



Priory Fields School
Local Governing Body Meeting

Thursday 3rd February 2022

Executive Headteacher: Mrs Anne Siggins

Headteacher: Miss Kelly Brown

Minutes of the Local Governing Body Meeting

held virtually on Thursday 3rd February at 4pm

Governors Present: Kelly Brown (Headteacher), Tom Churchill, Henry Coates (Chair of Governors), Alison Mackintosh (Vice Chair of Governors)

Governance Professional: Katie Banes

1	<p><u>Welcome, introductions, resignations and apologies</u> Governors were welcomed to the meeting and the meeting was confirmed to be quorate. Apologies were received from Tina Robinson and Malcolm Bowler was unable to attend due to technical difficulties. Apologies for absence were accepted by the LGB.</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.</p>
3	<p><u>Approve Minutes from the previous meeting held in Term 1 – Thursday 30th September 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 30th September 2021 were approved as a true and accurate record. The Chair of Governors will confirm this by email to the Governance Professional following the meeting. <u>Matters Arising/Action Points</u> - MB to email Governance Professional to confirm in writing his resignation as Chair of Governors, with immediate effect. <i>The Governance Professional confirmed this has happened.</i> - Governance Professional to collate term six monitoring to forward to Governors. <i>The Governance Professional confirmed this has happened.</i> - Head Teacher to seek clarity regarding the following statement from the Terms of Reference: “To receive reports on bullying, homophobic and racial incidents”.</p>

	<p><i>The Head Teacher confirmed Governors will be informed of any incidents through her Head Teacher reports in LGB meetings.</i></p> <ul style="list-style-type: none"> - Head Teacher to add reference points to the long-term plan and action plan within the SIP to show where and how they link to each other. <p><i>The Head Teacher confirmed this has been completed.</i></p>
4	<p><u>Safeguarding Refresher</u></p> <p>Governors were reminded of the main changes and updates that were implemented in Keeping Children Safe in Education 2021. They were identified as:</p> <ul style="list-style-type: none"> - Guidance on responding to peer-on-peer abuse, including sexual violence and sexual harassment. - Further information on child criminal and sexual exploitation. - Additional guidance on online safety, including remote education. - More detail about policies and procedures and what they should include. - In 2020, the update included additional information on Mental Health.
5	<p><u>SEF Workshop (postponed from November 2021)</u></p> <p>The Head Teacher un-picked some statements from the SEF, identifying what the school has carried out so far and what the next steps are. Due to the virtual nature of the meeting, slides were also shared with Governors. The following statement from the Quality of Education section of the SEF was reviewed:</p> <p>“A comprehension Covid catch-up plan is delivered, that supports both individual, groups and whole classes to make good progress and minimise learning gaps.”</p> <p>Governors had also received a copy of the Covid catch-up plan, which supports the feedback from the Head Teacher with regards to this part of the SEF.</p> <p>So far the school has spent a lot of time and training implementing the new Little Wandle phonics scheme. A lot of money has been spent on new resources. Very early indications show it is hoped there will be a really good impact. The programme is very prescribed and helps support children to ‘catch up’ rapidly. School led tutoring has been implemented using the catch-up funding. Most teachers in key stage two are running tutoring sessions with some children from their class. Some TAs have started to complete their training, in order to hold more tutoring sessions. TAs have to complete eleven hours training before they can start their tutoring. Currently, forty children are in receipt of school led tutoring, with more planned once training has been completed.</p> <p>Four Thrive Practitioners have completed intense training, which is allowing twenty-five extra children access high quality provision for their social, emotional and mental health needs.</p> <p>In school interventions have continued to take place, including precision teaching which is having a positive impact.</p> <p>Lots of CPD has been provided for consistent quality first teaching following the Trust Teaching and Learning Strategy and curriculum approaches.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Regular evaluations of the tutoring programme to establish if learning is transferred into the classroom. - Investigate a spelling scheme as this is an area which needs addressing across the whole school. - Investigate testing/assessment systems to support teacher assessments. - Complete class Thrive assessments and implement whole class interventions as needed. <p>A Governor acknowledged that the way in which the money has been spent, is an investment for the future, which was encouraging for Governors to hear.</p>

Another focus statement from the SEF: "Our teaching and learning strategy incorporates strategies to maximise learning time for all pupils, develop independence and ensure learning is progressive and considers pupils' starting points. Checking pupils' learning is an integral part of strategy."

The Head Teacher commented that the last monitoring cycle, was positive for Priory Fields. An External Advisor who has been working for the Trust and seen the journey Priory Fields has made, from before the Teaching and Learning Strategy was implemented, took part in the most recent monitoring. The External Advisor stated: "Leaders have been working on developing provision through the Academy's Teaching and Learning Strategy. The impact of this was seen in the development of independent learning, pupil's understanding and their use of the school's values and their acquisition of knowledge, particularly in the wider curriculum. Most teachers skilfully probed their pupils' learning during discussions." This strongly supports the level of provision at Priory Fields and demonstrated that learning is maximised throughout. Monitoring has also shown evidence strong vocabulary both in books and from pupils, well-paced lessons and tasks designed to support the Teaching and Learning Strategy.

Next Steps

- Develop use of IRIS for peer monitoring and the sharing of good practice across the Trust.
- Explore ways to capture assessment of pupils learning.
- Create a 'guide to marking' to clarify expectations to support teacher workload and pupils learning to ensure feedback is efficient and purposeful.

"Skills and knowledge progression documents and the use of knowledge organisers will further ensure pupils are well equipped for future learning.

Knowledge Organisers have been developed to ensure that children have opportunities to reflect on their journey through the learning process and to utilise metacognitive skills."

Progression documents have been created to show progression each year on year as children go up the school. Year groups are working together to produce their Knowledge Organisers for the creative curriculum and PSHE. The Knowledge Organisers act as a tool for children to understand what it is they need to know by the end of the topic. Teachers are also working on ways to use the Knowledge Organisers to support their assessments.

Progression documents which demonstrate the skills and knowledge for all year groups have been created and are on the Trust website to view.

Next Steps

- Improve the quality and presentation of Knowledge Organisers to ensure consistency.
- Complete Knowledge Organisers for term five and six.
- Use Knowledge Organisers and skills document as an assessment tool in the creative curriculum.

Leadership and Management SEF statement: "Significant CPD has developed subject leaders through a cross trust curriculum team approach. It has enabled subject leaders to consider the context of the school, the knowledge required and skills progression to support pupils learning. This is enabling them to understand the roles and responsibilities of a subject leader and to monitor the curriculum through book looks and pupil voice. Subject leaders now need to support staff to understand CPD requirements to further enhance staff subject knowledge."

A child friendly definition and skills progression document has been created which details clear subject intent.

Some subject leaders have engaged in monitoring activities such as pupil voice and book looks.

Next Steps

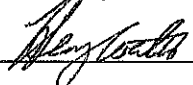
- Provide further opportunities for subject leaders to understand the strengths and areas for development of their subjects across the school.

	<ul style="list-style-type: none"> - Gain an understanding of staff confidence to discover targeted CPD needs. - Provide staff with experiences of 'deep dives' into their subjects. <p>"Children are developing a good understanding of the school values and are beginning to show some knowledge of what behaviours are linked to each value. The introduction of responsibility has helped children to understand what their responsibilities are, and what it means to be responsible for their actions."</p> <p>The Head Teacher is confident this is happening because children have had opportunities in assemblies and talk times sessions to re-launch the values and explore their meaning. An assembly was held to introduce Responsible Raccoon as part of the re-launch.</p> <p>Lesson observations evidence values are being referred to within every day teaching.</p> <p>Hot Chocolate Friday has been reintroduced, based on the school values and how children have demonstrated the value of the week.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> - Consider ways to share more information with parents and the school community about the school values. - Change the behaviour policy to incorporate the school values as a basis for managing behaviour and set out clear expectations for the staff role in the use of values for day-to-day interactions with children. - Introduce the 'Eco' focus of the Trust as part of Responsible Raccoon's responsibilities to help promote it to the children. <p>The Parent Governor commented the communication to parents regarding values has been excellent. Governors requested values are added to the LGB agenda and monitoring sheets.</p>
6	<p><u>Head Teacher's Report</u></p> <p>The Head Teacher's Report was sent to Governors prior to the LGB meeting.</p> <p>Whole school attendance for Priory Fields to date was 93.3%. A high percentage of the children absent from school is due to covid. A Governor asked if there were many children who are off school which is not covid related. The Head Teacher informed Governors two children did not come back to school due to parent anxieties around covid.</p> <p>There are some parents who are in the first stages of prosecution due to poor attendance/unauthorised absences. Meetings are taking place on a weekly basis with parents to discussion attendance and to encourage improved attendance.</p> <p>The school has also experienced children extending their school holiday to seek health care from their home country, resulting in longer unauthorised absence periods.</p> <p>No other questions were raised from the Head Teacher's Report.</p>
7	<p><u>SIP Season 2 Actions</u></p> <p>The Season 2 Action Plan was shared with Governors. This will be reviewed and shared with Governors later this term.</p>
8	<p><u>Governor Monitoring</u></p> <p><u>Monitoring Feedback</u></p> <p><u>SEND Monitoring</u></p> <p>SEND monitoring was carried out on the project at Curly's Farm; the monitoring report was sent to Governors prior to the meeting. A Governor asked if the farm project is cost effective. The Head Teacher commented that the initial outlay was very expensive but the positive impact for children vastly outweigh</p>

	<p>the costs. Some of the costings for the farm project have been included within applications for high needs funding.</p> <p>Another Governor asked if there would be an opportunity for the school to take part in something not so far away geographically. The Head Teacher informed Governors there are other facilities which are closer to the school but, do not have the same highly skilled staff trained to work with children with additional needs.</p> <p><u>Monitoring Activities for Season 2</u></p> <p>There will be a monitoring week during the week beginning 25th April, Governors are welcome to attend to carry out their own monitoring at the same time.</p> <p>Week beginning 10th May, a Governor will be required to monitor the SATS procedures in school. Governors to confirm which areas they will monitor in the next meeting.</p>
9	<p><u>Any other Business</u></p> <p>No items of any other business were raised in the meeting.</p>
10	<p><u>Confidentiality</u></p> <p>There were no matters of a confidential nature during the meeting.</p>
11	<p><u>Publication of Minutes</u></p> <p>These minutes will be approved and agreed at the next LGB meeting on Thursday 17th March 2022.</p>

<u>Action Points</u>	
<ul style="list-style-type: none"> ➤ HC to email Governance Professional to confirm the minutes of the meeting. ➤ Governance Professional to add values to the LGB agenda and monitoring sheets. 	

Minutes taken by Governance Professional, Katie Banes

Signed by Chair of Governors:  Date: 17/3/22

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