



Directors' Note for Portfolio Groups

Portfolio title: Pilton Bluecoat Ethos Group and Local Governing Body

Date of meeting: 25th June 2021, 1.30pm

Attended by: Caroline Tucker, Marion Sanders, Caroline Preston, Dan Polak, Zoe Charlton (until 2.45pm), Verity Goss (clerk).

Brief overview of discussion

Welcome and apologies

Apologies received and accepted from Louisa Burbidge.

ETHOS

Feedback from the visit to the school by Marian on 22/6

All had received report. Thanks were given to MS for her report. MS felt that the school was secure around ethos.

Year 6 Leavers events and gifts from church

This had been talked about at the last meeting. The delay to lifting of restrictions had also affected churches – congregations had to stay in their seats/wear masks. It was not sure what the school would be able to do for Y6 – children would not be able to sing. The church would love to have the children in, but were not sure when they would be able to do this.

Possibility of holding a service outside on the school grounds, with MS to come to the school. DP felt that this would be the only option at the moment. 'An Evening of Year Six' was proposed – not a performance, but a celebration of their achievements, and wishing them well. Books would be presented to the leavers as already discussed.

Staff Leaving

DP stated that a few school staff were leaving, including some who had been part of the school for many years. A leaving event had been planned, but restrictions not being eased had meant it was not possible to carry out these plans. Ian Thomas and Michelle Sampson were working on what could happen within the restrictions.

RE update

DP updated local governors on what else linked to the ethos of the school had not been able to happen the same way due to Covid restrictions, including head's lunches and school council. DP felt that this year's school council members had not been able to make as much of a contribution this year as there was less going on – DP wanted the same children to be the representatives next year as well, so they would be able to make a contribution in a more normal year.

Parent Group news

Plan for the summer fair – not workable under the current restrictions. DP gave examples of what had been happening in other schools to raise money, which were ideas of the Pilton parent group to consider. Agreed it would be good to have something at the end of the term, and to aim for a Christmas Fair.

DP felt secure that the children were being looked after emotionally and spiritually. Morning worship had continued – MS had been joining Tuesday’s worship sessions virtually. If the weather was good morning worship was able to be held outside on the playground – there had been one of these so far.

Replacement of leaving staff discussed.

MAIN BUSINESS MEETING

Register of Business Interests

CP had done some supply work for the school.

Minutes of previous meeting

All had received. Agreed as an accurate record of the meeting.

Matters arising from the minutes

Whole group training for LGB – still pending. CP had attended virtual diocese induction training. Training had also been uploaded on SEND for governors.

Acronyms – VG had found list on Babcock website. VG to ask Michelle Sampson to put on Bluesky.

Correspondence – none received.

Reports

Head of School report - update on latest government guidance

Report had been received from DP. Questions were received from local governors.

What do you mean when you write ‘early indications are that reading has remained strong and the effects on our attainment are clear, but not as pronounced as we may have feared’?

DP explained that this was based on reading data – Y6 children had taken an old SATs paper. Results from this had been better than the previous national average, with a slight dip from previous PBA cohorts. It was difficult to say whether this was due to the particular cohort, or whether if they had not had the time away from school they would have had exceptional results. Maths was more of a challenge as it was harder to do teaching of this from home. Staff were leading a project to help parents to support their children at home.

How do you envisage the book vending machine will help with children’s reading progress?

DP explained that reading needed to happen more often. The vending machine would help to highlight the importance of reading, and get children excited about choosing a

book and reading it. It would be difficult to put a figure on how it helped reading progress, but it would demonstrate to all how important reading was considered in the school.

What will Year Six children be experiencing when it comes to transition to secondary school and how does it compare to last year?

DP explained that given the rising number of Covid cases locally, most secondary schools had cancelled their transition days, with some stating they would be arranging an alternative. DP felt it would be interesting to hear the experience of current Year 7 children who didn't have transition days last year, and how it had affected their move to secondary school.

Under Curriculum Maestro, will the whole school be continuing with the Big Event curriculum or moving to something more separately defined across year groups. Also, is the quality of the curriculum, its breadth and balance, including our ethos, regularly and effectively monitored by leaders and the board?

DP explained that the 2014 curriculum required tighter control of some areas of the curriculum. Sometimes schools could get carried away with big event curriculums – DP explained how using topics in school previously could be unbalanced, as they were dependant on a teacher's individual knowledge. Curriculum Maestro helped to balance this so there was a consistent curriculum on offer. There was still room for creativity. Big event – there would be one week each term where the whole school would come together on the topic. Monitoring of this would include the half termly review visits from other heads of schools across TEAM, and sometimes external advisors who would review specific aspects of the curriculum. DP stated that these were very useful visits, which always had good action points resulting from them. The visits were supportive, not to be feared.

How do you identify the need around the pandemic fallout and can this be benchmarked against other schools?

DP stated that this would take a long time to fully be understood. DP explained that a data graph of writing attainment across a number of schools showed a flattened curve – the middle was about the same place, but higher attainers had done well with one to one support at home, and lower attainers had got worse. Early indications was that this was likely to be the effect of lockdown in several areas.

In Curriculum Maestro, was there scope for a child interested in a particular aspect to focus on this? DP explained that the end goal was that a child be inspired to go and learn independently about an area they were enthused by. Children needed to have some knowledge of a subject to be able to be inspired to go and find out something else about the subject.

Recovery fund update

DP explained that staff had been considering how to ensure that lessons were clear for the children. Wanted to have a lesson recording kit – to record lessons properly, several camera angles were needed, as well as correct microphone set up. The recorded lesson would then be reviewed and analysed on its delivery – good lessons can be used as an example for other staff. The yurt roof was being replaced so it could become a good pastoral area, to meet the increased social and emotional needs of children after lockdown.

Attendance

DP stated that one child, with previous high attendance, had been refusing school after lockdown as a result of anxiety and their particular SEN. DP stated the correct procedures had been followed with the EWO and the inclusion officer. TAF meeting was being held the next week. CAMHS were also involved. The school continued to work with the family to try to get the child to return to school.

Monitoring and Accountability

Assessment - feedback from governors visit

Report had been received. CT and CP explained the purpose of the visit, and that they had talked to children and staff to see how the policy was used in the school. They felt it would be useful to go back in the autumn term to see how this was progressing, and see how the children were responding to the consistent feedback.

Safeguarding

DP reported that safeguarding concerns had increased after lockdown. One family were in the process of going to court proceedings. DP reported that the child was attending better and happy in school.

Policy reviews: Outdoor Education, Teaching and Learning

Outdoor Education – policy agreed.

Teaching and Learning – not ready for this meeting.

ZC left the meeting 2.45pm.

Trips that had returned after the end of the school day – discussion on what happened in the event of a delay. DP stated that a senior member of staff should be there to greet children as they returned/ensure that all were collected. Were considering using an app called glimpse – were able to share GPS position with parents, so they could see live position of the coach on a map.

Governor Visits for summer term

CP and CT to return to follow up on visits on Feedback policy. Agreed a few more local governors would be helpful – CT to write item for the newsletter.

Strategic

Governor Training / Bluesky

Governor training as discussed under matters arising.

Communication with school community

Local governors discussed what level of awareness parents had of the role of the local governing body. Agreed that it may be worth writing a short article for the newsletter to

introduce them.

Complaints procedure

VG informed local governors of the complaints procedure, and where the document could be found on the website. Governors were confident of where to direct parents if they were approached directly.

Matters brought forward by the Chair

No matters brought forward.

Dates of next meetings: Friday 1st October 1.30pm, Pilton Bluecoat.

DRAFT