



MINUTES – LAB Interim Meeting

Date: 27th April 2021

Venue: Virtual Meeting via Microsoft Teams

Time: 18:00

Attendance:			
LAB Members	Category	LAB Members	Category
Dan Blagg (DB)	Parent	Victoria Robinson (VR)	Community
Geoff Bryan (GB)	Community	John Robinson (JR)	Community
Ian Burgess (IB)	Chair	Mangala Sekhar (MS)	Community
Kathryn Hopes (KH)	Community	Rachel Surch (RS)	Head Teacher
James Lee (JL)	Deputy Head	Others	
Sally Love (SL)	Parent	Emma Maddison	Clerk
Zoe Norman	Staff	Emily Maxfield (EM)	Presentation
Jackie Peterson (JP)	Community (SBM)	Kacey Manning (KM)	Presentation

1	<p>Opening</p> <p>Presentation – Reading with Emily Maxfield & Kacey Manning:</p> <p>EM began the presentation by explaining that Reading is a priority on the SDP (School Development Plan) continuing that the focus of the presentation is not just what the school have been doing but the impact of what they’ve been doing. EM continued that Reading is high on the Ofsted agenda and there would be a ‘deep dive’ on this during an inspection.</p> <p>EM continued that Reading is part of the culture at Red Oaks and this is very apparent in school. EM added that the school aims to develop fluency for all with ‘Learning to Read’ to ‘Reading to Learn’.</p> <p>EM explained the presentation would consider the following:</p> <ul style="list-style-type: none"> How do we prioritise reading? How do we instil a love of reading? How often do teachers read to children? How do we select the books? How do we encourage parents to read to children? How do we ensure children make progress in reading? <p>Emily continued that Zoe (LAB Member and Sign Bilingual Inclusion Manager) has been working on Visual Phonics to help deaf children and this would also be rolled out to the whole school. The school also has ‘You Tube’ videos on phonemes which is having a great impact.</p> <p>EM continued that worksheets have been created to assist Teachers and TA’s to help the children with their reading, for example to identify if the pupil can recognise high frequency words in the text or how they process the text.</p>
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	<p>KM explained the school is promoting a reading culture and a love of reading by reading to the whole class or 1:1. Free audio books and interpreted stories have been shared as well as websites such as 'Storylineonline' and 'The Book Trust'.</p> <p>KM explained the importance of practising, explaining that a whole class may engage in re-reading the same text many times, play games around the text such as the tone of phrase game and reciprocal reading training.</p> <p>KM went on to explain the Red Oaks Reading Spine, the reading incentive which was launched by the school on World Book Day. Each class was given a box decorated by a member of staff containing a high quality selection of Picture Books, chapter books and wordless books. Each box has a theme for example BAME and strong female leads.</p> <p>KM also told the LAB about the success of the Book Review, children have been submitting reviews on the school website and Rachel and James have then recorded themselves reading some of these books such as the 'Nowhere Emporium' which has subsequently created a lot of enthusiasm around that particular book.</p> <p>EM explained the four actions on the SDP with regard to Guided Reading and then explained the Impact so far now that the Reading Spine is in place. Moving forward a 'Grammar Road Map' is being worked on as well as an 'author attic' so children can read more books by the same author.</p> <p>EM & KM invited questions.</p> <p>The Chair asked how the Teacher & TA worksheet had been received? EM replied that more detailed information is now being written in children's reading record books which will be monitored regularly.</p> <p>The Chair wondered if a Virtual Pupil Forum could be held with a few LAB Members to get some feedback on the new Reading Spine adding that it would be great to hear what the children think, to hear what they think is different and what else they would like. EM said that it would be no trouble to organise this.</p> <p>Action: EM/KM/IB to organise Virtual Pupil Forum with LAB</p> <p>The Head asked if LAB members would like to come in to record a story to share with the children adding that the school has a designated area for this with the equipment set up.</p> <p>Action: Clerk/LAB Members to notify interest in recording stories</p> <p>MS asked if the children were still able to pair up with someone from a different class for reading. The Head replied that this wasn't currently possible due to mixing bubbles but she hoped that it would resume in Sept but added that Relative Reading would continue.</p> <p>The Chair thanked EM & KM for their presentation and work adding that he thought that 'Learning to Read, Reading to Learn' was a wonderful concept.</p>
1.1	<p>Welcome & Apologies:</p> <p>The Chair welcomed the LAB to the Virtual Interim LAB Meeting. All LAB Members were present, there were no apologies.</p>

1.2	<p>Notification of Items of AOB:</p> <ul style="list-style-type: none"> • LAB Member expectation
2	Performance, Standards & Behaviour
2.1	<p>SDP Review – Term 4:</p> <p>The Chair thanked the Head for the Term 4 SDP update which was shared with LAB Members in advance of the meeting. Governors were invited to ask questions: The Head added that anything in red on the SDP was either down to Covid or is scheduled for later in the year or would be carried over into next year.</p> <p>VR: In Priority 1 on KPI for Foundation Stage subjects, this was scheduled for Term 2, is this not now a priority? RS: We've had a rethink on the approach for this and are considering a joint project with Orchid Vale which is a huge undertaking. This will be a priority for next year. DB: on 4.1: Policy and Provision refers to the 'Happy School Project' can you tell us about this? RS: Becky the DSL is planning to do this, it's an award but has not been possible due to Covid. Becky has been very busy with Safeguarding and Behaviour plus it's a difficult time for this kind of project. We will continue with it when we can as will Mental Health and Wellbeing as well as the Carnegie Award. KH: In Section 1.3 - Subject Leaders to become familiar with other Year Groups. Please could you explain? RS: Teachers in Years 1-6 do not understand Foundation Stage so in Terms 5 and 6 I will cover classes and teachers can visit Foundation Stage for greater understanding and to help with project maps. Foundation teachers will then visit Years 1-6. This has been difficult because of Covid. JR: In 1.4 - Community and Aspiration, you mention contacting local businesses and professionals to encourage speakers into school to discuss what skills the children need to gain in order to get employment in those sectors. Can you tell me what kind of businesses you are thinking of? JL: Initially we were thinking of larger, local organisations such as Nationwide and Intel in order to get an idea of what day to day life working there is like; we would be interested in an IT Focus and we are also now looking at smaller businesses too. Some companies have dedicated programs for working with schools but this is obviously not so easy at the moment as everything has to be virtual. We'll also do an appeal in the school newsletter. Aspirations can start to build at Primary so it's a good thing to do. We'd also like to focus on 'People Who Help Us' such as firefighters and paramedics. MS: I know Mandy (Wilson) is also trying to get contacts in the Medical community which would lead into the objectives. KH: In Section 1.1 - Pupil conferencing and children understanding the skills they are learning, how do you evidence this? RS: We ask the children why they are learning something. All children, especially boys like to have a purpose to what they are learning or they quickly switch off so we will use age appropriate projects for Years 1-6. GB: I will be coming in to school to talk to the children about IT, not just my role in school but the importance of IT in the world around us. Just as an update we've also received some Microsoft Surfaces through DfE and the Daily Mail. RS: Looking at 1.6 on the SDP you can see how Blended Learning evolved, not all of it was needed as the first lockdown was longer so some of this won't need to be carried over. IB: The SDP is a living document and some things will evolve and priorities will change. SL: Has the SDP been impacted by school closures, have the milestones changed in response to this? Are there any further cost/staffing implications to support us to reach the Priorities?</p>

	<p>RS: Staff cover due to shielding or testing and restrictions between bubbles has been tricky to manage but now we are getting a bit more back to normal.</p> <p>IB: The last 13-14 months have been hard. How many Priorities need to be carried forward?</p> <p>RS: Not too many, some are yellow (in progress and monitoring) but we hope to embed these by the end of the year.</p> <p>JL: Some may come off and become different projects.</p> <p>RS: Some may go on to individual or team action plans, not on the SDP.</p> <p>IB: In Term 6 next year perhaps we can do a self-assessment; what went well and what didn't</p> <p>MS: You mention contacting Stakeholders to contribute to the curriculum?</p> <p>RS: We did send out a questionnaire to parents on this and got a few responses but they were mostly suggestions of things we are already doing. We have the pupil conferences too and these will go onto the SDP. When I go on to cover classes we will create a Children's SEF to get the Pupil's Voice.</p> <p>MS: How has engagement been with Subject Leaders across the Trust been?</p> <p>RS: This has been dependent on the Subject Team as this is mostly around streamlining transition as well as cross-phase projects.</p> <p>ZN: I attend a lot of these and it varies a lot based on what people feel they can bring depending on the Year group.</p> <p>RS: It's important teachers have an understanding of other year groups' curriculum.</p> <p>There were no further questions. The Chair invited final thoughts from RS and JL</p> <p>RS: We've got lots of ideas and we have an SLT day planned, we won't have data until the year end but we've got some broad ideas in place.</p> <p>JL: It's exciting to see what can be done. We've developed new skills and we'll be taking that forward.</p> <p>IB: A big thanks to everyone for their contribution. It's amazing that in such difficult times that the SDP has been progressed in spite of the situation with Covid.</p>
3	<p>AOB & Any Other Points</p>
3.1	<p>AOB: Matters Arising:</p> <p>Governor Resignation:</p> <p>The Chair advised the LAB that Gillian Cullen has resigned from the LAB due to difficulties of combining the demands of the role with her work. The Chair extended his thanks to Gillian for her contribution on behalf of the LAB.</p> <p>Link Governor Contact:</p> <p>The Chair reminded the LAB about the Action from the March 30th meeting to make contact with Link Subject/Area leads by May 7th in time for the May 11th meeting. This can be done via phone, email or virtual. The Chair added that if this isn't possible then please can LAB Members provide a date when this will be taking place.</p> <p>Skills Audit:</p> <p>The Skills Audit is now complete, The Chair thanked everyone for completing this.</p> <p>LAB Member Expectation:</p> <p>There are two meetings left this year, The Chair advised the LAB that he is hopeful that the June meeting might be able to be face to face if easing of restrictions allow. The Chair also proposed</p>

	that the LAB have an informal gathering if possible to further discuss how the LAB can support the school and discuss how to plan meetings going forwards. There were no further items for AOB
3.2	Date of Next Meeting: 11th May 2021 - 6pm. The Chair extended his thanks to The Head and the LAB for their attendance and contribution.

The Meeting concluded at 19:12 pm

Full LAB Meeting Dates 2020/21	
15 th September 2020 @ 18:00	9 th March 2021
10 th November 2020	27 th April 2021
15 th December 2020	11 th May 2021 (new)
26 th January 2021	29 th June 2021 (new)

Key Actions:	By whom:	Completed:
Action: EM/KM/IB to organise Virtual Pupil Forum with LAB	EM/KM/IB	Ongoing
Action: Clerk/LAB Members to notify interest in recording stories	All	Ongoing
Action: Link Governors to make contact with subject/area leads by May 7th to share at May 11th meeting.	All	29/06/21

Abbreviations:	
TPAT	The Park Academies Trust
SDP	School Development Plan
SLT	Senior Leadership Team
DSL	Designated Safeguarding Lead
KPI	Key Performance Indicators
SEF	Self-Evaluation Form

Signed:	Print:
	Signature:
Date:	