, using John 8:12, focussing on Jesus the light of the world, and not walking in darkness. The day would involve using artwork to help children express their thoughts. Another verse being used was Matthew 5:14 – ‘You are the light of the world. A town built on a hill cannot be hidden’. This fitted in well with the drivers. Staff were hopeful that children would engage with the visioning day well, and at the end there would be a piece of artwork which would initially hand in their classroom.

Each class would be focussing on one of the four drivers, and would understand how the message would apply to everyone, whether they were Christian or not. At the end of the day it was planned that each class would share what they had done with the others. RN stated that ideally this day would have happened with children working in their family groups, but this was not possible under the current restrictions.

Local governors were pleased that staff were managing to hold a big event type day for something that was so important to the school. By involving the children they would be more confident in talking about what the ethos was. A local governor felt that it would have been easy to completely focus on what had been missed during home learning, but it was good that this remained a focus in school. RN stated that Collective Worship was still a strength, with filmed Collective Worship videos on Monday, with staff continuing work on this message through the rest of the week. Open the book sessions were being missed.

RN stated that the school had started the British Council project with Lords Central School in Mangalore. Last Friday they had taken part in a good Zoom session, with children asking questions to teachers in India. Children had responded very well – RN explained that this had been especially noticeable in two children who were not expected to reach the expected standard in writing.

Staff had been working on identifying gaps in the curriculum. Good progress had been made in ICT with the purchase of Chromebooks. DT was a difficult area – a DT week helped this, but staff were also considering how subject specialist days could help provide an immersive experience.

It was planned to have various subject days during the summer term – history, geography, music, art, DT, ICT. These were intended to be memorable days for the children.

Health and Safety report - Including changes to drop off and collection

SK explained the changes made for those who were not aware of this. Currently there was the added issue of parents needing to social distance. SK felt that drop off and pick up seemed quieter at the moment with the staggered timings, which was better for social distancing and road safety. RN stated that positive feedback had been received from parents – some concerns had been raised initially, but RN had talked to these parents who had felt positive about the changes after this. It was felt that it was better when there no cars parked along side the railings – to look into whether it was allowed to hang a sign requesting vehicles did not park there.

Would the staggered times continue once social distancing was no longer required? RN felt that the staggered times also helped to improve road safety, and that this would need to be considered when deciding whether to continue.

Policy Review

- PHSE/RSE
- Assessment and Feedback

All had received – these were updated from previous TEAM policies. RN explained the work that had been put in to update them. PHSE/RSE policy had been updated to ensure it met all of the new requirements. Assessment and Feedback policy was based around the practise that had been put into place in TEAM. RN explained the new ways of providing feedback, and the impact that this had on the children and teacher workload.

Local governors agreed the policies.

Safeguarding

RN stated that there were currently no child protection or child in need cases open. No children with current social worker involvement – if staff have concerns these will need to go to MASH. RN explained that MASH procedure had changed, and referrals were more straight forward. High Bickington would be moving to using CPOMS for recording safeguarding concerns – this was currently used by Pilton and Witheridge within TEAM, and had been found to be very effective. RN explained how it was more efficient, and easier to pass on safeguarding files to the new schools.

RN was meeting with Sue Davies for the termly review the next day.

Strategic

Attendance inc PP data

Attendance since reopening was 92.2% - taking out a family who was shielding attendance was 98.5%. RN stated there was positive EWO involvement with this family.

Since September – whole school attendance 90%, without shielding family 95.3%, which was about one percent below expected. RN felt this was positive given the circumstances of the year.

PP attendance 100% since reopening, EHCP 97.8%, SEN 74% - known reasons for SEN lower attendance.

RN felt the attendance was positive, although school had only been back for a few weeks. RN felt that there had been more uncertainty in September.

Review pupil numbers, projected numbers, pre-school numbers

Currently 79 on roll, 13 in pre-school. 3 new pre-school children would join after Easter. Next year projected 82 on roll, 3 pre-school in September, 6 in January, 10 April. Larger cohort were starting Reception – DCC had asked if the school wanted to change its PAN (currently 10). Business Manager and Ian Thomas were currently looking into this.

Staffing Update

RN praised the work of the school staff. There had been some visitors to the school that day who were impressed by the children's attitude. There were good displays in place, displays in the corridor allowed children to see what work the other classes were doing. RN explained some of the more permanent displays planned to link in with the British Council India project.

Were children able to go into other classrooms when that class were at breaktime? RN explained that shared areas needed to be kept to a minimum, so this did not happen.

RN stated that Sarah Game had attended training on the New Early Years framework – there were a number of changes happening. Holly Laurence and RN were continuing with their Oracy project training. Fran Trofa was attending Middle Leaders training. Liz Kennard and RN were attending SIAMS events.

MAT Issues

BlueSky Education – Resources and training

All present had had their access to BlueSky confirmed. SK explained how this was being used to share training opportunities and co-ordinate

CPD for staff, which was being extended to local governors and trustees. SK highlighted a couple of opportunities that would be useful for local governors. A local governor asked if specific training could be requested – it was felt training on the requirements of the LGB in relation to Ofsted visits would be useful.

Matters brought forward by the chair

None

Date of next meeting: Monday 5th July, 6.00pm.