



Yvonne Hilditch Chancery MAT [85] 14 July 2020

Excalibur FGB Pt 1 Minutes 09/03/2020

▶ Excalibur ▶ Monday, March 9, 2020 ▶ 17:30 ▶ Chair: Sarah Sproston ▶ Clerk: Sue Lambeth

FINAL: The minutes are confirmed and locked.

Pupil books will be available from 5pm.

Governors Attending: >Juliet Jones, Simon Cotterill, Anna McArdle, Gail Whittingham, Petra Wayman-Zwart, Kate Jepson, Jo Bain, Michael Cross,

Governors Apologies: >Nikki Ratcliffe, Rachel Hackney

Non Governors Attending: >Sue Lambeth,

Non Governors Apologies: >

Agenda Item 1 ▶ Welcome, Apologies and Any Other Business Items

Governors carried out a Maths book scrutiny in advance of the meeting, focussing on colour coded marking, skills sheets and evidence of progress.

The meeting was quorate and started at 17.32.

MINUTE

The Vice Chair welcomed all to the meeting including Emma Fearn who was to present on the teaching of phonics.

Apologies received from Rachel Hackney and Nikki Ratcliffe (visitor) were accepted.

No additional items of Part One business were requested.

Agenda Item 2 ▶ Staff Presentations

MINUTE

Read Write Inc.

Emma Fearn, Reading Leader from Havannah School, presented to governors on Read, Write Inc. as part of her National Professional Qualification in Headship (NPQH) project to action a curriculum led budget.

At the beginning of the project the current position regarding teaching of phonics was examined and areas for improvement identified. An improvement focus was established; namely to improve phonics across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) .

As part of the project, reading teachers and reading teaching assistants (TAs) had received training.

The following recommendations had been proposed:

- Investment in a Reading Lead
- Updated training
- Updated resources
- Investment in an online subscription to include coaching and an assessment tracker
- Investment in a Read Write Inc. Development Day to provide external validation.

Costings had been outlined and the recommendations and impact detailed. The possibility of working collaboratively with Havannah School was offered.

JJ explained the position regarding the teaching of phonics and accelerated reader in school.

Design Technology / Art

JW, subject leader for Art, DT and Music, presented to governors.

JW reported having worked collaboratively with teachers during staff meeting time on the school DT and Art provision since September 2020.

The teaching of a narrow range of skills had been identified, and the Chris Quigley progression of skills guidance had been used to develop a progression document for the six skills in DT; Textiles, Food, Computing, Construction, Materials and Mechanics. In the new curriculum skills were now revisited by pupils three times and overlaps e.g. electricity had been removed. An increased number of designers would be researched and a consistent approach to the recording of projects implemented.

The subject was now taught through a Design, Make, Evaluate process and the curriculum intent for each year group had been developed.

One change in place was that project research was incorporated which added kudos to the subject, and a specimen booklet was tabled. For each project some research would be presented by the teacher and space given for pupils to add their design, the equipment to be used, amendments made during the process and a method of instructions. Pupils reviewed and evaluated the process and product. Ultimately pupils would be encouraged to carry out personal research on-line. Pupil booklets now followed them through their school life.

The next steps were outlined; namely to embed the recording format throughout the school and allow time for teachers to develop further projects.

At least one DT project would be complete by Easter 2020 and JW would review the booklets. Governors commented on the similarities with booklets at high school.

JW felt that as staff became more confident and the use of booklets was growing, staff might become braver in the projects chosen.

PW had visited a recent DT lesson and was requested to supply a blog.

Music, currently delivered by experts in KS2 and during Planning, Preparation and Assessment (PPA) time in KS1, would be next focus for curriculum development.

Art

Initially the narrow range of skills taught, the study of a limited range of artists and the inconsistent use of sketch books were identified.

The skill areas in Art including digital media, 3D design, painting, printing and textiles were highlighted. Textiles, formerly included in both Art and DT, had now been removed from Art.

Teachers were now encouraged to look into a wider range of world artists.

Each year group now had an intent statement and progression of skills, and examples of implementation and impact were shared.

The next steps in Art were to improve the use of sketch books with artists referenced, to increase the variety of opportunities for pupils to respond to artists and or their own work and to increase the range of media available to pupils.

JW was thanked for her work by the governors.

Maths

AM, the Maths lead since September, presented to governors.

After initial review in September, maths was agreed to be a strong subject as evidenced by data. However, a discrepancy between boys and girls at greater depth was identified and resources for mastery for all abilities had been purchased.

Mr Barnes, an experienced maths lead, continued to provide external support one morning per week working with Year 5 and Year 6. The White Rose Maths scheme was now in place, steering pupils to greater depth, along with a Year 6 intervention group.

2019 times table tests results were analysed and a focussed 5 minute timetable activity had been put in place at the start of each lesson in Years 2, 3 and 4. Groups also now worked on TT Rockstars or other times table programmes.

League tables were displayed and times table tests took place. A lunch time club and computers were available for playing times table games. Certificates were given out in stars assembly for pupils most improved during the week and over the half term. TT Rockstars was felt to be a great resource for pupils.

The identified lack of clarity between mastery and greater depth had been explained at staff meetings. Greater depth pupils were mastering skills at the highest level.

The teaching of Maths was strong in the school but previously there was a lack of consistency in approach around the application of skills. Sequences of lessons and evidence to be demonstrated in books and lessons had been discussed with staff.

Question level analysis on 2019 Maths Key Stage 2 (KS2) Standard Assessment Tests (SATs) papers had taken place and revealed areas of weakness in fractions, decimals, percentages, multiplication, division and ratio. Pupils in most year groups reported they felt fractions most difficult. Mr Barnes had created visual resources to allow pupils to understand the steps/methods within adding, subtracting, multiplying and dividing fractions and the route to greater depth. Further resources would be purchased, staff meetings now had a Maths focus and training would be delivered.

The aims of the Maths intent statement and the implementation including resources were explained, with examples of pupil work in fractions, number and place value and money were shared with governors. Implementation documents were available on the school website.

Impact was now measured through maths pupil voice, book scrutiny, end-of-unit assessments and lesson observations, and pupil voice comments were shared with governors. Targets were included in books, as seen by governors in the book scrutiny.

The following areas for development had been identified:

- Making targets clear to pupils
- Setting of My Maths on-line or written homework
- Avoiding the pupil perception that maths was rushed
- Overcoming the feeling that fractions felt to be difficult
- Scheduling a maths day
- Setting up a lunchtime club for Times Table Rockstars for other year groups.

A maths network was now in place across the trust and work was taking place with the Maths lead at Alsager High School.

Governors thanked all staff for their input.

ACTION To upload the Read, Write Inc., the Maths and the Art and Design Technology presentations to Trust Governor.(YH)

Q: Is there capacity at Excalibur for the Reading Leader not to teach in order to monitor delivery?

A: This is under investigation.

Q: How was the Chris Quigley training introduced?

CHALLENGE **A: A representative had visited the school during the last academic year to look at greater depth in foundation subjects, and training for teachers had taken place after school.**

Q: Are there plans for delivery of maths training to parents?

A: It was done 2 years ago and was poorly attended. Scheduling a class assembly with a workshop was being investigated. It was suggested that parents could attend a maths lesson at the start of the day, and share the learning with the pupils before a presentation.

Agenda Item 3 ▶ **Conflict of Interest**

MINUTE

No potential pecuniary interests or conflicts of interest between an individual and the governing board as a whole in connection with the business to be discussed during the meeting were declared.

The Clerk confirmed that Declarations of Interest on Trust Governor were up to date for 2019/20.

Agenda Item 4 ▶ **Membership**

MINUTE

Changes in Membership

There were no vacancies currently and no governor terms of office were due to expire before the next LGB meeting.

No Associate Governors were deemed necessary.

Agenda Item 5 ▶ **Chairs Power to Act**

MINUTE

The Chair advised that no action had been taken on behalf of the LGB.

Agenda Item 6 ▶ **Part One Minutes, Matters Arising and Actions**

MINUTE

The Part One minutes of the Spring 1 LGB meeting on 27th January 2020 were reviewed, agreed to be an accurate account and would be signed off by the chair.

There were no matters arising.

The Action Log from the Spring 1 LGB meeting was reviewed and updated on Trust Governor.

YH arrived at 18.42.

Agenda Item 7 ▶ Headteacher ReportHeadteacher Report

The Headteacher report had previously been available on Trust Governor and JJ highlighted the following points:

- The latest data capture was yet to take place, and data for the autumn term had been reviewed by governors in the autumn term 2 meeting.
- Anna McArdle was now the designated lead for emotional wellbeing.
- Considerable work was ongoing on the provision of relationship education. The draft Relationship Policy document was available on Trust Governor. JJ proposed the school remains with the current scope of provision of Relationship and Health Education. A presentation on Personal, Social and Health Education (PSHE) would be scheduled for 18th May. The PSHE Policy highlights those areas covered in the Relationships Education Policy. The school had bought into Discovery Education to provide a comprehensive approach and links had been made within the trust to develop a MAT approach with a trust-wide Scheme of Work. Consultation with parents would be necessary in May after the purchase of resources. This would provide transparency.
- Work with Chancery Trust was taking place in the form of Headteacher meetings and workstreams for Headteachers and Deputy Headteachers, Maths, English, EYFS and Special Educational Needs and Disability (SEND) staff. A School Business Manager (SBM) group would be led by YH. A Governor Steering group had also been set up.
- A Governor Steering Group consisting of the Chairs and Vice Chairs, the Headteachers and YH had met to discuss the journey the MAT was on and to discuss how to work together. Feedback around the Scheme of Delegation was that a narrative was required to add clarity. The trust was supportive of the LGBs and the impact and the role of governors. Governor details, their strengths and their desired areas of involvement would be collated and opportunities for shared bespoke training would be explored. One-to-one meetings with the Chair had been suggested.
- As regards the School Improvement Partner (SIP) governors **agreed** the recommendation of the Headteacher, that the Chief Executive Officer (CEO) Louise Gohr would be asked to perform the SIP role. One visit had been completed, the record of visit was available on Trust Governor and the next visit would be on 31st March. An external SIP may be considered in the summer term, but governors felt that the CEO knows the school well.

MINUTE

The impact of the allocation of half a day non-contact time per half term to staff had been evident in the presentations made by the staff and was commended by the governors.

- The SEF, although a lengthy document, was on Trust Governor for governor information, as the document would be the starting point of an inspection visit. The current school judgement on the document was Good.

ACTION

To add a PHSCE presentation to the summer 1 LGB meeting on May 18th. (Clerk)
To send the governor details form to all governors. (Chair)
To complete the governor details form and return to PW (All)

DECISION

Governors agreed the recommendation of the Headteacher, that the Chief Executive Officer (CEO) Louise Gohr would be asked to perform the SIP role.

CHALLENGE

Q: Is it feasible for Dan Hancock to lead English, Science and Computing and be Assistant Headteacher?
A: It is manageable, as there is a second lead for each subject in post. There is a KS1 and a KS2 lead in each subject.

Agenda Item 8 ▶ Finance

There were no figures available for this meeting due to staff being otherwise engaged in activity as directed by the Local Authority (LA).

MINUTE

It was proposed that a small committee of YH, KJ and JB would be established to discuss the finance report as at the end of March. This would serve also as a training session and all documents would be uploaded to Trust Governor.

Quotations for the SAS Insurance had been received at £10,349 without pre-existing conditions and £13,432 with pre-existing conditions YH confirmed that the insurance covered teaching staff, the Site Manager and YH. There was no cover for Teaching Assistants.

DECISION

Governors **agreed** to agree to the SAS cover excluding pre-existing conditions.

Governors agreed to agree to the SAS cover excluding pre-existing conditions.

CHALLENGE

Q: Does the school need pre-existing conditions SAS cover?
A: Possibly not. Alternative quotations have been obtained with various levels of cover at approximately £8k.
Q: Does the SAS cover include maternity cover?
A: Yes

Agenda Item 9 ▶ Health and SafetyUrgent Health and Safety (H&S) issues

There were no urgent H&S issues to discuss.

MINUTE

Health and Safety Audit documents received since 27th January 2020

The Coronavirus Business Continuity Plan was now in place at the request of the LA and the Big Bang trip had been cancelled. Year 4 and 5 assemblies had been moved to the summer term. However, the National Media Museum trip was currently going ahead. The policy document would be updated with areas of change highlighted and circulated to governors.

Currently no one was self-isolating

The Fire Risk Assessment had taken place one week earlier and the findings had been discussed with YH and the Site Manager. Most actions agreed had already been completed.

Agenda Item 10 ▶ Reports from Governors with Specific Responsibilities

MINUTE

Cohort/Subject Governor Reports

Blogs were requested for YH to upload to the website and TG.

It was stressed that governors were expected to visit one of the trust schools in addition to meetings per term.

Agenda Item 11 ▶ Governor Development/Training

MINUTE

Training Liaison Governor Report

PW advised that Cheshire East (CE) training for governor visits was scheduled for 17th March and the Vice Chair reminded governors of the Governor Visit Policy in place. Blogs should be made afterwards and submitted.

Governors were requested to consider training courses relevant to themselves.

Training attended since 27th January 2020

KJ and JB had completed the CE three core training modules.

Subject Governors

A list of proposed Subject Link Governors had been circulated and **agreed** by governors. YH undertook to update the website.

It was **agreed** that governor visits would be co-ordinated by YH.

- ACTION** To send the Subject Link Governor document to the clerk for uploading to Trust Governor and forwarding to YH. (SS)
To add an item to the agenda of the meeting on 18th May to discuss the 'Do Governors know? - the new Ofsted Framework. Quality of Education' questions. (Clerk)
- DECISION** list of proposed Subject Link Governors had been circulated and agreed by governors.
It was agreed that governor visits would be co-ordinated by YH.

Agenda Item 12 ► **Safeguarding**

There was nothing to report.

- MINUTE** A Safeguarding audit from the Safeguarding Children in Education Settings (SCIES) team and SS would take place in the first half of the summer term.
- YH and JJ would be attending training on the recently purchased Child Protection Online Management System (CPOMS) as detailed in the Headteacher's Report.

Agenda Item 13 ► **School Improvement Partner**

- MINUTE** This was discussed in Item 7 above.

Agenda Item 14 ► **Educational Visits**

- MINUTE** A two-night trip for Year 6 from 16th/18th September to Laches Wood was **agreed** by governors.

- DECISION** A two-night trip for Year 6 from 16th/18th September to Laches Wood was agreed by governors.

CHALLENGE **Q: Any there any plans to change residentials?**

A: It is under discussion. The similarity between some of the activities had been identified and consideration would be given to linking visits to curriculum areas.

Agenda Item 15 ► **School Policies**Policy Listing

The document had been uploaded to Trust Governor prior to the meeting for the information of the governors.

Policies for review and approval

The following policies were **agreed** by governors:

- Business Continuity Plan
- Business Continuity/Critical Incident Policy
- PSHE Policy

The MFL Policy would be carried forward to the next meeting.

Details of the SAS Wellbeing provision was attached to the meeting.

MINUTEApproved MAT Policies since 25th November 2019

The following policies were approved by the directors at their last meeting and were noted by the governors:

- Paternity Pay and Leave Policy
- Menopause Policy
- Adoption Pay and Leave Policy
- Attendance Management Policy
- Dignity at Work Policy
- Shared Parental Leave Policy

Cooks Lawyers will set up SharePoint for access by governors to see up to date policies using a passcode.

Approved Policies specific to Excalibur LGB

There were no policies specific to Excalibur LGB.

Agenda Item 16 ► **Meetings**

The date of the Summer LGB meetings were confirmed as:

- MINUTE**
- Monday 18th May 2020
 - Monday 13th July 2020 at 5.30 p.m. with books available for scrutiny from 5 p.m. on each date.

Agenda Item 17 ► **Any Other Business**

JB reported that SSDP Priority 6 had been updated and uploaded to TG.

- MINUTE** PW, JB, SS and GW agreed to attend to assist with SATs from Monday 11th to Thursday 14th May.

The governor skills audit was tabled and governors agreed to study the document, consider training needs and advise PW.

- ACTION** To add discussion of the governor skills audit to the agenda of the next meeting. (Clerk)

Agenda Item 18 ► **Impact Statement**Impact of this meeting on the pupils of Excalibur School

- MINUTE**
- The curriculum presentations, showing the impact on pupils and their progression, deepened governors' knowledge and understanding.
 - The move to Subject Link Governors would impact positively on governor understanding of curriculum areas.
 - The clear expectation for governors to be more active and to visit school each term would further enhance governor awareness and understanding of the school and Chancery Trust.
 - Training would improve the effectiveness of the governing board in holding the Headteacher to account.
 - The provision of the SEF and SIP reports gave governors a greater degree of ownership.

Staff left and the Part One meeting closed at 19.25.

Governor Agreed Actions set during this meeting: 0

Excalibur LGB Spring 2 Pt 1 dated: 09/03/2020

Minutes approved by Yvonne Hilditch

