

## Directors' Note for Portfolio Groups

Portfolio title: Pilton Bluecoat Ethos Group and Local Governing Body

Date of meeting: Friday 24<sup>th</sup> June, 1.30pm

Attended by: Louisa Burbidge, Caroline Preston, Dan Polak, Julien Morton, Zoe Charlton, Verity Goss



### Brief overview of discussion

#### Welcome

DP welcomed all to the meeting and led the opening prayer.

### ETHOS

#### Overview of RE leadership and daily worship

DP reminded local governors that ethos was not just about the Christian aspect of the school. There had been a new appointment of Josette Arnold to the pastoral role – currently she was going through ordination and was very keen to lead singing worship in school. The ethos ambassadors were really engaging with what made Pilton special. Michelle Rigler organised the collective worship timetable, including inviting in visitors. DP explained that he led collective worship on a Monday where the theme for the week was introduced, Tuesday's collective worship included some scripture, Wednesday was class assembly, Thursday singing, and Friday the whole school celebration assembly. Guidance for all schools was there should be a daily act of collective worship, which was broadly Christian in nature. The intention was to talk about the values that were held as important.

#### Year Six Leavers Events

Year Six were putting on a production of Oliver – rehearsals were taking place and children were very excited. SATs results – DP stated that the school wrote to parents with the results, but stated they didn't need to share them with their children if they didn't want to, and did not need to look at them if they did not want to know themselves. Local governors asked what SATs results were used for – DP stated that the secondary schools used them for streaming, and expected grades later on, but he did not believe that children should be aware of this as it added pressure.

#### Parent group news

DP stated that the summer fair was taking place – the core team of the parent group were very proactive and understanding of how busy staff were, and had planned a good event. The parent group had said they would like some of the money to be put towards some more playground equipment/trim trail type items. The student council were also keen on this idea.

Opal project was being brought in, and the quiet area would be reopened. There was work on getting children to understand their emotions and how to act on them, and proactively choosing an appropriate activity. The Opal project included lots of different types of play, including role play – sports funding was being used for this.

### MAIN BUSINESS MEETING

#### Apologies

No apologies received – all present.

#### Chair and governor changes

Caroline Tucker was no longer part of the board as she had retired. A new chair was needed – CP was happy to stand, local governors all agreed. JM confirmed as a local governor. LB was stepping down as her children left the school – local governors thanked her for her time on the board.

#### Register of Business Interests

None declared.

#### Minutes of previous meeting

Agreed as accurate record of the meeting.

#### Matters arising from the minutes

Catch up money from Covid – how was this going? Had the gaps been closed? DP stated it was very difficult to meet the perception that the school could close all the gaps. Lockdown had caused a stretched bell curve – children at greater depth had been able to get individual attention at home and were thriving, while those not at expected standard had struggled. Across the year groups there was little difference between children who were pupil premium and the rest of the cohort. Y6 writing had been moderated – moderators had said it would be a good result even in a normal year. Writing had been a focus in the school.

National tutoring program – DP reported that at the time the criteria was first released it was so strict that the school had not been able to fulfil it. The rules had now been broadened – Pilton Bluecoat was using the money to deliver tutoring sessions. DP believed that these were targeting the right areas – mostly focussed on reading. Some was used for social aspects – a lot of children were struggling with emotional regulation returning after lockdown. There was a heightened level of anxiety in society in general. Current Y6 cohort had lower data through their time at the school – they had done well in writing, and were awaiting results for the SATs tests.

Multiplication test – it had been reported children felt stress around this at the last meeting. How had it gone? DP stated that none of the children had been too upset, but there were two cases where children had needed help to calm down. DP stated that it was a very unpopular test in the teaching community. Children were used to the type of test through the use of Times Table Rockstars. It was not known what the national data would look like.

#### Correspondence

None received.

#### **Reports**

##### Head of School report

Report had been received. Questions were invited.

What was Lessonbox, and how was it being used? DP explained that it was used for the professional development of teachers – recording lessons was used to talk about lessons, but also to capture good practise. Lessonbox was the best solution found to record lessons. Teachers watching other teacher's lessons was very beneficial, but this came with the cost of needing cover. Good lessons were available on the CPD library on Google Drive. Were teachers able to try recording again if their lesson did not go to plan? DP stated they did – confidence would be built up, first teachers would record a lesson to watch themselves, then they would choose a ten minute section of a lesson to bring to DP to talk about.

What staffing changes were there for next year? Teachers and TAs were staying in the same year groups. The curriculum was now established, and everyone was better teaching topics the second year. Teachers had been thinking about what improvements they would like to make from this year.

School Improvement Plan – DP explained that this was not a requirement, but most schools had one. The best plans were those that covered several years.

#### Health and Safety Report

Received. DP explained that asbestos was monitored. No items of concern on report – staff were proactive when items needed attention.

#### Attendance

DP reported that attendance was lower than pre pandemic – there was still Covid related absence. General illness was also higher, which reflected the lowered immunity in the school population. Although there was currently no guidance to test for Covid, if someone did have a positive test there was still guidance in place to isolate. Attendance was better than the national average. Local governors discussed encouraging better attendance – school did not do attendance awards, as some children had illnesses or other circumstances where it was not possible for them to get 100% attendance. Attendance was an individual conversation with each family.

DP explained the process of engaging parents in cases of low attendance. One case was going to court. Other families had intervention with the Education Welfare Office. The school was mindful of Covid related absence – 90% attendance letters had not been sent if it was Covid that took the attendance below 90%.

#### **Monitoring and Accountability**

##### Transition Update – Y6 and Y2

Y2 had done walk rounds of the site, and meetings had been offered to parents. Transition days would take place. Y5 children were also going and reading with the Y2 children at Pilton Infants. There was a meeting next week for Y2 teachers at Pilton Infants to talk to Y3 teachers at Bluecoat.

Y6 – anxious children had done some sessions with Pilton Community College. PCC staff had been to the school to talk to the children, and provided welcome packs. PCC had a strong relationship with Bluecoat.

##### Safeguarding

DP informed governors that there had been an incident with grooming, which had started with a contact on Fortnite. DP explained how the school tried to work with parents so they were aware of the potential dangers to their children online. This included direct conversations with the most vulnerable families. Did work take place with children in school? DP stated that part of the computing curriculum was e-safety. One of the difficulties was parents not being aware of how prevalent the issues were. Staff also had to be careful in warning children to not make them too curious and search out content.

##### Governor visits

Report received CP and CT visit – feedback policies.

#### **Strategic**

##### Additional governors

Agreed the board would benefit from additional local governors. Item to be placed in newsletter autumn term.

Update on TEAM MAT

Beaford was now part of TEAM following a successful management partnership. Mat Harts had remained in post as head of school. Governors at Pilton Infants' had voted to start the consultation process – this had been delayed due to upcoming building work on the outside classrooms. TEAM had been approached by another school, and were in the process of talks to see whether they would be suitable to start working with.

Central team – were in the process of getting a central office. Had previously been spread over all the schools. This would help communication, and spaces at PBA would be available for intervention/music/PPA.

Governor Training

CP had attended Oracy training. CP recommended the training, and felt it would also be useful for staff. CP had also completed the L2 qualification in understanding specific learning difficulties.

**Matters brought forward by the Chair**

None.

**Date of next meeting:** Autumn Term.