



Ditton Lodge Primary School



Minutes of the TEAMS meeting of the Local Governing Body of Ditton Lodge Primary School Wednesday 8th April 2020, 18:30.

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

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

	<u>SECTION A: STANDARD BUSINESS</u>	<u>Actions</u>
A1	<u>Apologies for Absence</u>	
	Apologies accepted for absence: Associate governor KB.	
A2	<u>Pecuniary and Other Interests</u>	
	No declarations of pecuniary or other interests regarding items on the agenda were made.	
A3	<u>Notification of Any Other Business</u>	
	<ul style="list-style-type: none"> Information relating to Coronavirus and school closure available on the governor hub. Governor Skills Audit. 	
A4	<u>Minutes</u> The minutes of the meeting held on Tuesday 4 th February were confirmed and will be signed by the chair at the earliest convenience. No actions outstanding. No matters arising.	CS to sign minutes
	<u>SECTION B: SCHOOL IMPROVEMENT</u>	
B1	<u>Headteacher's report including SEF, Curriculum Provision, Assessment and Data</u>	
	<u>School updates</u> This is a very different report from the one I started to write only a short few weeks ago. I am not quite sure where to start. <ul style="list-style-type: none"> We are as a school, like the rest of the country and the rest of the world, in unprecedented times. We are working extremely hard to find a new way of being school and doing what we continue to do every day. We are standing strong together and will continue to do so. I could not be more proud to lead such a dedicated team. Staff are continuing to work remotely with a skeleton staff in school always containing one member of the SLT (who are all first aid trained) and one other member of staff. The SLT (other than Amanda Banks) are all DSLs. On the day that AB is the SLT in school. MM is available by phone to deal with any Safeguarding concerns School is still open to children of key workers and vulnerable families. We have offered provision to families who are currently receiving support from the Early Help Team and those families who we were offering extra support too before this situation. We have had 9 children but are now receiving between 1 and 7 children daily. We continue to remain open during the Easter break to support these families. We are open all of the first week (including Good Friday) and the following Friday. <u>Communication</u>	



- We are having daily Microsoft Teams teachers' meetings at 9:30am to check in and set up staff with the priorities for the day.
- TAs have a weekly Teams meeting, a TA WhatsApp group and daily emails.
- We are staying in touch within year group team groups (teacher and TAs) and SLT are in constant contact with all staff.

Support

- During this time, I have been supported by both USP with weekly Microsoft Teams meetings, regular emails and phone calls, as well as Cambridgeshire LA with daily emails from Jon Lewis, Cambridgeshire's Director of Education. We have set up a daily Tea break on Microsoft Teams at 14:30 for staff to come together if they wish and have a sense of belonging. Carla Nicholson, our Elsa and Mental Health First Aider, has been sending a daily email to all staff with wellbeing suggestions, activities and messages of encouragement. We are all taking part in what we are grateful for each day which is shared amongst all staff to give a sense of team and belonging.

Support for families

- All pupils were sent home with an exercise book, a pencil and a pack of work. Those pupils who were not in school in the last two days were able to collect their packs (if they were able) or had their packs delivered to their home address.
- All pupils are being set daily Home Learning tasks through the Learning Community tab of our school website www.dittonlodgeprimary.co.uk These comprise of Spelling/Phonics, Reading, Writing, Maths, Foundation subject (Science, Art, DT, History, Geography) tasks as well as wellbeing activities for the pupils to complete each day.
- Teachers are creating videos for their classes: welcome to the day videos, videos explaining the concepts and task videos such as arithmetic or spelling activities. These are all uploaded to our YouTube channel and marked as 'unlisted' and 'content for children'. Staff are also creating story time videos reading their favourite stories for the children which are on our YouTube Storytime playlist (accessed through the school website)
- Those families who are unable to access the work because of technology issues are being issued with a school Chromebook after Easter. We are also supporting one family with a paper pack which we have delivered as they do not like to use technology.
- All families have access to a Home Learning email address where they have been asked to email examples of the work so that we can monitor it and give support where needed. Parents can also email to ask questions. Reception families continue to use Tapestry to log learning and communicate with Claire Bailey.
- Pupils with an EHCP or are in the category of vulnerable (Early Help or known family concerns) are also receiving daily/every other day phone calls from their 1:1 teaching assistant (TA) or the TA in their class.
- Carla Nicholson is also calling Pupil Premium pupils who she sees regularly in school who we have identified as requiring extra support.
- All contact (email and phone calls) is being logged on Excel spreadsheets to avoid duplication of calls and emails to families with siblings across different year groups and to ensure all pupils are contacted. All teachers are calling all families once a week for a 'touch base' call. I have created a Phoning Home protocol and script to ensure consistency.

Pupils

- The home learning activities are clear for pupils (especially those in year 4-6) and pupils are working on them mostly independently. This is more difficult in year R to year 3) where we are reliant upon parents to support their learning. We are aware that this is more difficult for some families more than others.
- Pupils are being supported in school with a timetable of activities each day and individual support with their home learning if required.
- Some pupils are being supported at home to access the home learning through phone calls (on speaker phone with the parent in the room). This has been especially beneficial to some of our EAL pupils as parents are struggling to access the learning themselves.

Collaboration



- We have looked at joining as a hub of Newmarket USP schools during this time but have made the decision to not join together in one location in order to keep the number of people we are coming into contact with to a bare minimum. However, we continue to collaborate with the other Newmarket USP schools and have said that if they or we are unable to run due to depleted staff numbers we would revisit looking at a hub model.

Safeguarding

- We have updated our Child Protection procedures (see document on hub). We are continuing to use CPOMs to log any concerns we have with pupils or families. We are ensuring that there is DSL on site (or at the very minimum on the telephone) at all times.

SEF

- In response to our SEF, we have continued to develop our Quality of Education through developing our curriculum, monitoring of provision and tackling these when they fall short of the high standards we expect.
- We have met and started to create an updated Behaviour Policy based on the principles in the book *When the Adults Change, Everything Changes* by Paul Dix. This has been superseded by more pressing matters so is not completed.
- We have purchased Kinder Roots for Reception. The delivery and training of this was held up due to payment delays by the trust and then printing and delivery delays due to Covid-19. We are now in receipt of the materials and have set up online training from SFA for the end of April.
- EYFS by looking to implement SFA Kinder Roots into Reception, developing the team and learning.

Curriculum

- We are continuing to follow the USP developed curriculum for Science, (using information from Snap Science), History and Geography.
- We are looking at how we can develop this for remote teaching and learning and how we can use retrieval quizzing to monitor remote learning.
- We are continuing to use some activities from Kapow Primary for Art and DT as well as our own or from other sources at this time.
- We have continued to monitor the impact of the curriculum through Pupil Book Studies this half term which include, book looks, and in-depth conversations with pupils (in line with Ofsted's Deep Dive model). We are looking at how we can monitor remote learning.

Success for All (English Curriculum)

- Prior to remote learning, we were pleased with the impact of SFA to teach English, we have seen the impact on pupils through our assessments, especially in reading results.
- We continue to develop writing Using SFA to teach the English curriculum. Pupils also have daily spelling sessions and weekly punctuation and grammar lesson/writing session with their class teacher to ensure that all pupils are receiving the appropriate spelling, grammar and punctuation teaching for their year group (as pupils are in mixed year group teaching groups for SFA). The collaborative learning techniques continue to be embedded and pupils are all taking more ownership over their own learning.
- Debbie Bull (our SFA Associate) is continuing to visit us, model lessons with a range of groups and train staff. This is continuing remotely next half term.

Assessment

DATA:

Year 1

March Phonics Screening Check (PSC)

93% of pupils on track to achieve pass in PSC

Year 2

March No More Marking Writing assessment

69% EXS+

24% GDS



End of year SAT test (taken in March)

Spring SATS Mock 2020																
On Track For	Progress Grp	Key Marginal	Intervention	Expected	KS1				Chance	GDS						
All	10.0%	3	86.7%	26	73.3%	24	70.0%	21	0.0%	0	56.7%	17	36.7%	11	0.0%	0
Boys	10.5%	2	84.2%	16	73.7%	14	63.2%	12	0.0%	0	57.9%	11	31.6%	6	0.0%	0
Girls	9.1%	1	90.9%	10	90.9%	10	81.8%	9	0.0%	0	54.5%	6	45.5%	5	0.0%	0
PP	0.0%	0	100.0%	1	100.0%	1	100.0%	1	0.0%	0	100.0%	1	100.0%	1	0.0%	0
SEN	50.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
EAL	33.3%	1	66.7%	2	66.7%	2	66.7%	2	0.0%	0	33.3%	1	0.0%	0	0.0%	0

Reading
Maths

Spring SATS Mock 2020																	
On Track For	Progress Grp	Key Marginal	Intervention	Expected	KS1				Chance	GDS				Total Pupils			
All	13.3%	4	86.7%	26	73.3%	22	60.0%	18	0.0%	0	53.3%	16	30.0%	9	0.0%	0	30
Boys	15.8%	3	84.2%	16	68.4%	13	52.6%	10	0.0%	0	47.4%	9	26.3%	5	0.0%	0	19
Girls	9.1%	1	90.9%	10	81.8%	9	72.7%	8	0.0%	0	63.6%	7	36.4%	4	0.0%	0	11
PP	0.0%	0	100.0%	1	100.0%	1	100.0%	1	0.0%	0	100.0%	1	100.0%	1	0.0%	0	1
SEN	50.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	2
EAL	33.3%	1	66.7%	2	33.3%	1	33.3%	1	0.0%	0	33.3%	1	0.0%	0	0.0%	0	3

Commented [MM1]:

Combined Re, Wr, Ma

Combined %							
Total pupils:	30	19	11	1	2	3	
	All	Cumulative	Boys	Girls	PP	SEN	EAL
Greater Depth	20%	20%	16%	27%	100%	0%	0%
Chance GDS	23%	43%	26%	18%	0%	0%	0%
Expected	13%	57%	5%	27%	0%	0%	33%
Intervention	13%	70%	16%	9%	0%	0%	0%
Key Marginal	10%	80%	11%	9%	0%	0%	0%
Progress Group	17%	97%	21%	9%	0%	50%	67%

Cumulative Numbers of Pupils

Total pupils:	30	19	11	1	2	3	
	All	Cumulative	Boys	Girls	PP	SEN	EAL
Greater Depth	6	6	3	3	1	0	0
Chance GDS	7	13	5	2	0	0	0
Expected	4	17	1	3	0	0	1
Intervention	4	21	3	1	0	0	0
Key Marginal	3	24	2	1	0	0	0
Progress Group	5	29	4	1	0	1	2

These are very pleasing scores as this is the SAT for the end of the year, taken at the beginning of March

Year 3

Reading

Reading %							
Total pupils:	27	14	13	2	4	1	
	All	Cumulative	Boys	Girls	PP	SEN	EAL
Greater Depth	37%	37%	21%	54%	0%	0%	0%
Chance GDS	33%	70%	36%	31%	50%	0%	0%
Expected	7%	78%	7%	8%	0%	0%	0%
Intervention	19%	96%	29%	8%	0%	75%	0%
Key Marginal	0%	96%	0%	0%	0%	0%	0%
Progress Group	4%	100%	7%	0%	50%	25%	100%

Reading Numbers of Pupils

Total pupils:	27	14	13	2	4	1	
	All	Cumulative	Boys	Girls	PP	SEN	EAL
Greater Depth	10	10	3	7	0	0	0
Chance GDS	9	19	5	4	1	0	0
Expected	2	21	1	1	0	0	0
Intervention	5	26	4	1	0	3	0
Key Marginal	0	26	0	0	0	0	0
Progress Group	1	27	1	0	1	1	1



Maths

Spring PIXL 2020																	
On Track For	Progress Grp	Key Marginal	Intervention	Expected		Chance		GDS		KS1		Total Pupils PIXL					
All	7.4%	2	92.6%	25	88.9%	24	88.9%	24	85.2%	23	55.6%	15	33.3%	9	25.9%	7	27
Boys	14.3%	2	85.7%	12	78.6%	11	78.6%	11	50.0%	7	42.9%	6	28.6%	4	4	14	
Girls	0.0%	0	100.0%	13	100.0%	13	100.0%	13	92.3%	12	61.5%	8	23.1%	3	23.1%	3	13
PP	50.0%	1	50.0%	1	50.0%	1	50.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	2
SEN	50.0%	2	50.0%	2	25.0%	1	25.0%	1	25.0%	1	0.0%	0	0.0%	0	0.0%	0	4
EAL	100.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	1

GPS

82% EXS+

41% GDS

Combined Re, Wr, Ma

Total pupils:	Combined %						
	All	Cumulative	Boys	Girls	PP	SEN	EAL
Greater Depth	11%	11%	7%	15%	0%	0%	0%
Chance GDS	15%	26%	7%	23%	0%	0%	0%
Expected	44%	70%	43%	46%	50%	0%	0%
Intervention	7%	78%	7%	8%	0%	25%	0%
Key Marginal	15%	93%	21%	8%	0%	25%	0%
Progress Group	7%	100%	14%	0%	50%	50%	100%

Cumulative Numbers of Pupils

Total pupils:	27	14	13	2	4	1	
	All	Cumulative	Boys	Girls	PP	SEN	EAL
Greater Depth	3	3	1	2	0	0	0
Chance GDS	4	7	1	3	0	0	0
Expected	12	19	6	6	1	0	0
Intervention	2	21	1	1	0	1	0
Key Marginal	4	25	3	1	0	1	0
Progress Group	2	27	2	0	1	2	1

They have made progress in all areas

Year 4

Reading

Spring PIXL 2020																	
On Track For	Progress Grp	Key Marginal	Intervention	Expected		Chance		GDS		KS1		Total Pupils PIXL					
All	6.7%	2	93.3%	28	86.7%	26	76.7%	23	69.0%	20	60.0%	18	40.0%	12	24.1%	7	30
Boys	0.0%	0	100.0%	18	94.4%	17	77.8%	14	66.7%	12	50.0%	9	33.3%	6	22.2%	4	18
Girls	16.7%	2	83.3%	10	75.0%	9	75.0%	9	72.7%	8	75.0%	9	50.0%	6	27.3%	3	12
PP	20.0%	1	80.0%	4	60.0%	3	60.0%	3	60.0%	3	60.0%	3	40.0%	2	40.0%	2	5
SEN	25.0%	1	75.0%	3	75.0%	3	75.0%	3	50.0%	2	25.0%	1	0.0%	0	0.0%	0	4
EAL	0.0%	1	0.0%	2	0.0%	2	66.7%	2	0.0%	2	0.0%	2	33.3%	1	0.0%	0	3

Maths

Spring PIXL 2020																	
On Track For	Progress Grp	Key Marginal	Intervention	Expected		Chance		GDS		KS1		Total Pupils PIXL					
All	3.3%	1	96.7%	29	90.0%	27	76.7%	23	72.4%	21	60.0%	18	53.3%	16	24.1%	7	30
Boys	5.6%	1	94.4%	17	88.9%	16	77.8%	14	77.8%	14	61.1%	11	61.1%	11	27.8%	5	18
Girls	0.0%	0	100.0%	12	91.7%	11	75.0%	9	63.6%	7	58.3%	7	41.7%	5	18.2%	2	12
PP	0.0%	0	100.0%	5	80.0%	4	60.0%	3	60.0%	3	40.0%	2	40.0%	2	20.0%	1	5
SEN	25.0%	1	75.0%	3	50.0%	2	50.0%	2	50.0%	2	25.0%	1	25.0%	1	0.0%	0	4
EAL	0.0%	0	100.0%	3	66.7%	2	33.3%	1	66.7%	2	33.3%	1	33.3%	1	33.3%	1	3

GPS

40% EXS+

20% GDS



Combined Re, Wr, Ma

Combined %							
Total pupils:	30		18	12	5	4	
	All	Cumulative	Boys	Girls	PP	SEN	E
Greater Depth	20%	20%	11%	33%	40%	0%	3
Chance GDS	0%	20%	0%	0%	0%	0%	0
Expected	43%	63%	50%	33%	0%	0%	0
Intervention	10%	73%	11%	8%	0%	0%	3
Key Marginal	17%	90%	22%	8%	40%	25%	0
Progress Group	10%	100%	6%	17%	20%	50%	3

Cumulative Numbers of Pupils

Total pupils:	30		18	12	5	4	
	All	Cumulative	Boys	Girls	PP	SEN	E
Greater Depth	6	6	2	4	2	0	
Chance GDS	0	6	0	0	0	0	
Expected	13	19	9	4	0	0	
Intervention	3	22	2	1	0	0	
Key Marginal	5	27	4	1	2	1	
Progress Group	3	30	1	2	1	2	

The lower GPS score has moved to us increasing our whole class teaching of specific grammar. There is still a large difference between the achievement of boys and girls which continues to be addressed and will be addressed on our return to school.

Year 5

Reading

Spring PIXL 2020

On Track For	Progress Grp	Key Marginal	Intervention	Expected	Chance	GDS	Total Pupils										
				KS1		KS1	PIXL										
All	7.1%	2	92.9%	26	85.7%	24	71.4%	20	75.0%	21	50.0%	14	32.1%	9	14.3%	4	28
Boys	0.0%	0	100.0%	17	94.1%	16	76.5%	13	76.5%	13	52.9%	9	23.5%	4	5.9%	1	17
Girls	18.2%	2	81.8%	9	72.7%	8	63.6%	7	72.7%	8	45.5%	5	45.5%	5	27.3%	3	11
PP	33.3%	1	66.7%	2	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	3
SEN	66.7%	2	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	3
EAL	0.0%	0	100.0%	4	75.0%	3	75.0%	3	50.0%	2	75.0%	3	50.0%	2	0.0%	0	4

Maths

Spring PIXL 2020

On Track For	Progress Grp	Key Marginal	Intervention	Expected	Chance	GDS	Total Pupils										
				KS1		KS1	PIXL										
All	7.1%	2	92.9%	26	85.7%	24	71.4%	20	85.7%	24	57.1%	16	46.4%	13	21.4%	6	28
Boys	0.0%	0	100.0%	17	94.1%	16	76.5%	13	94.1%	16	64.7%	11	52.9%	9	23.5%	4	17
Girls	18.2%	2	81.8%	9	72.7%	8	63.6%	7	72.7%	8	45.5%	5	36.4%	4	18.2%	2	11
PP	33.3%	1	66.7%	2	66.7%	2	66.7%	2	66.7%	2	33.3%	1	33.3%	1	0.0%	0	3
SEN	66.7%	2	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	33.3%	1	3
EAL	0.0%	0	100.0%	4	100.0%	4	100.0%	4	100.0%	4	75.0%	3	75.0%	3	50.0%	2	4

GPS

43% EXS+

25% GDS



Combined Re, Wr, Ma

Combined %							
Total pupils:	28		17	11	3	3	
	All	Cumulative	Boys	Girls	PP	SEN	E
Greater Depth	18%	18%	18%	18%	33%	0%	5
Chance GDS	0%	18%	0%	0%	0%	0%	(
Expected	43%	61%	41%	45%	0%	33%	2
Intervention	14%	75%	24%	0%	0%	0%	(
Key Marginal	18%	93%	18%	18%	33%	0%	2
Progress Group	7%	100%	0%	18%	33%	33%	(

Cumulative Numbers of Pupils

Total pupils:	28		17	11	3	3	
	All	Cumulative	Boys	Girls	PP	SEN	E
Greater Depth	5	5	3	2	1	0	
Chance GDS	0	5	0	0	0	0	
Expected	12	17	7	5	0	1	
Intervention	4	21	4	0	0	0	
Key Marginal	5	26	3	2	1	0	
Progress Group	2	28	0	2	1	1	

These are developing results but indicate the need to increase GDS across the board as they move into year 6

Year 6

Reading	Maths	Combined Re, Wr, Ma	GPS
% EXS+ 93%	% EXS+ 93%	% EXS+ 90%	% EXS+ 97%
% GDS 53%	% GDS 57%	% GDS 27%	% GDS 43%

These are exceptional results as these were end of year SATs tests taken in March. This is testament to the hard work of the year 6 team and the focus of the children. We are sad that they have been stripped of their opportunity to showcase their talents in the SATs in May but are proud of what they have achieved and what

This term we have undergone a series of whole school assessments

- Year 1 Phonics screening check
- Year 2 Mocks SATs for reading and maths
- Year 2 No More Marking writing assessment
- Year 3 PiXL diagnostic assessments for reading, maths and GPS (grammar, punctuation and spelling)
- Year 4 PiXL diagnostic assessments for reading, maths and GPS (grammar, punctuation and spelling)
- Year 5 PiXL diagnostic assessments for reading, maths and GPS (grammar, punctuation and spelling)
- Year 6 Mock SATs for reading, maths and GPS
- Year 6 No More Marking writing assessment

Monitoring

This half term we have undertaken

- Fortnightly SFA drop ins
- Monitoring from SFA associate
- Monitoring from PiXL associate
- Pupils book study for Science (based on the Ofsted Deep Dive format) of looking at books and talking to pupils to identify learning patterns over time and retention of knowledge and vocabulary
- NMM (No more marking) writing activities in year 2 and year 6.

CPD



	<p>All staff have undertaken Epipen online training. All SLT have undertaken First aid training. SD has undertaken updated Safer Recruitment training. All staff to take on online CPD opportunities through STEM.org.uk, OneStepCPD.com, future learn or other accredited online training providers (see pdf booklet from USP and FREE ONLINE SEN TRAINING document). CH, SP, ABa have undertaken Wings SFA training (next step for pupils after they have completed Roots SFA). CPD continuing to be the focus of staff meetings with emphasis on SFA (reading and writing) and the role of the subject leader. TA training as part of TA meetings timetabled weekly with Amanda Banks and Kim Bramley. Mental health training for SD</p> <p>Staffing Helene Terry is retiring after 20 years on the 17th April. We have not been able to mark her retirement in the way that we would have wanted and we will have a formal goodbye with the children when we return to school. We will also have a staff 'do' to celebrate all that she has done at Ditton Lodge during her time with us. This is a strange time for her to retire and we want to ensure that she has the recognition that she deserves. Anne Spurr is also retiring after 22 years as midday supervisor and then teaching assistant and she will also be celebrated in due course. Victoria Kavanagh will start on 20th April. We have already started her induction as this is a strange time to join a school, but we know that she will be made to feel welcome and part of the Ditton Lodge Team. Sarah Liming, joined us again after half term as our trainee teacher in year 1 Trainee teacher Sarah Mallon (KF) continued to be with us every Friday in year 2 for the Spring Term</p> <p>Wider life of the school</p> <ul style="list-style-type: none"> • SFA Collaborative Learning expectations in all lessons • Weekly learning focus linked to development points from monitoring drop ins • Weekly behaviour focus linked to Ditton Lodge's High Five values and SFA Collaborative Learning techniques • Clubs: Lego, Friendship crafts, Colouring, Card, Football, Dance, Debating, Netball, History, Cricket, Balance-ability, • World Book Day • A range of visits and visitors: KS2 Football sessions from Norwich City, Year 6 trip to Palace House and Heritage Museum for a morning, <p>Thank you, Governing Body, for your continued balance of challenge and support. This is a very difficult and strange time, but I am proud to be Headteacher at Ditton Lodge. I greatly appreciate the support from USP, especially Stephen Astley, and my colleagues, especially SD, KB and AB who continue to be the most fabulous SLT. I am extremely proud of all of our staff and how they tirelessly give of themselves each week. The children continue to be the reason I get up in the morning and do all that I do and I will continue to strive to ensure they continue to receive 7 years of excellence during their time at Ditton Lodge.</p>	
B2	<p>Curriculum Provision</p> <ul style="list-style-type: none"> • See Head's report. 	
B3	<p>Pupil premium and primary sports premium</p> <ul style="list-style-type: none"> • Sports Premium report – Currently in draft form. • Pupil Premium – *set up TEAMS meeting. 	*AB/LK to meet
B4	<p>Academy Equality Objectives Defer to next meeting*</p>	*SD to forward impact review info.
B5	<p>Policy Review</p> <ul style="list-style-type: none"> • Behaviour Policy – defer to next meeting* • Invacuation Policy (local) – adopted. • Updated policies from the Trust were noted: Critical Incidents; Death in Service Guidance. 	*SD add to next agenda
B6	<p>Staffing Updates</p>	



	<ul style="list-style-type: none"> See Head's report. 	
B7	Information from the Trust - The recent strategy day was postponed. An addendum for the safeguarding policy, as a result of the coronavirus, has been published on the school website.	
	SECTION C: FINANCE, HR AND PREMISES	
C1	Budgetary Monitoring Report	
	<ul style="list-style-type: none"> The February budget monitoring report currently illustrates income and expenditure as expected with a surplus outturn for the end of the year. The first draft budget has been submitted and received favourably. Next draft with amendments, if any, due for submission in May. 	
C2	Health & Safety/HR/Premises	
	<ul style="list-style-type: none"> A recent review of H & R/Premises was carried out by JG and SD. A report by JG indicated there were no immediate snags and that all remedial actions were carried out in a timely manner. Another review will take place in the summer term subject to the school being open. 	
	SECTION D: GOVERNING BODY ORGANISATION & ADMIN	
D1	Local Governing Body Membership	
	<ul style="list-style-type: none"> LGB currently has two vacancies, one for a Trust governor and one co-opted. Succession planning is under review. 	
D2	Safeguarding Arrangement	
	<ul style="list-style-type: none"> To consider any safeguarding issues not covered in Headteacher's report – MM sends out regular communication to parents around keeping safe, safety and signposting mental health support. To receive a report from the safeguarding governor for visit on 13th January 2020. Single Central Record Checked. Minor update to record that volunteers have read most recent KCSIE has been completed. A new filing system has been implemented making it easier to identify information missing from SCR. KB created an Induction Checklist in September 2019. Record of induction for all new staff now on file. CPOMs is an electronic system for monitoring events that contribute to an overall picture of safeguarding - e.g. incidents, accidents, attendance. Due to ease of this system, there is much more consistent and timely reporting by all members of staff. The alert system supports effective escalation and the coding enables easy tracking of patterns and trends. DSLs have a higher level of access that enables them to respond quickly to emerging issues and closely monitor identified safeguarding concerns. <p>A follow up safeguarding visit will be required to review the on-line safeguarding systems and protections that the school have in place. The Headteacher's report to this meeting re: the framework for online safety that has been in place and now modified for the Covid-19 situation provides strong evidence that the school has robust processes in place in this regard. The Headteacher's report also indicates that substantial planning and action has gone into adapting all safeguarding systems to ensure the safety of Ditton Lodge children and staff during this lock down period.</p> <ul style="list-style-type: none"> Attendance, Exclusions and Holiday Requests – As per report. <p>Period: 02/09/2019 AM to 20/03/2020 PM Scope: Whole School</p> <p>97.27% (previous year for same period 97.01%)</p> <ul style="list-style-type: none"> Recording and reporting of prejudice related incidents since last meeting – None. 	
D3	Governor Training and Development	



	<ul style="list-style-type: none">In-house Training at Ditton Lodge to be arranged before the end of the summer term this will now be deferred as a result of the current (coronavirus) situation.	
SECTION E: CLOSE OF BUSINESS		
E1	<u>Any other business</u> <ul style="list-style-type: none">Governor survey CS to email to governors.Governor newsletter – CS will take the lead in collating a monthly governor update to be added to the current weekly Good News.	
E1	<u>Impact</u> <ul style="list-style-type: none">The school has faced unprecedented challenges and implemented positive strategies to keep school life and the community alive during this difficult time.Home learning has been set up with a huge amount of effort from the teaching and support staff and well received by the children and parents. Thanks go MM and her team.Robust safeguarding of students remains one of the main priorities of the school.Supporting education via personal contact and support offered is exceptional.	

CS thanked everyone for attending and closed the meeting closed at 20:05 hours.