



Priory Fields School

Local Governing Body Meeting

Thursday 21st November 2019

Executive Headteacher: Mrs Anne Siggins

Head of School: Mrs Helen Seeley

Minutes of the Local Governing Body Meeting

held at the school on Thursday 21st November 2019 at 5pm .

Governors Present: Helen Seeley (HoS), Carol Rayfield (VCoG), Malcolm Bowler, Henry Coates, Tina Robinson

Others Present:

Clerk: Katie Evans

1	<p><u>Welcome, introductions, apologies</u> All Governors were welcomed to the meeting. Apologies received from Anne Siggins, Alison Mackintosh, Vicky Smith, Stuart Duggan and Shara Wheeler. All apologies were accepted by the LGB. A letter of resignation had been received from Stuart Duggan. Stuart has unfortunately had to resign from his role as Governor due to new work commitments. Stuart's contribution to Priory Fields School has been much appreciated and will be greatly missed. VCoG to forward a letter to the Clerk to send to SD.</p>
2	<p><u>Declaration of Business and Pecuniary Interests</u> Governors were given the opportunity to declare any interests against this agenda. No declarations were recorded against this agenda and no changes were made to existing declarations. All Governors signed new declaration of business interest forms.</p>
3	<p><u>Minutes from the previous meeting in Term 1 – Thursday 26th September 2019:</u> <u>Approval of Minutes</u> Previous minutes were distributed to Governors prior to the LGB meeting. The minutes of the Local Governing Body meeting held on Thursday 26th September 2019 were approved as a true and accurate record. The Acting Chair of Governors signed the minutes.</p> <p><u>Action Points from previous meeting:</u></p> <ul style="list-style-type: none"> - The Clerk has updated the Terms of Reference. - Clarity was sought at the Trust Board meeting regarding specific wording in the roles and responsibilities document. - Monitoring schedule has been devised and discussed in the meeting. - Governors were informed the use of IRIS is not compulsory for staff however; through peer support, all teachers will be encouraged to use it as a self-evaluation tool.

Matters Arising

The Staff Governor will no longer be working at Priory Fields School from January 2020 due to a promotion. Therefore, this means there will be a vacancy for a new Staff Governor. Clerk to organise advertisement for staff vacancy.

The Staff Governor is also a parent at Priory Fields and has requested to become a Parent Governor. All Governors were in agreement if it is acceptable within the Articles of Association. Clerk to check Articles of Association and feedback to Governors.

Pupil Premium

The Pupil Premium Strategy was distributed to all Governors prior to the LGB meeting. The document has kept the same format as previous years, although in future we may move to a three year strategy document.

The barriers to future attainment remain the same:

- A) Ensuring interventions are always fully effective, well managed and systematically evaluated to ensure best outcomes for all.
- B) Ensuring the taught curriculum is relevant and engaging, with strong cross curricular links to engage learning.
- C) Pedagogical understanding of strategies to ensure all learning is thoroughly embedded in pupil understanding.
- D) Child SEMH issues and lack of resilience; sometimes resulting in poor engagement and attitudes to learning.

The main strategic actions aimed at improving outcomes for pupil premium pupils are continuing from previous years.

TA Support:

Expenditure is focussed on Early Years to provide four teaching assistants. Children arrive in Early Years with low starting points, with many having limited grasp of English. This additional TA support is aimed at ensuring children have the best possible start towards meeting early learning goals.

Key Stage One and Two Academy Leaders of Learning:

Evidence suggests that pupils do not always retain concepts taught and that work completed in books is not committed to long-term memory. The academy will be recruiting Leaders of Learning to be responsible for checking learning, identifying gaps and areas for improvement as well as supporting teachers in their practice.

The Head of School clarified these roles would work similarly to the Early Years Leading Practitioner which has proven to be a successful model.

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Community Engagement Presentation from the Head Boy & Head Girl

The Head Boy and Head Girl gave a short presentation to Governors to share Priory Field's involvement with the local community.

- The school are currently actively supporting two charities; Age UK and Kent Wildlife Trust. By choosing charities that are active locally, charity fundraising is more purposeful as children can see how monies raised are spent locally. The school has received a letter of thanks from Kent Wildlife Trust for the £145 raised by Priory Fields.
- There is an after school club which is similar to Brownies called Priory Panthers. Each week, some children from Priory Panthers go to the Age UK Riverside Centre in Dover to take part in different activities with the elderly. This can range from children eating their lunch with the adults, playing games and singing.

- The school choir sang at the opening of the new Harmonia Village, which is a dementia village that provides people with nursing care for those who have dementia.
- Year six children took remembrance wreaths to the memorial in Dover and read In Flanders Fields poem by John McCrae. The school received positive feedback from the public who said they felt the children were very well behaved and respectful.
- Parent lunches have been held in Term 1 for Year 2 and for Year 1 in Term 2. A raffle was held to choose select parents who had expressed a wish to take part. Children helped prepare the pudding with the Catering Manager; they really enjoy this and had a great time eating lunch alongside their parents.
- Forthcoming events include a school Bingo evening, Christmas Carol Concert, Christmas Fair and Brass Concert which are all happening in December. The Head Boy and Head Girl extended invitations for Governors to attend these events.

Governors were impressed with the range of different activities taking place, all of which enable children to understand what it means to be an active local citizen. Further to this, events within the local community represents good public relations, ensuring the work of the school and trust is prominent within the community.

Governors thanked the Head Boy and Head Girl for giving such an insightful presentation; they demonstrated a good level of understanding of the importance of community engagement as well as speaking clearly and articulately.

5 IDSR (Primary Inspection Data Summary Report) Workshop

The IDSR was sent to Governors prior to the LGB meeting and discussed through a workshop facilitated by the Head of School.

The format of the IDSR has changed from 2018 and is in line with the new Ofsted Framework. The new format provides ready interpreted data inspectors, thus reducing preparation time. There is a reduced focus on small/vulnerable groups, which it is felt might distract from the bigger picture and needs of all children.

New information included in the IDSR includes data from the School Workforce Census, financial data and MAT information. 'Other measures' focus on other subjects - GPS, GLD EYFS and Science.

The IDSR automatically generates trigger statements which will be "areas of interest" considered during an Ofsted Inspection. Trigger statements are generated for high or low performance during the current year or last two or three years. This is when the school falls in the top or bottom quintile and is significantly above or below national for any data set. Where a trigger statement is not generated, the school is performing in line with national expectations. This is the case for progress in all subjects and attainment in writing (all children), and the progress and attainment of disadvantaged pupils.

In all data, outcomes are affected by mobility – school stability remains within the lowest quintile. Governors have previously been presented with data demonstrating the impact of mobility. This should always be acknowledged when considering the data on the IDSR.

Reading Attainment (All Key Stages)

One trigger statement has been generated:

The three year average reading attainment score (102.5) was in the lowest 20%.

Governors questioned why this is the case when attainment in reading is in line with national. The Head of School explained the low three year average is due to fewer pupils achieving greater depth in reading, thus pulling down the overall average score. There is a continued focus on greater depth reading, particularly through the reading champions programme.

Mathematics Attainment (All Key Stages)

One trigger statement has been generated:

Key Stage Two attainment of the expected standard (100+) in Mathematics (65%) was significantly below national and in the lowest 20% of all schools in 2019.

Governors are already aware of the low performance in Maths of the 2019 cohort. Recruitment issues and staff changes during the year had a negative impact on Maths in particular. However, the Head of School expressed confidence that staffing issues had been addressed and a strong team in Year 6 to ensure there is high quality provision in this year group in Mathematics.

Other Measures in 2019

One trigger statement has been generated:

In 2019, 19% of pupils achieved the higher standard (110+) in the Key Stage Two English Grammar, Punctuation and Spelling Test, significantly below national and in the lowest 20% of all schools.

In many cases, pupils come to the school with limited vocabulary, poor grammatical habits and without good role models in terms of spoken and written English. It is a challenge to move pupils towards the higher standard however, the Year 6 team are focused on best outcomes for higher ability pupils.

Absence

One trigger statement has been generated:

In 2017/18, the rate of overall absence (4.5%) was slightly below the national for schools of a similar level of deprivation (4.73%).

This statement was acknowledged but was not discussed fully at this stage as attendance has been discussed as an agenda item at previous meetings.

Exclusions

The trigger statements generated relate to one fixed term exclusion in 2017/18, as such levels of exclusion are not an area of concern.

School and Local Context

A Governor asked why the number of children with SEND and an EHCP is so low when the number of pupils with SEND is high. The Governors followed this up by asking if children with SEND needs are identified properly. The HoS confirmed there are robust systems in place to identify children with additional needs. The reason for the low percentage of children with an EHCP is that plans are sought for children who need specialist provision and once there is a plan in place they leave the school.

MAT/LA Level Information

The MAT inspection data is incorrect. It states there are three schools which have been graded a 'Good' school. However, it should state two schools are good and one school 'not yet inspected' as Vale View School has not been inspected since being part of the Whinless Down Academy Trust.

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Teaching and Learning Strategy Update

The HoS gave a brief verbal update to Governors regarding the progress of the Teaching and Learning Strategy.

Professional development through academy staff meetings has continued to focus on development of effective strategies to ensure learning is embedded. Teachers are being encouraged to trial new methods in their practice, moving away from the traditional three part lesson. Some ideas being trialled include the cutting away approach whereby a group of children may begin their lesson with independent learning whilst the rest of the class are involved in whole group input from the teacher; the peel away approach is where children gradually come away from adult led teaching to start learning activities independently.

	<p>Teachers and managers are involved in 'checking' conversations with children which helps assess what children have learnt and retained over the last week, term, year as well as current learning. These conversations will help inform teachers future planning and make it clear where further reinforcement is required.</p> <p>A Governor asked if questions asked are effective for all individuals and if there is enough time for teachers to carry this out effectively. Teachers are being supported through discussions at staff meeting and via individual feedback to develop their practice to enable checking conversations to take place regularly. IRIS is a useful tool to help teachers share their successes in this area with colleagues.</p> <p>The next step is for sharing the first stages of the teaching and learning strategy document with teachers which sets out clear expectations. Those teachers who have already become confident in using IRIS will be sharing footage with colleagues demonstrating some of the new teaching and learning strategy ideas.</p>
7	<p><u>Safeguarding Update</u></p> <p><u>CURA</u></p> <p>All staff had training for using CURA to log safeguarding concerns and the is now being used effectively by DSLs to manage safeguarding. Paper versions of the green concern form will still be available for use by visitors and should there not be access to CURA for any reason.</p> <p><u>Keeping Children Safe in Education Part 2</u></p> <p>All Governors present have read and signed Keeping Children Safe in Education 2019, Part Two. Governors absent from the meeting to confirm they have read and understood the document in the next LGB meeting.</p>
8	<p><u>Vision and Values</u></p> <p>The HoS shared with Governors the soft toy value characters which have been created to help promote Priory Fields values with the children. The characters are:</p> <p>Adventurous Aardvark – Teaching courage and resilience to overcome obstacles. Aspirational Ant – Growing dreams through inspirational teaching, aspiring to greatness. Collaborative Cat – Achieving through collaboration, take pride in being part of our team. Happy Hippo – Happiness is at the heart of all we do. We find joy in any situation. Open-minded Octopus – Valuing diversity and celebrating differences. Open to new and varied opportunities. Respectful Rabbit – Showing manners and courtesy in all we do. Behaving respectfully to one another.</p> <p>The school values have been the topic of all school assemblies and embedded through praise and celebration assemblies. There was a display showcasing the new values during Parent Consultations held in November.</p> <p>Next steps to further embed the school values is to create character profiles to demonstrate how the characters gained their names.</p>
9	<p><u>Attendance Update</u></p> <p>Updated attendance data was sent to Governors prior to the LGB meeting.</p> <p>No questions were raised and Governors are confident the school are doing as much as they can to help minimise absence in school.</p>
10	<p><u>Feedback from Governor Monitoring</u></p> <p>- <u>Safeguarding Audit</u></p>

	<p>The Safeguarding Audit carried out by the Head of School and Malcolm Bowler was distributed to Governors prior to the meeting.</p> <p>Following the audit, a few actions were identified as follows:</p> <p>*Update training not fully completed (catering staff). Records to be updated on completion of training.</p> <p>> This has now been completed.</p> <p>*To ensure paper concern forms are available for staff/visitors unable to access the electronic system.</p> <p>> Paper forms are still available.</p> <p>*NSPCC whistleblowing poster to be displayed outside the staffroom.</p> <p>> This has been completed.</p> <p>*Monitoring revealed that procedures for children handing in phones is not secure as some phones were being kept in bags.</p> <p>> This has now been addressed and processes tightened.</p> <p>*KCC Safeguarding leaflet to be included in safeguarding documents library for staff.</p> <p>> This has been completed.</p> <p>*Monitoring of SCR to be undertaken.</p> <p>> This will be completed in Term 3.</p> <p>*Lockdown procedure practice to be scheduled.</p> <p>> This was completed successfully.</p> <p style="text-align: center;">- <u>Quality of Education – Monitoring Day</u></p> <p>The Monitoring report was circulated to Governors prior to the LGB meeting.</p> <p>The Governor present during the monitoring process felt children were working independently and were happy in their learning.</p> <p>The HoS confirmed the monitoring day was successful, was a few staff who may need a little more support in adapting to some of the new teaching and learning strategies.</p> <p>A Governor asked if other areas of the curriculum will be monitored, aside from English and Maths. The HoS confirmed monitoring will need to be broadened to other subjects in future monitoring.</p> <p>Another Governors asked how Governors could be assured the processes in place for monitoring were rigorous. Monitoring was quality assured by an Independent Advisor and other Heads of Schools.</p>
11	<p><u>Monitoring Schedule</u></p> <p>A draft monitoring schedule was shared with Governors in the meeting.</p> <p>CR will monitor a pupil progress meeting in the week commencing 13/01/20 and academy moderation 05/02/20.</p> <p>MB has agreed to carry out vision and values pupil voice.</p> <p>Governor monitoring schedule to be sent to all Governors, Governors to inform Clerk if they're able to complete any monitoring.</p>
12	<p><u>Governor Training</u></p> <p>There are no new current items of training. Any new training opportunities will be circulated to Governors.</p> <p>The November edition of Governance Monthly Bulletin was distributed to Governors prior to the LGB meeting.</p>
13	<p><u>AOB</u></p> <p>No matters of any other business were raised during this meeting.</p>

14	<p>Confidentiality of Proceedings No matters of a confidential nature were raised during the meeting.</p>
15	<p>Publication of Minutes: These minutes will be agreed and published in the next meeting on Thursday 30th January 2020.</p>

Action Points	
	<ul style="list-style-type: none"> ➤ Acceptance of resignation letter to be sent to SD - CR to draft and send to Clerk. ➤ Clerk to organise staff governor vacancy. ➤ Clerk to check Articles of Association regarding staff/parent governor roles. ➤ Governors absent from the meeting to confirm they have read and understood Keeping Children Safe in Education 2019, Part 2 in the next LGB meeting. ➤ Governor monitoring schedule to be sent to all Governors, Governors to inform Clerk if they're able to complete any monitoring.

Minutes taken by Clerk, Katie Evans

Signed by Vice Chair of Governors: _____



Date: _____

30/01/20