

**Tring School
Local Governing Body Committee Minutes - held remotely
Wednesday 13 May, 8am**



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

In Attendance: Mrs S Ambrose (Head of School)
Mrs H Golla (Assistant Head)
Mrs S Kay (Assistant Head)
Mr R Gibberd (Business Director)
Mrs R Georgiades
Mrs A Wiltshear (Clerk)

Opening Prayer - Read by Anthony Kent

Item	
1.	Welcome, apologies and absences. Apologies were received and accepted from Rev Huw Bellis and Ellie Hicks.

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"> • The Broadband Contract • Imac Expenditure Approval

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 10 March 2020 previously circulated, were signed by the Chairman as a correct record. A copy was signed and would be filed.

Signed *A. Kent* Date9 June 2020.....

Item	
6.	<p>Matters Arising</p> <ul style="list-style-type: none"> • Change of wording to SRE policy - All changes are highlighted. PW raised a couple of questions around LGBT which had been addressed. References to Headteacher to be changed to Head of School. • Data Training with RW has been put on hold. This would have supported the SEDP. Could it be done online? All agreed. Alternatively there could be some support for individual governors as requested support with understanding data. AK will speak with RW regarding online training. • Curriculum - Further discussion to be picked up at July meeting.

Item	
7.	<p>COVID-19 Update</p> <p>SAA reported on how TS has dealt with the situation.</p> <p>The staff and students have been phenomenal in transition to online learning. TS was one of the first schools to get this up and running.</p> <p>TS was ready on the last Thursday and Friday giving students the opportunity to work on Google classroom before major lockdown.</p> <p>All students received expectations in assemblies.</p> <p>List of known students to receive support as necessary was put together. Systems have been set up, emails, phone calls, etc.</p> <p>Heads of House follow up and contact all students who need support.. At one point over the last few weeks the level of engagement was 98% higher than has been in 'normal' times.</p> <p>Staff received guidance on basic expectations - work set for every student on Google classroom and teachers to have online presence for each lesson. Yrs 10/12 students can have 'hangouts'. Every two lessons there is a brief feedback to students. A survey was conducted regarding marking as many teachers took this to read as full marking, they have now been reassured that just a very brief feedback is expected.</p> <p>SAA wanted to note parental response - she has been overwhelmed by positive response and appreciation which has been shared with staff.</p> <p>Students have completed a special 'shout out' to a special teacher, each nomination has received a letter.</p> <p>Parental support has been phenomenal and constructive via a survey. A second set of surveys will be conducted over half term.</p> <p>What hasn't gone well - out of 240 students, 5/6 Yr 11 parents requested students continue with teaching. SAA stated that there has been a lot of independent learning material and guidance, students need to be displaying some independence with their learning. This is an area of concern with Yr 11 particularly noticeable after Easter.</p> <p>Yr 12 will do some online assessments, and we will do something similar with Yr 10. We won't report outcomes to home which may raise anxiety, they will only be assessed on information taught prior to March.</p>

Signed  Date9 June 2020.....

Provision for Key worker and vulnerable students started with 12/13 students. Now seen an increase to 30/35. The offer has been taken up by more vulnerable learners which are proving to be more challenging.

Have gone to staff asking for additional response and volunteers. Initially after lockdown we had different staff in each day, but now have moved to teams coming in on a rotational basis for 3 days with a break of 2 weeks.

No associated cases have been linked with school - sadly grandparents, 9/10 who have been directly affected by COVID-19.

Learning

The biggest struggle among students could be Google proficiency, but it is about their independence and their confidence in following instructions. This barrier is particularly with the younger students. We need to be prepared and think about going forward, resilience and independent learning - although work has been done on this.

Some students have flown and are doing better by learning independently; on return we must continue to recognise this.

GCSE/A Level Assessment of Grades

Yr 11/13 grading systems - this has been shared with governors.

RGe, SC and SAA are spending hours with SLs looking at individual students' data. RW in background calculating what grades look like in comparison to school trends. Important students get the right grade.

Yr 12 Admissions - This criteria was approved by Chair's action.

As school closed in March many Yr 11 students were in tears as they were going to get revision underway to enable them to come to Sixth Form.

Admissions criteria have now been modified to these 3:

- i) Demonstrate their achievement through Mock results.
- ii) Can demonstrate their achievement by Centrally Assessed Grade by exam board in summer
- iii) TS will run a set of internal assessments - students can sit this in a set number of subjects in (either 1 or 3).

The Centrally Awarded Grades will be confirmed by the school in early June, before going to the exam boards.

The School will accept the best grade (mock, internal assessment or CAG) for admission into Sixth Form but ultimately the student must accept the centrally awarded grade.

46 students have opted to take one subject or another in the internal assessment. These will be run in school following public health guidance. 10 in the classroom, to do the assessment and then go home.

Going forward looking at Yr 10/12 face to face teaching. Students are learning well and home, but missing community and emotional support. She commented on the need for social distancing which means they still wouldn't get emotional and community support by being in school and it could cause more problems managing this.

Signed



Date9 June 2020.....

SAA has mixed feelings, always wanted to open on 1 June, but now changed thinking. Guidance is being updated daily and plans will evolve in the near future.

We might look at optional programmes for Years 10/12 to change and collapse timetable - students would come back into school for online learning. However parents could be reluctant in sending their children back to school. Also worried about staff wanting to come back too.

Teachers will be asked if they feel comfortable to come in and deliver online learning in their classroom informing them that there may be students in the class. We can maintain equal provision for students at home and those in school.

SAA/RGe/SC will take this to the leadership team this week.

She emphasised the importance of being very careful about the next stage as the current provision is proving to be successful.

PW - Fantastic idea, is that something that lots of other schools are doing - or is this a pioneering initiative?

SAA - It was an idea over the last 24 hours. She should have been meeting Dacorum Heads today, but this has been postponed as they do not have anything specific to action. TS will be doing this alone. Some headteachers are thinking the same that a return to school could dilute the provision we have at the moment.

We have 9 teachers who are shielding, then teachers with childcare issues, so it is not practical to open fully. Yr 10 students would use the same classroom and can be responsible for cleaning their own working space.

LA - really impressed on what is being done for child welfare, but what we are doing to make staff are alright?

SAA - There are one or two who we are concerned about. Weekly hangouts take place for SL to check in with members of staff. LT links also check in. Feedback from teachers presenting a concern - we have made sure they have been contacted. Worried about 2 members but we have controls and checks and we are actively promoting where they can get support.

We reiterate that 'we are at home in a crisis trying to do some work' as there are many teachers also having to deal with their own domestic issues. This has also proved to be positive as feedback from a parent stated it was wonderful students are connecting with staff on a more personal level.

SC - Wished to share with governors that TS has been pioneering during this period of time and will continue. HfL oversees many schools and they have been particularly interested in what TS has been doing and want to produce a case study in which SAA and CJL will be involved. The new MP (Gagan Mohindra) has been informed of our work, particularly interested in our visor production and Google. He is coming into tomorrow to talk to students and he will also be shown the ground works and all that is going on.

CH - Added her thanks to everything been said. Fortunate and grateful to Google technology. Immediate thought about Yr 10 and 12 face to face contact. They already have that, while we can keep everyone safe we already have that in place. TS is so ahead of the game.

SAA - Any movement now is preparing staff to come back on 1 September which could be

Signed



Date9 June 2020.....

quite daunting. Need to introduce contact with students slowly. In terms with face to face contact. The classroom is built for extroverts, potentially Google classroom is the same, those students behind the lens will have got greater confidence. Next week Tutors will get hangouts with small year groups. Every child will have met with tutors by the end of next week. Priority has been to get learning going which is now into a rhythm.

CJ - Comparing to Denmark - have you looked at Germany and what they are doing?

SAA - Yes we have.

CJ - In Sweden no schools are closed. There might be thoughts on what they have done.

On Go for Schools - notify work that has not been done, does this comment come off?

How do parents know it has been done?

SAA - It is a notification and alert, if there is a pattern then we can see any issues.

Negative points are not recorded. Once we come back that category will go.

HG - Added that a lot of follow up goes on, each week a report is run so we have an overview. HoH will make contact with students to see if there is a problem, understanding work, internet, unwell. We can close the loop.

AK - There were some bereavements mentioned. Are you on board with that in terms of where we go with it on opening, bereavement policy, MH policy. Is there a list and considered measures?

SAA - Have asked everyone for information. Bereavements are mainly grandparents not all COVID related symptoms. There haven't been any shocks. We offer bereavement counselling, Barbara Belmont is working and the Chaplains and pastoral team pick this up if families want it.

SC - It is planned that on return for the first collective worship and assemblies we will go to families and ask for names to go forward for reflection.

AK - Sixth Form admissions and appeal process. Would this apply on a subject related basis or overall. Is there a policy for an appeal process?

SAA - The internal assessment itself is an appeal. Obviously some students may not be happy with that, papers will be moderated and marked anonymously. We have considered the right of appeal. This would not be for centrally assessed grade.

There is no right of appeal for end of year exams or mocks. This is an internal measure. SAA/SC have talked about this. Would have to bring individual cases to a committee of governors with individual evidence.

AK - difficult thing to do and governors would not want to accept this precedent.

SC - internal assessment is a layer of support for students which other schools are not thinking about. We are doing all we can and not disadvantaged our youngsters. They have the opportunity to shine. If a parent or child is unhappy, they want to take it to appeal, we would get it moderated within school and that would be the appeal process. If they want to take it further they would need to go to governors and independent panel. But there has to be a cut off at some point.

SAA - External students will be admitted to Sixth Form based on their centrally assessed grade, not internal assessment. We need to rely on external assessment.

Signed



Date9 June 2020.....

SK - every year we have conversations with students. If they don't get grades then the course is not right for them and we will have conversations with parents and students.

E Munro left the meeting.

Financial aspects - TSL

End of Q2 looked very promising. Putting a lot of effort in coming back. We will be ready to open as soon as the government allows. Financially - furloughed staff been extended, employers making contributions as of August, don't know the implication, there are 30 staff.

JF - a lot of stuff on TSL website to keep people engaged.

RG - a lot of effort in social media presence. Well received.

JF - A board meeting has been held, will need to think about furlough and at what point we can do other things, maybe swimming pools could open sooner, subject to control.

Everything is there ready to relaunch. There is regular communication between the Board.

AK - Thanks to RG for all the hard work prior to closure.

Furlough extension - might it be a situation we would have to make some redundancies?

RG - We can make those decisions in August.

JF - We have not got all details yet

RG - The game changer is the swimming pool, if this needs to remain shut until next year, we would need to look at staffing.

Item	
8.	<p>SEDP - Staff Presentation</p> <p>Main points were:</p> <p>SEDP all about reflecting on progress made against criteria and shaping the way forward. Presentation to staff was review progress so far and what has been shared with governors.</p> <p>Tweaks within four pillars, Improving parental engagement - at the moment it is as good as it could be.</p> <p>Data capture points, some work had started but term was interrupted, so data is Feb half term and not Easter.</p> <p><i>CH - Recovery curriculum? Will there be a window of recovery in SEDP?</i></p> <p>SAA - Driving principles will remain the same, Recovery plan will adapt and change, recovery curriculum will be same.</p> <p>SC - When children are back properly, there will be a need to teach specific aspects of the curriculum on a 'needs to know basis'. . TS has been so effective. We will need to invest in practical subjects, more of a need to know type of system.</p> <p><i>SB - Contact with students who aren't on the vulnerable list - don't think they have had contact with tutors is that what you were saying earlier?</i></p> <p>SAA - Yes, this will be happening next week.</p>

Signed



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Date9 June 2020.....

HG - Going to be starting house assemblies on a weekly basis, straight after half term - contact with HoH and tutors.

SB - Concerned about these students needing support from a tutor.

SAA - Yes they are getting picked up. Students attending have now gone up to 30. Have had increased in CP and CIN referrals, parents have self referred and concerns raised through other means.

SB - Data being used to come up with centrally assessed grades. Is this accurate?

RG joined meeting.

SAA - We have a robust and rigorous process in place, the level is far more advanced than other schools. I wanted this to be objective, we have a comprehensive tracking and monitoring system from G4S, we have live current grade sheets for all students, used mock data, teacher predictions from the beginning of March for Yr 11 and Jan for Yr 13. Then most likely grade suggested to the teacher. Teachers go through each student and agree or disagree that grade. We are asking for evidence for every change and SL will look at this. When we are happy that this has gone from teacher, to SL and ASH and then comes to SAA and RGe and SC that info then goes back to teacher.

All students within a grade are ranked. The Government said they would give schools 2 weeks notice 29 May, we have asked teachers for 15 May. By 1 June we will be confident all students' grades have been scrutinised.

AK - Thanks SAA. Can see that the disadvantaged gap has closed.

SAA - This will be publicised.

AK - Next review cycle of the SEDP will be in July?

SAA - There will be no changes but then review national picture and add into SEDP

AK - LGB can pick up Sept/Oct time. Staffing changes within HoS report anything to add as a general note?

SAA - Details are there - still fully staffed. Resignation date is 31 May. Movement is slow, there are no surprises.

LA - appointment of some AHT's was a surprise

SAA - These are temp associates - maternity covers for 1 year.

SC - Any substantive post would involve govts + other colleagues.

AK - Looking at Governors' page on SEDP - there is some work for everyone on the

Signed



Date9 June 2020.....

Summary page for information.

Please could you indicate one item you would like to see on a page which would assist you with your monitoring or role. Eg attendance data, P8 number, gov training or visits.

AK Plan to have another session with RW work on this by the autumn.

A link to explanatory information on Progress 8

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561021/Progress_8_and_Attainment_8_how_measures_are_calculated.pdf

Link to a video on Progress 8 on the gov.uk website which is useful

<https://m.youtube.com/watch?v=4IAEgFMSGDY>

The following questions were raised and answered prior to the meeting:

SeDP review – AK notes

Very few Red RAG ratings, overall looks good

Governor page needs work ? – I want to finalise and get live after meeting this week

Some sections not working – graphs mainly – SEF4c, 5a attendance graphs [RW reprinted work 23/3!](#)

Areas; 1 – HQFT

There was a mention in the presentation that this is now applied to whole school, is that correct ? [All students rather than identified cohorts.](#)

Is the super curriculum now across all KS not just KS3 ? [Yes, More recently launched to 4 & 5](#)

Pedagogy champions – who are they ? how do we measure their impact [AES; LTH; JB - CPD evaluation; lesson drop in data](#)

Is HPA engagement ok ? any issues ? [All ok so far!](#)

Pillar 2 – closing gap on Disad and SEND

How is Disadvantaged looking on data – much amber rated – page SEDP2 [New initiatives, working well impact still to be demonstrated.](#)

What is the gap – add to governors page ? [Yr11 0.01 progress gap; 9 & 10 attendance shows a greater gap.](#)

Do we know who Disadvantaged students are – as a staff body [Yes. Identified in all markbooks and have a student passport.](#)

Passports not worked as planned and now to be relaunched, how is this going ? Has it been delayed ? [Document and process was refined to ensure relevant information was more accessible to staff. Rolled out for Yr 10 and 9](#)

Signed

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Date9 June 2020.....

Does it need amending in light of lockdown. [A live document, updated regularly with relevant information.](#)

Can we see an anonymised passport [CJL to present in next report.](#)

PP advocates – progress to include family members ? how is that going [Planned to introduce Summer term!](#)

Looking at attendance data; are there any groups of concern – Year 10 SEN, year 9 ? [Agreed](#)

Behaviour policy update progress ? [Work in progress by HGO - discussed Behavior for learning, addressing low level disruption - relationships; Anti social behaviour - RJ; Sanction](#)

Pillar 3 – Tring school charter

I understand that it is now not optional, is it rolling out ok to KS4/sixth form ? [This will roll up with Yr10](#)

Can we measure impact on able and ambitious [Planned for next phase of roll out.](#)

Look at Gatsby benchmarks – note for GT

Is tutor involvement ok ? (comment made previously that was hit and miss) [Much improved and system simplified](#)

Overall progress on charter quite low – c 30% any concern ? [Initially was about opportunities and uptake rather than data capture and monitoring. Confident next capture would have been more positive. Need to continue to embed and gain ownership by all. PPA to complete and follow up with PP](#)

Pillar 4 – RLP

Church school focus ? [The church school work has primarily focused on Tring with our own church group meetings. We have also appointed Sally Kay as a senior leader to support the school's use of biblical narrative. She had a planned trip to a MAT church secondary with a trust profile similar to ours \(3-19\) in Nottingham but again this is on hold due to the lockdown. is there any feedback from these schools? Our work with local church schools has included BWS and Aldbury. Official data is yet to be collected, but verbal feedback has been positive from the children. We will look to resume pupil conferencing if year 6 returns to school in June.](#)

Home visits ? have any been arranged? [They were planned for this term with the disadvantaged students but we have been unable to do this due to the lockdown.](#)

HB

1. How many students are engaging with the Super-curriculum? Does this vary across years? How voluntary is it and how much are they pushed into it? Etc [Improved significantly in Lockdown. Will be a Lockdown legacy.](#)
2. What does the SLA include? How many schools have signed up to it? Is it a model document for all schools or are there variations? Can we have a link to it? [THIS is at local level with each school. 4 schools are engaging with a range of activities - Student conferencing for disadvantaged; reading buddies](#)

A couple of comments

1. Much of the data looks good, especially the vulnerable students

Signed



Date9 June 2020.....

2. Under possible developments, I think I commented last time the behaviour systems have a great possibility to link with the Distinctive Ethos and to make that link explicit. That's a good thing
3. I think there are more opportunities to draw on the language of the school vision – wisdom, hope and community and to make those vision statements explicit in the celebration of the staff coming together, and further reflection of what it means to be community when we cant meet through the HoH assemblies.
Noted!
1. We have seen a 500% increase in the use of the Foodbank in Tring. There are definitely families at the bottom struggling big time - [Food bank donations?](#)

CH

1. On your recorded presentation, you spoke a lot about cohorts when elaborating on the 'closing the net' slide (with the drawing of a net, and of a fish jumping out of water.) You spoke of the way the school had, in the past, been good at identifying cohorts such as middle ability boys etc. , and make progress with that cohort, but then you found that 'one cohort would come up as the weaker cohort'. Can you explain this last comment as I'm not sure what you mean?

[As we focused attention on one cohort and saw improvements, another would drop to the bottom of the performance table. Someone has to be at the bottom! Each teacher elicits a different response from different students therefore a whole school focus on MABs for example, was not always necessary. We are now endeavouring for HQFT for all.](#)

2. On the SDP summary table, looking at the impact column, could you elaborate a little more on some of these outcomes in terms of the students and how you can RAG rate them - e.g. outcome listed 'use of student passports' - could you elaborate a little more what you mean? e.g Student passports will be developed so that...'. (or 'so as....') and show how that relates to the student or way of measuring outcome? (Doesn't have to be 'hard' data, could be 'soft' data.)

[This work did not work in practice as set out by theory. A comprehensive system was rolled out which contained too much detail requiring teachers to have to sift through too much information making it difficult to use when potentially faced with 15 passports per teaching group. Therefore, we withdrew the new model and refined the system highlighting the most relevant information on the front page, with greater detail stored behind for teachers to access if required.](#)

3. Intent (curriculum) - Are there any curriculum maps? How do we know that the 'intent' is implemented and how far along we are as a school?

[KS2-3 are in place; 3-4;4-5 are being developed and will be in place for September.](#)

4. Teaching and Learning page: What are Tring things? (I'm sure I should know...).

[10 consistent classroom expectations](#)

A lot of data ... but how can I know what that means as a governor? - who makes the judgments - e.g. that 'interleaving' is 96%? And how can you tell that this interleaving is effective?

[This forms part of our Quality Assurance process. Leadership Team; Subject Leads and Pedagogy Champions complete lesson drop ins and observations. We are looking to](#)

Signed



Date9 June 2020.....

evidence practice which has been developed through CPD sessions is evident in delivery and thus impactful.

And what is the follow-up? To what extent can staff follow their own lines of enquiry and development dependant on their own service needs?

This will be further developed next year and will be a development within the HQFT pillar.

5. On the quality of education: attainment and progress, could you talk me through the KS5 progress graph - is the HCC line the same as national for all three years?

Hover over the graph and it gives you a clearer breakdown. HCC has remained marginally above the Nat average for the last 3 years

I do think it makes absolute sense to continue to work on the areas already identified as, in effect, work has been cut short this year. But I wondered if you felt that you have been able to move forward with any areas? E.g. quality first remote teaching! I What have you been able to continue working on in terms of the SDP while in lockdown? If lockdown continues (off and on) for the next 6 months, what more can we do to continue to develop consistent T & L for all? (e.g. parent and pupil feedback, collaborative learning, building independence....staff CPD etc.)

We are still evaluating this. Students have demonstrated different levels of independence in their learning. Those who are thriving need to have this style fostered in their future teaching, allowing teachers to nurture and develop the independence and confidence in others.

How much has the school been able to mitigate the effects of lockdown on our disadvantaged cohort?

Regular contact and monitoring of progress and well being. Where there has been lack of engagement in learning, individual barriers are removed. Failing that, students are invited into school for support. Currently supporting 30 - 32 students in school.(Predominantly vulnerable/disadvantaged).

Following lock-down, what compensation will need to be effected for this group? And what measures put in place to further mitigate periods of potential lockdown for this group?

Could we discuss transition for Y7 and Y12 - anticipating needs when and if the majority are able to return to school either full-time, or part-time? To discuss at the meeting.

SB questions on CEO report:

1. Is any analysis available from the parents survey? I thought the analysis from the Grove survey was interesting, and it would be helpful to see something similar for Tring? There is a huge document for Tring with the many parental comments and the leadership team has been through them and where necessary have followed them up with further actions.

Sue didn't attach this to the CEO report because it wasn't necessary, but assured the Trustees that the document was well populated.

2. Are there any plans to undertake a further survey, now that we are much further along the road of remote working? Yes, in the near future a follow-up survey will be completed.

We have been waiting to hear from the PM to see what the next plans are for schools to

Signed



Date9 June 2020.....

give us an indication of the timescales we are working with. The next survey is likely to be around 1/2 term.

3. There are some really positive comments from parents, but are there any negative points we needed to be aware of, or others which the school are dealing with? A few. eg: too much work, not enough work, lunchtime was too late. Follow up has happened via the HoH to parents who had concerns. Yr11 Parents requesting further teaching/structure for students.

4. Has a staff survey been undertaken, or are you planning to undertake one? Yes, this has happened at the same time as the parent and student survey.

5. I know that some sport centre staff have been furloughed, but wondered if any Tring school staff have been. The uniform manager (part of TSEL) has been furloughed.

6. Has the school suffered a significant financial loss for cancelled trips? Lorraine/Rod. We haven't made any losses on trips due to lockdown, in fact (to date) we've received donations of £1,878 from parents who have donated their refunds. We are only refunding where we get monies back from venues / via insurance. Where we've incurred costs (e.g. coaches) then we've taken that into account and only offering partial refunds.

There are a few trips where we've agreed that the trip will happen this year / in the next 12 months - if this doesn't happen, then there's the potential to lose on those. There are also some trips where we're still trying to get money back so haven't issued any refunds yet.

We did lose £230 on the Y10 Guardian trip (this was the first thing cancelled).

LA

1 Do the 4 pillars comprehensively capture all of the ofsted areas for improvement? Is there anything that might trip us up by falling outside of these?

I hope so, the FGB approved the SEDP!

SEDP pg 3 -

Improve outcomes for disadvantaged pupils so that they achieve in line with other pupils nationally with similar starting points by:

- leaders evaluating and improving the impact of pupil premium funding on outcomes
- ensuring that all teachers work to overcome the barriers to learning faced by these pupils.

Further develop teaching and learning so that:

- pupils make consistently good progress in all curriculum subjects
- professional development for teachers is directly related to improving pupils' outcomes in all subjects teachers plan learning that takes into account the individual needs of pupils who have SEN and/or disabilities

Signed



Date9 June 2020.....

2. Would it be possible to explicitly include support staff in the slide that refers to staff and their role across the 4 pillars? **Noted - will update if I use this to present again. Good point.**

3. I can see that capturing data to demonstrate impact is a future task, but what is the initial, possibly anecdotal, feedback on the Tring School Charter?

SEDP pg 11, Personal Development captures this -

4. Hard to reach parents (forgive me I was not at the strategy day) - I assume there is more than one category - have we thought about the pen portrait approach we took with student 'types' a while back? As this worked well and allowed us to differentiate our approaches.

Good point - we do unofficially, but I like the idea of breaking them down into further sub categories.

separate question on policies

would it be possible, in Tring School versions of ALL policies, in the introduction paragraph, to refer to Christian values rather than core values? **We can add this when policies are updates.**

Item	
9.	<p>CEO and Head of School Report CEO Report This has been circulated prior to the meeting. SC raised the two AOB items. i) Inset Days in September - Suggested that if there is no return to school before September that Inset days include transition for Yr 7.</p> <p>Usually the Inset Days are used as follows: Day 1 - Return and staff Inset Day 2 - Yrs 7 and 13 return Day 3 - All in school</p> <p>Proposed if required: Days 1 2 3 - A combination of staff Inset and Yrs 7 and 13.</p> <p>Day 4 - All in school.</p> <p>This is only a possibility, we don't want it to happen, this needs to be run past LGB and</p>

Signed  Date9 June 2020.....

trustees so if we need to use it we can. If we do need it we will come back to you for ratification.

AK - What are the timescales, when we will know if this is required?

SC - Primaries will know by the end of month. If Yr 6 are back in we will run normal transition time. If not back in then we are likely to need additional support. Will know by the beginning of June.

All Governors agreed to this proposal.

ii) Sponsor Academy Application Form - The Trust has completed sponsor academy application form enabling RLP to take on schools under special measures. We need approval from LGB to ratify. We have been approached by a primary who wants to work with us but this is also pending the RSC approval as well. The DfE want to know if LGB are in support. Trustees are aware of the work. By saying 'yes' it doesn't mean we will be given a school. But does mean RLP will be considered if this does happen. There will be a due diligence process. At this stage it is just a formality for LGB approval.

LA - Do we need to review the form or agree principle?

SC - We are not signing up for anything concrete.

LA - Would like to see form. SC would circulate this to governors.

AK - Should it progress to a further stage there will inevitably be issues to consider - staffing time, leadership time. I know you will have considered that.

SC - it is highly unlikely we would want to take on a special measures secondary school but I think a primary, which potentially has good features, could be a different scenario and we have a lot of strength in Grove and leadership there.

AK - In terms of Church School - Is that a consideration for the Diocese, would you require approval?

SC - Yes, have spoken to David Morton.

Governors Approved

AK - What is the reference to consideration for admission of pupils in MAT schools into Tring?

SC - Discussions have taken place, it would have to go through formal consultation. This will come back to LGB. The consultation will go forward.

AK - This could be a contentious issue knowing TS is oversubscribed.

SC - Talking of very low numbers one or two, there are some in Grove who have not been

Signed



Date9 June 2020.....

awarded a place in Tring, this does not impact on our general catchment of children. Impacts on the 40-60 children taken out of catchment.

HoS Report

This had been circulated prior to the meeting and covered other school business which was continuing during the COVID lockdown. Staffing levels, recruitment, timetabling are all continuing.

SAA thanked governors for questions raised, it was heartwarming to see a level of challenge.

The comments from governors have been included in Item 8.

AK - Thank you for the presentation which was very engaging.

LA - will email a couple of questions which will be added to the document and then included in these minutes.

Item	
10.	<p>Chair's Business Fundraising - update - on hold.</p> <p>SAA/SC mid term review - for information - AK /SC did SAA. AD and CJ conducted SAA.</p> <p>PX/IRP panel outcome - Back in March gov panel upheld PX then went to IRP - governing body asked to reconsider. AK, HB,LA did further review. Continued to uphold the school's decision. Parents' only option to proceed under judicial review under their own costs, this has now been delayed by COVID. Feedback comments have been prepared.</p> <p>Governor visits - impossible at moment but please continue LT links and make contact as normal.</p> <p>Training - Reminder most of HfL training is on line, make sure it is up to date. In House training was cancelled there may be a further course at some time. AK liaising with JD and Julian Cacchioli.</p>

Item	
11.	<p>Standing Agenda Items</p> <ul style="list-style-type: none">• Visits log- Covered under Item 10.• Safeguarding - AD/NB (may just be a verbal update)

Signed  Date9 June 2020.....

	<ul style="list-style-type: none"> ● Governor Training - Covered under Item 10. ● Build Committee update Build committee met earlier this week. Minutes will be shared with governors. We are clear where we are with progress. RG - All information is being shared and together with photos. ● Fundraising Committee Update - This has been put on hold.
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Item	
12.	<p>Policies to be Review Relationships and SE - Amendments have been approved. Exams - Annual review Controlled Assessment - Annual review</p> <p>All approved.</p>

Item	
13.	<p>Any other business</p> <p>a) Broadband contract - This was up for renewal in September, would normally go out for tender, but because of rebuild and need for a trench for new fibre, DfE and B&K stated it was not viable to go to tender. Confident current provider is a competitive price and will proceed with that. It is within the spending authorisation process, information has been circulated to trustees.</p> <p>b) IMacs - Verbally approved at Trustees, LGB and Build Committee but was not recorded. RLP trustees have approved spend and LGB need to approve. AK stated that this was discussed earlier in the year and RG informed governors that the correct tender process was followed.</p> <p>Governors agreed to both these items</p>

Item	
14.	<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>

The meeting closed at 10.01am

Signed  Date9 June 2020.....