

**Tring School
Local Governing Body Committee Minutes
Tuesday 9 June 2020, 6.00pm via Google Hangout Meet**



Present: Mr A Kent
Mrs E Ayling
Rev Huw Bellis ex-officio
Mr S Bladen
Mr J Foskett
Mrs C Hodgson
Miss E Hicks
Mrs C James
Mrs E Munro
Mr G Tuckwell
Mrs P Brash
Mr P Walter
Mrs S Collings (CEO/Headteacher) - ex-officio

In Attendance: Mrs S Ambrose (Head of School)
Mr R Gibberd (Business Director)
Mrs H Golla (Assistant Headteacher)
Mr C Lickfold (Assistant Headteacher)
Mrs R Georgiades (Deputy Headteacher)
Mrs L Williams (Assistant Headteacher)
Mrs S Kay (Head of Sixth Form)
Mrs V Wilson (Clerk)

Opening Prayer - Read by Sue Collings

Item	
1.	Welcome, apologies and absences. No apologies received.

Item	
2.	Confirmation that the meeting is quorate The Clerk confirmed the meeting was quorate.

Item	
3.	Notification of Any Other Business It was agreed that the following items be tabled under Any Other Business: <ul style="list-style-type: none"> • Admissions • Reports/Timings for future meetings. • Personnel Verbal Update

Item	
4.	Declarations of Interests There were no declarations of interest.

Item	
5.	Minutes of Previous Meeting held The minutes of the meeting held on, previously circulated, were signed by the Chairman as a correct record. A copy was signed and would be filed.

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Item	
6.	<p>Matters Arising</p> <ul style="list-style-type: none"> ● Data Training for Governors - Rob Wall has proposed either 6 or 7 August for this to take place. ● Governor page on SEDP <ul style="list-style-type: none"> ● AK to contact NB as a follow up to the item in the March meeting.

Item	
7.	<p>Covid-19 Update - SAA</p> <p>SAA briefed govs on the current state of play with the students online learning. Also summarised was the return to school plan for some students and staff for this term. At the moment, it looks like there will be a blended approach to learning come September. LT is looking at the impact on the curriculum and how we need to change our curriculum to meet the students' needs.</p> <p>Question: September, would it be possible to have a one week timetable for KS3? SAA: Possibly but needs to be a long term solution that fits with the blended approach.</p> <p>Question: Are we able to cater for more students of key workers? SAA: At the moment we are at capacity but if the demand increases we'll adjust. We need to be mindful that the more students we have in, the more teachers will need to come in.</p> <p>Question: Attendance, have we been reporting? SAA: Yes.</p> <p>Question: Are there any things that the school is doing better at the moment and will we learn from/keep these systems in the future? RGS: LT has started to collect these ideas and will be looking at what we would like to keep from this situation. Some things we will definitely harness when we return to normal both from a teaching and learning point of view and as a general staff body. Efficiencies such as virtual meetings and screencasting are really beneficial.</p> <p>Question: What is current thinking around parental choice. About sending children back into school? SAA: Year 10 and Year 12 conversations have taken place about getting students in who are not engaging at home. Quietly confident that there will be a good uptake.</p> <p>Question: Will there be an issue with us wanting a student to come in and a parent saying no. SC - Currently no enforcement. We will closely monitor the DfE guidance around this.</p> <p>Question: What do you think will be the impact on not being able to offer any transition for our new Year 7s? SAA - It could be massive and we are still thinking through how we will monitor this but we have some ideas to do activities virtually. SKY - Yr 12 transition has all been set up virtually through a website including extended summer work.</p> <p>Question: Year 7 transition and assessment? Are we delaying CATS etc.. LWS - Again, we need to give this more thought due to the guidance changing on an almost weekly basis. We will be getting information from primaries and will base initial setting on this. Initially, there will be a top set and a bottom set and these are all</p>

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moveable.

Question: Will there be any change to September term dates?
 SC - We may suggest an extended start to the term.

Governors asked for it to be acknowledged that the planning and logistics of everything so far had been a job well done. SC advised that we have been led every step by guidance from the NGA, DfE, HCC and the Diocese. This guidance will be linked to the H&S policy.

SC shared the Risk Assessment document for reopening the school and the Future Planning document for September.

Item	
8.	<p>Pastoral Report - HGO</p> <p>Report was shared in advance and questions invited.</p> <p>Attendance remains consistently lower for Year 9 and 10 (using current data and historic data) as a whole and particularly 9 & 10 PPM and SEN.</p> <p>Question: Can we have some commentary around this higher absence in year 9/10 - are there any trends? Have the cohorts been absent in earlier years?</p> <p>HGO: I have asked our County attendance officer about national trends around Yr9 /10, none have been forthcoming to date, however, my thoughts are for our students:</p> <p>1) Mental health seems to present more significantly at this age (teenage years? /fitting in socially /social media?)</p> <p>2) For girls who are undiagnosed with ASD, they are generally good at masking this in Year 7 and perhaps 8, but certainly, by Year 9 this becomes much harder to mask and we see the problems this is causing them. This gets tricky because the wait for an ASD assessment can be 18 months and has to happen via the families GP. This is an area I find frustrating because by the time ASD traits are obvious, the students are generally struggling, then they have a long wait for a diagnosis, by which time attendance can be really hit and of course the child's education. Our SENCo and I are working more closely, and where we feel a child is showing ASD traits we are trying to catch them early and get strategies in place. This remains a difficult area and one high on the agenda for our SENCo and I.</p> <p>In addition, you also get a mix of ASD which can then lead to anxiety, which makes this harder to tackle, especially if waiting on CAMHs.</p> <p>Hopefully, the higher focus on 9 and 10 for those that are not ASD or suffering from Mental Health will impact on the general 9 and 10 dip.</p> <p>Question: Any idea of how many may be affected by this?</p> <p>HGO: Across all key stages using inclusion (obviously there are more students with ASD who don't use inclusion):</p> <p>ASD - 11 (4 in year 9/10)</p> <p>Mental Health - 8 (4 in year 9 /10)</p> <p>ASD & MH - 5</p> <p>These students have a real impact on attendance, for example, 3 of the 5 students with ASD & MH do not attend at all.</p> <p>Question: Going forward, what can the school do with regard to safeguarding for pupils who are not attending school? e.g existing/new child protection concerns?</p> <p>HGO: Safeguarding is being dealt with in the normal manner, concerns are raised and</p>

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logged on Cpoms. Where needed additional conversations with NB /HGO happen. Our Pastoral team are calling the hub for advice and liaising with social workers if these are assigned. Quite often our staff are chasing professionals to ensure support is being provided.


All cases are being logged on a separate spreadsheet so we can see new cases and old cases which have escalated during the lockdown. The current pastoral care is excellent and HOH are going out of their way to ensure student safety.

Question: Will a record be kept of the reasons for non-attendance: e.g. parental concerns such as shielding vulnerable family members, or pupil fears regarding attendance etc. ?
Yes - these are all logged.

HGO also shared with governors a template of the Restorative Justice Worksheets.

AK thanked HGO for her work on this report.

Item	
9.	<p>SEN Report - CJL</p> <p>The report was shared in advance and questions invited.</p> <p>Question: Is one of the main challenges still the extra headcount/employees to work more full time to allow you to focus on other things as well? CJL: The new role will replace our SEN administrator and will also pick up some of the tasks of the Assistant SENCO as she looks to reduce her days.</p> <p>Question: Has the number of SEN children gone up or down compared to previous years? CJL: Numbers are going up, however, as we changed our methodology for measuring SEN Support students in the last 12 months ago, it is difficult to compare yearly figures. We have definitely seen an increase in ASD students, hence we have changed one of the H4 roles to be more focused on the students in this area. Many of our students' SEN needs remain undiagnosed as they wait for an official diagnosis. Waiting lists mean that quite often parents have to pay for an external assessment if they can afford it.</p> <p>Question: For my benefit, do we look at the different level of support needed to break it down in? CJL shared a data table. Please also note this data just picks up the students main presenting need, when they could have multiple needs and so, therefore, needs to be looked at under this proviso.</p> <p>Question: Is there more concern around social distancing with SEN students and what different measures could/would be put in place? CJL: Different measures in terms of communication through the students Key Workers. Ironically depending on the SEN need some SEN students will be far better at social distancing than other students. The key workers will be working with some students on their "anxiety" at returning to school, however, this is on an individual needs basis.</p> <p>Question: In terms of what we need to do next (in general), do we have specific targets for these actions so that governors are able to track progress towards these goals, would be really helpful if we could understand how far off we are. CJL: The Department Development Plan will be created for September 2020 based on school performance data and OFSTED requirements.</p>

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AK thanked CJL for this report.

Item

10.

PP Update - LWS

The report was shared in advance and questions invited.

Question: In regards to our FSM families being supported by Tesco vouchers, has this generally worked OK and will it continue over the summer holidays?

LWS: The Tesco vouchers that we have used have worked really well, 100% take up and success. There has been nothing so far from the government on whether funding will continue into the summer holidays.

Question: Encouraging PP students to lead school tours? Please can you say abit more about this and what is the improvement from-to?

LWS: Whenever we have visitors, students give tours of the school and we want to make a deliberate effort for this be PP students, it is good for their confidence to speak to new adults and this also something we know OFSTED are going to do so it helps the feel at ease.

Question: The report states that 30% of students have improved attendance and 25% of students have made significant academic progress. Could you say a bit more; how many students and what is the improvement from-to?

LWS: I can, I will find you some pen portraits but this was changes in attendance and outcomes for individual students across all year groups so it isn't generic.

It is 30% of all PP students have improved attendance and 25% of all PP students in Y7, 10 and 11 who have improved outcomes, so that is 50 out of 165 and 23 out of 93 respectively.

Attendance examples

-89.3% to 96.3%

-89.3% to 94.4%

-80% to 83.5%

-0% to 60.4%

Outcomes

Of the 25% of students in Y7, 10, 11

40% moved from being well below in 5 or more subjects to less than 5 subjects

60% moved from being well below in less than 5 subjects to working towards in all subjects or better, so some would have been exceeding in some subjects.

We only looked at Y7, 10 and 11 as this is where our data is most reliable. I didn't include Y12/13 this time as we hadn't rolled out Advocates to anyone in these year groups yet.

Question: Are we in any way prioritising returning PP children to school sooner or more often than others?

LWS: No, we are doing on a needs basis for all students. Those that are the most disengaged will come in first and this is irrespective of PP or not so that it is fair. Of 19 that are coming initially, 7 are PP.

Question: Student Conferencing. Could you explain a little more about the student conferencing? who is it with? How will it work? is it the revisiting of the summaries above? or does it also include a discussion about academic achievement/issues/worries/successes?

What is the intended impact and how will you measure or revisit?

LWS: This is what we already do. It has just been on hold in the lockdown. It is conducted

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by SC, SKY and LWS. It is different from the above. It is with Y6 students who are vulnerable/disadvantaged that are coming to us in Sept. We've been doing this with Grove for 3 years. It has a very positive impact on their transition. e.g. current Y7 who was at risk of being school refuser is in school and doing well with very personalised support plan which we wouldn't have had in place without the conferencing during Y6. It also allowed us to work with parents and therapist before they started at Tring.

It also ensures that we place these students carefully in terms of House and teaching groups. Another example would be that during lockdown we've had struggles with one of our students as he has been demotivated. The HoH and SKY were able to do a family hangout as SKY could also support the Y6 student as she has been conferencing him since Sept.

AK thanked LWS for her report.

Item	
11.	<p>Church School Group Update</p> <p>Minutes to the last meeting were previously shared.</p> <p>SC advised Governors on what has been taking place regarding church-related activities. Thanks must go to the chaplains and SKY/JHY for keeping the ethos front of mind. AK thanked all involved.</p> <p>LA has sent a form round to governors for involvement in this.</p>

Item	
12.	<p>Numbers to April 30th - RG</p> <p>Finance reports were shared in advance and questions invited.</p> <p>Question: When do we expect these pledges to be realised? How do we ensure this in the current climate?</p> <p>RG: The money is already in the TST bank account. The pledge is from the Trust to the School so there is no risk.</p> <p>Question: Do we have plans for the surplus?</p> <p>RG: It will go to the reserves and in due course contribute to the extra facilities and equipment in the new build.</p> <p>Question: I understand the numbers swing recently due to cancellation of school trips, which are balanced by a loss of income so are 'in and out'. So the overspend of £71k stands? A large chunk of which was 'parental contributions', where does this sit in the detailed sheet?</p> <p>RG: It is also largely money "in and out" so there will be a corresponding amount in "other income". This will mostly have been trips that have already taken place and purchases of Chromebooks.</p> <p>The HCL Catering contract is up for renewal in September and RG advised that normally, the school would invite up to 3 companies to tender for this contract. In light of the current situation, RG recommended to Governors that we extend this contract for another year. There were no objections to this proposal.</p>

Item	
13.	<p>Final Predictions - SAA</p> <p>The report was shared in advance and questions invited.</p>

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	<p>Centre Awarded Grades have now been uploaded and sent off to exam boards. This has been a huge amount of work and SAA would like to thank teachers, SLs and the Exam Department for all their assistance.</p> <p>Question: Some of the grades show quite big changes, are there any themes or concerns? SAA: Scrutiny has taken place but no surprises. We have made sure that there is evidence to support any grade changes.</p> <p>Question: Please could we see the comparison between what the actual grades are vs our recommendations. SAA - Absolutely.</p> <p>Question: Could the school appeal against what regulators grade? Has anything been released about how this process is going to work? SAA: Student can't appeal, but centre can.</p> <p>Question: Have we considered under what basis the school would lodge an appeal? SAA - Not yet.</p>
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Item	
14.	<p>Progress on Implementing the Accessibility Plan - RG/SAA</p> <p>The report was shared in advance. Updates in red. No questions were received but Governors were invited to put any questions onto the report so that they could be answered.</p>

Item	
15.	<p>Support Staff Appraisal Update - RG/LA/CJ/SB</p> <p>The report was shared by LA following the support staff appraisal process. In summary, Governors commented that objectives were not SMART / SMAART and would like to see objective setting training delivered with some urgency at the start of the School Year and also next year would like to see more objectives flowing from the School Development Plan</p> <p>It was agreed that current circumstances provide a perfect opportunity to review the Appraisal policy for support staff and, if we can work quickly enough, have changes in place for the new school year.</p> <p>Overall the governors agreed that the appraisal had followed the existing policy guidelines and subject to the individual case mentioned above being reviewed are happy to accept the schools proposal with regard to pay awards and look forward to supporting on the policy review and implementation in the very near future</p>

Item	
16.	<p>Review of Scheme of Delegation/RACI - Annual Reminder - SC/AK</p>

Item	
17.	<p>Termly Premises, H&S; contracts report - RG</p> <p>All covered.</p>

Item	
18.	<p>Chair's Business - AK</p> <p>Governor self-assessment & summary reports from last year were shared.</p>


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Item	
19.	<p>Standing Agenda Items - for information, no comments in advance required</p> <ul style="list-style-type: none"> - Visits log- Governor Visits, form for completion - Safeguarding - NB (previously covered) - Governor Training - CH log - online training available - Build Committee Update- AK - latest minutes shared - Fundraising Committee Update - AK - update shared. Work on growing the alumni is being concentrated on at the moment.

Item	
19.	<p>Any other business</p> <ul style="list-style-type: none"> • Discussion on Admissions in RLP document shared. Will be an item on the next LGB meeting in July. • Timings of Meetings/Reports Required - AK will look at this and suggest a change if necessary. Dates already set for 20/21 but if needed could change for the following year.

Item	
20.	<p>Conduct of meeting Governors to confirm that the meeting has been conducted in an open manner, that all Governors have been able to participate and contribute to discussions and that all members of the Governing Body will have access to these minutes.</p> <p>Confirmed.</p>

The meeting closed at 20.00. Date of next meeting is 8 July.

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