



Priory Fields School
Local Governing Body Meeting
Thursday 10th June 2021

Executive Headteacher: Mrs Anne Siggins

Minutes of the Local Governing Body Meeting

held virtually on Thursday 10th June 2021 at 4pm

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

Others Present: Shara Wheeler (Assistant Headteacher), Casey Hall (Leader of Learning for Key Stage Two), Holly Bunyard (RE Leader)

Clerk: Katie Banes

1	<p><u>Welcome, introductions, resignations and apologies</u> All Governors were welcomed to the meeting. Apologies for absence were received by Malcolm Bowler. Apologies for absence were accepted by the LGB 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>Approve Minutes from the previous meeting held in Term 4 – Thursday 18th March 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 18th March 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> A Governor asked if the school were able to make any provisions for children to attend school clubs in the May half term. The ExecHt informed Governors it was not possible to provide any clubs for the May half term. However, preparations are underway to organise fun clubs for children to attend in the summer holidays.</p>
4	<p><u>Headteacher's (ExecHt) Report</u> The Executive Headteacher's report was sent to Governors prior to the meeting. Governors were pleased the new risk assessment in place meant that children were able to go back into the dining hall for lunchtimes, instead of eating in their classrooms. The ExecHt emphasised children would</p>

CoG Initials

be getting a better range of food; due to eating in the classrooms the menu had been limited. All children are also offered milk during lunchtimes too.

Another Governor asked for an explanation of the Mental Health First Aiders' role. The ExecHt explained to Governors, Mental Health First Aiders are available at all academies within the trust and have been trained to support the well-being of the staff. Staff can approach any of the Mental Health First Aiders from the Trust, it does not have to be the person from the academy they are based at. Mental Health First Aiders will also be able to support staff when they return from a sickness linked to stress and anxiety; this is intended to support a sustained and successful return to work.

Well-being seminars have started to take place to support staff well-being for non-school related topics. The most recent seminar was on the menopause led by the consultant from Cantium. Feedback received from staff has been very positive; a mix in age and gender attended session. Senior leaders also received a separate session which included ways in which senior leaders could support those going through the menopause. The Trust plans to hold more well-being seminars for staff. A Governor asked how the ExecHt would know which topics staff would like to cover. The ExecHt explained that some staff have already expressed interest in some topics but that it would be explored further in the next well-being meeting.

5 **Subject Leaders Presentations – The Journey so far!**

Religious Education (RE)

The Leader of RE delivered a short presentation to Governors. The RE lead informed Governors they were new to the role but had very recently undertaken training for her subject leader role in RE. The RE Lead intends to share information from the training which includes best practice to confidently deliver the depth and breadth of RE required. Ensuring pupils have a good understanding to have the correct values and attitudes across their lives. A comprehensive range of worldwide religions is taught, it was also highlighted that some children do not have a religion and that will be acknowledged too. The school has a requirement to ensure there is the correct balance.

The RE lead told Governors it is important to keep RE relevant for children. Some children may not have many experiences to draw upon but it is important for children to be able to identify, investigate and explore to help gain a deeper understanding. There is a new range of studies for development throughout the year groups which are age appropriate.

Next steps for RE will include:

- Children will have one RE book which will stay with the child as they go up the school to capture learning from their primary phase. This will support children's understanding by being able to easily access previous learning.
- To develop CPD across the school to develop best practice of RE.

A Governor asked if there had been any hurdles which had impeded the progress of the development of RE. From a personal point of view, RE was not a subject the RE lead was confident in teaching. However, the RE Lead reiterated to Governors how valuable the recent training has been which has resulted in boosting her confidence to lead RE. The ExecHt informed Governors the RE Lead is newly qualified and had recently taken over as RE Lead.

Geography

The Geography Lead has reviewed the strengths and areas for development for Geography and also reviewed curriculum maps to see if all targets have been covered.

The following statement is the 'intent' for Geography which was shared with Governors:

"At Whinless Down Academy Trust, we will make use of our locality and real experiences to inspire pupils to develop a curiosity and fascination about the world, making greater sense of our surroundings by

	<p>connecting information and ideas about places, processes and environments and its people. We are committed to providing children with a wealth of geographical vocabulary and opportunities to investigate and make enquiries about their local area and what makes it special and unique.”</p> <p>The Geography Lead feels it is important to work alongside other leaders, using the impact of CPD to work together to further develop themselves as subject leaders. Suggestions can be passed on, with dialogue generated to build an encompassing curriculum.</p> <p>Leading Geography is new for the teacher and hopes that once his own confidence and enthusiasm has progressed, he will be able to share that further with the rest of the team. A Governor asked how the Geography Leader intended to enthuse the rest of the school.</p> <p>Individual subject leader meetings will be taking place with senior leaders to provide support for leaders to ensure they are articulate and know about their impact and their subject.</p> <p>A Governor asked if the Geography Lead had considered how he might weave in Geography for those children who do not come from this country and have the same connections. The Geography Lead shared how he thought it was important for topics to be interesting for children to learn about so they are more engaged. There are lots of topics which can be explored for different interests to research. There are many concepts which could be explored however, all children need to have an understanding of themselves in order to be able to put themselves and place into the context of what is being taught.</p>
6	<p><u>School Improvement Plan – Season 3 Actions</u></p> <p>Season three actions for the school improvement plan (SIP) were sent to Governors prior to the meeting. The ExecHt shared with Governors that there would be some items which will not have been achieved by the end of the season due to being significantly impacted by not physically being in school because of the coronavirus pandemic. However, a lot has still be achieved throughout the year, following the SIP.</p> <p>The ExecHt shared with Governors that staff have completed online training from Kent Police on county lines gang culture and coercing young children to be engaged in drugs. Many children become involved without realising; the training has helped staff to have a good understanding of what signs to look out for.</p> <p>The ExecHt commented that everyone has seen and noticed the impact of having a Leader of Learning for key stage two in place. The ExecHt advertised a vacancy for a Leader of Learning for key stage one, unfortunately recruitment was not successful. Governors were informed the Leader of Learning for key stage one post would be reviewed in the next academic year.</p> <p>A Governor asked what the school are doing in order to continue to foster good relationships with parents. The ExecHt explained that parents have been given an email account to address their concerns too. Class teachers monitor and manage the class email account, responding quickly and promptly to parents to ensure good levels of communication are maintained.</p>
7	<p><u>Sports Premium Review</u></p> <p>The Sports Premium Review was sent to Governors prior to the meeting.</p> <p>The ExecHt explained to Governors, the sports premium funding goes towards (but does not fully cover) the sport coach salaries.</p> <p>The ExecHt also explained that since children have returned to school during the coronavirus pandemic, the sports coaches have temporarily adjusted their timetables. One sports coach has been based at Priory Fields (the other sports coach has been split between Vale View and St Martin’s), continuing to do all sports and PE lessons, with class-based staff supporting the PE coach. The sports coaches also provide SEND provision for children with physical needs. Sports coaching have arranged events such as sailing for year five and ensure the relevant risk assessments are completed and in place.</p>

	<p>Both sports coaches will be having training in the new academic year to become qualified trampoline coaches.</p> <p>The ExecHt commented that it appears some children's fitness levels have decreased over lockdown. To ensure children are completing two hours of physical education a week, children are participating in different activities outside of their PE lessons. This may include completing daily ten minute activities such as the daily mile, wake-up shake-up, yoga activities and other options.</p> <p>Due to the pandemic, children have not been able to take part in competitions against other schools as planned.</p>
8	<p>Reading</p> <p>Senior leaders carried out some reading monitoring with a small selection of children from each class in key stage one. Video footage of children reading as part of the monitoring process was shared with Governors. The monitoring process included children reading to the member of staff and answering reading related questions.</p> <p>Some of the questions the children were asked are outlined below:</p> <ul style="list-style-type: none"> - Do you read at home every day? - Do you read at school every day? - What is your favourite book? - Do you read to a teacher in school? <p>The Assistant Headteacher (AHT) explained that children were able to explain vocabulary and what it means; including terminology such as synonyms and knowledge of fiction and non-fiction. It highlighted that some children appear to be generally well-supported at home as there is evidence within the pupil reading records. School record keeping for listening to pupils read was also reviewed; it demonstrated some classes had stronger record keeping than others. An agreed strategy for record keeping is due to be discussed and shared with staff to ensure a consistent approach for all.</p> <p>A Governor asked if the monitoring was only carried out in key stage one. The AHT confirmed they had not monitored year four upwards on this occasion. The English team wanted to review how reading is taught in the school. Monitoring was carried out to ensure the school were confident the most appropriate procedures were in place for the children returning to school, as many children would have had varied experiences during lockdown. It was explained this process was to help ensure good progress was made to support children get from covid through to expected.</p> <p>All senior leaders read with children who all varied in ability and at different levels of their reading journey but, all children were very excited and engaged about reading.</p> <p>A Governor commented that the video shared in the meeting demonstrated good readers and that it would be interesting to see those children who are more reluctant to read. The AHT explained that a wide range of ability from SEN to high ability readers were reviewed as part of the monitoring process however, to be videoed at the same time could have been harder for those children who were less confident. However, the AHT explained that lower ability children were able to apply strategies if they were struggling.</p> <p>There will be objectives within the school improvement plan to ensure that all children are able to read by the time they leave year two.</p>
9	<p>Pupil Premium Review</p> <p>The Pupil Premium Review was sent to Governors prior to the meeting.</p> <p>The ExecHt highlighted the end of year review for the quality of teaching has been achieved in a limited way, due to covid. A Governor commended the school for what has been able to be achieved, given the circumstances. The Governor asked if there was anything that was completely unachievable. The ExecHt stated that attendance has been very difficult however, persistent absentees are being monitored. It has been difficult to monitor lateness due to the staggered start and finish times.</p> <p>The ExecHt also informed Governors there were certain points in which the school was unable to provide children with milk. This is no longer the case and all children are offered milk at lunch time.</p>

	Most of the costings for pupil premium contribute to staffing costs. The ExecHt stated support staff did a tremendous job during lockdown, delivering learning for children in school whilst teachers mainly delivered learning remotely but were also visible through a time tabled approach.
10	<u>Term 5 Monitoring</u> Governors agreed for the following monitoring to take place: - Pupil voice to be carried out by Tina Robinson. AHT to organise. - Staff well-being monitoring to be completed by Alison Mackintosh and Henry Coates. Clerk to organise and facilitate.
11	<u>Meeting Schedule 2021-2022</u> Draft dates are due to be agreed by the Trust Board. Once the dates have been agreed by the Trust Board, Clerk to circulate to Governors.
13	<u>Any other Business</u> No items of any other business were raised in the meeting.
14	<u>Confidentiality</u> There were no matters of a confidential nature during the meeting.
15	<u>Publication of Minutes</u> These minutes will be approved and agreed at the next LGB meeting in first meeting of the academic year 2021-2022.

<u>Action Points</u>	
➤	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.
➤	AHT to organise pupil voice monitoring with Tina Robinson.
➤	Clerk to organise and facilitate staff well-being monitoring.
➤	Clerk to circulate meeting dates once they have been agreed by the Trust Board.

Minutes taken by Clerk, Katie Banes

Signed by Chair of Governors: _____

Date: _____

30/9/21