



**Priory Fields School**  
**Local Governing Body Meeting**  
**Thursday 17th March 2022**

Executive Head Teacher: Mrs Anne Siggins

Head Teacher: Miss Kelly Brown

**Minutes of the Local Governing Body Meeting**

**held at Priory Fields School at 4pm**

**Governors Present:** Kelly Brown (Headteacher), Malcolm Bowler, Tom Churchill, Henry Coates (Chair of Governors), Alison Mackintosh (Vice Chair of Governors), Raphael Miller, Renata Petrasova, Tina Robinson

**Others Present:** Ruth Bishop

**Governance Professional:** Katie Banes

1	<p><b><u>Welcome, introductions, resignations and apologies</u></b>  Governors were welcomed to the meeting and the meeting was confirmed to be quorate.</p>
2	<p><b><u>Declaration of Business and Pecuniary Interests</u></b>  Governors were given the opportunity to declare any interests against this agenda.  No declarations were recorded against this agenda.</p>
3	<p><b><u>Approve Minutes from the previous meeting held in Term 3 – Thursday 3<sup>rd</sup> February 2022:</u></b>  <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 3<sup>rd</sup> February 2022 were approved as a true and accurate record.  The Chair of Governors signed the minutes to reflect this.  <u>Matters Arising/Action Points</u>  - HC to email Governance Professional to confirm the minutes are a true and accurate record of the previous meeting.  <b><i>The Governance Professional confirmed this has happened.</i></b>  - Governance Professional to add the school values to the agenda and monitoring sheets.  <b><i>This has not been completed. Governance Professional to ensure this is completed for the next meeting.</i></b></p>
4	<p><b><u>Membership</u></b>  The local governing body approved two new Co-Opted Governors: Raphael Miller and Renata Petrasova.</p>

### Phonics Presentation

Ruth Bishop is in attendance to share a presentation on the new Phonics scheme which has been recently implemented across the Trust.

The new scheme, 'Little Wandle Letters and Sounds Revised' has been implemented because the previous 'Letters and Sounds' was deemed by the DfE to be no longer effective. A consistent approach to using a scheme was also an important part of the DfE update with 'fidelity' to one scheme being deemed imperative.

The new scheme is an entirely new teaching programme with resources, books and lessons purchased by the Trust. There is an annual fee (of £750 per school) to the scheme which gives access to lesson plans, training and the website. Resources and books have been purchased, costing approximately nineteen thousand, nine hundred and fifty pounds (£19,950); every class has a set of resources. Priory Fields were also successful in receiving six thousand pounds (£6,000) funding towards new resources.

All staff from EYFS (Early Years Foundation Stage) through to year six have completed six hours of Little Wandle training.

The scheme itself covers a few separate aspects which entails whole class phonics, progression through phonics and reading. The expectation is that by the time children reach the end of year one, they have completed the phonics programme and are fluent readers.

Year one and two are currently having two phonics lessons a day as that is what the baseline assessments indicated was required. Year three are also carrying out daily phonics lessons too. Monitoring of whole class phonics has been carried out, with positive outcomes and lessons seen. Year four, five and six are carrying out placement assessments; it is expected there will be some children across those year groups who will require phonics teaching. There are one hundred and twenty Big Cat Collins books which link to the stage of phonics a child is at. Therefore, the reading books are pitched according to the child's ability.

There have been some challenges along the way; the resources needed have been extremely time consuming to prepare and sort. Additional time within the timetable is required to teach phonics, this is resulting in some other subjects not having enough time dedicated within the timetable. However, the Ofsted Framework says early reading can be prioritised in key stage one.

Next steps have been identified as:

- Identify children in year five and six for keep up phonics.
- Start reading groups for year three and four.
- Monitor reading and keep up sessions.
- Provide weekly CPD and coaching for staff.
- Continue to develop and train the WDAT Reading Leader Team.
- Embed annual phonics monitoring into the monitoring schedule.
- Hold parent information and support sessions.

The phonics lead was thanked for her hard work in implementing the new scheme across the Trust. A Governor asked how the scheme applied to all children, particularly for those more able children who may not need phonics. It was stated fluency assessments would be carried out to see if a child needed to remain within the scheme. If the scheme is no longer required, children would be moved on to a separate spelling programme.

	<p>Another Governor enquired whether the number of keep up sessions were a result of covid or the cohort of children. It is felt it is a combination of both for EYFS and year one. For children in year two and one, it is likely to be the knock-on effect from covid. In addition to this, 30% of children are new to the country and new to English which has additional barriers to learning too.</p>
6	<p><b><u>Attendance Update</u></b></p> <p>Governors were sent a breakdown of school attendance from the beginning of the school year to the current date. The Headteacher stated the attendance data provided did not identify the number of children who have tested positive for covid. It was explained that children who were awaiting covid test results would get an 'x' code for their attendance, which does not count towards their overall absence percentage. However if a test result is positive, an 'i' code is recorded for illness which will count towards the overall absence percentage.</p> <p>A Governor asked if there has been many confirmed cases of covid within the school. The Headteacher commented that Priory Fields had twenty-eight cases up until 8<sup>th</sup> March. On the date of this meeting, the number of positive covid cases increased to over forty. The Headteacher continued to comment that, although it was no longer a legal requirement to isolate, the Trust have asked that parents follow the previous isolation guidance. Contingency measures have been implemented which has enabled all classes to stay open.</p> <p>External factors outside of the school's control, sometimes have a negative impact on pupil attendance. To help overcome some of these barriers, the Trust has established an attendance working party. The PSA and FLO work very hard to support families to help improve their attendance.</p> <p>A Governor asked if the school has had any children refuse to come into school since the covid pandemic.</p>
7	<p><b><u>Safeguarding Report</u></b></p> <p>Governors were sent the safeguarding report prior to the meeting.</p> <p>The report demonstrates there has been ninety-five safeguarding concerns raised between 1<sup>st</sup> September 2021 and 9<sup>th</sup> March 2022. Sixty of those concerns have been managed by the school. Eight consultations have been made with the Kent Safeguarding Team. Twenty-four referrals have been made with other services such as; homestart, SEASS, food banks and rapid relief. The Headteacher commented that managing safeguarding concerns consumes a large part of her time across the week.</p> <p>A Governor asked what the provision for providing food bank vouchers was like in school. The FLO is able to issue food bank vouchers to parents; there are tight restrictions in place in order for vouchers to be issued.</p>
8	<p><b><u>Tutoring Update</u></b></p> <p>Governors were informed there are sixty-eight children engaging in school led tutoring. A Governor asked when the tutoring sessions happen and what pupil attendance is like. The tutoring takes place after school, for one hour a week. Attendance is generally good, with only a few children whose attendance is inconsistent. Tutoring started in November, with more groups that started in January. Although data is not yet available, the initial feedback from staff has been very positive.</p>
9	<p><b><u>SEF – EYFS, Personal Development, Behaviour and Attitudes</u></b></p> <p>The Headteacher went through some parts of the SEF, providing a brief update to Governors.</p> <p><b><u>Personal Development</u></b></p> <p>Additional responsibilities have been taken on by children, such as becoming Advocates, Anti-Bullying Ambassadors and Mini Police Cadets. Pupil voice plays a strong role in the democratic approach which is taken when securing and during their roles.</p>

Comments from pupils who have additional responsibilities were shared with Governors. One pupil stated that the Police Cadets had helped them to become more responsible in school and in the community and noticed they grew as a team.

A 'launch' assembly is planned to introduce new school water bottles which are made from recycled plastic. As part of the assembly, children will learn more about single use plastic and how to reduce plastic waste. Next steps include exploring other ways to make an eco-friendly trust, explore the option for another round of police cadets and continue with community litter picks.

Pastoral support is very strong at Priory Fields School; staff aim to ensure every child feels valued.

Thrive Practitioners have provided training for teachers around the Thrive Approach. Further training for TAs was due to take place, but has been postponed until staff absence reduces. Whole class Thrive assessments are beginning to take place across the school.

Zones of Regulations has been trialled in year five and has been successful. Children are able to use the zones of regulations to identify their own emotions and can begin to suggest strategies to manage their emotions.

Next steps include taking part in a litter pick during the Great British Spring Clean, ensure whole class Thrive assessments are completed for every class and implement whole class approaches and ensure that Thrive provision is continuously evaluated to ensure impact.

#### Behaviour and Attitudes

There are many children with personalised plans, part-time timetables and behaviour plans which allow children to be as successful as possible in school.

Curly's Farm has been provided as an alternative provision for some children across the Trust to provide an accessible environment for them to develop their social skills and emotional development.

The impact of children attending the farm on a regular basis has enabled children to apply skills they have learnt to their classroom environment. This has led to less time being spent out of class and enabling them to access the curriculum more fully. An example of a direct quote from one of the children that attends Curly's Farm: "The farm is great. It has helped my behaviour in school as it is a big incentive. I find the animals really calming and going to the farm really helps me feel good inside. It's a good reminder of real life".

Rainbow Club has been extended to families of pupils with attendance concerns to build better relationships with the school and to encourage better attendance. This is part of the bespoke action plan that has been created as part of the WDAT Attendance Working Party.

Next steps include ensuring the right provisions are in place for the farm project and the right children are targeted. Carry out a geographical analysis on persistent absentees to understand the surrounding circumstances. Consider further incentives to support improved attendance. Track EYFS and year one children to identify any children who become persistent absentees to ensure it does not become engrained and identify punctuality issues.

#### Early Years Foundation Stage

The new early years curriculum, Development Matters 2021 has been implemented and monitoring shows effective execution of the curriculum. Monitoring also demonstrates how staff have developed their practice to reflect the new framework.

Governors were provided with images to show examples of learning in the EYFS classroom. This included a curiosity cube to instigate discussion and new vocabulary, a feelings chart called the 'Colour Monster' to help children express their emotions and examples of subitising which is a new focus in the Maths curriculum for EYFS.

Next steps include moderating with the Kent MAT Alliance to support teacher judgements for the new Early Learning Goals, provide additional training for staff, continue to provide real-life opportunities to support learning through the curriculum and to continue to develop medium term plans to reflect the new framework.

	<p><b><u>LGB Monitoring</u></b>  Malcolm Bowler agreed to monitor the SATS administration process on Tuesday 10<sup>th</sup> May.  Monitoring will be taking place during the week beginning 25<sup>th</sup> April, further details will be sent to Governors at a later date.</p>
11	<p><b><u>Any Other Business</u></b>  No items of any other business were raised in the meeting.</p>
12	<p><b><u>Confidentiality</u></b>  Matters of a confidential nature were discussed under agenda item 6.</p>
13	<p><b><u>Publication of Minutes</u></b>  These minutes will be approved and agreed at the next LGB meeting on Thursday 16<sup>th</sup> June 2022.</p>

<b><u>Action Points</u></b>
➤ 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: 16/6/22

Henry Coates