



Priory Fields School
Local Governing Body Meeting
Thursday 18th March 2021

Executive Headteacher: Mrs Anne Siggins

Minutes of the Local Governing Body Meeting

held virtually on Thursday 18th March 2021 at 4pm

Governors Present: Anne Siggins (ExecHT), Alison Mackintosh (Vice Chair of Governors), Malcolm Bowler (Chair of Governors), Henry Coates, Tina Robinson

Others Present: Shara Wheeler (Assistant Headteacher & English Lead for Priory Fields), Casey Hall (Leader of Learning for Key Stage Two), Dominique Steeples (Leader of PSHE), Liz Little (English Lead for St Martin's), Amanda Abbott (English Lead for Vale View)

Clerk: Katie Banes

1	<p><u>Welcome, introductions, resignations and apologies</u> All Governors were welcomed to the meeting. Apologies were accepted by the LGB for Thomas Churchill and the meeting was confirmed to be quorate.</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.</p>
3	<p><u>Election of Chair of Governors</u> Malcolm Bowler nominated himself to become the Chair of Governors for the LGB. All Governors present approved the decision for Malcolm Bowler to become Chair of Governors.</p>
4	<p><u>Minutes from the previous meeting in Term 3 – Thursday 28th January 2021:</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 28th January 2021 were approved as a true and accurate record. The Vice Chair of Governors has emailed the Clerk to confirm the minutes are a true and accurate record of the meeting. Whilst operating virtually due to Covid-19, the Clerk will sign the minutes along with a copy of the email from the Vice Chair. <u>Matters Arising</u> <i>No matters arising.</i></p>
5	<p><u>Covid Update</u> The Covid Update Report was sent to Governors prior to the LGB meeting.</p>

	<p>The ExecHt commented that all children had returned very well and appeared to be more resilient than expected. Children seemed to be in high spirits and pleased to be back in school. Parent Governors supported this view, commenting that their children had returned to school confidently, taking everything in their stride.</p> <p>By the end of the lockdown, 90% of all pupils were engaged with remote learning. It was noted that this level of engagement was not evident throughout lockdown, however with the excellent work from the school pastoral team, more and more children were accessing learning from home. Many children were provided a device from the school in order to support pupils' remote learning. A Governor commented what a great achievement it was for the school, to have achieved such a high level of engagement in remote learning.</p> <p>Remote learning has allowed for many training opportunities for staff to improve their ICT skills and adapt to a new way of working and teaching. The ExecHt has raised concerns with the RSC around device availability; the devices issued by the DfE were only permitted to be issued to children in key stage two. There were no provisions made by the DfE for children in key stage one. However as a school, devices were issued to pupils in key stage one using resources from within the school.</p> <p>A Governor asked what the school constitutes as what 'good' catch-up will look like and if there are any pre-conceived ideas for it. The ExecHt explained the school are using the phrase 'transition from lockdown to expected' when referring to 'covid catch-up'. It was also explained by the ExecHt that the school will start by establishing where the children are within their learning, ensuring there is a clear understanding of the skills and knowledge children have before moving on. The ExecHt confirmed the plan that has and will be implemented for transition from lockdown to expected will be effective. Initial plans will be to provide tutoring for groups of children after school for children in key stage two.</p> <p>The ExecHt informed Governors she had received information from Kent County Council (KCC) regarding potential provisions for the Easter holidays. It was very short notice and the programme would be very prescriptive, with many restrictions in place. Additional staffing would need to be managed and it was indicated children from other schools would likely be invited as part of the KCC project. Based on the information provided and the very short turnaround time from KCC, the ExecHt has made the decision not to go ahead with the provision offered from KCC.</p> <p>Governors were in agreement with the ExecHt for making this decision. Governors also made it clear they acknowledged and felt all staff need a break over the school holidays. It was noted that although the live lessons and remote learning were very successful, it was also a very stressful time for teachers.</p> <p>The ExecHt indicated provisions may be put in place for the May half term, however it is likely any activities put in place for the half term will be for the enjoyment and well-being of pupils rather than of an academic focus.</p> <p>A Governor asked if the ExecHt felt relationships between the school and parents has improved parental engagement. Parents have established much closer relationships which has built upon existing trust with particular staff members. For most parents, this has been with a member of the pastoral team. Parents appeared to be more open over this lockdown, with some struggling with their own mental health; school support has been a good, safe support for parents.</p>
6	<p><u>Subject Leaders Presentations</u></p> <p><u>PSHE Presentation from the Leader of PSHE</u></p> <p>The Leader of PSHE delivered a presentation to Governors, informing them of the changes to the PSHE curriculum and how this has developed for Priory Fields and the Trust.</p> <p>It is a statutory requirement to ensure there is a policy in place for Relationships and Sex Education (RSE). The initial deadline which was put in place by the DfE was extended from September 2020 to Summer 2021. The ExecHt confirmed the school is still compliant with statutory guidelines.</p>

The PSHE Leader shared what Health and Relationships Education should look like in a Primary setting, as quoted by the DfE:

'We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.'

By the end of primary school pupils should be taught about:

Relationships:

Families, caring friendships, respectful relationships, online relationships and being safe.

Health Education:

Mental well-being, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

The PSHE Leader made it clear parents do not have the right to withdraw their child from relationships and health education. Parents do have the right to withdraw their child from sex education but this would not include what is taught as part of the Science curriculum.

PSHE Leaders have taken part in CPD training to further develop their understanding of the rationales of PSHE and how the three topics (health, relationships and well-being) interrelate for living in the wider world.

The Academy Trust has subscribed to the PSHE Association's question-based scheme of work for PSHE. The PSHE Association has readily available lesson plans and resources which have been quality assured by the PSHE Association. Staff felt the PSHE Association's scheme of work has the autonomy for the Trust, enabling schools to be able to apply their values, vision and background knowledge of the local community. It also combines with the Teaching and Learning Strategy well; with how the learning will be presented to children. It was highlighted not all schools will be completing the same types of learning within class; it will be tailored for what the individual classes of children need, from within the different strands of the curriculum.

PSHE content will be taught through a question which will be the driving focus throughout the whole term. Lesson objectives will always highlight of children are learning new knowledge, skills or understanding. PSHE will also allow for cross-curricular links to be made, particularly for links to vocabulary enrichment of learning. As part of this, children will develop Knowledge Organisers which will keep key vocabulary and knowledge for children to keep referring back to throughout lessons.

WDAAT PSHE Leaders are developing a plan for how to share the new PSHE curriculum with parents. Once this has been developed, PSHE Leaders will share their plan with the Headteachers.

Examples of planning and leading questions which would be used for PSHE lessons and key vocabulary were shared with Governors.

Next steps will include more CPD for staff and further training in staff meetings which will cover impact, implementation and intent for the curriculum. Staff will also use the time to recognise and develop strategies to safely and effectively teach PSHE.

A Governor asked how the school is finding and managing unconscious bias with the children, giving a particular reference to hot topics which have been in the press such as Black Lives Matter. This was also followed by asking, with this in mind, has the school noticed any barriers for children. Children are given real life examples to demonstrate how values link into real life situations. It was commented that lots of strands have been coming through in the work completed around values, which are being built into the children's knowledge organisers. It was also commented that often unconscious bias received through children can come from home. The PSHE Leader stated the school is very diverse and hopes to be able to address any unconscious bias in school through at age appropriate levels, with discussions linking to the values. The PSHE Lead also highlighted that staff should not feel ashamed to approach any issues as they arise.

A Governor asked how PSHE links in with the Safeguarding policy. The ExecHt responded to state everything within the PSHE curriculum links to safeguarding. The ExecHt stated if the curriculum is taught well and at an age appropriate level, children will gain a deep understanding which will allow them to grow and understand PSHE topics in a real life context.

WDAT English Team

The WDAT English Team have been working together on the English curriculum since February 2020. A summary of the journey so far is outlined below:

- In February 2020 Teaching staff received training from Penny Bill (KCC English Advisor). The focus for the training was sequential provision for reading through key stage two, to align with Ofsted's expectations.
- In May 2020 WDAT English Leaders participated in training led by Penny Bill which focussed on the five key areas of reading and support for the ongoing design of the reading curriculum.

From December 2020

- English medium term plans from the trust were reviewed by the English Leaders as it was noted there were some discrepancies within some year groups plans across the academy. English Leads met with the senior leaders from across the academy to discuss ways to move forward which would ensure medium term plans are consistent and show progression throughout all three schools in the trust.
- Following this, a new medium term planning format was designed. English Leads worked together to create new plans which focussed on showing progression of skills across the year groups and across all three schools. The English Leads from Vale View and St Martin's both teach year six therefore, they took responsibility for the planning for year groups outside of their key stage to gain a broader view and support their own CPD. Text types were also agreed for year groups and writing genres which would be taught in each term were agreed. Meetings were held between the English Leader and year groups to go through the new plans and discussed ways to create stronger links into the wider curriculum.

March 2021

- English Leaders have met with the senior leadership team to discuss GPS (Grammar, Punctuation and Spelling), poetry and phonics.

Following the meeting, national curriculum statements for GPS were mapped out into the terms across the year groups planning. Documents from Penny Bill are being used to support GPS planning and activities.

Spelling objectives have now been allocated to specific terms and made explicit within plans.

- Poetry for each year group has been mapped out, showing the progression and skills in poetic forms. It was also agreed poetry would be taught twice a year, rather than termly to ensure an adequate length of time is allocated to poetry.

Next Steps:

- English Leads have met with the Academy Early Years Leading Practitioner and Headteacher from St Martin's to review the teaching of phonics across the trust. Leaders are working together to ensure phonics is taught consistently across the trust.

	<p>A phonics working party has been created; they are due to meet to discuss the draft document for the delivery of phonics.</p> <ul style="list-style-type: none"> - A consistent approach for handwriting progression is currently under review and due to be decided upon. <p>Staff shared with Governors how important it has been for the English team to work together to support the development and consistency to the teaching and learning of English within the academy. There has been a lot of work, time and effort which has gone into the development of the English curriculum. Although it has taken a lot of time, once the work is completed the plans will be set for future use.</p> <p>Governors thanked the English Team for their presentation; it is evident a lot of work has gone into developing the English curriculum. Governors highlighted that although statutory assessments have been cancelled for this year, it is important staff are ensuring progress is monitored and that they are confident with what they are teaching.</p>
7	<p><u>School Evaluation Form (SEF)</u> <u>Presentation on Personal Development from the Executive Headteacher</u></p> <p>The Executive Headteacher chose statements from the SEF to go through in more depth with Governors. The statement referred to was:</p> <p><i>“Through the school values, assemblies and the curriculum (including curriculum days/weeks) children learn about and celebrate differences. Being open-minded and respecting diversity is intrinsic to our school values and gives opportunity for children to begin to understand, explore and discuss that there are many different ways in which to lead your life, many of which are personal and equally valid. The widening of these values is now required to support our children</i></p> <p>Ofsted will focus on evidence to see:</p> <p><i>“The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.”</i></p> <p>The ExecHt highlighted the following ways in which the school approaches this:</p> <ul style="list-style-type: none"> - Opportunities are provided across the curriculum, through school assemblies and the PSHE curriculum. PSHE lessons expose children to the school values and the school characters linked to those values. - The values of Respect, Open-mindedness and collaboration are explored with children for their understanding of what they mean in the general sense. - Children are exposed to different stories and discussions around the differences in which people live their lives, both in this country and in other countries. This is explored through reading different texts and within History and Geography topics. <p>The ExecHt explored pupil understanding of open-mindedness within the school through pupil voice. Outcomes from the pupil voice gave an overview that pupils have a good understanding of what open-mindedness means in relation to their attitude towards learning but were not rich in the understanding of diversity. Therefore, it was identified the focus needs shifting slightly to ensure children are taught to broaden their understanding of open-mindedness outside of a school context.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> - To progress Personal Development further, ‘real life experiences’ will be provided, with discussions to encourage children to compare their lives to understand that diversity is the norm. - An audit of resources needs to take place to identify where diversity is used within the curriculum, including books. - An assembly planner needs to be developed to ensure it supports the PSHE curriculum and to ensure it provides for diversity and challenges stereotyping. <p>It was highlighted that Ofsted would also be looking to see how schools equip pupils with the knowledge and cultural capital they need to succeed in life.</p>

	<p>Governors acknowledged that Priory Fields provide children with many opportunities to experience cultural capital within their school life at Priory Fields. Pupils are offered the opportunity to take part in activities which children at Priory Fields would not usually get the chance to do so outside of school. Some of these have included sailing, playing and performing musically, Royal Albert Hall experience, trampolining and sporting competitions and many other activities.</p> <p><u>Presentation on Behaviour & Attitudes from the Assistant Headteacher</u></p> <p>The Assistant Headteacher chose statements from the SEF to discuss with Governors. The statement referred to was:</p> <p><i>“Bullying, aggression, discrimination or derogatory language is challenged, as are stereotypes. All allegations of bullying are logged, fully investigated and appropriate sanctions are applied to tackle bullying behaviour. Restorative approaches are used to ensure all pupils involved have a voice. Through the Diana award, newly appointed anti-bullying ambassadors are exploring and developing ways to embed this practise into school.”</i></p> <p>The Assistant Headteacher commented that staff presence for children can really impact on the behaviour and attitudes of children. If staff are calm, provide clear routines and a safe environment for all children, children feel safe and enabled to thrive in school.</p> <p>Any allegations of bullying are dealt with and investigated promptly. The pastoral team work in collaboration with one another to seek advice and support each other is ensuring the correct procedures are followed.</p> <p>The Restorative Justice approach is used to support pupils with repairing any friendship issues they have. Daily check ins take place for identified individuals and behaviour is monitored consistently throughout the school. Social groups take place for some children to develop social skills and support sustaining good friendships.</p> <p>To ensure the school fulfils the aims within the SEF, the following items have been identified as next steps:</p> <ul style="list-style-type: none"> - Following their ‘Diana Award’ training, Anti-Bullying Ambassadors will devise an action plan to be implemented in school. - Children and staff will explore the vocabulary and terminology to ensure all parties understand and have clarity for what is classified as bullying. This will be led by the anti-bullying ambassadors, which will be supported by pastoral team. - Restorative Justice training needs to be cohesive and included for all staff. Staff training has been adhoc in the past and unfortunately some staff members have not always had immediate access to training. Training for restorative justice will be included within the induction and training package to ensure all staff take a consistent approach towards behaviour and implement the behaviour policy appropriately. <p>Governors thanked the Executive and Assistant Headteacher for their presentations. Governors feel they have an awareness of where there school is with regards to both of these areas of the SEF and are aware of what the next steps for the school are.</p>
8	<p><u>Staffing Update</u></p> <p>The current staffing structure and a new proposed staffing structure for 2021/2022 was sent to Governors prior to the LGB meeting.</p> <p>Governors were informed this was for their information only, decisions would depend on the budget and would be agreed by the Trust Board.</p>
9	<p><u>CPD Report</u></p> <p>The CPD Report was sent to Governors prior to the LGB meeting.</p> <p>A Governor asked for further details on the bereavement training which took place.</p> <p>The ExecHt explained the school subscribes to the Education Psychology service from Kent County Council (KCC). This service is usually used to assess children for Education Health Care Plans (EHCP).</p> <p>The school has had quite a few children who have been bereaved, losing family members. The ExecHt felt it was important there were people trained to be able to support these children and their families. This training was initially carried out to the teaching team across the Trust, followed by the SENCo at individual schools disseminating the training to other class based support staff.</p>

10	<p><u>Governor Monitoring</u></p> <p>A suggestion was made for the school values to be included on the governor monitoring sheets to ensure they are included as part of the monitoring process.</p> <p>Governors agreed that when it is safe and appropriate to do so, they would like to monitor:</p> <ul style="list-style-type: none"> - English - PSHE - Subject Leadership - Anti-Bullying/School Values <p>All Governors acknowledged some monitoring may have to take place virtually.</p> <p>The ExecHt commented that although covid has restricted some plans and challenging at times, alternative means have been sought to continue moving on. A Governor asked if there were any areas the ExecHt felt she had not been able to move forward with or missed as a result of the covid restrictions. The ExecHt confirmed that through taking different approaches, all the main priorities have continued to be a focus and addressed. There are no items which have not been addressed or planned for in the near future.</p>
11	<p><u>Any Other Business</u></p> <p>To support attendance for all Governors, a new date was arranged for the next scheduled LGB meeting. The new date is Thursday 10th June, which replaces the meeting which was originally planned for Thursday 17th June.</p>
12	<p><u>Confidentiality of Proceedings</u></p> <p>No matters of a confidential nature were raised during the meeting.</p>
13	<p><u>Publication of Minutes:</u></p> <p>These minutes will be agreed and published in the next meeting on Thursday 10th June 2021 at 4pm.</p>

<u>Action Points</u>	
➤	<p>Vice Chair of Governors to send the Clerk an email to confirm the minutes are a true and accurate record. Clerk to follow this up by filing a copy of the email and signing the minutes on their behalf.</p>

Minutes taken by Clerk, Katie Banes

Signed by Chair of Governors: _____ Date: _____