



**MINUTES OF THE VIRTUAL MEETING
OF THE
SCHOOL DEVELOPMENT BOARD
HELD USING TEAMS
MONDAY, 28th June 2021**



The Meeting commenced at 17.47

1.	Those Present	Also Attending
	Louise Bennett LB Nicola Evered NE Lee Hitchman LH Daniel Holmes DH Emma Irvine EI Keith Ryder KR Gary Tatnell GT	Roger Slater RS (Clerk) Tammi Wainwright TW (Deputy Head) Emily Hulme EH Sarah Milton SM
2.	Apologies for Absence	Action
	Governors agreed to accept apologies for absence from: Kathleen McGillicuddy KM It was noted that KR expected to be late in joining the meeting.	
3.	Declarations of Interest	
	As a standing declaration, the interests were noted of governors who are also parents of children attending the School.	
4.	Subject Leader Report: Maths / PSQM – Emily Hulme	
	<p>EI welcomed EH to the meeting. EH shared her PowerPoint presentation on screen. The following matters were discussed:</p> <ul style="list-style-type: none"> (i) EH began by recapping what has been taught in Maths this year. (ii) All topics are linked to real life contexts, highlighting applications to Science and Engineering. (iii) There is a key focus on fluency through daily Maths lessons using a 'Mastery' approach: <ul style="list-style-type: none"> ➤ apply skills, ➤ reason, ➤ explain ➤ solve problems, and ➤ complete investigations. (iv) EH explained that there are several policies, e.g. teaching calculation, that ensure consistency between staff. (v) Referring to the impact of the lockdowns on Maths, EH explained that learning gaps had been identified following the 2019-20 lockdown and curriculum amalgamation documents were produced for each year group to ensure that the children were not held back by gaps in their learning. This year there has been a different 	

	<p>approach to home learning during the lockdown and progression has been much better.</p> <p>(vi) The school is following the 'Can-do Maths' curriculum. The timetable for Maths uses 21 facts to start each day. There are Maths Meets each afternoon to deal with misconceptions during which children re-visit topics and engage in intelligent practice sessions.</p> <p>(vii) The stages of the Can-do approach are ACE:</p> <ul style="list-style-type: none"> ➤ Acquire (when children practise the skill that has been taught), ➤ Consolidate (when children use the skill to test the security of their acquisition through activities such as 'true or false' 'why Colin and Coco made a mistake,') and ➤ Explore (when children work through open ended explorations which is the Mastery level). <p>(viii) The first four days of each week are focused on ACE activities and day 5 is based on arithmetic testing.</p> <p>(ix) EH shared a slide showing the Maths Key Priorities for 2020-21 and explained that these will continue into next year:</p> <ul style="list-style-type: none"> ➤ To update the Science principles and vision with all stakeholders and children to create a shared agreement for good science teaching and learning, which is evident on the school website and around the school. ➤ To provide further opportunities for children to talk about their science teaching and learning experiences e.g. pupil voice, surveys, science council. ➤ Children have regular and easy access to quality Science texts that are modern, relevant and age appropriate. ➤ Science lessons are engaging and inclusive for all learners with opportunities for outdoor learning and field work. ➤ The Science subject leader to provide opportunities for parents to be involved in science activities with children in school and at home. ➤ The Science subject leader to identify and share strategies for incorporating Science capital into Science lessons and whole school activities. ➤ Enquiry skills are embedded across the school and are taught consistently and accurately, with opportunities for children to learn and use all enquiry skills. ➤ Children independently plan, carry out and evaluate working scientifically enquiries. ➤ Science learning is contextualised and skills are mapped to a range of subjects. <p>As well as opportunities for CPD and to continue to build links with the local secondary schools and further links through businesses and organisations.</p> <p>(x) EH explained that every classroom has the same resources and that staff model using those resources. Can-do Maths has provided videos for staff to demonstrate how to model.</p>	
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	<p>(xi) EH reported the recent STEM week had provided opportunities for children to apply their Maths learning.</p> <p>(xii) Referring to a recent pupil voice sample using a cross section from years 3 to 6, EH reported that the children are confident about their Maths and know that it is ok to make a mistake just as 'Colin and Coco' do. They are able to use maths vocabulary to help someone when they get it wrong. They enjoy 'Timetable Rock Stars.'</p> <p>(xiii) EH reported that the Spring Term Data (Pinpoint in Time) shows that 38% across all year groups are on track with a further 19% are working at greater depth. She explained that teachers are focused upon supporting the 22% who are just below to attain being on track. GQ: What is the composition of the just below cohort? Is it about gender? A: The gaps between boys and girls are closing. Girls' confidence is improving greatly.</p> <p>(xiv) EH then shared a slide showing the Next Steps for Maths:</p> <ul style="list-style-type: none"> ➤ To analyse the summer term data across the whole school, identifying specific trends and patterns. Focus upon the difference between boys and girls, as well as pupil premium and SEND. Using this to create update the action plan and create further targets. ➤ To meet with the Infant school and complete baseline assessments on the new year 3s. ➤ To provide training to new members of staff, to ensure teaching is consistently good across the school. ➤ To build links with other schools and external agencies to actively promote Maths within the school. ➤ To build links with the Infant school to ensure consistency between the two schools for units taught, as well as vocabulary, resources and reasoning skills. ➤ To diminish the gap between boys and girls achieving ARE and GD in Maths. ➤ To diminish the gap between high and middle achievers making rapid progress in Maths. ➤ To continue to provide stimulating and enriching activities in Maths lessons and through Maths events. ➤ To provide opportunities of responsibility in Maths for children to help organise events, suggest further improvements in Maths and raise the profile of Maths across the school through events and competitions. <p>(xv) GQ: The comments from the children are very positive. Was there any feedback about what they don't like? A: I had a long discussion with some which was centred on them wishing that 'Colin' doesn't always get things wrong.' They also wanted more events and challenges.</p> <p>(xvi) GQ: Are you confident that PP and SEND children have been taken on a good journey in Maths? A: Yes. We look at progress as well as attainment. It is hard to compare like with like because we are now using the CBAT</p>	
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	<p>assessment system (Pinpoint in Time). We do actually have some SEND children who are working at greater depth. We can see from the children's books that all are making progress and achieving where they need to be. There is clear movement and children are making progress even if they are below in their attainment.</p> <p>LB: It's about triangulation and not just test results. We know the incremental steps that children need to take and can see evidence of these on a day-to-day basis in the children's books. Tests may show that our judgments are secure.</p> <p>TW: When SEND children are making progress they are likely to be removed from the SEND register which is quite fluid.</p> <p>(xvii) GQ: Where does the Can-do model come from?</p> <p>A: It has been developed by Steve Lomax who is well known in Gloucestershire. He came into school last year and delivered an inspiring launch with follow up training.</p> <p>(xviii) GQ: What ideas do you have for building links with the Infant school?</p> <p>A: Myself and the subject lead from the infant school attend SAS courses together and I have discussed Can-do Maths with her.</p> <p>PSQM – Primary Science Quality Mark</p> <p>(xix) EH referred governors to the slide, 'Vision and Values' in Science and to her slide on Science Key Priorities 2020-21.</p> <p>(xx) EH explained that this year she has been working for the GILT (silver) PSQM and will send the draft portfolio for governors to peruse and feedback on. The final portfolio which comprises 20 pages and which provides a snapshot of everything that the school is doing in Science, is due for submission in July and the outcome will be known next September/October.</p> <p>(xxi) EI thanked EH for her report and asked that she send her PowerPoint to RS for circulation.</p>	<p>EH to send the draft PSQM portfolio to governors to peruse and feedback. (74)</p> <p>EH to send her PowerPoint to RS for circulation. (75)</p>
5.	Subject Leader Report: English – Sarah Milton	
	<p>EI welcomed SM to the meeting. SM also shared her PowerPoint presentation on screen. The following matters were discussed:</p> <p>(i) SM explained that Spelling and handwriting are taught 4 times each week and that Reading, and Writing are taught every day.</p> <p>(ii) Reviewing the data for the Spring term, SM commented that the children have made good gains since they were assessed on entry with 61% now working at expected or above in Reading and 51% working at expected or above in Writing.</p> <p>(iii) SM then shared slides showing Spring data for Disadvantaged children and for SEND, commenting that in these groups children are making small steps of progress.</p> <p>(KR joined the meeting at this point: 18.26)</p> <p>Reading</p> <p>(iv) SM next explained the 5-day Reading cycle being used at the school which is now integrated into the thematic curriculum. The cycle</p>	

	<p>includes explicit vocabulary teaching as well as teaching about the context and background of the text:</p> <ul style="list-style-type: none"> ➤ Days 1 to 3 focus on the practice of specific skills. ➤ Day 4 focuses on the application of those skills to known texts. ➤ Day 5 turns to the application of skills to an unknown text. <p>(v) SM observed that there has been a 'huge attitude change' in Reading, with children far more confident because they are able to use skimming and scanning.</p> <p>(vi) SM reported that the whole school completed a KS1 Phonics screening test recently and 18% did not pass it. She added that 36% of children in the school are struggling with Phonics. SM went on to report that she and TW have met to problem solve what to do about the level of Phonics in the school and decided on the following:</p> <ul style="list-style-type: none"> ➤ Phonics sessions will be held on 4 days each week using a specific Phonics scheme to ensure consistency. ➤ SEND children will all have targeted Phonics teaching. ➤ Staff were trained in delivering the Phonics scheme at the INSET after Easter. <p>It was noted that the Phonics work is also having an impact on Writing.</p> <p>(vii) EH explained the school's home reading scheme which uses different colour book bands. The scheme ensures that readers have books for home reading that are both reading-age appropriate and appropriate by context to a child's chronological age. Book bands Lilac to Lime focus on phonetical decoding.</p> <p>Writing</p> <p>(viii) SM explained that the cycle for Writing is not delivered in accordance with days of the week because this could lead to rushing through the stages. The Writing cycle is based on genres and therefore will vary in the time needed from one genre to another.</p> <p>(ix) SM then shared a diagram showing the stages of the Writing Cycle:</p> <ul style="list-style-type: none"> ➤ Immersion in the text type (genre). ➤ Looking at a WAGOLL (What a Good One Looks Like). ➤ Setting of the task. ➤ Teaching of skills – grammar based using a learning structure similar to ACE in Maths: 'Find it, Try it, and Apply it.' ➤ A Shared Write – staff came up with this idea of how they can take skills and put them into their draft, providing a more consistent approach. ➤ Plan, draft, edit and publish the final piece. ➤ Independent Writing – a week or so later, children have the opportunity to carry out a completely independent piece of writing. <p>(x) SM advised that monitoring and discussions with staff had revealed that:</p>	
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	<ul style="list-style-type: none"> ➤ Although children were learning skills successfully within the lesson, they were struggling to apply this in their drafts. SM led a staff meeting on how to provide children with suitable writing tasks to allow children to apply their skill within that lesson. Monitoring of this has shown an improvement of application of this skill within the lesson. ➤ Not all staff were confident with the monitoring of writing. SM carried out training on this and this will continue next academic year. <p>SM added that the teaching of spelling and handwriting follows a scheme and that she will be continuing to develop the teaching of spelling from September.</p> <p>(xi) Finally, SM shared a slide which explained how the school will be developing English next year:</p> <ul style="list-style-type: none"> ➤ We are continuing to develop the link between reading and writing. ➤ The new reading and writing objectives support this as they both follow the same framework. ➤ Spelling continues to be a barrier within our school. A new spelling scheme is being introduced in September. This scheme was developed by the same person who created the reading and writing objectives. ➤ We need to continue to develop oracy across the school. ➤ We will be working in vertical teams across the trust. ➤ We need to develop more opportunities for children to be inspired by authors. We will be booking Cheltenham literature festival and plan to have more author visits next year. ➤ We will be holding workshops for parents to support them with understanding how we teach English and how they can support their child at home. <p>(xii) GQ: Regarding the book bands, how can the school, support parents who cannot support their children's reading at home? A: Children who need more support at home may have more support in school, so they are heard to read by an adult at least once every day, or every week or fortnight. All staff are committed to this and once the Covid restriction on using volunteers is lifted we will be able to do more.</p> <p>(xiii) EI thanked SM for her report and asked that she send her PowerPoint to RS for circulation.</p> <p>(EH and SM left the meeting at this point: 18.52)</p>	<p>SM to send her PowerPoint to RS for circulation. (76)</p>
6.	Co-Chair's Report	
	<p>(i) NE advised that she and EI had been in school a couple of times to support staffing changes but have nothing of concern to report.</p> <p>(ii) NE and EI reported that they have met with LB regarding pay awards for teaching staff.</p> <p>(iii) EI advised that she and DH had assisted with recruitment interviews.</p>	

	<p>(iv) There has been some partial school closure as a result of positive Covid tests.</p> <p>(v) Referring to governors' recent meeting with Chris Swan (CS), EI said that she felt CS had been very measured and complimentary about the SDB. LB said that the Headteachers had also had a discussion with CS. She said they had discussed ideas about where the Trust is heading and there was an agreement to work across the Trust more and in vertical groupings. It was also suggested that the Trust should be engaged in research more. NE added that CS had been impressed by the journey that the school and governors have been on. LB responded by saying that the school is now often asked to support other schools which is good recognition of how far the school has come.</p>	
7.	Headteacher's Update	
	<p>Prior to the meeting, governors had received via email the following documents:</p> <ul style="list-style-type: none"> ➤ Trustees' Update for Term 6 2020-21 ➤ SDP for 2020-21 – 02.06.21 <p>LB gave a commentary and answered questions. The following matters were discussed:</p> <p>(i) LB explained that she will provide a full written report at the September SDB meeting which will include the data from the pupil assessments being completed this week.</p> <p>Positive Covid Cases</p> <p>(ii) LB advised that there has been a positive PCR test in Year 4 which has led to the Year 4 bubble isolating for 10 days. Previously there had been a positive case in Year 6. LB explained that within 20 minutes of the children being sent home, remote learning was operating which is a credit to the staff.</p> <p>New Year 3 Transition</p> <p>(iii) TW reported that she has held two detailed meetings with the SENDCo from the Infant School and has 'unpicked' the needs of children who will be entering Year 3 in September. Tomorrow, TW and EH will be meeting all next year's Year 3 teachers to ensure that they are ready for the new intake. Teachers will meet their new pupils from the Infant school on 9th July.</p> <p>(iv) A zoom meeting for new parents was held and very positive feedback has been received about the quality of the presentation that was given.</p> <p>(v) New parents have been invited to contact the school, via email and TW is contacting families with needs around SEND, anxiety and/or social care.</p> <p>Year 6 Transition</p> <p>(vi) TW advised that all the paperwork to support Year 6 transition is being completed and there is ongoing liaison with children's new</p>	

	<p>schools. There has been a very detailed meeting at Stroud High School.</p> <p>(vii) LB reported that there will be no move up days this year but that Secondary schools are running alternative meetings on Zoom.</p> <p>(viii) LH reported that there had been meetings today with Rednock and Marling and explained that he will be using videos provided by the schools to support Year 6 in preparing for their transition.</p> <p>Premises Update</p> <p>(ix) A CIF bid for the renovation of the flat roof over the lower KS2 area, reception and IT room, was turned down by a slim margin and an appeal has been lodged.</p> <p>Arrangements Next Year</p> <p>(x) Regarding next year, LB said she hoped that the school would be back to normal in September. If it is necessary to continue to have a Covid Risk Assessment in place, LB will circulate the RA to governors in August.</p> <p>(xi) It was agreed that online SDB meetings have worked well and that next year some SDB meetings should continue to be held virtually. TW said that she has held some very productive online SEND meetings enabling all SEND reviews to have been completed and plans finalised.</p> <p>SDP</p> <p>(xii) LB commented that progress of the SDP this year has been hindered by the lockdown. She went on to explain that SLT will review the SDB and determine new priorities for next year once the end of year data is available. Some priorities from this year will be carried forward.</p> <p>Staffing</p> <p>(xiii) LB advised that the Trust has proposed that the school should operate with just an administrative officer and that finance will be managed by a part time business manager. For next year, the SBM from Berkeley will be based at Cam Woodfield for 2 days each week to enable the model to be tested.</p>	
8.	Approval of the Minutes	
	The Minutes of the SDB meeting held on 24 th May 2021 were approved as a true record.	
9.	Matters Arising	
	<p>(i) Action 50 – NE reported that there has still been no progress regarding the MUGA proposal. A meeting with the CEO and Business Director is pending.</p> <p>(ii) Actions 64, 66, 67, 71, 72 and 73 – Completed.</p> <p>(iii) Action 65 – LB advised that a former HMI will be conducting a review of the school on Tuesday and Wednesday, 9th and 10th November and LB will arrange an Ofsted preparation training for governors in late September / early October.</p> <p>(iv) Actions 68, 69 and 70 – Pending.</p>	

	(v) Re: Item 13 – It was agreed that a note should be included in the Newsletter when a policy is updated.	
10.	Governors' Monitoring and Ofsted Preparation	
	<p>Prior to the meeting, governors had received via email the following governor monitoring reports:</p> <ul style="list-style-type: none"> ➤ English – EI – 26.05.2021 ➤ Staff Recruitment Interviews – DH – 26 to 27.05.2021 ➤ Health & Safety – GT – 10.06.2021 ➤ SEND and Pupil Premium – KM – 18.06.2021 <p>The following matters were discussed:</p> <ul style="list-style-type: none"> (i) Referring to the Health & Safety visit report, LB advised that the Asbestos record is contained in the Premises folder which is kept in her office. (ii) LB commented that when KM visited the school on 18th June she had been 'bowled over' by the pupils' oracy. (iii) It was agreed that when questions are posed and/or recommendations made, LB should provide follow up comments as part of the visit reports. It was agreed that since the reports for English and Health & Safety had been submitted late, they will be reviewed at the next meeting together with NE's report on Maths. 	<p>Governors' Visit form to include a section for LB to make follow up comments. (77)</p> <p>Visits reports for English, H&S and Maths to be reviewed at the next meeting. (78)</p>
11.	Health & Safety	
	<ul style="list-style-type: none"> (i) GT praised the ability and productivity of the new site manager, Mrs Elliott. LB added that Mrs Elliott is being trained by the site manager from Marling who has also completed the school's PAT testing. (ii) LB advised that, apart from matters included in her Trustees' Update, there are no H&S matters requiring governors' attention. 	
12.	Safeguarding	
	<ul style="list-style-type: none"> (i) LB confirmed that there are no safeguarding matters requiring governors' attention. (ii) It was noted that CBAT had completed a Safeguarding audit recently which had identified a few minor improvements to be made to the SCR. 	
13.	Staff Wellbeing	
	<p>The following matters were discussed:</p> <ul style="list-style-type: none"> (i) LH commented that staff had really appreciated being given an INSET day to work at home on their end of year reports. (ii) LH observed that staff have confidence in the ongoing arrangements for Covid but are nevertheless quite anxious about the possibility of being infected. (iii) LH said he will survey staff again before the end of the year and present a written report at the next meeting. (iv) LB advised that all leavers are given an exit interview via CBAT with the outcome being reported to the CEO and Head of Personnel. (v) GQ: (Referring to LB and TW) Who looks after your wellbeing. Do you have someone to support you? LB: The co-chairs are an extremely supportive unit towards TW and I, in ensuring that our wellbeing is paramount. One example of this, of which there are many, is that last week the school suffered a bout of sickness which affected staff absence. Both EI and NE, as 	

	they always do, checked in and offered support whilst managing their own work commitments. As a result, EI rearranged her work diary to support the school by covering the office whilst the admin colleague was absent. I hope you will all agree that this endless commitment to support our well-being, is a formidable strength that goes above and beyond and is very much appreciated. I thank them both personally.	
14.	Policies	
	<p>(i) Governors noted the implementation of the following CBAT policy: ✓ Supporting Pupils with Medical Conditions</p> <p>(ii) Governors agreed with the consultation draft of the CBAT Teachers' Pay Policy 2021-22, noting that it included the suggestions that had been made by the SDB regarding TLR payments to part-time teachers.</p>	
15.	Governors' Training	
	<p>(i) KR reported that he had attended the GCC training for new governors which he had found useful.</p> <p>(ii) It was agreed that governors should complete the GDPR module on Modern Governor before the next meeting. NE said she would provide evidence of the extensive workplace GDPR training she has completed recently.</p>	<p>Governors to complete Modern Governor GDPR module before the next meeting. (79)</p> <p>NE to provide evidence of her GDPR workplace training. (80)</p>
16.	Questions to Leadership	
	No questions had been submitted prior to the meeting.	
17.	A.O.B.	
	Governors commented that the presentations given by subject leaders at the beginning of the meeting had been outstanding.	
18.	Dates of Next and Future Meetings	
	<ul style="list-style-type: none"> • 13th Sep 2021 • 8th Nov 2021 • 6th Dec 2021 • 17th Jan 2022 • 14th Mar 2022 • 23rd May 2022 • 27th Jun 2022 	

The meeting ended at 19.48

Signed as a true record: _____ Date: _____
Co-Chair