

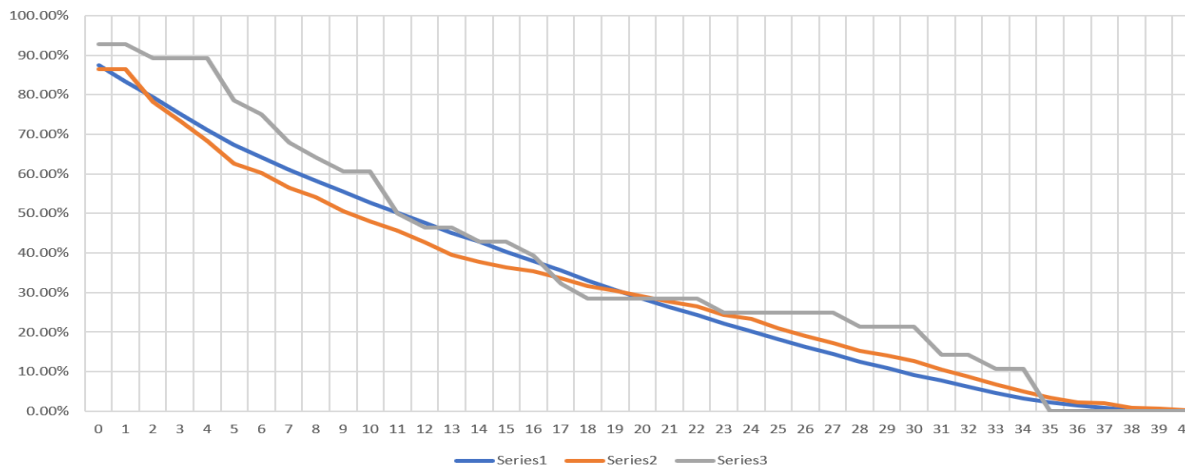


Analysis of data from November PiXL Assessments

Year 2

Reading

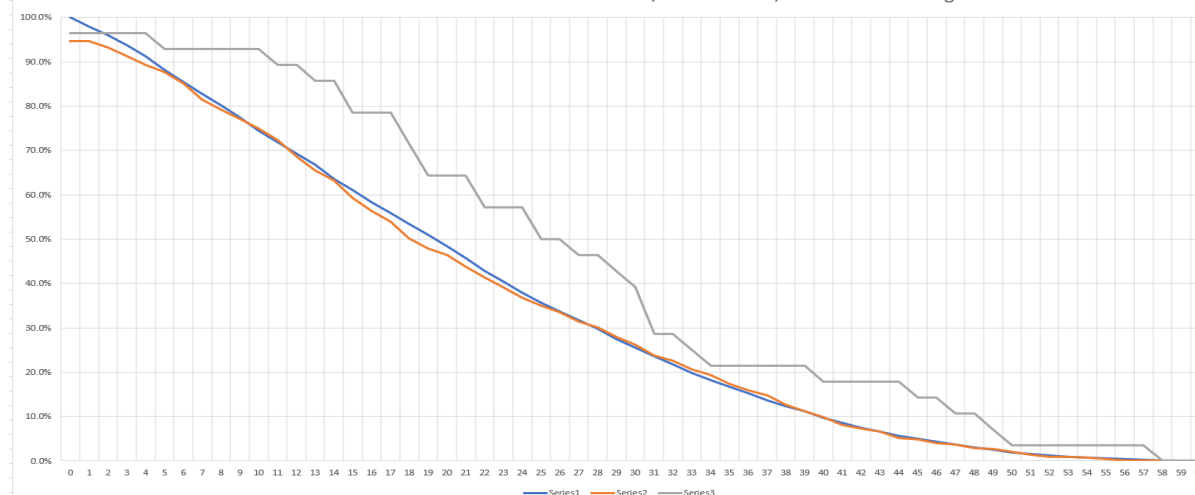
Y2 Reading Autumn 20 - Series 1 PiXL 2019 SAT, Series 2 Trust, Series 3 Ditton Lodge



We (grey line) are broadly in line (only slightly ahead) with National PiXL (blue) and USP average (orange) for reading in year 2.

Maths

Y2 Maths Autumn 20 - Series 1 PiXL 2019 SAT, Series 2 Trust, Series 3 Ditton Lodge

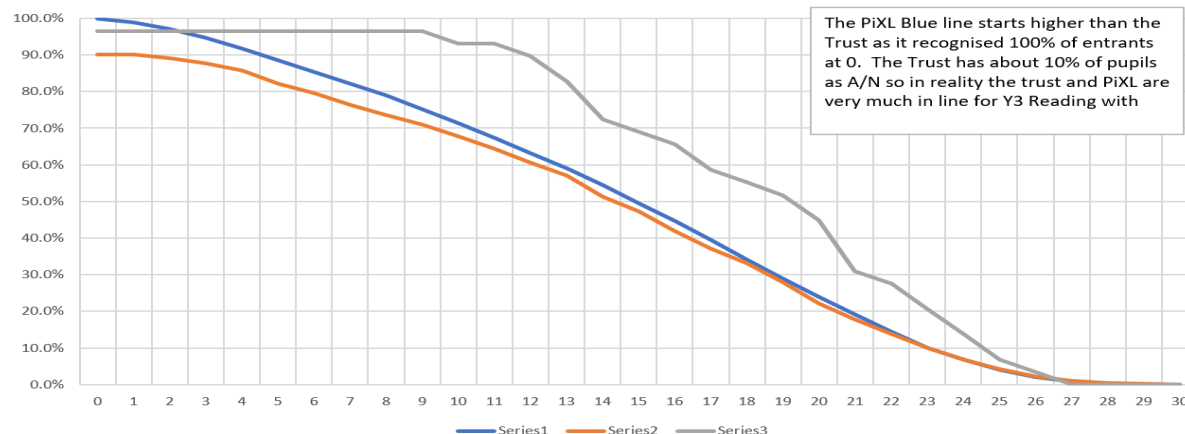


We (grey line) are significantly above both National PiXL (blue) and USP average (orange) for maths in year 2

Year 3

Reading

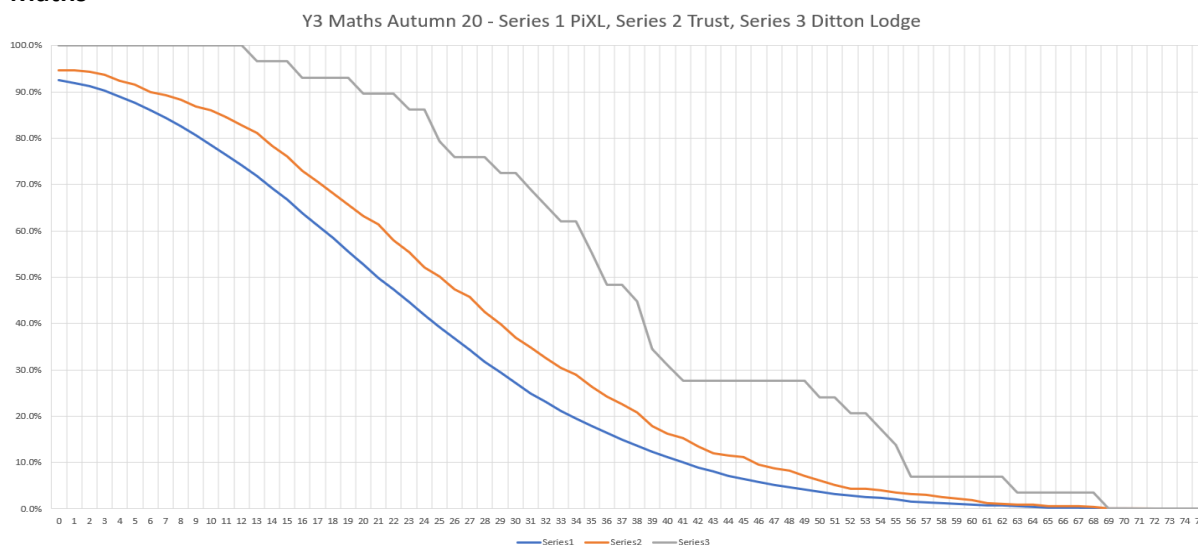
Y3 Reading Autumn 20 - Series 1 PiXL, Series 2 Trust, Series 3 Ditton Lodge



We (grey line) are generally above both National PiXL (blue) and USP average (orange) for reading in year 3.



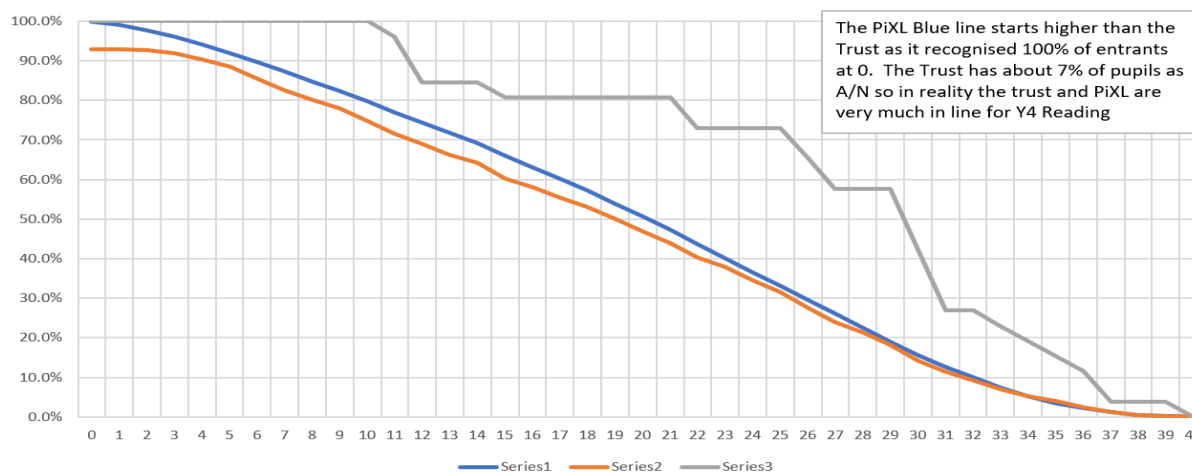
Maths



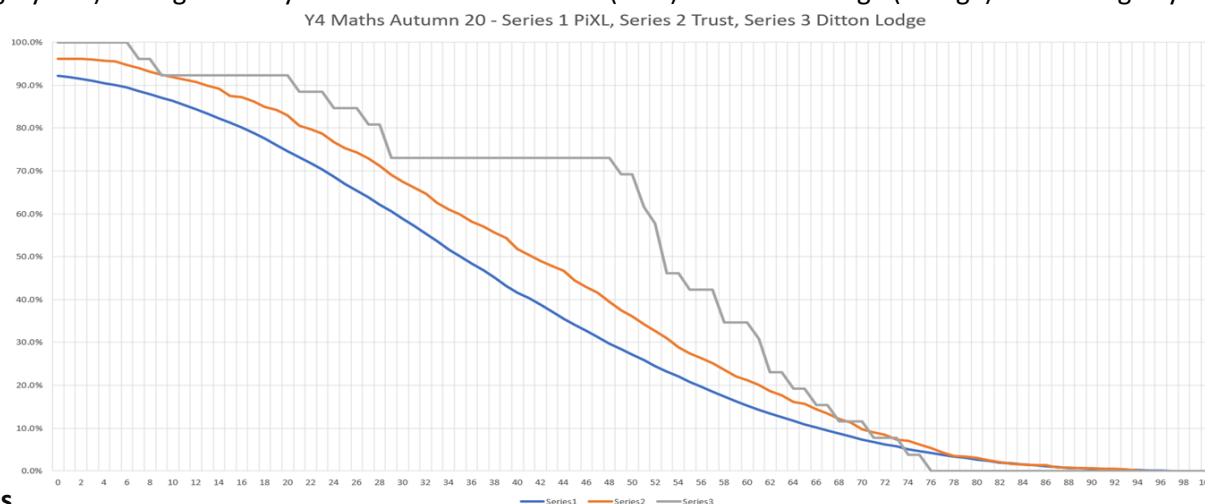
We (grey line) are significantly above both National PiXL (blue) and USP average (orange) for maths in year 3.

Year 4 Reading

Y4 Reading Autumn 20 - Series 1 PiXL, Series 2 Trust, Series 3 Ditton Lodge



We (grey line) are significantly above both National PiXL (blue) and USP average (orange) for reading in year 4.

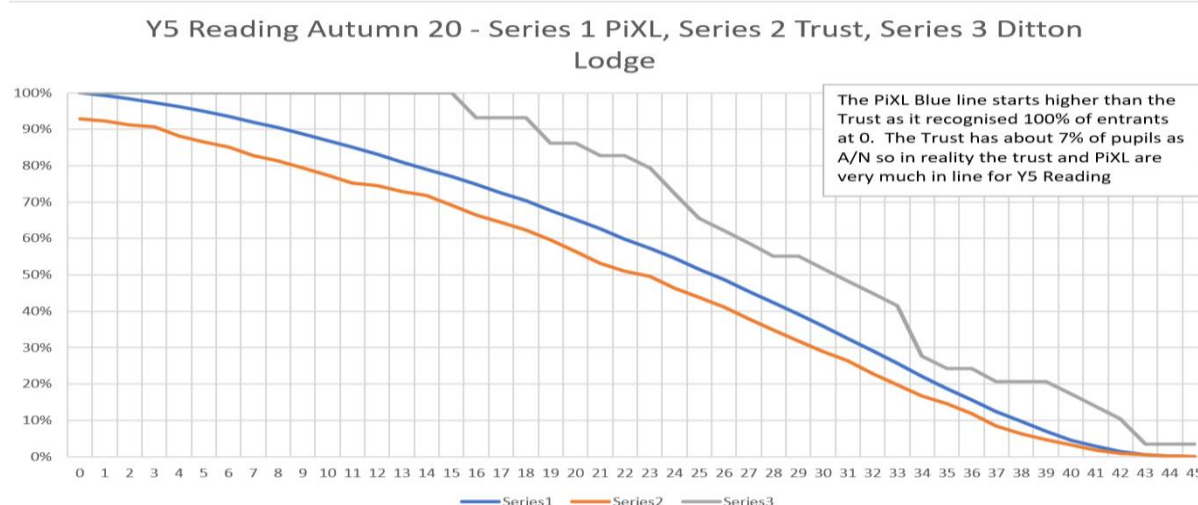


Maths

We (grey line) are generally above both National PiXL (blue) and USP average (orange) for maths in year 4.

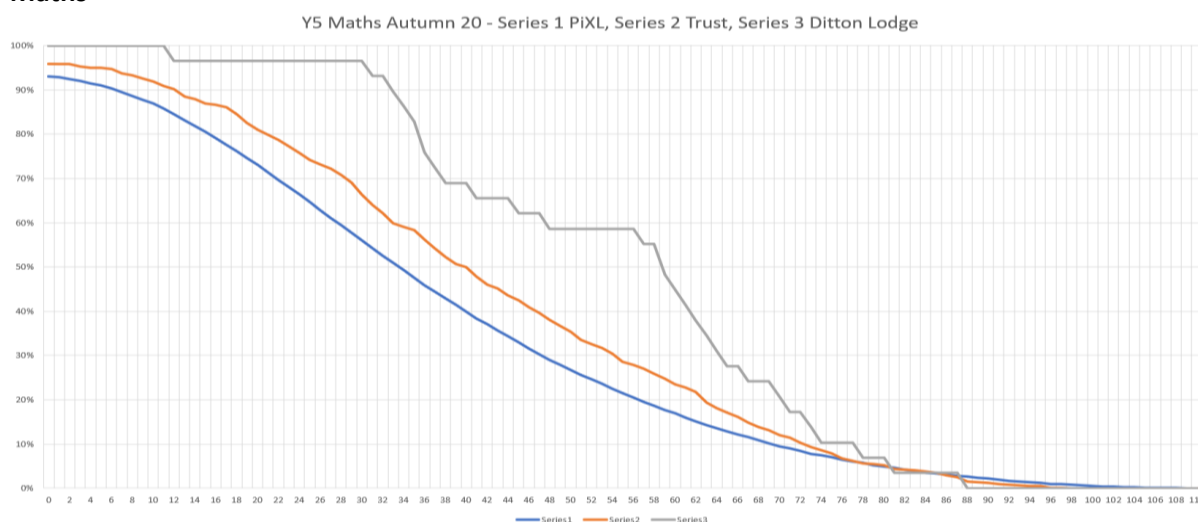


Year 5 Reading



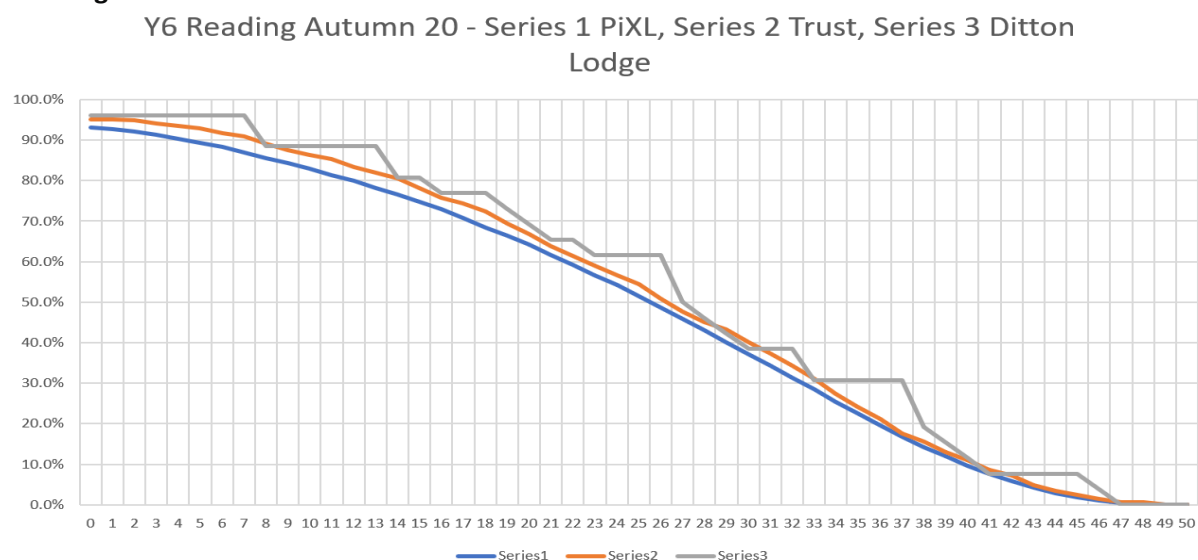
We (grey line) are above both National PiXL (blue) and USP average (orange) for reading in year 4.

Maths



We (grey line) are significantly above both National PiXL (blue) and USP average (orange) for maths in year 5.

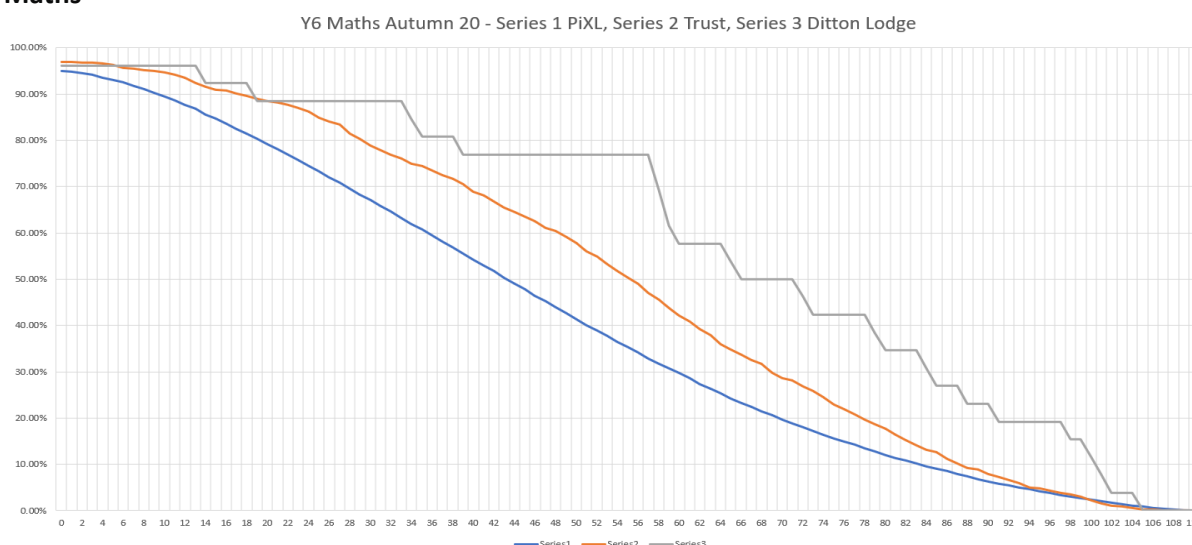
Year 6 Reading



We (grey line) are broadly in line (only slightly ahead) with National PiXL (blue) and USP average (orange) for reading in year 6.



Maths



We (grey line) are significantly above both National PiXL (blue) and USP average (orange) for maths in year 6.

Curriculum Catch Up Intervention

We have continued to run our evidence interventions of EasyRead. We have started a programme called Tutoring with Lighting Squad using Sarah Liming through The National Tutoring Programme's SP Tutors so that we are able to tap into the governments scheme to pay 75% of tutoring costs with 10 pupils across year 2, 3 and 4 who are not yet at the expected standard for reading

Risk Assessment

We have update our Risk Assessment and shared with all staff and published to all stakeholders on the website. See [risk assessment-covid 01_03_2021 DL](#) on Gov Hub.

Lateral Flow Device Testing for COVID-19

All staff have continued with the LFD kits to self-test at home twice a week. There have been no positive cases of COVID-19. All results are reported to the school and online to NHS Test and Trace.

We are encouraging all families to visit the rapid testing site in Newmarket twice weekly.

Safeguarding

Fire Evacuation Drill 18/3/2021

Invacuation Drill 22/3/2021

Vulnerable families continue to be supported though:

- Liaison with professionals: Family workers working with specific families
- Provision of Vouchers for any pupil who is self-isolating who in receipt of benefit related Free School meals
- Regular communication with families: regular letters from the headteacher, regular communication from class teacher, welfare calls to any vulnerable family, regular updates on Google Classroom from class teachers and regular Tweets
- Support of food hampers from Make Lunch for any family who has requested one during the Easter Holidays

Prejudice related incidents

Since last FGB meeting:

1 use of prejudicial homophobic language (Year 6 pupil). Dealt with swiftly and effectively by class teacher and a member of SLT. Both perpetrator and victim's parents contacted and fully supported school's actions.

Incident fully resolved.

Wellbeing

Pupil wellbeing

- TA support for any identified pupil
- Feel Good Friday (5/3/21)
- Ditton Lodge Book Week w/c 8/3/21 with World Book day on 12/3/21
- Wellbeing activities such as Yoga
- New Relationships and Behaviour policy being embedded for a consistent approach



- STEP Therapeutic Approached straining from MM and ABa to be cascaded to all staff through CPD in Staff meeting in Summer Term
- Support within class bubbles
- Motional assessment to identify targeted therapy support for specific pupils
- ELSA support for specific pupils

Staff wellbeing

- Support from OM Health and wellbeing for staff including 1:1 sessions for staff
- Employee assistance programme
- SAS wellbeing: App, phone support and counselling
- Weekly Staff meeting
- Staff recognition from SLT: Ditton's Diamonds
- Small treats delivered to pigeon holes or in staff room

Family wellbeing

- Updated information for parents from Emotional Health and Wellbeing Service
- Bereavement support from ELSA
- Access to Michelle West, Cambridgeshire Family Worker
- Specific targeted support from family worker through Early Help Assessment referrals

Thank you, Governing Body, for your continued balance of challenge and support. This has been a rather full-on start to the year, but I am proud to be Headteacher at Ditton Lodge.

I greatly appreciate the support from USP, especially Stephen Astley, and my colleagues, especially SD, KB and Aba - who continue to be the most fabulous SLT. They have really supported me as always and I am extremely grateful to them for their determination to do the best for the community of Ditton Lodge. I am extremely proud of all of our staff and how they tirelessly give of themselves each day. The children will always be the reason I get up in the morning and do all that I do. I will continue to strive to ensure they continue to receive 7 years of excellence during their time at Ditton Lodge.

B2 iAbacus Demonstration
MM demonstrated the iAbacus tool to be used by subject leaders. Governors have been given a login to review all information in his/her own time (in viewer mode only). It is a tool for self-evaluation, supported by evidence, and strategic planning across all subjects.

English Curriculum Update by KB – further information available on Gov Hub

Overview

- The Intent and Implementation document sets out what we do and how we do it. (see separate document)
- Ditton Lodge teaches English through the SFA programme, from Kinder Corner in EYFS, Roots (broadly KS1) and Wings (broadly end of Year 2 and KS2). Year 6 follow the SFA revision programme. (see 'SFA at Ditton Lodge' document)

Current Provision and Assessment

- SFA provides the bulk of teaching for Reading and Writing. Reading has a heavier weighting week by week, with writing produced as a response to reading. Separate writing weeks are used to teach skills.
- The teaching of reading follows a concentric model so that key skills are revisited and developed but the level of text changes.
- SFA provides a range of culturally diverse quality texts.
- Vocabulary is taught through SFA in English and using CUSP for Science, Geography and History.
- The CLUSP curriculum provides our Grammar and Punctuation programme.
- Spelling is taught using PiXL spelling tracker for KS2 and has a phonic/key word focus for KS1.
- Handwriting follows the Nelson scheme.
- We currently assess Reading speed for each child from Year 2 upwards. The expectation is that children can read at a speed of 90 words per minute with no more than 5 errors.
- Reading comprehension is assessed through formative assessment on a weekly basis. Summative assessments are used every term (PiXL for Years 1, 3, 4 and 5 and SATs papers for Years 2 and 6).
- There are currently a range of reading interventions on offer. These include Easy Read for Years 3 – 6, teaching with the Lightning Squad for Years 2 – 5, Phonics Play for KS1 and Neli for EYFS. Each teacher



	<p>plans for either themselves or TAs to provide extra reading support, through pre-teaching of texts or vocab and group work during reading lessons.</p> <ul style="list-style-type: none"> • Writing is currently assessed using the No More Marking Framework. • Spelling is assessed through the PiXL tracker programme. • The profile of reading is raised through the use of RIBITs, reading assemblies, displays and theme days. <p><u>Future actions inc CLUSP</u></p> <ul style="list-style-type: none"> • Assessing reading fluency and providing resources to ‘fill the gaps’ needs to be shared with teachers to help with fluency and prosody. • Oracy needs to be more clearly and discretely taught. This will be done using the One Education framework. • Work with Lauren Meadows will focus on introducing and developing the writing elements of the new CLUSP curriculum into a scheme of work for Ditton Lodge which sits alongside the SFA reading teaching. • The discrete vocabulary teaching resources from CLUSP will be introduced. • The reading and writing elements of CUSP will be developed and introduced in the long term. • I and I and overview document will need updating after the Lauren Meadows visit.
<p>B3</p>	<p>Academy Equality Objectives To review the impact of the Academy Equalities Objectives and update the published equality information as appropriate – First draft completed by AB and KB. Awaiting information from the Trust. To be submitted by the end of this academic year.</p>
<p>REPORTS & POLICIES</p>	
<p>B4</p>	<p>Curriculum/Standards Committees and Working Groups To receive minutes or reports from appropriate committee or working group meetings produced since the last meeting of the full local governing body: see C3 and D1</p>
<p>B5</p>	<p>Trust Policies - The following new/updated policies from the Trust were noted. Access Arrangements Policy; Combined Data Protection and FOI Policy; Emergency Evacuations during exams; Exam Contingency Policy; Exams Archiving Policy; Exams Lockdown Policy; Exams Policy; Exams Word; Processor Policy; Internal Appeals Policy; Privacy Notice for Job Applicants; Non-Examination Assessment Policy; NQT Policy; Privacy Notice for Parents and Carers; Privacy Notice for Pupils; Safeguarding Policy; Special Consideration Policy; Privacy Notice for Staff; Privacy Notice for Volunteers</p>
<p>B6</p>	<p>News from the Trust – to note Update from the Trust Board, first meeting of 2021 The most significant item was reviewing schools’ work on remote learning, using the summary shared also with heads following an initial review at the end of January. Successes include:</p> <ul style="list-style-type: none"> ○ very significant developments from the learning provided nearly a year ago during the first national lockdown ○ 1500 devices provided to families to assist many more children be able to access online learning ○ much higher levels of engagement by children reported in schools where engagement had been much lower during the first national lockdown ○ close attention to the children who are not engaging well, with more classified by schools as vulnerable and so invited to attend school <p>The board heard the good news that</p> <ul style="list-style-type: none"> ○ as well as a new special school to be built next door to St Edward’s, the trust’s application to open a new primary school in Romford has also been approved ○ an application to be the new ‘Teaching School Hub’ for much of Suffolk from September 2021 has been successful and will involve responsibility for providing high quality professional development <p>The board recognised the very significant demands on schools since Christmas, including establishing covid testing for secondary aged pupils and staff and home testing for primary staff.</p> <p>Lucie Calow gave an update on the work with children with SEND across the trust. As well as the significant new provision that opened in September and planned for opening in the future, the most important work remains with the 634 pupils in primary schools of which 81 have an Education, Health and Care Plan (EHCP), and 832 students in secondary schools of which 102 have an EHCP. These numbers are made up of 415 students with learning and cognition needs, 357 with social, emotional and mental health needs, 483 with communication</p>



	<p>and interaction needs and 121 with physical or sensory need and 90 with needs which are as yet not fully identified. The provision that opened in September 2020 was:</p> <ul style="list-style-type: none"> ○ a new school, Sir Bobby Robson School, for children aged 9-16 with social, emotional and mental health needs ○ specialist provision at Burton End Primary for children aged 4-7 with a wide range of complex needs ○ specialist provision at Clements Primary for children aged 7-11 with learning and cognition needs ○ specialist provision at Castle Manor for children aged 11-16 with learning and cognition needs ○ specialist provision at Houldsworth Valley Primary for children aged 7-11 with communication and interaction needs ○ specialist provision at Newmarket for children aged 11-16 with communication and interaction needs <p>Further new provision will open:</p> <ul style="list-style-type: none"> ○ specialist provision at Woodhall Primary in September 2021 for children aged 7-11 with communication and interaction needs ○ a new school in Bury St Edmunds, for children aged 9-16 with social, emotional and mental health needs ○ a new school in Romford, for children aged 5-16 with social, emotional and mental health needs and communication and interaction needs <p>The board noted the welcome imminent recruitment of a third primary director and specialist advisers in secondary English and maths.</p>
B7	<p>School Policies E-Safety Policy was approved.</p>
B8	<p>Governor Monitoring A remote session has been planned for governors to take place on 17th June to review a book study. Further information will be forwarded in due course. Action: AB and KB</p>
<u>SECTION C: FINANCE, HR AND PREMISES</u>	
C1	<p>Budgetary Monitoring Report</p> <ul style="list-style-type: none"> • February BMR – detailed analysis of report reviewed prior to meeting, no questions. Budget on track with year-end forecast in credit.
C2	<p>Budget setting To receive and consider the draft budget – Actual funding for 21/22 is slightly up on last year but in real terms less than last year due to a drop in pupil numbers. First draft agreed.</p>
C3	<p>Health & Safety/Premises/HR Issues A report from the recent H&S/Premises inspection/review by JW and SD is on the Gov Hub. The report has been RAG'd with no urgent issues. Plans have been submitted to covert the outside R/Y1 area to a classroom. KB and SD to meet with interior designer after Easter break. A recent review of buildings and utilities has been carried out on behalf of the Trust. No report to date. To note, old hall ceiling lights need updating/replacing, potentially by the end of the year.</p>
<u>SECTION D: GOVERNING BODY ORGANISATION & ADMIN</u>	
D1	<p>Local Governing Body Membership</p> <ul style="list-style-type: none"> • To report back from extraordinary meeting to ensure readiness for Ofsted Inspection using the new framework. Report available on Gov Hub includes information on the aim of the meeting - to ensure governors have all the information they need and focussed on the quality of education using questions from the new Ofsted framework. • Succession Planning – to discuss any requirement/considerations for succession planning for September Action: CS to arrange a date to meet.
<u>SECTION E: CLOSE OF BUSINESS</u>	
E1	<p>Any other business None.</p>
E2	<p>Impact</p>



	<ul style="list-style-type: none">• Excellent attendance since school has reopened fully. Well done to MM and staff for maintaining engagement with pupils and parents during the most recent lockdown. All children appear happy to be back in school.• External assessment – noting that this would not have been realised if the remote learning had not been so extensive with a very strong commitment for teaching. Not much catch up required.• Acknowledging support of parents and investment they have had to make in a difficult situation.• The children are learning more and more through the implementation of the curriculum and the richness of material shared with them. The children are exposed to a breadth of knowledge and experience.• GB learned about iAbacus and its role in evaluation and collaboration. A strategic tool for the Trust.• Well managed budget.
E3	Date of next meetings To confirm dates of future meetings: 11 05 2021 06 07 2021

CS thanked everyone for attending and closed the meeting at 19:27 hours.