

MEETINGS: How frequently did governors meet?	POLICIES: What policies have been reviewed?
<ul style="list-style-type: none"> <li>• Governor Day in School, 22<sup>nd</sup> January 2020</li> <li>• Pay Review Committee, 29<sup>th</sup> January 2020</li> <li>• LGB, 29<sup>th</sup> January 2020</li> <li>• LGB, 18<sup>th</sup> March 2020 (via conference call)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• Recruitment – Procedure for Consideration of the Business Case</li> </ul>
MONITORING REPORTS: What reports were produced and by whom?	TRAINING & BRIEFING: How have governors kept up to date and built skills?
<ul style="list-style-type: none"> <li>• Assessment (Jo Tisi)</li> <li>• Behaviour (Helen Whittaker)</li> <li>• Curriculum (John Finney)</li> <li>• English (Alexa Minett &amp; Ross Wilson)</li> <li>• English as an Additional Language (Alexa Minett)</li> <li>• Extra-Curricular Activities (Ross Wilson)</li> <li>• Geography, Art, Online Safety (Jo Tisi)</li> <li>• Maths (Joe Bernacki)</li> <li>• Maths (Meeting with Subject Lead) (Joe Bernacki)</li> <li>• Modern Foreign Languages (Clive Jeffries)</li> <li>• Music (John Finney)</li> <li>• Parental Engagement (Ross Wilson)</li> <li>• Progress Portal (Joe Bernacki)</li> <li>• Personal, Social and Health Education (Alexa Minett)</li> <li>• Physical Education (Patrick Noble)</li> <li>• Pupil Premium (Clive Jeffries)</li> <li>• Pupil Voice (John Finney)</li> <li>• Science (Joe Bernacki)</li> <li>• SIAMS, RE, Collective Worship (Helen Whittaker)</li> <li>• Transition (John Finney)</li> <li>• Year 3 (Judy Phillips, Joe Bernacki &amp; Patrick Noble)</li> <li>• Year 4 (Jo Tisi &amp; Clive Jeffries)</li> <li>• Year 5 (Helen Whittaker, Charlie Quigg &amp; Alexa Minett)</li> <li>• Year 6 (Ross Wilson &amp; John Finney)</li> </ul>	<ul style="list-style-type: none"> <li>• Governance Topic: LGB's role in budget-setting; Integrated Curriculum and Financial Planning</li> <li>• Governor Day: All governors spent a full day in school, which presented opportunities for broadening/deepening knowledge, and for collaborative working</li> <li>• Data Question and Answer Session on Governor Day in School</li> <li>• Representation at DEMAT Governance Conference (Chair, Vice-Chair, Headteacher, Clerk)</li> <li>• Receipt of regular Governor Briefings during period of (partial) school closure as a Governmental response to the Coronavirus COVID-19 Pandemic</li> <li>• Access to DEMAT Chief Executive Officer's Briefings during this time</li> <li>• Chair's involvement in preliminary meetings with potential stakeholders re Ely Learning Village Project</li> <li>• Participation in DEMAT Governance Review</li> <li>• DEMAT Governor Induction Slides made available to 2 new governors pending the scheduling of a further Induction Course</li> </ul>
GOVERNOR ACTIVITIES: What other activities have governors undertaken?	EMERGENT ISSUES: What issues are governors tracking?
<ul style="list-style-type: none"> <li>• Ely Learning Village Proposal: draft Position Statement, meetings with stakeholders, exploration of funding</li> <li>• Governor Day in School: governor/staff meetings; review of, and reporting on, key areas of responsibility</li> <li>• Progress and Attainment Data: Q&amp;A session with Assessment Lead, inc impact of Upper KS2 Plan</li> <li>• Safeguarding: beneficial impact of CPOMS and Children's Support Worker role evidenced; Single Central Record reviewed; developing online safety strategy presented</li> <li>• Christian Distinctiveness: SIAMS SEF reviewed; visibility of practical Christianity, consistency, embedding of Hebrews 10:24 and underpinning of behaviour explored</li> <li>• Curriculum: understanding of curricular review process gained, inc strategy for ensuring infant/junior continuity</li> <li>• Pupil Premium: effectiveness of gap-closure and barrier-removal strategies, inc Progress Portal and Achievement for All (AfA), reviewed</li> <li>• English: impact of phonics-related improvements, and standardisation of expectations for spelling and handwriting practice considered</li> <li>• Extra-curricular activity: review of provision, variety, quality-control, potential for development</li> <li>• Finance: reasons underlying ICT Project overspend explored; procedures for ensuring financial efficacy and control examined; preliminary budget considerations discussed</li> <li>• Coronavirus COVID-19 Pandemic: consideration of challenges, risks and opportunities; formulation of strategies for continued educational provision, well-being of school community, and mitigation of longer-term impact</li> </ul>	<ul style="list-style-type: none"> <li>• Ely Learning Village: benefits of proceeding, unique selling points, detail, legal structure and decision-making process, expansion of Infant Assessment Unit, pupil numbers projections, plans re additional form/new Ely school</li> <li>• Safeguarding: support for families in 'second-tier' crisis</li> <li>• Y6 Combined: progress towards aspirational target</li> <li>• Christian Distinctiveness: extension of consistency</li> <li>• Curriculum: ongoing development as review progresses; sufficiency of time dedicated to foundation subjects; infant/junior seamlessness, and objective-sharing</li> <li>• English: phonics training needs; impact of phonics gap-closure strategies and reading culture on Writing outcomes; Librarian hours</li> <li>• Transition: effective liaison; deepening of data exchange, Y2/3; perpetuating KS1 TA/Y3 Baseline discrepancy; junior-readiness; resolution through joint plan</li> <li>• Parental Engagement: success of alternative approaches; management of expectations</li> <li>• Upper KS2 Plan: replication of successful strategies, and extrapolation into a junior 'top-and-tail' plan, incorporating explicit, non-negotiables; re-balancing of classes</li> <li>• Continuation of support for pupils with high levels of need</li> <li>• Budget: 5-year forecasting, and creative use of resources and reserves; pro-active investment in children's futures</li> <li>• Educational provision, during and after COVID-19 Pandemic: strategising for continuation during lockdown (vulnerable, and key worker child, schooling; home-learning); FSM assistance; staff and pupil well-being; return to school; mitigation of longer-term impact</li> </ul>