

SUMMIT LEARNING TRUST
**MINUTES OF THE MEETING OF THE LOCAL GOVERNING BODY OF
 ERDINGTON HALL
 HELD REMOTELY AT 4.00 PM ON MONDAY 8 MARCH 2021**

PRESENT: Mrs W Cotterill Principal
 Mrs R Hussain
 Miss A Norwood
 Ms K Oliver
 Mrs N Ranees
 Mrs G Turner Chair

IN ATTENDANCE: Ms A Turner SENDCo
 Mrs R Walker Clerk

APOLOGIES: Mr J Halstead Vice Chair

0202 **DECLARATION OF INTEREST/CONFIDENTIALITY/CONFIDENTIAL ITEMS**

Attention was drawn to the Articles of Association relating conflicts of interest, including but not limited to any Personal Financial Interest.

Governors were advised that if a person had any interest in a contract, proposed contract or matter under consideration, s/he should disclose the fact and take no part in the consideration, discussion or vote in respect of the contract or matter and withdraw from the meeting.

There were no declarations of interest.

Governors were reminded that care should be taken to ensure that they were aware of agenda items of a confidential nature. In addition, they were advised to ensure that minutes of their meetings did not include information of a confidential nature as the draft minutes were considered public documents as soon as approved by the Chair of the meeting.

The Clerk requested that Governors consider if any items were of a confidential nature. Governors were advised that these items should be considered in private.

0203 ANY OTHER BUSINESS

There was nothing to discuss under this item.

MINUTES OF THE PREVIOUS MEETING

- 0204 **RESOLVED:** That the minutes of the previous meeting, held on 25 January 2021, be approved as a correct record.

MATTERS ARISING FROM THE MINUTES**0205(a) Principal's Report (Minute No. 0193)**

The Chair asked what the take up of online learning was and the Principal advised she would share those statistics in depth, later in the meeting. The Chair noted that Pupil Premium (PP) pupils had been the group hardest impacted by the lockdown so it would be useful to have the information about that group of pupils and to be able to draw comparisons on their progress. The Principal advised that 160 pupils were in school by 25 February, and looking at vulnerable pupils and those not engaging, she could draw a percentage from that. The Chair noted that it was worth checking the impact of the teaching during lockdown and tracking the gap between the PP pupils that attended school and those that did not. The Chair noted this was a huge area to focus on nationally.

[MRS R HUSSEIN JOINED THE MEETING]

0206 MEMBERSHIP OF THE LOCAL GOVERNING BODY

Governors were informed that there were two vacancies for Trust Appointed Governors. The Chair and the Principal noted they would continue to look for people to fill these roles.

There were no terms of office due to expire before the date of the next meeting and the Clerk advised there were no issues with regards to attendance.

0207 URGENT ACTION TAKEN BY THE CHAIR

There was nothing to discuss under this point.

0208 PRINCIPAL'S REPORT

The Principal had circulated a number of reports prior to the meeting and Governors' attention was drawn to the following points: -

Autumn Data (Appendix 1)

The Principal advised this showed the baseline from the Autumn term and the additional tests and teacher assessment results. This showed in all cases that the pupils had made progress and all areas were RAG-rated green. Some areas had improved more than others, such as Foundation Early Years, and the weakest cohort was Y1. Although the information was split by subject, the Principal advised she was going to rework it into year groups so that issues could be identified more readily. The Principal advised that she had also compared the data to the same period the previous year, although circumstances were very different. Nursery increased by 26% in the Autumn term and YR increased by 8% which showed those pupils had been well prepared for YR. Y6 had made very strong progress from the baseline and the School had done well to pull back the lost teaching from the first lockdown.

There had been a strong intervention timetable set up but of course this had not happened as the second lockdown had occurred. These were being revisited now and the Principal noted that without TAs covering Planning, Preparation and Assessment (PPA) through the week, there was more availability for these sessions. There was phonics testing starting this week to understand where pupils between YR and Y2 were with regards to their phonics and the same would be done for Maths. All the pupils would have spring tests, which would be completed by the end of next week, providing another set of baseline data, but this would include the contents of the spring term. Testing would take place again w/c 5 July 2021.

[MRS RANEE JOINED THE MEETING]

Safeguarding update (Appendix 2)

The Principal advised there had been a daily tracker in place during lockdown for every pupil, showing their online engagement and completion of work as well as any other safeguarding issues to be followed up by Designated Safeguarding Leads (DSLs). Teachers and TAs completed this, usually as part of registration sessions and TAs completed phone calls to contact any pupils who were not taking part.

Key worker and vulnerable pupil had been invited into School during the lockdown and in-school attendance for the term so far was 98.6%. During that period, everything was recorded on C-POMS and DSLs would make home visits if the families were not contactable by phone, as did the SENDCo. Any failed attempt to contact the family by phone was recorded as a safeguarding incident on C-POMS. 250 safeguarding incidents were logged during this lockdown, but this could be a missed phone call. Referrals were made to the Children's Advice and Support Service (CASS)

for support and also a Children Missing in Education (CME) report had to be made. A second report had been made today, as a pupil had moved to Scotland.

Collection and delivery of food parcels had taken place throughout lockdown. Weekly inclusion meetings continued and there was a regular agenda for these meetings. SEND was discussed at these meetings, especially trying to keep on track with Education Health Care Plans (EHCP). Family support workers also shared feedback to ensure adequate support for those families.

There was focus on internet safety and staff had Continuing Professional Development (CPD) on Safeguarding. There had been a Health Mentor in School, which was supplied by Evolve and they had completed a baseline report on 5 pupils, all about their mental health. In addition, the school family support worker was in weekly contact with the support families, especially where contact was not regular. There were instances of pupil behaviour at home where families were struggling, and these families were supported. There had also been issues with parent mental health and housing issues related to debt.

Update on remote learning

The Principal advised there was a two-weekly remote learning monitoring form which was very lengthy, this had been quite complex and so the Principal had taken headlines to share with Governors. This was based on a DfE document.

Every year group had met the government guidance on the number of hours of remote learning required. This had been monitored to ensure this target was hit. The engagement in KS2 was strong, and where there was a concern around lack of engagement or around pupil wellbeing, the pupils were invited into school and 160 pupils in school by 25 February. 99 pupils had access to school laptops by 8 February. There was a range of subjects taught remotely and all lessons followed the long-term and medium-term curriculum plans.

The pupils had three non-screen days, where live lessons did not take place, and activities were more family orientated. There had been some lovely feedback from parents and staff around how much these activities were enjoyed. The live teaching was implemented on 25 February, showing how the remote learning had moved on. Live lessons had increased engagement and pupil involvement. PE opportunities were promoted through a variety of resources as this was felt to be really important. Wellbeing was reviewed through assemblies, check-ins and live lessons.

From YN to Y2, home reading books were available for collection. At KS2, there was online reading through MYON with personalised reading at the correct level. Staff feedback to pupils was very good and this had improved since it was discussed at the staff meetings. The Principal noted that the teaching had been refined across the period of the lockdown. Teachers had recorded themselves with voiceovers, before moving on to live lessons and they were supported very well by the Ed Tech Lead.

Wider opening of academies, including risk assessments

The Principal had shared the Risk Assessment (Appendix 3) and re-opening letter (Appendix 4) which had been completed for 4 January and again since then. There had been a good record of low numbers of infection and any instances had come from outside the School. All pupils were welcomed back in today and Behaviour policy had been revisited in light of Covid, along with handwashing. There had been two training policies for teachers.

The Principal advised that with a view to improving teaching, Years 4, 5 and 6 were attending earlier by 15 minutes to increase the amount of teaching they received. Some lockdown procedures had been kept, such as handwashing, to speed up the start of the school day. **The Chair noted that when the school returned in the summer, Y6 had come in at 8.30 and had preferred that and asked if Y4, Y5 and Y6 would enjoy that.** The Chair also asked how teachers felt about this and the Principal advised that the staff Governor was also a Y6 teacher so could advise. Staff were already in early and had seen the benefits for Y6 in the summer. The staff Governor advised that staff had taken the earlier start time in their stride and it was only an extra 15 minutes. This was generally seen as a positive as the extra time made a difference to the morning's teaching. The Principal advised that after school clubs would be up and running as soon as possible, but at the end of the day those should be more recreational.

SEND Report

The SENDCo had shared the SEND report (Appendix 5) and the SEND Link Governor had shared a document (Appendix 6) and advised she had been very impressed with the SEND support during lockdown, including supporting other staff members.

[THE SENDCO LEFT THE MEETING DUE TO INTERNET ISSUES]

Sports Premium

The Principal advised that very little had happened since the last meeting, due to the lockdown. Things that had not happened due to lockdown would be integrated into this plan and the expenditure was detailed at the bottom of the report which totalled £19,090 and there was a breakdown around how this was spent. There was an apprentice who supported with PE lessons and the Principal noted that pupils had carried on things like yoga during lockdown. The apprenticeship was for 18 months and she was also supporting with phonics. Some funding had been spent with Marathon kids, as well as some money spent on equipment.

[THE SENDCO REJOINED THE MEETING]

There was also a big programme of orienteering and quidditch from an external provider which was covered within this funding as well, all of which was detailed in

the report. Play leader training, more rewards, printing of leaflets and papers were all included in the costs. The Principal would share this report with the Clerk to upload to Teams for all Governors to review. The Principal noted the apprentice had been invaluable throughout the recent lockdown situation and it was really important for children to keep fit.

SEND Report

The SENDCo advised she had shared her report and it was a lengthy report, but she wanted to summarise that and also get feedback from Governors on the layout and structure of the report and how easy it was to get the information out of this report.

The main summary reports were around remote learning, and the SENDCo advised there was a caseload of 53 pupils, 37 of which were consistently engaged and 14 inconsistent, 2 pupils had no engagement and these were siblings who also had medical diagnoses in place and there were multiple factors involved. These pupils had been invited back in early and they had both returned and engagement had improved.

Two CASS referrals were made, one through lack of action by the parent, which had been advised. There were four EHCPs and one support plan.

The number of pupils with EHCPs was in line with the Birmingham percentage of 1.1%. The SEND caseload was in line with national levels, but below the Birmingham threshold. There were ongoing agencies involved in support, and the SENDCo advised the Speech and Language Therapist had been redeployed but had now returned.

The data, on the whole, showed the pupils were either significantly below or slightly below and those who were significantly below were on a continuum. A lot of this was down to lockdown and inconsistent interventions due to lockdown. The intervention timetable had been very thorough, and then lockdown happened. TAs had training from the Speech and Language Therapist. Interventions would be the next big step.

There were 6 Looked After Children (LAC) and these plus a number of pupils on Child Protection Plans (CP) or Children In Need (CIN) indicated a number of high attachment issues.

Quality First teaching had been impacted by lockdown and periods of self-isolation, so scaffolding and supporting teachers for this was a priority. A Y6 pupil was moving to special school and the remainder were going to mainstream. Transition would start earlier than normal for these pupils.

At Trust level, there was involvement with Primary SENDCOs to update continuum trackers as they were not highlighting improvements as they should. One-page profiles were started during the first lockdown and the document had not been as useful as envisaged, so this had been tweaked and would be rolled out after Easter. This would support teachers in knowing pupils' targets. Everything would move onto Arbor so that could be accessed by anyone in any location as required.

One EHCP pupil had not attended school for a lengthy period, which was due to shielding for a prolonged period of time. This pupil had received virtually no education for a year and so would be receiving high quality tutoring from a SEND qualified tutor. There had been ongoing contact with her parents and teachers had worked to adapt and include her.

The Chair advised the report was clear and easy to read and she found it very useful. The SENDCo noted that those with an education background may find it easier to read these reports and the SEND Link Governor noted that questions she had were not around the layout of the data, which she found easy to understand.

The SEND Link Governor advised it was great that the SENDCo had supported the staff and parents as well as pupils and thanked her for her hard work. The SENDCo noted the support of the leadership team in terms of wellbeing.

0209

STAFF WELLBEING

The Chair asked the Principal how the wellbeing of the leadership team was and the Principal advised they had enjoyed the challenges and constantly tried to refine what was being done, as well as taking others with them on the journey. Feedback from other leaders in School was that support was put in place as needed and with really experienced teachers, staff could be well supported.

The staff Governor noted that both the Principal and the Vice Principal were advocates of wellbeing and were very focussed on the wellbeing of staff and staff were well supported. The staff Governor noted that staff input was seen as very important and wellbeing was a strong focus in the School. Staff were confident in returning and were confident to ask for help and there was a supportive culture in School.

The SENDCo noted that even though she worked across two schools, she was very much made to feel part of the team and that was very positive as she had not always felt like that.

The Chair noted that when she had visited, it had always felt very warm and hospitable with no feelings of tension. There had been a lot happening within the past year, and there had been no concerns at all, which was very important for staff and for pupils. A parent Governor noted that parents felt this way too and pupils seemed much more settled. The Chair noted how positive it was to hear this kind of feedback during the current trying times. A parent Governor thanked the Principal and staff for the amazing provision of the remote learning.

The Principal advised that a deep dive had been conducted into remote learning, specifically of Maths, and the percentages of completed work were as follows: -

- Nursery - 48% of pupils completed work, which meant engagement could be higher.

- YR - 80% of pupils completed work
- Y1 – 69% and 88% (pupils were in two classes from Y1 upwards)
- Y2 – 53% and 73%
- Y3 – 64% and 69%
- Y4 – 63% and 57%
- Y5 – 77% and 82%
- Y6 – 88% and 82%

The Principal noted that in a household where there was more than one school aged child, the older children tended to be the sibling more likely to have use of a laptop compared to younger siblings, which could be seen in the figures.

0210 **POLICIES**

The Principal advised that the SEND policy had been uploaded to the School website.

0211 **LINK STRATEGIC GOVERNOR INVOLVEMENT**

The PP Link Governor had been into school on 24 February to meet the Principal and the Staff Governor and had held a discussion about PP. The PP Link Governor advised she had put a presentation together to share with Governors. The feeling from staff had been exceptional and the PP Link Governor noted how welcoming the School was and the environment.

This would be added to the agenda for the next meeting to review in greater detail and the Chair noted that some of the baseline assessments that were currently underway could feed into this conversation.

The Chair had been into School to meet the Principal and to look at the work ongoing in School. The online learning had been reviewed and the Chair hoped to attend again in a few weeks now that pupils were fully back.

0212 **GOVERNOR TRAINING**

There was nothing to discuss under this item.

0213 **FEEDBACK TO/FROM THE TRUST**

The Summit Update for the Board of Trustees (Appendix 7) had been circulated prior to the meeting.

The Chair advised that she had attended the LGB Chairs meeting and there had been a discussion as to whether LGBs needed some information on the financial situation of the schools, as this dictated the work that could be undertaken at each academy and how staffing was organised.

0214 **CHAIR'S CORRESPONDENCE**

There was no correspondence to share with Governors at this time.

0215 **DATE OF NEXT MEETING**

The Chair advised that last year had been a very tricky time for everyone and she felt that schools and school staff had not received the recognition they deserved, in keeping schools open for key worker staff. The Chair advised this had been handled incredibly well by staff at the School and they had gone over and above their day job.

The Chair thanked all for attending the meeting and Governors confirmed that the next meeting of the Local Governing Body would be held 4.00pm on Monday 17 May 2021.

The meeting closed at 5.15 pm.

Signed:
(Chair of Local Governing Body)

Date: