



**Minutes of the meeting of the Local Governing Board Virtual Meeting of Wolfreton School,  
Microsoft Teams on Monday 4 May at 5.00pm**

**GOVERNORS PRESENT:**

Mrs S Milner (SM, Chairperson); Mrs L Dennett (LD); Mr R Firth (RF); Mr P Matthews (PM); Miss S Kukuc (Headteacher, SK); Mr R McKinnon (RM); Mr A Paffley (AP), Mr K Woodcock (KW)

**ALSO IN ATTENDANCE:**

Mrs R Appleyard (Deputy Headteacher, RA); Miss J Tuffs (Clerk, JT)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**38.0 WELCOME AND INTRODUCTIONS**

SM welcomed everyone to the meeting.

**39.0 APOLOGIES**

Mr R Whitlam

**Resolved:** That consent was given to the absence of the above Governor.

**40.0 DECLARATIONS OF INTEREST**

No declaration of interests were received other than those already recorded in the annual return.

**41.0 MEMBERSHIP UPDATE**

SM stated that D Burkill had resigned as Governor with immediate effect. SM said that he had been a long serving, experienced Governor and would be missed by the Governing Board. As the number of Governors remain in line with Trust expectations, this resignation will not create a vacancy.

SK suggested a letter was sent to D Burkill thanking him for his time and support as a Governor. SM to organise this.

**ACTION: SM to organise a thank you letter to D Burkill.**

**42.0 MINUTES OF THE LAST MEETING (20 January 2020)**

**Resolved:** The minutes of the last meeting on 20 January 2020 were confirmed as a correct record.

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**43.0 MATTERS ARISING FROM THE MINUTES**

No actions were raised at the last meeting.

**44.0 HT UPDATE (S Kukuc)**

SM stated that due to the coronavirus, the Trust has amended the agenda for this meeting to cover four key areas:

- Safeguarding our learners on and off the premises
- Health and well-being of learners and staff
- Learner education during the crisis
- Plan for return to normality

**44.1 SAFEGUARDING OUR LEARNERS ON AND OFF THE PREMISES**

SK explained that she had taken a stepped approach to the safeguarding of learners on and off the school site.

**Step 1**

- A list was compiled by various teams (SENCO, safeguarding team, house teams) to identify learners who may be vulnerable and those that staff felt needed to be kept in contact with
- An initial risk assessment was completed – which has since been updated
- Vulnerable families communicated with before the school closed via a survey regarding Learning Hub support
- Liaised with social workers where required

**Step 2**

- Looked at contact procedures and protocols
- SIM only mobile phones purchased for the Safeguarding staff, SENCO and House team
- Established the purpose, focus, regularity of the contact, how it was going to be recorded and agreed follow up should staff be unable to reach them via telephone
- M Carruthers set up a tracker document to record all communication made to the vulnerable students
- A new category added in CPOMS for staff to record any safeguarding concerns

**Step 3**

- Continuation of established reporting responsibilities confirmed to all staff along with updated contact numbers
- Safeguarding information updated for parents/carers on website
- Revised Child Protection and Safeguarding Policy plus COVID 19 addendum shared and published
- On-going communication to parents/carers and staff regarding existing and emerging risks such as e-safety concerns via email and website

**Students on-site**

SK stated that for all students attending school during this time a member of SLT is on site each day along with a first aider. The DSL and other members of the Safeguarding team are contactable by

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telephone and M Carruthers is reporting attendance to the DfE each day. A reference booklet for staff is available on site for ease of reference.

#### **Students at home**

A total of 183 students have been identified as vulnerable, many of these are not in school. These are students who are LAC, with an EHCP, on the Child Protection register and also others identified by school staff. Weekly or fortnightly phone calls are being made home.

#### **44.2 HEALTH AND WELL-BEING OF LEARNERS AND STAFF**

As an SLT, SK felt that communication and transparency in planning was really important to build staff confidence. On the Friday before school closed there was a whole school staff meeting and SK is continuing to communicate with staff regularly via the Wolfreton briefings. This was initially done on a daily basis now reduced to twice per week.

SK stated that the second part of the strategy was to ask for volunteers to come into school as there were staff who are unable to come in due to health reasons or have other responsibilities. The number of volunteers is far in excess of the level required to run the Hub.

Clear guidance has been shared on expectations for home learning preparation, home working and communication. Staff are able to communicate via team leaders and heads of faculty to maintain personal contact. They can also contact SK or SLT directly if they have a problem or need to talk. Also communicating via the twice weekly briefings about 'it is ok not to be okay'. SK stated it was important to ensure they respond to those that may not be doing well.

Tutors have been asked to call their tutees to make contact to see how they are and to offer any help and support that they may need for home learning.

#### **44.3 LEARNER EDUCATION DURING THE CRISIS**

SK said that students coming into school are doing 3 hours home learning activities which have been set by their teachers and 2 hours led by staff volunteers that does not follow schemes of learning.

On average there are 11-15 students per day coming into school – numbers are being tracked whether they are vulnerable, EHCP or children of key workers.

SK shared the home learning strategy detailing the various platforms that students can use to access work including SharePoint (Office 365), SAMLearning, Hegarty Maths, PiXL and BBC Bitesize. Work is being communicated via work grids and email. Students with any queries can use a home learning email or subject specific emails.

Student engagement from SAMLearning:

Hours set – 17,633

Task hours per student – 16.36

Active learners – 1,062 of 1,493 (71%)

For Maths, engagement by year group is between 2 and 3.5 hours dependent upon year group. SK would like this to be higher but she said that governors had to bear in mind that work is also set on SharePoint, which is something that cannot yet be monitored.

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Parents were surveyed regarding home learning. 150 responses suggested students are accessing SharePoint, SAMlearning and Hegarty Maths.  
On average the most typical hours of study per day is 3 hours.

*Q: (SM) This question was sent in by R Whitlam who was unable to attend the meeting. Can you give me an update on the effect of home learning please. Has it had an effect on pupil progress /performance and if so what would any counter measures look like?*

*C: (SK) I think it is fair to say that this is not the best case scenario for students and we have done our best in such a new setting as all schools are. We believe students learn best with us with a dialogue but it is too early to look at the impact on the progress at this moment in time. What we are doing is looking at the Recovery Plan and how to analyse gaps in learning that may have occurred and how these will be addressed. The reality is that even when the work is set, not all students are doing it.*

*C: (RA) It is inevitable some students do all the work and some don't. We still have parents asking how to access the work even though this information has been shared many times. We need to think when we are back how to support the students along with addressing any misconceptions, planning the curriculum and how we recover the loss of time. We don't have a concrete plan as yet but it is a high priority for us.*

*Q: (SM) My concern is there will be knowledge gaps between students dependent upon their circumstances whilst the school is closed. For example there will be some who are very lucky whose parents are teachers or have the time to help support them, some who have access to the content and the ability to do it but don't and there are some who cannot access the content either through lack of equipment or inability to work without support. When will the school overcome this?*

*C: (RA) This is something we are aware of and will be looking at that level of challenge.*

*Q: (RM) It is quite concerning at how large the gap could be. From a personal perspective, there seems to be a huge inconsistency of the level of work the students are doing.*

*C: (LD) I believe the key areas are Years 10 and 12. I hope the Government prioritises these year groups first. Year groups 7-9 will have time to catch up.*

*C: (RF) My children have tutors who are currently taught via a video call and their output and engagement is tremendous. As soon as I ask them to do school work in the format that is currently on offer, it is very difficult.*

*C: (SK) As a Trust we are not doing video-streamed lessons – that's a decision that has been made. There is no under estimation of the gap, but we have the confidence and a committed team who will do everything required, identifying needs, as well as supporting the families to be confident we can get them back on track – the first part will be the emotional and well-being element.*

#### 44.4 PLAN FOR RETURN TO NORMALITY

SK stated that there were two elements to the return to the new 'normal'.

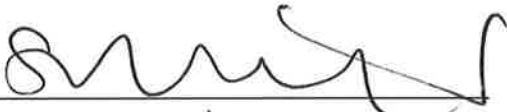
- Business Continuity Plan – looking at the 'prepare, manage and recover' model.
- Working with a very detailed Trust Covid -19 recovery plan - a document with 4 phases
  - initial planning phased return
  - planning for full return
  - a plan to reinstate lockdown
  - preparation to get risk assessment in place

SK stated that the plan has to cover all eventualities and that the Government announcement on Sunday could inform on possible lifting of lockdown restrictions.

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Q: (RF) Regarding the Class of 2020 - we know how the results are going to be dealt with now that the students are not going to sit any exams. I was just wondering how people felt about this and just looking back at the previous LGB meeting where we understand some teachers are reluctant to give higher predictions, how that might impact on the students' final results?

C: (SK) I think it is important to remember at the last meeting in January, there were results before Christmas after PPE1 and there is always considerable development and consolidation of learning in Spring term of Year 11 and also greater evidence after PPE2 with further key marked pieces that have been done. It is important that I don't get into detail on predictions, but we are following the Government processes. We have had a subsequent data trawl and as we would expect the predictions had improved and as a group of Trust Headteachers we have looked at the methodology to ensure we have the correct evidence for the students' predicted grades, which must be kept.

Q: (KW) Regarding the current Year 11 and 13, what about the impact on the mental health of these students – some students will be devastated not being able to take their exams and it may affect them for years to come.

C: (SK) I think it is absolutely key. With the recovery plan we are looking at the first element: rebuilding the relationship, confidence and wellbeing – students learn well when they are happy and confident. This is one of the reasons for the tutor calls and we are sending out birthday cards which we don't normally do. We are trying to have that varied contact but when they come back we are looking at what the days will look like in the first weeks, tutors making judgements about how students have handled this through one to one conversations and looking at additional support. We are in touch with our Year 11 students and they wanted an opportunity to demonstrate what they have learned and so did the staff.

Q: (KW) Regarding access to IT – I understand the Government are making provision for Disadvantaged students to have access to equipment, is this something you are actively looking at?

SK: The Government are working with Trusts and Local Authorities who are overseeing this process and we have applied for laptops via the Local Authority for those students with a social worker.

#### 45.0 CURRICULUM PROPOSAL – S Kukuc/R Appleyard

SK stated that the document already issued to Governors contained the principles behind the curriculum; tying everything closely to the values as a school and to the young people to be developed. The document contains the current curriculum model and the proposed curriculum model, being a return to a 3-year Key Stage 3.

RA explained that it had been her main priority since joining the school in September to look at the curriculum and take a lead in the process of the review. Discussions had taken place with key stakeholders, faculty leaders, SLT and the students getting a full understanding of what is working well and the areas where changes may be needed.

Some key themes had been identified to steer this proposal. RA stated that the national curriculum was the key driver so Heads of Faculty were asked to look at the current provision and whilst the national curriculum is being addressed, RA felt that the school was not necessarily fulfilling it in the depth that it should be.

Other schools take their options at different times and many are successful in students choosing their options in Year 8, however there is an element of some students not being ready to make the right choice from both a maturity point of view and an understanding.

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The igniting fires agenda, a priority for Year 7, has been exciting with a positive response from students. The school is confident that the Key Stage 3 is more fit for purpose, more engaging and the idea of the wasted year in Year 9 will no longer be an issue as long as the quality of expanding horizons in Year 8 and 9 to give that wider cultural experience. The key things with the proposal is increasing the pace and challenge at Key Stage 4.

RA explained that with the proposal to return to a 3-year Key Stage 3, there will be a new structure in Year 9 with some elements of choice such as the Arts, so instead of everyone continuing with all subjects, there will be a halfway house where students will pick one Arts subject and one Technology subject to follow throughout year 9. Additionally students not studying a second language will have one first choice from all the Arts/Technology subjects combined. The final pathways will be chosen in Year 9 to start in Year 10.

RA stated that as a school they also wanted to increase the provision of PSHE to be more integral into the curriculum and build it into the timetable all the way through.

The new Key Stage 4 proposal, if adopted, would:

- Begin in September 2021 (time made available to review the curriculum before implementation)
- Move to a two-week timetable allowing more flexibility in terms of options
- Explore the opportunity to offer a mixed economy of course type, i.e. students being able to choose GCSE and vocational subjects
- Maintain time dedicated to English and Maths
- Maintain 3 option choices plus a humanities subject

SM thanked RA for presenting the proposal and stated that she has had experience of both types of model and could see advantages and disadvantages of each.

*Q: (AP) Is the two-week timetable just for KS4?*

*C: (SK) Yes although we have an opportunity to look at that in further depth to ensure we continue to maintain the English and Maths time and also to ensure we continue to offer a range of optional subjects.*

*Q: (AP) With the reduction of Year 9 teaching time we lose 6 half terms and Year 11 inevitably is not 6 half terms, probably 5 at best, would it be possible to balance the Year 10 and 11 to ensure there isn't a disparity of subject time?*

*C: (SK) Yes of course. When you are looking at dividing 5 by 2 you are having to make a decision about which year group gets 2 hours but by introducing a 2 week timetable you are looking to share this across both years. With this model it ensures the required guided learning hours will be available but the balance of hours is very important.*

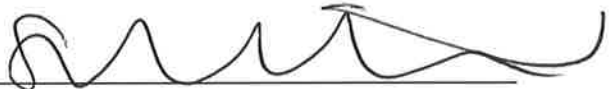
*Q: (RF) With regard to the mixed economy and possible removal of pathways, how would you manage the number of students on courses to ensure they are still viable to run or possible oversubscription and is it possible we get more students who don't manage to get their first choice subjects?*

*C: (RA) It is difficult to know the details without actually looking at a cohort across different subjects but in most cases we currently offer both types of courses due to the size of the school. In some cases some students can change pathway for that particular subject if it is better suited for them whereas other schools only offer either a GCSE or a vocational in optional subjects.*

*Q: (RF) Are we able to offer the potential qualifications in terms of specification and providers?*

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C: (RA) In some respects this is another year down the line and things change all the time and what Exam Boards offer along with the current circumstances gives us a different angle. It also presents us with an opportunity because if we do identify a knowledge gap with some students as discussed previously then it allows us to focus on Key Stage 3 elements and looking at the depth for students in Year 8 and giving us the time in Year 9 and allowing us to look at the different courses on offer for them when they start their choices.

C: (RF) Just an observation in terms of OFSTED and what they expect to see – they are looking for quality and depth of the curriculum on offer giving students chance to study MFL and having a large proportion of students taking Ebacc.

C: (SK) It is about the students in your school. You will remember when we moved to a 3-year Key Stage 4 one of our focus areas was to teach beyond the specification and whilst that has been achieved in some areas, this is about the knowledge acquisition in Year 9 and we need to ensure we provide full exposure to the Arts and Technologies.

C: (LD) Igniting fires is what I believe in and it is up to teachers to ensure they keep the students excited and wanting to learn by making their subjects interesting and exciting.

Q: (KW) What is the approach in the other schools within the Trust?

C: (SK) It is varied. Some are staying as a 3-year Key Stage 4 and others offer a 2 year Key Stage 4, however we believe this is right for our students.

Q: (SM) Is there any data behind this for us to make an informed decision as we have only had one year through of actual results since we changed to the current model?

C: (RA) It is difficult to measure as it is about individual students and their engagement in terms of the curriculum, there are no hard facts or numbers and there are pros and cons on both sides. It is about responding to the students we have now. Curriculum is a big focus embedding knowledge and sequencing which has made us look at how and when we teach it and have had a huge amount of work looking at the curriculum intent. The length of key stage is not the be all and end all that does not affect all of the subjects such as the core subjects but we believe this move will allow the development of knowledge across the board and the wider experience of curriculum at Key Stage 3 by having that extra time.

Q: (SM) If the decision was made not to make the change, what does this mean for current Year 8 students who would have ordinarily made their option choices by now?

C: (RA) We did postpone the original Options evening and we are now, as expected, getting questions from parents especially from those with students higher up the school. We would need to get that information from the students quite quickly but with the current situation it does throw up quite a challenge because we don't have the opportunity to speak to students face to face so it does present us with a slightly different issue.

Q: (SM) If we do agree to the proposal, does it have any impact, positive or negative, on staffing levels, i.e. Are we resourced to accommodate this model?

C: (SK) Yes, we can staff the new model.

Q: (SM) For current Year 8 students who are aware they should be making their choices, what will they be doing differently, forgetting current circumstances, they would have completed their Key Stage 3 studies by the summer holidays, how do we re-invigorate them and keep them engaged next year?

C: (RA) I think it is a great opportunity. When we have spoken to faculty leaders, although they have covered the essentials, there is a lot more depth for topics or areas not touched because they have run out of time and to look at the wider curriculum. There will be some element of choice, as we are not suggesting all students will do all subjects specialising a little, so it's about how we communicate to them, and share the benefits to the students.

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Q: (SM) With regard to languages, I'm guessing students who are strong in a first foreign language will be offered to study a second foreign language, but what happens if the number of students studying a language drops – how will this affect the Ebacc?

C: (RA) We still have lots of students studying a foreign language which is a real strength of the school and have a higher number of entries than other schools but we have to weigh this up against what is right for the students, are we getting the outcomes we want to be achieving as we want to maintain a really good level of engagement in languages. However, we are mindful to ensure we are providing the opportunity for students.

Q: (SM) This is another question sent in by R Whitlam. He wants to understand the impact of the curriculum changes, so how are you going to monitor the changes to see if improvements have been made?

C: (RA) The first job for us is to ensure we plan this carefully and have the dialogue with our leaders with a team approach ensuring the curriculum works together and consider what the curriculum looks like for each student ensuring we have the quality content, assessment and ensure we continually evaluate and review.

Governors were asked to vote on the curriculum proposal. All agreed to proceed with a 2 year Key Stage 4.

**Resolved:** That the curriculum proposal to move to a 2-year Key stage 4 was approved.

SM thanked RA and SK for the work and effort put in to develop the new proposal.

#### **46.0 CHILD PROTECTION AND SAFEGUARDING POLICY and COVID 19 addendum**

SM explained that the Trust had reviewed and updated the above Policy on 24 February 2020 and added a COVID 19 addendum on 3 April 2020. All Governors had been issued with both the addendum and the updated Policy and SM asked everyone to read these thoroughly.

**ACTION: Governors to reads through the updated Safeguarding Policy and COVID – 19 addendum**

#### **47.0 GOVERNOR TRAINING AND SUPPORT**

JT explained that as LGB Chairs, an agreement had been made that all Governors would take a minimum of two NGA Learning Link modules between Sept 2019 and July 2020. JT thanked the Governors who had already completed these and will email out a reminder to those who haven't.

**ACTION: JT to send out a reminder to the two remaining Governors to complete the Learning Link modules by July 2020.**

#### **48.0 ANY OTHER BUSINESS**

##### **48.1 Further consultation**

Q: (RM) Will we be having a future meeting to discuss a possible full and partial return?

C: (SM) Yes.

Q: (KW) After you have put together the Recovery Plan there might be some long-term changes in the way education might be delivered. Do you think there could be a discussion required at a later date

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*of the way learning is done in schools? Are there any opportunities in relation to different learning environments?*

*C: (SK) We are looking at things as they emerge. I am confident we have the structure, right team, wider staffing and a Governing Body that are able to look at that.*

*Q: (KW) On the issue of virtual classrooms, is this something that is actively being looked at?*

*C: (SK) As part of the evaluation of what went well and what we may do differently next time this may be looked into further. At present, we are working with the current approach. Across the Trust we are not delivering virtual lessons at this time.*

LD thanked SK and her staff for all their efforts and hard work during this time.

#### **49.0 DATE OF NEXT MEETING**

The 2020/21 dates have not yet been confirmed but will be shared with Governors once known.

#### **50.0 ACTION POINTS**

50.1 ✓ **ACTION: SM to organise a thank you letter to D Burkill (minute 41.0)**

50.2 ✓ **ACTION: Governors to reads through the updated Safeguarding Policy and COVID – 19 addendum (minute 46.0)**

50.3 ✓ **ACTION: JT to send out a reminder to the two remaining Governors to complete the Learning Link modules by July 2020 (minute 47.0).**

The meeting ended at 6.55pm.

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