



Agenda for meeting on 28th June 2021 at 9.30am

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7

"But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too."

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

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| 1 | Welcome & outline of meeting
Opening prayer
Agree upon clerk for this meeting
Declarations of interest | 10 mins |
| 2 | Terms of reference – any amendments to be made, discussion points & amendments | 5 mins |
| 3 | Updates on progress from previous meeting (see below) | 10 mins |
| 4 | SIAMS schedule – Strand 2 – Wisdom, Knowledge & Skills <ul style="list-style-type: none">• Read & understand questions a&b• Revise and amend Actions Taken against questions a&b• Begin to outline & quantify Impact• Next steps & the case for outstanding | 45 mins |
| 5 | Confirmation of next steps & duties for next meeting – outline actions/responsible person | 5 mins |
| 6 | Date of next meeting | |
| 7 | Close of meeting | 5 mins |

Action Points

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| • Gather parent feedback about the new RSE programme <i>in the summer term</i> | SLT |
| • Ask staff to forward parent testimonial emails from lockdown | JK |
| • Gather Teacher feedback on how they see the work of the Middle Leaders has raised the profile of the school vision in relation to driving forward their subjects – begin with Humanities/Science Lead and AHT-English. | Govs |
| • Gather parent view on provision and effectiveness during lockdown – Survey Monkey | JK |

- Gather **pupil view** on provision and effectiveness during lockdown – interview the Pupil Parliament
- Develop **staff** use of school website to show vision in action – through photographs & articles
- Start of each **FGB meeting** – remind all of school vision and how this links to the work of the FGB
- Add school vision to working docs of **CE Group**

JK

Staff (JK)

Chair of Govs
JK

**Draft Minutes of Christian Ethos Group Meeting
Monday 28th June 2021 at 9.30 a.m. by remote access**

Present : James Kelly (HT) , Mother Christine Cargill , Mark Newton (LDBS Advisor), Alison Schulte (Chair of Governors) , Matt Booker (RE Lead/Staff Governor) ;

Apologies : None

Item	Notes	Action
1	The Chair welcomed those present on Zoom and the meeting opened with a prayer . Alison Schulte agreed to clerk the meeting .	
2.	No amendments were made to the Terms of Reference	
3.	<p>Previous action points :</p> <ul style="list-style-type: none"> • Parental feedback to new RSE programme -ongoing . The pupils are given time to discuss and reflect, particularly on the 'Big Questions' • Staff are in the process of putting together parental comments (eg from emails) as testimonials of lockdown. • HT reported on recent pupil and parent surveys conducted to gain feedback on how children had fared with remote learning during the last lockdown. Feedback had been very positive, particularly from the parents . <ul style="list-style-type: none"> ○ Most parents had judged that the amount of work provided had been 'just right' (64%) . 30% felt that it had been 'too much'. ○ 88% of parents had been happy with the coverage of the curriculum. ○ The vast majority of parents thought that contact from the school during the lockdown had been good (64%) or better (27%) ,with good support from the teachers and TAs.Only a small number disagreed . ○ A small number (6) would have liked Teams meetings to take place earlier in the day. ○ Engagement with Parent Consultation evenings had proved better online . ○ Children had provided some very honest and constructive suggestions for the school to take into account in any future situation. 23/25 children said that 	<p>HT : share when collated .</p> <p>School to look into this .</p>

	<p>they had made some progress or good progress during lockdown.</p> <ul style="list-style-type: none"> ○ Some parents and children felt that they would have liked more 'live' lessons online and recorded teaching from their teachers (rather than Oak Academy) and more 1:1. ○ 97% of parents agreed that they had been kept well informed. ○ 81% of parents thought that there was nothing that could have been improved . ○ Pupils would have liked more breaks during the day ○ Pupils suggested that the school could continue to use remote 'Teams' meetings as part of their home learning and would like more opportunities to use the tablets ○ The most difficult aspect for children and parents alike had been using the school email system to return their work. ○ The survey results had been discussed in detail at the recent meeting of the Teaching & Learning Committee on 21st June. <ul style="list-style-type: none"> ● Teacher feedback on the work by Middle Leaders to raise the profile of the school vision through the Humanities and English curricula will be obtained via the performance management process ● Development of the staff use of school website to show vision in action in the classroom is still work in progress. ● Chair of Governors will ensure that reference to the school vision as driving all the strategic work is always made at the start of FGB meetings and in her chair's report will give examples of how the vision is lived out . ● AS reported that 5 governors had made a video recording using Zoom to appeal for parent engagement . She had ensured that the messages in the video were linked to the school's vision and Christian ethos. 	CoG-ongoing
4	Strand 2 : Wisdom, Knowledge and Skills	
	<p><u>Question (a)</u></p> <ul style="list-style-type: none"> ● HT reported that recent assessment results for Year 6 are in line with previous SATS results (2019) . Results at GD have actually improved. ● Year 4 multiplication tests – very positive results . Children tested by Ht showed good learning and confidence. ● Year 2 assessments were taking place this week and Year 1 Phonics tests due in coming weeks . ● Interventions to support pupils are based on half-termly pupil progress meetings . HT reported that very strong leadership by Inclusion leader (SENCO) was having a real impact on the progress of SEN children. She had shown 	

	<p>relentless focus during lockdown , ensuring that pupils in lowest 20% were provided for and challenged.</p> <ul style="list-style-type: none"> • Scaffolding and challenge : moving away from traditional ideas of differentiation towards a model whereby all children have the same objectives but different routes to reach them. • English curriculum : text led . Linked to school vision and values. • Christian vision underpins regular PDM and Worship programme . • HT reported on other significant initiatives supporting pupil progress : Maths Mastery and REACH Academy curriculum . • Leitner system to support short term recall. Focus on learning solid facts ,applying them and frequent recall. End of unit assessments -children apply all the knowledge they have learned. Frequent low stakes assessments . • Whole school curriculum map in place . 3D approach to curriculum coverage. • EYFS restructure : well-trained experienced staff leading EYFS . Curriculum changes underway. School aims to continue provision into Year 1 -a transition year – as impact of Covid has been far greater lower down the school. Some features of current EYFS provision will be retained – eg learning journals . <p>Focus on communication and PSED . Although no longer a requirement, School will continue to carry out moderation informally by linking with other schools .The LDBS cluster is to be re-established.</p> <p><u>Question (b)</u></p> <ul style="list-style-type: none"> • Impact evidenced through results of surveys (see above) • Behaviour : children settled back to learning very well after lockdown. Evidence-behaviour logs and children’s reflections . Only one exclusion(fixed term). • MC had witnessed very good engagement by pupils during her Friday visits to school. • Christian vision and ethos have driven recruitment to senior posts – 2 AHts . • Strong relationships and leadership in the school community -directly driven by ethos and vision. • Children are able to articulate the school’s vision and values. • Use of the ‘Big Questions’ sessions – pupils have time to reflect and explore in 2nd session. Children move from the theology to how it plays out in their own lives . • There has been a stable format for worship which has continued since lockdown ended thereby providing a sense of continuity. • Prayer time is still in place =morning, lunchtime and end day 	<p>Ensure consistency across classes.</p> <p>Possible introduction of class ‘Wonder Books ‘ to be used across school (MB) - School Spirituality policy to be</p>
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	<p><u>Impact for (a) :</u></p> <p>Attainment and progress data . Progress data -SEN & vulnerable pupils</p> <p>Pupils' books – particularly through Humanities and English teaching.</p> <p><u>Impact for (b)</u> HT to collect 'soft data from behaviour logs to provide evidence of impact</p> <p>What is the impact of the continuing programme of collective worship?</p> <p>MB explained that this was exemplified through pupil response to the current theme of 'Wisdom' . They are able to unpick the differences between knowledge and wisdom. It was suggested that teachers might collect children's quotes in response to worship .</p> <p><u>Next Steps</u> <u>HT added to the discussion document</u></p> <p>Pupils to be asked to send in a response to a collective worship session so that these can be put together as display/evidence.</p> <p>Pupils to be given the opportunity to share their own prayers /lead prayers .</p> <p>MN asked if pupils have the opportunity to lead collective worship or assist with it . This is something school will develop further down the line , once life returns to normal.</p> <p><u>Case for Excellence</u> – HT added to the discussion document</p>	<p>amended to reflect this.</p> <p>Ensure evidence 'collected and collated .HT/MB</p> <p>See Next Steps section on Strand 2 discussion document</p> <p>See Case for Excellence section on Strand 2 discussion document</p>
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