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CHERRY TREE SCHOOL LOCAL GOVERNING COMMITTEE MEETING THURSDAY 9th February 2023 at 7pm via zoom

Name	Governor Type	Attended
Jo Ball	Co-opted governor	Attended
Craig Carter	Co-opted governor	Attended
Emma Lad (Clerk)	Clerk	Attended
Jade Hoare	Staff (Support) Governor	Attended
Carmel Old	Co-opted governor	Attended
Emma Penfold	Staff (Teaching) Governor	Attended
Chris Rogers	Parent governor	Attended
Captain Mark Scoulding (Chair)	Co-opted governor	Attended
Emily Sheppard	Parent governor	Attended
Cheska Tyler (HT)	Headteacher	Attended
Marie Vankova	Other	Attended
In attendance		
Dawn Lavalette	Prospective Co-opted governor	Attended

Governor challenge was highlighted in yellow

Governor actions are highlighted in italics

Discussion via Governor Hub is listed below in Appendix B

Meeting started at 7.01pm

KEY:	Approval	Information	For feedback/questions	Action
				Action

No	ITEM	Action
Procedural – 10 minutes		
1	Welcome, apologies and consent <ul style="list-style-type: none"> The meeting was quorate. Mark Scoulding approved as Chair of governors by Trustees 	



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	<ul style="list-style-type: none"> Dawn Lavalette to be introduced as prospective co-opted governor observing the meeting. All governors introduced themselves. 	
2	Notification of any other business There was no notification of any other business	
3	Conflict of interest with agenda items to be declared There were no conflicts of interest declared by governors.	
4	<u>Minutes of the last meeting (8.11.22)</u> and matters arising The minutes were approved by governors and will be signed by the chair via Governor Hub. All matters arising are agenda items or completed - See appendix A	
5	Communication from the Trust a) Information and documentation from the Trust <u>Trustees' minutes</u> b) Living wage update – CTS question. Being discussed at the chairs meeting. To be covered under the chairs meeting. c) <u>In the spotlight</u>	
Governance		
6	LGC Vision <u>Cherry Tree Governor mapping</u> <ul style="list-style-type: none"> The Chair explained the work he has completed since he became Chair to try and ensure he has a comprehensive understanding of the role and can support everyone to ensure we are getting the best from everyone. Jo Ball has taken on the role of Vice Chair. The agenda has been changed to allow more time for strategic thinking and the necessary business. All documents will be uploaded to Governor Hub a week in advance and the governors have been asked to review and comment via Governor Hub ahead of the meeting. <i>7.12pm Emma Penfold joined the meeting.</i> <ul style="list-style-type: none"> This means governors need to have a brave conversation on Governor Hub. Governors discussed how best to review the 	



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	<p>information on Governor Hub and ensure that the questions are sent in advance of the meeting.</p> <ul style="list-style-type: none"> The chair would like to meet with all governors in the next half term to review any areas for development and ensure there are appropriate expectations and succession planning in place. The HT feels the governing body is working well together and governors are now able to work to their skills which is really positive. The governors are intrinsic to the journey at CTS and we need to become a cohesive team. Governor Hub is the best opportunity to keep in contact and question documentation. There have been some really valid, appropriate and interesting questions which has been supportive of the governance process and schools development. As the questions were asked in advance I was able to collect information from the phase leaders to answer so it worked very well and ensured a comprehensive answer. <p><i>7.21pm Craig joined the meeting</i></p> <ul style="list-style-type: none"> Governors discussed reviewing the skills audit and looking at the key roles and where governors skills would be best utilised. <i>The Chair will email all governors to arrange meetings.</i> 	Chair
7	<p>Chairs update</p> <p>a) Termly Chairs meeting report</p> <p>The update would usually come out in writing ahead of the meeting but the meeting only happened today.</p> <ul style="list-style-type: none"> Where there are linked roles the Trust, in a bid to improve communication, gave each trustee a link area and asked that the 3 governors and Trustee meet once a term to discuss their feedback and concerns for the schools. The Chair explained that he agreed with the idea but that some governors have struggled with the implementation. Governors fed back that it can feel like a tick box exercise as if the Trust don't agree then it stops there. It could be that the communication back is not right to make it clear that governors have been listened to. The Chair explained that the system was put in place to improve communication in response to governor requests. The Trust team have made it clear that the meetings are an aspiration and that the system is evolving over time. <i>Governors were asked to send any further comments or feedback to the Chair.</i> 	All govs



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	<ul style="list-style-type: none"> There are three living wage monitors/levels in place nationally. The 'real living wage' is supported by Charities and ensures that people are being paid appropriately for their work and able to live. The impact on the employee could be that they are not able to meet the needs of their family. The Trust has chosen to stay with government guidelines and nationally agreed pay amounts. They can go above this legally but it would be complicated. The lowest bands of pay have already been removed squeezing everyone closer together. In order to remove further bandings the knock on would be to increase everyone's wages across the Trust. <i>The other benefits which could be introduced which would support the staff without changing the pay banding were explained. However, the Trust would need to consider the tax implications for staff. The clerk will pass onto the Trust.</i> <p>This shows the impact the questions from the governors are having on the Trust.</p> <p>b) Governors recruitment and induction There is one vacancy at present and Dawn Lavalette is observing to see whether she would be interested in being appointed to the position. <i>The Chair and Dawn will speak after the meeting.</i></p>	<p>Clerk</p> <p>Chair</p>
8	<p><u>Finance report</u></p> <p>Overview of the Autumn term reforecast</p> <p>G: There is a similar number of overall applications for the year for 2023-24 but less parents have made the school first choice. Is there a reason? HT: The school is unaware of any particular reasons. There has been a lower number of nursery applications in 2022-23 which has impacted. However, there are far more first choice applications which were not from children currently in the school nursery. The numbers are lower than I would have hoped and we will continue to try and increase numbers.</p> <p>There have been a large number of in year children coming into the school to fill spaces. The nursery next year is attracting less children at present. This is a low birth rate year and so we will have to continue to follow up.</p>	
9	<p><u>Headteacher report</u></p> <p>a) Safeguarding i. <u>Autumn termly Safeguarding report</u> ii. Any Safeguarding issues to discuss</p> <p>b) Health and safety i. <u>Annual term H&S report – should have been completed with</u></p>	



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	<p>governor support</p> <p>ii. Any H&S issues to discuss</p> <p>c) Premises</p> <p>i. Update of Condition Improvement Fund (CIF) projects - update on bids submitted</p> <p>d) Pupil numbers – including reception 2023 applications</p> <p>G: What would happen if there are only 32 children? HT: We would have two classes of 16</p> <p>e) Attendance – pupil attendance including persistent/severe absence</p> <p>f) Projected data</p> <p>g) Suspension/ exclusions</p> <p>h) Behaviour monitoring</p> <p>i) HIP visit feedback and progress against actions</p> <p>j) Equity, Diversity and Inclusion</p> <p>k) Feedback from Staff exit interviews.</p> <p>l) Feedback from Edurio surveys for parents and pupils</p>	
10	<p>Policy tracker review and policies due</p> <p>a) Trust policies approved and available via Governor Hub policies folder</p> <p>b) School policies</p> <p><i>Equity – the governors were given seven school days to comment via Governor Hub. The policy will be taken as approved, subject to comments, on the 3rd March 2023. The policy will then be uploaded to Every and the school website by the HT.</i></p> <p><i>Governors discussed improvements in terminology and felt that ‘Global Majority’ which has historically been ethnic minority was more appropriate and will be added to the policy.</i></p>	All govts/ HT
11	<p>Risk register</p> <p>Governance succession planning for key governance roles – Red risk</p> <p>The governors need to ensure there is succession planning in place for key roles. This has been discussed previously under the LGC Vision agenda item.</p>	



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12	<p>Clerks update</p> <p>Distributed via Governor Hub ahead of the meeting. 2.10pm The governors took a 5 minute break 2.15pm The governors re-joined the meeting</p>	
13	<p>Review of <u>school plan</u></p> <p>The HT shared the School plan via Share screen</p> <ul style="list-style-type: none"> The School plan is a key document which is created with the support of the whole school staff. The school plan has been created for December to January. The HT's have debated and are heading towards an academic year plan. The Trust are supportive of the change if it works best for the school. It is underpinned by the school beliefs and promises. The areas for development from the Ofsted report are also included. The document includes all key performance indicators. Staff are encouraged to add post it notes of anything which works towards the targets on a board in the staff room. The HT gave an example of the impact which has already been gathered. There will also be regular times allocated for review alongside the ad hoc. Governors need to have involvement in the process in greater depth. The governors were asked to send any impacts they have witnessed to the HT via Governor hub. There will be a formal review in July 2023 to collate evidence and also look at next steps. KPI's will be RAG rated ahead of meetings and the plan will be distributed via Governor Hub. <p>G: How are the key priorities shared with parents? HT: Previously it has been a driver for the SLT and staff rather than the whole school community. We want to make sure it is shared with the whole school community in future and it could be shared at coffee mornings etc. G: It is was good to see the Trust ;In the spotlight' and it would be interesting to have an update from the school in a similar format. G: The parents are aware of the Beliefs and promises so it would be helpful to have how we are moving towards the targets. G: Could something be sent from the governing body which could help to raise the governor profile within the school. G: It would be helpful to have a 'meet the governor' section as well to raise the profile or even a 'meet the governor morning'. G: The school plan and promises need to be in every part of the</p>	



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	<p>school community. Investment will help the improvement of understanding. It could be helpful to have a 'meet the....' to increase awareness of unknown members of the whole school team. It would also be helpful to be present at events in the school such as family consultations.</p> <p>G: The climate priority, sustainability is only going to become a bigger part of our lives. There is some really interesting development across the Trust and we need to ensure the good practice is shared and learnt from.</p> <p>HT: The children are moving at a fast pace and some work to upskill governors would be helpful.</p> <p>G: Can the request for training be passed onto the Trust?</p> <p>G: We are teaching sustainability to every year group and we are working with the Green School. There has been training for the staff already.</p> <p><i>The clerk will pass on the request for Sustainability training to the central team.</i></p> <p>HT: The school has just been awarded the Gold Award for working outside the classroom. Very few schools have it in the country and it shows the work on outdoor learning, musical journey. The staff involved have to be thanked for all their hard work.</p>	Clerk
14	<p>Training</p> <p>a) Ideas/requests for future sessions</p> <p>Continued training on EDI. The Trust training on EDI was amazing and very impactful.</p> <p><i>The promise of Be Brave allows for discussion and understanding others experiences in order to move society forward. Talking about protected characteristics is very powerful to support understanding. This could be further developed. The clerk will pass onto the Central team</i></p> <p>b) Governor training booked /to be booked/ completed – Training Spreadsheet to be reviewed</p>	Clerk
15	<p><u>Governor monitoring reports</u></p> <p>Governors were reminded that there doesn't need to be a lot added to the reports. It is important to capture the main discussion not everything discussed.</p>	
16	<p>Any other business</p> <p>None requested at the beginning of the meeting.</p>	
17	Future Dates	



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Date	Start	Meeting
Tue 28 Feb 2023	19:00	Trust Governance Training
Thu 8 Jun 2023	19:00	Local Governing Committee
Tue 13 Jun 2023	19:00	Trust Governance Training
Fri 7 Jul 2023	All day	Local Governing Committee - Governor day

Meeting ended: 8.49pm

4. Appendix A: Matters arising from 10.11.22

Action	Update/ notes/ agenda item to be covered under
<p>Mark Scoulding was recommended as Chair by the Committee and the Trustees will be asked to approve the appointment.</p> <p>There will need to be recruitment of a co-opted governor. The Chair and HT will advertise the role</p> <p>G: As the pupils are so diverse, do you find texts that belong to other cultures? Are there Romanian books which are translated into English for example? JS: That is definitely something we could look into. We have funded EDI books from the Trust and we have expanded the offer for EDI. Having stories from other countries would be interesting. We can ask parents if there are stories they would recommend.</p> <p>G: Can we make sure if parents are buying items on amazon they are using Amazon Smile? HT: We will ensure that parents are reminded.</p> <p>G: Could we check whether we are above the national real minimum wage? The Chair will take to the Chairs meeting to check</p> <p>Feedback from Edurio surveys for parents and pupils/ Feedback from Staff exit interviews. Action for next meeting</p> <p>Review and update School Plan/ discuss targets in light of recent Ofsted visit - To be circulated once completed</p> <p>Health and safety until Oct 23 G: Lock down drill, will it be included in the lock down procedure?</p>	<p>Clerk (Trust agenda) – agenda item 1</p> <p>Chair/ HT</p> <p>Jane - ongoing</p> <p>HT - ongoing</p> <p>Chair – agenda item 7</p> <p>Clerk (Agenda) – agenda item 9</p> <p>HT/ Clerk (Agenda) – agenda item 11</p> <p>HT - completed</p>



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<p><i>HT: I will add in.</i></p> <p><i>The HT will add all updated policies to Every for appropriate distribution to staff</i></p> <p><i>Governor training booked /to be booked/ completed – Training Spreadsheet to be reviewed</i></p> <p>All staff and governors are <i>required</i> to undertake Cybersecurity training for school staff as part of our cyber cover conditions. The training video lasts approximately 37 minutes, you can do this anywhere and anytime, when it is convenient for you. NSCS Cyber Security training - YouTube. The following governors were asked to complete by the 15th November 2022 and make the clerk aware: Carmel Old, Mark Scoulding and Emily Sheppard</p> <p><i>Visits to be booked:</i> <i>Curriculum – Jo Ball/ Carmel Old</i> <i>EDI – Mark Scoulding</i> <i>Finance – Jo Ball</i> <i>Grant funding – Chris Rogers</i> <i>Leadership appraisal – Mark Scoulding</i> <i>People strategy – Chris Rogers</i> <i>Safeguarding – Emily Sheppard</i> <i>Sustainability – Craig Carter</i></p>	<p>HT - completed</p> <p>All governors - ongoing</p> <p>Carmel Old, Mark Scoulding and Emily Sheppard – agenda item 13</p> <p>All governors – agenda item 14</p>
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Appendix B: Discussion via Governor Hub ahead of the meeting: **Cheska Tyler** 4 days ago

Thanks very much for this evening, all. It was a lovely meeting. Thanks for your input.

As we ended on the topic of my lovely compression socks and marathon, I would just like to share my Just Giving link should you have any spare pennies between now and April. I'd be so grateful.

I'm gearing up for a 14 mile run this weekend and am going in to London to do it in hope that it will make it slightly more interesting!

All money is going to our wonderful children of Cherry Tree. Thank you in advance.

PS...if you fancy a day out, you'd be very welcome to support on Sunday 23rd April - banners welcome!



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https://www.justgiving.com/fundraising/cheskatyler?utm_source=copyLink&utm_medium=fundraising&utm_content=cheskatyler&utm_campaign=pfp-share&utm_term=7b81c38098614706880ab4f6686cf8ea

Emma Lad 4 days ago

Hello,

A reminder that the board meeting is this tonight (9th February) at 7pm via Zoom

Join Zoom Meeting

<https://us02web.zoom.us/j/86041043572?pwd=WGJjY3A5WWwzbTdHNMRS5ZTdqUHNIQT09>

Meeting ID: 860 4104 3572 Passcode: 942685

See you soon

Emma

Hello,

A reminder that the board meeting is this Thursday (9th February) at 7pm via Zoom

Join Zoom Meeting

<https://us02web.zoom.us/j/86041043572?pwd=WGJjY3A5WWwzbTdHNMRS5ZTdqUHNIQT09>

Meeting ID: 860 4104 3572 Passcode: 942685

See you Thursday

Emma

Chris Rogers

apologies in advance, i will be on zoom call on my phone on train back from work so will not be massively visible/interactive for the start of the call!

4 days ago

Cheska Tyler

Thanks for letting us know, Chris. No problem.

4 days ago

Mark Scoulding 7 days ago

Hi all,

The Chair's Meeting has been rescheduled to 9 February so I will share the Chair's update at our LGC.

Many thanks!

Cheska Tyler 11 days ago



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Have a look at this:

[CTS Headteachers Report Feb 23.docx](#)

Please see my HTs reports ready for next week's meeting. Please read and put any questions necessary in the thread here.

If you have read, understood and have no questions, then please indicate with a thumbs up. Thank you!

1

Cheska Tyler

Apologies. Under H&S I have written XXX for the cost of gates. I forgot to input this after I went to find it. The missing figure is £11,000.

Mark Scoulding

Thank you for another helpful and comprehensive report Cheska.

- James/Sharon/Liz – is there no process to expedite trust approval of drawing down reserves to pay for the replacement gates? March feels like an awfully long time to wait for approval of necessary expenditure of available funds.
- I think hosting an egg hunt for those allocated to Cherry Tree is an EGG-CELLENT idea! What a great way to demonstrate the Cherry Tree difference!
- I'm really pleased to hear that CPD is having an noticeable impact on staff confidence and practice in relation to behaviour monitoring.
- The Learning Outside the Classroom Gold Award is a fantastic achievement. How is this being used in publicity and marketing to attract families?
- Around EDI, can you give us a more granular account of what actions are being undertaken? I'm particularly interested to hear how recent IMAT training may have had an impact.
- Please can you update us on the School Leaders and School Parliament?

Thanks so much for all that you and the staff are doing!

Chris Rogers

Thanks Cheska,

Question on Persistent Absence.. how many days does it take to be made persistent.. and is there now no measure, having all lived through covid, to have another category that can be assigned to major health outbreaks etc so it does not skew the data?

Secondly big increase quarter on quarter for unauthorised absence at the start of this year, is this due to children having extended Xmas holidays

Looking at the behaviour monitoring, very sad to see movements from zero upwards on Race, Stealing and Emotional harm with Intent and a doubling of Hurting emotionally and physically. Appreciate this may solely be down to better measurement but can we keep a track and build a trend in this data too? Also do we need to add a severity weighting to it all also?

Carmel Old

Thanks for uploading the report. Really useful to see the attainment data and projections for this year. I know you're already doing work around writing but I noticed there are still fewer chn projected to achieve WA in writing than there is in reading and maths. This seems to be having a direct impact on



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the projected WA+ combined in Y6. I was just wondering if there was any additional provision in place to support writing. Is there any chance those 5 chn in Y6 could be supported to achieve WA, as they are targeted to in reading and maths?

Really great that staff have already received CPD around the teaching of writing and that Emma has already started to see the impact of it. Following the book looks, what were the strengths seen? Is there any follow-up training planned in?

In Year 1 there appears to be a disparity between the two classes and the phonics attainment data. Is this due to career stage or the context of the classes?

How has the implementation of Little Wandle impacted pupil attainment in phonics? Is the number of pupils passing the PSC higher at this point in the year than previously?

For the 13 chn not projected to pass, is this due to specific needs? Is this an improvement on last year?

Are there requirements around how the MSAG money is spent?

Emma Penfold

Hi Carmel, thanks for your questions around Writing. Yes in short. We have a fully qualified teacher who runs booster sessions, mainly working with our PP chn and it is likely that she will be used to target and gap fill for those students who could potentially achieve ARE combined. Whilst Emma H has been assisting with the maths boosters, we have also discussed the importance of writing according to the data so she has offered to run groups or help to split the cohort 3 ways for more direct teaching. I have been working closely with the ECTs to look into their data and we have discovered that part of it is their confidence when seeing/not seeing evidence in the books. There has already been a boost in evidence in books recognised by them since we have had those conversations which is great.

The strengths in the books looks were really around the scaffolding being planned for the children. We saw lots of evidence of appropriate scaffolds allowing the chn to achieve independently and lots of evidence of guided groups for gap filling. Best practise was shared with the staff and will be a focus on our next book look to see even more improvement. Phase leaders have been modelling this well with their ECT partner teachers.

Thanks!

Cheska Tyler

Mark: The Learning Outside the Classroom Gold Award is a fantastic achievement. How is this being used in publicity and marketing to attract families?

I have been in touch with Laura, our Trust Marketing Lead, who has offered to help get this to the papers but I've just not had time to write the press release just yet. She has kindly offered to help (despite not conducting work for schools individually currently) but needs me to do this first. We will of course be publishing this in our newsletter and putting it on the website. We are displaying our certificate in the main entrance of the school. It is being mentioned regularly on tours. It has been advertised on our Twitter and Facebook accounts.

Cheska Tyler

Carmel: Are there requirements around how the MSAG money is spent?

The government has allocated this additional funding to help schools cope with the unbudgeted teachers and supports staff pay rise as well as reduce the pressure with extra energy expenditure. Therefore, our school will not use the money for any additional spending, but we will use the money to decrease the in-year deficit.

Emma Hibberd

Mark:

- Around EDI, can you give us a more granular account of what actions are being undertaken? I'm particularly interested to hear how recent IMAT training may have had an impact.



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Our History curriculum leader is looking at our curriculum to see how we can thread a celebration of black history in to our topics instead of this just being something we do for one month in October. This is still in the early stages and she is looking in to liaising with LHS to see how they have adapted our curriculum and decolonised it. We are looking at our playground provision for the children and trying to ensure that there are a range of activities for children to enjoy that do not always revolve around football. The children have expressed that football is often dominated by the boys so we are looking at some activities that are more appealing to all.

- Please can you update us on the School Leaders and School Parliament?
School leaders take part in Celebration assembly every Friday and usually help to deliver the trophies and awards. The Children's parliament are currently helping with developing the playground provision as mentioned above and collected pupil voice around what they would like to see on the playground. After half term we will be starting a new project working on developing our House system and relaunching this for the summer term.

Carmel Old

Thanks Emma, sounds great. Hopefully the booster groups will continue to have a positive impact. Thanks Cheska. Glad to hear it will help towards reducing the budget deficit; just a shame that there isn't enough to support other areas too.

Emma Hibberd

Chris: Question on Persistent Absence.. how many days does it take to be made persistent.. and is there now no measure, having all lived through covid, to have another category that can be assigned to major health outbreaks etc so it does not skew the data?

Persistent absence can't really be calculated in terms of days as it is a percentage of their attendance at a particular time in the year. Officially if a child's absence is 10% higher than their attendance percentage then this is classed as persistent. At Cherry Tree we monitor children who go below 93% attendance and will encourage parents to come in for a meeting in the first instance to offer support with improving attendance.

In regards to the absence codes these are not set by us as a school but instead the government so there is no option to have a category for major health outbreaks at this time. We do however authorise absence for such cases.

"Secondly big increase quarter on quarter for unauthorised absence at the start of this year, is this due to children having extended Xmas holidays."

We have been advised by the Local Authority to not authorise family holidays which is reflected in the data. Also if a parent does not notify us to explain why their child is absent this will also go down as unauthorised.

"Looking at the behaviour monitoring, very sad to see movements from zero upwards on Race, Stealing and Emotional harm with Intent and a doubling of Hurting emotionally and physically. Appreciate this may solely be down to better measurement but can we keep a track and build a trend in this data too? Also do we need to add a severity weighting to it all also?"



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Debbie and I monitor behaviour weekly and look to see if there are any trends across a week/half term we have not found any patterns or trends as of yet. All our behaviours are levelled by severity already on our behaviour ladder which is available on the website. The increase in the particular behaviours you have highlighted are all isolated incidents by 1-2 children but will continue to be monitored. Hope this helps.

Cheska Tyler

Sorry Carmel, my Phase LEader gave these answers two days ago but I neglected to upload them!

Carmel: How has the implementation of Little Wandle impacted pupil attainment in phonics? Is the number of pupils passing the PSC higher at this point in the year than previously? For the 13 chn not projected to pass, is this due to specific needs? Is this an improvement on last year?

The same amount passed this time as last year, however there is a slight increase in the number who scored more than 30 compared to last year. It has been hard to compare as this year we have had lots of children (a truly significant amount) new into Year 1 since sept with little/no English compared to last year. Out of the 13, 6 have started with us since Sept, 1 SEN. Little Wandle has impacted pupil engagement in particular with the reading books that run alongside the lessons. Parents are respecting these books more and reading at home with their child. They are also engaging with funds if they lose or break the book. Lots of parents comments about how they prefer this scheme. In Reception we can see the biggest impact of Little Wandle as they have started from the beginning. This time last year we had 7 who were still on phase 1 and 2. This year we have two children. Having whole class phonics with interventions has worked and shown impact e.g. only 4 children in Acorns are on an intervention for the next three weeks. If you want to see analysis and more Little Wandle data, happy for you to pop in for me to show you. (Emma B)

Cheska Tyler

Carmel: In Year 1 there appears to be a disparity between the two classes and the phonics attainment data. Is this due to career stage or the context of the classes?

We were able to deduct that this was with reference to Reception, not Year 1.

We believe there is a link to the number of children that started in September that were not from this Nursery.

In Acorns more from outside came with a higher baseline compared to those in Conkers.

A new child has entered Acorns since October and will be expected and we have taken another into Conkers in Jan who will not.

Additionally, the teacher in Acorns is very experienced and is on Upper Pay Scale. The teacher in Conkers has less experience (M4).

This is part of the rationale as to why we then sort the classes out to go into Year 1 to ensure there is an even split.

4 days ago

Have a look at this:

[MV Financial Report January 2022.docx](#)



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Please see our finance report. Further documentation to support this is found in the same folder. A copy of this report can also be found in my HTs report.

Any questions regarding the finance report, please put on this thread. Once you have read this, please give us the thumbs up. Thank you.

Chris Rogers

with the growth in the second choice YOY, are we aware of another school in the vicinity that has had improvements/change in leadership etc that is making it more appealing?

Mark Scoulding

Hi Chris. Are you able to clarify please? Is your comment a question or a statement?

Chris Rogers

Hey Mark. a question.. total number is stable, large switch between 1st and 2nd choice. Someone must be doing more or better in catchment area

Cheska Tyler

Quite possibly. That said, we have attracted more first choices this year from outside of our nursery than previously. With our Nursery numbers low, this has impacted our first choice. But as said above, we have more families putting us as first choice having attended external nurseries than we have since I joined CTS.

4 days ago

James Roach 11 days ago

Have a look at this:

[In the Spotlight January 23 Final.pdf](#)

Cheska Tyler 11 days ago

Have a look at this:

[CTPS School Plan 22-23.pdf](#)

Hi everyone, please see our school plan above. This was finalised by SLT/school in December and is running from Jan 23 to the end of this academic year where we will then aim to shift the cycle to July - Sept. It is important to note that some of the content is continued from last year and I expect that some of this will carry on to the following year too.

We will be discussing the School Plan in our meeting next week so please have a read through. It is essential that you are clear on the three main targets which we have tried to make memorable with our alliterative 'Community, Curriculum, Climate Education'.

As ever, any questions in advance, please pop on this thread and I will answer in advance of the meeting or request that we discuss this in the meeting.

Thank you!



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Mark Scoulding

I wonder if we can link Priority 3 with our own LGC training needs? This is an important area of Trust collaboration and I think there is a lot of room for development - e.g. conservation programmes, use of new technologies, minimalism, etc.

6 days ago

Emma Lad11 days ago

Hello,

I have uploaded the documentation here: [23.02.09](#) for the meeting on **THURSDAY 9th February 2023 at 7pm via Zoom**

Join Zoom Meeting

<https://us02web.zoom.us/j/86041043572?pwd=WGJjY3A5WWwzbTdHNMhR5ZTdqUHNIQT09>

Meeting ID: 860 4104 3572 Passcode: 942685

Please let us know as soon as possible if you are unable to attend

Thank you

Emma

Emma Lad11 days ago

Hello All,

The **governor visit form** has been updated to include a section on EDI. Can you please use this version of the proforma for all future visits?

[Governor Trustee Visit proforma update with EDI.docx](#)

Thank you

Emma

Mark Scoulding13 days ago

Hi everyone!

I'm looking forward to seeing you all at our next online LGC meeting on Thursday 9th February. So that we can make the very most of our time together, please can I remind you of the following:

- Papers will be distributed a week in advance via GovernorHub. At the earliest opportunity, please do take the time to read these and signal that you have done so with a thumbs-up reaction on the post. If the paper prompts a question or two, please add a comment which school or trust staff will



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respond to online or in the meeting, depending on the complexity. As a rule, we will deal with the chairs update, finance report, headteacher report, policy tracker, risk register and clerks update in this way. I hope that this will enable us to whizz through our meetings, allowing more time for strategic oversight. I recommend booking time for reading papers in your calendar in advance so that it is less likely to slip.

- Ideally, link governor visits should take place during the first half of term. Meetings with link trustees can then take place during the second half of term. This is a new way of doing things, and hopefully it will build partnerships across IMAT. Please remember that governor visit reports do not have to be exhaustive. A bullet point summary with a few poignant observations and questions is great.
- Governors have an open invitation to drop into school events. As your other commitments allow, please do take as active an interest as possible. Just drop Cheska a quick email beforehand. One of our key roles is to help bring the school into the community and bring the community into the school. Each of us is able to add a lot of value to Cherry Tree.
We will be joined on 9th February by Dawn Lavalette. She is a prospective co-opted governor and we have invited her to observe our next LGC so that she really knows what she's getting herself into!

Finally, I want to say a HUGE thank you for all that you are doing. Being a school governor is a substantial commitment and the investment of your time and talents is very much appreciated!

Angela Lench 17 days ago

Here is our newsletter:
[27th January 2023 CT Newsletter.pdf](#)

Hope that you enjoy the weekend.
Angela

Mark Scoulding 21 days ago

Hi everyone!

It's Cherry Week 🍒 and Cheska and Emma have asked for a little of our help.

For the uninitiated, this is the second year when a week in January has been dedicated to staff and pupil wellbeing. Among many other activities, Cheska and Emma have arranged for all teachers, TAs and SEN staff to have an additional 1.5 hours of 'free time' on Friday. To accommodate this, years 3, 4 and 5 will be watching a movie in the hall from 1:30 to 3pm.

Are any members of the LGC free to assist supervising the pupils during this slot? You will basically be an extra pair of hands, ready to help out if any of the children need some extra attention.

Please could you respond to this message, or contact Cheska and Emma, by Wednesday afternoon if you are able to help. I know they will be grateful for any support you can offer.



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Many thanks!

Elizabeth Leeman

What a brilliant idea! I'd have been delighted to help but sadly I can't volunteer this time due to a previous commitment but willing next time!

Mark Scoulding

A big congratulations to Cheska, Emma and the rest of the team for a great Cherry Week! Years 3, 4 and 5 loved the film and the children I played board games with spoke very highly of the Dog's Trust visit. 🐕

14 days ago

Emma Lad 24 days ago

Hello All,

I hope this finds you all well and enjoying the momentary sunshine.

I have reviewed the **training** and **visits carried out** by governor and trustees and updated the relevant documents on the [Inclusive MAT resources tab](#) on Governor Hub.

Please can you take time to review the updates:

[Training – governor/ trustee spreadsheet](#) – I have sent reminders to statutory courses still to be completed individually. Please let me know when you have been able to complete the courses.

[Monitoring visit reports](#) / [Monitoring – governor descriptors and visit report proformas](#) – if you completed a visit last term please can you send me the visit report. I have also sent out reminders to the monitoring groups for when to book visits by this term.

Other:

[AGM documentation](#)

[Newsletters](#)

Have a lovely weekend and let me know if there is anything I can help with (clerk@inclusivemat.co.uk)

Thank you
Emma

Mark Scoulding a month ago



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I was really pleased to see mention of Andrew Tate and so called 'misogyny influencers' in the school newsletter. Well done for highlighting this very worrying issue and signposting parents to support. It's fantastic that the school is engaging proactively. I have a few questions:

- How is this playing out in the school? Without going into details, have staff witnessed any concerning behaviours amongst pupils and their families?
- Do the staff feel equipped to engage with this topic? What can be done - perhaps trust-wide - to support?
- Is there anything the governors can be doing to assist? I wonder if any of us have relevant expertise and training?

I would be interested to know what others think about all of this?

Jo Ball

I agree. The influence of Andrew Tate is incredibly worrying and I have had to speak to my own 15 year old son about this. I think conversation in schools about this is crucial. I think P4C could be a good vehicle to get conversation started?

Mark Scoulding

What's P4C? Forgive my ignorance!

Cheska Tyler

Philosophy for Children. It's an approach for facilitating conversations. We don't buy in to it here at Cherry Tree though. Although we teach with similar methods.

The reason for sharing was more proactive than reactive. There are some concerning behaviours amongst a minority of children which are not directly related to AT but have flagged these children as vulnerable. Targeted support is in place in these cases.

Our pastoral team are meeting and will discuss this tomorrow and already have this on their agenda. This will support staff. We also discuss openly with our staff these issues and use incidents to share knowledge and good practice.

Please do let us know governors if any of you do have this as an area of expertise. That said, whilst we would always accept support on offer, with our pastoral network, we are comfortable with our knowledge and skills currently.

The biggest emphasis here needs to lay with upskilling parents in how to teach their children to manage situations should they find themselves in it. Still, we are seeing far too many young children engaging in computer games and media that is way above their age. I will be citing this in our newsletter next week.

Emily Sheppard

If I can offer any support from a Safeguarding view please do let me know, with young boys myself it's something we keep a close eye on and have regular conversations about if they want internet usage but unfortunately you can't guarantee friends at school don't share inappropriate materials and views. a month ago

Emma Lada month ago



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PRIMARY SCHOOL

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Hello,

All the documents from the AGM before Christmas have been uploaded here: [2022](#) for you to review

Have a good week
Emma