

**SUMMIT LEARNING TRUST**
**MINUTES OF THE MEETING OF THE LOCAL GOVERNING BODY OF  
ERDINGTON HALL  
HELD REMOTELY AT 4.00 PM ON MONDAY 23 NOVEMBER 2020**

PRESENT:                               Mrs W Cotterill     Principal  
   Mr J Halstead     Vice Chair  
   Mrs R Hussain (part)  
   Miss A Norwood  
   Ms K Oliver  
   Mrs N Ranees (part)

IN ATTENDANCE:                       Ms A Turner         SENDCo  
   Mrs R Walker     Clerk

APOLOGIES:                            Mrs G Turner       Chair

In the Chair's absence, the Mr Halstead chaired the meeting. The Chair welcomed Ms Oliver and Ms Turner to the meeting, and it was noted that Mrs Hussain and Mrs Ranees would join at 4.15pm.

0173     **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.

0174 **ANY OTHER BUSINESS**

There were no other matters arising.

**MINUTES OF THE PREVIOUS MEETING**

- 0175 **RESOLVED:** That the minutes of the previous meeting, held on 21 September 2020, be approved as a correct record, subject to an amendment to the text.

**MATTERS ARISING FROM THE MINUTES**

0176(a) **Matters Arising (Minute No.0157(a))**

The Principal advised that the two parent Governors had completed the Safeguarding training in School with her in October.

0177 **MEMBERSHIP OF THE LOCAL GOVERNING BODY**

Governors were informed that there were two vacancies Trust Appointed Governors. The Clerk advised that Ms Oliver's appointment had been approved by the Trust Board and her term would start as of today.

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, as per the LGB Attendance Report (Appendix 1).

0178 **URGENT ACTION TAKEN BY THE CHAIR**

There was nothing to report under this item.

0179 **PRINCIPAL'S REPORT**

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

### SEND Report (Appendix 2)

Ms. Turner, the School SENDCo, advised that the SEND report had changed format as directed by the Trust and this was the first time it had been used. Mrs Hussain was the SEND Link Governor and she was regularly in contact with the SENDCo. Ms Turner noted that 12.4% of the school population were SEND pupils

[MRS HUSSAIN AND MRS NEELAM JOINED THE MEETING]

Ms Turner advised that there were 42 pupils who required SEND support and there were 5 pupils on active support plans, with a further pupil working towards this. Ms Turner noted that there was ongoing work with the pupil's parents with regards to this. The other pupils were making steady progress and the plan helped identify key areas of need for them. 6 pupils had a risk assessment, most of which were based on medical needs. The number of Education Health Care Plans (EHCP) was split evenly between boys and girls, and Ms Turner noted that all pupils on the plans were Disadvantaged. The main area of need was communication and interaction, with 36 pupils now on caseload, of which 6 had a diagnosis of autism. There was a high level of need for these children.

Ms Turner advised there were two pupils with cognition and learning needs, but many pupils classed as communication and interaction had learning alongside. There were two pupils with quite complex medical needs, one was currently self-isolating and needed to continue shielding and Ms Turner advised she was chasing funding from SENNAR to get tuition for this pupil, as she had received no teacher input since March.

Early Years – There were 4 SEND pupils all in YR, although Ms Turner advised that there were some children in Nursery that she was aware of and they had already been referred to Speech and Language therapy. One YR pupil was being moved to a support plan.

In Y1 there were 6 SEND pupils. Some pupils when assessed in October were not necessarily pupils that needed a continuum. The pupils on whom lockdown had the biggest impact needed more support and so Ms Turner advised she was looking at boosting those pupils. Interventions were in place in all year groups, led by high level Teaching Assistants (TAs).

There were two high needs pupils in Y2, one of whom carried a significant amount of funding from CRISP as she needed one-to-one support. Ms Turner advised that the parents were also being offered support.

Y3 had found it difficult to settle but Ms Turner advised she anticipated that the December data should look more positive.

Y4 had a lot of high needs, and Ms Turner advised that one pupil had not yet been baselined as they started during lockdown and so would be assessed in December.

Y5 had a high number on caseload in the previous academic year, but five had been moved to monitoring as their needs were being met on the continuum. One pupil had an EHCP, and one pupil looking at a change of placement and parental support was being offered. Y5 was being streamed by ability and one pupil in Y5 was currently off school and Ms Turner was working with the Education Welfare Officer (EWO) and the School Nurse to get him back into school, as he needed specialist targeted intervention.

Y6 had a high proportion of SEND pupils and this year group was streamed. Ms Turner advised that Y6 staff had been good at communicating concerns about the pupils. Some had needed further intervention and a managed move had been started for one pupil in November. He had settled well and was being supported by an experienced TA. Ms Turner advised the next step was to reduce that dependency and get the pupil settled and confident.

#### Pupils on the continuum

Y1 had not been baselined yet, but a significant gap had been noticed in these pupils as they had missed such a large amount of Early Years. Lessons were being structured to support these skills.

Y2 were on the continuum.

Y3 had made some progress but more specialist support was being sought there. There was a high-level of low-level behaviour issues.

Y4 had four pupils on the continuum and all were there for Speech and Language.

Y5 had a high level of learning need and Ms Turner advised that specialist interventions would start in the following week to boost phonics. Their focus had not been as good as desired.

Y6 streaming would help and Ms Turner advised that progress had been made since their March assessment. She also advised that she had noticed a change across the School in attitudes and confidence across the staff with regards to supporting SEND pupils. All aspects of pupil's additional needs that may be a barrier to progress, were being supported and additional funding sought as appropriate.

Pupils targets would be reviewed on a termly basis.

Absence for SEND pupils was at 23.9%, some of which was medical and some of which was linked to behaviour and relationships in School. Pupils were engaging well with their teachers and Ms Turner advised that parents had become more open to phone conversations and support plan meetings. More support was required for parents around what a SEND diagnosis meant for their children. The Educational

Psychologist's (EP) focus was on the social, emotional and mental health needs of pupils. Support plans were being reviewed termly.

There had been two fixed term exclusions in Autumn Term 1, one pupil was on a SEND support plan and it was felt more specialist provision was required but their parents were not yet ready to support the EHCP application. The level of funding already in place for this pupil was approximately £16,000, which showed the high level of need. Behaviour plans were in place for pupils with higher needs, not just on the SEND register, and the Learning Mentor was leading on those. Those pupils who were Looked After Children (LAC) were also being supported.

Safeguarding inclusion meetings took place weekly and, in the report, there was a breakdown of how many pupils were in Child Protection (CP), Children in Need (CiN) and other categories. Ms Turner advised that she spoke to the social worker regularly and it was noted that this was a real strength, including during lockdown. Speech and Language therapy was a traded service. Ongoing support for those pupils was available as required and four were awaiting assessment for pathway. The EP was involved with six pupils and this was linked to support plans.

Ms Turner advised that the Autism Team was due into School in the next week.

Strategic planning aims were detailed within the report under Point 6.

The Chair thanked Ms Turner for her comprehensive report and advised he had a couple of questions; **was the number of pupils on EHCP in line with national average** and Ms Turner advised it was in line with national levels but was lower than local levels. Ms Turner advised that locally there was an effort to move away from these and to use a support plan instead. In the network meeting last week, it was unclear how logistically possible this was, as it may have an impact on the type of placement available to these pupils if they moved out of the authority. **The Chair asked what the next steps were for the pupil who needed the EHCP but whose parents didn't currently agree**, and Ms Turner advised that parental agreement was required, and the School were supporting them in their understanding of their child's diagnosis. There were a number of agencies involved.

**The Chair asked, of the 6 pupils diagnosed with Autistic Spectrum Disorder (ASD) how staff were being supported around these diagnoses.** Ms Turner advised that staff had received further training in the Spring term, and as pupils joined the School in EY, there was further training being investigated. A trained TA was in Year 1 and Ms Turner had completed observations on higher needs pupils. Staff had visual timetables and had met with Ms Turner for support and advice and as a next step, she would visit the classrooms and model the strategies for those teachers who had not used them or did not feel confident. There was a growing number of teachers with really good practice in supporting ASD pupils and this was being drip-fed to the rest of the staff. It was noted that Covid made this more problematic. There was further training being looked at, such as Makaton, etc. It was clear that teachers would like more support around how to adapt in class, and it was a positive. The Speech and

Language therapist was doing CPD with staff on ways of using speech and language therapy in class. Ms Turner was looking at ways of doing person-centred approaches, where further support was needed. **The Chair noted the Persistent Absence rate was very high for SEND pupils and asked what the comparison was for non-SEND pupils** and the Principal advised that it was 11% for other pupils. The Principal advised that the SEND rate was impacted by a pupil who was shielding, as she had severe needs, plus another pupil who was absent for quite large periods, again for shielding reasons.

**The SEND Governor noted how impressed she was at the amount of work that Ms Turner had done across both Erdington, and Pegasus, as well as supporting with staff welfare. She thanked Ms Turner for her input and asked if she would be permanently at Erdington.** The Principal advised this was a Trust decision. The Principal praised Ms Turner's outside relationships and noted this was a key strength which made the outcomes for the pupils much better.

[MS TURNER LEFT THE MEETING]

The Principal shared her report on screen (Appendix 3) and advised that School Attendance was currently at 97%, although the Principal noted that Covid-related absence was not included in the attendance figures. Persistent Absence was at 11%, which was down from approximately 15% earlier in the year. The full absence report would come to the next Governing Body. There were only two positive cases in School so far, involving Y1 and Y3, which was good.

The Principal noted the Safeguarding section showed six new cases of pupils who needed expert support and two new referrals, some new referrals to other services, one new family plan, one new CP case and one new LAC and the Principal noted that the Link Governor had been in to discuss this.

Magic breakfast was back on in School and foodbank referrals had also been made. The Family Support Worker was back and had taken on new cases. Phone calls were made to all pupils who had to self-isolate and learning was being undertaken, with welfare checks on those who could not take part. The SENDCo made weekly visits to vulnerable pupils.

#### Diagnostic Assessment Analysis for Early Years to Year 6

Y6 data was the baseline which was completed in the second week back from the summer holiday. The Principal noted that Y6 were having two and a half hours of extra teaching time every week and it had really impacted them. Maths was the weaker of the subjects, and there were three teachers teaching groups of 20 pupils. There were weekly arithmetic tests and the children moved between the sets, based on those results. There were two teacher-led interventions for Maths and Reading in the afternoons and the Principal noted the quality of teaching on those was very high. The reading levels were set based on the tests they did, and this helped with stamina and speed reading, as well as the pupils' enjoyment. The percentages of children with a

scaled score of 94+ were those who would make 100. **The Chair asked if 54% of boys were expected to get 100+** and the Principal advised that it was 82%. **The Chair asked if the Principal was confident in these assessments** and the Principal advised the Y6 teacher was very experienced and so she was confident. In the next 2 weeks, another SATS paper would be taken and it was anticipated there would be an improvement. **The Chair asked if the Accelerated Reader was new** and the Principal advised it was new to the School but had been pushed since September and was in use from Y2 to Y6. The lending library was also new this year and so pupils could scan and take their books, and their reading age was assessed. The staff Governor/Y6 teacher advised that Accelerated Reader was used 3 times a week and the pupils really enjoyed it and were keen to move up the book bands. The Chair advised he had experience of this, and it was a positive thing, which would have a big impact. The Principal advised the texts available were really good as well.

Y2 test results showed that Reading was stronger, and the Principal listed the different interventions in place in Y2. This testing had also been completed at the beginning of the term and the Principal was anticipating some improvements in the percentages shown, when the next set of tests were taken in a few weeks' time. **The Chair asked if this information would be available at the next LGB** and the Principal advised it would as the data would be compiled in December.

Baseline scores were positive and one of the reasons for this was the improved Nursery provision. 23 children from nursery joined YR this year and so there were some very positive baseline scores. The intervention programmes were still in place for Phonics and Maths, but it was very positive. Next year would see the early adopter baseline system. It was a very different picture from the previous year and the Principal noted the pupils were very well settled and socialized. **A Governor asked if the differences between PP and non-PP were historical** and the Principal advised it was a new pattern. There were thirteen different areas that were assessed, and the boys were not underachieving in all areas, which was also a positive. The Principal advised this information was moderated across the Trust.

When the data was given, a leadership summary had to be produced and there were some areas to be worked on. IT for the Trust was a priority and there was a need to introduce Purple Mash so that all pupils in EY were able to access that and support their achievements in School. Additionally, if a pupil was self-isolating, they needed to be able to learn at home.

The Maths data had been analysed and the pupils needed to be more fluent in their recall of number facts and their timetables. There were interventions across the school on skill sessions. The Staff Governor had presented, as part of teachers' CPD, ways of making the learning more varied, with different ways to engage the pupils and staff had responded well to this. The Principal noted that the evidence of this training was showing in staff planning. There was a focus on the lowest 20% in Reading, Writing and Maths and they received interventions.

Writing - the basic skills in writing were not at ARE (Age Related Expectation) and sometimes the pupils found it difficult to concentrate. This was partly due to lockdown and Just Write had been introduced (in Y6) where pupils were given the opportunity to do research on a topic at home, giving them time to prepare, then write their ideas down in uninterrupted, sustained writing. Grammar had been reviewed and it was realised that the pupils were not using the grammar specific to their year groups and so therefore SPAG (Spelling, Punctuation and Grammar) week had been introduced where teachers were planning lots of this in isolation from the writing, to upskill the pupils. Presentation did vary across the school but with the increase in pupils trying to gain their pen license, this was having a big impact. A twilight session was held last week, which was 2 hours after school and moderation across school was done in conjunction with Pegasus, to ensure judgements were in line.

Reading – the lowest 20% were focused on and interventions were in place. The scaled score was from the baseline and this would be recorded again when tested in a few weeks. These were all on a spreadsheet, shared with the teaching staff on Teams, and teachers and TAs were held accountable for progress. It was key to match the pupils' reading ability to the tests and texts. Teachers had a class novel and pupils were also being read to, as well as reading aloud in class. A deep dive into Reading was also coming up in a few weeks' time.

**The Chair noted the good practice, with regards to moderation with Pegasus, and asked if this happened in any other area.** The Principal advised there were learning networks across the Trust, so there was baseline moderation for EY, a Y6 network, a Maths network, an English one and an Ed Tech and Curriculum one. There was a lot of collaboration across the Trust.

**The Chair asked what role models there were for boys in reading** and the Principal noted in Y6 texts were chosen to engage them. There was a new list for diversity texts as well and the Staff Governor noted that staff had "books that I've read" on their office door for pupils to discuss and this encouraged pupils to read different books. The Principal advised that the School was part of the Open University Reading for Pleasure project and staff had been trained on that. This was about making sure that texts were very modern and reflected modern society. There was also a display in school linked to the diversity project.

The Principal advised that since lockdown, emails to parents had been the chosen communication method and this gained a great response. The Principal shared the results of the recent survey. Additional comments were also shared.

New PHSE scheme called Thought Box had been introduced, which was going well, and pupils were enjoying this. Pupils had, of course, missed some of their learning due to lockdown and so had revision days and prerequisite days before new topics were started. There were whole school approaches where a pattern was school-wide. CPD for this term had been on Writing, Maths, SEND and Computing. All Speech and Language work was uploaded to provision mapping and this had helped

communication. A new computing Scheme had been introduced and the additional technology would be with the School soon.

Parents evening had been conducted via telephone and attendance had been very good.

#### Health and Safety

The Principal advised that Risk Assessments had been updated, and a newly pregnant staff member had her own Risk Assessment. Extra cleaning was ongoing during the School day and the Principal noted how few cases they'd had, which was a testament to the procedures in place.

#### Draft Blended Learning Policy

The draft Blended Learning Policy (Appendix 4) had been shared with Governors and the Principal advised that Class Dojo was being used for homework and home learning. The local PCSO had been into School several times, going through the rules of internet safety and issues related to this. The Principal noted that mobile phones were the main mode of internet access that pupils had, and these were not always as secure.

**The Chair asked about the IT focus, as to what happened with pupils who had to self-isolate and whether pupils had access to devices** and the Principal advised there was an Ed Tech Lead in School and a questionnaire had gone out to parents to ascertain accessibility to technology. This showed that most pupils had some form of access but quite often via a mobile phone and with only one device between several children in the family. **The Chair asked if the School received any DFE laptops** and the Principal advised they had received eight. There was also another 30 coming from a secondary school in the Trust. There were currently 30 laptops and 30 iPads in School, which was not enough for the number of pupils. The Principal noted that during lockdown, 8 out of 13 devices allocated to pupils, were not collected by parents as they did not want the responsibility of the technology.

#### 0180 **SAFEGUARDING**

This was covered as part of the SENDCo's and Principal's reports under Minute No. 0179.

#### 0181 **STAFF WELLBEING**

There was a weekly coffee morning every Friday at 8am as the Principal noted there were times that were tough, and the staff greatly appreciated that. There were other plans for quiz nights and a "bake-off" across the Trust on 14 December. The Chair felt

these were great ideas to support the staff and keep morale up. The Principal advised that all staff got a goody bag at half-term as well.

Teachers had applied to complete both NPQSL and NPQML. There was a steering group being set up around diversity.

A Governor noted that all the work for staff wellbeing was very important and she was going to use some of the ideas at her own School as some things had been dropped due to concerns around Covid. A Parent Governor noted that wellbeing for pupils was also a focus and this had been fed back via her own children. The Principal advised there were some nice things planned before Christmas for the pupils as they could do nothing else due to lockdown.

## 0182 **POLICIES**

The Blended Learning policy had been circulated to Governors and had been discussed as part of the Principal's report.

**RESOLVED:** That the Blended Learning Policy (Appendix 4) be approved.

## 0183 **LINK STRATEGIC GOVERNOR INVOLVEMENT**

The Chair advised he had completed a Safeguarding visit with the Principal, and he was impressed by the focus on the safety of pupils and staff, which was also shown with the low numbers of positive Covid cases.

Conor Rowe was the Learning Mentor and Attendance officer, as well as being a Designated Safeguarding Lead (DSL), and the Chair had met him to review the Looked After Children, to review what provision was in place and the funding for these pupils. The Chair explained they had ring-fenced funding for these pupils. The Chair noted 6 LAC pupils was quite a high number and the work being done with them was really positive. All the plans were up to date and accurate and the funding was being used strategically to really benefit these pupils. Where the need was around behaviour, the funding was used to support the pupil in that area, for other pupils it was used in different ways as needed.

The SEND Link Governor had attended a meeting with the SENDCo, and she advised the update had been quite full and comprehensive. She did note that pupils had been really looking forward to coming back and this had helped with their focus at School. Ms Turner had continued support for these pupils during lockdown and she had found that very impressive.

The Principal noted that Mrs Turner, the Chair of the Local Governing Body, had been into School as well.

0184 **FEEDBACK TO/FROM THE TRUST**

The Executive Newsletter (Appendix 5) had been circulated to all Governors across the Trust.

0185 **CHAIR'S CORRESPONDENCE**

The Chair advised he had received no correspondence to share with Governors.

0186 **DATE OF NEXT MEETING**

Governors confirmed that the next meeting of the Local Governing Body would be held 4.00pm on Monday 25 January 2021.

The meeting closed at 5.45 pm.

Signed: .....  
(Chair of Local Governing Body)

Date: .....