



TEAMS Minutes of the meeting of the Local Governing Body of Ditton Lodge Primary School held via Virtual Meeting arrangements (as permitted under Article 126 of the Articles of Association) on Tuesday 8<sup>th</sup> December 2020, 18:00.

Present: Dr C Scarpini **CS** Mrs Amanda Banks **AB**  
 Mrs Melanie Moore **MM** Mrs L King **LK**  
 Ms Kath Caley **KC**  
 Mr J Grosvenor **JG**  
 Mr A Bedford **AB**

In attendance: Mrs Sheena Datson (Clerk) **SD**

	<b><u>SECTION A: STANDARD BUSINESS</u></b>	<b><u>Actions</u></b>								
<b>A1</b>	<b>Apologies for Absence and Welcome</b> CS welcomed everyone to the meeting. Apologies accepted for absence: <b>JW</b> and <b>KB</b>									
<b>A2</b>	<b>Pecuniary and Other Interests</b> <b>ABa</b> declared an interest in item A3									
<b>A3</b>	<b>Notification of Any Other Business</b> Recorded as confidential item.									
<b>A6</b>	<b>Minutes</b> The minutes of the meeting held on Wednesday 29 <sup>th</sup> September 2020 were confirmed and will be signed by the chair at the earliest convenience.  Actions outstanding: Academy objectives in progress ( <b>CS</b> in consultation with Becky Poynter). <b>ABe</b> samples of good work session for governors to be arranged in the spring term. Delay due to Y6 pupils/staff self-isolating.  No matters arising.									
	<b><u>SECTION B: SCHOOL IMPROVEMENT</u></b>									
<b>B1</b>	<b>Head's Report</b> <b>Current position in school</b> Attendance has continued to be high throughout the term with a termly average of 98.20% See attendance report on Governor Hub. Y6 class had to isolate this term due to a positive case in the class. In school arrangements have not changed this half term. The separation of bubbles meant that when we did have a positive case, only that bubble was required to close. Teaching and learning continued to take place remotely through the use of Google Meets in Google Classroom. The success of this has been shared with all staff through <ul style="list-style-type: none"> <li>• Isolation checklist</li> <li>• Remote teaching and learning feedback</li> </ul> <p align="center"><u>My 'bubble' is going into isolation. What do I need to do?</u></p> <table border="1"> <thead> <tr> <th>Preparation Task</th> <th>Tick When Completed</th> </tr> </thead> <tbody> <tr> <td>Do my class all have their Google Classroom logins? (In shared one drive folder)</td> <td></td> </tr> <tr> <td>Do my class have any other logins they need? (TT Rockstars, etc.)</td> <td></td> </tr> <tr> <td>Are the class parents aware of the home learning e-mail address? (<a href="mailto:DLP-YEAR6@dittonlodgeprimary.co.uk">DLP-YEAR6@dittonlodgeprimary.co.uk</a>, for example)</td> <td></td> </tr> </tbody> </table>	Preparation Task	Tick When Completed	Do my class all have their Google Classroom logins? (In shared one drive folder)		Do my class have any other logins they need? (TT Rockstars, etc.)		Are the class parents aware of the home learning e-mail address? ( <a href="mailto:DLP-YEAR6@dittonlodgeprimary.co.uk">DLP-YEAR6@dittonlodgeprimary.co.uk</a> , for example)		
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Do I know which children need a device to use at home and have I alerted Mrs Bailey? (Highlighted in red in shared Google Classroom)		
Have I checked the Expectations for Home Learning document and shared the expectations with my class?		
Do I know how to set up a Google Meets session, ready for online lessons? Have I shared this with my class?		
Have I spoken to my TA about their role during the 14 day isolation period?		
Does my TA have any other areas of responsibility that they will need to cover? Direct them to speak to Miss Bramley for class cover and Mrs Debenham for Discovery cover.		
Have the resources each child needs been prepped? (SFA book, SFA text, a copy of the SFA student book, Maths book, arithmetic or times table tests for two weeks, any assessments, afternoon subject books including sketchbooks, plain paper, whiteboards, pencil cases, two reading books)		
Have I checked that I have all the resources I need to teach from home? (large pads of paper, marker pens, maths resources, SFA teacher book, etc.)		
Have I given SLT the books and resources required by the pupil currently in isolation?		

**Remote teaching and learning feedback to all staff from Kim Bramley**

- It was really useful to have all the information prepped beforehand. For example, who needs a device, what are TAs going to do, do they know, etc. The turnaround time between the phone call and the children beginning to leave was about an hour.
- Before I left for home, I made sure I had printed out everything I might personally need for the next couple of weeks ie, Parents Evening Script.
- The first thing we did was to set behaviour expectations: everyone on mute unless asked otherwise, no getting up and wandering around when the teacher is talking, no chat on the stream which is not related to learning.
- We found the 'Raise Your Hand' button during our first meeting and practised using that if they had something they wanted to say.
- I also made sure that everyone had their cameras turned on during lessons to ensure they were there and listening properly.
- I shared the video link and the times I wanted everyone to join together on a post first thing in the morning. We tried to keep the structure of the day as close to our school structure as possible. I then went through the day's timings again and again...
- I set up two small group video links for TAs so that they could work with children that need support or reassurance. They had four children each (not always the lower achievers). I did the whole class teaching and then we split.
- We kept the live video link open all morning, had a break for lunch, and then took it in turns to man it in the afternoon. This allowed children to drop in and out with questions and was quicker than the stream.
- We timetabled in time for the class to chat to each other but kept an adult in the meeting while it was happening.
- I did not teach SfA as I did not feel it was going to work for my class. Partner work and discussion would have been tricky. So instead, we completed some discreet units of work which included two comprehension tasks, two writing tasks and plenty of SPaG as this is easy for the children to self-mark. I also avoided teaching too much of anything new as I was not able to check that everyone had 'got it'. You are relying on the children to be honest with you!
- I phoned into the office everyday with attendance.

**Data**

Reception: Carried out a sample Baseline Assessment for pupils as a benchmark for their starting point in their schooling.

Year 1: Phonics screening check (PSC)

- Average Score 25.1
- 43.3% scored 32+, 60.0% scored 20+ and 86.7% scored 10+



- To achieve the trust target of 82%, 25 of 30 pupils needs to achieve 32+. The lowest scoring child of 82% (i.e. the lowest of the 25) scored 13.
- 13 pupils scored between 13 and 31
- This is extremely pleasing place to be in at the end of the first term in year 1 and a testament to the hard work of the year 2 team.

Year 2: Phonics screening check (PSC)

- 93% of pupils achieved the expected standard in their PSC which was postponed from summer 2020.
- This is extremely pleasing and a testament to the hard work of the year 2 team.

**PiXL assessments November 2020**

Year 2 and 6 Whole past SATs papers

Year 3-5 PiXL papers (data may be more inflated)

	Reading		Maths		Writing
	On track for		On track for		On track
	%Exp+	%GDS	%Exp+	%GDS	%Exp+
Year 2	64.3	28.6	78.6	46.4	71.4
Year 3	82.8	51.7	93.1	72.4	69.0
Year 4	80.8	65.4	73.1	73.1	76.9
Year 5	82.8	44.8	96.6	62.1	58.6
Year 6	68.0	32.0	80.0	36.0	73.1

**Key Stage 1 and 2 National External Assessments for 2020-2021**

For primary assessments, key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2 will be removed for one year, in recognition of the challenges posed by the pandemic.

Schools can take a flexible approach to the administration of the key stage 2 tests and phonics screening check, by extending the original timetable by a week, until 26 May and 25 June, respectively.

Year 4 Multiplication Table Check is optional for this year and will mandatory from 2021/22

Primary performance data will not be published, teacher assessment in English reading, writing and mathematics at key stage 1, and all other assessments at key stage 2, will remain. These measures will help to understand pupils' lost time in education and support those that need it most, providing vital information to parents and assisting with pupils' transition to secondary schools

For more information see [Extra measures to support students ahead of next summer's exams - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/extra-measures-to-support-students-ahead-of-next-summer-exams)

**Safeguarding**

As a school we have continued to receive Safeguarding information from Cambridgeshire and USP. All staff have received updated Safeguarding training, Prevent Training and GDPR training. We have updated our Safeguarding policy and Child Protection procedures which are shared on our website.

Vulnerable families continue to be supported though:

- Sharing of support for any family involved in racing through Racing Welfare
- Liaison with professionals: Family workers working with specific families
- New Cambs Family worker Michelle West
- Provision of Tesco Vouchers (£2.30 a day) for any pupil in receipt of benefit related Free School meals who is isolating
- £30 voucher for any pupil in receipt of benefit related Free School meals for the Christmas Break
- Support of holiday food hampers during October half term and Christmas holidays from Make Lunch for any family who has requested one
- Parents evening via video system: School Cloud. Follow up phone calls made to families who were unable to attend
- Regular communication with families: weekly letters from the headteacher, weekly newsletter, regular updates on Google Classroom from class teachers and regular Tweets

**Prejudice related incidents**

Since last FGB meeting:

1 use of prejudicial homophobic language (Year 5 pupil)

Dealt with swiftly and effectively by class teacher and a member of SLT



	<p>Both perpetrator and victim's parents contacted and fully supported school's actions Incident fully resolved <b>Safeguarding review</b> See report of Safeguarding review carried out on 7<sup>th</sup> October 2020. This was a positive review with some recommendations. See Safeguarding Review file for full report including website review and action plan.</p> <p><b>Wellbeing</b> <b>Pupil wellbeing</b></p> <ul style="list-style-type: none"> <li>• Pupils being tracked using Motional</li> <li>• New Relationships and Behaviour policy being embedded for a consistent approach</li> <li>• Support with class bubbles</li> <li>• ELSA support for specific pupils</li> </ul> <p><b>Staff wellbeing</b></p> <ul style="list-style-type: none"> <li>• Support from OM Health and wellbeing for staff including 1:1 sessions for staff</li> <li>• Employee assistance programme</li> <li>• SAS wellbeing: App, phone support and counselling</li> <li>• Weekly Staff meeting</li> <li>• Staff recognition from SLT</li> <li>• Small treats delivered to staff pigeon holes</li> <li>• Staff Christmas Quiz this Thursday.</li> </ul> <p><b>Family wellbeing</b></p> <ul style="list-style-type: none"> <li>• Updated information for parents from Emotional Health and Wellbeing Service</li> <li>• Bereavement support from ELSA</li> <li>• Access to Michelle West, Cambridgeshire Family Worker</li> <li>• Specific targeted support from family worker through Early Help Assessment referrals</li> </ul> <p>Thank you, Governing Body, for your continued balance of challenge and support. This has been a tricky term and at times utterly exhausting, but I am proud to be Headteacher at Ditton Lodge.</p> <p>I greatly appreciate the support from USP, especially Stephen Astley, and my colleagues, especially SD, KB and ABA- who continue to be the most fabulous SLT. I am extremely proud of all of our staff. I will continue to strive to ensure the children continue to receive 7 years of excellence during their time at Ditton Lodge.</p>	
B2	<p><b>Curriculum Provision, Assessment and Data</b></p> <ul style="list-style-type: none"> <li>• This year is being organised in blocks as last year. <b>ABe</b> continues to develop the curriculum and has created CDP recorded sessions for staff. In January staff will be looking at forensically arranging tasks. Staff can go back and revisit modules and build on prior knowledge. There are specific key indicators for skills in topics. Clear mapping is evident year on year, topic on topic within year groups.</li> </ul> <p><b>KC</b> thanked staff on behalf of the GB for the "fantastic results across the school".</p> <ul style="list-style-type: none"> <li>• <b>SEND Nutshell Document:</b> Malcolm Reeve is producing the document which is expected at the end of the autumn term. Early indications highlight great results ahead on all outcomes, absence figures are good with no exclusions. Levels are slightly low for speech and language and communication. Levels are high on social emotional and mental health.</li> <li>• <b>Safeguarding Review:</b> Ditton Lodge received a positive visit from Steve Watts, Trust lead on safeguarding and data protection</li> <li>• Ditton Lodge was able to evidence and document statutory areas around safeguarding. Small number of actions have all been resolved and recommendations adopted. No concerns. Website compliant and fit for purpose with areas for improvement. Review and amendments will be a priority.</li> </ul>	<p><b>Aba</b> to forward full document when published.</p>
B3	<p><b>Pupil premium and Sports Premium</b> Full reports available on school website – <a href="http://www.dittonlodgeprimary.co.uk">www.dittonlodgeprimary.co.uk</a></p>	
B4	<p><b>Catch-up Funding</b> £80 per child has been devolved to schools to support catch up learning. This can include interventions in school as well as virtual interventions. Ditton Lodge will be using the funding to procure tutors, chrome books, Easy Read (to support reading) and Motional - an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children. A report on spending is required.</p>	



<b>B5</b>	<b>Safeguarding and Wellbeing – see Head’s report</b>	
<b>B6</b>	<p><b>Reports and Policies</b></p> <ul style="list-style-type: none"> <li>• Defer Policies to next meeting.</li> <li>• No report from working groups</li> <li>• <b>LK</b> attended school recently with <b>ABa</b> for a SEND walk and talk. Report to follow.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• <b>ABe</b> met virtually with groups of Y6 pupils to discuss the Windrush generation study. He was very impressed with the language used and how they articulated their thoughts. The children were able to challenge each other and knew more Windrush than most adults. Their understanding went far beyond National Curriculum requirements. <b>ABe</b> found the experience very worthwhile and looks forward to future sessions. The children found this an enjoyable experience.</li> </ul>	
<b>B7</b>	<p><b>Reports from the Trust</b></p> <p>USP Plan (3 years) is available on Governor Hub.</p>	
<b><u>SECTION C: FINANCE, HR AND PREMISES</u></b>		
<b>C1</b>	<b>Budgetary Monitoring Report</b>	
	<ul style="list-style-type: none"> <li>• 2019/2020 Initial outturn figure of £34k</li> <li>• October BMR – nothing remarkable to report</li> </ul>	
<b>C2</b>	<p><b>Budget setting</b></p> <p>Preliminary budget figures have been distributed based on Oct2019/January2020 census. SD working on first draft. The current curriculum year’s low pupil numbers will have an impact on the 2021/2022 budget.</p>	
<b>C3</b>	<p><b>Health &amp; Safety/Premises/HR Issues</b></p> <ol style="list-style-type: none"> <li>1. Plans being drawn up for potential library – first drawings submitted. SLT meeting with architect in January.</li> <li>2. Old hall reduction in noise (sound proofing) is being researched.</li> <li>3. <b>JG</b> and <b>SD</b> met on 10<sup>th</sup> November and carried out an H &amp; S/premises inspection. An audit report is being reviewed. Short report available on the Governor Hub including:</li> </ol> <p>A full health and safety report and school walk was conducted. The Health and Safety &amp; Welfare report, a very comprehensive document 18 pages in detail to be reviewed twice annually. Areas of the schools covered - Policy; Documentation and signage; Equipment; Classrooms; Plant room; Safeguarding; Catering; Accident reporting; Communication; Staff training; General housekeeping; External areas; Lifts; COSHH Having worked through the whole document, we have a great base point for future walks, understanding and required standards. Next steps have been highlighted and will be worked through to completion. Coupled with this report, Sheena and I conducted a full site walk identifying any issues that require follow up. Noted a few points requiring actions - · Storage of equipment in cupboards that need to be moved. · Identify unused IT equipment in Discovery Centre and remove Since the last H&amp;S walk - Toilets have been refurbished. Co-vid procedures have been put in place. · Hand sanitizers · Doors being temporarily left open to allow air circulation · Additional cleaning of touch points · Parent drop off and collection procedures Trees have been cut back.</p>	
<b><u>SECTION D: GOVERNING BODY ORGANISATION &amp; ADMIN</u></b>		
<b>D1</b>	<p><b>Local Governing Body Membership</b></p> <ul style="list-style-type: none"> <li>• One vacancy but not for parent governor as previously stated. Working party to convene in new year to look at recruitment</li> </ul>	<b>CS</b> to distribute information



		and organise meeting				
<b>D2</b>	<p><b>Governor Monitoring, training and development</b></p> <ul style="list-style-type: none"> <li>• <b>CS</b> has been on training for Ofsted. Important message is to plan for inspection. <b>ABe</b> will attend Ofsted inspection.</li> <li>• <b>CS</b> attended the Annual Governor Conference in October. Information included governors keeping a record of any governor training (or training pertinent to role) on the Governor hub under personal details. Governor training is no longer applied for by each school but virtually attended by any number of different settings. Governor are reminded to check the Hub for available sessions and update the Hub with any events attended.</li> <li>• <b>ABe</b> attended SEND training for governors in October out of interest and found the session useful.</li> <li>• <b>Governor Headlines</b> – latest edition including The Knowledge available on the Governor Hub by selecting: USP Information and News – Resources – Governor Headlines and The Knowledge.</li> </ul>	<b>CS</b> to post ofsted questions to TEAMS for completion and collation to be fed back at next meeting.				
<b><u>SECTION E: CLOSE OF BUSINESS</u></b>						
<b>E1</b>	<p><b>Any other business</b> None.</p>					
<b>E2</b>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• The school and SLT in particular have been very mindful of the well-being of the whole school community and continue to strive to get the best education for all children.</li> <li>• The Safeguarding review confirm that Ditton Lodge provides a safe environment where all stakeholders are cared for and protected.</li> <li>• Finances are in a well-managed position.</li> <li>• These have been difficult times and the school has coped incredibly well.</li> <li>• Governors are grateful to the staff for all the effort made to achieve what they have in all aspect of school life.</li> </ul>					
<b>E3</b>	<p><b>Date of next meetings</b></p> <table border="1" style="width: 100%;"> <tr> <td>02 02 2021</td> <td>23 03 2021</td> </tr> <tr> <td>11 05 2021</td> <td>06 07 2021</td> </tr> </table>	02 02 2021	23 03 2021	11 05 2021	06 07 2021	
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**CS** thanked everyone for attending and closed the meeting at 19.44 hours.