



## Learning together; learning for life

### CHERRY TREE SCHOOL LOCAL GOVERNING COMMITTEE MEETING Friday 30<sup>th</sup> June 2023 at 9.30am at the school

Name	Governor Type	Attended
Jo Ball	Co-opted governor	Attended
Craig Carter	Co-opted governor	Apologies
Emma Lad (Clerk)	Clerk	Attended
Emma Hibberd	AHT	Attended
Jade Hoare	Staff (Support) Governor	Attended
Dawn Lavalette	Co-opted 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	Apologies
Cheska Tyler (HT)	Headteacher	Attended
Marie Vankova	Other	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

				Action
KEY:	Approval	Information	For feedback/questions	Action
No	ITEM			Action
Procedural – 10 minutes				
1	Welcome, apologies and consent			
	The meeting was quorate. Craig and Emily sent apologies ahead of the			



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	meeting.	
<b>2</b>	<b>Notification of any other business</b>  There was no notification of any other business.	
<b>3</b>	<b>Conflict of interest with agenda items to be declared</b>  There were no conflicts of interest declared.	
<b>4</b>	<b>Minutes of the last meeting (7.2.23) and matters arising</b>  The minutes were approved by governors as an accurate record of the meeting and will be signed by the Chair of governors electronically via Governor Hub. All matters arising are agenda items or completed – See supporting document	
<b>5</b>	<b>Communication from the Trust</b>  a) Information and documentation from the Trust <a href="#">Trustees' minutes</a> <a href="#">Terms of reference for the LGC</a>	
<b>Governance</b>		
<b>6</b>	<b>Curriculum presentation - Writing Emma Penfold</b>  A PowerPoint presentation was shown at the meeting.  <ul style="list-style-type: none"> <li>Progress – our journey in the classrooms <ul style="list-style-type: none"> <li>CPD was explained for the staff including modelling.</li> <li>Teacher information sheets for the beginning of each lesson were explained to governors including specific support, scaffolding and challenge.</li> <li>Support strategies and scaffolds were explained for children.</li> <li>Pupil voice has been collected and there was clear feedback from children regarding the support which is in place in classes and that there is challenge for the children where needed. Children are showing more ownership and responsibility for their target cards.</li> </ul> </li> </ul> <p><i>9.46am Jo Ball joined the meeting</i></p> <ul style="list-style-type: none"> <li>A spelling scheme has been developed for the school which is taught seven times a fortnight and includes repetition for children.</li> </ul>	



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- The reading lead is supporting the lowest attaining children with sessions.
- The HIP visits have fed back that there is clear evidence of the work being completed by the team and there are clear actions in place for moving this area forward.

G: The termly homework has a menu, does this work in conjunction with the work in school? Could there be guidance on the skills to be shown for the parents?

EP: We could review and put in place moving forward.

HT: We could ensure there is more explanation of the purpose to the homework for parents.

- Data has been reviewed there has been an increase in attainment in year. In comparison to the base line data the majority of year groups have made more than expected progress except year 3. There has been a deeper review of data for year 3 and the results were explained to governors. The HT explained that there isn't a descriptor for working below and so the SLT are reviewing the scales to decide whether it is a helpful measure. The HT's would need to discuss a change in the banding for the whole Trust and so this is something the HT will take forward.
- There are actions in place to support the SEN/ PP/ New to country children.
- The HT explained that there have been 69 children joining the school since September and while it has been a positive there has been a large number who joined year 3 which is having an impact on data.

G: The year 3 group are also the class who are most impacted by covid and there is a definite impact from missing their Reception education.

G: How are children baselined and targets given as they move into the new year group?

HT: The targets move with the children if not completed in year and there are incremental improvements over the years.

- The Pupil premium tutor may move to year four to support accelerated learning for children in writing next year. There will also be more support for the class teacher to ensure assessment is being completed correctly.
- The school has decided that the children will be mixed when moving from year 3 to year 4. The school already mix the children from Reception to Year one. Governors questioned the rationale and felt that it would be beneficial for the



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	<p>children moving forward due to the high mobility of the children within the school. This allows for new friendship groups and pastoral care will be put in place for the transition.</p> <p>G: Could the work be uploaded to the website to show the work being completed by the school? EP: I will put in place.</p> <ul style="list-style-type: none"><li>○ Actions moving forward were explained to governors.</li></ul> <p>G: What has been your biggest success this year? EP: Spelling has been the greatest improvement due to the teachers taking responsibility and the interaction with children. G: Is it impacting on their writing? EP: The children are more interested in spelling and there is a slow improvement in the impact on writing in other subjects. We have also looked at using different techniques in other year groups such as phonics maps in year 5.</p> <p>G: The syllabus has been reviewed looking at Equality, Diversity and Inclusion. What has the impact been? EP: We have ensured that the texts have an EDI focus but we have had to review that they are including all protected characteristics. Year 2 have reviewed the different stories of Rapunzel from around the world and they really enjoyed seeing themselves in the different texts. G: Do you use writing in role? HT: We do utilise and moving forward we will be more explicit in that children are learning about protected characteristics. This requires further staff CPD and there is a programme in place to increase staff knowledge. G: I think this was brought up during the People Strategy groups and there should be training from the Trust. Can we see where the Trust is with the training? <i>The clerk will bring back to Trustees.</i></p> <p>G: What would you change if you could change anything from this year? EP: I picked all of the texts initially and I think in retrospect I would have involved class teachers more. There are other texts which have now come through which have had a positive impact on teaching. HT: We have learnt the importance of the data and the</p>	<p><b>Clerk</b></p>
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	<p>accountability of the teachers. We have had no data previously due to covid since I joined the school. It has therefore taken a long time to be able to review the data effectively and we need to ensure all teachers are taking responsibility.</p> <p>EP: We have to make sure that there is time allocated for staff to complete data reviews.</p> <p>AHT: There are new members of staff who have recently joined teaching and so we are now able to embed the data review and resulting amendments as part of their working practices.</p> <p>G: How does the spelling scheme link to Little Wandle going into KS2?</p> <p>EP: The words that are chosen for the scheme are from the national curriculum and so the words are appropriate but it does need further review moving forward to ensure there is harmony in the curriculum for KS2. There was work completed when the scheme was launched but it would be interesting to review again for KS2 to look particularly at phonics.</p> <p>G: Do you think there are lessons to be learnt to support teaching and learning with the year 3 class?</p> <p>EP: Earlier intervention would have been better due to the issues within the class. We have carried out CPD but the impact is not being shown.</p> <p>G: Is it possible to remove the new children and look at the impact for the children who have been in the school longer? Also, could there be a moderation exercise carried out at the beginning of year 4?</p> <p>EP: Yes, we will be reviewing and supporting to move children on rapidly. Once the initial group have been moved on then we can look at the children with further needs. We may also need to look at whether there should be a distinct curriculum taught for the smaller groups with more needs.</p> <p>G: Having the data moving forward without the new children would allow for continual CPD and support throughout the year.</p>	
7	<p><b>Chairs update</b></p> <p>a) Termly Chairs meeting report The trust is actively looking to expand. The Trust has the skills to take a further schools and is working with the Regional Director.</p>	



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The Chair attended a Trustee meeting and it was really informative to see how the Trust level works.

The Chair has met with the Chair of Trustees and COO as part of his induction.

The HT's report is being updated to allow for a more concise and strategic reporting over time to governors and trustees. The governors questioned the areas which should be reported and to support HT workload.

The SEN support within the Trust is being adapted to meet the needs of the children within the school and ensure consistent staffing and appropriate support for staff.

The governors discussed at length the issues associated with the SEN system at present within the schools and funding overall for Education. The governors discussed the systems in place as part of the trust regarding finances. The school would like to make further improvements to the pathway and gate on the A41.

The Chair felt that there should be further communication with the Trust to explain the needs of the school and the systems for requesting further capital works.

An EDI survey of staff has been completed and it is being analysed at present. This will be distributed via Governor Hub once completed.

Governance is a red risk at present as there are some gaps in the boards and the governors are not necessarily meeting their agreed responsibilities. The Chair explained that governors need to review their key areas and be clear about whether they are able to meet the expectations of the role. The HT explained that it is an unusual role as a governor and the board needs to be working to ensure their input is strategic and impactful. The governors discussed how they have found taking on the role and the learning curve of becoming a governor and knowing what questions to ask.

Governors after discussion requested that the link governor roles be given with the weeks when the three visits should take place and what the purpose is. The HT and Chair will



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	<p>send the roles and visit weeks to governors over the summer.</p> <p>New governors will work as a pair with a mentor to cover two areas which will allow for discussion and support.</p> <p>b) Governors recruitment and induction There are two governor vacancies at present. There have been three applicants for the parent role and the school is looking to recruit to the co-opted role.</p> <p>Governors were asked to speak to prospective candidates and let the chair know if they are interested.</p> <p>Chris, Craig and Jo were thanked for their contributions as governors.</p> <p>c) NGA skills audit to be completed by all governors</p>	
8	<p><b>Finance report – sent via Governor Hub</b></p> <p>a) Overview of the Spring term reforecast b) Overview of proposed budget 2023-2025 (info only)</p> <p><i>Governors were asked to send questions via Governor Hub</i></p>	<b>All governors</b>
9	<p><b>Headteacher report</b></p> <p><b>Attendance – pupil attendance including persistent/severe absence</b></p> <p>There doesn't seem to have been an improvement in persistent absence. EH explained that the number of children who took holidays in September has impacted on the rates moving forward. The school has contacted parents and made them aware of the issues. This year all of the families who have had an extended holiday previously will be written to and the impact of the lack of attendance will be explained to them again.</p> <p>G: Is there a particular group this is impacting on? EH: It is the SEND children and some of it is medical. G: Can we make it clear that there is an impact on the children's education as well when there is lack of attendance. Does the wellbeing weekend have an impact? HT: It does encourage families to go away and so there can be an impact.</p> <p><i>The HT was asked to send further information relating to attendance</i></p>	<b>HT</b>



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	<i>interventions via Governor Hub</i> <i>Governors requested an update on Pastoral care next meeting</i>	<b>Clerk (Agenda)</b>
<b>10</b>	<b>Stakeholder engagement</b> Covered under other agenda items.	
<b>11</b>	<b>Review of School Plan</b> <i>To be discussed as part of the governor afternoon and reviewed at the first meeting next term</i>	<b>Clerk (Agenda)</b>
<b>12</b>	<b>Policy tracker review and policies due</b> a) <a href="#">Trust policies approved</a> and available via Governor Hub policies folder b) <a href="#">School policies</a> – None presented	
<b>13</b>	<a href="#">Risk register</a> Governance succession planning for key governance roles – Red risk – discussed under other agenda items	
<b>13</b>	<b>Training</b> Ideas/requests for future sessions Governors asked that sustainability training be organised. Governor training booked /to be booked/ completed <a href="#">Training Spreadsheet</a>	<b>Clerk (Trust)</b>
<b>14</b>	<a href="#">Governor monitoring reports</a>	
<b>15</b>	<b>Clerks update</b> – Distributed via Governor Hub	
<b>16</b>	<b>Any other business</b>	
<b>17</b>	<b>Future Dates</b> (See supporting documentation)	
	<b>The meeting ended at 11.39am</b>	